CHAPTER IV

RESULT AND DISCUSSION

This chapter explains the result from the data finding of this research. The first part describes the data of the study. The result of each point of the students' problems and the causes of those problems in indentifying the genre of English texts is presented and then followed by the descriptive discussion of the data. The data were collected from test and questionnaire. The data from the test is used to know the students' problems in identifying the genre of texts and the data from the questionnaire is used to know the students' causes of those problems.

A. The Description of Data

There are two kinds of data in this research; the first is data about the kinds of problems faced by the students in identifying the genre of texts. These data were obtained from the test that was administrated to the students. The second data are the causes of the students' problems in identifying the genre of texts. These were obtained from the questionnaire that was distributed to the students.

The data finding about the students' problems are identifying the parts of generic structure of narrative text and spoof text, understanding the content of those text, identifying the function of parts of generic structure of those texts, and the purpose hortatory exposition text.

The data finding about the causes of students' problems are lack of understanding about vocabularies, get difficulty in recognizing the characteristics of text, the appropriate information and the parts of generic structure of texts, understanding the sequences of event that organized in every paragraph of texts, categorizing the parts of generic structure into the appropriate structure, understanding the way of the writers in arranging the information of the texts, identifying the information in every paragraph of the text and in differencing the purpose of texts that they have read, combining the irrelevant information with relevant information of the texts, having the irrelevant information, lack of background knowledge about the texts that they have read and lack of knowledge about the purpose of texts and in differencing the purpose of texts.

B. The Data Finding

1. The Problem Found

The test was given to the students on Wednesday June 29th, 2011. The test contained 3 texts; those were narrative, spoof and hortatory exposition text. Those texts were texts that must be learned by the students at second grade of senior high school. There were 15 questions which asked about the type or the genre of text, the purpose, and the part of generic structure and the function of generic structure and ask about what the story tells.

From 34 students in second semester of the second grade, there were 9 students who could identify the genre of texts; they could answer appropriately. Out of these 9 students, three of them could decide the genre of text based on the characteristics and the generic structure appropriately while six of them also made a few mistakes. The rest 25 students made many mistakes in identifying the genre of texts. The following table summarizes the data of students' problems in identifying the genre of texts collected from this test.

Table 4.1 About the students' problems in identifying the genre of texts.

No	The students' problems	F	%	The students who did not answer		Number of students
				F	%	
1	Identifying the parts of generic structure of narrative text	28	82,3 %	-	-	34
2	Identifying the parts of generic structure of spoof text	27	79,4 %	2	5,88 %	34
3	Understanding the hortatory exposition text tells about	24	70 %	7	20,5 %	34
4	Understanding the spoof text	22	64,7	8	23,5	34

			%		%	
5	Understanding the narrative text tell about	18	53 %	1	2,94 %	34
6	Identifying the function of parts of generic structure of spoof text	12	35,2 %	6	17,6 %	34
7	Identifying the function of parts of generic structure hortatory exposition text	14	41 %	9	26,4 %	34
8	Identifying the parts of generic structure of hortatory exposition text	12	35,2 %	-	%	34
9	Identifying the function of parts of generic structure of narrative text	12	35,2 %	-	-	34
10	Identifying the function of parts of generic structure of spoof text	12	35,2 %	6	17,6 %	34
11	Identifying the purpose spoof	11	32,3	-	%	34

			%			
12	Identifying the purpose hortatory exposition text	10	29,4 %	-	%	34

The table shows that there are 12 problems faced by students in identifying the genre of texts. The first problem is identifying the parts of generic structure of narrative text and it is the problem that has high percentage (82, 3 %). The last problem is identifying the purpose hortatory exposition text and it has the lowest percentage (29,4 %).

Details of the data about the students' problems in identifying the genre of English text are explained descriptively below.

1. Narrative text

   a. Identifying the parts of generic structure (the right generic structure of narrative text is orientation – complication - resolution)

   1. There were nine students identified that *"orientation"* was in paragraph 1, *"complication"* was in paragraph 2, 3, and 4, and *"resolution"* was in paragraph 5.

      A narrative text usually contains *"moral value"*, it is also in the end of story. So, the ending paragraph in narrative text does not always call *"resolution"* but also can be called *"moral value"*. The right answer of

generic structure of narrative text is *"orientation"* in paragraph 1, *"complication"* in paragraphs 2, 3, 4 and resolution in paragraph 5. So, they make mistakes in deciding the paragraphs that showed *"complication"* and *"resolution"*.

2. There were ten students identified that *"orientation"* was in paragraph 1 and 2, *"complication"* was in paragraph 3 and 4 and "*resolution*" were in paragraph 5.

   The students make mistakes in identifying the paragraphs that show "orientation, complication and resolution. They cannot understand that *"orientation"* is introduce the characters, where and when the story occurred. They identify the second paragraph as *"orientation"*, it shows that they cannot understand well about the first paragraph. This is the right answer for the generic structure of narrative text: orientation should be in paragraph 1, *"complication"* was in paragraph 2, 4 and *"resolution"* was in paragraph 3, 5.

3. There were seven students identified that *"orientation"* was in paragraph 1, *"complication"* was in paragraph 2, 3 and *"resolution"* was in paragraph 4, 5.

   They make mistake in identifying the paragraphs that show *"complication"*. In a narrative paragraph the *"complication"* should be in paragraphs 2, 4, and *"resolution"* is in paragraph 3, 5. Meanwhile, their

answer shows that they do not understand well about what is the *"complication"* about. It is proved from their answer that showed the paragraphs 2 and 3 were *"complication"*. If they understand well about *"complication"*, they will choose paragraphs 2 and 5 as *"complication"* and paragraphs 3 and 5 as the *"resolution"*. Because in this text contained the problems and the writer of this text gave the resolution directly after he gave the problems.

4. There were two students identified that the first text was recount text. The generic structure of recount text was *"orientation"* – *"events"* – *"re-orientation"*.

The students identified *"orientation"* was in paragraph 1, *"events"* were in paragraph 2, 3, 4, and *"re-orientation"* was in paragraph 5. This answer is absolutely wrong, because the first text was a narrative text not a recount text.

   b. Identifying the function of the parts of generic structure

1. There were twelve students explained the function of its part of generic structure of narrative text unclearly. They explained that the function of *"orientation"* was "introduce the story" and explained *"resolution"* was "breaking the story".

In explaining orientation, students' answer were incomplete answer because the function of "*orientation*" based on Th. M. Sudarwati and Eudia Grace "introduce the character or the participants of the story, where and when the story occurred".[1] The answer about "resolution" was incomplete answer because "resolution" based on Th. M. Sudarwati and Eudia Grace explained that how the problem was solved or ended.[2] The students' answer about "resolution" is not suitable because something that should break in resolution is not the story, but the problem.

c. Understanding the story tell about

1. There were eighteen students answered that narrative text told about "the hawks hunt the chicks".

    It was a wrong answer, because the narrative text tells about "the hen did not fulfill her promise to the hawk". From their answer, it showed that the students did not understand well about the story itself because they just mentioned about the title of this text not about the text itself.

2. Spoof text

    a. Identifying the purpose of text

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[1] Th.M.Sudarwati and Eudia Grace*, Look Ahead 2: An English Course for Senior High School Year XI* (Jakarta: Erlangga, 2006), p.52

[2] Ibid, *Look Ahead 2: An English Course for Senior High School Year XI, p.52*

1. There were eleven students identified the purpose of spoof text incompletely; they answered the purpose of spoof text with *"to entertain the reader"*.

   Basically, it is a right answer but incompletely. Because they did not answer the complete answer and missed the main point of the purpose of spoof text *"a humorous twist or unpredictable ending"*. According to Th. M. Sudarwati and Eudia Grace said that the purpose of spoof text is *"to tell an event with a humorous twist"*.[3]

   While Joko Priyana and Suwandi explain that the purpose of spoof text is to entertain the readers using *"twist"* (unpredictable ending).[4] *"Twist"* here is the main point of spoof text, because it was the key of spoof text.

   In twist contains the funniest part and the readers have to predict it before. So, in spoof text, the readers will find this part. A part which makes this type of text becomes different than other text and the students have to identify about that part (*"twist"*).

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

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

b. Identifying the parts of generic structure

1. There were fifteen students identified that the generic structure of spoof text was *"orientation"* in paragraphs 1 and 2, *"events"* in paragraphs 3, 4 and *"twist"* in paragraph 5.

Their answers are inappropriately. Moreover, they are wrong in identifying the paragraphs that showed *"orientation"* and *"events"*, because *"orientation"* is in paragraph 1 while events in paragraphs 2, 3, 4. The students usually identified the generic structure of text did not base on the right rule. They just predict the first and second paragraphs were *"orientation"* and in the middle was *"events"*.

2. There were twelve students identified that *"event"* was in paragraph 1, *"twist"* was in paragraph 2, 3, 4 and *"orientation"* was in paragraph 5.

This answer is wrong, because *"orientation"* should be in paragraph 1, *"events"* in paragraphs 2, 3, 4 and *"twist"* in paragraph 5. Their answer shows that they just know the name of the part of the generic structure of spoof text, but they cannot apply those parts into paragraphs.

c. Identifying the function of the parts of generic structure

1. There were nine students identified the function of the parts of generic structure of spoof text *"orientation"* was the scene of the story and *"twist"* was a humorous.

Their answers are inappropriate and incomplete. The complete answers should be *"orientation"* was introducing the characters and setting of the story and *"twist"* was an unpredictable funny ending of the story.[5] Basically, twist was the funniest part of the story. If they just identified *"twist"* only *"humorous"*, it is very incomplete answer because it is not just the part that consists humorous and it is the unpredictable part that cannot be guessed before by the readers of this text. As the result, they are inappropriate in explaining those parts (*"orientation"* and *"twist"*).

2. There were three students explained that *"orientation"* was first in the text, *"event"* was events in the text and *"twist"* was fun of the text.

That explanation is not right because *"orientation"* is introducing the characters and setting of the story, *"event"* is telling what happens to the characters of the story. And *"twist"* is an unpredictable funny ending of the story. The *"orientation"* is always in the first of text because it contains the introduction of the characters and setting of the story.

Because of the location of *"orientation"*, the students explained the function of "*orientation*" with "was first in the text". This explanation is very wrong, because they do not explain the function and their explanation just

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

showed the location of *"orientation"* in the text. Moreover, *"twist"* is the unpredictable funny ending part of spoof text. But, they explained that it is fun in the text. The researcher cannot understand the meaning of *"fun"* according to the students' answer. Then, the researcher asked them about their answers, the students told that *"fun"* here meant that it is a happiness part of the story. Their answer became wrong because they did not explain that *"twist"* was an unpredictable funny ending part of spoof text.

    d.   Understanding the story tell about

        1.   There were eight students identified that the spoof text here told about *"Jack's father went to see the professor"*, two students identified that it is *"an event that humor between Jack and the professor"* and *Jack's father"*, eleven students identified "we don't subscribe any newspaper" and one student identified *"Jack was failed in the university but he get another chance"*.

The students had made mistakes because they said that this story told a funny story about the reason Jack had to leave the university and the reason here is included into the unpredictable funny ending of the story. To know what the story tells the readers about, the students have to understand what the text is about. Most of them do not know about the appropriate generic structure of spoof text. In addition, they cannot explain the function of every

part of generic structure of spoof text. As a result, they do not know the information in the texts.

Consequently, if they do not know the information that built the unity of the text, they will find difficulty in understanding the text itself. Therefore, they have the difficulties in understanding the story. They also cannot find the context of the text itself.

3. Hortatory exposition text

    a. Identifying the purpose of text

        1. There were five students identified that hortatory exposition text had a purpose *"to inform the reader about someone"*.

The students made mistakes in identifying the purpose of hortatory texts. It is because it has a purpose to persuade the readers about something that should or should not be the case and it was not about informing the readers about someone. In this text contains the information functions to convince the readers about the issue presented by the writers. The information here calls *"argument"*, it is a place of the writer argues and shows the facts about the issue that are being concerned.

        2. There were six students identified that the purpose of hortatory exposition was *"to entertain the reader"*.

Those answers are absolutely wrong. The purpose of hortatory exposition text is not to inform about to entertain the readers. Hortatory has a function to let the readers know and then persuade them about something that should or should not be the case.

3. There was one student identified that the purpose of hortatory exposition text was *"to realization about the argument"*.

For the answer about *"to realization about the argument"*, in hortatory exposition consists *"argument"*, but it has a function to give the reasons of why something is being discussed. In an *"argument"*, the writer of this text always gives his opinion or shows the fact about something to convince the readers that something should or should not be done. So, the right answer of the purpose of hortatory exposition text is *"to persuade the reader or listener that something should or should not be the case"*.

b. Identifying the parts of generic structure

1. There was one student identified that paragraph 1 and 2 were *"thesis"*, paragraph 3 was recommendation and 4 and paragraph 5 was *"arguments"*.

The student' answer is wrong answer because the students cannot mention the right part of generic structure of this text. They mention the wrong organization of paragraphs that showed *"thesis"*, *"argument"* and also

"recommendation". These are the right parts of generic structure of hortatory exposition *"thesis"* in the paragraph 1, *"arguments"* are in paragraphs 2, 3, 4 and the last paragraph is *"recommendation"*.

    2. There were eleven students identified the paragraph that showed *"thesis"*, they identified that paragraphs 1 and 2 were *"orientation"*.

The generic structure of hortatory exposition text is *"thesis"*, *"argument"* and *"recommendation"*. It was wrong because paragraph 1 is *"thesis"* and paragraph 2 includes into *"event"*. The students need to know that there as not the part of generic structure of hortatory exposition text that calls *"orientation"* and *"twist"*. Those are the generic structure of spoof text. As the result, these are the right organization of generic structure of hortatory exposition text, the paragraph 1 is *"thesis"*, paragraphs 2, 3, 4 are *"event"* and paragraph 5 is *"recommendation"*.

From the students' answer about the generic structure of hortatory exposition text, they were wrong in identifying the right organization of that text. They were wrong in identifying the paragraph that showed *"thesis"*. Besides, they were also wrong in identifying the name of *"thesis"*, they identify it with *"orientation"*.

c. Identifying the function of the parts of generic structure

    1. There were fourteen students identified that the function of *"orientation"* was to introduce the text; they explained that *"argument"* was argument for the opinion, and *"recommendation"* was should or should not be the cast.

It is not appropriate answer, because the first paragraph is *"thesis"* not *"orientation"*. While the right answer for the first paragraph is *"thesis"*, it is stating an issue for concern not about introducing the text. The second, third, fourth paragraphs are *"argument"*, it is giving reasons for concern, and the fifth paragraph is *"recommendation"*, it is suggestion which contains what should or should not be the case.

d. Understanding what the story tells about

    1. There were sixteen students identified that the hortatory exposition text is *"agriculture"*, two students identified that the story told about *"the agriculture's contribution in the beginning of the development is highest among the other sectors"*. There were six students identified *"the government should put agriculture as the priority of national development"*.

They have problems in understanding what the hortatory exposition was about. So, they made mistakes in identifying the whole story. And they

need to know that that story is about the importance of agriculture for Indonesia's economic development.

2. The Cause of the Problem

Before proceeding to the result of questionnaire in the sentences, a table about the causes of students' problems in identifying the genre of texts is presented. The following table summarizes the data of the causes of students' problems in identifying the genre of texts collected from the questionnaire.

Table 4.2 About the causes of students' problems in identifying the genre of texts.

Number of questions	Number of answers								Number of students
	A		B		C		D		
	F	%	F	%	F	%	F	%	
1	5	14,7 %	22	64 %	7	20 %	-	-	34
2	15	44,1 %	5	14,7%	16	47 %	-	-	34
3	5	14,7 %	-	-	29	85,2 %	-	-	34
4	7	21 %	15	44 %	12	35,2	-	-	34

					%			
5	5	14,7 %	20	58,9 %	9	26,4 %	-	-	34
6	17	50 %	10	29,4 %	6	17,6 %	1	2,94%	34
7	11	32,3 %	18	52,9 %	6	17,6 %	-	-	34
8	6	17,6 %	20	58,8 %	8	23,5 %	-	-	34
9	10	29,4 %	6	17,6 %	13	38,2 %	5	14,7%	34
10	3	8,8 %	15	44,1 %	12	35,2 %	4	11,7%	34
11	11	32,3 %	16	47 %	5	14,7 %	2	5,8%	34
12	10	29,4 %	13	38,2 %	11	32,3 %	-	-	34
13	10	29,4 %	7	20,6 %	17	50 %	-	-	34

14	9	26,4 %	10	26,4 %	15	44,1 %	-	-	34

The questionnaire is used to know the causes of students' problems in identifying the genre of texts. The questionnaire was distributed to the second semester of second grade students. The questionnaire has 14 questions. From the responses to questionnaire, the causes of students' problems were collected. The following description describes the data of the causes of students' problems in identifying the genre of texts from this questionnaire.

    a. The analysis of questionnaire

The first question asked if lack of vocabulary causes their problems. There were 5 students (14,7%) ticked "agree" option, 22 students (64%) ticked "very agree' option and 7 students (20%) ticked "disagree" option. So, one of many causes of their problems is because of the lack of understanding about vocabulary in the texts.

The second until the fifth questions asked about whether or not the lack understanding toward the generic structure of texts causes their problems. Every genre contains different structure and other different characteristics. The generic structure of a text contains the way of writers organized their ideas. By understanding

the generic structure, the students will find the structure of information that organized by the writers of the text.

The second question asked about whether or not having the difficulty in recognizing the characteristics of text, such as generic structure caused their problems. The answer showed that 15 students (44,1%) agreed with this statement, 5 students (14,7%) very agreed and 16 students (47%) disagreed. The answer showed that more than half of the respondent (58,8%) had the difficulty in recognizing the generic structure as one of characteristics of text.

Responses toward the third question about having the difficulty in identifying the parts of generic structure of texts show two a big tendency toward disagree with 85, 2 % (29 students). There were only 5 students (14,7%) agreed with the statement. It means that students in majority did not have difficulty in identifying the parts of generic structure of texts, for example, in narrative contained complication, in spoof text contained twist and hortatory exposition text contained recommendation.

The fourth question asked about whether or not they have the difficulty in understanding the function of each part of generic structure of texts caused their problems. Seven (7) students (21%) agreed with the statement, 15 of the students (44%) very agreed, 12 of students (35,2%) disagreed with the statement. More than half (61%) of students agreed that they had difficulty in understanding the function of each part of generic structure.

The fifth question asked about whether or not having the difficulty in categorizing the parts of generic structure into the appropriate structure caused their problems. The answer showed that 5 students (14,7%) agreed, 20 students (58,9%) very agreed and 9 of the students (26,4%) disagreed about that. Seventy four percent (70,4%) agreed that they had difficulty to categorize the parts of generic structure. This data agree with the result from the test where they inappropriately categorize the parts of generic structure into the appropriate structure.

The question number six until number twelve aimed at collecting information about students' understanding about the information organized in the generic structure. These questions are important because the generic structure is a media that the information of organization.

Responses to question about having the difficulty in understanding the sequences of event that organized in every paragraph of texts show that 79,4% of students find it difficult to understand the sequence of events that happened with 27 students stated either agreed or very agreed. The other 6 students stated disagreed, another student very disagreed about that cause.

When asked about having the difficulty in understanding the way of the writers in arranging the information of the texts, 11 students (32,3%) stated agreed, 18 students (52,9%) very agreed, 6 students (17,6%) disagreed. No student ticked very disagreed. In short, it shows that 85,2% of the students had this difficulty. This

data complement the data from the test that show students' problem in giving the right sequence of generic structure of texts.

The eighth question asked about whether or not the students have the difficulty in recognizing the appropriate information in the texts caused their problems. The answer showed that 6 students (17,6%) agreed, 20 students (58,8%) very agreed toward that cause, 8 students (23,5%) disagreed and there was not student (0%) answered very disagree toward that cause. The students in majority (76,4%) had the difficulty in recognizing the appropriate information of the texts. As a result, as shown in the test, they were many students who the wrong answer about the location of generic structure of text.

The ninth question asked about whether or not the students have the difficulty in identifying the information in every paragraph of the text. The result showed that 10 students (29,4%) agreed, 6 students (17,7%) agreed toward that cause, 13 students (38,2%) disagreed and 5 students (14,7%) very disagreed toward that cause. In brief, there were 47,1% students agreed and 52,9% students disagreed toward that cause.

The tenth question asked about whether or not the students have too much the irrelevant information caused their problems caused their problems. The result showed that 11 students (32,3%) said agree, 16 students (47%) said very agree toward the cause of their difficulty in identifying the genre of texts because of the influence of irrelevant information that they had before. In contrast, there were 5

students (14,7%) said disagree and 2 students (5,8%) said very disagree toward that cause. So, 79,3 % of them agreed that having the irrelevant information caused their problems while there were 20,5% disagree toward that cause.

The eleventh question asked about whether or not the students combine the irrelevant information with relevant information of the texts caused their problems. The result showed that 3 students (8,8%) said agree, 15 students (44,1%) said very agree toward that cause, while 12 students (35,2%) and 4 students (11,7%) said very disagree toward that cause. So, the result showed that 53% students said agree toward that cause. On the other hand, there were students 47% students said disagree.

The twelfth question asked if the lack of background knowledge about the texts that they have read caused their problems. The result showed that 10 students (29,4%) agreed and 13 students (38,2%) very agreed that they were lack of background knowledge about that texts. However, there were 11 students (32,3%) answered disagree toward that cause and there was not student (0%) who answered very disagree.

The thirteenth and fourteenth questions about whether or not the lack of understanding the purpose of texts caused their problems. Every text is written with a purpose. By knowing the purpose, the students will be easier in categorizing the texts according to the genre.

The thirteenth question asked about whether or not lack of background knowledge about the purpose of texts caused their problems. The result showed that 10 students (29,4%) said agree and 7 students said very agree (20,6%) toward that cause. There were 17 students (50%) said disagree and there was not student who said disagree about that cause.

The fourteenth question asked about whether or not the difficulty in differencing the purpose of texts that they have read caused their problems. The result showed that 9 students (26,4%) said agree and10 students (29,4%). On the other hand, there were 15 students (44,1%) said disagree and there was not student (0%) answered very disagree about that cause. Their difficulty in differentiating the characteristic or the features of texts caused their problems in identifying the genre of the English texts.

C. The Discussion of the Data Finding

1. The discussion of students' problems

   The discussion of the data finding and the analysis is presented below.

   a. In identifying the purpose of texts

   The result of test shows that the students made mistake in identifying the purpose of spoof text and in identifying the purpose of hortatory exposition text. Identifying the purpose of text is important because it will help the students categorize the text according the genre. If they cannot identify the purpose of text,

they will not be able to categorize the texts according the genre. The result of their test showed that they cannot categorize those texts into the appropriate genre of texts. But, there are some students identified the purpose of narrative text appropriately. As a result, those students are right in categorizing a narrative text according to the genre.

b. In identifying the parts of generic structure

The students made mistake in identifying the parts of generic structure of narrative text. In narrative text, they make such mistakes in identifying the parts of generic structure (about the location of complication and resolution). The students answered that the location of "orientation" in the first paragraph. The second paragraph is "complication" and the last is "resolution". The students' answers are not right because "complication" is not always in the middle of the story and "resolution" is not always in the last story. From their problems in identifying the parts of generic structure of narrative text, it shows that they have misconception about the location of some parts of generic structure in narrative text. For example, in narrative text contains "resolution", the students answered that it was at the end of the story. Meanwhile, a narrative does not always with *"resolution",* often the last is the *"moral value".* The students' argument indicate that they do not understand well about some parts of generic structure tell about or do not understand the content of some parts of generic structure of texts.

The students also made mistake in identifying the parts of generic structure of spoof text. Many of them just identified that the first paragraph is always "*orientation*", the second paragraph always is "*events*" and the last paragraph always is *"twist"*. Their answer showed that they could not understand about the function of those parts of the generic structure. They identified the paragraphs that showed the generic structure is not in chronological. They turned over in identifying the paragraphs that show the generic structure of spoof text. They only knew that the name of the parts of generic structure of spoof text but could not find the paragraphs that showed *"orientation"*, *"event"* and *"twist"*. It is proved from their answer; they identified unclear the generic structure and they were wrong in structuring the generic structure of spoof text. They did not apply their understanding about those parts. As a result, that problem made them did such mistake in identifying the parts of generic structure of spoof texts appropriately. In addition, they made mistake in identifying the location of "thesis and argument".

The students also made mistake in identifying the generic structure of hortatory exposition. Most of them cannot decide the paragraphs that contain argument and recommendation in hortatory exposition text. Their answer indicates that they are still confused about what the *"argument"* and "*recommendation"* is also the application in the paragraphs. If they understood that *"argument"* shows the writer's reasons about the topic or issues that are going to recommend. In the

"recommendation" contains writer's advices or suggestions about what should be or not be happening. They would be able to predict that in those parts will contain about the writers' reason in recommending the topic and the writers' advices.

      c.   In identifying the function of the parts of generic structure of texts

The students made mistake in explaining the function of narrative text, such as *"orientation"* and *"resolution"*. Their answer indicates that they do not understand about the parts of generic structures itself and the application of such structure. As a result, they cannot describe the function of those parts. They should be able in understanding the function of those parts because it will help them in deciding the location of those parts in the paragraphs.

The students also made mistakes in explaining the function of spoof text. Their mistakes are in explaining about *"orientation"* and *"twist"*. Their wrong answer about *"twist"* indicates that they just know that this story is about "fun". They understood is that "fun" here meant a happy part of the story. Their answer was wrong because they did not explain that *"twist"* was an unpredictable funny ending part of spoof text. So, it is not just about the happiness ending, but the funny ending that cannot be predicted by the readers of the texts before.

In explaining the function of hortatory exposition text, the students made mistakes in explaining *"argument"* and *"recommendation"*. They knew that a hortatory exposition explains the readers about that something should or should not

happen or be done. But, if they were asked about the function of those parts, they were still confused. Their lack of understanding about *"argument"* made it hard for them to explain the *"recommendation"* because the *"argument"* is presented before the *"recommendation"*. So, there is a relation between those parts. They need to know that *"argument"* contains the writers' advices about the topic that is being recommended to the readers and *"recommendation"* contains the writers' advices about what should be or not be done by the readers.

d. In identifying that the texts is about

The students made mistakes in identifying what the texts is about in all types of texts this research. To identify the content of the texts, they have to understand information that is organized in the English texts. There is generic structure or rhetorical structure in the texts. It contains some information that is organized in those parts. Christine Nuttal states that rhetorical structure is the writers' ideas that are organized within texts.[6] They need to identify and understand the information in those parts. However, the data show that they had the problems in identifying the generic structure and in explaining the function. Whereas, by knowing the function, they will be able to identify the structure of the generic structure appropriately. If they could explain and identify the generic structure, they will be able to identify the

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[6] Christine Nuttal, *Teaching Reading Skill in a Foreign Language* (Oxford: Macmillan Heinemann, 1983), p. 26

content of the texts. The result of their test show that they had problems in identifying and also explaining the function of the parts of generic structure and as a result they could not understand and identify the texts told about.

2. The discussion of the causes of students' problems

As stated above, the students had some problems in identifying the genre of texts. Data from the questionnaire show these problems. The first cause is more than half of students are still confuse with the vocabulary in the texts that they have read. So, one of many causes of their problems is because of the lack of understanding about vocabularies in the texts. Having enough of understanding about the vocabulary is very important because it will support them in understanding the texts.

Another problem is they were lack of understanding toward the generic structure of texts. It was proved from their answer in the test. They made mistakes in identifying the appropriate location of the parts of generic structure, for example, they did not decide the right location of the paragraphs that showed complication and resolution in narrative text. Basically, the students knew about the name of the parts of generic structure of texts, but they could not apply their knowledge when they were reading the English texts. As a result, they could not decide appropriately the paragraphs that showed the parts of generic structure. Another result of the test showed that they could not explain about the function each part of generic structure.

Whereas, by knowing the function, the students will get an easier way to understand what kinds of information that organized in every part of generic structure.

The students' also have problems in categorizing the parts of generic structure into the appropriate structure. The cause of this problem is the difficulty in categorizing the parts of generic structure into the appropriate structure. By categorizing the parts of generic structure, they will try to find the appropriate interpretation toward those parts.

The students' responses to the question number sixth show that the students' understanding about the information organized in the generic structure. It also cause of their problems in identifying the parts of generic structure of texts. They were wrong in identifying the generic structure of narrative text and spoof text. The students who ticked *"agree"* item could answer the appropriate generic structure of hortatory exposition text in the test. But, the students who ticked *"disagree"* are not right in identifying the parts of generic structure of hortatory exposition text.

The number seven in the questionnaire showed that the cause of their problem is their difficulty in understanding the way of the writers in arranging the information of the texts. Understanding the arrangement of information of texts will help the students in identifying the generic structure. As a result, many students could not identify the appropriate structure of generic structure of texts. Most of them could not give the right sequence of generic structure of texts.

The number eight in the questionnaire showed that the students have the difficulty in recognizing the appropriate information in the texts and it was caused their problem in identifying the appropriate structure of generic structure. The result of the test showed that many students made mistake in identifying the appropriate structure of generic structure.

The students have the problems in understanding the texts is about and the cause is they have the difficulty in identifying the information in every paragraph of the text. The students who answered "disagree and very disagree" indicated that they can understand the information in some paragraphs in the texts. As a result, they could understand the information of the texts. Another problem occurred if they met the paragraphs which contained the unfamiliar vocabularies, it was made them confuse toward the whole information of texts. So, it was made them could not identify information of the texts.

Another cause of the students' problems in understanding the content of the English texts is that they have irrelevant background knowledge. Every student always had background knowledge; even it was relevant or irrelevant toward the texts that they have read. But, if they combined the irrelevant information when they were reading, they would be confused toward the relevant information of the texts. That cause was obtained from the number tenth and eleventh in the questionnaire.

The question number twelve also asked about the cause of the students' problems in understanding the English texts. The cause of that problem is they were confused to apply their background knowledge when they read the English texts. They became confused because they did not have enough background knowledge toward the texts and their lack of background knowledge about those texts did not help them in understanding the content of texts.

Responses to the number thirteen and the fourteen in questionnaire, the cause of students' problems in identifying the purpose of texts is obtained. The causes of their problems in identifying the purpose of texts are lack of background knowledge about the purpose of texts and they had the difficulty in differencing the purpose of texts that they have read caused their problems. The consequently, those causes would make them could not differentiate the purposes of those texts.

Based on the discussion about the causes of the students' problems in identifying the genre of texts, the causes of the students' problems are lack of background knowledge about the purpose of text and difficult in differencing the purpose of texts, the difficulty in identifying and explaining the parts of generic structure, the difficulty in categorizing the parts of generic structure into the appropriate structure and the difficulty in understanding the sequence of events that happened in the texts.