

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of the Study

Education is the most important factor for human as a tool to improve human resources in daily life. Education also as a process of teaching, training and learning, especially in schools or colleges to improve human knowledge and develop their skill. Education gives human knowledge, skill and habit. The objective of the education is to create human who has quality, character, and the wide point of view on the future to get his/her ambition and able to adapt well and quickly.

The first place where we get the education is from our family. In our family we learn about how we do something and know about the other person. Education takes place in formal, non formal and informal setting. Formal education occurs in structured environment whose explicit purpose is teaching students. Formal education takes place in school environment with classroom or multiple students learning together with a trained, certified teacher of a subject. Meanwhile, in nonformal and informal education there is no formal curriculum. The teacher is simply someone with more experiences such as parents, grandparents, or a friend.

School is one of place for getting formal education. School is an institution designed to provide learning spaces and learning environments for the teaching student under the direction of teacher. Teacher teaches many things to the students especially knowledge. The students are given the knowledge for many subject which have to be mastered by them. Students should learn many subject at the school such as religion, natural science, Indonesia language, English language and many more subject. From those subject above, many people consider that English

language is the most important lesson or subject to know even to master. English gives knowledge widely and it has huge impact across the world. English as an international language which is used by people around the world to communicate and interact with each other. It has many important role in the world's economy development, politic, science, technology, health, culture, engineering, education, and soon. That is the reason people should have knowledge and able to communicate in English language if people want to get involved in this era globalization. Commonly, in English language there are many aspects that students should know such as grammar, pronunciation, vocabulary, linguistics, translation, the four skill (speaking, listening, writing and reading) that people have to learn it if they want to know about english. The students can get all the aspect from textbook when they are learning process based on curriculum.

The Indonesian government especially the National education department has developed an English standard competence which is stated in Curriculum as the standard of teaching and learning English process. Curriculum is a set programme and arrangement of a goal, content, learning material, and process as the reference of teaching learning process to achieve the certain aim of education (*Peraturan pemerintah nomor 19 tahun 2005 tentang Standard nasional Pendidikan, Bab 1 ayat 13*). Curriculum is develop based on the Indonesian learners' need. The government ever made several curriculums. The government need to seek the most appropriate curriculum. Starting from Lesson Plan Curriculum (1947-1952), Lesson Plan Unraveling 1952, Curriculum Plan for Education 1964, Curriculum 1968, Curriculum 1974, Curriculum 1984, Curriculum 1994, Competency Based Curriculum (CBC) 2004, Educational Unit Level Curriculum (SBC) 2006, Curriculum 2013. The material is part of the curriculum. The material is textbook.

The changing of the curriculum influences the existence of textbook including the content of the materials which are present. It is because textbook hold an important role in learning. The function is as the teaching instrument in order to achieve the expected teaching goal. According to Tarigan in Rofi (2014:3), argues that textbook is a subject book in a particular field of the study which is a standard book prepared by experts in a particular field for instructional purposes equipped with appropriate teaching facilities and easily understood by the user at the school and in a collage to support a teaching programme.

In fact, almost all of the teachers in Indonesian use textbooks as teaching media to deliver the material. It is an important component because it can be used as a resource for teachers in the teaching and learning process. Teacher also can understand part of the textbook, so the teacher can be a competent teacher. Nowadays, the curriculum that we used is the Curriculum 2013. It is based on the school's necessity. The topic in textbook is about long functional grammar which is tell about the text based on type of text. The teachers expected that the students able to understand the meaning of the text and parts of the text. Such as; types of genre, the generic structure, and the lexicogrammatical features of the text. The future teacher also have to prepared themselves to be a competent teacher. So, the future teacher able to master the contents of the textbook as a text and part of the text. Not only the contents of the text, teacher also able to identify the students' need.

The text that students' learn in senior high school is long functional grammar. According to Siahaan and Shinoda (2008:1), A text is both a spoken text and a written text. A spoken text is any meaningful spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be monolog or a dialog or a conversation. It can be a song or a poetry or a drama or a literature, ect. A written text is any meaningful written text. It can be a notice or direction or

an advertisement or a paragraph or an essay or an article or a book, ect. A text refers to any meaningful short or long spoken or witten text.

Based on the writer's experience on teaching practice (PPL) in Katolik Budi Murni 3 Senior High School,writer saw the students were interested to learn about the text on textbook. They could discuss it with their friends in a group. The students thought if the can join with their friends they could learn together and delivered their experiences one each other. When they learnt the text they also could delivered the conclusion of the text based on their discussion in front of the class. Some of the students argue if they could wrote and delivered and the text in front of the class they could develop their self confidence in front of the class but, sometimes they were difficult to differenciate the genre that used in textbook, but the students should learnt it because it was part of the curriculum.

The curriculum in Senior High School state those students are requiring various types of genres. There are thirteen types of genres namely, description, explanation, procedure, exposition, discussion, narrative, spoof, recount, report, anecdote, news item, review, and commentary. Every genre have different specification such as social function, language features and generic structure. Although the syllabus of curriculum in Senior High School are required only four genres, it included the genre that be easy to understood the students in writing genre. When we find the explanation about genres in every textbook, the genres have different explanation. The textbook that the writer used when teaching practice based on curriculum at Katolik Budi Murni 3 Senior High school. They used educational Unit Curriculum or Development of School Based Curriculum.

Nowdays, the curriculum 2006 has been changes into 2013. The changes to new curriculum has bring some various opinion. The government realizes the curriculum 2013 is better. Curriculum

2013 gives some strategies for the teacher and students. The teacher will be more creative, while students will be more active. In new curriculum, there is a scientific approach. This can be mentioned as a method. Teachers not only teach but also as a facilitate students. Curriculum 2013 was implemented in the school year 2013/2014 on specific schools (limited). The curriculum 2013 offer some models of teaching and scientific approach. To be a master teacher also should be understood the part of the textbook. When teachers do learning process the teachers know the students' need in the classroom.

In addition the writer wants to analyze the text in the textbook based on generic structure and language features text on students' English textbook because when teaching practice the writer found the students difficult to differentiate the generic structure and language features of the text eleventhough they like to learnt about the text. The writer also wants to prepared herself to be a good teacher and qualified teacher by applied curriculum 2013. Prepared herself is a good way to understand the genre more complete. The writer also reliazes that curriculum 2013 is a new curriculum that apply in many schools.

Nowdays, there are many English textbook in the school. The teachers use it as a tool and source for learning and teaching process in the classroom. Sometimes, the teachers use textbookmore than one when they are teaching. They use it because the teacher must have many references for learning and teaching process. The textbook are Erlangga, Andi, Tiga Serangkai, Intan Pariwara, Balai Pustaka, Kanisius, Ganeca Exact, Republika, Gema InsaniGrapindo, Yudishtira and so on. Every bookhavethe different explanation about genres.

Erlangga textbook is a publishing that design a book for many kinds of book in Indonesia for education sector. Every year this publishing make the development for their book. The book consits of five parts starts from the beginning level until the University. The categories of this

book start from school textbook, university, children book, fiction and non fiction book, and references book. The best quality from this book is always up grade their book based on curriculum. The book also gives a high value for education. The textbook is designed from continuing research, the editors every time make the evaluation for their book. The marketing doing by professional marketing who know the book is very good. They teach the teacher how to use book well. This publishing also follow the changing the curriculum KTSP into curriculum 2013.

Erlangga textbook also every time contribute their book in many schools. They observe the curriculum based on the necessary in the school. They follow the changing curriculum from governments who want to make the education better. When the writer teaching practice the writer used the textbook based on curriculum KTSP because at the time the curriculum at the school was curriculum KTSP. The writer will be as a teacher, the writer should be prepared herself to be good teacher and understand about the textbook based on curriculum 2013. Curriculum 2013 will be as the one curriculum that used in Indonesia.

Based on the experience above, the writer wants to do a research. The writer also really interested to analyze the genre on the textbook because when the writer teaching practice the time for analyze the text on textbook was not enough. The writer also thought that the writer have to prepared her knowledge to be a master teacher. The writer have to understand the parts of the text on the textbook.

To avoid misunderstanding, it is necessary for the writer to limit this research. The writer just focus to analyze about generic structure and language features text on Erlangga textbook based on curriculum 2013.

## **1.2. The Problems of the Study**

Based on the background of the study above the writer would like to formulate the problems of the study as below :

1. What are the generic structure of the genres on English textbook at Eleventh Grade Senior High School?
2. What are the lexicogrammatical features of the genres on English textbook at Eleventh Grade Senior High School?

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

Relating to the problems above, the objectives of this study include as follows:

1. To find out the generic structure of the genres on English textbook at Eleventh Grade Senior High School.
2. To find out the lexicogrammatical features of the genres on English textbook at Eleventh Grade Senior High School.

### **1.4. The Scope of the Study**

The scope of this study includes the generic structure text and lexicogrammatical features of genres on English Textbook. In this research the writer focuses one English Textbook at Eleventh Grade Senior High School. The textbook based on Erlangga Textbook. There are 12 chapters and 224 pages.

### **1.5. The Significances of the Study**

The result of the study is expected to be useful for the theoretically or practically for the writer, teacher, students of English Department and further researcher.

1. Theoretically

The result of the study can be used as a source in analyzing reading textbook of genre and generic structure of the text and can be as an alternative in doing functional linguistics (functional

grammar) research. There are thirteen kinds of genre. It is difficult to understand all the genres. The Writer hopes when the reader reads this research they get the easy way to understand about genres.

## 2. Practically

The result of the study will be important for the writer, teacher, students, further researches to practice the using of genre.

- a. For the writer, to help her preparing herself to be a qualified, competent, creative, patient, and critical English teacher in the future. This research also help the writer to understand about the genre absolutely.
- b. For the teachers of English, as a reference to help and improve their teaching quality for teaching about genre
- c. For the students of English Department of Teaching Faculty, enrich their knowledge about understanding the genre and will be easier to understand about generic structure in the text.
- d. For the further research who are interested in conducting a much deeper research on the analyzing genre and generic structure. As a reference to help and improve their teaching quality for teaching about genre.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Theoretical Framework**

This chapter elaborates some fundamental theories underlying the topic of this research. The writer presents the root theories of the topic, beginning from definition of the text, definition of generic structure, definition of language features and the theories of the genre. Moreover, it also elaborates review of previous research and conceptual framework.

#### **2.2. Definition of Text**

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Linguistic context is the linguistic unit before and after a text. Non linguistic context is outside a text. So, a text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and written text. A spoken text is any meaningful spoken text. It can be word or phrase or a sentence or a discourse. A spoken discourse can be a monolog or a

dialog or a conversation. It can be a song or a poetry or drama or a lecture, etc. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book etc. A text refers to any meaningful short or long spoken or written text.

A text of language is unique. Some languages may have some similarities in a text. They also have some differences. The languages that have the dominant similarities can be of the same branch. The native speakers of a language are subject to a set of rules in the production and interpretation of a text in a language is rule governed. The rule is conventional. It is not only individual man made. It is not the work of a linguist. The set of rules are acquired from the speech community of the language. The acquisition is not inheritance too. The native speakers of the language learn it through an informal process.

The English text is also unique. It is the way its native speaker to organize a piece of both speak and write information. This way is the culture of the native English speaker to communicate in both the spoken and written language. This means that learning the English text is learning to communicate in the cultural of the English people if they want to communicate in both the spoken English, how their communication is limited.

A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.

Meanwhile, (Halliday in Azhar 2013:21), explained that text is not a group of words but as a semantic unit. According to the writer, text is a book or other written or printed work, regarded in terms of its content rather than its physical form. The main body of a book or other piece of writing, as distinct from other materials such as notes, appendices, and illustrations. Text includes

words, sentences, paragraph. A text design to deliver some information about something to the reader and also to ask the reader what the reader should do or should not.

### **2.3. Definition Generic Structure of Genre**

According to Siahaan and Shinoda (2008:2), state that text structure also is the culture of the native speakers of the English language to select and to use the linguistic units of the language in the production of a text to communicate a piece of information. It is also their culture in the interpretation of the text. In addition to that, it is also their culture to arrange that linguistic units produce and coherence text. The native speakers of the other language must learn the text structure of the English text if they want to communicate successfully in the English language. Genre has features in every different text, include: social function, generic structure, and language features. In this study, the writer only focuses on generic structure of the text.

Moreover, each text type has certain characteristics. The characteristics divide into three areas. The first characteristics is the purpose of the text or social function. In other word, what the function we write or speak kind of text is. The second is generic structure of the text, it tells us to understand a text type concern the organizational structure of the text type then, the last characteristic is language features, in concern on our understood on the grammar, vocabulary, and the connector that use in the text.

Generic structure is the general structural formula of library, consisting of scaffold plus in indication of the position of attachment of the various residues. Other source generic structure is the way in which elements of the text are arranged to match its purposes. This structure can be observed by reader, and writers will use this knowledge to structure their writing depending their purposes.

### **2.4. Definition of Lexicogrammatical Features**

Lexicogrammatical is a term used in systematic function grammar to emphasize the independent between vocabulary and syntax. The lexicogrammatical also called lexical grammar. The systematic functional grammar is a form of grammatical description. It is part of semiotic approach to language called systematic functional linguistics. For instance, the lexical grammar for many programming languages specifies that a string literal starts with a “character and continues until a matching” is found (escaping makes this more complicated), that an identifier is an alphanumeric sequence (letter and digits, usually also allowing underscores, and disallowing initial digits), and that an integer literal is a sequence of digits. Halliday (1962:267).

## **2.5. Definition of Genre**

Genre is dealing particular text types which have particular purposes. There are three important elements to consider in a genre: social purpose; is considered to be the key of the characteristic of genre. Generic structure; refers to text structure. Linguistic features; deals with different lexical-grammatical choices different purposes the speaker or writer wants to achieve.

According to Harmer (2009:31:), states that genre is type of written organization and layout (such as an advertisement, a letter, a person, a poem, a magazine, article, etc) which will be instantly recognised for what it is by members of a discourse community - that is any group of people who share the same language customs and norms. The concept of genre as a goal – orient social process is a features of systematic functional linguistics. Therefore, text is creating an interaction by involving two sides (the addresser and addressee). There is no text without interaction. This implies that the creation of the text is call goal-orient where the addresser has an intention to convey to the addressee. However, the aim cannot be attained at the time. In one word, there are stages by which the aim is achieve.

Hylan (2009:17), states genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organise the common-sense labels we use to categorise texts and the situations in which they occur.

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose” Rudi Hartono in Azhar (2013:22). The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

The concept of genre is based on the idea that members of a community usually have little difficulty in recognising similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand perhaps write them relatively easily. Genres encourage us to look for organisational patterns, or the ways that texts are rhetorically structured to achieve a social purpose.

According to Knapp & Watkins (2005:2), genre is an organizing concept for our culture practice, secondary fields of genres constitutes a network of contracts according to a variety of parameters, third genre is place occasion, function, behaviour and interaction structure. It is very useful to think of it as a kind of text. Fourth cultural competence involves knowing the appropriateness principle for any genre knowing how to shift from one to another and how many factors would in such shift.

Genre is divided into thirteen types. They are spoof, recount, report, exposition, news item, anecdote, narrative, procedure, description, discussion, explanation, commentary, and review.

### **2.5.1. Descriptive text**

Descriptive text is one of texts that can help the students to construct their ideas into a text. In this text, the students can describe about someone or something based on factual fact in their life. The students can write the appearance of things that occupy space, whether they are object, people, building, animals, or cities. Therefore, this text can help the students to explore their ideas into text.

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However, descriptive genre can be also describe idea or point of view in order to have visual appearance of it. In other words, it can be said that descriptive genre is the way how to describe or illustrate that object, person or idea so that the reader can see the object, or person, or idea by his/her eyes physically.

According to Winch in Efrianti (2014:4), descriptive text is a text that describes about particular thing such as a scene, an animal, person or something that happen in nature. In this text, the writer can describe about scene such as view or environment. They can describe how beautiful the scene around them into a text. Besides that, the writer can describes about animal around them for example cat, dog, chicken or other. The writer also can describes about person how she or he looks like. They can describe about physical appearance such as the color of skin, eyes, body that can describe her or him in particular. This text also can make the reader be easy to imagine what the writer's feeling by giving some information in detail.

According to Kane (2000:351), Descriptive is description about sensory experience – how something looks, sounds, tastes. Mostly it is about sensory experience but description also deals with other kinds of perception. Description is more than the amassing of details, it is bringing something to life by carefully choosing and arranging words and phrases to produce the desired effect. The most appropriate and effective techniques for presenting description are a matter ongoing discussion among writers and writing coaches.

According to the writer, description is a text can explain about the characteristic or the habit about something or someone such as a size, shape, colour, habit, place, ect. This text is one of the kind of the text that can explain or describe someone who are interest for us. All the things can be seen by our eyes physically to describe the things.

### 1. Social Function

The social function of description is to give the description about an object (human or non human). In the other word, to describe about features, physical appearance, whether, size, transport, and public facilities.

**Table 2.1 Textual Elements of Descriptive Text**

Textual Elements	Functions
Identification	It is a statement describing and illustrating about the topic to be describe. Statements must be interesting and is able to attract and to provoke. the reader so that the reader becomes interested in reading the complete description. The use of adjective and degree of comparison of adjective is advisable.
Description	It is complete description about the topic in identification text, such as location, means of transport, people, weather, size, ect.

### 2. Lexicogrammatical Features

1. Focus on specific participants.
2. Use of attribute and identifying processes.

3. Frequent use epithets and classifiers in nominal groups.
4. Use of simple present tense.

### **2.5.2. Narrative Text**

The genre of the text in this unit is narrative. The function of narrative is to amuse, entertain, and to deal or vicarious experience in different ways. In some cases, narratives are set in historical ones. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

According to Kane (2000:366), Narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangement as well). A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction.

Mayers in Apriliani (2014:4), argues narrative is one of most powerful ways of communicating with others. The purpose of narrative text is to entertain the reader with the story which can be fiction or non fiction. Narrative relationship with the real experiences, imaginary, or the event intricate the aim to the crisis that is finally find resolution.

The text of narrative one of fiction text is generally used to educate in enjoyment way. The lesson of life and living are delivered to the speaker or the writer of narrative with the easiest way and tend to be simple and appropriate with the children's world that full with imagination.

There are many types of narrative. They include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experience. However narratives can also be written to teach or inform, to change attitudes/social opinion.



In the beginning of the text narration, there is an orientation which tell about the topic to be discuss. The narration also as a appropriate text to tell about activities or an event in the past that has a problematic experience and the resolution to amuse the reader and gives a moral lesson.

### 1. Social Function

The social function of narrative isto amuse, entertain, and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

**Table 2.2 Textual Elements of Narrative Text**

Textualelements	Functions
Orientation	It consits of theme or topic to be informed. Introducing the characters of the story, the time, and the place the story happened (who, what, when and where).
Complication	A series of events in which the main charcter attempts to solve the problem. The complication usually involves the main characters (often mirroring the complication in real life).
Resolution	The ending of the story containing the problem solution. The complication may be resolved for better or worse/ happily or unhappily. Sometime there are a number of complication that have to be resolved. These add and sustain and suspense for the reader.

### 2. Lexicogrammatical Features

1. Focus on specific and usually individuals participants.
2. Use of material processes, (and in this text, behavioral and verbal).
3. Relational process and mental process uses.
4. Use of temporal conjunctions,and temporal circumstances.
5. Use of past tense.

#### 2.5.3. Recount Text

In communication context, sometimes we would like to inform others about the past activities we did. These may range from personal, family, or other social activities or experiences. The way to describe such a past event is known as recount. A recount is retelling or recounting of an event or an experience or recount is a text that retell events or experiences in the past.

In literacy term, experience is what we do, feel, hear, read, even what we dream. In the term of written, the past activities are designed and wrapped as a recount text. It is not similar to narrative genre. Narrative tends to be fiction while recount tells something real or factual in the past.

Barwick in Syafitri (2014:3), argues that recount recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. Even though a text follows a basic structure, the relationship between the text and the reader, the subject matter and whether the text is spoken or written affects the language that is used.

Strong and Corbett in Syafitri (2014:3), define that recount text is one of the easier non-fiction text types, since it focuses on telling what happened. Recount text should a retelling of events that have actually happened: in the first person if it is personal recount, and in the third person if recount events have happened to others. Effective recount relies on the ability of the writer to relate events in an interesting manner that engages the reader.

From the idea above, the writer concluded that recount text is a text to retell an experience in the past in which the events should in order. Beside, the purpose of recount text is to inform and entertain the reader. In addition, it is also to document and describe the events in a sequence when they happened.

## 1. Social Function

The goal of recount is to entertain or inform the reader, recount retell an event with a purpose to conclude readers. Besides that they share their past event to inform audience. Hyland (2009:87), Recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

**Table 2.3. Textual Elements of Recount Text**

Textual elements	Function
Orientation	Orientation, provides all the necessary background information to enable the reader to make sense of the text, it includes time, place and situation (who, when, where, why information).
Events	Series of events. Events should be selected carefully to add the readers' understanding of the topic.
Re-orientation	Re-orientation. This final section concludes the recount by summarizing outcomes or results, evaluating the topics' importance or offering personal comments or opinion.

## 2. Lexicogrammatical features

1. Focus on specific participants.
2. Use of material processes.
3. Circumstances of time and place.
4. Use of past tense.
5. Focus on temporal sequence.

### 2.5.4. Procedure Text

Procedure text is communication context, either written or spoken someone often discusses and explain how something works and how something is done. Procedure writing text will show and explain us how works and how it is operated. The key word of this text is " what needs to be done? " or what should I do? or how something is done? or how something is works?

or what to do next? The generic structure of the procedure text according to Knapp and Watkins (2005:153), they stated that procedure text is concerned with telling someone how to do something. For this reason, procedure texts generally organize with title (goal), materials/equipment, and steps. In writing a procedure text, goal is the first component that has to be included. It represents the main target of a procedure text. It directs the writer (in this case, students) to determine the main points that become the first impression for the readers. If the students fail to write a good goal (title) of their procedure texts, they will confuse the readers.

### 1. Social Function

The function of procedure text is to describe how something is accomplished through a sequence of actions or steps.

**Table 2.4. Textual Elements of Procedure Text**

Textual elements	Functions
Goal	It consists of a topic to be discuss. It consists of a statement of purpose of the writing.
Material	It consist of material needed; ingredients, the tools needed.
Method	Goal followed by a series of a steps oriented to achieving the goal. It consists the instruction or matter about something to be done.

### 2. Lexicogrammatical Features

1. Those are imperative sentences.
2. Using action verbs.
3. Connectives is uses
4. Adverbials, and
5. Use simple present tense.

### 2.5.5. Report Text

Gerot and Wignell (1994:196), argue that report text is to describe the way things in around of our environment are described. Report text usually tells the natural or non natural phenomena or event social phenomena. This genre of writing is a kind of descriptive writing; however, it is not really descriptive because it provides the information dealing with the natural or non natural phenomena.

### 1. Social Function

The social function or communicative purpose of the genre based on report is to describe the way things are, with reference to arrange of natural, man-made and social phenomena in our environment.

**Table 2.5. Textual Elements of Report Text**

Textual Elements	Functions
General classification	Tells what phenomenon under discussion is.
Description	Tells what phenomenon under discussion is like term of parts (and their functions), qualities, habits or behaviours, if living: Uses, if non-natural.

### 2. Lexicogrammatical features

1. Focus on generic participants.
2. Use of relational process to state what is and that which it is.
3. No temporal sequence.

#### 2.5.6. Explanation Text

Gerot and Wignell (1994:212), states explanation is a write English text in which the writer explain the processes involve in the information or working of natural or social culture phenomena. The word explanation is sometimes replaced by the word explanative, both terms are similar describing the process of natural and non –natural phenomena.

### 1. Social Function

The social function or purpose of the explanation genre is to explain the process involved in the information or working of natural or social culture phenomena.

**Table 2.6 Textual Elements of Explanation Text**

Textual elements	Functions
A general statement	It consists about the topic to be discussed tell to position the reader.
A sequenced explanation	It tells about why or how something occurs.

## 2. Lexicogrammatical Features

1. Focus on generic, non-human participants.
2. Use mainly of material and relational processes.
3. Use mainly of temporal and causal circumstances and conjunctions.
4. Some use of passive voice to get theme right.

### 2.5.7. Discussion Text

Dirgeyasa (2014:135), states that the use of an email communication is one of the current media for delivering information to reader. It has changed the conventional way of delivering information through postall system. In short, in discussion genre, the information is presented in one side and against information or opinion is in the other side. Discussion is a text which presents a problematic discourse. This problem will be discuss from different points of view. This kind of the text is commonly found in philosophical, historic and social text. The essence of the discussion is to explore several sides of an issue.

#### 1. Social Function

Like other types of genre, the discussion genre writing is aiming at presenting (at least) two points of view about an issue. Discussion has the social function to present how perceptions, opinions or ideas or responses or arguments by two parties who are against and pro toward social

and natural issue or phenomenon. The discussion is used to present the different opinions on a particular issue or topic.

**Table 2.7 Textual Elements of Discussion**

Textual elements	Functions
Issue	It states about the topic. It states the general statement about issue to be discussed. It has preview. It should be clear and simple, interesting, and provocative.
Arguments for and against or statements or differing points of view	It consists of arguments pro. It consists of arguments against.
Conclusion or recommendation	It is the writer's point of view whether the writer agrees or disagrees about the issue. It also consists of recommendation or suggestion. The recommendation can be pro or against. It depends on the writer's point of view about the issue.

## 2. Lexicogrammatical Features

1. Focus on generic human and generic non human participant.
2. Use of mental, relational, and material processes.
3. Use of comparative and contrastive and consequential conjunctions
4. Reasoning expressed as verbs and nouns.
5. It uses present tense but sometimes also past tense.
6. There is no emotional language.

### 2.5.8. Spoof Text

According to Gerot and Wignell (1994:192), Spoof is a text that has the social function to retell an event with a humorous twist. Spoof is also similar to hoax, mocking, device, or trick, caricature, parody, mimic, burlesque, etc.

Spoof also means to deceive or hoax, and to make a good natured fun. Historically, the word spoof was used to a British comedian. He originally invented a game called spoof, which

involve trickery and nonsense. Spoof is commonly written in a story. It is defined as a text which tells factual story that happened in the past time unpredictable and funny ending.

### 1. Social Function

The social function of spoof is to entertain and share the story. Then, it is also used to tell an event humorist twist and entertain the reader.

**Table 2.8 Textual Elements of Spoof Text**

Textual elements	Functions
Orientation	Sets the scene.
Event(s)	Tell what happened.
Twist	Provides the punchline.

### 2. Lexicogrammatical Features

1. Focus on individual participants.
2. Use of material processes.
3. Use of circumstances of time and place.
4. Use of past tense.

#### 2.5.9. Anecdote Text

There are a number of types of genre that can amuse or entertain the listeners or readers such as a spoof, anecdote, or any other form of narrative and recount genre. Pardiyo (2007:291), says that anecdote is a written English text in which the writer shares with others an account of an unusual or amusing accident. In daily context, we often see unexpected or out of the ordinary, which can be told as action “stupid” or “ridiculous” or “funny”. If we want to tell other people about a stupid event, the purpose is to share it, or funny that purpose is to share a sense (sharing), we can package that event into a text as an anecdote. To write an effective text the students write the topic first. The title or topic can be a phrase that tells an event to the reader.



The next step students write the abstract or crisis which can be a question unusual. The function of the question is to make the reader become emotion and interest to share their ideas.

### 1. Social Function

The purpose of the anecdote is to tell a ridiculous event which persuade the reader to sharing a funny story.

**Table 2.9 Textual Elements of Anecdote Text**

Textual elements	Functions
Abstract	Signalsthe retelling of an unusual incident/ rherorical question.
Orientation	Setsthe scene.
Crisis	Providesdetails of the unusual incident.
Reaction	Reaction to crisis.
Coda	Optional, reflection, or anevaluation,of the incident.

### 2. Lexicogrammatical Features

1. Use of exclamation, rhetorical,questions and intensifiers (really,very, quite, etc) to point the significance of events.
2. Use of material process to tell what happened.
3. Use of temporal conjunction.

#### **2.5.10. News Item Text**

Catur Irmawan and Lolitarini in Apriliani (2014:7), define that News Item is a text which inform readers about events of a day. The events are considered newsworthy or important. Basically, a news item text tries to answer the 5W and 1H questions; what, who, when, where, why and how relating to the newsworthy. The social function of news item is to inform the readers, listeners, or viewers about the day which are considered newsworthy of important.

Recently, mass media have been rapidly growing. They are spending across the globe due to fast-high development of information communication technology. This type of media to

delivers its news by using paper or printed form. The news is designed in such a proper way following the standards of written media which have been a matter of convention and rules among the journalists. To write a news item is not easy and simple the journalist by the convention generally follow the standard pattern of writing the news.

### 1. Social Function

The social function of the news item is to inform the readers about an event of the day which are considered newsworthy or important.

**Table 2.10 Textual Elements of News Item**

Textual elements	Functions
Newsworthy	Yarn the event in summary form.
Background events	Elaborate what happened, to whom, in what circumstances.
Sources	Comments by participants in, witnesses to authorities and expert on the event.

### 2. Lexicogrammatical Features

1. Focus on generic participant.
2. Use of relational process to state what is and that which it is.
3. Use of simple present tense.
4. No temporal sequence.

#### **2.5.11. Commentary Text.**

According to Johnson- Sheen and Paine in Dirgeyasa (2014:253), writing a commentary, you are contributing something new to an ongoing public conversation. Meanwhile, readers of commentaries want to grasp the issue under discussion and understand the author's angle quickly and easily. They want to learn something new and figure out how someone else views an important issue. A commentary is often very short (a new hundred words) and more journalistic in tone than a personal essay.

## 1. Social Function

Basically, the purpose of commentary writing is to explain the processes involve the information (evaluation) of a social culture phenomenon.

**Table 2.11 Textual Elements of Commentary Text**

Text Elements	Functions
Topic	This the basic of the current event or issue.
Introduction	It is important that the writers of commentaries engage their readers immediately by stating the issue clearly.
Explanation	In this part, writers review what has happened or happening in addition to what other writers have written (or said) about both the topic and the issue.

## 2. Lexicogrammatical Features

1. Generic,non human participant.
2. The use of material and relational processes.
3. The use of temporal and causal circumstances.
4. Use past tense.

### 2.5.12. Review Text

Dirgeyasa (2014:278), states that a book review is both a description and evaluation of book. It should focus on the book purpose, contents, and authority. A book review is a form of literacy criticism in which a book is analyzed based on content and style. Book review focuses on one book-length text and briefly summarizes its contents, identifying its thesis or main arguments and establishing the degree of success with which the author supports his or her claims.

#### 1. Social function

Review also has a function to criticize, evaluate a book in particular. The review text can be a primary source opinion piece, summary review or scholarly review. Books can be reviewed

for printed periodicals, magazines and newspapers, as school work, or for book websites on the internet.

**Table 2.12 Textual Elements of Review Text**

Textual Elements	Fuctions
Title	It is a new title made by reviewer. It should in the phrase. It should simple and interesting
Identification	It is a statement of the reviewer. What will be done and stated by the reviewer in the line with the previous statement.
Summary and evaluation/critique	It is a short summary. It is also contain a critiques, evaluations and comments .
Conclusion	To state conclusion. To recommend the reader to do or not to.
Author (optional)	Name of the book writer. Name of book, year of publication, name of publisher,and pages if necessary.

## 2. Lexicogrammatical Features.

1. Focus on particular participant.
2. Use of elaborating and extending clause and group complexes.
3. It uses of adjectives.
4. It commonly uses conjunctions.
5. It uses the material and relational process.

### 2.5.13. Exposition Text

It is used to present a logical argument from particular point of view. This genre will be often involve the writer comparing opposites points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

Another definition comes from Pardiyono (2007:215), Exposition is a text that the writer wants to persuade the reader or listener that something is the case. Exposition is a type of oral or written discourse that is used to explain, describe, give information or inform. As generally known

that the social function or communicative purpose of argumentation (also called persuasif writing) is to prove the validity of an idea, or point of view,by presenting sound, reasoning, discussion, and argument through convince the reader. Exposition is a good text to argue about something is the case (analytical exposition) and something should or ought to be (hortatory exposition). The key is both text are “what do you think” or “what do you want to argue”.

### 1. Social Function

Exposition also same with onother text has a social function. The social finction is to persuade the reader or listener that something should or should not be the case.

**Table 2.13 Textual Elements of Exposition Text**

Textual elements	Functions
Thesis	It consists of announcement of issue of concern.
Arguments	It consists reasonsfor concern, leading to recommendation.
Recommendation	Statement of what ought or ought not to happen.

### 2. Lexicogrammtical Features

1. Focus on generichuman, and non human participant, except for speaker or writerreferring to self.
2. Use of mental process to state what the writer thinks or fells about issue.
3. Use of material process to state what happened.
4. Use of relational process to state what is or shouldbe.
5. Use of simple present tense.

### 2.6. Previous Study

The writer find a similar research in the form of thesis on Genre and generic structure by Aprilliani,2014 entitled *Identifying The Generic Structure of Genres*.Theobjectives of the study in their journal is to find out the first year students’ ability in identifying the generic structures of genres.This researchbelongtodescriptivemethod.Theresearchusemultiple choice test. The

components of the test consist of 5 genres; they are recount, narrative, descriptive, procedure and news item. The research uses a descriptive method. The writer collects the data in the order to answer questions concerning the status of the subject. Reading text is an instrument for their research. The writer gives the question by using a multiple choice test consisting of 30 questions.

The other previous research is from a thesis by Efriani, 2014. In her thesis with the title *An Analysis of Students' Ability in writing Generic Structure of Descriptive Text*. She just wants to know the ability of students in writing the generic structure of descriptive text. She doesn't analyze all the genres in her thesis. She uses a research design of descriptive design research. The researcher got the data from participants. The students of Senior High School 4 Padang at tenth grade had been participants in this research.

The other previous research is from Azhar, 2015. He analyzes about genre also but he focuses just on one genre. The title of his journal is *Analysis of Generic Structure of Recount Text*. This research, the writer just uses one text which is a recount text. The objective of this research is to analyze the generic structure of recount texts made by the fourth semester student of STAIN Salatiga in the academic years 2012/2013. To find out the problems faced by the students in mastering the generic structure of recount text and the last one is to find out the implications of the research for the English education department. This research is a qualitative research and also called descriptive research. The writer chose this method because it is compatible with this research where the data are in the form of words.

This research is a qualitative research and also called descriptive research. The writer chose this method because it is compatible with this research where the data are in the form of words. Qualitative research has adopted a hermeneutic perspective on the text that is, the perspective which views the text as interpretation can never be judged to be true or false. Text is only one among

many possible interpretations (Pattonin Azhar,2014:31). It does not present the data and the result in the form of statistics but it present in the form of description. This research was present a descript analysis of generic structure of recount textthe study of fourth semester student of STAIN Salatiga in the academic year of 2012/2013.

The research object is the recount texts which were made by the fourth semester students of STAIN Salatiga in the academic year 2012/2013. To be specific in analyzing the data in the researches, the writer takes 30 texts. In this case, the writer uses documentation study as the way to collecting data.

The other previous research is from Wahyuningsi.2012. The title *An Analysis of Reading Materials in Textbook English in Focus for Grade VII Junior High School Published by Department of National Education*.The object of this study was the English textbook for the seleventh graders of junior high school entitled English in Focus. The data of this study was the reading materials which were found in “English in Focus” textbook in the first semester. This textbook consists of eight units and a hundred and seventy six pages. The instrument which was used to analyze the data in this study is checklist. There were four checklists which were applied to answer the research questions. The technique which was used in collecting the data is document analysis. The design used in this study was descriptive qualitative.

The writer find a similar research in the form of analysis of generic structure in recount bySyafitri 2014.The thesis entitled *Writing Generic Structure of Recount Text at First Year Students of Senior High School 5 Padang Academic Year 2014/2015*. The design of this research was descriptive design. Descriptive research determines and describes the way things are. It shows that descriptive research describes the things or issues by using some explanation opinions or descriptions directly to the issues that is being studied.

The researcher used descriptive design because she wanted to describe and analyze about the students organize the generic structure of recount text at tenth grade of Senior High School 5 Padang. After describing, the researcher wanted analyzes the students organize the generic structure of recount text. So, the researchers gave the analysis accurately. The participant of this research is the students of grade X MIA 1 in academic years 2014/2015. Researcher choses at class X MIA 1 because researcher chose 1 class as participant in this research. Document is one of sources of data to collect the data and information that the researcher need from the participant.

This thesis the writer just focus on to find out the generic structure and lexocogrammatical features of the text on the textbook at eleventh grade senior high school. The writer use Descriptive qualitative research to do the research. The instrument of the data is text from Textbook

## **2.7. Conceptual Framework**

Text is a book or other written or printed work, regarded in terms of its content rather than its physical form. The main body of a book other piece of writing, as distinct from other materials such as notes, appendices, and illustration. Text includes words, sentences, paragraph. A text design to deliver some information about something to the reader and also to asked the reader what the reader should do or should not

Text structure also is the culture of the native speakers of the English language to select and to use the linguistics units of the language in the production of a text to communicate a piece of information. It is also their culture in the interpretation of the text. In addition to that, it is also



their culture to arrange that linguistic units produce and coherence text. The native speakers of the other language must learn the text structure of the English text if they want to communicate successfully in the English language. Genre has features in every different text, include: social function, generic structure, and language features. In this study, the writer only focuses on generic structure of the text.

Moreover, each text type has certain characteristics. The characteristics divide into three areas. The first characteristics is the purpose of the text or social function. In other word, what the fuction we write or speak kind of text is. The second is generic structure of the text, it tells us to understand a text type concern the organizational structure of the text type then, the last characteristic is language features, in concern on our understood on the grammar, vocabulary, and the connector that use in the text.

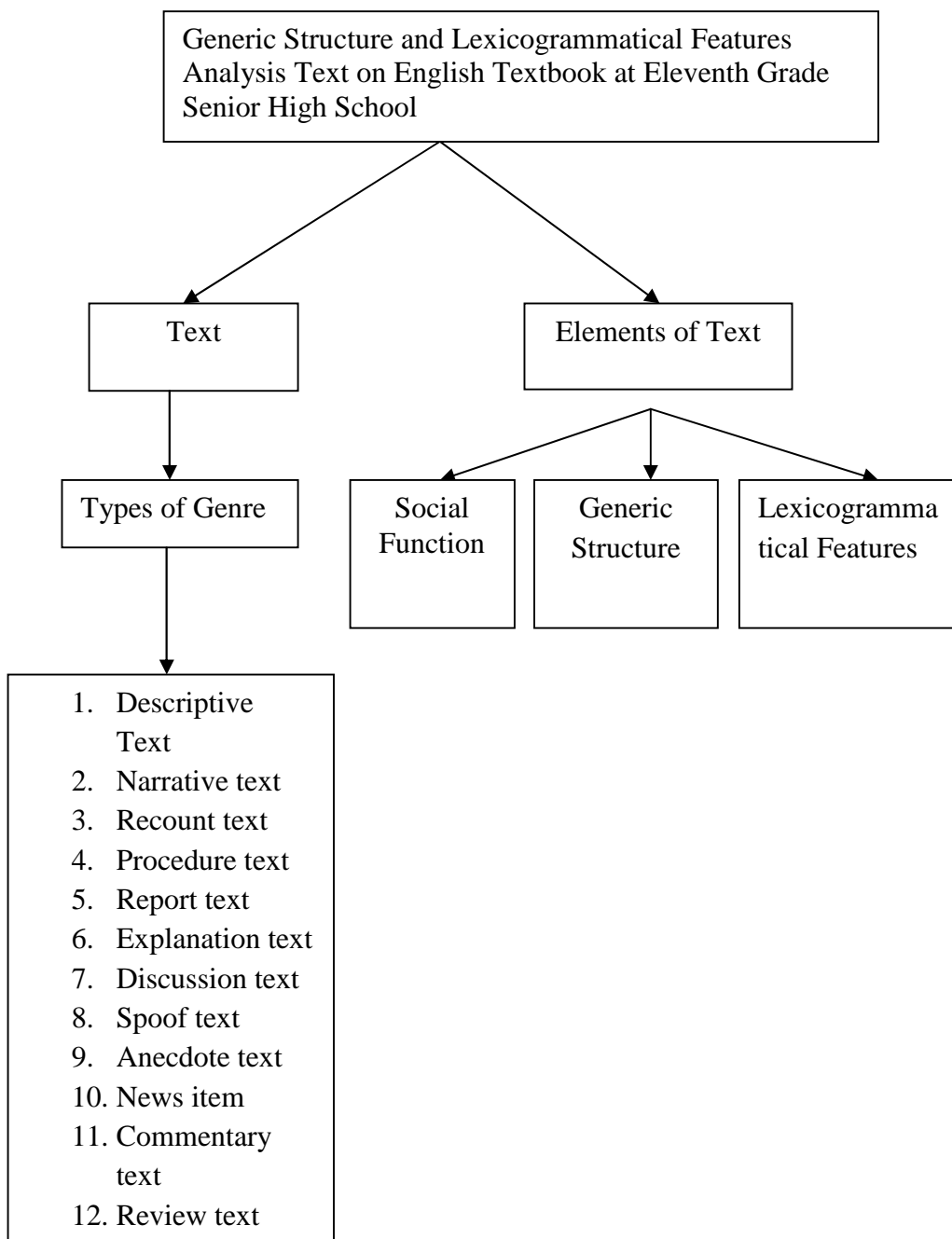
Lexicogrammatical is a term used in systematic function grammar to emphasize the independent between vocabulary and syntax. The lexicogrammatical allso called lexical grammar. The systematic functional grammar is a form of grammatical description

Genre is dealing particular text types which have particular purposes. There are three important elements to consider is a genre: social purpose; is considering to be the key of the characteristic of genre. Generic structure; refers to text structure. Linguistic features; deals with different lexicogrammatical choices different purposes the speaker or writer wants to achieve.

Genre is divide into thirteen types. They are spoof, recount, report, exposition, news item, anecdote, narrative, procedure, description, discussion, explanation, commentary, and review.

Many students difficult to differentiate the generic structure and lexicogrammatical on the text. Not only the students are difficult but also the teacher and future teachers also have the

problem to differentiate it. The differentiate makes the writer to prepared herself to be a qualified, competent, patient, and clever teacher in the future. Thus, based on the this explanation it can be concluded that generic structure and lexicogrammatical really important to know.



**Figure 2.1 Conceptual Framework of Generic Structure and Lexicogrammatical Features Analysis Text on English Textbook at Eleventh Grade Senior High. (Leni. P. D : 2018)**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. The Research Design**

Research design is basically the entire thought and deciding process naturally the problems was conducted by qualitative research and qualitative research became a guide as long as the accomplishment.

This research was conducted by using descriptive qualitative research. It is a type of scientific research that consists of an investigation which seeks answers to a question, uses a predefined set of procedures systematically to answer the questions, collect evidence, produces findings that were not determined in advance, and produces findings that are applicable beyond the immediate boundaries of the study.

This study included into the qualitative because this study was aimed to prove the phenomenon. Creswell (1998:15) ' qualitative research is an inquiry process of understanding

based on distinct methodological tradition on inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzed word, report details informants, and conducts the study in a natural setting'. Furthermore, this research used descriptive research. Creswell (2009:4) argues descriptive qualitative data means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It is conduct in the purpose to describe about the genre and generic structure text. The way of descriptive qualitative were collecting data, arranging the data and interpreting the data. This research, the reseacher applied content of analyzis method. The analysis of the data took from English Textbook.

### **3.2. The Data and Data Source**

Data source is the object from which the data was selected for the writer. Data source has an important role in giving information needed by the writer. Bogdan and Biklen (1982:304) stated official documents data include memos, minutes from meetings, newsletters, policy documents, books, proposal, codes of ethics, student's records, statement of philosophy, news releases and the like. Based on the statements, the data of this research took from the text from one source that is a book. Book was a witten data source. The context of the data are words, phrases and sentences. Source of data refers to the object from which the data are obtained. The source of the data took from Erlangga textbook. The text was available to be reseached. In this research focusing one textbook based on generic structure and lexicogrammatical features on the text.

### **3.3. The Instrument of Collecting Data**

The instrument for collecting the data was the researcher itself. The researcher analyzed the document or text by analyzing text from the English textbook at Eleventh Grade Senior High School.

### **3.4.The Technique of Collecting Data**

The data were analyzed by identifying the generic structure and lexicogrammatical features of the text. The writer applied some techniques of collecting the data. Collecting the data by analyzing text or document as a textbook.

First, The writer collected the textbook at Eleventh Grade Senior High School. After the writer collected the book, the writer selected the textbook that the writer used. Then, the writer overview the contents of the textbook. After that the writer selected checklist the researcher only choose some points which refers to text. Last, the data of the textbook was analyzing based on the generic structure and lexicogrammatical features.

### **3.5.Technique of Analyzing Data**

Miles and Huberman's (1988:23) model is used to analyze the data descriptively, this method focused on four activities, they are:

#### **1. Data collection**

The data took from the English textbook.

#### **2. Data Reduction**

The data reduced by analysing the generic structure and lexicogrammatical features text from the textbook.

#### **3. Data Display**

Here, the data explained and presented in tabulating the result of the analysis generic structure and lexicogrammatical features of the text and used checklist.

#### **4. Concluding Drawing**

After completing the analyzing of the data, then the writer made the conclusion drawn in order to answer the research question.

