

CHAPTER I

INTRODUCTION

1.1. The Background Of The Study

Language is an important need of human beings in daily life. It takes an important role for people. It will be very complicated to do everything without knowing any language, such as English. English as a foreign language especially in Indonesia has played an important role in many fields such as trade, education, business, etc. As a language, English is used by human beings in their lives for many reasons or purposes. Speaking about the purposes in using language must be also speaking about the context of language in which it is being used.

The use of language or what often known in sociolinguistic as language use is realized by the form of language use. In many fields, such as the language used by a teacher while teaching in class, will be different with the language which is used by the presenter in a television program. Teacher used language to make the students understand and get the meaning of the lesson, while the presenter in a television program use language to entertain the audience. The writer takes demonstration as another example. Mass in a demonstration in prosecuting to reduce the BBM price aims to make the government to fulfil their claim. The three examples above had indicated that the purpose of using the language is realized through the language form to its context of the language is being used in form of spoken language.

Spoken language is followed by written language. Basicly, using written language is not only express information, message, or idea in good sentences, but also must be designed in good text conventionally agreed by society through considering the purpose, rhetorical structure, and

the grammatical patterns. The result of the function and the purpose in written language are determinative to the form of the language. This concept called as genre.

Genre is a kind of text which has function as a frame of reference so that a text can be created effectively in the purpose of accuracy, text elements structure, as well as the accuracy of the grammatical. "A genre can be defined as culturally specific text type which result from using language (written or spoken) to (help) accomplish something "(Gerrot and Wignell, 1994:17). Learning English based genre is applied in teaching and learning process which is expected to be useful in learning English achievement. The genre itself is well kept in a drove named as English textbook.

The contents of the textbook itself must be in line with the standard competence of senior high schools' curriculum. As like what Kurikulum Tingkat Satuan Pendidikan (KTSP) stated that one of the goals of teaching English at first year of senior high school is that students are able to comprehend the various number of genre, such as narrative text, recount text, procedure text, anecdote text, and the others. They are not too expected to write a text in a genre but to be able in comprehending some texts and also able to answer the questions related to the text. The content of the textbook itself is realized in the form of genre. Every textbook has different genre in it. It can be narrative, spoof, recount, procedure, etc. KNAPP and Watkins (2005: 22) stated that genres are classified according to their social purpose and identified according to the stages they move through to attain their purpose. In other words, Genres have their own characteristics such as generic structures and the linguistic features that indicate what types of genre a text is.

The main problem is that the learners are not very good in their English. In other words, learning English achievement is still in the low level. The writer considers that teaching English based genre is not clear yet. In the textbook, there is genre which is most frequently and the most

rarely used. The most dominant used in the textbook can be classified as the easier one to be learnt while the most rarely can be classified as the most difficult one.

Based on the explanation above, the writer wants to analyze the genres on the English textbook used by the first year of senior high school. Therefore, the writer designs her research title as “Genre Analysis on English Textbook used by the First Year Students of SMA N 1 Balige”.

1.2. The Problems of the Study

Based on the background above, the writer formulates the problems of the study as follow:

1. What types of genres are used on the English textbook of the first year students of SMA N 1 Balige?
2. What type of genre is dominantly used on the English textbook of the first year students of SMA N 1 Balige?

1.3. The Objectives of the Study

After formulating the problems, the objectives of the study are as follow:

1. To find out the types of genre on English textbook used by the first year students of SMA N 1 Balige.
2. To find out the dominant type of genre on English textbook used by the first year students of SMA N 1 Balige.

1.4. The Scope of the Study

Language is always used in a context. In other words, the usage of language depends on the situation where the language used. Context is defined as something that accompanies a text. In Systemic Functional Linguistic, the external context is termed as social context. Social context

is classified into three components, by the context of situation (register), culture (genre), and ideology. This study is limited on analyzing the types of genre in the English textbook. There are three levels in Senior High School, they are 1st, 2nd as well as the 3rd year of senior high school. But, this study focuses on the analyzing the types of genre on the English textbook used by the first year students of SMA N 1 Balige.

1.5. The significances of the study

The writer expects that the study will be useful for:

1. Theoretically

The finding can enrich knowledge especially about genres used in teaching English and as an input to do further research related to this study.

2. Practically

For English teachers, the finding of this study will be as a contribution to plan a better teaching learning English based on genres and for students able to know more about genres.

CHAPTER II

REVIEW OF LITERATURE

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. The theories in this research are as followings:

2.1. Systemic Functional Linguistic

Systemic Functional Linguistic firstly found by M.A.K. Halliday. It is an approach to language that claims that language should be explained in terms of function that language evolved to serve. Donnel (2011:2) defined Systemic Functional Linguistic (SFL) as an approach to language developed mainly by M.A.K. Halliday in the U.K. during the 1960s, and later in Australia. The approach is now used world- wide, particularly in language education, and for purposes of discourse analysis. While many of the linguistic theories in the world today are concerned with language as a mental process, SFL is more closely aligned with sociology. It explores how language is used in social contexts to achieve particular goals. In terms of data, it does not address how language is processed or represented within the human brain, but rather looks at the discourses we produced (whether spoken or written), and the contexts of the production of these texts. Because it is concerned with language use, SFL places higher importance on language function (what it is used for) than on language structure (how it is).

The contribution of SFL to language education is centred predominantly on the relevance of the theory to the explanation and interpretation of the texts. It is therefore a general assumption of linguists/ teacher working within this tradition that he primary learning outcome of courses in SFL will be an awareness of the role of lexicogrammar in the production and negotiation of the social meanings that are realized in both spoken and written text. Note that Halliday and Hasan refer to both spoken and written language as a text. Some linguistics approaches differentiate between “text” as a written language and “discourse” as spoken language, but in SFL, text is a technical term for any unified piece of language that has the properties of texture (Eggin. S., 2004: 24).

The elements of language that is expressed by the human being cannot be separated from its situational context (register) and the context of the culture (genre). Genre (as a textual

category) is theorized as an abstraction or classification of real- life, everyday texts (register). It means that register and genre are very important in understanding a text well.

The study of genre itself correlates with discourse analysis. Systemic Functional Linguistic (SFL) is used as the framework in analyzing the written text. Therefore, what called as text is the context of the language in use in spoken and written form of language use.

2.2. Text

The first thing that comes to mind when discussing about text is that it is consisted by letters, words, or even paragraphs to create an understanding about the content of the text. Halliday and Hasan (1989: 10) defined text in the simplest way by saying that it is language that is functional. By functional, we simply mean language that is doing some job in some context. The very important thing that should be known about the nature of the text is that, although when it is written down it looks as though it is made of words and sentences. Eggin S (2004: 23,24)conveyed that the term “text” has been glossed as ‘authentic products of social interaction’, and have assumed that people can identify what a text is without any meaningful problem. Then, Halliday and Hasan in Eggin (2004: 24) offer that the word “text” is used in linguistic to refer to any passage, spoken or written, of whatever length, that does form a unified whole.

Halliday (2002: 4,6) said that text as semantic choice in social contexts, begins by describing semantic system, with particular attention to textual (or nonforming) component, and its corresponding structure- generating systems and cohesive relations. A text is meaningful not only in virtue of what it is but also in virtue of what it might have been. In conclusion, text can

be defined as the unified language that has form and content, spoken or written, which is conveyed by the sender to the receiver in order to achieve particular goals.

2.3. Metafunctions

Metafunctions are also called as communicative function. Halliday developed a theory of the fundamental functions of language, in which he analyzed lexicogrammar into three broad metafunctions: ideational, interpersonal and textual.

Moreover, Martin (1997: 5-6) conveyed that there are three ways in identifying clauses, they are ideational which involves looking for the processes in a text- processes name events taking place (go, cook, think, sleep) or relationships among things, interpersonal which involves treating the text as a dialogue (even if it has a silent partner, as with monologue), and textual which takes advantage of the fact that texts may tend to return to closely related to starting point at the beginning of successive clauses. Each metafunction an analysis of a clause gives a different kind of structure composed from a different set of elements. In other words, Halliday (1994: 32) said that there are three lines of meaning in the clause. They are:

- (i) The theme functions in the structure of the clause as a message. A clause has meaning as a message, a quantum of information; the Theme is the point of departure for the message. It is the element the speaker selects for “grounding” what is going to say.
- (ii) The subject functions in the structure of the clause as an exchange. A clause has meaning as an exchange, a transaction between speaker and listener; the subject is the warranty of the exchange. It is the element the speaker makes responsible for the validity of what he is saying.

(iii) The Actor of the functions in the structure of the clause as a representation. A clause has a meaning as a representation, a construal of some process in ongoing human experience; the Actor is the active participant in that process. It is the element speaker portrays as the one that does the deed.

The three headings- clause as a message, clause as an exchange, and clause as a representation—refer to the three distinct kinds of meaning that are embodied in the structure of clause. He continued that the three lines of meaning in the clause are referred to systemic grammar as metafunction.

Another expert gives the writer the same explanation about metafunction. Saragih (2002:5) provides ideational metafunction into experiential function, where language is used to describe experience and logical function, where language is used to relate experience. The ideational metafunction is about the natural world in the broadest sense, including our own consciousness, and is concerned with clauses as representations. The interpersonal metafunction is about the social world, especially the relationship between speaker and hearer, and is concerned with clauses as exchange. Meanwhile, the textual metafunction is about the verbal world, especially the flow of information in a text, and is concerned with clauses as message.

To summary up the discussion about the three lines of meaning in the clause or what are called as metafunction, it can be described as the figure below:

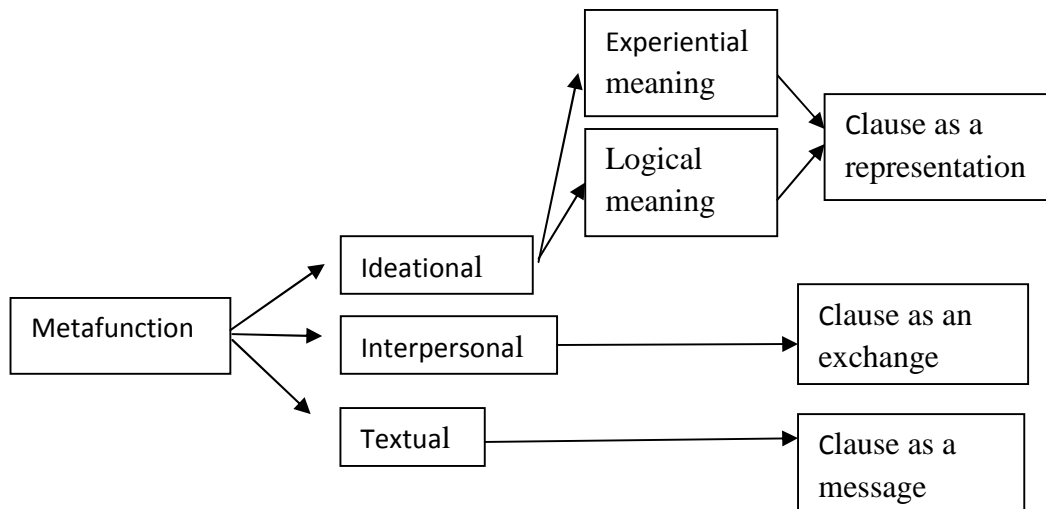


Figure 1.1. Metafunction

2.4. Social Context

Language is always used in a context. It means that the language use is dependon the situation where language is being used. The term “context” put together with the term “text” as a reminder that these are aspects of the same process. According to Halliday and Hassan (1989: 3), there is text and there is other text that accompanies it. In other words, the term “context” can be defined as anything that accompanies a text. Context can be Linguistic (internal context) and non- linguistic (external context) context.

The external contexts are termed as “social context”. Social context itself is categorized in three elements, they are context of situation (register), culture (genre), and Ideology.

2.4.1. Register (Context of Situation)

There are three elements of context of situation:

1. The field of discourse, refers to what is happening, to the nature of the social action is taking place: what is it the participants are engaged in, in which the language figures as some essential component.

2. The tenor of discourse, refers to who is taking part, to the nature of the participants, their statuses and the roles: what kind of role- relationship obtain among the participants, including permanent and contemporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved.
3. The mode of discourse, refers to what part of language is playing. What it is that the participants are expecting the language to do for them in that situation: the symbolic organization of the text. The status that it has and its function in the context, including the channel (is it spoken and written or some combination of the two?) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like.

From the three explanations above, it can be defined that context of situation or Register deals with field, tenor and mode. It makes possible the speaker and writer to orient themselves in the context of situation. Each of them deals with its own references.

When learning the elements of context of situation above, the reader will be able to reconstruct the field (what is going on), tenor (the social relationships between those taking part), and mode(how language is being used/ spoken or written) in a text so that the reader can get the purpose of that text. The purpose of a text guides the reader to figure out the text type or genre.

The figure below will show the relation of social context and

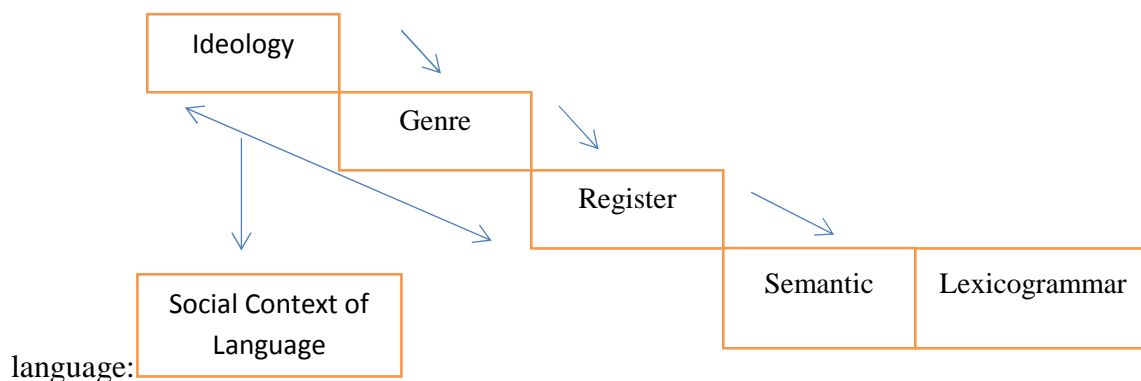


Figure 1.2. Social Context and Language

2.4.2. Genres

The word “genre” comes from the French (and originally Latin) word for “kind” or “class”. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text. Genre study has been primarily nominological and typological in function. That is to say, it has taken as its principal task the division of the world of texts into types and the naming of those types.

According to David lee (2001: 38), A genre, in this view, is defined as a category assigned on the basis of external criteria such as intended audience, purpose, and activity type, that is, it refers to a conventional, culturally recognized grouping of texts based on properties other than lexical or grammatical (co-) occurrence features, which are, instead, the internal (linguistic) criteria forming the basis of text type categories.

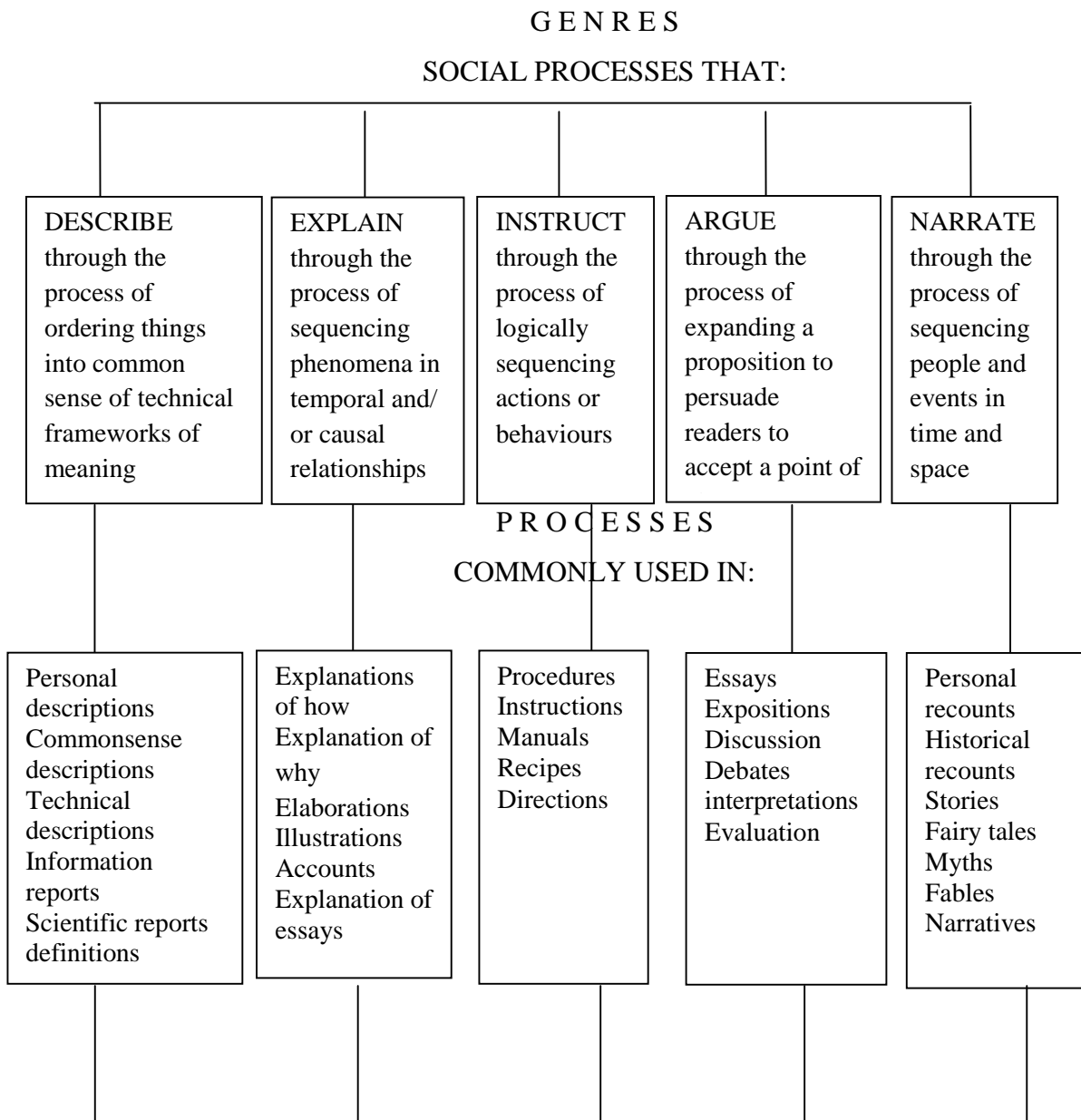
Genre is also defined as text type which result from using language(written or spoken) to accomplish something. According to Gerrot and Wignell (1994: 17), Genres are culture specific, and have associated with particular purposes, stages (distinctive beginnings, middles, and ends) and linguistic features.

Then, a staged, goal oriented, purposeful activity in which speaker engage as members of culture is called as a genre. It is how things get done when language is used to accomplish them. “Genre is a term you’ll come across in many disciplines, including literary studies, film studies, art theory and cultural studies. But we’re using it here in a specifically systemic functional way” (Eggin. S, 2004: 55). It is refer to abstract, socially recognised ways of using language. “It 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, and perhaps write them relatively easily” (Hyland, 2007: 149).

In conclusion, Genre defined as text type that roles as the frame of reference so that a text can be created effectively. Every text is social activity that has interaction inside. In other words, there is no text without interaction and interaction has purpose or aim. That is what called as goal oriented. In achieving the goal, there are stages that should be done. That is why text is staged or often called as generic/ schematic structures.

Figure 1.3. Based on KNAPP’s genre model(KNAPP 1992, p.13)



P R O D U C T S

Science experiments	reviews	travelogues	commentaries	
Interviews pages	letters	news stories	articles	web
M U L T I	G E N E R I C		P R O D U C T S	

David lee (2001: 38) said that genre categories are determined on the basis of external criteria relating to the speaker's purpose and topic. They are assigned on the basis of use rather than on the basis of form. According to Linda Gerrot and Peter(1994: 192- 214), There are 12 types of genres and each genre has the different purpose, stages (schematic structure) and linguistic feature. They are:

2.4.2.1. Spoof

Spoof is known as a narration text. It narrates a series of event. It introduces a number of characters. They can be human and non-human characters. It introduces the relationship among the characters. The relationship is realized by their communicative interaction in the events. The punch line in the events is an unpredictable action done by a character(s) for a response to another character. Spoof is used to retell an event with humorous twist.

The generic structures of a spoof are:

- a. Orientation : set the scene
- b. Event (s) : tell what happened
- c. Twist : provide the "punch line"

The significant lexicogrammatical features

- a. Focus on individual participants
- b. Use of material process

- c. Circumstances of time and place
- d. Use of past tense

Example:

The Trousers

One day, a woman was ironing when his husband went home. She brought it to his husband and said, "I have just broken your lovely trousers. I ironed it but I left it and the iron burned the back of your trousers. What should I do? Must I buy the new one for you?"

Then his husband went to the room and he got back with the same trousers in his hand. He said, "honey, don't you remember that I bought the same model trousers two days ago?" his wife replied, "yes, I do. Oh yes and you'll wear it right?" "no, honey. You can cut the back piece of these trousers and patch it to the broken one!"

2.4.2.2 Recount

A recount is also a narrative text too. It is used to retell an event to inform and to entertain the audience.

Generic structures are:

- a. Orientation : provide the setting and introduces the participant
- b. Event(s) : tell what happened, in what sequence
- c. Re-orientation : closure of the events (optional)

The significant linguistic features are:

- a. Focus on specific participants
- b. Use of material process
- c. Circumstances of time and place
- d. Use of past tenses
- e. Focus on temporal sequence

Example:

Some friends and I went to Yogyakarta for a vacation last month. It was fun and we had a wonderful time there.

We had our vacation soon after the school exam was over. We choose to go to Yogyakarta because we thought that the place was nice and the people were friendly. In addition, some friends have told me that it has lot of places of interests.

We left for Yogya early in the morning, and we took Pramex train that departed from Solo at 08.00. we got off in Yogyakarta railway station, and headed to one of the food stalls in Malioboro for some food and drinks. We were surprised to see that everything in Malioboro has been arranged well now.

We were very happy to spend a day playing waters and enjoy the natural beauty of the beach. We left Yogyakarta railway station at a quarter to four by Pramex train and got home around 5.30. it was both tiring and fun.

2.4.2.3. Narrative

A narrative is any written English text in which the writer wants to amuse or to entertain people. It deals with actual or vicarious experience in different ways.

The generic structures are:

- a. Orientation : sets the scene and introduces the participants
- b. Evaluation : a stepping back evaluate the plight
- c. Compilation : a crisis arises
- d. Resolution : the crisis is resolved, for better or for worse
- e. Re- orientation : optional

The significant linguistic features are:

- a. Focus on specific and usually individualized participants
- b. Use of material processes
- c. Use of relational processes and mental processes
- d. Use of temporal conjunctions, and temporal circumstances
- e. Use of past tense

Example:

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take snow white with them.

Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; " what is your name?". Snow white said; " my name is Snow White". One of the dwarfs said; " if you wish, you may lives here with us". Snow White told the dwarfs the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

2.4.2.4. Procedure

A procedure is an English text in which the writer describes how something accomplished through a sequence of action or step. It is used to describe how something is accomplished.

The generic structures are:

- a. Goal
- b. Materials (not required for all procedural texts)
- c. Steps 1-2 (i.e. goal followed by a series of steps oriented to achieve the goal)
- d. Re-orientation

The Significant linguistic features:

- a. Focus on general human agents
- b. Use of simple present tense, often imperative
- c. Use mainly of temporal conjunctions
- d. Use mainly of material processes

Example:

How to make a Salad Sandwich

Ingrediets : 2 pieces of bread, butter, lettace, tomato, beetroot, cucumbar, and others.

Methods :

1. You take 2 pieces of bread
2. Spread butter on the bread.
3. Next put in your lettace, tomato, beetroot and cucumbar or any others.
4. Put the other piece of bread on top.

5. Put on the plate and give it to your mum!

2.4.2.5. Anecdote

Anecdote is used to share with others an account of unusual or amusing event.

The generic structures are:

- a. Abstract : signals the retelling of an unusual incident
- b. Orientation : sets the scene
- c. Crisis : provide details of the unusual incident
- d. Reaction : reaction to crisis
- e. Coda : evaluation of event (optional)

The significant linguistic features:

- a. Use of exclamation, rhetorical question and intensifiers to point up the significance of the events.
- b. Use of material processes to tell what happened
- c. Use temporal conjunctions

Example:

Dear Sue,

How are you? Sorry I haven't written for so long but I have been doing my final exams. Something did happen in the chemistry exam that Geof and I had last week that might give you a good laugh.

We were sitting there on those really uncomfortable benches when all sudden I felt something crawling across my foot.

When I looked down, there was this dirty big cockroach and you know how I hate them. Naturally, I screamed and jumped up on the chair and in the process knocked all Geoff's papers off into the bin beside him.

You can imagine what an idiot I felt when the supervisor came running over. Every-body was looking at me, of course, because you know what it's like. You can't sneeze, cough or anything in those exam rooms.

I guess you are thinking that this could only happen to me and you're probably right anyway, nothing much else has been going on. Geoff says hi! He might write to you himself one day but I wouldn't hold my breath. Wish you were here.

Love,

Barbara

2.4.2.6. Description

Description is written English text in which the writer describes an object. It can be a person, animal, tree, house or camping. It can be about any topic.

The generic structures are:

- a. Identification : identifies phenomenon to be describes
- b. Description : describes parts, qualities, characteristics

The significant linguistic features:

- a. Focus on specific participants
- b. Use of attributive and identifying processes
- c. Frequent use of epithets and classifiers in nominal group
- d. Use of simple present tense

Example:

Crocodiles

The saltwater crocodile is a large carnivorous reptile. It is found on many continents such as Australia, North and South America, Asia ad Africa.

The Average length of this huge reptile is approximately five metres but they can grow up to eight metres in length. The saltwater crocodile has a long lizard- like body. It has short powerful legs and a long tail. It also has very sharp teeth and extremely powerful jaws.

In Australia, crocodiles mostly live off of the North Coast in warm tropical water. Saltwater crocodiles can also be found in coastal rivers and swamps.

2.4.2.7. Report

Report is a text that aims to describe the things are. It describes an object to the readers.

The length of the text depends on the specific details of the object being described.

The generic structures are:

- a. General classification : tells what the phenomenon under argument is

- b. Description : tells what the phenomenon under argument is like in terms of:
 - 1. Parts
 - 2. Qualities
 - 3. Habits or behaviour, if living; uses, if non- natural

The significant linguistic features:

- a. Focus on generic participants
- b. Use of relational process to state what is and that which it is
- c. Use of simple present tense
- d. No temporal sequence

Example: **Atoms**

Atoms are part of molecules. They react one to another to achieve a combination of substance. Many atoms are very complicated that may have mass for about 1sma, are the most untouchable unit that exist in a substance. They seemed easy to define. In other hand, they have some parts that form their internal structure. It is 931,5 Me V/ C2 and functions to be the source of energy. They compose of particles that joy to unify the parts within the atoms (they are the smallest unit of atoms). They also have valence as the power resource. The form is invisible and untouchable for it exists in the very deep structure of particles.

2.4.2.8. Exposition

1. Analytical Exposition

Analytical exposition is about the truth or a fact of a certain object. It persuades the readers or listener that something is the case.

The generic structures are:

- 1. Thesis
 - a. Position : introduces topic and indicates writer's position
 - b. Preview : outline the main arguments to be presented
- 2. Arguments
 - a. Point : restates main argument outlined in preview
 - b. Elaboration : develops and supports each point/ argument)

3. Reiteration : restates writer's position

The significant lexicogrammatical features:

1. Focus on generic human and non human participants
2. Use of simple present tense
3. Use of relational process
4. Use of external temporal conjunction or nominalization
5. Reasoning through clausal conjunction or nominalization

Example:

English is the most important language in the world. It is the language spoken at the united nations; it is also the official language of diplomacy. In addition, English is useful in many occupations. For example, air traffic controllers all over the world must be able to speak English. Since English is so important, it is a compulsory subject in any level of school in Indonesia.

2. Hortatory Exposition

Hortatory exposition is any written English text in which the writer persuades people that something should or should not be the case.

The generic structures are:

- a. Thesis : announcement of issue of concern
- b. Arguments : reasons for concern, leading to recommendation.
- c. Recommendation : statement of what ought or ought not to happened.

Significant Linguistic features are:

- a. Focus on generic human and non- human participants, except for speaker or writer referring to self.
- b. Use of :
 1. Mental processes : to state what the writer thinks or feels about issue

2. Material processes : to state what happened
3. Relational process : to state what is or should be
4. Use of simple present tense

Example:

Currently in the community a debate is raging on based on should we plant more trees. In the next three paragraphs I will state why we should plant more trees. Firstly planting trees is good for the environment because trees provide oxigent which we breath in. We breath out carbon dioxide and trees breath in carbon dioxide.

Secondly, trees also provide shade for us. Say for example you were playing soccer at the park on a hot day, you forgot to a water bottle and you were exhausted. You could sit under the tree and cool down.

Thirdly, trees are good looking. Many tourists come to Australia every year to see the Royal botanic gardens. So, if we plant more trees we could probably make the second royal botanic gardens in strathfield.

I think trees should be planted because if there are no trees, we won't be able to live. Therefore, I think we should plant more trees.

2.4.2.9. Explanation

An explanation is a text that aims to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

The generic structures are:

1. A general statement to position the reader
2. A sequenced explanation of why or how something occurs.

The significant linguistic features are:

1. Focus on generic non human participants
2. Use mainly material and relational processes
3. Use mainly of temporal and clausal circumstances and conjunctions
4. Use of simple present tense
5. Some use of passive voice to get theme right

Example:

How Day and Night Happen

The sun seems to rise in the morning, crosses the sky during the day and sets at night. However, the sun doesn't actually move around the earth. Earth's turning on its axis makes it look as if the sun moves.

The earth makes a complete turn on its axis for 24 hours. It is called as rotation. It causes day and night. The earth also moves around the sun. It takes 365 days or a year. This process is called revolution. The revolution process causes the changes of the season.

2.4.10. Discussion

A discussion is to present (at least) two points of view about an issue.

The generic structures are:

1. Issue
 - a. Statement
 - b. Preview
2. Arguments for and against or statement of differing points of view
 - a. Point
 - b. elaboration
 - c. conclusion or recommendation

The significant linguistic features are:

1. focus on generic human and non- human participants
2. use of:
 - a. material processes
 - b. relational processes
 - c. mental processes
3. use of comparative and consequential conjunctions
4. reasoning expressed as verbs and nouns (abstraction)

Example:

Hunting Fox

Fox hunting is a subject that provokes very strong feelings. Many people believe that it is cruel to hunt a fox with dogs and totally agree with its ban.

Many farmer and even conservationists, however, have always argues that thefox is a pest which attacks livestock and must be controlled.

2.4.2.11.Review

Review is used to critique an art work or event for a public audience such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

The generic structures are:

1. Orientation : places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non- art object or event.
2. Interpretative recount : summaries the plot and/ or provide an account of how the reviewed rendition of the work came into being: is optional, but if present, often recursive.
3. Evaluation : provides an evaluation of the work and/ or its performance or production: is usually recursive.
4. Evaluative summation : provide a kind of punchline which sums up the reviewer's opinion of the art event as a whole: is optional.

The Significant Linguistic Features:

1. Focus on particular participants
2. Direct expression of opinions through use of attitudinal lexis (value- laden vocabulary) including: Attitudinal Epithets in nominal groups; qualitative attributes and affective mental processes.
3. Use of elaborating and extending clause and group complexes to package the information
4. Use of metaphorical language.

Example:

Amazing Spiderman

I will start by saying that I am a huge fan of Spider-man. I love all the trilogies worked by Raimi (yes, even the Spider-man 3) but I do not like the The Amazing Spiderman 1. I was skeptical when I wanted to watch this movie, but I was wrong and I think this second sequel is really great. Unlike its predecessor, this film is full of action, humor, and emotional. Played by the big players, the story is well-written. The action is really spectacular and the final scene makes me satisfied.

The story begins when Peter Parker (Andrew Garfield) struggled to maintain his relationship with Gwen (Emma Stone) after her father's death. His actions also causes the emergence of a new enemy, Electro, a villain played by James Foxx. Peter also continue to investigate what happened to his father and reunited with his old friend, Harry Osborn. This movie is ended by the death of Gwen that makes the audience will be very emotional and sad.

However I have to criticize about this film addressed to Paul Giamatti who plays Rhino. His appearance is too over. His acting also does not show that he is a feared villain. It would be a serious problem for the next Spiderman series. So I hope he can improve his acting better than before.

Overall, I think this is the best superhero movie since the appearance of The Dark Knight Rises. The script is well-written and convincing. I am sure the next series will be outstanding superhero movie. I recommend this movie to anyone who loves Spider-man or other superhero movies.

2.4.2.12. News Item

A news item is neither a paragraph nor an essay. It is to inform the readers about an event of the day which are considered newsworthy or important.

The generic structures are:

1. Newsworthy (event) : recounts the event in summary form
2. Background event : elaborate what happened, to whom, in what circumstances
3. Sources : comments by participants in, witnesses to and authorities experts on the event

The significant Linguistic features:

1. Short telegraphic information about story captured in headline
2. Use of material process to retell the event
3. Use of projecting verbal processes in sources stage
4. Focus on circumstances

Example:

Big Changes made after Aceh Tsunami

It might be true that Indonesians tend to react, not anticipate. A warning system was built just after big disaster occurred.

It was not until a year ago – after a 9,3 magnitude earthquake triggered a devastating tsunami in Nangroe Aceh Darusallam and parts of North Sumatera- that the meteorology and geophysics Agency (BMG) was equipped with a system that could immediately report such as a disaster.

“ After the Aceh quake, the government supported by Germany, Japan, China, and France, started building a system that by 2008 will connect 160 seismographic stations nationwide. “ BMG earthquake division head Suharjono said Tuesday.

When fully installed, the system will be able to report earthquake and release tsunami warnings less than five minutes after the seismic event occurs.

“As today, we only have 24 out of the 30 installed stations running well,” he added...

(the Jakarta Post, July 27th, 2006)

2.5. English Textbook in Senior High School

English textbook is a book about English subject that is used in the study of English subject especially in the school. Instructional materials in the form of the textbook are very important for both teacher and learner. In making preparation for teaching, teacher need textbook. In addition, without textbook teacher will be difficult to construct written evaluation. While for the learner, textbook also plays an important role. The learner who do not have textbook with them during the teaching and learning process won't be able to follow the lesson well. In other word, lack of the textbook in teaching activities create the less success of teaching.

There are many criteria of a good textbook. They can be attractive, using picture, and has interesting material. Textbook itself is getting a great role in education related with the implementation of the curriculum. It is also supported by the fact that nowadays, there is a change of education paradigms. The content of the English textbook itself must be in line with the curriculum existed namely KTSP.

KTSP itself is an operational education curriculum which arranged and conducted by each educational institution in Indonesia. KTSP is decentralistic. It means that every rule in the curriculum which formerly designed by the government, can be applied by the school directly.

2.6. Previous Related Research

Umami Novayanti Purba (2009) analyzed genre in UN and SPMB. The writer found that there are ten types of genres found in UN, they are News Item, Report, Exposition (Analytical and Hortatory Exposition), Explanation, Recount, Narrative, Description, Review, Discussion, and Procedure. While in SPMB, there are only three types of genre, i.e. Exposition (Analytical Exposition), News Item, and Discussion. News Item is the dominant type of genre found in UN and Analytical Exposition is dominant type of genre found in SPMB. In the UN, News Item and Exposition text are found every year. The occurrence of news item the UN in the last three years is four and Exposition is three. Explanation also has the same total number with Exposition, but in the UN year 2006/ 2007, Explanation text is not included in the testing. The occurrence of Narrative and Description text is the same. In the UN year 2005/ 2006, and year 2006/ 2007 these texts are found one each. While Report, Recount, Review, Discussion, and Procedure texts are found one each. It means that they have low frequency in the UN.

The differences between her thesis and the writers' research lies on the object of the research and the significance of the research. The object of the thesis " Genre in UN and SPMB" is reading tests in UN and SPMB. While the object of this research is the English textbook of the first year of SMA N 1 Balige. Another difference of both lies on the significance of the study. Umami expected that her research will be more useful for students in facing the test of UN and SPMB. Meanwhile, the writer in this study expects that this study will be useful to the teacher in conducting or in deciding the appropriate material in Teaching English as a Foreign language.

The similarity of this study to the previous related research lies on the subject of the research. The subject of both research is Discourse analysis. Discourse analysis itself is the general terminology for many approaches to analyze written and spoken language or semiotic

event. In other words, it can be defined as the study of the ways in which language is used in texts and context.

2.7. Conceptual Framework

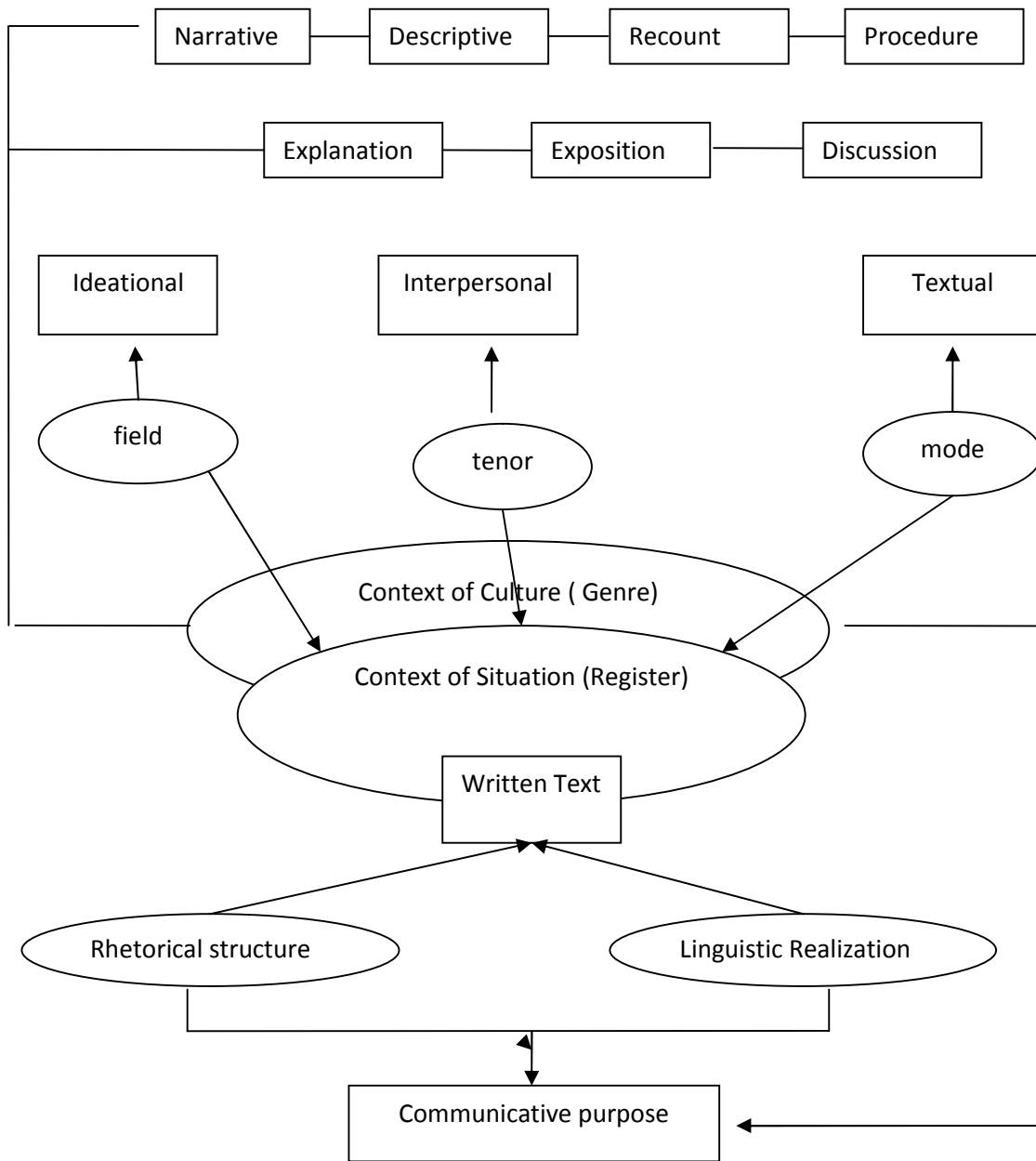


Figure 1.4: The Essence of WrittenText
 (adapted from Pardiyono 2007: 01)

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study was conducted by using descriptive qualitative design. Descriptive qualitative method is one which uses to make description of situation, event or occurrence in accumulating the data. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. There are a number of researchers who believe and support the fact that ‘qualitative descriptive’ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.

Descriptive qualitative design simply describes what is going on and what the data shows. It means that this study does not intend to find a new theory but to find a new evidence to prove the truth of theory. The data was described based on the fact of observation. Based on this research methodology, this research analyzed the types of genre used in English textbook.

3.2. Object of the Study

In conducting the research, the writer took the English textbook of Senior High School exactly the English textbook used by the first year of the State Senior High school 1 Balige. The reason of choosing the first year of SMA N 1 Balige is that genre is most frequently learnt by them.

3.3. The Instrument of Collecting Data

The data was collected only by taking observation sheet. It means that the writer observed the reading texts on students' English textbook of the 1st year of SMA N 1 Balige.

3.4. Technique of Collecting Data

There are some techniques in collecting the data:

1. Taking English textbook that is used by the first year students of SMA N 1 Balige in learning English to be analyzed.
2. Not all the details in the textbook took as the data. The writer separated and classified the texts in order to find out the types of genre and the most dominant genre used in English textbook of the first year of SMA N 1 Balige.

3.5. Technique of Analyzing Data

There are some techniques in analyzing the data:

1. Analyzed the types of genre in the English textbook in terms of the schematic structures through functioning the chart of text analysis in observation sheet.
2. Each text grouped based on the types of genre
3. Reasoning for the occurrence of the dominant type by using formula:

$$P = \frac{F}{T} 100$$

Where: P = Percentage number of item

F = Frequency

T = Total number of each item

Decided the dominant type of genre from the English Textbook