**GENRE ANALYSIS ON READING PASSAGES GRADE VII**

**ENGLISH TEXTBOOKS**

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***Abstract***

*Referring to the latest curriculum, School-Based Curriculum, every English textbook should provide genres based on the level of literacy of each grade. On this paper, I analyzed English textbooks published by Erlangga – English on Sky (EOS), and by Pakar Raya -- Let’s Talk. This paper focuses on how are the reading passages of the textbooks compatible with “Standard Isi”?. Coinciding with the statement of the problems, the objectives of this paper are to describe the generic structures of the texts, the types of text, linguistic features, social purposes, and then their compatibility to “Standar Isi”. There are some crucial problems found such; the types of text provided in EOS were Descriptive (80%) and Procedure (20%), whereas in Let’s Talk were Descriptive (57.2%) and Procedure (42.8%). Looking at the percentage of both text types, I found a crucial problem in EOS on some texts and in applying simple continuous tense in descriptive text. To sum up the result, I conclude that Let’s Talk is more compatible than EOS.*

*Keywords: Genre, text, social purpose, generic structure, linguistic features, School-Based Curriculum (KTSP), English textbook, communicative competence, “Standar Isi”.*

**INTRODUCTION**

The rising need and demand of English as a means of international communication in the global era motivates English teachers to apply different kinds of methods and techniques in classroom during these 30 years. It began with traditional method which focused on grammatical competence, where grammar as the center point in producing sentences in this case is grammatically correct. Then, Communicative Language Teaching (CLT) is the center topic today where communicative competence is the main interest of teaching English. Students are expected to have language skills and knowledge appropriately for different communicative purposes, such as making requests, giving advice, describing wishes and needs, and so on. Curriculum in Indonesia has changed several times in line with those needs. The first curriculum was set up in 1968 followed by curriculum 1975, 1984, 1994, 2004 (Competency-Based Curriculum), and the latest is KTSP (School-Based Curriculum).

The latest curriculum, School-Based Curriculum, is the alteration of “Curriculum 2004”. It does not change the whole content. It makes School-Based Curriculum more perfect by adding some points, such as “Standard Isi”. In other words, “Curriculum 2004” is the soul of School-Based Curriculum that develops students’ linguistic competence to express their own or other people’s experiences, ideas, and feelings, and to understand various meanings. The language that the students study is supposed to help them recognize themselves, their own and other people’s culture, to express their own ideas, and feelings, to take part in communication in their own society with the language they learn, to make their responsible social decisions, and to express their own analytical and imaginative competence they have (“Curriculum 2004:1”). The implementation of School-Based curriculum emphasizes its teaching on four language skills as “Curriculum 2004” does: listening, speaking, reading, and writing. In learning reading, for example, students are supposed to understand the meaning of simple short functional texts and simple essay (descriptive and procedure) related to daily environment.

The changing of curriculum influences the existence of textbooks including the content of the materials which are presented. It is because textbooks hold an important role in learning. The function is as the teaching instrument in order to achieve the expected teaching goal. Thousands of Junior High School English textbooks are written and published by various publishers which are used in Junior High Schools in the city of Semarang. They are provided to meet the students’ need of the English textbooks in Junior High Schools in the city of Semarang. Their writers assume that they are compatible with “KTSP” or School-Based Curriculum.

In addition, School-Based curriculum requires that the English textbooks should be compatible with “Standar Isi” suggested in School-Based Curriculum. “Pusat Perbukuan” of Department of National Education has approved certain English textbooks to be used in English classrooms dated 26th December 2005. English teachers, on the other hand, are given wide freedom to determine what English textbooks they want to apply in teaching English to their students. Hence, those English textbooks which have been approved by “Pusat Perbukuan” and chosen by English teachers are absolutely assumed that they are compatible with “Standar Isi”.

**REVIEW OF RELATED LITERATURES**

Communicative Competence means the ability in applying the language that students learn, in this case is English, as a means of communication. So, they are able to participate in community using the language. Referring to Celce-Murcia, communicative competence involved three competencies that are conceptualized in conveying and understanding communicative intent which is shaped into the discourse competence. “The circle within the pyramid is discourse competence and the three points of the triangle are sociocultural competence, linguistic competence, and actional competence”. Further Celce, et al. explain that “The circle surrounding the pyramid represents the strategic competence, which allows the speaker to negotiate messages and resolves problems underlying competencies” (1995: 9).

By communicating, people produce text. Text is closely related to discourse. Derewianka (1990: 17) defines a text as meaningful stretch of language – oral or written. Even it only consists of one word but it is meaningful. For example, “STOP!”. It consists of single word but the meaning is complete. Therefore, even the utterance is only single word, it can be called a text due to the complete meaning. Further, Nunan (1994: 6) said that discourse is language which is meaningful and occurs in a certain context.

There are two contexts which are involved. Cook (1989) as cited in Nunan (1993: 6) states that text is stretch of language perceived to be meaningful, unified, and purposive. Furthermore, Derewianka draws the relation of text and context clearly as follows:

CULTURE

Genre

(Purpose)

SITUATION

Who is involved?

(Tenor)

Subject Channel

Matter

(Field) (Mode)

REGISTER

TEXT

( Beverly Derewianka, adopted from Hammond, et al. 1992:1)

Genre is dealing with 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 characteristic of genre. **Generic structure;** refers to text structure. **Linguistic feature;** deals with different lexico-grammatical choices according to the different purposes the speaker or writer wants to achieve.

School-Based Curriculum develops the linguistic competence as in “Curriculum 2004” so does in the emphasis of the implementation. “KTSP” stands for Kurikulum Tingkat Satuan Pendidikan, it means that the curriculum is arranged and implemented by each school. By implementing School-Based Curriculum, schools are able to arrange their curriculum making use of their area in line with expanding students’ competence so that if the student is not going to study further level s/he has already got skill in the previous level and ready to deal with other field instead of school.

Department of National Education applies the “Standar Isi” as one out of eight national education standards that are stated as follows:

Standar Isi adalah salah satu dari delapan standar nasional pendidikan sebagaimana tertuang dalam Bab II pasal 2 (1) Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, meliputi standar isi, standar proses, standar kompetensi lulusan, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, dan standar penilaian pendidikan.

(School-Based Curriculum, 2006:1)

Those eight national education standards are made in order to fulfill the rising demand of the education quality in Indonesia to support the development of the country in the global era.

“Standar Isi” is created by BSNP (Badan Standar Nasional Pendidikan) which applied the minimum material and competency to achieve the minimum graduation level. It is hoped that schools will graduate students with competency more than “Standar Isi” that has been implemented. “Standar Isi” in language teaching is a set of objectives, which has been broken down into some specific competencies in each language skills which is called basic competence. The basic competence in School-Based Curriculum are taken from “Curriculum 2004”. In “Standar Isi”, it is said “to communicate in spoken and written form by using appropriate language fluently and accurately interactional, monolog text” (Department of National Education, 2004: 21).

Textbook is crucial component in education. The models of teaching and learning are applied into a textbook. Whether the teacher uses a textbook that is institutionally prepared material or his/her own materials, instructional material generally serves as the basis for much of the language input learners receive and the language practice that occurs in the classrooms (Richards, 2001: 251).

The changing of curriculum influences the existence of textbooks as well as textbooks hold an important role in teaching and learning process. The reading passages within textbooks are altering along with the shifting of the textbooks as well. Nowadays, reading passages are analyzed on the structure and lexico-grammatical rather than its content as they were used to.

**RESEARCH METHOD**

In this research, I applied descriptive qualitative approach while the method is discourse analysis in line with the study that is concerned with the genre of reading texts in the English textbooks for Junior High School students. A simple quantification is also employed in this study to support the findings. It was used in order to provide the evidence in the form of percentage. After the data were collected then they were analyzed. The technique of data analysis in this research was based on Gerot and Wignell (1995)’s theories; as follows:

1. **Social Purpose of Genres for Junior High School Grade 7**
2. **Description :**  To describe a particular person, place or thing.
3. **Procedure :**  To describe how something is accomplished through sequence of actions or steps.
4. **Schematic Structure of Genres for Junior High School Grade 7**
5. **Description**

* Identification : identifies phenomenon to be described.
* Description : describes parts, qualities, characteristics.

1. **Procedure**

* Goal
* Material (not required for all procedural texts).
* steps

1. **Suggested Linguistic Features of Genres for Junior High School Grade 7**
2. **Description**
3. Focus on specific Participants
4. Use of Attributive and Identifying processes
5. Frequent use of Epithets and Classifiers in nominal groups
6. Use of simple present tense.
7. **Procedure**
8. Focus on generalized participants
9. Use of simple present tense, often imperative
10. Use mainly of temporal conjunctions or numbering to indicate sequence
11. Use mainly of Material Processes

(adopted from Gerrot and Wignell, 1994)

While the steps to analyze the data are as follows: segmenting the texts into elements, this means analyzing the generic structures of the texts, then stating the social purposes of the texts. Next, the text was segmented into clauses then the clauses were analyzed in terms of the transitivity; processes, participants, and circumstances of the texts. Calculations were done in this research to support in finding the results.

**FINDINGS**

The writer found 17 texts altogether, English on Sky (EOS) by Erlangga has 10 texts and Let’s Talk by Pakar Raya has 7 texts. The findings and interpretation in this paper is divided into two; the findings and interpretation of EOS and Let’s Talk textbooks.

**1. English on Sky textbook by Erlangga**

The following will explain further about the aspects found in 10 texts in general, they are generic structures of the texts, the types of the texts, linguistic features of the texts, social purposes of the texts and the transitivity of the texts to support the findings of the compatibility of both textbooks.

The findings of the generic structures of the 10 texts are clearly defined, they have applied the generic structures of Descriptive and Procedure texts suggested by Gerrot and Wignell.

After all the reading passages on this textbook were analyzed in terms of their generic structures, then the genres were identified. The following table contains the results of the genres found in English on Sky grade 7 English textbook.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Genre** | **Text Number** | **Percentage** |
|  | Descriptive | 1, 2, 3, 4, 5, 6, 7, 8 | 80% |
|  | Procedure | 9, 10 | 20% |

Table 1. The genres found in English on Sky textbook.

Linguistic features were analyzed after the types of the texts were found. The writer found the linguistic features of the 10 texts are compatible with Gerrot and Wignell’s theory. The following is the findings of the social purpose of the texts.

|  |  |  |
| --- | --- | --- |
| **Text** | **Title of text** | **Social purpose** |
| 1 | Bill Gates A Success story | To describe Bill Gates who is a very important person in the computer industry and one of the richest people in the world |
| 2 | Cardigan school | To describe one of the schools in United States that is Cardigan School |
| 3 | The daily news | To describe people who are working in the Daily News |
| 4 | Nick | To describe a particular person, named Nick |
| 5 | The White House | To describe a famous building in the United States, that is White House |
| 6 | Rama Bookshop | To describe one of the bookshops in Yogyakarta that is Rama Bookshop |
| 7 | Samuel Rizal, a young and famous actor | To describe an actor who is still young and famous, Samuel Rizal |
| 8 | Nidji | To describe one of the famous bands in Jakarta, Nidji |
| 9 | Scary mouth pop-up card | To describe how to make a scary mouth pop-up card through a sequence of steps |
| 10 | Using a cellphone to make a phone call | To describe how to operate a cellphone to make a phone call through a sequence of procedures |

Table 2. The social purpose of the texts found in English on Sky textbook.

After the preceding analyses were done, the last step was finding the transitivity of the texts. It is described as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Text** | **Title of text** | **Genres** | **The process that is mostly used** | **Percentage** |
| 1 | Bill Gates A Success story | Descriptive | Relational | 75% |
| 2 | Cardigan school | Descriptive | Material | 80% |
| 3 | The daily news | Descriptive | Material  Relational | 48.4%  25.8% |
| 4 | Nick | Descriptive | Material  Relational | 58.4%  33.3% |
| 5 | The White House | Descriptive | Relational | 100% |
| 6 | Rama Bookshop | Descriptive | Relational | 60% |
| 7 | Samuel Rizal, a young and famous actor | Descriptive | Relational | 100% |
| 8 | Nidji | Descriptive | Relational | 76.9% |
| 9 | Scary mouth pop-up card | Procedure | Material | 83.3% |
| 10 | Using a cellphone to make a phone call | Procedure | Material | 72.7% |

Table 4. The result of processes used in English on Sky textbook.

**2. Let’s Talk textbook by Pakar Raya**

This textbook provides 7 texts altogether, the same findings were analysis as well as the first textbook. The findings of the generic structures of the 7 texts are similar with the first textbook that those are clearly defined, they have applied the generic structures of Descriptive and Procedure texts suggested by Gerrot and Wignell as well as EOS by Erlangga.

I analyzed 7 texts from this textbook. After I read all the reading texts then I analyzed them in terms of their text type (genres), thus the table below was made. It contains the results of the genre written on Let’s Talk grade 7 English textbooks.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Genre** | **Text Number** | **Percentage** |
|  | Descriptive | 1, 2, 4, 5 | 57.2% |
|  | Procedure | 3, 6, 7 | 42.8% |

Table 5. The genres found in Let’s Talk textbook.

The same findings of the linguistic features were found similar to the previous one that is all the 7 texts are compatible with Gerrot and Wignell’s theory. The next finding is the social purpose of the texts. And the finding will be described as follows:

|  |  |  |
| --- | --- | --- |
| **Text** | **Title of text** | **Social purpose** |
| 1 | The flower arrangement | To describe the flower arrangement that is put on the teacher’s table in my classroom. |
| 2 | The new mop | To describe the new mop in our classroom. |
| 3 | How to make a poster | To describe how to make a poster through a sequence of steps. |
| 4 | The mango tree in our school | To describe a mango tree in our school. |
| 5 | My School | To describe the facilities which are available in my school |
| 6 | How to make a paper bag piñata craft | To describe how to make a paper bag piñata craft through a sequence of steps |
| 7 | How to make a little log cabin craft | To describe how to make a little log cabin craft |

Table 6. The social purpose found in Let’s Talk textbook.

In order to support the findings of the compatibility of both textbooks, the findings of the transitivity of the texts are described as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Text** | **Title of text** | **Genres** | **The process that is mostly used** | **Percentage** |
| 1 | The flower arrangement | Descriptive | Relational | 72.7% |
| 2 | The new mop | Descriptive | Material  Relational | 40%  30% |
| 3 | How to make a poster | Procedure | Material | 100% |
| 4 | The mango tree in our school | Descriptive | Relational  Material | 28.5%  28.5% |
| 5 | My School | Descriptive | Relational | 42% |
| 6 | How to make a paper bag piñata craft | Procedure | Material | 100% |
| 7 | How to make a little log cabin craft | Procedure | Material | 86.4% |

Table 7. The result of the processes used in Let’s Talk textbook.

Referring to the previous findings, some conclusions can be drawn as follows:

The generic structures of “English on Sky” are related to the required elements except one text, text 6 “Rama Bookshop”. The identification of this text relates more to the description of the text. The generic structures of “Let’s Talk” are not different from EOS. I found only one text, text 5 “My School” which identified more than its function.

The text types found in English on Sky are not balance between Descriptive and Procedure texts. Procedure texts constitute an extremely small part; that is 20% compared to Descriptive texts (80%). Whereas, on “Let’s Talk”, it is found that the text types have a good balance. Both genres give the same contribution. It is seen from the result; Descriptive (57%) and Procedure (42.8%).

EOS has three problematic texts in finding the linguistic features. They are: text 2 “Cardigan School”, text 3 “The Daily News”, and text 4 “Nick”. I did not find any epithets there. And I found crucial problem on text 3 “The Daily News” which applies lots of simple continuous tense. On the other hand, Let’s Talk does not have any problematic texts.

In finding the social purpose of the texts, both textbooks provide similar findings. The social purposes of those English textbooks are easily defined and they fulfill the required elements.

The last conclusion is the transitivity of the texts. “English on Sky” has crucial problem on this. I found material process constitutes greater than relational process in Descriptive texts, for example, text 2 “Cardigan School” applied 80% (material) and 15% (relational). “Let’s Talk” provides only one text that is problematic. That very text (The new mop) has 40% of material process and 30% of relational but it is not a significant amount comparing to “English on Sky”.

To sum up, I conclude that “Let’s Talk” published by Pakar Raya is more compatible to “Standar Isi” than “English on Sky” in terms of their model of the reading passages.

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