

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

English becomes major subject matter in educational curriculum. In this case, students are expected in mastering four English skills namely listening, speaking, reading and writing. Those skills are in English syllabi thus teachers will design their lesson plans base on indicators of each skill. Because of subject of this research is text, the writer will focus to discuss reading especially students reading activities in learning process.

Reading is often known as receptive or passive skill. Probably, it was caused of reading activities commonly do not involve process of producing ideas. Reading in classroom activities are mostly done by understanding text or discourse and finding important information. But, it does not mean that reading is not necessary to be mastered by students. In fact, reading section in National Examination consist of 31 questions or about 62%. It means that students must aware in identifying text type and understanding the content (include main idea and supporting details). Derived from the importance of reading for students, this research will discuss about text type as reading materials. Biber (in Paltridge, 1996 p. 237) explain that text types represent groupings of texts which are similar in linguistic form. For instance, texts which use past tense, use connectives *firstly, next, meanwhile, suddenly*, contain stories with conflict and resolution are grouping in one type of text called *narrative*. Therefore, learning text type also followed by information about purpose, generic structure, and language feature in order to students are easy to identify and decide what type of the text.

However, text types are taught more intensively because mostly *Standar Kompetensi Lulusan (SKL)* in national examination is about text type. For instance in national examination

2012, the graduate standard put eleven type of text namely narrative, news item, recount, report, descriptive, explanation, exposition, discussion and review. It means that students especially in third grade should be mastering all text type. Therefore, teachers have to give a comprehension understanding of the text type since the students are in grade ten and eleven.

Talking about text, there are twelve text types which will be taught in senior high school according to educational curriculum as mentioned in previous paragraph. These are taught at each grade level in every semester. However, the teaching genre process can be formed as reading comprehension, looking for main ideas, determining the text type, deciding generic structure and answering questions based on certain text. Teacher may elaborate this ways of teaching in order to learning reading will not become passive and boring activity anymore.

One aspect which can help students to comprehending text is identifying the genre of text. By knowing the text type, student will be easy to drawing out what will be the content before reading whole text. For instance, if students can identify a kind of text type, example recount text, they also can figure out the generic structure and communicative purpose. Thus, they summed up that this text is going to tell reader about writer's experience. This may help student in National examination, for example, because students mostly spent their time in reading the text so that they do not have much time to think about correct answer. Therefore, student should be taught in determining genre or text type by doing certain exercises.

Additionally, Paltridge (1996 p.241) explains some students activities in learning generic structure of genre. Students may be presented with a number of genre categorizes and asked to select the appropriate category for a particular text. They may then be given a list of generic structure components and asked to locate them within the text. Further, students may be presented with the generic structure components of a text and asked to reconstruct the text from

these and a list of key content words and concepts. Other task may involve students arranging sections of a text on the basis of generic structure information provided.

Relating to this main purpose of this research, the writer would like to investigate students' ability in analyzing genre. As the matter of fact, in students' examination such as *Ujian Nasional*, most of the questions are text type and it requires students' ability to identify and understanding content. From the observation data have collected by using interview of the English teacher at SMA Negeri 4 Gorontalo, the writer obtained much information such as students are always need the teacher's guiding when they analyzed texts. It means that, teacher should translate content of the text before asking students to find out generic structure. In addition, students assumed that the easiest genre to find out is narrative and procedure text. Students thought that these texts may clearly investigate by its language used. Other problems are happen when the students distinguish some text which approximately similar in structure such as descriptive and report, also analytical and hortatory exposition. It needs a study to obtain what extent students ability in understanding text especially to analyze the genre. Therefore, the writer is decided to conduct this research. Besides, there are another reasons in focusing text type namely introducing text type in learning process is limited in definition and generic structure; most of reading activities are only about understanding text ideas; and finding out certain texts which are difficult for students.

Based on the background described, the writer would like to conduct a research entitle "A Descriptive Study on Students' Ability in Analyzing text type".

## **1.2 Problem of Research**

The problem statement in this research will be “How are the students’ ability in analyzing text type?”

### **1.3 The Objective of Research**

The objective of research is to describe students’ ability in analyzing text type.

### **1.4 The Scope and Delimitation of Research**

Basically, text is divided in several types; they are descriptive, narrative, report, recount, news item, analytical exposition, hortatory exposition, spoof, procedure, explanation, discussion, and review. The research will focus on several text type namely; recount, narrative, procedure, descriptive, report, analytical exposition, hortatory exposition, spoof, and news item. While explanation, discussion and review will not include because they are for tenth grade.

### **1.5 The Significant of Research**

The research will offer several significant for teachers, students, and researcher. For teacher, this research will give valuable information about students’ ability in analyzing text type and find out which one is most difficult to determine by them. By this information, hopefully, teachers could choose the best method in teaching reading. Next, this research also has benefit for students itself because they will get exercising in analyzing texts with various theme or title. It also can refresh their thoughts about text type materials. Finally, this research will give contribution for everyone especially English Department students who want to continue this research by applying something not only to finding out students’ ability but further it may improve their ability in comprehending text. And the last this research is prerequisite to complete the research study of English Department in gaining Bachelor of education degree.

## 1.6 The Relevance of Research

There is similar research which is discuss about text was conducted by Rian Arisandi in 2010. This research entitled *Students' Ability in identifying fact and opinion in descriptive reading text*. It was focused on one type of text namely descriptive and it showed students ability in finding fact and opinion. The source of data in this research is first year students in SMA 1 Gorontalo and it use test as instrument.

The differences are in object of research, method of collecting and analyzing the data. Rian Arisandi's research was focused in one text type. She asked students to read examples of descriptive text and they looked for which sentences was fact and opinion. By students' worksheet, she gave score for correct sentences and categorize them into good, enough and bad level. This research will use several text type and students will not analyze the sentences. Students will be given some text examples and then they will be determined the type of each text. The result will describe about which text type materials are easy and difficult to be identifying.

Furthermore, this research also takes relevance with Skripsi which was written by Indriaty Saleh. She wrote about comprehending text by using media entitle *A descriptive study on students' ability in comprehending report text through website*. This research was conducted in SMA Negri 3 Gorontalo by taking 30 students in eleventh grade as sample. The aim in composing this research is to know how is students' ability to comprehend or understand text content by using website. Writer used interview and questionnaire as instrument and analyzed them by giving score. This is similar with this research that is purpose to know students ability in

understanding text. But there are some differences namely it was focused on report text as the research object and it also used website as helping media for students to comprehending text.

In addition, a research by Titin Mahmud in 2012 entitle *A Study on Students' Reading Ability by Finding Generic Structure in Procedure Text* is also relevance. This research was conducted in SMPN 2 Tolangohula and it was purposed to know the students' ability to identify generic structure especially in procedure text. The method which was used in collecting data was test consist of procedure text examples and several questions. The last, these data findings were analyzed by giving scores and categorized them in some level of ability.