

**CONTENT ANALYSIS OF EDUCATIONAL GENRE IN
“SMART STEPS” FOR THE 9th GRADE OF JUNIOR HIGH
SCHOOL
PUBLICATION PAPER**



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APPROVAL

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ABSTRACT

This research aims at (1) describing the stages of the text elements of genre, (2) identifying the cohesion and coherence of the reading texts in “Smart Steps” and (3) explaining about the “Smart Steps” textbook compatibility with KTSP curriculum. The research is a qualitative research. The data forms are text and exercise of the text. In collecting data, the writer uses documentation method. The writer takes the data from the “Smart Steps” textbook. After analyzing all the data, the writer finds the elements of genre based on the “Smart Steps”. They are: (1) Report: text (1 and 2), (2) Procedure: text (4 and 5), (3) Descriptive: text (6 and 7), (4) Recount: text (3, 8 and 9), (5) Narrative: text (11,12 and 13). The writer finds the cohesion. They are: (1) Substitution: there aren’t found substitution in procedure (text 4 and 5) and the exercise of text (6 and 11) aren’t found substitution, (2) Ellipsis: there aren’t found ellipsis in procedure (text 4 and 5) and the exercise of texts (2,3,4,5,9 and 11) aren’t found ellipsis too, (3) Reference: all the texts and the exercises use reference, (4) Conjunction: all the texts use conjunction and all the exercises use conjunction except in the text 2 has no conjunction, (5) Lexical Cohesion: all the texts use lexical cohesion and all the exercises of text use lexical cohesion, in the text (7 and 12) just use lexical cohesion. The writer finds coherence in all of the texts but the exercise in the (text 2 number 3, 8 number 5 and 9 number 4) aren’t coherence. The writer finds the compatibility of the text with the content standard of KTSP curriculum in text (1, 2, 4, 5, 11, 12 and 13). The writer doesn’t find the compatibility the text with the content standard of KTSP curriculum in text (3, 6, 7, 8, 9 and 10). Implications of educational are as considering of the education minister to revise the curriculum and introducing cohesion and coherence to 9th grade student of Junior High School.

Key Words : *Educational genre, content analysis and discourse.*

A. Introduction

In the globalization era, teachers need to prepare students become international citizens. One way is preparing them with English which is as an international language. Students need to be able to use the language to communicate effectively. Communication itself involves listening, speaking, reading and writing, so the teachers should be selective in choosing the English books for teaching. Education in Indonesia has gotten changing of the curriculum many times. As everybody knows, the last curriculum is KTSP curriculum. The teacher must use the book that basically develops learning skills in accordance with KTSP curriculum which addresses the four skills in language learning.

KTSP curriculum is a content standard based on Permendiknas No 22/2006 and it is closely related with the content of material. According to Krippendorff (1993:15) content analysis is a research technique to make inferences which can be followed by understanding contexts. As a research technique, this content analysis include specific procedures to process the data. The material of the reading text is covered by the discourse competence. Martin and Rose (2003) stated that discourse competence is a realization of student's ability in using English effectively in spoken text or written text. The linguistic elements of discourse are genre, cohesion, coherence, deixis, and the conversational structure.

B. Content Analysis

Content analysis is conducted by selecting and adapting certain empirical procedures generally used in social science. Typically, the methods of using available data and the methods of measurement are combined with sampling and statistical analysis (Flournoy 1992:9).

The process of content analysis therefore consists of nine stages (Marying 1988:42ff) in Titscher (2000:64). They are:

1. determination of the material
2. analysis of the situation in which the text originated
3. formal characterization of the material
4. determination of the direction of the analysis
5. theoretically informed differentiation of questions to be answered
6. selection of the analytical techniques (summary, explication, structuring)
7. definition of the unit of analysis
8. analysis of the material (summary, explication, structuring) interpretation

C. Discourse Competence

A discourse is also stretches of language perceived to be meaningful, unified, and purposive (Cook 1989: 158). The linguistic elements of discourse are genre, cohesion, coherent etc.

1. Genre

A genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of a culture (Martin 1984: 25). Less (1985:248) in Eggins (1994: 26) says that genres are the ways to get things done, when language is used to accomplish them. There are as many different types of genres as recognizable in the various types of social activities in a culture. They are:

- Literary genres: short-stories, romantic novels, whodunits, autobiographies, ballads, sonnets, fables, tragedies, sitcoms.
- Popular written genres: instructional manuals, newspaper articles, magazine reports, recipes.
- Educational genres: lectures, tutorial, report/essay writing, leading seminars, examinations, text book writing.
- Everyday genre in daily life: buying and selling things, telling stories, gossiping, making appointments, etc.

2. Cohesion

Halliday and Hasan (in Nunan 1992:21) identified five different types of cohesion, namely reference, substitution, ellipsis, conjunction and lexical cohesion.

- a. Substitution is the replacement of a word (group) or sentence segment by a 'dummy' word. There are three types of substitution: (a) of a noun, (b) of a verb, and (c) of a clause.
- b. Ellipsis is the omission of a word or part of a sentence. It is related to substitution. The difference lies in that ellipsis is described as 'substitution by zero'.
- c. Reference is the act of referring to a preceding or following element. Reference deals with a semantic relationship.
- d. Conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following (parts of the) sentence. The relationship can be hypotactic (combining a main clause with a sub clause or phrase) or paratactic (combining two main clauses).
- e. Lexical cohesion deals with connections based on the words used but it does not deal with grammatical and semantic connections.

3. Coherence

According to Nunan (1992:59) coherence discourse is distinguished from random sentences by the existence of certain text-forming, cohesive devices. Coherence is concerned with a macrostructure in that its major focus is the expression of content and purpose in terms top-down organization of proposition. Halliday and Hasan (1989) point out that coherence is a group of sentences of a paragraph which relate to the context. Two levels of the context are context of culture (i.e. genre) and context of situation (i.e. register).

D. Methodology

In this research, the writer uses qualitative research. Bodgan and Tylor as stated by Moleong (1991:3) say that a qualitative research is a research of which the data is in the forms of written and oral words that are descriptively analyzed. In conducting his research, the writer takes a certain procedure covering three steps. They are: (1) determining the data and data source, (2) determining method of data collection, and (3) determining the data analysis.

The writer took the data from the “Smart Steps” textbook for the 9th grade of Junior High School. The data of the research is reading texts of “Smart Steps” for the 9th grade of Junior High School.

In collecting data, the writer used documentation method. It is with the instrument “Smart Steps” textbook and the technique in analyzing are the contents of the reading texts in “Smart Steps”.

1. Classifying the data based on the component analysis. They are the reading text of “Smart Steps” textbook and the exercises of the reading text in “Smart Steps” textbook.
2. Classifying the data into groups based on category of genre elements. The instrument of analysis is the characteristic of genres. The technique of analysis is to determine the reading text based on the characteristics of genres.
3. Classifying the data into groups based on the category of cohesion and coherence elements.

The instruments of analysis are five types of cohesions; they are substitution, ellipsis, reference, conjunction, and lexical cohesion. The technique of analysis is to determine the five types of cohesion in every reading text. The instrument of analysis in coherence is the relationship between words, clauses or sentences. The technique of analysis is to determine the relation of words, clauses or sentences in every reading text.

4. Determining the compatibility between the reading the text in “Smart Steps” and KTSP curriculum.

The instrument of analysis is reading text in “Smart Steps” textbook and KTSP curriculum. The technique of analysis is to determine the compatibility of “Smart Steps” textbook based on the KTSP curriculum.

5. Making conclusion and suggestion based on the data analysis.

The writer concluded and made suggesting based on the data analysis.

E. Result and Discussion

After analyzing all the data, the writer finally finds out and arranges several findings. The findings are based on the element of genre, cohesion and coherence and the compatibility with content standard curriculum.

The element of genre based on the “ Smart Steps “ book can be classified into five terms. They are:

1. Report

The exercise of report text 1 and 2 use simple present tense and has no temporal conjunction.

2. Procedure

The exercise of procedure text 4 and 5 focus on general human agent and simple present tense.

3. Descriptive

The exercise of descriptive text 6 and 7 use simple present tense.

4. Recount

The exercise of recount text 3 and 9 use simple past tense and action verbs. The exercise of recount text 8 is just using simple past tense. The exercise of recount text 10 is using present tense because that asks about generic structure.

5. Narrative

The exercise of narrative text 11 and 13 use simple past tense and action verbs. The exercise of narrative text 12 uses simple past tense and focuses on specific and individual participant.

Based on the cohesion and coherence can be classified in to five items. They are:

1. Substitution

The procedure text in the text 4 and 5, there aren't found substitution.

The exercises of text 6 and 11 aren't found substitution.

2. Ellipsis

The procedure text in the text 4 and 5, there aren't found ellipsis. The descriptive text in the text 7, there isn't found ellipsis. The recount text in the text 8, there isn't found ellipsis.

The exercises of text 2, 3, 4, 5, 9, and 11 have no ellipsis.

3. Reference

All of the elements of genres use the reference.

All of the exercises of text use the reference.

4. Conjunction

All of the elements of genre use conjunction.

The exercise of text 2 has no conjunction.

5. Lexical cohesion

All of the elements of genre use lexical cohesion.

All The exercises of text use lexical cohesion, in the text 7 and 12 just use lexical cohesion.

All of the texts are coherence. The exercise of text 2 number 3 is not coherence. The exercise of text 8 number 5, 10, and 13 are not coherence. The exercise of text 9 number 4 is not coherence.

Based on the compatibility the text with the content standard of KTSP curriculum can be found, such as:

1. Text 1, 2, 4, 5, 11, 12, and 13 are compatible with the content standard of KTSP curriculum.
2. Text 3, 6,7,8,9, and 10 are not compatible with the content standard of KTSP curriculum because they aren't found in the content standard.

The “Smart Steps” textbook is not compatibility yet with KTSP curriculum. There are just three genres in the KTSP curriculum but in the “Smart Steps” textbook are 5 genres.

F. Conclusion

Base on the educational genre, the writer analyzes on the textbook writing. The writer has found 5 genres in the “Smart Steps” book. They are:

- a. report
- b. narrative
- c. procedure
- d. descriptive
- e. recount

In the analysis data, the writer has found some cohesion and coherence. There are 5 cohesions. They are:

a. Substitution

The writer finds 11 substitutions. They are text 1,2,3,6,7,8,9,10,11,12 and 13

b. Ellipsis

The writer finds 9 ellipses. They are text 1,2,3,6,9,10,11,12 and 13.

c. Reference

The writer finds 13 references. They are text 1,2,3,4,5,6,7,8,9,10,11,12 and 13.

d. Conjunction

The writer finds 13 conjunctions. They are text 1,2,3,4,5,6,7,8,9,10,11,12 and 13.

e. Lexical cohesion

The writer finds 13 lexical cohesions. They are text 1,2,3,4,5,6,7,8,9,10,11,12 and 13.

Based on the data analysis, all of the texts are coherence.

In the analysis data, the writer has found that “Smart Steps” textbook is not compatibility yet with KTSP curriculum. The writer found just three genres in the KTSP curriculum but in the “Smart Steps” textbook are 5 genres. Ideally, according to Permendiknas no 22/2006 about content standard, the book writer must refer to the content standard of KTSP. From the result above, it can be concluded that if someone would like to create the textbook, he/ she has to know about the compatibility between the content standard curriculum and textbook.

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