

CHAPTER I

INTRODUCTION

A. Background of the Research

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 every body 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.

As teachers of English as a foreign language, teachers experience the difficulty in teaching Indonesian students to master the four skills. Every teacher has experience that many students think of English is difficult. With these considerations in mind, the teachers develop the syllabus, curriculum and use KTSP English book. It is appropriate ways in learning English.

Besides, the Minister of National Education (2006) said that KTSP curriculum held based on:

1. UU. No 20 th 2003 about Sistem Pendidikan Nasional BAB IX
2. PP. 19 th 2005 about Pendidikan Standar Nasional
3. Permendiknas No 22/2006 about Standar Isi
4. Permendiknas No 23/2006 about Standar Kompetensi Kelulusan
5. Permendiknas No 24/2006 and 6/2007 about Application

With the consideration, every school must use the books appropriate with KTSP curriculum and all of the materials can be taught to the students regularly.

KTSP itself is arranged as a source in the process of learning activity to reach the goal of education. KTSP emphasizes on the process of building skills. In the KTSP curriculum, the teacher is asked to make the learning instruments such as syllabus and curriculum so it will make the teaching learning process better for the students.

One of the English books for 9th grade of Junior High School is Smart Steps. It is published in 2005 by Ganeca Exact where at that time, KTSP will be used to change old curriculum (KBK). This book refers to the KTSP curriculum.

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. Discourse is a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit, such as sermon, argument, joke or narrative (Crystal 1992: 25). A discourse is also a stretch or stretches of language perceived to be meaningful, unified, and purposive (Cook 1989: 158). The aim of a discourse is to show how the linguistic elements to enable language users to communicate in context. The linguistic elements of discourse are genre, cohesion, coherence, deixis, and the conversational structure.

A genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of a culture (Martin 1984: 25). Genre has some social activity types in culture, one of them is educational genre. The educational genre is like lectures, tutorial, report/easy writing, leading seminar, examinations and textbook writing (Halliday & Hasan 1976, 1989).

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

cohesion. Coherence is concerned with a macrostructure in that its major focus is the expression of content and purpose in terms of top-down organization of proposition (Nunan 1992: 59).

For example:

Tsunami is a Japanese word from a seismic sea wave generated by an undersea earthquake, landslide, or eruption.

Most tsunamis happen along the ring of fire. It is a zone of volcanoes and seismic activity. The zone encircles the Pacific Ocean.

Historically, tsunamis have caused much destruction and death. Since 1819, about 40 tsunamis have struck the Hawaiian Islands and since 1883, about 20 tsunamis have struck Indonesia. The last one was on December 26, 2004, which caused over 100.000 deaths.

A tsunami can have a width of 100 to 200 km and may spread far across the deep ocean. The speed is as fast as a jet plane. When the wave reaches land it can be very high, about 15 m or more.

(Smart Steps 2005:10)

The kind of text above is a report text. The first paragraph is general classification and the second, third and fourth paragraph is description.

The report text above shows the following cohesion:

- a. Substitution: About 20 *tsunamis* having struck Indonesia. The last *one* was on December 26, 2004, which caused over 100.000 deaths
- b. Ellipsis: A tsunami can have a *width* of 100 to 200 km and *may* spread far across the deep ocean
- c. Reference: Most tsunamis happen along the ring of fire. *It* is a zone of volcanoes and seismic activity

d. Conjunction: Since 1819, about 40 tsunamis have struck the Hawaiian

Islands *and* since 1883, about 20 tsunamis have struck Indonesia

e. Lexical cohesion: *Tsunami* is a *Japanese word*

Textbook of “Smart Steps” is one of the KTSP textbook which refers to the KTSP curriculum. “Smart Steps” covers four skills. They are listening, speaking, reading, and writing skill. Every skill explains the text type or genre especially in reading skill. Genres examples of the “Smart Steps” are report, procedure, description, recount and narrative.

KTSP curriculum is applied for two semesters for the 9th grade. The first semester contains report and procedure texts. The second semester contains report and narrative texts. “Smart Steps” textbook contains report, procedure, description, recount and narrative text. It shows that there are some differences between KTSP curriculum and “Smart Steps”. The differences are in the kinds of genre and sequences of genre.

From the examples above, the writer is interested in analysis the reading text of textbook the teachers use. Because of that, the writer would like to analyze the educational genre in “Smart Steps” for the 9th grade of Junior High School in 2005.

B. Problem Statement

In order to specify the topic discussed, the writer would like to formulate the problems as follows:

1. What are the text elements of genre in “Smart Steps”?
2. How are the cohesion and coherence of the reading text in “Smart Steps”?
3. How is the “Smart Steps” Textbook compatibility with KTSP curriculum?

C. Objective of the research

Based on the problem stated above, the objectives of the research are as follows:

1. To describe the stages of the text elements of genre.
2. To identify the cohesion and coherence of the reading texts in “Smart Steps”.
3. To explain about the “Smart Steps” textbook compatibility with KTSP curriculum

D. Limitation of the Research

In conducting the research the writer should limit the problems discussed. The research deals only with reading texts that can be found in the English textbook “Smart Steps”. The writer focuses on the reading text in “Smart Steps” textbook.

E. Benefit of the Research

1. Theoretical Benefit

- a. To enable the readers know the genre used in “Smart Steps” textbook.

- b. To give more view to the reader about the compatibilities of the “Smart Steps” textbook with the KTSP curriculum.

2. Practical Benefit

It is hoped that the results of the research can be used a reference for those who are interested in analyzing genre, especially that is used in the reading texts of English textbooks.

F. Research Paper Organization

The research paper organization is given in order that the readers can easily understand the content. The writer organizes his research paper as follows.

Chapter I is Introduction which consists of background of the research, problem statement, objective of the research, benefit of the research, and research paper organization.

Chapter II is underlying theory. It covers the notion of content analysis, the notion of text, the notion of discourse, the notion of genre, the notion of cohesion and coherence, the notion of competence and the notion of KTSP curriculum, review of previous research.

Chapter III is research method. It consists of the type of the research, data and data source, method of data collection, and method of data analysis.

Chapter IV is data analysis. It analyzes text elements of genre, cohesion and coherence of reading text in “Smart Step”, student’s competence in understanding

the reading texts in “Smart Step”, and compatibility between KTSP curriculum and “Smart Step” textbook.

Chapter V shows the conclusions and suggestions.