



THE ANALYZES OF GENERIC STRUCTURES OF READING EXTS OF TEST OF THE NATIONAL EXAMINATION

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ABSTRAK

This study is aimed at describing the implementation of genres in reading text of the UN. In relation to the focus, objectives of the study are. In the research, qualitative descriptive method was conducted by the researcher. In analyzing the genre of reading passage, the writer also analyzed the characteristics of each genre in the term of social function, generic structure, and grammatical feature of each reading passage. The writer used the theory of Mark Anderson & Kathy Anderson to know the characteristics of genre. From the result of data analysis, the writer found that the reading test presents the social function and in the side of generic structure, conclusion is not distributed in all report text and also coda is not distributed in all narrative text. For grammatical features, the reading test does not present the use of present tense and the use of adverb in the procedure text in all reading passages.

Keyword : Analyzing, Generic Structure, Reading, National Examination

BACKGROUND

Reading comprehension is considered as an important skill that every student must improve in order to help them to be successful in their studies. Regarding to the importance of reading, students have been taught it since they sit in pre-school. In every study completion, moreover, reading comprehension, as a part of English skills, is always tested certain time, like in *ujian kenaikan kelas* (final examination), *Ujian Nasional* (UN) (national examination), and *Saringan Nasional Masuk Perguruan Tinggi Negeri* (SNMPTN) (The National University Entrance Examination). Thus, students are expected to pass every test in order to enter university. On the other hand, the tests must be

matched with subjects that are taught by teachers in schools.

The UN is the test given to students who plan to continue their studies. The test is designed to measure students' competence in most subjects taught in senior high schools. English is tested in some parts: grammar, vocabulary, and reading comprehension. The test of reading comprehension consists of several texts and questions based on the texts. Then, there is an assumption dealing with the questions: that only few kinds of genre are tested and the generic structures of the text do not meet the criteria of the genre asked. This assumption emerges as the students' scores in reading comprehension are still unsatisfactory (Kompas, 2010)



Genre in English text is meant to be determinative to the form of language

Egins (1994: 26). Moreover, Egins explains that genre plays an important role to set the purposive goal of the writer in a text. Therefore, the good understanding of genre and how to use genre in a text is considered vital as to find out what the purpose of the writer in composing the text. In education, for instance, students are expected to be familiar with genre and good at identifying and applying it in a text, since the knowledge and skill will be useful for their future jobs or higher education.

In educational area, genre is developed in such way in school curriculum in order to meet the need of students and job market. Genre can be interpreted as a model of discourse that stands on goal of that discourse, for example: giving instruction, telling some events, or convincing the readers through argument series. Each genre has special structure characteristic. This special characteristic, can help the comprehension of some discourse texts (Djiwandono, 2002).

METHODOLOGY OF RESEARCH

In the research, qualitative descriptive method was conducted by the researcher. Bogdan and Biklen (1992; 30) explains that qualitative research is descriptive. The data collected are in the form of reading texts of the UN. Qualitative means to find out how a theory works in different phenomena. So in this study to find out how the theory of analyzing in a descriptive form in

order to observe the genre types and the academic implications of the genre based testing.

Some steps are come out to find the data namely; firstly the data will be collected from reading texts of the UN for the last three years. Secondly, all the data will be separated for reading materials. Thirdly, all the data will be identified through the types of genre that can be found reading texts. Quantitative method was applied to find out the percentage of the dominant types of genre used in reading texts of UN, and then it will be classified into classification of genre summed up.

The sources of the study are English reading text; of the UN test materials. There are types of genre which will be taken from English reading text of the UN test materials. The instrument of data collection were conducted by taking only the reading texts from each kind of test in every year of last years. Thus, the researcher needs to do an action. such as identifying and separating. It describes the type's genre in English reading text of the UN tests. The researcher will act as the key of instrument or participant observer. The kinds of genre will be applied as the instrument of data collection.

In this study, the data were collected through English reading text of the UN tests materials for the last three years.

There are some steps in collecting the data, as follows;

1. The English reading text of the UN tests materials will be gathered for the last three years.
2. The data for English reading text of the UN tests were



those that have been tested in the period of 2014-2016

3. Selecting only the reading test material of English reading text of the UN tests
4. Analyzing the genre from English reading text of the UN tests materials.
5. Recognizing and identifying genre from the test paper's of English reading text of the UN tests.

In analyzing the data, the technique used is descriptive analysis to draw genre in English reading text of the UN test. There are some steps done to Analyze the data as follows;

1. Recognizing and Identifying genres, classifying genre based on the types of genre.
2. Classifying genre of calculating the percentages of each identified types of genre

to find out the dominant by using the percentages formula and give the reason why the dominant type of genre was use in genre based on the types of English reading text of the UN tests materials.

3. The Data were analyzed in terms of generic structure of the texts based on the Hyland (2007) and Saragih's generic structure analysis.
4. Each text was grouped based on the types of genre, and then decide the dominant by using the percentages

THE DATA AND THE ANALYSIS OF DATA

The object of this research is the reading passages of a reading test used in National Examination.

Table 4.1 Reading Passages in the Reading test

No	Title of Reading Passages	Activity	Kind of Genre
1.	Let's Make Your Own Aquarium Ecosystem	<input type="checkbox"/> Observe the pictures <input type="checkbox"/> Rearrange the instruction	Procedure
2.	Let's Make a Monster with Bright Eyes	<input type="checkbox"/> Read the text <input type="checkbox"/> Answer the questions <input type="checkbox"/> Identify the structure of the text	Procedure
3.	Rock Music	<input type="checkbox"/> Read the text <input type="checkbox"/> Answer the following questions	Report
4.	The Chinese Influence in Indonesian Visual Art	<input type="checkbox"/> Read the text <input type="checkbox"/> Work in pairs to identify the characteristics of the text	Report
5.	Woodcraft	<input type="checkbox"/> Find the main idea, supporting idea and concluding idea	Report



6.	Beneficial Magnets	<input type="checkbox"/> Observe the picture, and then match the picture with the instructions.	Procedure
7.	Germinating Petunia Seeds	<input type="checkbox"/> Read the text <input type="checkbox"/> Identify the characteristic of the text and mention its features	Procedure
8.	The Legend of Mount Wayang	<input type="checkbox"/> Read aloud and pay attention to pronunciation and intonation	Narrative
9.	The Legend of Lake Batur	<input type="checkbox"/> Read the text and pay attention to punctuation, pronunciation and pause <input type="checkbox"/> Answer the questions	Narrative
10.	Postal Matters	<input type="checkbox"/> Read the text <input type="checkbox"/> Answer the questions <input type="checkbox"/> Identify the characteristic of report text	Report
11.	Hotels	<input type="checkbox"/> Read the text <input type="checkbox"/> Answer the questions	Report

In analyzing the data, the writer firstly analyzed the characteristics of genres in the terms of social function, generic structure, and grammatical feature based on the Mark Anderson and Kathy Andersons' theory. All characteristics of genre are identified from each reading passage in the reading test. After the writer identified the characteristics of each reading passage and then the genre can be determined. After the genre determined, the writer compare it to the curriculum

whether all genres presented in the reading test are in line with the demands of the School-Based Curriculum. The writer presented the result in the form of table.

After all passages are analyzed based on the characteristics that a text should have in the term of social function, generic structure, and grammatical features, the writer determined the genre of each passage. The writer presented the genre of analyzed reading passage in the form of table.

Table 4.13 Genre of Reading Passages in the Reading test

Reading Passage Number	Chapter	Title of Reading Passages	Genre
1	1	Let's Make Your Own Aquarium Ecosystem	Procedure
2	1	Let's Make a Monster with Bright Eyes	Procedure



3	2	Rock Music	Report
4	2	The Chinese Influence in Indonesian Visual Art	Report
5	2	Woodcraft	Report
6	3	Beneficial Magnets	Procedure
7	3	Germinating Petunia Seeds	Procedure
8	4	The Legend of Mount Wayang	Narrative
9	4	The Legend of Lake Batur	Narrative
10	5	Postal Matters	Report
11	5	Hotels	Report

On the table above, it can be seen that there are three genres of reading passage which is mentioned in the reading test those are procedure, report, and narrative. They are presented in each chapter in the reading test with one genre of each chapter. In the first chapter, it is found two procedure texts which have the title *Let's Make Your Own Aquarium Ecosystem* and *Le's Make a Monster with Bright Eyes*. For the second chapter, three report text found here, the title of texts are *Rock Music*, *the Chinese Influence in Indonesian Visual Art*, and *Woodcraft*. Two procedure texts are found in the chapter 3 with the title *Beneficial Magnets* and *Germinating Petunia Seeds*. In the chapter 4, the reading passage found here is

narrative text. There are two narrative texts those are *the Legend of Mount Wayang* and *the Legend of Lake Batur*. And the last chapter, it is found report text with the title *Postal Matters* and *Hotels*. So, there are 11 (eleven) reading passages in the reading test which are distributed in each chapter.

In determining the genre of all reading passages, the researcher firstly analyzed the characteristics of each genre. After analyzing, the researcher found that there are some reading passages which do not have one or more characteristics of a genre. The following table is the unconformity of characteristics of genre in all reading passage.

Table 4.15 The Unconformity of the Characteristics of Genre

Genre	Social Function	Generic Structure	Grammatical Feature
Procedure	-	-	- Use of adverb (reading passage number 2) - Use of present tense (reading passage number 6)



Report	-	- Conclusion (reading passage number 3, 4, 10, and 11)	-
Narrative	-	- Coda (reading passage number 8 and 9)	-

From the table above, it can be seen that there are some characteristics which is not mentioned in some reading passages. In procedure text, it does not mention the use of adverb in reading passage number 2 and the use of present tense in reading passage number 6. The conclusion which is in the generic structure of report text is also not stated in all reading passages, there is only one reading passage which state it that is reading passage number 5. The last is narrative text, the coda is also not stated in all reading passage.

According to the analysis of National examination test above, all reading passages in the reading test are developed based on the demand of the School-Based Curriculum. There are three kinds of genre of reading passage mentioned in the National examination reading test; those are procedure, report, and narrative. All genres that have been mentioned in the reading test are also found in the curriculum.

Through the analysis, the writer found social function, generic structure and grammatical features of each passage. For procedure text, all items of generic structure which consist of goal, materials and steps have been mentioned in all reading passage.

The grammatical features of procedure text which are use present tense, use of imperative, use of time word/number, use of precise terms and technical language, and use of adverbs, does not developed well in all passages. One of procedure texts that has the title *Let's Make a Monster with Bright Eyes* does not mention the use of adverb and one another doesn't mention the use of present tense that is *Beneficial Magnets*.

The second genre is report text. There are three items in generic structure of this genre that Mark Anderson and Kathy Anderson propose those are general classification, description, and conclusion. Conclusion is an optional, it means that it is not a must. From five report texts which are in the reading test, there is only one reading passage that mentions the conclusion, it has the title *Woodcraft*. Besides, the grammatical features of report text consist of general noun, present tense, and technical language. And all report texts in the reading test have all items in grammatical features.

The last genre mentioned in the reading test is narrative. It also has generic structure and grammatical features as its characteristics. The generic structure of narrative text consists of orientation, complication,



sequence of event, resolution, and coda. Two narrative texts written in the reading test has four items of generic structure, but they do not have coda as the message that can be learned from the text. In the side of grammatical features, the two narrative texts which have the title *The Legend of Mount Wayang* and *The Legend of Lake Batur* mention whole items in grammatical features which involve the use of specific participant and place, use of time words, use of action words, use of adjectives, and use of past tense.

So, in presenting the characteristics of genre based on the theory of Mark Anderson and Kathy Anderson, the National examination reading test have developed all characteristics of each genre, but the distribution of some characteristics does not spread up in all reading passages in the term of generic structure: the conclusion in the report text and the coda in the narrative text, and also in the term of grammatical features: use of present tense and use of adverb in the procedure text.

CONCLUSIONS

After analyzing the reading passages in the National examination reading test which is used for the third grade of National Examination, the writer have concluded that: In analyzing the genre of reading passage, the writer also analyzed the characteristics of each genre in the term of social function, generic structure, and grammatical feature of each reading passage. The writer used the theory of Mark Anderson & Kathy

Anderson to know the characteristics of genre. From the result of data analysis, the writer found that the reading test presents the social function and in the side of generic structure, conclusion is not distributed in all report text and also coda is not distributed in all narrative text. For grammatical features, the reading test does not present the use of present tense and the use of adverb in the procedure text in all reading passages.

SUGGESTION

From the study that the writer has done, she give some suggestion to the English teacher, the principle, and further researcher as follows:

1. For the English teacher

Although the result of this research shows that the reading passages in a reading test is suitable with the School-Based Curriculum, the English teacher should have another reading test to provide reading passage in supporting teaching and learning process in order to get the best result. There is no reading test which is perfect, a reading test always have strength and weakness.

2. For the principle

The school principle should evaluate all reading tests which will be used in the process of teaching and learning in order to provide reading tests that are suitable with the student's need and any considerations in selecting a good reading test.

3. For further researcher

The writer suggest to the further researcher to conduct the research about analysis of reading passages in an English reading test.



It is important to conduct the research because a reading test is the source of materials. If the reading passages of an English reading test don't fulfill the criteria on how the reading passage should be, it can not get the best result in the process of teaching and learning, especially in reading skill.

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