

THE ANALYSIS OF GENRE ON READING PASSAGES OF ENGLISH TEXTBOOK "MY PALS ARE HERE"

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SENNDIKA

Prosiding Seminar Nasional Pendidikan

E-ISSN XXXX-XXXXX

Volume 1 Issue 1, 2024

Pages 194-205

DOI: 10.30998/senndika.v1i1.7436

Journal Homepage:

<https://proceeding.unindra.ac.id/index.php/senndika/index>

Publisher:

Universitas Indraprasta PGRI



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Abstrak. Dalam penelitian ini, peneliti menganalisis genre pada bagian bacaan buku teks bahasa Inggris "My Pals Are Here" yang diterbitkan oleh Marshal Cavendish Education. Tujuan dari penelitian ini adalah untuk menemukan genre yang tersedia dalam buku teks bahasa Inggris "My Pals Are Here", untuk menemukan fungsi sosial, struktur umum dan fitur bahasa dari genre yang ditemukan dalam buku teks bahasa Inggris. Penelitian ini merupakan penelitian kualitatif deskriptif. Metode yang digunakan dalam penelitian ini adalah analisis dokumen. Peneliti mengumpulkan data dari teks bacaan dalam buku pelajaran bahasa Inggris "My Pals Are Here" untuk kelas empat Sekolah Dasar. Hasil dari penelitian ini adalah peneliti menemukan empat genre teks bacaan yang terdapat pada buku teks bahasa Inggris "My Pals Are Here" untuk kelas empat Sekolah Dasar.

Kata Kunci: Analisis Genre; Teks Bacaan; Buku Teks Bahasa Inggris

Abstract. In this research, the researcher analyzed the genre on reading passages of English textbook "My Pals Are Here" published by Marshal Cavendish Education. The objectives of this research were to find genre available in English textbook "My Pals Are Here", to find the social function, generic structure and language features of genre found in the English textbook. This research was descriptive qualitative research. The method used in this research was document analysis. The researcher gathered the data from reading texts in English textbook "My Pals Are Here" for the fourth grade of Primary School. The results of this research were the researcher found four genres of reading texts found in English textbook "My Pals Are Here" for the fourth grade of Primary School.

Keyword: Genre Analysis; Reading Passages; English Textbook

INTRODUCTION

Textbook serves as a guide for the teaching process. The material provided in the textbook should meet the content standards of the Merdeka Belajar curriculum. Textbooks are part of the integrity or means of learning tasks that align the material with the curriculum. This means that the textbook outlines the syllabus and syllabus requirements for the course because the textbook is It is very important that if the teacher can use the textbook as a guide to analyze whether a certain textbook has reached the syllabus, then students can receive standard knowledge according to a certain syllabus.

Textbook is a component must be prepared by the teacher in the teaching and learning process. Robert said that the textbook was one of the most useful tools that the instructor or the teacher has in the teaching process. He also stated that the use of textbooks could enhance the classroom experience for students and teachers. In the teaching and learning process, preparing teaching material is one of the most important

things to do. As we know, the textbook summarizes the subject matter to be taught. In his book, Tarigan stated that a textbook was a book designed to use in the classroom, it was arranged and prepared carefully by experts and equipped with an appropriate and compatible component. It means, the textbook covers and carefully spelled the teaching material. In the context of education, Kress in Knapp and Watkins outlines a common agenda for genre theory as follows:

- a. that, forms of text (genres) are the result of processes of social production;
- b. that, given the relative stability of social structures, forms of text produced in and by specific social institutions, that is, the resultant genres, will attain a certain degree of stability and persistence over time;
- c. that consequently, texts in their generic form are not produced each time by all individual (or individuals) expressing an inner meaning, but are, rather, the effects of the action of individual social agents acting both within the bounds of their social history and the constraints of particular contexts, and with a knowledge of existing generic types;
- d. that, given the social provenance of genres, different genres 'have', convey and give access to different degrees and kinds of social power;
- e. that genres have specifiable linguistic characteristics which are neither fully determined or largely under the control of individual speakers or writers; f. that knowledge of the characteristics of texts and of their social place and power can and should form a part of any curriculum, whether in one subject area, or 'across the curriculum'.

The researcher analyzed the textbook because it was one of the learning tools that underlie the success of the teaching-learning process. The textbook also becomes a reference for a teacher to deliver teaching materials that have been specified in the syllabus. Therefore, the quality of the textbook is very important. The textbook also influences in learning outcomes for students. consequently, the analysis on textbook is needed to find the appropriate textbook with the students' need.

Good textbooks can be valuable English language teaching tools, especially in situations where authentic, engaging, and motivational material are difficult to compile in an organized manner. Tomlinson set the principles of second language acquisition which was relevant to the development of materials for the teaching of languages. It consists of sixteen criteria which start from material should achieve impact until materials should provide opportunities for outcome feedback. So, a good English textbook is designed by looking at the principle of language acquisition.

Nowadays, a lot of English textbooks published by various publishers are sold in the market. Tomlinson said that most commercial materials were written by professional material writers who write to a brief determined by the publishers based on an analysis of market needs. Therefore, it challenges the teachers to choose the appropriate textbook for their students. Alan stated that selecting the textbook becomes a challenging task because many English teaching materials were published and available in the market. It means the teacher must be able to make the right choices in selecting the textbook. Based on the background above, the researcher wanted to know the genre of reading text and its feature on the textbook. The researcher chooses English Textbook My Pals are Here Pupil's book by Judy Ling, Anne Smith, Lim Geok Choo and Margaret Whitfield to be analyzed. It is published by Marshal Cavendish Education (2006) is one

collection of Mentari books, designed for grade 1 up to grade 6 for elementary school of Asia which combines both notional as well as situational syllabus.

METHOD

In conducting this research, the researcher used descriptive qualitative research. Qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings. There are many different types of qualitative research. The researcher used document or content analysis. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.

In this research, the researcher chose reading texts in textbook entitled "My Pals are Here" fourth grade as the document that will be analyzed. The researcher used document analysis because it focused on analyzing and interpreting the materials in the textbook. This research analyzed the genre of reading texts in My Pals are Here textbook and to find out the social function, generic structure and language features are available in genre found in the My Pals are Here English Textbook for the fourth grade of primary School.

The researcher used four instruments. The first instrument was table of reading text types in the textbook. It was used to find genre available in the textbook. The second instrument was table of generic structure of genre. It was used to find generic structure of the texts in the textbook. The third instrument was table of language features of genre. It was used to find language features of the texts in the textbook. Data analysis is conducted to create understanding of the data and to enable the researcher presents the result of the research to the readers. According to Miles, Huberman and Saldana there are three major phrases of data analysis: data condensation, data display, and drawing and verifying conclusion.

They were as follows:

1. Data Condensation

Data condensation refers to refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. The data in this research was English texts in My Pals are Here English textbook for the Fourth Grade of Primary School. In this step, the researcher read the texts in the textbook and selected the texts belonged to genre. Then, the researcher analyzed the social function, generic structure and language features of the genre found.

2. Drawing and Verifying Conclusion

The last step of analyzing the data is drawing and verifying conclusion. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among

colleagues to develop “intersubjective consensus” or with extensive efforts to replicate a finding in another data set. In this step, the writer drawn the conclusion and verify the answer of research question that had been done in displaying the data. Thus, the writer got the conclusion.

RESULT AND DISCUSSION

Genre in the Textbook

The researcher analysed genre on reading passages of My Pals are Here English textbook for Primary School fourth grade. The textbook one collection of Mentari books, designed for grade 1 up to grade 6 for elementary school of Asia which combines both notional as well as situational syllabus. It was published by Marshall Cavendish Education. The book was written by Judy Ling, Anne Smith, Lim Geok Choo and Margaret Whitfield to be analysed. It is published by Marshal Cavendish Education (2016). My Pals are Here for Primary School fourth grade was second edition and published in 2016 which had ISBN 978-981-01-9908-17. There were two books for fourth grade. 4A for the first semester and 4B for the second semester. Each book has five units. There were tens units in the books altogether, which covered the skills of listening, speaking, reading, and writing, and were related to real life situations. There are eighty-seven pages in textbook 4A and eighty-eight pages in textbook 4B. The focus of this research was the reading passages in the textbook. To find the genres available in the textbook, the researcher eliminated the reading materials not included to the passages or the texts. They were invitation forms, thank you letter forms, and book review. Then, the researcher selected and focused on the reading passages in the textbook to be analysed.

There were twelve passages in the textbook. The researcher found one text with structures: goal, material, and steps. The text was belonging to genre procedure texts. The text was found in unit two on textbook. In unit three, unit seven, unit eight and unit nine, the researcher found six texts with structures: general classification and descriptions. The texts were belonging to report text. In unit three the researcher found the texts entitled “Favourite Food Around the World” on textbook and “Favourite Food and Drinks in My Country” on textbook. In unit seven, the researcher found text entitled “The First Phone” on textbook. In unit eight the researcher found texts entitled “Sea Horses” on textbook, “Humming Birds” on textbook and “All about Books” on textbook. The researcher found three texts with structures: orientation, sequence of events and re-orientation. The texts were belonging to recount texts. The texts were found in unit four. The researcher found the texts entitled “Carol’s Ballet Blog” on textbook, “The Architect” on textbook, and a passage on textbook. In unit five, the texts found were entitled “Mouse Deer and the Big Hole” on textbook and “The Fox and The Crane” on textbook. The texts were belonging to narrative texts.

Table 1 Result

Nu.	Title of passage	Unit	page	Types	Explanation
1	Let’s Make Cards	2	20	Procedure	The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. It’s provides instructions how to make cards.

2	Favourite Food	3	35	Report	In the first paragraph, there was general classification of food. In the second, third, and the fourth, there were descriptions about food.
3	Favourite Food and Drinks in My Country	3	43	Report	In the first paragraph, there was general classification of food in Malaysia. In the second, third, and the fourth, there were descriptions about food in Malaysia.
4	Carol's Ballet Blog	4	48	Recount	In the first paragraph, there was orientation of Carol activity. In The second, third, fourth, fifth and sixth, there were events of Carol's schedule. In the last paragraph, there was a conclusion.
5	The Architect	4	49	Recount	In the first paragraph, there was orientation that tells who is the writer and what's his job. In The second, third, fourth, fifth and sixth, there were events of the writer's schedule. In the last paragraph, there was conclusion.
6	-	4	55	Recount	In the first paragraph, there was orientation that tells what is the writer's dad job. In The second and third paragraph, there were events of what the writer saw and felt. In the last paragraph, there was conclusion.
7	Mouse Deer and the Big Hole	5	62	Narrative Text	In the first paragraph, the character is introduced and where did the story take place. In the next paragraph, there was a beginning of the problem of mouse deer. In the ninth paragraph, the problem was resolved. In the tenth and the last paragraph, there was a closing of the story.
8	The fox and the Crane	5	71	Narrative Text	In the first paragraph, the character is introduced and where did the story take place. In the next paragraph, there was a beginning of the problem. In the fourth and fifth paragraph, the problem was resolved. In the last paragraph, there was a moral lesson of the story.
9	The First Phone	7	20	Report	In the first paragraph, there was general classification of the first phone, In the second, third, and the fourth, there were descriptions about the first phone.
10	Seahorses	8	34	Report	In the first paragraph, there was general classification of seahorse. In the second, third, fourth and the fifth paragraphs, there were descriptions about seahorses.
11	Humming Birds	8	41	Report	In the first paragraph, there was general classification of Humming Birds. In the second, third, and the fourth, there were descriptions about Humming Birds.
12	All about Books	9	48	Report	In the first paragraph, there was general classification of all about books. In the second,

third, and the fourth, there were descriptions about all about books.

Table 2 Result Types of Reading Text in English Textbook My Pals are Here

Nu	Title of passage	Unit	page	Types	Generic Structure of The Text in Textbook	Explanation
1	Let's Make Cards	2	20	Procedure	<ul style="list-style-type: none"> ✓ Goal ✓ Material ✓ steps 	<ul style="list-style-type: none"> ✓ Goal: How to make cards ✓ Material: things need to make cards ✓ Steps: six steps to make cards
2	Favourite Food	3	35	Report	<ul style="list-style-type: none"> ✓ General Classification ✓ Description 	<ul style="list-style-type: none"> ✓ General Classification: The first paragraph talked about favourite food in the world ✓ Descriptions: In the second, third and fourth paragraph, there were description about favourite food in the world
3	Favourite Food and Drinks in My Country	3	43	Report	<ul style="list-style-type: none"> ✓ General Classification ✓ Description 	<ul style="list-style-type: none"> ✓ General Classification: The first paragraph talked about kinds of delicious food in Malaysia ✓ Descriptions: In the second, there were description about delicious food in Malaysia
4	Carol's Ballet Blog	4	48	Recount	<ul style="list-style-type: none"> ✓ Orientation ✓ Sequence of events ✓ Re-orientation 	<ul style="list-style-type: none"> ✓ Orientation: in the first paragraph talked about when, who and where the event occurred ✓ Sequence of event: paragraph two, three and four tell the event happened in order ✓ Re-orientation : the last paragraph tells the closing statement

5	The Architect	4	49	Recount	<ul style="list-style-type: none"> ✓ Orientation ✓ Sequence of events ✓ Re-orientation 	<ul style="list-style-type: none"> ✓ Orientation: in the first paragraph talked about when, who and where the event occurred ✓ Sequence of event: paragraph two, three and four tell the event happened in order ✓ Re-orientation: the last paragraph told the closing statement
6	-	4	55	Recount	<ul style="list-style-type: none"> ✓ Orientation ✓ Sequence of events ✓ Re-orientation 	<ul style="list-style-type: none"> ✓ Orientation: in the first paragraph talked about when, who and where the event occurred ✓ Sequence of event: paragraph two, three and four tell the event happened in order ✓ Re-orientation: the last paragraph told the closing statement
7	Mouse Deer and the Big Hole	5	62	Narrative Text	<ul style="list-style-type: none"> ✓ Orientation ✓ Complication ✓ Resolution 	<ul style="list-style-type: none"> ✓ Orientation: In the first paragraph told where the characters of the story are introduced ✓ Complication: in the second, third and fourth paragraph told the beginning of the problem, where the mouse deer fell in to the hole ✓ Resolution: the last paragraph told the resolve of the problem. Mouse deer asked the other animal jumped in to the hole and he climbed onto the animals and jumped out of the hole

8	The fox and the Crane	5	71	Narrative Text	<ul style="list-style-type: none"> ✓ Orientation ✓ Complication ✓ Resolution 	<ul style="list-style-type: none"> ✓ Orientation: In the first paragraph told where the characters of the story are introduced ✓ Complication: in the second paragraph told the beginning of the problem, where the fox became greedy to drink all the soup in the shallow bowls ✓ Resolution: the last paragraph told the resolve of the problem. Crafty crane put the soup in the jars with long narrow necks so the greedy fox could not fit his nose into the jar
9	The First Phone	7	20	Report	<ul style="list-style-type: none"> ✓ General Classification ✓ Description 	<ul style="list-style-type: none"> ✓ General Classification: The first paragraph talked about the first phone ✓ Descriptions: In the second, third and fourth paragraph, there were description how the first phone was invented
10	Seahorses	8	34	Report	<ul style="list-style-type: none"> ✓ General Classification ✓ Description 	<ul style="list-style-type: none"> ✓ General Classification: The first paragraph talked about sea horses ✓ Descriptions: In the second, third and fourth paragraph, there were description about sea horses
11	Humming Birds	8	41	Report	<ul style="list-style-type: none"> ✓ General Classification ✓ Description 	<ul style="list-style-type: none"> ✓ General Classification: The first paragraph talked about humming birds ✓ Descriptions: In the second, third and fourth paragraph, there were description about humming birds
12	All about Books	9	48	Report	<ul style="list-style-type: none"> ✓ General Classification 	<ul style="list-style-type: none"> ✓ General Classification:

✓ Description The first paragraph talked about fiction and non-fiction book
 ✓ Descriptions: In the second, third and fourth paragraph, there were description about fiction and non-fiction book

Table 3 Result Generic Structure of Genre in English Textbook My Pals are Here

Nu	Title of passage	Unit	page	Types	Generic Structure of The Text in Textbook	Explanation
1	Let's Make Cards	2	20	Procedure	<ul style="list-style-type: none"> ✓ Goal ✓ Material ✓ steps 	<ul style="list-style-type: none"> ✓ Goal: How to make cards ✓ Material: things need to make cards ✓ Steps: six steps to make cards
2	Favourite Food	3	35	Report	<ul style="list-style-type: none"> ✓ General Classification ✓ Description 	<ul style="list-style-type: none"> ✓ General Classification: The first paragraph talked about favourite food in the world ✓ Descriptions: In the second, third and fourth paragraph, there were description about favourite food in the world
3	Favourite Food and Drinks in My Country	3	43	Report	<ul style="list-style-type: none"> ✓ General Classification ✓ Description 	<ul style="list-style-type: none"> ✓ General Classification: The first paragraph talked about kinds of delicious food in Malaysia ✓ Descriptions: In the second, there were description about delicious food in Malaysia
4	Carol's Ballet Blog	4	48	Recount	<ul style="list-style-type: none"> ✓ Orientation ✓ Sequence of events 	<ul style="list-style-type: none"> ✓ Orientation: in the first paragraph talked about when,

				✓ Re-orientation	<p>who and where the event occurred</p> <p>✓ Sequence of event: paragraph two, three and four tell the event happened in order</p> <p>✓ Re-orientation : the last paragraph tells the closing statement</p>	
5	The Architect	4	49	Recount	<p>✓ Orientation</p> <p>✓ Sequence of events</p> <p>✓ Re-orientation</p>	<p>✓ Orientation: in the first paragraph talked about when, who and where the event occurred</p> <p>✓ Sequence of event: paragraph two, three and four tell the event happened in order</p> <p>✓ Re-orientation: the last paragraph told the closing statement</p>
6	-	4	55	Recount	<p>✓ Orientation</p> <p>✓ Sequence of events</p> <p>✓ Re-orientation</p>	<p>✓ Orientation: in the first paragraph talked about when, who and where the event occurred</p> <p>✓ Sequence of event: paragraph two, three and four tell the event happened in order</p> <p>✓ Re-orientation: the last paragraph told the closing statement</p>
7	Mouse Deer and the Big Hole	5	62	Narrative Text	<p>✓ Orientation</p> <p>✓ Complication</p> <p>✓ Resolution</p>	<p>✓ Orientation: In the first paragraph told where the characters of the story are introduced</p> <p>✓ Complication: in the second, third and fourth paragraph told the beginning of the problem,</p>

						<p>where the mouse deer fell in to the hole</p> <p>✓ Resolution: the last paragraph told the resolve of the problem. Mouse deer asked the other animal jumped in to the hole and he climbed onto the animals and jumped out of the hole</p>
8	The fox and the Crane	5	71	Narrative Text	<p>✓ Orientation</p> <p>✓ Complication</p> <p>✓ Resolution</p>	<p>✓ Orientation: In the first paragraph told where the characters of the story are introduced</p> <p>✓ Complication: in the second paragraph told the beginning of the problem, where the fox became greedy to drink all the soup in the shallow bowls</p> <p>✓ Resolution: the last paragraph told the resolve of the problem. Crafty crane put the soup in the jars with long narrow necks so the greedy fox could not fit his nose into the jar</p>
9	The First Phone	7	20	Report	<p>✓ General Classification</p> <p>✓ Description</p>	<p>✓ General Classification: The first paragraph talked about the first phone</p> <p>✓ Descriptions: In the second, third and fourth paragraph, there were description how the first phone was invented</p>
10	Seahorses	8	34	Report	<p>✓ General Classification</p> <p>✓ Description</p>	<p>✓ General Classification: The first paragraph talked about sea horses</p> <p>✓ Descriptions:</p>

							In the second, third and fourth paragraph, there were description about sea horses
11	Humming Birds	8	41	Report	✓ General Classification	✓ General Classification:	The first paragraph talked about humming birds
					✓ Description	✓ Descriptions:	In the second, third and fourth paragraph, there were description about humming birds
12	All about Books	9	48	Report	✓ General Classification	✓ General Classification:	The first paragraph talked about fiction and non- fiction book
					✓ Description	✓ Descriptions:	In the second, third and fourth paragraph, there were description about fiction and non- fiction book

CONCLUSION

There were four genres of reading texts found in My Pals are Here textbook for the fourth grade of Primary School. They were procedure text, report text, recount text, and narrative text. There were twelve texts belonged to the four genres found. It was text included to procedure texts, six texts included to report texts, three texts included to recount texts, and two texts included to narrative texts.

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