

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language has always been the most crucial thing of human communication and it cannot be separated from human because humans are social creatures. Every human has the ability to learn a language, both native and foreign language. English as a foreign language for Indonesians has played significant roles in various aspects such as, medical, education, science, and many more. In academic, English language has become a requirement to be learned in educational institutions and it is purposely used for reading and understanding study resources since the best learning resources are international-based (Rao C. S 2018 : 2). In learning the English language, there are four vital basic skill that is necessary for students to concentrate on which are listening, writing, speaking and reading.

According to Snow in Apriliyanti, et. al., (2020 : 159) “Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. in line with Soedarso (2005 : 58), Reading comprehension is a the ability to read to understand the main idea, important details, and all definition. For that understanding, it is necessary to master the context of the reading. For the purpose of obtaining perfect understanding by the readers, the process in which the reader combines their prior knowledge with the additional information from a text, draws the meaning of words, and connect it, happened.

According to Richards cited from Noviyenty (2021 : 800) reading materials, for instance, textbooks, can be ideally used by language teachers because such materials provide much language input to students especially materials about genre which is important for students' understanding of texts. A genre is a classification of a type of writing based on its purpose or topic, in simple definition, genre is considered as types of texts. Firkins, et.al., (2007 : 342). As for that, having to learn English reading texts based on the genre of text is expected to have a significant effect on learning achievement as well as to add insight of what and how a genre is on texts.

In the teaching and learning process, textbook is used as a guidance. As shown in the Oxford Advanced Learner's Dictionary, a textbook is a book that teaches a certain subject and is used mostly in schools and universities. As per the given definition, the aim of textbook is to provide learners with fundamental knowledge, language skills, and knowledge about genre of reading text, as well as preparing students in conducting a reading text based on its genre.

The materials presented in the English reading textbook should be compatible with the standards of the curriculum. To be compatible, the content of a decent English reading book must fulfill the standards of a good English reading textbook. A good English reading textbook should contain a lot of information about texts and the genres of texts, and should also be introduced properly with basic information about written texts. As a result, students are able to comprehend the types of genre as well as to identify the types of text.

The content of textbook should be related with the current curriculum, and the material presented must be relevant with the abilities and needs of students

according to their developmental age. (Masykur 2019 : 121). With the contents of a reading textbook that is in accordance with the benchmark for student learning abilities, students are expected to have the ability to capture the meaning, purpose, and topics that are realized in the various types of text. Within the study using English reading textbooks, students are also expected to be able to analyze the types of genre from the reading text based on its meaning, purpose, or topic. Students' understanding of analyzing the genre of text and knowing the types of text in the future will be able to help them in making types of text in their own way by applying the knowledge they have gained.

In Indonesia, the writer may see various English textbooks published by different publishers. Mostly, the content of the books is not in line with the standard of content given by 2013 Curriculum. There are several textbooks that do not fulfill the standard of materials in which makes the textbook is not compatible enough to be used by students. In the previous study conducted by Leffi Noviyenty about genre analysis on English Alive Textbook, the result analysis showed that there is only one text genre, analytical exposition, which conforms to the syllabus of 2013 curriculum for English subject at the second grade of senior high school and the textbook is lacking in the distribution of the features from the genre reading text which makes the textbook is less perfect to be used by students.

Due to the fact, the researcher concluded that it is necessary to investigate the content of the text book. If the textbooks were not analyzed and stated properly, it would decrease the quality of students' comprehension and might not achieve the aims of learning. Therefore the writer wanted to know whether English reading textbooks have the types of genre that are in line with 2013

curriculum or not by analyzing the types of genres and to find out the shortcomings and strength of the textbook.

Based on the explanation above, the researcher wanted to analyze the types of genre in English reading textbook used by the third grade of Junior High School. Therefore, the writer conducted her research entitled **"Genre Analysis Of English Reading Textbooks "Think Locally Act Locally" And "Bright" Used By The Third Grade of Junior High School.**

1.2 The Problems of the Study

Based on the background above, the writer formulated the problems of the study as follow:

1. What types of genres are used on the English Reading Textbook “Think Globally Act Locally” And “Bright”?
2. What type of genre is dominantly used on the English Reading Textbook “Think Globally Act Locally” And “Bright”?
3. What are the shortcomings and strength of the English Reading Textbook “Think Globally Act Locally” And “Bright”?

1.3 The Objectives of the Study

After formulating the problems, the objectives of the study are as follows:

1. To find out the types of genre on the English textbooks used by the third grade of junior high school.
2. To find out the dominant type of genre on the English textbooks used by the third grade of junior high school.
3. To conclude the shortcomings and strength of each textbook

1.4 The Scope of the Study

This study focuses on the genre of reading text in the English Reading Textbooks, Think Globally Act Locally and Bright which are used by the third grade of junior high school. The researcher analyzed the genre based on the syllabus of 2013 curriculum for junior high school and identified the generic structure and language features that are realized in each reading text. The researcher wanted to analyze the genre because most of the materials in the English Textbooks used by the third graders in junior high school are designed to provide experience in using texts based on genre. Furthermore, the researcher chose the books because they are published by one of the well-known publishers in Indonesia and are used in many schools in Medan.

1.5 The Significances of the Study

The writer expects that this study will be useful for:

1. Theoretically

This research is expected to be able to state that in an English reading textbook, there are genre of reading text and there is not only one genre, but there are many types of genre. Through this research also, it can be seen that the genre can be identified more specifically that the genre of reading text has a social function (which states the purpose of a text being created), also to be able to identify the language features contained in each text and to find out the generic structure of each text. Moreover to enrich the knowledge about genre in text used in teaching English.

2. Practically

For English teachers, the finding of this study may be used as a contribution to plan a better teaching learning English based on genre. The result of this research is also hoped to be able to increase teachers' awareness in choosing a suitable reading textbook as a media in teaching and learning for students. For publishers, this research finding may be used as a reference to better sort out what types of genres are suitable for the grade level of students, which is also suggested by the syllabus of 2013 Curriculum. Finally, It expectantly can be used as an input to do further research related to this study.

CHAPTER II

REVIEW OF LITERATURE

2.1 Genre

2.1.1 The Understanding of Genre

In learning English based on reading text, students need to understand that a reading text has a genre because genre is one of the basic elements in teaching reading. In terms of reading, genres determine the extent to which a reader can comprehend a text read (Dickens & Meisinger 2017 : 269). The genre of reading text is a particular text type which has particular purposes which also has an impact on the reader. In simple definition, genre is the types of text. By learning the genre, students will have advanced comprehension on how english text is used.

The result of learning genre then gives something to be achieved in the form of the social functions of the text, providing information related to an issue, entertaining the audience, providing arguments, and so on. Chen in Kell et al. (2008 : 195) mentioned that the focus of genre studies mainly emphasizes on the description and analysis of textual structures that distinguish one genre from another. Therefore, with this principle, when learning a reading text, the stages in various texts must be known because, by understanding these stages, it will help to achieve the communication goals of these texts.

Each type of genre has its own characteristics and structure. Imtihani (2010 : 91) stated that the structure of the genre is referred to as the stemmatic structure which is the overall pattern or order within a genre. The schematic structure of the genre usually varies but generally has an introduction, discussion

and conclusion. According to Lee (2001 : 38), genre can be categorized based on the topic and purpose of communication, so that genre variations are seen based on variations in use rather than linguistic features. There are three important characteristics in a genre such as; social purpose; is the key characteristic of genre, generic structure; refers to the overall structure of a text and linguistic features; the feature of language that support meaning.

According to Martin cited from Ayomi & Candra (2016 : 615) genre is divided into two parts which are factual genre and fiction genre. These genres is differentiate based on their social function. Factual genre are texts including reports, recipes, instruction, announcement, advertisement, etc. A factual text is being divided into: recount, report, description, explanation, procedure, analytical exposition, hortatory exposition, discussion, and new items. These type of text (genre) present information or ideas or aim to show. To tell or to persuade the readers. On the other hand, fiction genre is coming from imaginative stories such as movies, novels, fairy tales, etc. This type of genre intended to entertain the readers. This fiction genre is divided to be: anecdote, narrative, and reviews and spoof. Therefore, the different types of genre determine the purpose as well as the function of each reading text and using different language features.

2.1.2 Genre Analysis

According to Swales in Devitt (2015 : 44) genre analysis is a way of examining a type of writing for a better understanding of texts as grounded in shared communicative purposes and discoverable through text analysis. In line with Dudley Evans in Hong Li Wang (2005 : 76) that stated that genre analysis is “a system of analysis that is able to reveal something of the patterns of

organization of genre and the language used to express those patterns in the light of communicative purposes". Therefore the genre analysis is being used to identify a text based on the rules existed, its purposes, and its structure.

Hopkins and Dudley Evans in Abbaszadeh (2013 : 1880) say that the initial assumption of genre analysis is an explicit description of the way the text is organized. The analysis of the genre does not only look at its purpose in a particular choice but the grammatical form and rhetorical function must also be considered. And to sum up what has been stated, genre analysis in teaching process is a necessity because it reflects the way a text is analyzed based on the types of text by taking into account the social function and structure. Moreover, students must be able to know how to identify the type of a genre by analyzing its characteristics. This is considered important so that reading text learning can be carried out properly.

Bathia in Rustipa (2008 : 32) has reiterated the importance of genre analysis in the practice of language teaching. It is concerning the characteristics of genre (i.e. communicative purpose, schematic structure, linguistic features). Identifying the generic structure of a genre is a major part of genre analysis, it cannot be performed without doing the analysis of language features from each generic structure. Texts of different genres show different language features choices. Therefore, the patterns will be different across genres. Even the different stages of a genre will reveal different language features patterns.

By the defenition of genre analysis above, we can understand that genre analysis as a way to study or examine a genre or type of writing to get to a better understanding. And we can see that genre analysis provides a helpful way to get

started when we are faced with unfamiliar type of writing. Learning how to operate a genre analysis gives us tool to expose the different components of new style of writing. In this way, genre analysis can make us feel more confident and more prepared to a differential or a new kind or type of writing text.

By providing students with the information about genre analysis and how to analyze them, students then are more exposed to many references and infomation related to genre and genre analysis and students someday may rely on their knowledge and experience of how to determine a genre and analyzing genre in completing a writing or reading task.

2.1.3 Genre of Reading text

According to Margaret et. al., (2015 : 503) genre can be understood as a particular style or category of written text. When we think of genre in relation to writing, we can understand that different genres of writing are governed by different rules or expectation. These genres are different because each one has a different purpose and they are structured differently as well to achieve their goals. Laila (2019 : 179) defines genre analysis to be an analytical framework that shows not just the connection of forms but also helps to comprehend cognitive structuring.

In reading and comprehending a text, students are required to be able to define the type (genre) of the text in their textbook. Students then shall begin by determining the purpose of writing, then students also can find out what type of text is presented to them. After figuring out a genre of a text, they then will be able to analyze parts of genre analysis consisted.

As mentioned before, genre is divided into two parts such as: Factual and Fiction. Both factual and fiction genre is being analyzed based on their social function as well as to analyze the generic structure and also language features of a text. Gerrot and Wignell (1994:192) categorize the types of genre into thirteen types, such as recount, report, description, explanation, procedure, narrative, exposition (analytical exposition and hortatory exposition), discussion, new items, anecdote, reviews, and spoof. However, the researcher will only focus on the genres of reading text based on the syllabus of 2013 curriculum for junior high school students which are; description, recount, procedure, report, and narrative. However, the types of genre that is very vital for third graders of junior high school students are the procedure, report and narrative.

1. Description

Description text is a text containing an object, either living or unliving thing including human and animal (Pardiyono. 2007 : 165). The social function of descriptive text is to describe a particular thing, person or place.

The generic structure of description are:

- 1) Identification: identifies phenomenon to be described
- 2) Description: describe parts, qualities, characteristics

The significant language features of description are:

- 1) Focuses on specific participants
- 2) Uses present tense
- 3) Uses relational verbs

The following is the example of descriptive text:

Singapore

Identification: Singapore is a South-east Asian country located between Malaysia and Indonesia.

Description: Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

2. Recount

Raison (2004:13) said that Recount text is a text that retell past events, usually in the order in which an event is occurred. The social function of recount text is to retell events for the purpose of informing and entertaining. It explains to readers about a writer past event or what a writer experienced.

The generic structure of recount text is:

- 1) Orientation: provides the setting and introduced participants
- 2) Events: tells what happened and what happened in chronological sequence
- 3) Re-orientation: (optional) closure of events or to sum up everything that has been stated

The significant language features of recount text are:

- 1) Focuses on specific participants e.g. I (the writer)

- 2) Written in past tense
- 3) Focuses on temporal connectives e.g. then, after or before
- 4) Uses circumstances of time and place e.g. This morning
- 5) Uses action and mental verbs e.g. visited, went

The following is the example of recount text:

Earthquake

Orientation: One day, I was riding my bike to a village nearby to visit my family. **Event 1:** Suddenly I fell from my bike to one side. **Event 2:** At first I thought my tyre leaked but then I felt the ground where I'm laying was shaking. **Event 3:** I also saw several things around me started to fall and that is when I realized there was an earthquake. **Re-orientation:** I immediately went back home to get to my family.

3. Procedure

Procedure text is a text that explains how things are done with instruction of making, doing or getting the thing. The social function of procedure text is to describe how something is accomplished through a sequence of actions or steps.

The generic structure of procedure text are:

- 1) Goal
- 2) Materials
- 3) Steps 1 – n (i.e. Goal followed by a series of steps oriented to achieving the Goal)

The significant language features of procedure text are:

- 1) Uses mainly of temporal conjunctions (or numbering to indicate sequence) e.g. firstly, next
- 2) Uses simple present tense
- 3) Focus on generalised human agents e.g. you
- 4) Adverbs are used to provide the information how the task is completed

The following is the example of procedure text:

How to make Fried Rice

Ingredients: 1 plate of white rice, 1 egg, 2 cloves of onion and garlic, 1 teaspoon of salt, chili, pepper, and cooking oil.

Methods (steps):

1. First, prepare a frying pan and pour the cooking oil
2. Next, heat the frying pan with a medium flame
3. After the cooking oil is hot, put the garlic, onion and chili
4. Stir all the materials until ripe and fragrant
5. Use Spatula to Stir until evenly cooked
6. Crack the egg and scramble until cooked
7. Put white rice and stir until mixed with all ingredients
8. Add pepper and salt until all materials are mixed perfectly
9. Fried rice is ready to served

4. Report

Report text is a text that reports information about a thing and describe fact about the thing. The social function of report text is to describe the way things

are, with reference to a range of natural, man-made and social phenomena in our environment.

The generic structure of report text are:

- 1) General Classification : tells what phenomenon under discussion is
- 2) Description : what the phenomenon under discussion is like in terms of: parts (and their functions), qualities, habits or behaviours, if living; uses, if non-natural

The significant language features of report text are:

- 1) Focuses on Generic Participants
- 2) Uses present tense
- 3) Uses relational process e.g. look, appear
- 4) Uses action verbs e.g. run, jump

The following is the example of report text:

Hedgehog

General Classification: Hedgehogs are four-legged omnivorous mammal from the family of Erinaceidae.

Description: There are 17 species of them in the world and they inhabited certain regions in the world as their origin such as Europe, Asia, Africa and New Zealand. They may have similar appearance to Porcupine, but they are not related. Hedgehogs are easily recognized with their spines all over their body. The spines are just like hairs and they are made of keratin. They are not poisonous and cannot easily be detached from the body. The immature spines do fall off of their body during the “quilling” process and will later be replaced with adult spines. Some of the colors are: white, brown, black

and gray. They can roll the body into a ball shape and let all of their spines to point outwards as a protection from the predator like foxes, wolves, ferrets and owls.

5. Narrative

Narrative text, according to Rebecca (2003 : 11), is a text that refers to a series of logically and chronologically connected events that are caused or experienced factors. The social function of this text is to amuse, entertain and to deal with actual or vicarious experience in different ways.

The generic structure of Narrative are:

- 1) Orientation: sets the scene and introduces the participants
- 2) Evaluation: a stepping back to evaluate the plight
- 3) Complication: a crisis arise
- 4) Resolution: the crisis is resolved, for better or for worse
- 5) Re – orientation: optional

The significant language features are:

- 1) Focuses on specific individualised participants e.g. Mr. Mang
- 2) Uses past tense
- 3) Uses behavioural and verbal processes e.g. breath, heard, remembered
- 4) Uses temporal conjunctions, and temporal circumstances e.g. at once

The following is the example of narrative text:

Snow White

Orientation: Once upon a time there lived a little girl named Snow White.

She lived with her Aunt and Uncle because her parents were dead.

Major Complication: One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Resolution: Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Complication: She was very tired and hungry.

Resolution: Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Complication: Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, „What is your name?“ Snow White said „My name is Snow White.“

Major Resolution: Doc said, “If you wish, you may live here with us“. Snow White said, „Oh could (I) Thank you“. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

2.2 Textbook

2.2.1 Defenition of Textbook

In Indonesia, there are several types of books used in schools, such as: textbook, reading textbook, source book, etc. These books are used as learning resources that are monitored by the teacher and the books contain learning content that has been checked for content by editors and publishers before being

distributed to be used as teacher teaching books. These books contain content about materials that are in accordance with the existing curriculum and applied in Indonesia. Teachers use a textbook that is institutionally prepared material based on the teacher materials, instructional material generally serves as a basis for language input learners receive and language practice that occurs in classrooms (Richards, 2001: 251). The content of the material arranged, is adjusted to the literacy abilities of students at each grade level.

Teaching materials can inform learners about the language, provide experience of the language in use, and help learners to make discoveries about the language for themselves (Nikoopour & Farsani, 2011). The textbook itself is a book that contain comprehensive materials and produced to fulfill the needs of educators in teaching certain content. Instructional materials in the textbook are very important for educators in guiding the learners to gain an understanding of particular material especially for teaching reading. For the learners, reading textbook has a very crucial function other than being a guide for the process of understanding reading skill, which as a tool to measure learners' understanding of their ability to analyze reading texts.

Reading textbook that contains with a variety of types of text are used to be a source of information for students to earn the understanding about types of text existed. This can be helpful in developing academic reading and skills of learners. Asghar (2015 : 58) mentioned that learners need to have comprehension of structure and function of genre and subgenre prevalent in their academic environment. Therefore, a good English reading textbook should have a good explanation in presenting material related to the type of text and the explanation

must be formed with equivalent words and the use of words that are appropriate for students to understand at the class level.

2.2.2 The Function of English Reading Textbook

As the textbook is vital in the teaching reading especially teaching genre. Thus, it is important the types of genre to be analyzed to fulfill the needs of educators and learners as a guide to have access information on this type Asghar (2015 : 59). The use of reading tetxbook can be a useful in develpoing reading skill and abilities of students. Learners are hoped to be able to have the understanding of social function, generic structure and language feature of genre. Since the source is bound to textbooks, it can be suggested that the textbooks may provide them knowledge about genre and genre analysis and the role itself. From the explanation above, English reading textbook plays an important roles in teaching reading English, not only for the students but also important for the teacher.

2.3 Previous Related Research

Eldasari (2019) has conducted a research to analyze genre in English textbook "Talk Active". The writer found that there are four genre in the Talk Active English textbook which are analytical exposition text, descriptive text, report text, and explanation text. There are sixteen genre in total, spesifically there are four text of analytical exposition, three text of descriptive text, six text of report text and three text of explanation text.

In this researcher's research findings, there found sixteen reading texts in total and most of the genre is analytical exposition and report text. The researcher

found the genre and being well-used in the textbook. However, the characteristics of genre from the reading text do not fulfill well which makes that it is suggested to use another textbook. The writer will use the findings as reference in discussing genre analysis on English textbook.

Herdiyani (2014) analyzed genre on English Textbook “English In Focus”. On her research findings, she found that there are 11 reading passages which are divided into 4 procedure texts, 5 report texts, and 2 narrative texts. Chapter 1 and 3 presents the procedure text, chapter 2 and 5 presents the report text, and chapter 4 presents the narrative text. There are three genres that have to be learned by the students in the third grade of Junior High School and its genre has each characteristics and the three genres are Procedure, Report, and Narrative.

This research research findings will be used as a reference for the writer because based on Herdiyani’s findings, during the learning of genre students are faced with three types of text which are procedure, report and narrative. The types of text have the characteristics and most of them are introduced properly which can make students easily to understand.

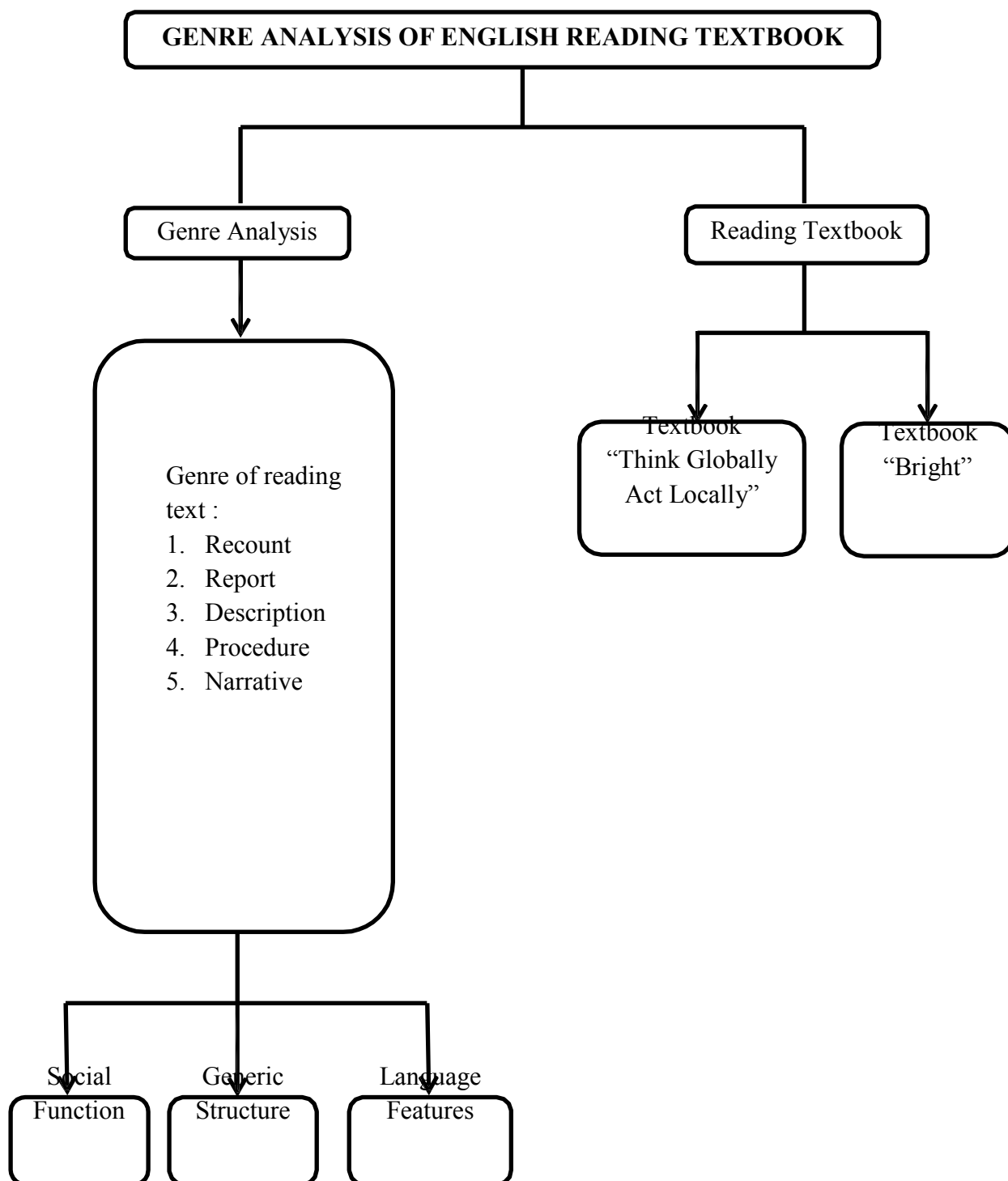
Marpaung (2016) conducted similar research of genre analysis. Her research findings were found on English textbook used by The first year students of SMA N 1 Balige. The final result this study shows that there are five types of genre found on the English textbook which are Recount text, Narrative text, Procedure text, Descriptive text and News item.

This researcher’s research findings shows that in higher class, five types of genre is being used for understanding text types. The most dominant genre is Narrative text which total is 17 reading texts. The writer will use the findings as a

reference in finding the genres in other English textbook and to find out whether the text introduced properly or not as well as to see the conformity of the characteristics.

The similarity between this writer's research and the other related research is on the subject of the research. This writer decided to analyze the genre of English reading textbook same as the other researchers. The object of the research is similar with the other researchers which is English textbook. This writer's research object is two English reading textbooks namely "Think Globally Act Locally" and "Bright". The objectives is also the same which is to analyze the characteristics of genre that are identified from each reading passage in the textbook.

2.4 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting this research, the writer used Descriptive Qualitative research. It focuses on understanding a particular context and to make a description of situation, event or occurrence in accumulating the data. The goal of qualitative descriptive studies is a comprehensive summarization of a phenomenon and its characteristics. There are many different types of qualitative research and the writer will use document or content analysis to conduct this research.

The definition of Content or document analysis is described by Donald Ary, et. al., (2006) :

“Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. 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 writer decided to choose reading texts in English reading textbooks entitled “Think Globally Act Locally” and “Bright” as the documents that will be analyzed. The particular reason why the writer used this document analysis method is because this method focuses on analyzing and interpreting materials in the textbook.

3.2 Data and Data Source

In this research, the data analyzed were the genre of reading texts that have been found in the English Textbooks “Think Globally Act Locally” and

“Bright” used by the third grade of Junior High School. The source of data in this research were “Think Globally Act Locally” and “Bright” English Textbooks used by the third grade of Junior High School. English textbook “Think Globally Act Locally” was published by PT Masmedia Buana Pustaka. It was published in 2018. The other English textbook “Bright” that was published by Erlangga and was published in 2015.

3.3 Instrument of Collecting Data

The instrument of data collection in qualitative research are commonly observation and interview. The writer chose the observation as an instrument in collecting data of the research. Observation is a systematic procedure for identifying specified characteristics of documents material such as textbooks, novels, journals, etc. In this case, the writer will analyze genre of text from English reading textbook "Think Globally Act Locally" and Bright".

3.4 Technique of Collecting Data

The techniques in collecting the data were:

- 1) In collecting the data, the writer prepared the object of the research by taking two English textbooks that are used by the third grade of Junior High School in learning English to be analyzed.
- 2) The writer collected the research data by classifying the genre of reading texts from from the types of genre commonly used in Junior High School.

3.5 Technique of Analyzing Data

In analyzing the data, the writer analyzed the reading passages in the textbook by using documentary analysis method because the writer only used a textbook as the document that had been analyzed. The writer had done some steps as follows:

- 1) Firstly, the writer gathered all the data which are the genre of reading texts from two English textbooks the writer had chosen.
- 2) Then, the writer found out the social function, generic structure and language features of each genre of reading texts.
- 3) After that, the writer concluded the dominant types of genre used in each book.
- 4) Finally, the writer conclude the shortcomings and strength from each textbook.

The writer provides the worksheet for analysing the genre in the English Textbook as follows:

In the Textbook Think Globally Act Locally:

Table 1

Worksheet for Data Analysis on English Textbook “Think Globally Act Locally”

No	Title of reading text	Genre	Social Function	Generic Structure	Language Features

Table 2

Worksheet for Data Analysis on Genre in English Textbook “Bright”

No	Title of reading text	Genre	Social Function	Generic Structure	Language Features