

II. FRAME OF THEORIES

A. Concept of Genre

"Text structure is referred to as schematic structure [...], with genre defined as a staged, goal-oriented social process realised through register." (Martin 1992: 505).

Furthermore, Gerot and Wignell (1994) have identified genre as a particular text type. For further explanation, a genre can be defined as a culturally specific text type which result from using language (written or spoken) to help accomplish something.

As a specific text type, genre requires a particular characteristic. Moreover Gerot and Wignell (1994) have associated genre with some aspects, such as: particular purposes, for example: the social purpos, particular stages: distinctive beginnings, middles and ends, the whole stage are usually called in terms of generic structure: particular linguistic features.

The first particular characteristic of genre is its particular purposes. Thus, each genre has particular social purpose, such as: spoof (to tell an event with a humorous twist), recounts (to retell events for the purpose of informing or entertaining), report (to describe the way things are, with reference to a range of natural, man made and social phenomena in our environment), analytical exposition (to persuade the reader or listener that something is the case), news

item (to inform readers, listeners or viewers about events of the day which are considered newsworthy or important), anecdote (to share with others an account of unusual or amusing incident), narrative (to amuse, entertain and to deal with actual or vicarious experience in different ways), procedure (to describe how something is accomplished through a sequence of action or steps), description (to describe a particular person, place or thing), hortatory exposition (to persuade the reader or listener that something should or should not be the case), explanation (to explain the process involved in the formation or workings of natural or socio cultural phenomena), discussion (to present at least two points of view about an issue), and reviews (to critique an art work or event for a public audience).

A genre is known by the meanings associated with it. In fact the term "genre" is a short form for the more elaborate phrase "genre-specific semantic potential" ... Genres can vary in delicacy in the same way as contexts can. But for some given texts to belong to one specific genre, their structure should be some possible realisation of a given GSP Generic Structure Potential ... It follows that texts belonging to the same genre can vary in their structure; the one respect in which they cannot vary without consequence to their genre-allocation is the obligatory elements and dispositions of the GSP. (Halliday & Hasan, 1989, p. 108)

Generic or schematic structure is how a text or paragraph is organized. Generic structure can be found in all genres. Therefore students need to pay attention on this structure since they are experts who have intuition in organizing text. Narrative, recount, and procedure are the text that have generic structure.

B. Concept of Narrative's Generic Structure

Text is everything that is meaningful in a particular situation. By text, then, we understand a continuous process of semantic choice.(Halliday, 1978:137). Narrative is a kind of text about the activities that happened chronologically in the past time. It is sometimes appear problematic experience and resolution, it purpose to amuse and sometimes it can be have to give the moral education to the reader. This is the challenge of students to study narrative text. It happens because in the narrative there are some elements that commonly used in the narrative text. It is called generic structure.

Narrative is a story which is connected with events based on the generic structure. That is why using generic structure is the key to make students understand to the narrative text.

Derewianka (1990: 32) states that the steps for constructing a narrative are:

1. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (Can be a paragraph, a picture or opening chapter)

2. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for

reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution

In a “satisfying” narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?))

Narratives vary in complexity, but always involve some element of time orientation, place orientation, character identification, events, complications, goals and meaning.

Time orientation: When are the actions happening? What is the historical setting? In what order, what events are left out? (Listeners typically assume paratactic organisation [that is, the first event is told first, followed by the next event, etc.], unless time-markers indicate backtracking or jumping forward in time).

Place orientation: Where is the action happening? What aspects of the setting are significant for the narrative. (Listeners typically assume prototypical settings – that is, prototypes, or ‘typical cases’, based on their personal experience – unless specific descriptions contradict them).

Character identification: Who is in the story? Who is/are the main character(s)? Who are minor (‘supporting’) characters? Who are peripheral (‘throw-away’) characters? How are they all related?

Events/problem/complication/goal: What about the setting is 'problematic'? What complicates it? How can it be solved?

Meaning of the story: Most stories are told with some 'point', often with a moral lesson or a principle that confirms some aspect of the relationship between the speaker and listener.

Narrative can include stories such as:

1. Fairy tale

An English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are Cinderella, Snow White, Pinocchio, Beauty and The Beast, and The Story of Rapunzel.

2. Fable

A short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are Mousedeer and crocodile, The Ants and the Grasshopper, The smartest parrot, and The story of monkey and crocodile.

3. Short Story

A work of fiction that is usually written in prose, often in narrative format. Short story definitions based upon length differ somewhat even among professional writers, somewhat in part because of the fragmentation of the medium into genres.

4. Fantasy

A genre of fiction that uses magic and other supernatural phenomena as a primary element of plot, theme, or setting. Fantasy is generally distinguished from science fiction and horror by the expectation that it steers clear of (pseudo-)scientific and macabre themes, respectively, though there is a great deal of overlap between the three (which are subgenres of speculative fiction). The example is *The Lord of the Rings* books by J. R. R. Tolkien.

5. Legend

A narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are *Sangkuriang*, *Malin Kundang*, *The legend of Tangkuban Perahu*, and *The story of Toba lake*.

6. Mystery fiction

A loosely-defined term that is often used as a synonym for detective fiction or crime fiction— in other words a *Italic* textnovel or short story in which a detective (either professional or amateur) investigates and solves a crime.

7. Science fiction

Fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are *To the Moon from the Earth* by Jules Verne, *Starship Trooper* by Robert Heinlein, and *A Space Odyssey* by Arthur C. Clarke.

8. Biography

A detailed description or account of someone's life. A biography is more than a list of impersonal facts (education, work, relationships, and death), it also portrays the subject's experience of those events. An autobiography is written by the subject himself.

9. Autobiography

A book about the life of a person, written by that person. The form of autobiography however goes back to antiquity. Biographers generally rely on a wide variety of documents and viewpoints; an autobiography, however, may be based entirely on the writer's memory.

It can be concluded that, narrative text is complicated but it's still can be learnt by students.

C. Concept of Recount's Generic Structure

Recount is used to retell past events for the purpose of informing or entertaining. Its focus is on a sequence of events that involves characters and setting. It gives details about what happened, including who was involved, when and where the event took place, and what may have resulted (Marta et al., 2005).

Gerot and Wignell (1994:194) state that recount is to retell past events for the purpose of informing or entertaining. The writer also delivered the details found in the subject in attempting to inform or entertain the reader what had been experienced. The generic structure of recount text are orientation, series of event and re-orientation(optional). The first is orientation or we call it as the introductory paragraph. It provides the backgrounds information needed to

understand the text such as who was involved, what happened, where this event took place and when it happened. In this paragraph, the setting and characters are introduced.

The second is series of events or we call it as the body of the text. The sequence of events is usually written in chronological order. This includes what happened, how characters (or people) within the text felt about the events, and how any problems were dealt with.

The third format is re-orientation or we call it as the concluding paragraph. This paragraph summarizes the events. This is where the sequence of events ends and any issues or problems are completely resolved by the characters. The emotional responses of the characters involved may also be included in this section. At various stages, there may be some personal comment on the incident.

D. Concept of Procedure's Generic Structure

Instructions belong to a group of text-types concerned with procedures, which tell us how something is accomplished through a sequence of actions or steps. (Derewianka 1990:27)

The focus of procedure text is on a sequence of actions. This means the text should be organized in a logical sequence describing each action chronologically.

The structure of it is commonly consisting of goal (often indicated in the main heading), material (listed in order of use), and method (steps oriented towards achieving the goal).

Sudarwati, Th. M. and Grace, Eudia. (2007:88) states that procedure text help us do a task or make something. They can be a set of instructions or directions. And the generic structure of this text are goal (the final purpose of doing the instructions), materials (ingredients, utensils, equipment to do the instructions), and steps (a set of instructions to achieve the final purpose).

E. Concept of Listening Comprehension

Howatt and Dakin in Saricoban, (1999:1) states that listening is the ability to identify and understanding what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar, and his vocabulary, and grasping his meaning. It means that the listening requires students' ability to recognize different accent or pronunciation, grammar, and vocabulary to understand a message.

While Morley (1976:129) says that listening is receiving, receiving requires thinking and thinking requires memory. There are no ways to separate listening, thinking, and memory.

Tarigan (1988:28) in Umi (2004:12) states that listening is a process to listen to the oral symbol, understand, appreciate, and interpret to get information, ideas, and understand the meaning of communication besides to understand and acquire the information before speaking. It is supported by Procter (1978:1047) who defines word listen as to hear with attention and skill as practical knowledge and power or the ability to do something.

Hornby (1985:1308) states that listening means try to hear or pay attention to do something, it implies that the listener must concentrate on the information or message transferred by the speaker, and she must think and remember the message. Listening involves the cognitive process in the speaker's mind, as Lukong (1988:19) states, listening is an active process it means that the listener plays a very active part in constructing the overall message that is eventually exchanged between listener and speaker. As a result, the listener can understand and interpret the message appearing either as the expression or the reflection of her emotion, thoughtfulness and responses.

Listening involves students' ability to interpret, where students can understand and explain the meaning of what they heard, to assimilate, where students can absorb information or ideas from the story, and to associate sounds so that they can get the main idea of the information and react properly to that information from.

The writer states that listening is a hard process when somebody tries to concentrate to hear word by word, especially when they try to listen from their English teacher or the native speaker they must concentrate on the different pronunciation and the meaning of the word then try to speak about what they heard. Based on the statement above, listening is the most important skill which must be acquired by learner through the ability to hear or pay attention to the information logically, a listener must listen to something before she/he can speak or respond. In other word, listening is the first main step in learning language.

According to Hughes (1991:134) there are two skills involved in listening, they are:

a. Macro skill

In macro skill, to understand what someone says a listener has to involve with listening for specific information, obtaining gist of what is being heard of the listener should get the general idea of the information, following instructions or directions.

b. Micro skill

In micro skill, to understand what someone says a listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognition of function of structures (interrogative as request, imperative e.g. sit down!; cohesive devices e.g. such as and which, detect sentence constituents, e.g. subject, verb, object, preposition), recognizing discourse markers (e.g. well, oh, another thing is, now, finally).

The writer, however, is interested in Hughes' theory of developing listening students' macro skill. In this research, students have to involve with listening for specific information, obtaining gist or the point of what is being heard or they should get the general idea of the information, following instruction or direction.

In addition, James (2006:1) describes listening comprehension into two levels which are:

1. Lower levels of listening comprehension

This level would include understanding only the facts explicitly stated in a spoken passage and has very simple syntax and uncomplicated vocabulary.

2. Advanced levels of listening comprehension

This level would include implicit understanding and inferences from spoken passages with more complicated syntax and advanced vocabulary.

Students in Senior High School take a part in advance levels of listening comprehension ability since they have increased their vocabulary in learning English.

Littlewood (1985:56) states that there are stages of listening process, they are:

- a. Hearing stage in this process, the listener just listens to all things that are conveyed by the speaker.
- b. Understanding stage: after listening something, the listener wants to understand what the speaker conveys.
- c. Interpreting stage: a good listener will not be satisfied if he only listens and understands the meaning of the speaker's expression, but also wants to interpret the meaning of the speaker's ideas.
- d. Evaluating stage: after interpreting the meaning of the speaker, the listener begins to evaluate the speaker's ideas, to know the strengths and the weaknesses of the speaker's ideas.
- e. Responding stage: it is the last stage of listening activities. In this stage, the listener should understand and receive the ideas that are presented by the speaker.

Syque (2002:5) different types of listening as follows:

1. Discriminative Listening

Is the most basic type of listening, where by the difference between different sounds is identified. We learn to discriminate sounds and phonemes of the

language. And to discriminate between muscle and skeletal movements that signify meaning.

2. Comprehension Listening

In comprehension listening, we try to make sense of the meaning or to comprehend what others are really saying. And through understanding body language, voice, etc. We are help to understand what other person really means. In communication comprhension often benefits from drawing out of key facts and items from the speaker fluency.

3. Evaluating Listening

In evaluative listening we make judgements about what the other person is saying, whether something is good, bad, worthy, or unworthy. It is particularly partinent when other person is trying to persuade us, to change our behavior or our culture.

4. Appreciative Listening

In appreciative listening, we seek certain information, which will meet our needs and goals. For example when we are listening to good music, poetry or stirring words of great leader.

5. Empathetic Listening

In empathetic listening we seek to understand beliefs, models, emotions and goals of other person. This requires excellent discrimination and close attention to the nuances of emotion signals. We show the expose we get by demonstrating our empathy in our demeanor toward them.

6. Therapeutic Listening

In therapeutic listening, we are not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

Based on the types of listening by Syque above, the writer focused in comprehension listening, that the students be active in listening then comprehend about the story and procedure through the generic structure.

For further information, it is necessary to recognize the differences between hearing and listening. Hearing is simply an awareness of a recognize sound, while listening is a continuing process including not only perception but also interpretation, assimilation, association, and reaction (Henning: 1966). Listening involves students' ability to interpret, to assimilate, and to associate sounds so that they can get the main idea of the information and react properly to that information.

Richard (1985) in Nursyam (2004:10) defines comprehension as the process by which a person understands the meaning of written or spoken language. Furthermore, Williams (1984) in Nursyam (2004:10) says that comprehension is the mind's act or power of understanding or what has been written or spoken. From these statements, it is clear that listening and comprehension are regarded as one activity, which can not be separated, and each program is depended on the progress of the activity of mind. In other word, listening comprehension is an activity to grasp the meaning of spoken materials with full understanding.

Listening comprehension is the first step to acquire a language. This means that before one understands and attempts to speak, one has to hear the sound, words and speech patterns of the new language. Based on the idea above, listeners should listen to the speaker carefully in order to get the meaning of what the speaker say.

Based on Heaton (1991:64), in listening comprehension, there are three methods.

1. Statements and Dialogues

These items are designed to measure how well students can understand short samples of speech and deal with a variety of signals on the lexical and grammatical levels of phonology.

Type 1

The testees hear a statement and then choose the best option from four written paraphrases.

Type 2

The testees listen to a short question and have to select the correct response from a choice of four printed ones.

2. Testing Comprehension Through Visual Materials

Pictures, maps and diagrams can be used effectively for testing listening skill.

Type 1

In this item type a picture is used in conjunction with spoken statements. The statements are about the picture but some are correct and others incorrect. The testees have to pick out the true statement and false statement.

Type 2

In the following listening tests students have five pictures in front of them. They listen to four sentences, at the end of which they are required to select the appropriate picture being described.

Type 3

The testees see of three or four pictures and hear a statement, on the basis of which they have to select the most appropriate picture.

Type 4

Simple diagrams (consisting of lines, squares, rectangles, circles and triangles) can be drawn to function as options in a test of elementary comprehension.

Type 5

Any street map can be used or adapted for assess the testee's ability to understand simple instructions.

Type 6

Several well-known examining bodies frequently use pictures based on a listening comprehension talk in order to test students' ability to identify and classify information which they have heard.

Type 7

Simple paper-folding and drawing can also be used to measure ability to understand instruction.

3. Understanding Talk and Lectures

The ability to understand both informal talks and formal lectures is an important skill for students studying subjects in the medium of English at intermediate and advanced levels.

Type 1

Testees listen to a short talk and select the correct answer about the talk.

Type 2

The testees hear a short talk and then read a summary containing blanks. They must then complete the blanks from the talk they have heard

Type 3

The testees hear a short talk or lecture and are required to answer questions on it.

From the statements above the researcher chose the last method and type three because the research was about texts. As general, in listening comprehension test used the appropriate material in the first year students of Senior High School.

F. Correlation between Generic Structure and Listening Comprehension

The previous studies state that there is correlation between generic structure and writing skill. It proves that generic structure has correlation with other skills in language that is listening. Every story or procedure has parts that call generic structure. In every part of generic structure has explanation about the text.

It is clear that achievement in generic structure is useful in listening. It can help the listeners to comprehend the story or procedure. So, if the students understand

about generic structure of narrative, recount, and procedure, they will be able to comprehend the story or procedure easily.

G. Theoretical Assumptions

Based on the theories above, the writer formulates the theoretical assumption as follows: If the learners have good achievement in generic structure they can have good comprehension in listening. Because generic structure can help the listener to comprehend the story or procedure.

Thus, the writer is interested in investigating the significant correlation between students' achievement in generic structure and their listening comprehension in SMAN 5 Bandar Lampung.

H. Hypothesis

Referring to the related literature presented earlier, the writer states the hypothesis as follows:

1. There is a significant correlation between students' achievement in generic structure and their listening comprehension at the first year of SMAN 5 Bandar Lampung.
2. There is a contribution between students' achievement in generic structure and their listening comprehension at the first year of SMAN 5 Bandar Lampung.