

**IMPLEMENTING THE GENRE-BASED APPROACH TO IMPROVE  
THE READING COMPREHENSION ABILITY OF GRADE VIII  
STUDENTS OF SMP NEGERI 3 SALAM  
IN THE ACADEMIC YEAR OF 2011/2012**

**A THESIS**

Presented as Partial Fulfillment of the Requirements  
for the Attainment of the *Sarjana Pendidikan* Degree  
in English Language Education



By  
Dwi Rahayuningsih  
NIM 10202247004

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**APPROVAL SHEET**

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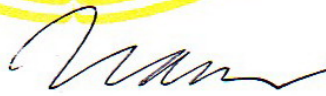
**A Thesis**

**By:**

**Dwi Rahayuningsih  
NIM. 10202247004**

**Approved by the Consultant on July 31<sup>st</sup>, 2013**

**Consultant**



**Drs. Suharso, M.Pd  
NIP. 19591006 198403 1 002**



## RATIFICATION

**IMPLEMENTING THE GENRE-BASED APPROACH TO IMPROVE  
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IN THE ACADEMIC YEAR OF 2011/2012**

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**Board of Examiners**

Chairman : Dr. Agus Widyantoro, M.Pd

Secretary : Dra. Jamilah, M.Pd

First Examiner : Dra. Nury Supriyanti, M.A

Second Examiner : Drs. Suharso, M.Pd

Yogyakarta, October 24<sup>th</sup>, 2013

Faculty of Languages and Arts

Yogyakarta State University

Dean,



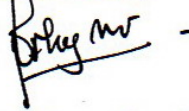
Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

## **STATEMENT OF WORK ORIGINALITY**

I honestly declare that this thesis, which I have written, doesn't contain the work or parts of the work of other people, except those cited in the quotations and the references, as scientific paper should do.

**The Writer,**

A handwritten signature in black ink, appearing to read 'Dwi Rahayuningsih', with a horizontal line drawn through it.

**Dwi Rahayuningsih  
10202247004**

## DEDICATIONS

**I proudly dedicate this thesis to:**

✚ **My beloved husband,**

(His supports and loves have helped me to shape the person I am today)

✚ **My children,**

(Their loving has colored my beautiful days)

✚ **My Mom and sisters**

(I thank them for being such wonderful people in my life)



## MOTTOS

- ✚ Life is like riding a bicycle - in order to keep your balance, you must keep moving. (*Albert Einstein*)
- ✚ Give a man a fish, he'll eat for a day. Teach a man to fish, he'll eat for a lifetime. (*Ancient Chinese proverb*)
- ✚ Be not angry that you cannot make others as you wish them to be, since you cannot make yourself as you wish to be. (*Thomas à Kempis*)
- ✚ Give thanks for what you are now, and keep fighting for what you want to be tomorrow. (*Fernanda Miramontes-Landeros*)
- ✚ The only way you may correct the bad things in your past is to add better things to your future. (*Shiloh Morrison*)

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I really realize that this thesis project is finished with the help of many people around me. Therefore, in this opportunity I would like to thank people who have given their ideas, times, and everything to me during the writing of this thesis. They are:

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Finally, I really realize that this thesis is far from being perfect. Therefore, I welcome all criticism and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful to whoever reads it, particularly the students of English Education Department of Yogyakarta State University.

Dwi Rahayuningsih



## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>RATIFICATION .....</b>	<b>iii</b>
<b>STATEMENT OF WORK ORIGINALITY.....</b>	<b>iv</b>
<b>DEDICATIONS .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>viii</b>
<b>TABLE OF CONTENT ... ..</b>	<b>x</b>
<b>LIST OF TABLES AND FIGURES .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiii</b>

### CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Delimitation of the Problem.....	5
D. Formulation of the Problem.....	6
E. Objective of the Research.....	6
F. Significance of the Research.....	7

### CHAPTER II LITERATURE REVIEW

A. Reading .....	8
B. Reading in Junior High Schools .....	12
C. The Teaching Reading in Junior High Schools.....	13
D. Genre-Based Approach .....	16
E. Implementing the Genre-Based Approach.....	18
F. Related Research Study .....	19
G. Conceptual Framework.....	20

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	22
B. Research Population and Sample.....	23
C. The Object of the Research.....	24
D. Data Analysis Technique.....	25
E. Research Validity.....	26
F. Data Analysis Techniques..... ..	27
G. The Procedure of Action Research..... ..	30

### **CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS**

A. Research Findings .....	35
1. The Result of Pre-Test.....	35
2. The Result of Cycle I.....	40
3. The Result of Cycle II Test.....	45
B. Discussions .....	49
1. The Improvement of Reading Comprehension.....	49
2. Student's Behavior Change.....	50

### **CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

A. Conclusions.....	52
B. Suggestions .....	53

<b>REFERENCES.....</b>	<b>55</b>
------------------------	-----------

<b>APPENDICES.....</b>	<b>56</b>
------------------------	-----------

## LIST OF TABLES AND FIGURES

	<b>Page</b>
Table 1 : The Number of the Grade VIII Students of SMP Negeri 3 Salam	24
Table 2 : Test Indicators.....	26
Table 3 : The Descriptive Analysis of the Pre-Cycle Test Scores.....	35
Table 4 : The Frequency Data in Pre-Cycle Test.....	36
Table 5 : The Result of Observation in Pre-Cycle Test.....	37
Table 6 : The Result of Questionnaire of Pre-cycle Test.....	39
Table 7 : The Descriptive Analysis of the Cycle I Test Scores.....	40
Table 8 : The Frequency Data in Cycle I.....	41
Table 9 : The Result of Observation in Cycle I Test.....	42
Table 10 : The Result of Questionnaire in Cycle I.....	44
Table 11 : The Descriptive Analysis of the Cycle II Test Scores.....	45
Table 12 : The Frequency Data in Cycle II.....	46
Table 13 : The Result of Observation in Cycle II.....	47
Table 14 : The result of Questionnaire in Cycle II.....	48
Table 15 : The Comparison of Pre-Cycle, Cycle I and Cycle II of Reading Test.....	50
Figure 1 : Histogram of Pre-Cycle Test.....	37
Figure 2 : Histogram of Cycle I Test.....	42
Figure 3 : Histogram of Cycle II Test.....	46

## **LIST OF APPENDICES**

<b>Appendix A: Research Instruments.....</b>	<b>57</b>
<b>Appendix B: Lesson Plans.....</b>	<b>88</b>
<b>Appendix C: Research Permit.....</b>	<b>160</b>

## **ABSTRACT**

### **IMPLEMENTING THE GENRE-BASED APPROACH TO IMPROVE THE READING COMPREHENSION ABILITY OF GRADE VIII STUDENTS OF SMP NEGERI 3 SALAM IN THE ACADEMIC YEAR OF 2011/2012**

By:

Dwi Rahayuningsih

The objective of the research is to improve the reading comprehension ability of Grade VIII students by implementing the Genre Based Approach.

This was an action research study. It involved 32 students of Grade VIII students of SMP Negeri 3 Salam Magelang in the first semester of the academic year of 2011/2012. The data were collected by means of two techniques. They were non-test techniques and tests. Non-test techniques included observations and a questionnaire. The tests were administered twice in Cycle I and Cycle II. The data were analyzed quantitatively and qualitatively. The Quantitative data were obtained from the results of the reading test in Cycle I and Cycle II. The quantitative data were analyzed using descriptive statistics. The Qualitative data were analyzed by categorizing, coding, and analysing classroom talk. The analysis of the qualitative data was used to find out changes in students' behavior in the learning process in Cycle I and Cycle II and to find out the improvement of recount text reading comprehension through the Genre-Based Approach (GBA).

The result shows that there is an improvement in the reading comprehension ability of Grade VIII students. The results show improvement from Pre-cycle, Cycle I and Cycle II. Students' behaviours change from passive students into active students in the teaching and learning process. It means that there is an improvement in reading comprehension ability of Grade VIII students who were taught by implementing the Genre-Based Approach.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Reading is one of the essential skills in English. The basic skill is obtained in reading, namely the ability to gain meaning. By reading, the students are required to understand the meaning of writing, in order to achieve the goal of understanding and fluency. In other words, reading skills are special skills that enable learners:

1. to read in the form of written text as a meaningful language,
2. to read fluently and comprehend text, and
3. to be able to interact with the message.

Reading is the ability that a person needs to be able to understand easily and smoothly without depending on other's assistance. This should be the goal of each lesson to read and should be improved as learners progress from the beginning. They acquire these skills through practice and observation. Learners must develop certain skills that will help them understand what they read.

At school, reading is one skill that must be learned by students. Based on the School-Based Curriculum, for example in Grade VIII, through reading, students will be able to understand the meaning of short functional text and essay formed descriptive, recount and narrative text related to the environment.

Face to the requirements of competence in reading, it would be very difficult for students to fulfill them. So far, students do not show good results in their reading skills. As a result of their examine low, less than the criterion of



standard learning. In this case, in SMP Negeri 3 Salam, the criterion of standard learning is 68. Some students find it is difficult to read. The problem is related to the student's ability in understanding the text. Most of the students are confused in processing the information in phrases and sentences. They can not connect the relationship between sentences. They just tend to translate the words, one by one word to understand the meaning. Some students also feel that reading is boring. They could not give their best performance in activities that they do not like, as the result, most students are being passive during the reading activities.

These problems occur because of several aspects. First of all, it is the inappropriate method used by teachers in teaching and learning process that leads to some results such as student's boredom and low activity of the learners. This demonstrates the ability to read who have not fully upgraded. In fact, the methods used by teachers in teaching reading in SMP Negeri 3 Salam are still conventional ones. Most of the teachers in this school believe that reading is so common and so easy. They argue that no interactivities can be used in teaching reading. The students must read and that is all that really matters. Commonly, teacher gives a written text to the students. He makes the students read the text. Then, students are asked to answer several questions both orally and written and to retell the text. This method has been applied from year to year. The barometer of their understanding is the correct responses they can give. In this method, the teacher does not realize whether the students really understand or not. What the teacher wants is generally only the student's correct answers.

Another aspect that should be the matter is the student's interest in a given text. It will be very difficult for them to understand the text if they are not interested in the given text. It involves a theme, appearance and language of the text. The students are motivated to engage in reading activities if they are interested in that activity. As a result, students who are not interested in reading activities will choose to be passive during lessons. Teachers play important role in this case. Teachers have to worry about the material text, performance text, the used language in the text and the used methods in this activity, so students will be motivated and fully engaged in reading activity.

However, this phenomenon also occurs in most secondary schools in Indonesia. As in SMP Negeri 3 Salam, the teachers used to teach the students with the conventional ones. They use the same method years by years. They give a written text and ask students to read aloud or silently. Then, they ask the students to answer some questions related to the given text. Based on this background, a better teaching method is needed to solve this problem. The teacher must consider how to make the students get better in reading comprehension.

## **B. Identification of the Problem**

The Genre-Based Approach is a potential approach to overcome the learning which refers to the skills of reading, this approach can establish the relationship between spoken and written, quick read on, and provide additional guidance.

In 2004, the Ministry of National Education has decided to bring in a new curriculum in all subject areas, including English. The curriculum was known as

Competence-Based Curriculum or Curriculum 2004 which recommended a new approach that is Genre-Based Approach. This new approach has been implemented for four years, however many English teachers in Indonesia are still in doubt. Besides, they lack knowledge and are not familiar with it.

The teaching methods applied by the teachers are important role in determining student's success in learning English. There are several methods have been applied in the teaching and learning process, however, the purposes of this study have not been fully achieved. To succeed in learning English, especially in reading, Genre-based Approach is a learning process which is quite adequate. The nature of interactivity and discovery in this learning form of encouragement is useful for students who are studying passive and help learners develop their ability to read their second language which is still in the exploration.

Genre-Based Approach helps English teachers to produce materials and to facilitate students in their English language reading process. This study is intended to integrate innovative teaching and reading materials to package in the text that can attract students to improve English comprehension of the grade eight students of SMP Negeri 3 Salam to the academic year of 2011/2012.

This research considered the potential of teaching materials that support the desire of learners to read. We offer new innovations to choose the material in text form and integrate it into instruction effectively and independently. This interactive learning can force students to become active learners, because they are motivated by techniques as well as they are challenged to face the tasks assigned to them within a certain time for each number. The students are dealing with

individual text and try to understand the text in a certain time. Based on the facts, in this study, the authors bring forward as a teacher how to teach using interactive learning that has been equipped with the instruction to students, so teachers just need to give some verbal instructions at the beginning of the activity and observe the activities the learners for reading process. This technique will encourage students to become active and independent learners.

### **C. Delimitation of the Problem**

Based on the discussion in the background of the problem and the identification of the problems, the writer limited the problem area into the more specific one. The writer has the courage to conduct a study "Implementing The Genre-Based Approach to Improve Reading Comprehension Ability of Grade VIII students of SMP Negeri 3 Salam in the Academic Year of 2011/2012.

The author focused on Genre-Based Approach. By using this technique, students can fulfil the competency requirements in reading, at least 75% of them can fullfil the criterion of standard learning which is 68, entitled as students interested in reading techniques are provided and are motivated to engage in reading activities.

The limitation was done with regard to the population of the study. The researcher selected SMP Negeri 3 Salam as the place of the research. The researcher also selected the grade eight as the population. According to the observation conducted, the reading ability of the eight grade students of SMP Negeri 3 Salam needed to be improved. It was also found that Genre-Based Approach had never been explored before especially in reading class.

The limitation was also done with regard to the sample of the study. The researcher selected the grade eight students of SMP Negeri 3 Salam in one and a half month (October – November 2011) of the academic year of 2011/2012.

#### **D. Formulation of the Problem**

On the basis of what has been limited above, the problems can be formulated into the following questions:

How to improve the reading ability of grade eight students of SMP Negeri 3 Salam in the academic year of 2011/2012 ?

#### **E. Objectives of the Research**

This study is aimed at improving the reading comprehension ability of grade VIII students SMP Negeri 3 Salam by using the Genre-Based Approach.

#### **F. Significance of the Research**

There are some expected advantages that can be acquired from this study:

1. Theoretically, the findings of the research are expected to be able to support the educational issue that Genre-Based Approach is beneficial to improve the student's reading ability.
2. Practically, the findings of this research are expected to give some contributions to some parties:
  - a. For teachers, the findings of the research are expected to be an input to improve their ability in creating an attractive learning media and to support the success of English language teaching and learning activities.

- b. For students, the findings of research are expected help the student to learn reading English with an innovative text independently and increase student's motivation to read.
- c. For researcher, the findings of the research are expected to be a barometer whether of a technique is applied to the proper techniques used in teaching reading or not. In addition, researchers can evaluate and improve the teaching because it is action research, so that researchers can make a reflection of what he's done to improve his way of the future teaching.
- d. For other researchers, the findings of the research are expected to be useful as an additional reference to conduct similar research.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. READING**

Reading is a complex cognitive process of decoding symbol in order to construct or derive meaning (reading comprehension). It is mean of language acquisition, of communication, and of sharing information and ideas.

In this process, the author has the message in mind (it may be an idea, a fact, a feeling, etc) which she wants somebody else to share. To make it possible, she must put it into the words; that is, she must encode it in a text form. A text is accessible to the mine of another person who reads it, and who might decode the message its contains. After being decoded, the message enters the mind of the decoder and the communication is achieved.

Reading skills acquisition is the process of acquiring the basic skills necessary for learning to read, Davies (1995) review studies by Lanzer and Gardner (1979) Harris Agustein and Thomas (1984) that set out the different types of reading that exist; cited in Nunan (1999: 251):

1. Receptive reading : read a long text for pleasure emphasize on over all meaning.
2. Reflective reading : read a short text to find out specific information.
3. Skimming : searching the main point from the text.

4. Scanning : searching specific information from the text.

Reading Comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Proficiency reading depend on the ability to recognise words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity with their ability to comprehend what is read.

A useful, if somewhat disorganized, typology of reading strategies is that developed by Grellet (1981: 12-13); as stated in Nunan (1999:264). He identifies three main types of strategy:

1. Sensitizing : making inferences, understanding relations within the sentence, linking sentences and ideas.
2. Improving reading speed.
3. Going from skimming to scanning: predicting, previewing, anticipation, skimming, scanning.

To develop comprehensive typologies of reading strategies, the teachers in the ELTU at Chinese University noted that choosing the best strategies for different texts and purposes is possible for second language readers to significantly increase both their reading speed and their comprehension. Their typology of reading strategies are: (1) getting a clear purpose and keeping in mind, (2) previewing means identifying among the topic, the main idea and the organization of the text, (3) skimming or searching the general idea, (4) scanning for the specific information, (5) reading clusters of words as a unit, (6) avoiding

reading of word by word to get the meaning, (7) predicting the related vocabulary in content, (8) active reading by asking and answering questions, (9) identifying unstated ideas, (10) identifying the overall organizational pattern of the text called as the genre of the text, (11) identifying the organizational structure of a paragraph, (12) identifying the sentence structure both of the main subject and main verb especially in a complex sentence, (13) assigning the correct reference and its function, (14) inferring the meaning of the difficult words, (15) understanding the use of figurative language and metaphors, (16) understanding the new ideas, (17) understanding the writer's purpose and style, (18) evaluating means assessing the value of textual information, (19) integrating and developing the text through the technique, (20) reviewing and summarizing the text and (21) representing the text to the others.

In addition, Teacher of English to Speaker of Other Languages as is stated in Anderson (1999:41), reading comprehension skill is specifically discussed in the descriptors for this standard :

1. Listening to, speaking, reading, and writing about subject matter information.
2. Selecting, connecting, and explaining information.
3. Analyzing, synthesizing, and inferring from information.
4. Hypothesizing and predicting.
5. Formulating and asking formulation.
6. Understanding and producing technical vocabulary and text features according to content areas.

Reading comprehension is one of reading process, where the readers really understand what they read. At the end of the reading process, hopefully the readers understand the content of the text, what it is about, and access knowledge. The reader can answer questions related to the text and link their personal knowledge and experience with information and ideas in the text. Question, and answering questions should be taken after reading process to evaluate reader's comprehension.

In reading process, the reader needs some skills in order to find information in the text, while dealing with words in the text, the reader can interact mentally with the text, relates the material read to his/her prior knowledge with his/her reading skills to find information in the text, so the reader is able to create new ideas outside the material read. In addition, some additional skills are also needed in reading activity: (1) comprehension; to understand the message from written material read; (2) Fluency; to read the text smoothly and (3) independence; to read and understand the text without depending upon another's help. The reader should increase their reading skills in order to understand the text, find information in the text as well as create new ideas outside the material.

In teaching and learning process, especially in reading activity, it is the duty of the teacher to select materials and technique which are suitable applied to the students, so they will learn to understand the text, grasp the messages from the text individually, more easily and enjoyable. Furthermore, the goal of reading is achieved.

From these definitions, it can be concluded that reading is an activity as a communication process between a writer and the reader presented in a text form which contains letters, symbol, shape, and the signs. The writer has messages to share to the readers, so the writer encodes his/her idea in a text. The reader decodes the idea and keeps it in his/her memory, tries to understand the idea and at last the communication between the writer and the reader is achieved. Reading is not only know the words from a text, but also the meaning. It can be the writer's idea, messages that he/she want to share to the reader or a fact.

Reading comprehension is a person's competence in reading. Someone can be said as a comprehension reader if he/she can identify the meaning of words in the text, identify the forms of words in the text, search certain information from a text, identify characteristic of thing/ person described in the text, identify the rhetorical steps of the text, identify the main idea of the text, and finally, identify the communicative purpose or the social function of the text.

## **B. Reading at Junior High School**

Based on School-Based Curriculum, students will be able to understand the meaning of short functional text and essay formed descriptive, recount and narrative text related to the environment. Students must have the ability in reading. They must have ability in understanding the text. They have to know the information in phrases and sentences in the text. They must have the skill to

connect the relationship between sentences. They not only have to get the meaning in word by word but also the meaning in context.

Reading, in SMP Negeri 3 Salam, is one of the skills that should be learnt by the students. Based on the syllaby of School-Based Curriculum, for example in grade VIII, it states through reading students will be able to understand the meaning of short functional written text of simple essay in the form of descriptive, recount and narrative in the daily life context. Furthermore, students are able to respond to the meaning of formal and informal short functional written text accurately, fluently, and acceptable in the daily life context. They are also demanded to fulfill the standard criteria of minimum requirement for their marks.

### **C. Teaching Reading at Junior High School**

The English teaching and learning in Indonesia especially the teaching of reading is based on the National Standard of Curriculum. The Curriculum is developed based on the UU RI No.20/2003 chapter 36, the Education Ministry Decree No.22/2006 and the Education Ministry Decree No.23/2006. The curriculum implements the School-Based Curriculum. The School-Based Curriculum is a curriculum which is developed based on each unit of educational institutions, the local/school potentials, the local/school characteristics, the socio-cultural conditions of the area, and the learners' characteristics (Mulyasa,2007: 8).

According to the School-Based Curriculum, the area of reading for junior high school includes the ability of understanding written texts to reach the



functional level of literacy and the ability to understand many kinds of short functional texts; procedural texts, descriptive texts and recount texts.

The teaching and learning activities of reading in junior high school are aimed at developing the students' reading ability. The activities are done by using various kinds of reading materials which are taken from the text books. The teachers select the materials which are appropriate to the students' level of reading ability. There are 2 types of texts which are taught in the reading class of junior high school. The texts are the short functional text and the essay text. The short functional text includes the invitation text. The essay texts are the descriptive text and the recount text.

In the regular class, as knowledge and technology grow, some teachers of junior high school try to develop their reading class by employing several strategies. One of the strategies is getting know the generic structure of the text and taking note. Here, the teacher asks the students to actively note what they have read. The students can note the important things which they have already read from the text to help them in organizing the ideas and getting know the detail information in the text. The teacher often asks the students to make a summary of the text.

So far, the students in class VIII B have not shown a good result in their reading comprehension. Some students feel that reading is difficult. Some students perceive that reading is boring. They can't give their best performance

and get involved in the activity that they don't like. On the other hand, they should face many requirements of competence in reading.

The methods used by the teachers in teaching reading in SMP Negeri 3 Salam are still conventional ones. The teacher gives a written text and asks the students to read aloud or silently, and orders the students to answer several questions related to the text given. This method has been done years by years in teaching and learning process.

A better method of teaching is needed to overcome this problem. Teacher should pay attention to how to make reading activities more amusing and understandable. The students need a new method of reading, that is a method that encourages them to get interested and involved in reading activity. One of the methods is using the Genre-Based Approach Technique.

The implementation of Genre-Based Approach is flexible. First, it is not only lockstep or recipe, in meaning that if one of the phase was not done, it would be failed. It states in Callaghan and Rothery, "the teaching cycle does not work as lockstep sequence for the whole class" and "there is no right way to sequence teaching learning activities." Second, Genre-Based Approach technique can be described in cycle. So, the teaching learning process can be started from anything, depends on the student's condition and needs. Third, Genre-Based Approach can not be held only in once or twice meeting, it can be more than a month in teaching learning process. Fourth, there is integrated teaching reading in Genre-Based

Approach technique. It is not only focused on improving writing skill but also the skills of learning language. Fifth, in explaining the genre of the text, teachers should be more careful, so the genre of the text will not be a formulaic thing. The last, Genre-Based Approach technique is not only an approach that focus on the productivity, but also as an integral part of teaching learning process.

#### **D. Genre-Based Approach**

The Genre-Based Approach, also known as a text-based approach, sees communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to structured sequences of language that are used in specific ways.

The Genre-Based Approach model is used by the teachers in Indonesia, according to School-Based Curriculum are Building of the field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCT), and Independent Construction of Text (ICT) .

However, considering Genre-Based Approach continuous to grow, (Hayland 2004:10-11) elaborates the advantages of genre based writing instruction that can be summarised as follows , genre teaching is : makes clear what is to be learned to facilitate the acquisition of writing skills, provides a coherent framework for focusing on both language and contexts, ensure that course objectives and content are derived from students needs, gives teacher a central role in scaffolding student learning and creativity, provides access to the patterns and

possibilities of variation in valued texts, provides the resources for students to understand and challenge valued discourse, increases teacher awareness of texts and confidently advise students on their writing.

Hayland's appraisals towards Genre-Based Approach can be understood when one examines the four stages suggested by the 2004 School-Based Curriculum. To implement the 2004 School-Based Curriculum the four stages recommended are represented in the following diagram :

Cycles and stages of Learning (Hammond et al. 1992:17)

## **E. Implementing the Genre-Based Approach**

The following description of how a text based approach is implemented :

1. Building Knowledge of the field.

In the first cycle, teacher and students start from the first stage called Building knowledge of the Fields (BKOF) where they build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on. All of these are geared around the types of spoken texts and topics they are going to deal with at the second stage.

2. Modelling of Text.

Students listen to statements of recount texts , that are geared around a certain communicative purpose. For example, if students are expected to produce procedural texts, are developed with one main communicative purpose, that is giving instruction or direction. In short, at the second stage, students listen and respond to various texts with similar communicative purposes.

3. Joint Construction of Text.

At this stage, students try to develop recount texts with their peers and with the help from the teachers.

4. Independent Construction of the Text.

At this stage, students are excited to be able to read what they have talked about. Here students develop reading skills, followed by joint construction in writing texts.

## **F. Related Research Study**

Haylland (2004: 6-7) argues that genre pedagogies have emerged in L2 classes as a response to process pedagogies, as an outcome of communicative methods and consequence of our growing understanding of literacy.

Fisher (1990: 5) states that literacy, the ability to read and write, encourages a more abstract form of thinking, it brings greater precision to the definition of terms, and it allows us to refer back, to think about our thinking, to weigh arguments, to supplement memory, to communicate with others and to learn in autonomous ways. No wonder such a powerful form of intelligence provides the key to success in school and beyond.

In addition, Feez and Joyce (1998: 13-18) conducted a study in education system in Australia that focused on the importance of teacher intervention in teaching learning process. Genre-Based Approach has affected over all the education system in Australia and has been adopted in any grade of education; elementary school, high school, college and professional context and public in program of English as the native speaker and English as the second language (ESL).

Based on that study above, the researcher suppose that the use of genre based approach technique can improve the student's reading ability.



## **A. Conceptual Framework**

As what have been discussed before, a technique is one of the elements which affects the English teaching and learning process especially in reading. The selection of the appropriate technique is essential in determining the success of its process. The appropriate technique can influence the student's reading comprehension abilities.

Genre-Based Approach is designed as a creative and effective technique of the mastery of different types of texts which allows greater creativity of recording ideas and information and associating it into visual representations. It uses concise words, pictures, color, associations and other visual aids to convey the essence of the idea or information of the text.

As stated above, the chosen of appropriate technique is essential in determining the success of reading teaching and learning process. There are many characteristics of the effective technique in the reading class. Some of them are choosing the effective strategies which is motivating and encouraging the development of reading comprehension.

In this case, the Genre-Based Approach technique can arouse students' motivation in learning. This strategy is intrinsically motivating to junior high school students since it employs scanning, skimming, predicting and how to read well. The activity which is included in Genre-Based Approach will also increase students reading strategies.

On the other hand, in grade eight of SMP Negeri 3 Salam, the students get less motivation as there is no new technique employed. The class applies the

reading strategies. Here, the students should skim, scan and predict the text which is given to them.

With regards to this consideration above, a conceptual framework is constructed on the relationship between students' reading comprehension and the effects of the use of Genre-Based Approach technique. This conceptual framework is aimed at focusing the research study on the problem concerned. The implementation of the technique involves the researcher, the English teacher and the students of the year VIII of SMP Negeri 3 Salam in the academic year of 2011-2012

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The research method used in this study is Classroom Action Research (CAR). Action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of research, practioners and laymen (Burns 1999:293, in Burns, 2010:30).

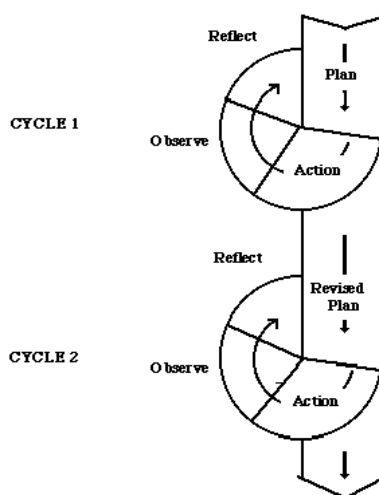
A self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic in that ownership of change is invested in those who conduct the reserch. ( in Burns 2010:5)

Other definition of action reseach is quoted from Carr and Kemmis, (1986:220, in Burns 2010 : 5 ) who defines that : Action research is a form of self-reflective inquiry undertaken by participants in social situation in order to improve the nationality and justice of their understanding practice and the situations in which practices are carried out.

This research divided into two cycles; cycles I and cycles II. The writer gives reading test as Pre-Cycle test in Pre-cycle stage. In the end of cycle I, the

writer gives students reading test after using Genre-Based Approach (GBA). The writer will continue to cycle II if the result of test in cycle I cannot reach the goal.

Cycle I and II consist of four phases they are planning, acting, observing and, and reflecting.



## B. Research Population and Sample

A population is a number of people with the same characteristics from which the data are collected. The population of this research was the grade VIII students of SMP Negeri 3 Salam Magelang. The total number of the students in the grade VIII SMP Negeri 3 Magelang was 169 students. These students were chosen as the population of the study because they still have some difficulties in comprehending text. The following table shows the specification of the population of the research:

Table 1

**The Number of the Grade VIII Students of SMP Negeri 3 Salam**

<b>No.</b>	<b>Class</b>	<b>The Number of Students</b>
1.	VIIIA	35
2.	VIIIB	32
3.	VIIIC	34
4.	VIIID	32
5.	VIIIE	36
Total Number		169

The researcher chooses class VIII B as subjects of the study. This class consists of 32 students. There are 14 girls and 18 boys. The age is between 14–15 years old. This class was given the treatment of Genre-Based Approach (GBA) in their teaching and learning process. The students in this classroom are rather passive. Most of them do not have good response in reading activity during the English lesson. They have difficulties in understanding: (a) word meaning, (b) sentence meaning, (c) specific information from text, (d) detail information from text, (e) main idea of the paragraph, (f) reading content and (g) communicative purpose of the text. Based on those problems in understanding reading, the researcher chooses that class as a subject of study.

**C. The Focus of the Research**

The focus of this research is reading comprehension. It would involve the student's ability in understanding what they have been read to remember the given information.

#### **D. Data Collecting Techniques**

In collecting data, the writer use two technique, they were non-test techniques and tests. Non-test techniques include observation and questionnaire, while the test is about the student's assessment by obtaining the data of the reading comprehension test. The writer explains descriptively about data collecting techniques as follows:

##### **1. Non –Test Techniques**

###### **a. Observation**

The writer observed the activity of the students in learning activity using observation sheet.

###### **b. Questionnaire**

It is a list of questions to be answered by the student to get information. The questionnaire collected data on information based on the needs, interest and dislike about the teaching learning process.

##### **2. Tests**

In the Pre-cycle, this is hold as an assessment test to know how far the student's ability in reading comprehension before they given the action in Cycle I. Based on the test score assessment, it will be understood on how far student's achievement in learning reading text in the English lesson.

The writer gives Pre-test, test after cycle I, test after cycle II to the students with indicators test.

Table 2  
Test Indicators

No.	Indicators	Items
1.	Identifying the communicative purpose of the text	
2.	Finding the main idea of the paragraph	
3.	Finding the specific / detail information in the text	
4.	Finding the similar meaning of certain word/ synonym	

### **E. Research Validity**

The data collected need to be proven to see whether they were valid and reliable. According to Anderson, et al. in Burns (1999:161-162), there are five validity criteria that should be fulfilled to get the data validity in action research. They are democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

Democratic validity in this action research is shown in every step of the research. From the beginning, the researcher and the research members worked together in determining the problems that would be worked out and then created the actions that would be implemented. Each research member has the chance to give their personal opinions, ideas, and comments about the implication of the research. The research was done collaboratively by the research members. Process validity is related to the criterion to make the action research believable. The process validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions occurred during the process. To fulfill the

process validity, the data were examined and identified whether the participants were able to go on learning.

Outcome validity is related to the actions that lead to the “successful” result within the research context. This validity depends on the validity of the research process. In this research, the processes were related to the result in the improvement of English teaching and learning process. The catalytic validity is related to the extent to which the research allows the participants to sharpen their understanding of the social realities of the context and how they can make changes within it. Within the process in this research, there were chances for the research members to learn more about the realities in the English learning process and this research was proposed to change the condition to be better. The dialogic validity in this research involved the teacher as the person who was related to the English teaching and learning process. Besides, the research also involved a collaborator as a person who can monitor the research process.

#### **F. Data Analysis Techniques**

Technique of analysis data is done by quantitatively and qualitatively.

##### **1. Quantitative Technique**

Quantitative data analysis means presenting the data in numerical form. It has a very important place in the way we discover things and present our findings. We can gain insights about the extents, measures or weightings up of the main issues that are important to our research focus.

Quantitative data was got from the result of recount text reading test by using Genre-Based Approach (GBA) in Cycle I and Cycle II. The data in this



step are in forms of scores. The collected quantitative data, which numerical were analyzed using descriptive statistics. According to Price (2000)", Descriptive statistics describe patterns and general trends in a data set. In most cases, descriptive statistics are used to examines or explore one variable at a time.

According to Dornyei (2007), "descriptive statistics offer a neat and tidy way of summarising quantitative data, but cant be used for generalising results beyond our own context and research participants." There are two main ways to use descriptive statistics of Action Research. Here are the technical terms of what each term means:

- a. Measures of central tendency: a single value is given to the set of quantitative data. The number shows where the set of data collects around a central point. There are three ways of reducing numbers that fall into this category- the mean, medium and mode.
- b. Measures of variability: an indication is given of how numbers spread across the data set. When a measure of variability is used with an average score, we get a concise description of the distribution.

Turning to quantitative ways of analysing data and looking at two major sets of measurements in descriptive statistics- measurement of central tendency and measurement of dispersion. The first involved calculating the mean, the median and the mode; the second involved calculating the range and the standard deviation.

### 1.) Mean

It is commonly called the average. It is the sum of all measurements, divided by the number of measurements.

### 2.) Median

The median is the number at which half your measurements are more than that number and half are less than that number. The middle value (when the data are arranged in order).

### 3.) Mode

The mode is the measurement that has the greatest frequency, the one that can found the most.

### 4.) Range

The range is the measure from the smallest measurement to the largest one.

### 5.) Standar Deviation

Standard deviation is the square root of the variance. It measures the spread of a set of observations. The larger the standard deviation is, the more spread out the observations are.

## 2. Qualitative Technique

Qualitative data are those that are analysed without using number. There are two ways of analysing qualitative data, categorising and coding, and analysing classroom talk. Categorising and coding involved identifying emerging content, themes and patterns in spoken and written data and breaking them down into categories and sub-categories. Analysing talk

involved identifying the types of patterns that structure the interaction in our teaching situation. Categorising is sorting objects and information into logical grouping in something that human being do constantly in daily life.

Qualitative data was got from data non-test, they were observation.

The result of analysis qualitative data is used to know changing student's behavior in learning process in Cycle I and Cycle II, and it is also to know improving recount text reading comprehension by Genre-Based Approach (GBA).

#### **G. The Procedures of Action Research**

The writer did this research in two cycles. Each cycle consists of planning, observing, acting and reflecting. Before the research, the writer asks the students to do the pre-test to know the reading comprehension of Grade VIII B students of SMP Negeri 3 Salam.

There are three activities that would be done in this research, they are:

##### **1. Pre -Test**

Pre Test is conducted at the beginning of the research before two cycles. The purpose of this activity is to know the student's comprehension ability in whether the students can do the test or not.

##### **2. Cycle I**

###### **a. Planning**

In this stage, the writer does some activities, they are:

- Making the research schedule
- Preparing the reading test

- Making the lesson plan
- Making the student's worksheet
- Making a questionnaire
- Making test

b. Action

In this Classroom Action Research, the writer gave explanation about Genre-Based Approach technique and the aims that was achieved. This action was done to know the improvement of the student's reading comprehension. Students were asked to comprehend the text. In this stage, the writer gave recount text. The writer is done the lesson plan as follows:

- Pre-Activity; (a) greeting, (b) checking the student's attendance list and (c) apperception
- While Activities; (a) explaining what and how Genre-Based Approach technique is, (b) giving the students recount text of the Traveling topic, (c) asking the students to use GBA technique to comprehend the text, (d) observing the student's activities and helping them if they find difficulties and (e) asking the students to answer the question based on the text
- Post-activity; (a) Discussing the student's worksheet and (giving corrections and suggestions)

c. Observing

The writer observed the activity of the students in learning activity using observation sheet. The writer also gives reading test. It is done to

know whether the student's reading comprehension using Genre-Based Approach (GBA) is good or bad in the learning process.

d. Reflecting

In this stage, the writer analyzed the result of the tests, they were Pre-Cycle test and Cycle I test. The result of analysis was used to know whether the GBA technique was successful in improving student's reading comprehension and could motivate them learning English. Reflection of Cycle I would be used to change the strategy and to repair of learning in Cycle II.

3. Cycle II

Based on reflecting in Cycle I, the writer decided to continue the treatment in Cycle II in order to improve student's reading comprehension and made the average score of student's reading comprehension test. They were explained as follows :

a. Planning

Planning would be done to correct the lesson plan which had been made in Cycle I. In this stage, the writer would give different topic and also prepared for evaluation. There would be test and observation sheet. Then the writer would do a learning activity.

b. Action

Acting in Cycle II would be different from those in Cycle I. In the second cycle, the writer would present new topic. Before conducting the lesson in this cycle the writer would review what they had been

already learned in the previous cycle. But the procedure of the activities in the second cycle is almost similar with the first one. The procedures of this action were as follows :

- Pre-activity; (a) Greeting, (b) checking the student's attendance list and (c) apperception.
- While-activity; (a) giving Recount Text of Experience topic, (b) reviewing GBA technique, (c) asking the students to answer the questions based on the text and (d) observing the student's activity.
- Post-Activity; (a) discussing the student's worksheet and (b) giving correction and suggestion.

c. Observing

The writer observed the student's activities in learning process by using Pre-Cycle Test and Cycle II Test.

d. Reflecting

In the Cycle II, the writer analyzed the result of observation sheet, questionnaire and post-test in Cycle II. The result of this analysis was as the reflection to know improving student's skill to reading using Genre-Based Approach (GBA) and changing of student's behavior after the students are following learning activity. The writer could also find out the effectiveness of Genre-Based Approach (GBA) technique to improve reading comprehension.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The purpose of this chapter is to analyze the data collected during the research at SMP Negeri 3 Salam. The aim of this study was to find out whether there is an improvement in the reading comprehension ability of the eighth grade students of Junior High School who are given the Genre-Based Approach in the Cycle I and Cycle II. The data were analyzed using quantitative method and qualitative method. Quantitative data was got from the result of recount text reading test by using Genre-Based Approach (GBA) in Cycle I and Cycle II. The collected quantitative data, which numerical were analyzed using descriptive statistics. Descriptive statistics describe patterns and general trends in a data set. To analyze the data, the researcher used the SPSS program version 17.00 for windows. Qualitative data was got from data non-test, they were observation and questionnaire. The result of analysis qualitative data is used to know changing student's behavior in learning process in Cycle I and Cycle II, and it is also to know improving recount text reading comprehension by Genre-Based Approach (GBA).

#### **A. RESEARCH FINDINGS**

##### **1. The Result of Pre-Test**

##### **a. The Descriptive Analysis in Pre-Test**

This research was begun by giving pre-cycle test to the students. It is used to know the student's reading ability before the writer applied the action. It

was done on .october 5, 2011. Table 4.1 shows the descriptive analysis of the pre-Test scores before the Genre-Based Approach treatment was applied.

Table 4.1 The Descriptive Analysis of the Pre-Test Scores (N= 32)

N	Valid	32
	Missing	0
	Mean	16.3125
	Median	16.5000
	Mode	17.00
	Std. Deviation	2.49435
	Range	13.00

The data of pre-test score shows that the mean score is 16.3125, the median is 16.5000, the mode is 17.00, the standard deviation is 2.49435 and the range is 13.00.

Table 4.2

**The Frequency Data in Pre-Cycle Test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00	1	3.1	3.1	3.1
	12.00	1	3.1	3.1	6.3
	14.00	4	12.5	12.5	18.8
	15.00	3	9.4	9.4	28.1
	16.00	7	21.9	21.9	50.0
	17.00	9	28.1	28.1	78.1
	18.00	1	3.1	3.1	81.3
	19.00	3	9.4	9.4	90.6
	20.00	2	6.3	6.3	96.9
	21.00	1	3.1	3.1	100.0

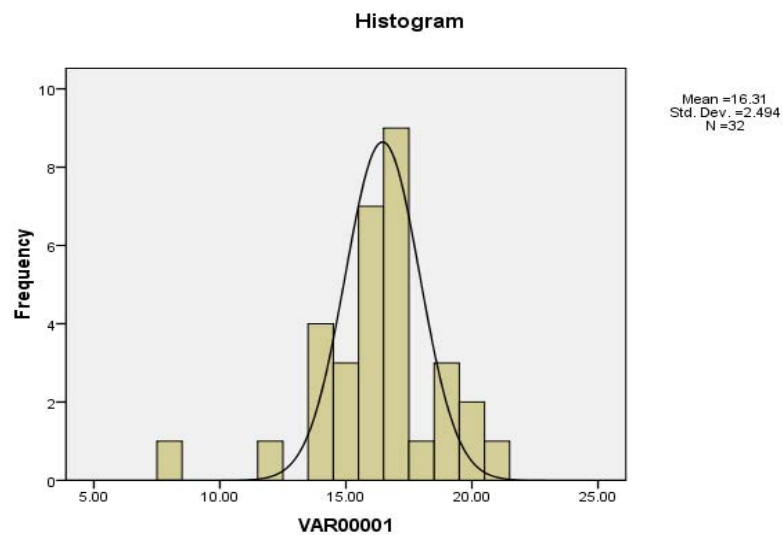


The Frequency Data in Pre-Cycle Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00	1	3.1	3.1	3.1
	12.00	1	3.1	3.1	6.3
	14.00	4	12.5	12.5	18.8
	15.00	3	9.4	9.4	28.1
	16.00	7	21.9	21.9	50.0
	17.00	9	28.1	28.1	78.1
	18.00	1	3.1	3.1	81.3
	19.00	3	9.4	9.4	90.6
	20.00	2	6.3	6.3	96.9
	21.00	1	3.1	3.1	100.0
Total		32	100.0	100.0	

Based on the table above, below is the histogram to provide graphical procedure as the visualization of the data:

Figure 4.1 Histogram of Pre Cycle Test



b. Observation in Pre-Test

Observation was done during teaching learning process of the writer and the students of eighth grade of SMP N 3 Salam. In observation, the writer observed the student's ability to comprehend the text and the student's attention in teaching learning process. The observation was focused at three behavioral types. There were the activeness of the students to hear the teacher's explanation, the activeness of the students during reading learning process and the activeness of the students to do the exercise which was given by the teacher.

Table 4.3 The Result of Observation in Pre-Test

No	Behaviour Types	Observation Focus	Yes	No
1	The Activeness of student's to hear the teacher explanation.	a. Students give attention to the teacher's explanation.	√	
		b. Students ask about the material lesson		√
		c. Students comment about the material		√
		d. Students answer teacher's questions		√
		e. Students make note	√	
2	The Activeness of students during text learning	a. All students have spirit in reading		√
		b. All students involve in during text learning		√

		c. All students discuss in learning process		√
3	The activeness of students do the duty that was given by the teacher	a. All the students do the exercise of reading text		√
		b. All the students can finish the exercise on time which have been determined		√

Based on table 4.3 it could be known that the students still be not active to hear the teacher's explanation. They were pasive during the text learning and doing the duty that was given by the teacher. It means that the achievement of the students learning reading was not good because they were still be passive during the teaching learning process.

#### c. The Result of Questionnaire of Pre-Test

Questionnaire was done after the writer ended the teaching learning process. Questionnaire was adresssed to all of the students. The questionnaire contained of questions that would be answered by the students which were related to the material learning. The material of questionnaire consisted of 5 questions as follows:

- a. Do you feel difficult to understand the communicative purpose of the texts?
- b. Do you often find English word that are not easy to understand?
- c. Do you feel that it is difficult to find the main idea of the texts?
- d. Do you feel it is hard to answer the questions based on the texts?
- e. Do you feel it is hard to find the similar meaning/ synonyms in mentioned words?

The result of questionnaire could be seen in table 4.4 as follow:

No	Qualification	Number of Students	Percentage
1	Students feel that it is difficult to understand the communicative purpose of the texts	17	53,13%
2	Students often find English word that are not easy to understand	20	62,5%
3	Students feel that it is difficult to find the main idea of the texts	18	56,2%
4	Students feel it is hard to answer the questions based on the texts	21	65,63%
5	Students feel it is hard to find the similar meaning/ synonyms in mentioned words	20	62,5%

Based on table 4.4, he writer concluded that most of the students still have difficulties in learning the reading comprehension at the Pre-Cycle test, it can be seen through the percentage of the students in answering the questionnaire.

## 2. The Result of Cycle I

This cycle was early action by using Genre-Based Approach. It is used as an effort to repair and solve the problem in Pre-Test. This result was elaborated in details as follows:

### a. The Decriptive Analysis of Cycle I Test

The first cycle was conducted on October 19<sup>th</sup>, 2011 . It was followed by thirty two students, they answered 30 multiple choices that

were given by the writer. In this activity Genre-Based Approach was introduced to the students.

Table 4.3 shows the descriptive analysis of the Cycle I test scores after the Genre-Based Approach treatment was applied.

Table 4.5 The Descriptive Analysis of the Cycle I Test Scores (N= 32)

N	Valid	32
	Missing	0
	Mean	20.0625
	Median	20.0000
	Mode	18.00 <sup>a</sup>
	Std. Deviation	2.88419
	Range	12.00

The data of Cycle I scores test shows that the Mean is 20.0625, the Median is 20.000, the Mode is 18.00, the Standard Deviation is 2.88419 and the Range is 12.00.

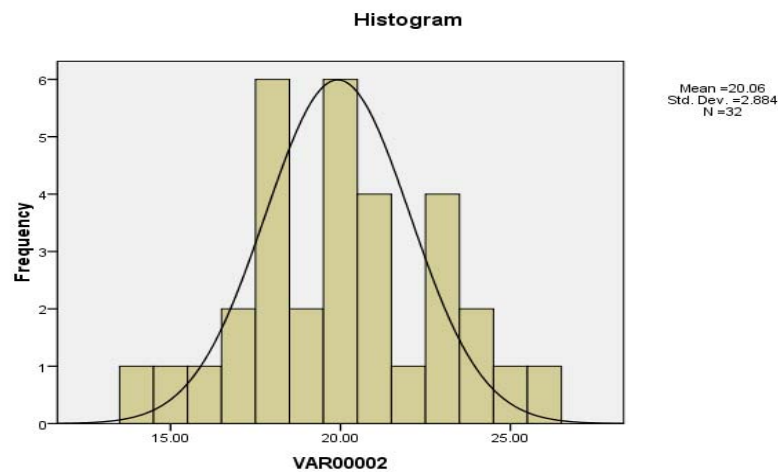
Table 4.6

The Frequency Data in Cycle I					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14.00	1	3.1	3.1	3.1
	15.00	1	3.1	3.1	6.3
	16.00	1	3.1	3.1	9.4
	17.00	2	6.3	6.3	15.6
	18.00	6	18.8	18.8	34.4
	19.00	2	6.3	6.3	40.6
	20.00	6	18.8	18.8	59.4

21.00	4	12.5	12.5	71.9
22.00	1	3.1	3.1	75.0
23.00	4	12.5	12.5	87.5
24.00	2	6.3	6.3	93.8
25.00	1	3.1	3.1	96.9
26.00	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the table above, below is the histogram to provide graphical procedure as the visualization of the data :

Figure 4.2 Histogram of Cycle I Test



#### b. The Result of Observation in Cycle I Test

The result of observation in Cycle I was begun when the writer applied the using of Genre-Based Approach to the students in classroom action research.

It could be seen in table 4.7.

Table 4.7 The Result of Observation in Cycle I Test

No	Behaviour Types	Observation Focus	Yes	No
1	The Activeness of student's to hear the teacher explanation.	a. Students give attention to the teacher's explanation.	√	
		b. Students ask about the material lesson	√	
		c. Students comment about the material		√
		d. Students answer teacher's questions	√	
		e. Students make note	√	
2	The Activeness of students during text learning	a. All students have spirit in reading		√
		b. All students involve in during text learning		√
		c. All students discuss in learning process		√
3	The activeness of students do the duty that was given by the teacher	a. All the students do the exercise of reading text	√	
		b. All the students can finish the exercise on time which have been determined		√

In implementing the Genre-Based Approach in Cycle I, some students were still confused because it was the first time they used this technique. It needed to repeat the action until the classroom action research could be success.

Based on Table 4.7, it could be known that most of the students were interested in Genre-Based Approach. They participated in teaching learning process by using Genre-Based Approach to comprehend a recount text. The

students were active in hearing the teacher's explanation as well, though they still did not give any comment of the material. They answered teacher's questions and made note of the lesson. The students still had no good result during the text learning. There were only several students that had spirit in reading the text, not all of the students involved during the text learning. They also did not discuss each others during the learning process. On duty, it shows that all of the students did the exercise of reading text, but not all of the students could finish exercise on time which have been determined.

#### c. The Result of Questionnaire in Cycle I Test

The writer also used questionnaire to collect the data about student's opinion and responses to the teaching learning process using Genre-Based Approach. Questionnaire in Cycle I was done after the writer gave the students Cycle I test. The result of questionnaire in Cycle I as follows:

Table 4.8 The Result of Questionnaire

No	Qualification	Number of Students	Percentage
1	Students feel that it is difficult to understand the communicative purpose of the texts	13	40,63%
2	Students often find English word that are not easy to understand	16	50%
3	Students feel that it is difficult to find the main idea of the texts	15	46,88%
4	Students feel it is hard to answer	15	46,88%



	the questions based on the texts		
5	Students feel it is hard to find the similar meaning/ synonyms in mentioned words	17	53,13%

Based on table 4.8, the writer concluded that the number of students who had difficulties in learning reading comprehension by Genre-Based Approach was less than in the pre-cycle test. It could be seen through the percentage of the result of questionnaire in Cycle I.

### 3.The Result of Cycle II Test

The writer continued the action of using Genre-Based Approach in Cycle II. In this Cycle, the writer gave some more improvements by giving students more practice to use Genre-Based Approach to comprehend the texts.

Learning of Cycle II was consisted of observation, questionnaire and test. This result elaborated in details as follows:

#### a.The Descriptive Analysis of Cycle II Test

The second cycle was conducted on November 9<sup>th</sup>, 2011 It was followed by 32 students, they answered 30 multiple choices that were given by the writer. In this activity Genre-Based Approach. The result of reading test after using Genre-Based Approach in cycle II can be seen in Table 4.9.

Table 4.9 The Descriptive Analysis of the Cycle II Test Scores (N= 32)

N	Valid	32
	Missing	0
	Mean	20.1875
	Median	20.5000
	Mode	21.00
	Std. Deviation	2.92307
	Range	12.00

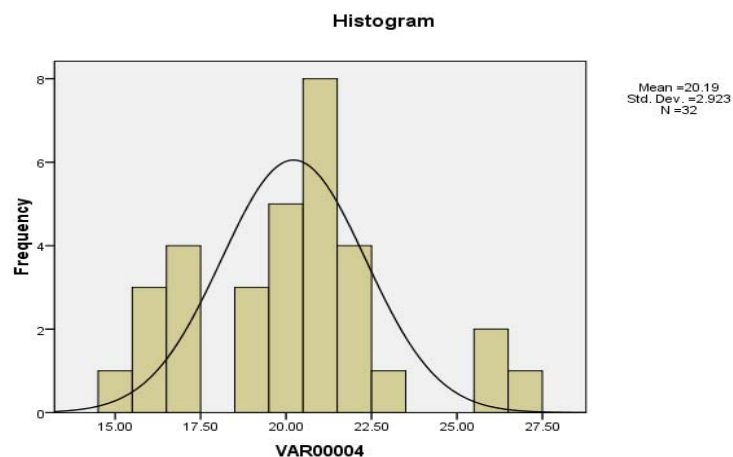
Table 4.9 shows the data of Cycle II scores test that the Mean is 20.1875, the Median is 20.5000, the Mode is 21.00, the Standard Deviation is 2.92307 and the Range is 12.00.

Table 4.10

The Frequency Data in Cycle II					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15.00	1	3.1	3.1	3.1
	16.00	3	9.4	9.4	12.5
	17.00	4	12.5	12.5	25.0
	19.00	3	9.4	9.4	34.4
	20.00	5	15.6	15.6	50.0
	21.00	8	25.0	25.0	75.0
	22.00	4	12.5	12.5	87.5
	23.00	1	3.1	3.1	90.6
	26.00	2	6.3	6.3	96.9
	27.00	1	3.1	3.1	100.0
Total		32	100.0	100.0	

Based on the table above, below is the histogram to provide graphical procedure as the visualization of the data:

Figure 4.3 Histogram of Cycle II Test



#### b. The Result of Observation of Cycle II

The observation in Cycle II has the same types of behavioral in Cycle I.

The result of observation in Cycle II as follows:

Table 4.11 The Result of Observation in Cycle II

No	Behaviour Types	Observation Focus	Yes	No
1	The Activeness of student's to hear the teacher explanation.	a. Students give attention to the teacher's explanation.	√	
		b. Students ask about the material lesson		√
		c. Students comment about the		√

		material		
		d. Students answer teacher's questions	√	
		e. Students make note	√	
2	The Activeness of students during text learning	a. All students have spirit in reading	√	
		b. All students involve in during text learning	√	
		c. All students discuss in learning process	√	
3	The activeness of students do the duty that was given by the teacher	a. All the students do the exercise of reading text	√	
		b. All the students can finish the exercise on time which have been determined	√	

Based on Table 4.11, it could be seen that in Cycle II observation there was a behaviour changing of the students. The students were be more active in teaching learning activity. They gave more attention to the teacher's explanation. Almost all of the students could answer teacher's questions accurately. During the text learning, the students had more spirit in reading. All the students involved and discussed in learning process. All the students did the exercise of reading text as well, and they could finish the exercise on time which has been determined.

#### c. The Result of Questionnaire of Cycle II

The result of questionnaire in Cycle II test could be seen in Table 4.12 as follows:

Table 4.12 The result of Questionnaire in Cycle II

No	Qualification	Number of Students	Percentage
1	Students feel that it is difficult to understand the communicative purpose of the texts	5	15.63%
2	Students often find English word that are not easy to understand	8	25%
3	Students feel that it is difficult to find the main idea of the texts	5	15.63%
4	Students feel it is hard to answer the questions based on the texts	6	18.75%
5	Students feel it is hard to find the similar meaning/ synonyms in mentioned words	10	31.25%

The result of questionnaire in Cycle II showed that only some of the students in class had difficulties in learning reading comprehension in this research. The numbers of students who got difficulties in learning reading process were less than in Cycle I. It could be seen through the percentage of the result of questionnaire in Cycle II.

## **B. DISCUSSION**

### **a. The Improvement of Reading Comprehension**

The purpose of the study is to find out whether there is improvement in reading comprehension ability of grade VIII students who are taught by using Genre-Based Approach. Discussions of this research were Pre-Cycle, Cycle I

and Cycle II. At the pre-cycle, the writer held a reading test to know the student's reading skill. Then, at the Cycle I, the writer had done the action of using Genre-Based Approach. The writer continued to Cycle II to prove that implementing Genre-Based Approach improves the grade eighth students reading comprehension ability. In addition, the findings of the research proved that there was an improvement in reading comprehension ability of grade eight students who are taught by using Genre-Based approach.

The improvement of the eighth grade students who are taught by Genre - Based Approach in Pre-cycle , Cycle I and Cycle II can be seen in Table 4.13, as follows:

Table 4.13 The Comparison of Pre-Cycle, Cycle I and Cycle II of Reading Test

	Pre-Cycle	Cycle I	Cycle II
Mean	16.3125	20.0625	20.1875
Median	16.5000	20.0000	20.5000
Mode	17.00	18.00 <sup>a</sup>	21.00
Std. Deviation	2.49435	2.88419	2.92307

Based on the table 4.13, there was improvement of the student's reading comprehension by Genre-Based Approach. From these results we can see that the mean, median, mode and standard deviation show greater improvement from Pre-cycle, Cycle I and Cycle II test. The writer concluded that using Genre-Based Approach in teaching reading can improve the English reading comprehension to the eighth grade of SMP Negeri 3 Salam, Magelang.

b. Student's Behavior Change

Based on the result of observation and questionnaire in Pre-cycle test, it could be concluded that the students did not really interested to study English in reading comprehension. Some of them did not have attention in following the teaching learning process. They had difficulties in finding the communicative purpose of the texts, English word that are not easy to understand and the main ideas of the texts. They were hardly able to answer the questions based on the texts and to find the similar meaning/ synonyms in mentioned words.

In cycle I, about a half of students in class were interested and motivated in studying English by Genre-Based Approach because they felt fun when the writer applied in the class. By using Genre-Based Approach, they could find the communicative purpose of the text and main ideas better. Yet, they still had difficulties to answer the questions based on the text and to find the similar meaning/ synonyms in mentioned words.

The result of the student's behavior in Cycle II was satisfactory. They were well prepared and had more spirit in teaching learning process. They were more active and motivated in answering the teacher's questions. They also were more active and motivated in involving and discussing during the text learning. They also could do the tasks that teacher given to them on time. It can be concluded that the student's behavior in learning process by using Genre-Based Approach showed better changes.

Based on the above explanation, it could be seen that at the pre-cycle test the student's behavior was very passive. In cycle I and cycle II test, there

were changes of the student's behavior in following the teaching learning process. They were more active and motivated to study English especially for reading comprehension by using Genre-Based Approach.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

There are mainly two parts which are discussed in this chapter. The first part is the conclusions of the research finding, the second part is the suggestions to the students, the teacher and other researchers. Below is further explanation about those parts.

#### **A. Conclusions**

Based on the theories, the research findings and the discussion discussed in the previous chapter, some conclusions are proposed. They are as follows:

1. There is an improvement of the student's reading comprehension by using Genre-Based Approach. From these results we can see that the mean, median, mode and standard deviation show greater improvement from Pre-cycle, Cycle I and Cycle II test. The students were taught using Genre-Based Approach got better scores in reading comprehension test than before. It can be seen through the improvement of the mean, median, mode and standard deviation in Pre-cycle, cycle I and cycle II. The improvement of the mean from pre-cycle test to Cycle II was 3.875. The improvement of the median from pre-cycle test to Cycle II was 4.00. The improvement of the mode from pre-cycle test to Cycle II was 4.00. and the improvement of the standard deviation from pre-cycle test to Cycle II was 4.2872.

2. There was a positive change of the student's behavior in Pre-cycle, cycle I and cycle II. Before the students were taught by using Genre-Based Approach technique, they seemed to be passive learner. After they were taught by Genre-Based Approach, they became more active students in the teaching and learning process. The result of observation and questionnaire in Pre-cycle test showed the students did not really interested to study English in reading comprehension. At the pre-cycle test the student's behavior was very passive. In cycle I and cycle II test, there were changes of the student's behavior in following the teaching learning process. They were more active and motivated to study English especially for reading comprehension by using Genre-Based Approach. They had more spirit in teaching learning process. They were more active and motivated in answering the teacher's questions, involving and discussing during the text learning. They also could do the tasks that teacher given to them on time.

## **B. Suggestions**

The result of this research showed that there is an improvement of the student's reading comprehension achievement by using Genre-Based Approach. Regarding the result of the research, the writer wants to suggest teacher as follows:

1. For the english Teacher

The study showed that Genre-Based Approach had an positive effect on the reading comprehension ability of junior high school students. Therefore, the researcher suggests that the teachers should employ Genre-Based

Approach to improve the quality of the teaching and learning process especially in the teaching of reading comprehension for junior high school students.

## 2. For the Students

It is important for students at the age of junior high school students to know their learning characteristics and needs. The study showed that using Genre-Based Approach students be more easily to find the main idea, generic structure and communicative purpose of the text. Students also could find the specific information based on the text and the meaning of the words based on the text. Therefore, the researcher suggests that the students should employ Genre-Based Approach to help them comprehend the text both inside and outside the classroom.

## 3. For Other Researchers

The study showed that the use of Genre-Based Approach as one of the reading comprehension strategies gave an improvement on the reading comprehension ability of junior school students. The researcher hopes that other researchers will conduct further exploration about the employment of the Genre-Based Approach strategy in learning reading.

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# *APPENDIX A*

**Appendix A.****PRE-CYCLE TEST**

Choose the correct answer by crossing (X) a, b, c or d.

**Read text 1 to answer questions 1-5****Calendar Girl Audition**

A year ago, my friend and I joined calendar girl audition in a radio station outside our town. We heard about this audition from our neighbor a week before.

At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took 2 hours to get there.

When we arrived, we saw many people who also joined the contest. After we examined more carefully. We realized that all the contestants wore red and white costumes. Then, we asked the committee why the contestants wore in red and white. The contest meanwhile, my friend and I wore the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we could not join the audition. After that we went home sadly.

(taken from: Pakar the English Workbook for Grade Eight)

1. What is the kind of text above?
  - a. Report
  - b. Narrative
  - c. Recount
  - d. Description
2. What are the social function of the text?
  - a. To describe a particular person, place or thing
  - b. To tell events for the purpose informing or entertaining
  - c. To tell how to make something
  - d. To amuse and to deal with fact in different ways
3. What was explained by the committee?
  - a. Why the contestants wore red and white costume
  - b. Why the contestants joined calendar girl audition
  - c. Why my friend and me wore the wrong costume
  - d. Why we went home sadly
4. "We were very desperate because..." (Paragraph 3). The underlined word has similar meaning to...
  - a. Shocked
  - b. Excited
  - c. Hopeless
  - d. Hopeful

5. The text above mainly tells us about....
- The writer's impression about the calendar girl audition
  - The writer's experience at calendar girl audition
  - The writer's trip to calendar girl audition
  - The writer's hope for the calendar girl audition

**Read text 2 to answer questions number 6 - 10**

**The Best Costume**

Last Wednesday, my friend and I went to Siska's home to celebrate her birthday party. I went there with Santi, Niken and Riska. We wore unique costume for that party. Santi became a wizard, Niken wore Batik dress, Tika wore Kebaya costume and I wore a Lurik costume.

The party started at 7.30 p.m. First, we drank, enjoyed tasty food. Then, we played game. The room was big, cool and fresh. There, we could see beautiful decoration. I felt happy with that place. Siska decorated it well. It looked beautiful palace in a small village. We could watch natural view decoration and traditional pictures.

It was about a quarter past eight when suddenly all of the lamp went out. Everyone screamed loudly. We were so panic. Fortunately, it was only a few seconds. The lamp then went on. Dim light bright light. We looked funny and we laughed at each other.

Before the party was over, the MC announced the winner of the best costume. It was me, I was so surprised. I got the first price.

(taken from: Pakar the English Workbook for Grade Eight)

- What costume did the writer wear for the party?
  - wizard
  - Batik dress
  - Kebaya costume
  - Lurik costume
- How long were they so panic after the lamps went of out?
  - A few seconds
  - A few times
  - A few minutes
  - A few hours
- "The party *started* at 7.30 p.m." What is the synonym of *started*?
  - Begin
  - Continue
  - End
  - Over
- "I got the first price." The underlined word has similar meaning to...
  - Reward
  - Cost
  - Present
  - Value

10. What is the main idea of paragraph 2?
- The unique costume of the party guests
  - The announcement of the best costume
  - The time when the light went out
  - The activity during the party

**Read text 3 to answer questions number 11 - 16**

**The Unlucky Camping**

It was the beginning of wet season, but the weather was fine in the morning. My classmates and I went camping to the camping ground.

We set up our tent in the middle of a field near a small river. As soon as this was done, we cooked a meal over an open fire. Everything was alright in the afternoon. But at night while we were singing songs by the campfire a strong wind blew. It brought disorder to our tent. We could not sleep because it was thundering and raining heavily. Lighting intensified the downpours. Soon the surrounding areas became flooded. We all panicked.

(taken from: The Bridge English Competence for SMP Grade Eight)

11. How was the weather at the beginning of wet season?
- It was good
  - It was thundering
  - It was raining heavily
  - It was lighting
12. What will the writer do then?
- He went camping with his classmates
  - He set up the tent in the middle of a field
  - He cooked a meal over an open fire
  - He could not sleep
13. "It was the beginning of wet season" (paragraph 1). The underlined word has the similar meaning to....
- Spring
  - Dry
  - Watery
  - Rainy
14. What is the type of this text?
- Narrative
  - Descriptive
  - Recount
  - Report



15. What is the communicative purpose of the text?
- To describe a particular person, place or thing
  - To tell events for the purpose informing or entertaining
  - To tell how to make something
  - To amuse and to deal with fact in different ways
16. When did the strong wind blow?
- While the writer and his friends were singing songs
  - While the writer and his friends were cooking the meal
  - While the writer and his friends sleeping in the tent
  - While it was thundering and raining heavily

**Read text 4 to answer numbers 17-24**

**After Caught in the Rain**

One day, Jane was caught in the rain. When she reached home she started sneezing. Soon, Jane was down with cold.

The next morning, Jane's mother took her to the doctor. The doctor said that Jane had flu and he gave her some medicine. He also advised Jane to drink more water and take a good rest.

When Jane reached home, she went straight to bed. She slept till lunch time. Her mother carried her meal to her bedroom. She also brought Jane her medicine. After eating, Jane went back to sleep.

When Jane woke up for dinner, she felt much better. Her best friend called to find out how she was. She also told Jane briefly what the teacher had taught that day.

The next day, Jane had recovered. She missed her friends and was glad to go back to school.

(taken from: The Bridge English Competence for SMP Grade Eight)

17. Why did Jane catch a cold?
- She caught it from her friend
  - She drank too much ice
  - She did not wear a raincoat
  - She was caught in the rain
18. What did her mother do knowing her daughter catch a cold?
- She gave her some water
  - She asked her to go to bed
  - She took her to the doctor
  - She gave her some medicine

19. What did the doctor suggest her to do?
- a. Not to catch in the rain
  - b. To take enough nap
  - c. To be careful
  - d. To drink more water and take a good rest
20. What did Jane do after arriving at home?
- a. She went to bed
  - b. She had lunch
  - c. She took meal
  - d. She drank a glass of water
21. Did her friend come to see Jane?
- a. Yes, she did
  - b. Yes, they did
  - c. No, she did not
  - d. No, they did not
22. What is the generic structure of the last paragraph of the text above?
- a. Event 2
  - b. Event 1
  - c. Reorientation
  - d. Orientation
23. “When ane reached home, she went *straight* to bed.” (Paragraph 3). What is the synonym of the italic word?
- a. Crooked
  - b. Directly
  - c. Strong
  - d. Easy
24. “The next day, Jane had *recovered*.” What is the opposite meaning of the italic words?
- a. Had got sick
  - b. Got well
  - c. Had got better
  - d. Had found

**Read text 4 to answer numbers 24-30**

### **The Big Rock**

One of my favorite childhood memories happened just down my street. When I was about 8, my sister and I went down to our's friend Catherine's house to play. Our friend Kristen was there too.

Catherine said that if you followed the stream in her backyard, you would eventually get to the big rock.

So we walked and walked and walked, following the stream in the forest, on a cloudy August day. It must have taken us half an hour. I said "Kathy, where is the thing?!" Then I turned the corner and saw one of the most beautiful places I have ever seen. I was standing on a sand bank and across from me there was a big, big hollow tree. Underneath it the water seemed to extend forever. There were tons of fish jumping around inside the aclove. The sun suddenly came our and the leaves on the trees glowed a bright green. I saw a frog hop on the sand.

Then I turn ahead. There it was. A big rock. No, wait. The big rock. This thing was so big it needed capitalizing.

I climbed up the back of it. My nose and eyes tipped over the side of the rock, gazing down at the water which must have been 10 feet below me (HEY, that's pretty high when you're 8!) From then on I loved to play there.

Then one day I discovered a "computer" and a huge of pile of homework waiting for me.

Recently I went back to the rock by myself. I saw a slaughtered forest. Someone's Mc. Mansion was getting built right to the Rock Himself. Logs were strewn across the "forest" floor. In the tree's place there was the foundation for a 4 car garage, just waiting for the 4 ugly SUV to fill it. There were no more glowing leaves, and the stream was mucky and silty.

But Big Rock was still there. And I knew it would always be there, waiting for some other child to discover it and love it for the beautiful chunk of granite that it is.

(taken from: English Book 2 Junior High School)

25. The text above mainly tells us about....

- a. The writer's friend childhood memories
- b. The writer's childhood memories
- c. The writer's favorite place
- d. The Big Rock

26. What is the structure of the text above?
- Identification, description
  - Orientation, events, reorientation
  - Orientation, complication, resolution, evaluation, reorientation
  - General classification, description
27. What would not writer find if he followed the stream in Catherine's backyard?
- He would get to the big rock
  - He would get to the big hollow tree
  - He would get to a slaughtered forest
  - He would get to a sand bank
28. Why were there no more glowing leaves?
- Because logs were strewn across the "forest" floor
  - Because there were tons of fish jumping around inside the aclove
  - Because it was on a cloudy August day
  - Because there was the foundation for a 4 car garage in the tree's place
29. "I saw a *slaughtered* forest." What is the closest meaning of the italic word?
- |           |              |
|-----------|--------------|
| a. Killed | c. Left      |
| b. Cut    | d. Dissapear |
30. Which one is NOT TRUE based on the text?
- There were no more glowing leaves
  - The Big Rock was not still there and would not always be there
  - The stream was mucky and silty
  - There was the foundation for a 4 car garage

**Appendix A.****CYCLE I TEST**

Choose the correct answer by crossing (X) a, b, c or d.

**Read text 1 to answer questions 1-6**

**Visiting Bali**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta Beach. He visited some tour agents and selected two hours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of stone. The about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of a stone sculpture. There my friend watched young boys were carving away at big blocks of the stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that, he stopped a little while for lunch at Sukawati and on to Mass. Mass is a touristcenter. My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding everyday. He was quiet satisfied.

(taken from: English Book 2 Junior High School)

1. What is the main idea of paragraph 3?
  - a. The tour to Batubulan, a center of a stone sculpture
  - b. The tour to Celuk, a center for silversmith
  - c. The tour Sukawati and Mass
  - d. The second day tour to Bali
  
2. What is the structure of the text above?
  - a. Identification, description
  - b. Orientation, events, reorientation
  - c. Orientation, complication, resolution, evaluation, reorientation
  - d. General classification, description

3. What is Celuk?
- A center of carving and stone sculpture
  - A beach for sailing and surfing
  - A center for silversmiths and goldsmiths
  - A city of stone
4. "It was not to see the scenery..." (Paragraph 3). What does the underlined word mean?
- View
  - Location
  - Art
  - Tour
5. How long did the writer's friend spend the time for swimming and surfing in Kuta beach?
- The first three days
  - Ten days
  - Three days
  - Everyday
6. What is the sculpture made of?
- Gold
  - Silver
  - Stone
  - Sand

**Read text 2 to answer questions 7 - 11**

**Ready to School**

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just a perfect position. I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door. Only after my mother was totally satisfied would I be allowed to rush out of the front door.

I would leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 metres I would be able to see the tall steeple of the school.

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

(taken from: English Book 2 Junior High School)

7. The text tells us about....
- The writer's experience
  - The writer's school
  - The writer's mother
  - The writer's playground

8. What is the structure of paragraph 1 in the text above?
- Identification
  - Orientation
  - Reorientation
  - General classification
9. Which is TRUE based on the text?
- The writer would not leave home at 8 am on the dot
  - The writer had to clean her shoes the night before
  - The writer had to wait for her mother to brush her teeth
  - The writer's school bag had to be neatly put on her hand
10. How far is the school from the writer's home?
- About 700 metres on foot
  - About 700 metres by bus
  - About 700 kilometres
  - About 7 kilometres
11. "I would *be able to* see the tall...." (paragraph 2). What is the closest meaning of the italic word?
- See
  - Will
  - Can
  - Know

**Read text 3 to answer questions 12 -17**

**Vacation to London**

A family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accomodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were vey friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had very pleasant flight. They slept part of the way.

On arrivalat Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manner were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the tranfer to a hotel.

The hotel was a well-known four-starhotel. The room had perfect view of the park. The room had its own bathroomand toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two weeks in London went very fast. At the end of the 14-th day, they were quite tired but they felt very happy.

(taken from: English Book 2 Junior High School)

12. Who was on vacation to London?
  - a. The writer's family
  - b. Mr. Richard's family
  - c. The writer and Mr. Richard's family
  - d. Mr. Richard's two sons
  
13. Does the tour include travel ?
  - a. Yes, it does
  - b. No, it does not
  - c. Yes, they do
  - d. No, they do not
  
14. What is the main idea of paragraph 2?
  - a. The cabin crews were very friendly
  - b. The family boarded a large Boeing flight
  - c. The flight was nearly fourteen hours
  - d. The activity during the flight
  
15. How did they open the room's door at the hotel?
  - a. By inserting the key-card
  - b. By inserting a key
  - c. By checking the document
  - d. By collecting the bags
  
16. "The hotel was a well-known four-star hotel." (paragraph 4). What does the synonym of the underlined word?
  - a. Famous
  - b. Clean
  - c. Luxurious
  - d. Conventional
  
17. How was the flight?
  - a. It was pleasant
  - b. It was funny
  - c. It was enjoyable
  - d. It was special

**Read text 4 to answer questions 18 - 23**

**An Excursion to the Botanic Gardens**

On Thursday, April 24th we went to the Botanic Gardens. We walked down and boarded the bus.

After we arrived at the gardens we walked down to the Education Centre. Grade Eight went to have a look around. First, we went to the First Farm and Mrs. James read us some of the information. Then, we looked at all the lovely plants. After that, we went down to a little spot in the Botanic Gardens and had morning tea.

Next, we did sketching and then we met back at the Education Centre with Grade Ninth to have lunch. Soon after it was time for us to go and make our terrarium while Grade Ninth went to have their walk.

A lady took us into a special room and introduced herself, then she explained what we were going to do. Next, she took us into a pyramid terrarium and another one. It was most interesting. Later we went back and made our terrariums.

Soon after we had finished we went back outside and met Grade Ninth. Then we reboarded the bus and returned to school.

(taken from: English Book 2 Junior High School)



18. How did they turn back to the school?
  - a. Walked down the street
  - b. By bus
  - c. On foot
  - d. Boarded the bus
19. What activity did not the writer and his friends do in the Botanic Gardens?
  - a. They had afternoon tea
  - b. They did sketching
  - c. They looked at all the lovely plants
  - d. They made our terrariums
20. What is the communicative purpose of the text above?
  - a. To describe a particular person, place or thing
  - b. To tell events for the purpose informing or entertaining
  - c. To tell how to make something
  - d. To amuse and to deal with fact in different ways
21. Who read some of the information in the Education Centre?
  - a. Their teacher
  - b. Mrs. James
  - c. A lady
  - d. Grade ninth
22. What is the main idea of paragraph 2?
  - a. The first activities at the Botanic Gardens
  - b. The activities in the Botanic Laboratory
  - c. The activities in the Education Center
  - d. The activities in the First Farm
23. “we went down to a little spot in the.....” (paragraph 2). The synonym of the underlined word is....
  - a. Area
  - b. Places
  - b. Dot
  - d. Room

**Read text 5 to answer questions 24 - 30**

### **My Personal Experience**

When I was in Junior High School, I was not very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me, science was very difficult. It was hard for me to remember the chemical processes, physics calculations and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The Inventor of Medicine.” I thought “OK, this is a start.” I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to

discover the treatments for a rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin. After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

(taken from: English in Focus for Grade Eight)

24. When did the story take place?
  - a. In the class
  - b. In the school
  - c. In the library
  - d. In the laboratory
25. What was the title of the book that the writer read?
  - a. The Inventor of Medicine
  - b. My personal experience
  - c. The Inventor of physic calculation
  - d. My Biology homework
26. What is the main idea of paragraph 3?
  - a. The writer read a book about Edward Jenner
  - b. The writer realised that science is useful for human kind
  - c. The writer discovered the treatment for a rabies and anthrax
  - d. The writer became a doctor
27. What happened to the writer after he read the book?
  - a. The writer realised that science is useful for human kind
  - b. The writer could help human kind
  - c. The writer became a doctor
  - d. The writer discovered books
28. "My teacher *grounded* me in...." (Paragraph 2). What is the similar meaning of the italic word?
  - a. Locked
  - b. Punished
  - c. ordered
  - d. placed
29. "It was *hard* to remember ..." (Paragraph 1). What is closest meaning of the italic word?
  - a. Difficult
  - b. Easy
  - c. Soft
  - d. Confusing
30. What is the type of the text above?
  - a. Narrative
  - b. Description
  - c. Report
  - d. Recount

## Appendix A.

### CYCLE II TEST

Choose the correct answer by crossing (X) a, b, c or d.

#### Read text 1 to answer numbers 1-6

##### **A Bad Morning**

It was a beautiful Sunday. As I am not an early bird by nature, I thought I would laze in bed for a while, but my mother told me to get up and not laze the day away.

My mother came out of the kitchen and furiously reprimanded me for my bad temper. Feeling unhappy, I went to the bathroom to brush my teeth. While brushing my teeth I was lamenting the unfortunate things that happened when, all of a sudden, the toothbrush broke into two.

What a bad morning! I hope I will never have such a bad luck again.

Taken from: the Bridge English Competence for SMP Grade Eight

1. What is the mainly discussed in the text?
  - a. The writer's beautiful Sunday
  - b. The writer's bad morning
  - c. The writer's toothbrush
  - d. The writer's experience
2. What happened to the writer's toothbrush?
  - a. It broke into two
  - b. It broke into three
  - c. It dropped
  - d. It was in a good condition
3. What did the writer's mother tell him to do?
  - a. To get up and not laze the day away
  - b. To get up and laze the day away
  - c. To not get up and laze the day away
  - d. To not get up and not laze the day away
4. "My mother came out of the kitchen and *furiously* reprimanded...." (paragraph 2). What is the closest meaning of the italic word?
  - a. Seriously
  - b. Happily
  - c. Angrily
  - d. fast

5. Which statement is NOT TRUE based on the text?
  - a. The writer went to the bathroom to brush my teeth.
  - b. The toothbrush broke into three
  - c. His mother told him to get up and not laze the day away
  - d. The writer felt unhappy
6. What is the structure of paragraph 3 in the text above?
  - a. Event
  - b. Orientation
  - c. Reorientation
  - d. General classification

**Read text 2 to answer numbers 7-11**

**My Trip To Bunaken**

Last year I left New Zealand for Bunaken island. I went there with a group of New Zealand divers. There were thirteen of us going together. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water. We were also told what we may and may not to do.

The, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we need a good guide. Without some knowledge of their habitat and behaviour, it would be difficult to identify them.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

Taken from: the Bridge English Competence for SMP Grade Eight

7. What is the structure of the text above?
  - a. Identification, description
  - b. Orientation, events, reorientation
  - c. Orientation, complication, resolution, evaluation, reorientation
  - d. General classification, description
8. When did the writer leave New Zealand?
  - a. A year ago
  - b. Last two years
  - c. Last month
  - d. Three years ago
9. What is the writer's opinion about the trip?
  - a. It was all amusing
  - b. It was so impressive
  - c. It was mostly enjoyable
  - d. It was so diifficult

10. What information did not the writer's get in a general briefing?
- How to take pictures under water
  - What we may do at Bunaken
  - What we may not to do at Bunaken
  - The description to see the fish under water
11. "In our diving, we saw groups of tiny fish." (paragraph 3). What does the underlined word mean?
- Huge
  - Very small
  - Little
  - Small

**Read text 3 to answer numbers 13-18**

One afternoon, Peter bought a small rubber ball in a sport shop. He bought it with his brother. It was yellow and orange. The salesman said it could bounce very well.

Peter decided to test the bounce in his rubber ball. He started playing with it. The salesman did not lie. The rubber ball could bounce very well. In fact, it bounces so well that it went onto the street. Peter ran quickly after it.

The driver saw Peter but he could not brake the car in time. The driver told him not to play on the road again. Peter was taken to the hospital. He had to be hospitalized for two days.

Peter was better now. He was still in shock though. He realized he should not play ball close to the street like that.

Taken from: the Bridge English Competence for SMP Grade Eight

12. What is the main idea of paragraph 3?
- Peter got an accident
  - Peter was taken to the hospital
  - The driver saw Peter
  - The car could not brake
13. Did the driver see Peter?
- Yes, he does
  - No, he doesn't
  - No, he didn't
  - Yes, he did
14. These are TRUE about the ball, *except*....
- It is made of rubber
  - It was orange and yellow
  - It could bounce well
  - It was in sport shop
15. "He had to be *hospitalized*...." (paragraph 3). What is the synonym of the italic word?

- a. Stay in the hospital
- b. Go to the hospital
- c. See the doctor in the hospital
- d. Take to the hospital

16. Where did the writer buy the ball?

- a. In a sport shop
- b. In the market
- c. In the hospital
- d. On the street

**Read text 4 to answer numbers 19-21**

### **Bush Dancing**

I stayed in Perth almost a month. It is clean and friendly city to stay in. Last weekend I was invited by Karen Bailey, from SIDE, School of Isolated and Distance Education, to go to a bush dance. I assumed that we would be transferred to some kind of forest with tall grass to do bush dancing. So I thought I would need clothing that can protect myself like a pair of boots to protect my feet, a long-sleeve top to protect me from mosquitoes and a hat of course. Since I didn't have them I just wore pants, a T-shirt and a pair of sandals. I arrived at the dance to see no forest at all! I entered the building where I saw some friends. There was lots of food and drink and a band. They looked like country musicians- cowboy hats, leather vests and big boots. We started chatting, eating and drinking.

An hour later the guitarist asked us to gather and make a big circle. There were series of dances. First, it was an easy one but it became more difficult and more fun. We basically had to move our arms, legs and head a lot. We jumped up and down a lot and also reversing and changing spots. The beat was slow at first but gradually it became faster and faster. We were not allowed to stop while the music was playing. So, you could imagine how we ended up breathless! Age doesn't matter. Children, teenagers and adults are all welcome. The only thing for sure is that you must possess strong stamina and be prepared because after dancing you will feel a painful calf! It was fun though. Bush dancing is really fun.

(taken from: English Book 2 Junior High School)

17. Which one is NOT TRUE about the Bush Dancing?

- a. It was difficult one but it became easier
- b. It was really fun
- c. The beat was slow at first but gradually it became faster
- d. We jumped up and down a lot

18. They are welcome to join the Bush Dancing, *except*...

- a. Adult
- b. Children
- c. Teenagers
- d. Baby

19. How did the band look like?
- a. They looked like country musicians
  - b. They looked like jazz musicians
  - c. They didn't wear cowboy hats
  - d. They wore leather vests and big sneakers
20. "We started *chatting*, eating and drinking." (Paragraph 1). What is the closest meaning of the italic word?
- a. Talking
  - b. Discussing
  - c. Joking
  - d. Telling
21. "The beat was slow at first but gradually..." (paragraph 2). The underlined word means...
- a. Progressively
  - b. Regressively
  - c. Annually
  - d. Manually
22. What is the communicative purpose of the text above?
- a. To describe a particular person, place or thing
  - b. To tell events for the purpose informing or entertaining
  - c. To tell how to make something
  - d. To amuse and to deal with fact in different ways
23. What is the main idea of paragraph 2?
- a. How the Bush Dancing was
  - b. They started to dance Bush Dancing
  - c. Children, teenagers and adults are all welcome in Bush Dancing
  - d. Bush Dancing is really fun

**Read text 5 to answer numbers 23-30**

**Postcard from Geoff in Sydney**

I went to Australia at the end of last year, mainly to visit my family but also to be in Sydney to celebrate the New Year. The activities started on the 31st of December. The city was cleared of all traffic in the afternoon so it became a pedestrian walkway so people could gather around the harbour. The first fireworks were at 9 o'clock. That's so families could

enjoy them and young children could see the fireworks. Then at 10 o'clock some big lanterns in the shape of fish and prawns, octopuses, squids were floated down Sydney Harbour. And then at 12 o'clock were the biggest fireworks to celebrate the New Millennium.

The fireworks were great. They started off with fireworks on the Harbour Bridge and then at different points around the Harbour. Different lots of fireworks were going off for about twenty minutes. So it was a spectacular sight. It was estimated that about a million people came into Sydney on that night.

There was quite an unusual finish. The word eternity was lit up across the Sydney Harbour Bridge. There was for many years a man used to go around Sydney writing the word "eternity" on footpaths that was associated with Sydney in forties and fifties. People thought it was a fitting way to end the millennium and to begin a new one by putting the word eternity across the Harbour Bridge.

(taken from: English Book 2 Junior High School)

24. What is the structure of paragraph 2 in the text above?
  - a. Description
  - b. Events
  - c. Orientation
  - d. Reorientation
  
25. What is the mainly discussed in the text above?
  - a. The New Year celebration in Sydney
  - b. The writer's experience in Sydney
  - c. The fireworks in Sydney Harbour
  - d. The New Millennium celebration
  
26. How many times could the writer see in that night?
 

a. Three times	c. Five times
b. Two times	d. Four times
  
27. "...the biggest fireworks to celebrate the New *Millenium*." (paragraph 1). Millennium has the same meaning with....
 

a. One thousand years	c. Fifty years
b. One hundred years	d. One billion years



28. "So it was a spectacular sight." (paragraph 2). What does the underlined word mean?
- a. Picture
  - b. Scenery
  - c. View
  - d. Fireworks
29. Why was the city cleared?
- a. So it became a pedestrian walkway
  - b. So people could not gather around the harbour
  - c. So young children could see the fireworks
  - d. So families could enjoy the fireworks
30. How many people were there in Sydney at that night?
- a. About two millions
  - b. About a million
  - c. About a hundred thousand
  - d. About a billion

**ANSWER KEY  
(PRE-CYCLE)**

<b>1.</b>	<b>C</b>
<b>2.</b>	<b>B</b>
<b>3.</b>	<b>A</b>
<b>4.</b>	<b>C</b>
<b>5.</b>	<b>B</b>
<b>6.</b>	<b>D</b>
<b>7.</b>	<b>A</b>
<b>8.</b>	<b>A</b>
<b>9.</b>	<b>A</b>
<b>10.</b>	<b>D</b>
<b>11.</b>	<b>A</b>
<b>12.</b>	<b>A</b>
<b>13.</b>	<b>D</b>
<b>14.</b>	<b>C</b>
<b>15.</b>	<b>B</b>

<b>16.</b>	<b>A</b>
<b>17.</b>	<b>D</b>
<b>18.</b>	<b>C</b>
<b>19.</b>	<b>D</b>
<b>20.</b>	<b>A</b>
<b>21.</b>	<b>C</b>
<b>22.</b>	<b>C</b>
<b>23.</b>	<b>B</b>
<b>24.</b>	<b>C</b>
<b>25.</b>	<b>A</b>
<b>26.</b>	<b>B</b>
<b>27.</b>	<b>C</b>
<b>28.</b>	<b>D</b>
<b>29.</b>	<b>A</b>
<b>30.</b>	<b>B</b>

**ANSWER KEY  
(CYCLE I)**

<b>1.</b>	<b>D</b>
<b>2.</b>	<b>B</b>
<b>3.</b>	<b>C</b>
<b>4.</b>	<b>A</b>
<b>5.</b>	<b>C</b>
<b>6.</b>	<b>C</b>
<b>7.</b>	<b>A</b>
<b>8.</b>	<b>B</b>
<b>9.</b>	<b>B</b>
<b>10.</b>	<b>B</b>
<b>11.</b>	<b>C</b>
<b>12.</b>	<b>B</b>
<b>13.</b>	<b>A</b>
<b>14.</b>	<b>D</b>
<b>15.</b>	<b>A</b>

<b>16.</b>	<b>A</b>
<b>17.</b>	<b>A</b>
<b>18.</b>	<b>B</b>
<b>19.</b>	<b>A</b>
<b>20.</b>	<b>B</b>
<b>21.</b>	<b>B</b>
<b>22.</b>	<b>A</b>
<b>23.</b>	<b>A</b>
<b>24.</b>	<b>C</b>
<b>25.</b>	<b>A</b>
<b>26.</b>	<b>B</b>
<b>27.</b>	<b>A</b>
<b>28.</b>	<b>B</b>
<b>29.</b>	<b>A</b>
<b>30.</b>	<b>D</b>

**ANSWER KEY  
(CYCLE II)**

<b>1.</b>	<b>D</b>
<b>2.</b>	<b>A</b>
<b>3.</b>	<b>A</b>
<b>4.</b>	<b>C</b>
<b>5.</b>	<b>B</b>
<b>6.</b>	<b>C</b>
<b>7.</b>	<b>B</b>
<b>8.</b>	<b>A</b>
<b>9.</b>	<b>C</b>
<b>10.</b>	<b>D</b>
<b>11.</b>	<b>B</b>
<b>12.</b>	<b>A</b>
<b>13.</b>	<b>D</b>
<b>14.</b>	<b>D</b>
<b>15.</b>	<b>A</b>

<b>16.</b>	<b>A</b>
<b>17.</b>	<b>A</b>
<b>18.</b>	<b>D</b>
<b>19.</b>	<b>A</b>
<b>20.</b>	<b>A</b>
<b>21.</b>	<b>A</b>
<b>22.</b>	<b>B</b>
<b>23.</b>	<b>A</b>
<b>24.</b>	<b>B</b>
<b>25.</b>	<b>B</b>
<b>26.</b>	<b>A</b>
<b>27.</b>	<b>A</b>
<b>28.</b>	<b>C</b>
<b>29.</b>	<b>A</b>
<b>30.</b>	<b>B</b>

Name :

Class :

### ANSWER SHEET Pre Test

Choose and cross (X) the correct answer on A, B, C, or D

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11.	a	b	c	d
12.	a	b	c	d
13.	a	b	c	d
14.	a	b	c	d
15.	a	b	c	d

16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d
26.	a	b	c	d
27.	a	b	c	d
28.	a	b	c	d
29.	a	b	c	d
30.	a	b	c	d

Name :

Class :

# **ANSWER SHEET** **Cycle 1**

Choose and cross (X) the correct answer on A, B, C, or D

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11.	a	b	c	d
12.	a	b	c	d
13.	a	b	c	d
14.	a	b	c	d
15.	a	b	c	d

16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d
26.	a	b	c	d
27.	a	b	c	d
28.	a	b	c	d
29.	a	b	c	d
30.	a	b	c	d

Name :

Class :

### ANSWER SHEET Cycle 2

Choose and cross (X) the correct answer on A, B, C, or D

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11.	a	b	c	d
12.	a	b	c	d
13.	a	b	c	d
14.	a	b	c	d
15.	a	b	c	d

16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d
26.	a	b	c	d
27.	a	b	c	d
28.	a	b	c	d
29.	a	b	c	d
30.	a	b	c	d

# *APPENDIX B*

## *LESSON PLANS*



## APPENDIX B

### The Course Grid of Reading Competence of Class VIIIA SMP Negeri 3 Salam Magelang in the First Semester of Academic Year of 2011/2012

#### Meeting 1

#### Standard of Competence

5. Comprehending meaning of the short functional and simple short essays in the form of descriptive and recount to interact with the environment.

Basic Competence	Indicator	Materials		Teaching Activities	Text	Media
		Grammatical Structures	Vocabulary			
5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest	Students are able to: 1) Discover the informations of recount text 2) Identify the retoric steps of recount.	<ul style="list-style-type: none"> <li>Simple past tense</li> </ul>	Couple, smelt, oily, disgusting, stencil, smell, unforgettable, scowling, bounced, excited, manure, splattered	a. Pre-activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Checking attendance</li> <li>Lead in</li> </ul> b. Main activities <ul style="list-style-type: none"> <li>Building Knowledge of the field (BKOF)</li> </ul> ✓ The teacher asks the students about something related the	Recount text: <i>The Nice Cafe, The Firecracker</i>	<ul style="list-style-type: none"> <li>Recount texts: The Nice Cafe, Firecracker</li> </ul>

surrounding, accurately, fluently and acceptably.				<p>learning materials</p> <p>✓ The teacher gives vocabularies related the learning materials</p> <ul style="list-style-type: none"> <li>• Modelling of Text (MOT) <ul style="list-style-type: none"> <li>✓ The teacher shows the recount text : The Nice Café.</li> <li>✓ The teacher asks the students read the text.</li> <li>✓ The teacher shows the generic structure, the grammar and gives the vocabulary.</li> <li>✓ The teacher gives the model of how to read the text.</li> <li>✓ The teacher asks the students read the text.</li> </ul> </li> <li>• Joint Construction of the Text (JCOT) <ul style="list-style-type: none"> <li>✓ The teacher gives a text (<i>Firecracker</i>), asks the students to read the text.</li> <li>✓ The students do the questions in</li> </ul> </li> </ul>		
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				<p>pairs or groups.</p> <ul style="list-style-type: none"> <li>✓ The teacher discusses it with the students.</li> <li>• Independent Construction of the Text (ICOT)</li> <li>✓ The teacher asks the students to answer the questions given individually on the worksheet (<i>A tour to Europe</i>)</li> </ul> <p>c. Post Activities</p> <ul style="list-style-type: none"> <li>• The teacher summarize the lesson</li> <li>• The teacher gives overview of materials for the next time</li> <li>• The teacher ends the teaching process</li> </ul>		
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### Meeting 2

#### Standard of Competence

5. Comprehending meaning of the short functional and simple short essays in the form of descriptive and recount to interact with the environment.

Basic Competence	Indicator	Materials		Teaching Activities	Text	Media
		Grammatical Structures	Vocabulary			
5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	Students are able to:  3) Discover the informations of recount text  4) Identify the retoric steps of recount.	<ul style="list-style-type: none"> <li>Simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>Dishes, sink, scrubber pretended, grotty, slipped, slid, worse, dishwasher, unforgettable, meeting, cruel, soaking, surprised.</li> </ul>	<p>a. Pre-activities</p> <ul style="list-style-type: none"> <li>Greeting</li> <li>Checking attendance</li> <li>Lead in</li> </ul> <p>c. Main activities</p> <ul style="list-style-type: none"> <li>Building Knowledge of the field (BKOF)</li> </ul> <p>✓ The teacher gives vocabularies related the learning materials</p> <ul style="list-style-type: none"> <li>Modelling of Text (MOT)</li> </ul> <p>✓ The teacher shows the recount text : Why me.</p> <p>✓ The teacher asks the students</p>	Recount text: <i>Why Me?, A Surprice Birthday</i>	<ul style="list-style-type: none"> <li>Recount Texts: Why Me? and A Birthday Surprice</li> </ul>

				<p>read the text.</p> <ul style="list-style-type: none"> <li>✓ The teacher shows the generic structure, the grammar and gives the vocabulary.</li> <li>✓ The teacher gives the model of how to read the text.</li> <li>✓ The teacher asks the students read the text.</li> </ul> <ul style="list-style-type: none"> <li>• Joint Construction of the Text (JCOT)</li> <li>✓ The teacher gives a text (<i>Surprised Birthday</i>), asks the students to read the text.</li> <li>✓ The students do the questions in pairs or groups.</li> <li>✓ The teacher discusses it with the students.</li> <li>• Independent Construction of the Text (ICOT)</li> <li>✓ The teacher asks the students to answer the questions given</li> </ul>		
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				<p>individually on the worksheet (<i>My Most Interesting Vacation</i>)</p> <p>c. Post Activities</p> <ul style="list-style-type: none"><li>• The teacher summarize the lesson</li><li>• The teacher gives overview</li><li>• of materials for the next time</li><li>• The teacher ends the teaching process</li></ul>		
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<b>Meeting 3</b> <b>Standard of Competence</b> 5. Comprehending meaning of the short functional and simple short essays in the form of descriptive and recount to interact with the environment.						
Basic Competence	Indicator	Materials		Teaching Activities	Text	Media
		Grammatical Structures	Vocabulary			
5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	Students are able to: 1) Discover the informations of recount text 2) Identify the retoric steps of recount.	<ul style="list-style-type: none"> <li>Simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>Lost, journey, arrived, hurry, clowd, landed, records, audition, examined, contestants , desperate, costume.</li> </ul>	<b>a. Pre-activities</b> <ul style="list-style-type: none"> <li>Greeting</li> <li>Checking attendance</li> <li>Lead in</li> </ul> <b>b. Main activities</b> <ul style="list-style-type: none"> <li>Building Knowledge of the field (BKOF)</li> <li>✓ The teacher gives vocabularies related the learning materials</li> <li>Modelling of Text (MOT)</li> </ul>	Recount texts: <i>My Holiday, Calendar Girl Audition</i>	<ul style="list-style-type: none"> <li>Recount Texts: My Holiday, Calendar Girl Audition</li> </ul>

				<ul style="list-style-type: none"> <li>✓ The teacher shows the recount text : My Holiday</li> <li>✓ The teacher asks the students read the text.</li> <li>✓ The teacher shows the generic structure, the grammar and gives the vocabulary.</li> <li>✓ The teacher gives the model of how to read the text.</li> <li>✓ The teacher asks the students read the text.</li> </ul> <ul style="list-style-type: none"> <li>• Joint Construction of the Text (JCOT)</li> <li>✓ The teacher gives a text (<i>Calender Girl Audition</i>), asks the students to read the text.</li> <li>✓ The students do the questions in pairs or groups.</li> <li>✓ The teacher discusses it with the students.</li> </ul>		
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				<ul style="list-style-type: none"> <li>• Independent Construction of the Text (ICOT)</li> <li>✓ The teacher asks the students to answer the questions given individually on the worksheet</li> </ul> <p><b>c. Post Activities</b></p> <ul style="list-style-type: none"> <li>• The teacher summarize the lesson</li> <li>• The teacher gives overview of materials for the next time</li> <li>• The teacher ends the teaching process.</li> </ul>		
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<b>Meeting 4</b> <b>Standard of Competence</b> 5. Comprehending meaning of the short functional and simple short essays in the form of descriptive and recount to interact with the environment.						
Basic Competence	Indicator	Materials		Teaching Activities	Text	Media
		Grammatical Structures	Vocabulary			
5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	Students are able to: 1). Discover the informations of recount text 2). Identify the retoric steps of recount.	<ul style="list-style-type: none"> <li>Simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>Caught, sneezing, advised, straight, briefly, recovered, childhood, backyard, sand bank, capitalizin g, tipped, slaughtered , huge.</li> </ul>	<b>a. Pre-activities</b> <ul style="list-style-type: none"> <li>Greeting</li> <li>Checking attendance</li> <li>Lead in</li> </ul> <b>b. Main activities</b> <ul style="list-style-type: none"> <li>Building Knowledge of the field (BKOF)</li> <li>✓ The teacher gives vocabularies related the learning materials</li> <li>Modelling of Text (MOT)</li> </ul>	Recount text: <i>After Caught in the Rain, The Big Rock</i>	<ul style="list-style-type: none"> <li>Recou nt text : <i>After Caught in the Rain, The Big rock</i></li> </ul>

				<ul style="list-style-type: none"> <li>✓ The teacher shows the recount text : After Caught In the Rain.</li> <li>✓ The teacher asks the students read the text.</li> <li>✓ The teacher shows the generic structure, the grammar and gives the vocabulary.</li> <li>✓ The teacher gives the model of how to read the text.</li> <li>✓ The teacher asks the students read the text.</li> <li>• Joint Construction of the Text (JCOT)</li> <li>✓ The teacher gives a text (The Big Rock), asks the students to read the text.</li> <li>✓ The students do the questions in pairs or groups.</li> <li>✓ The teacher discusses it with the students.</li> <li>✓</li> </ul>		
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				<ul style="list-style-type: none"><li>• Independent Construction of the Text (ICOT)</li><li>✓ The teacher asks the students to answer the questions given individually on the worksheet</li></ul> <p>c. <b>Post Activities</b></p> <ul style="list-style-type: none"><li>• The teacher summarize the lesson</li><li>• The teacher gives overview of materials for the next time</li><li>• The teaching process ends</li></ul>		
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Meeting 5							
Standard of Competence							
5. Comprehending meaning of the short functional and simple short essays in the form of descriptive and recount to interact with the environment.							
Basic Competence	Indicator	Materials		Teaching Activities	Text	Media	
		Grammatical Structures	Vocabulary				
5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	Students are able to: 1). Discover the informations of recount text 2). Identify the retoric steps of recount.	• Simple past tense	• Ground, blew, disorder, thundering, intesified, shortcut, headed, swore, spot, shelter, spear, stuck	a. Pre-activities  •Greeting  •Checking attendance  •Lead in  b. Main activities  •Building Knowledge of the field (BKOF)  ✓ The teacher gives vocabularies related the learning materials  •Modelling of Text (MOT)  ✓ The teacher shows the recount	Recount text: <i>The Unlucky Camping, The Richest Mountain</i>	• Recou nt text : <i>The Unluck y Campi ng, The Big rock</i>	

				<p>text : The Unlucky Camping</p> <ul style="list-style-type: none"> <li>✓ The teacher asks the students read the text.</li> <li>✓ The teacher shows the generic structure, the grammar and gives the vocabulary.</li> <li>✓ The teacher gives the model of how to read the text.</li> <li>✓ The teacher asks the students read the text.</li> </ul> <ul style="list-style-type: none"> <li>• Joint Construction of the Text (JCOT)</li> <li>✓ The teacher gives a text (<i>The Richest Mountain</i>), asks the students to read the text.</li> <li>✓ The students do the questions in pairs or groups.</li> <li>✓ The teacher discusses it with the students.</li> </ul>		
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				<ul style="list-style-type: none"> <li>• Independent Construction of the Text (ICOT)               <ul style="list-style-type: none"> <li>✓ The teacher asks the students to answer the questions given individually on the worksheet (<i>Visiting Bali</i>)</li> </ul> </li> <li>c. Post Activities               <ul style="list-style-type: none"> <li>• The teacher summarize the lesson</li> <li>• The teacher gives overview of materials for the next time</li> <li>• The teacher ends the teaching process</li> </ul> </li> </ul>		
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Meeting 6							
Standard of Competence							
5. Comprehending meaning of the short functional and simple short essays in the form of descriptive and recount to interact with the environment.							
Basic Competence	Indicator	Materials		Teaching Activities	Text	Media	
		Grammatical Structures	Vocabulary				
5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	Students are able to: 1). Discover the informations of recount text 2). Identify the retoric steps of recount.	<ul style="list-style-type: none"><li>Simple past tense</li></ul>	<ul style="list-style-type: none"><li>Unique, tasty, view, surprised, price, waterworld , learnt, unforgettable.</li></ul>	<b>a. Pre-activities</b> <ul style="list-style-type: none"><li>Greeting</li><li>Checking attendance</li><li>Lead in</li></ul> <b>b. Main activities</b> <ul style="list-style-type: none"><li>Building Knowledge of the field (BKOF)<ul style="list-style-type: none"><li>✓ The teacher gives vocabularies related the learning materials</li></ul></li><li>Modelling of Text (MOT)<ul style="list-style-type: none"><li>✓ The teacher shows the recount</li></ul></li></ul>	Recount text: <i>The Best Costume, In Singapore and Malaysia</i>	<ul style="list-style-type: none"><li>Recount text : <i>The Best Costume, The Big rock</i></li></ul>	



				<p>text : The Best Costume.</p> <ul style="list-style-type: none"> <li>✓ The teacher asks the students read the text.</li> <li>✓ The teacher shows the generic structure, the grammar and gives the vocabulary.</li> <li>✓ The teacher gives the model of how to read the text.</li> <li>✓ The teacher asks the students read the text.</li> </ul> <ul style="list-style-type: none"> <li>• Joint Construction of the Text (JCOT)</li> <li>✓ The teacher gives a text (In Singapore and Malaysia), asks the students to read the text.</li> <li>✓ The students do the questions in pairs or groups.</li> <li>✓ The teacher discusses it with the students.</li> </ul>		
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				<ul style="list-style-type: none"><li>• Independent Construction of the Text (ICOT)<ul style="list-style-type: none"><li>✓ The teacher asks the students to answer the question individually on the worksheet (<i>Vacation to London</i>)</li></ul></li></ul> <p><b>c. Post Activities</b></p> <ul style="list-style-type: none"><li>• The teacher summarize the lesson</li><li>• The teacher gives overview of materials for the next time</li></ul>		
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Meeting 7							
Standard of Competence							
5. Comprehending meaning of the short functional and simple short essays in the form of descriptive and recount to interact with the environment.							
Basic Competence	Indicator	Materials		Teaching Activities	Text	Media	
		Grammatical Structures	Vocabulary				
5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	Students are able to: 1). Discover the informations of recount text 2). Identify the retoric steps of recount.	<ul style="list-style-type: none"><li>Simple past tense</li></ul>	<ul style="list-style-type: none"><li>Unique, tasty, view, surprised, price, waterworld , learnt, unforgettable.</li></ul>	<b>a. Pre-activities</b> <ul style="list-style-type: none"><li>Greeting</li><li>Checking attendance</li><li>Lead in</li></ul> <b>b. Main activities</b> <ul style="list-style-type: none"><li>Building Knowledge of the field (BKOF)</li></ul> ✓ The teacher gives vocabularies related the learning materials <ul style="list-style-type: none"><li>Modelling of Text (MOT)</li></ul> ✓ The teacher shows the recount	Recount text: <i>Ready to School, An Excursion to the Botanic Gardens</i>	<ul style="list-style-type: none"><li>Recount text : <i>Ready to School, An Excursion to the Botanic Gardens</i></li></ul>	

				<p>text : Ready To School</p> <ul style="list-style-type: none"> <li>✓ The teacher asks the students read the text.</li> <li>✓ The teacher shows the generic structure, the grammar and gives the vocabulary.</li> <li>✓ The teacher gives the model of how to read the text.</li> <li>✓ The teacher asks the students read the text.</li> </ul> <ul style="list-style-type: none"> <li>• Joint Construction of the Text (JCOT)</li> <li>✓ The teacher gives a text (<i>An Excursion To The Botanic</i>), asks the students to read the text.</li> <li>✓ The students do the questions in pairs or groups.</li> <li>✓ The teacher discusses it with the students.</li> </ul>		
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				<ul style="list-style-type: none"> <li>• Independent Construction of the Text (ICOT)  ✓ The teacher asks the students to answer the questions given individually on the worksheet (<i>My Personal Experience</i>)</li> </ul> <p><b>c. Post Activities</b></p> <ul style="list-style-type: none"> <li>• The teacher summarize the lesson</li> <li>• The teacher gives overview of materials for the next time</li> <li>• The teacher ends the teaching process</li> </ul>		
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## LESSON PLAN 1

Name of school : SMP Negeri 3 Salam

Subject : English

Grade / Semester : VIII / I

Type of Text : Recount

Topic : Travelling

Skill : Reading

Time : 2 X 40 minutes

Standard of Competence : 5. Reading

Comprehending the meaning of functional text and simple short essay in the form of descriptive and recount to interact with the environment.

Basic Competence : 5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

Indicators : Students are able to:

- a. Discovering about informations of recount text
- b. Identifying the retoric steps of recount.

1. Teaching Objectives : At the end of learning, students are able to :

- a. Discover about informations of recount text
- b. Identify the retoric steps of recount

2. Teaching Materials:

- a. Short essay: *The Nice Cafe*, *The Firecracker* (enclosed)
- b. Vocabulary : Couple, smelt, oily, disgusting, stencil, smell, unforgettable, scowling, bounced, excited, manure, splattered

3. Learning strategies: Text Based Approach / Three Phase technique ( Pre-activities, Main Activities and Post Activities)

4. Teaching Learning Activities

- a. Pre-activities
    - Greeting
    - Checking attendance
    - Lead in
  - b. Main activities
    - Building Knowledge of the field (BKOF)
      - ✓ The teacher asks the students about something related the learning materials
      - ✓ The teacher gives vocabularies related the learning materials
    - Modelling of Text (MOT)
      - ✓ The teacher shows the recount text : *The Nice Cafe*
      - ✓ The teacher asks the students to identify retoric steps of the recount text
    - Joint Construction of the Text (JCOT)
      - ✓ The teacher gives a task and asks (*Firecracker*)the students to do it in pairs
      - ✓ The teacher discusses it with the students
    - Independent Construction of the Text (ICOT)
      - ✓ The teacher asks the students to answer the questions given individually on the worksheet (*A tour to Europe*)
  - c. Post Activities
    - The teacher summarize the lesson
    - The teacher gives overview of materials for the next time
    - The teacher ends the teaching process
5. Sources
- a. Abdul, Fuad Hamid, Prof. Ph. D. 2011. *Pendekatan Genre Based dalam pendekatan Bahasa Inggris: Petunjuk untuk Guru*, Perpustakaan Nasional.
  - b. Zaida, N. 2009. *Practice Your English Competence for SMP/MTs Class VIII*. Erlangga.
6. Assessment
- a. Technique : Written Test: *A tour to Europe*
  - b. Form : essay
  - c. Instrument : Answer these questions based on the text.

Read the the following text carefully ! ( *MOT Materials* )

Title	My The Nice Cafe
Orientation	A couple of weeks ago I went to a nice cafe in Eltham. It was called Volumes.
Series of events	When I walked through the door I could smell coffee toast and pasta. It smelt delicious. I got spring rolls with salad. The spring rolls felt oily, but tasted nice. The salad tasted sour and disgusting. My brother got chips and fish. The fish looked gross but the chips were nice. In the cafe they have a mini book shop. I got a horse stencil book. My brother Liam got a pen with light on the end.
Reorientation	I really like the cafe, then I had to leave the smell.

(Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*)

Note :

The text is a recount text in written form. A recount text tells us about past events. It could be someone's experiences, someone's life in the past, the history of something, etc. The main feature of a recount text is the use of the simple past tense.

What is the generic structure of a written recount ?

- A first paragraph that gives background information about who, what, where, and when ---- called an orientation (perkenalan)
- A series of paragraph that retell the events in order in which the happened ---- called sequence of events (serangkaian peristiwa)
- A concluding paragraph (not always necessary) ---- called re-orientation (komentar pribadi atau pengenalan ulang)



*Answer the questions below based on the modeling text above ! ( JCOT Materials )*

1. What is the text about ?
2. What is the generic structure of paragraph 2?
3. What is the main idea of the second paragraph 1?
4. What is the similar meaning of “ chips“ ?
5. When did the writer go to the cafe ?

*READ THE FOLLOWING TEXT, THEN ANSWER THE QUESTIONS !(ICOT Materials )*

### **FIRECRACKER**

When I was a kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, Bono and his friends were playing in the field. One of Bono’s friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can bounced up in the air. Bono’s friends were all impressed and Bono got very excited. He wanted to impress his friends, too.

Not far from here, Bono saw a big piece of cow manure. He put a firecracker on it, which made the manure look like a birthday cake. When the firecracker exploded, the cow manure was splattered all around. When he turns around, his friends laughed at him so hard that he cried: the cow manure was all over his face!

(Taken from: *Practice Your English Competence* by Nur Zaida)

#### **QUESTIONS:**

1. What is the mainly discussed in the text above?
2. What does the underlined word in the second paragraph mean?
3. Where did Bono see a big piece of cow manure?
4. What was the empty biscuit for?
5. Why did his friends laugh at him?

Read the the following text carefully ! ( *ICOT Materials* )

Title	A tour to Europe
Orientation	<p>Mr. and Mrs. Charly were on a tour to Europe. They were traveling on a guided tour to five countries. They were going to travel through the Netherlands, Belgium, Germany, Switzerland and France for two weeks. The guide for the tour was a Swiss. On the first day of the travel the guide told them to check their passports, their traveler cheques and ther foreign cash. He told them to keep them safely.</p>
Series of events	<p>They traveled in a comfortable coach with a toilet, music and video. The guide stopped the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.</p>
Reorientation	<p>On the way, they stopped at small restaurants to have lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two-weeks tour.</p>

QUESTIONS :

1. What does the text tell about ?
2. How long did Mr. and Mrs. Charly get travelling ?
3. What did the guide do on the first day ?
4. Where did they buy many souvenirs for their friends ?
5. How did they feel after travelling to Europe ?

## LESSON PLAN 2

Name of school : SMP Negeri 3 Salam

Subject : English

Grade / Semester : VIII / I

Type of Text : Recount

Topic : Personal Experience

Skill : Reading

Time : 2 X 40 minutes

Standard of Competence : 5. Reading

Comprehending the meaning of functional text and simple short essay in the form of descriptive and recount to interact with the environment.

Basic Competence : 5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

Indicators : Students are able to:

- a. Discovering about informations of recount text
- b. Identifying the retoric steps of recount.

1. Teaching Objectives : At the end of learning, students are able to :

- a. Discover about informations of recount text
- b. Identify the retoric steps of recount

2. Teaching Materials:

- a. Short essay: *Why Me?, A Surprice Birthday*(enclosed)
- b. Vocabulary : Dishes, sink, scrubber pretended, grotty, slipped, slid, worse, dishwasher, unforgettable, meeting, cruel, soaking, surprised.

3. Learning strategies: Text Based Approach / Three Phase technique ( Pre-activities, Main Activities and Post Activities)

4. Teaching Learning Activities

- a. Pre-activities

- Greeting
  - Checking attendance
  - Lead in
- b. Main activities
- Building Knowledge of the field (BKOF)
    - ✓ The teacher asks the students about something related the learning materials
    - ✓ The teacher gives vocabularies related the learning materials
  - Modelling of Text (MOT)
    - ✓ The teacher shows the recount text : *Why Me?*,
    - ✓ The teacher asks the students to identify retoric steps of the recount text
  - Joint Construction of the Text (JCOT)
    - ✓ The teacher gives a task (*A Surprice Birthday*) and asks the students to do it in pairs
    - ✓ The teacher discusses it with the students
  - Independent Construction of the Text (ICOT)
    - ✓ The teacher asks the students to answer the questions given individually on the worksheet (*My Most Interesting Vacation*)
- c. Post Activities
- The teacher summarize the lesson
  - The teacher gives overview of materials for the next time
  - The teacher ends the teaching process
5. Sources
- a. Abdul, Fuad Hamid, Prof. Ph. D. 2011. *Pendekatan Genre Based dalam pendekatan Bahasa Inggris: Petunjuk untuk Guru*, Perpustakaan Nasional.
  - b. Zaida, N. 2009. *Practice Your English Competence for SMP/MTs Class VIII*. Erlangga.
6. Assessment
- a. Technique : Written Test: *My Most Interesting Vacation*
  - b. Form : Essay
  - c. Insrument : Answer these questions based on the text

Read the the following text carefully ! ( *MOT Materials* )

Title	<b>Why Me?</b>
Orientation	Why me? Every night at 6.45, I, me, myself have to do the dishes. What a job.
Series of events	<p>I got the detergent and turned the tap on, got the scrubber and started away. My brother didn't help – he just pretended to do homework, when really he was reading a comic.</p> <p>I hated those dishes. They were dirty, grotty things that slipped and slid in the water. I hated having that wet mashed potato in the middle of my fingers. To make it worse, I had to miss my favorite TV show because of the dishes.</p>
Reorientation	Next year resolution is to buy a dishwasher!

(Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*)

**Note :**

The text is a recount text in written form. A recount text tells us about past events. It could be someone's experiences, someone's life in the past, the history of something, etc. The main feature of a recount text is the use of the simple past tense.

What is the generic structure of a written recount ?

- A first paragraph that gives background information about who, what, where, and when ---- called an orientation (perkenalan)
- A series of paragraph that retell the events in order in which the happened ---- called sequence of events (serangkaian peristiwa)
- A concluding paragraph (not always necessary) ---- called re-orientation (komentar pribadi atau pengenalan ulang)

*Answer the questions below based on the modeling text above !*

1. What is the text about ?
2. What is the generic structure of paragraph 2?
3. What is the main idea of the second paragraph 3?
4. What is the similar meaning of “ grotty“ ?
5. What did make it worse?

**READ THE FOLLOWING TEXT, THEN ANSWER THE QUESTIONS ! (JCOT Materials )**

### **A Birthday Surprise**

I had one unforgettable experience. It happened when I was in high school. One day, I was called for a meeting. All teachers and my friends were scowling at me. The teachers even punished me and asked me to stand on a chair with my eyes closed in the middle of the school yard. I had no idea why they were being so cruel to me. I was so sad that I couldn't help crying.

Suddenly, I heard my teachers and friends sang “Happy Birthday”. After that, they showered me with water until I was soaking wet. Next, they took me to my class. My classmates congratulated me and gave me presents. I was surprised.

(Taken from: *Practice Your English Competence* by Nur Zaida)

**QUESTIONS:**

1. What is the mainly discussed in the text above?
  2. What does the underlined word in the first paragraph mean?
  3. When did the writer's unforgettable experience happen?
  4. What did the writer's teacher ask to?
  5. How was the writer's feeling?
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Read the the following text carefully ! ( *ICOT Materials* )

Title	My Most Interesting Vacation
Orientation	My most interesting vacation was a travel to Bali. I went there last academic holiday with my parents, sister and uncle. We went to Bali by car. Do you know who drove the car ?
Series of events	<p>We left Solo for Bali at 5.00 p.m. My uncle , Mr. Bob drove the car quickly but carefully. However, my father, Mr. Colin drove the car when my uncle felt tired. We arrived in Ketapang harbour, Banyuwangi at 5.00 a.m. Then we crossed the Bali strait for about a half hour to Gilimanuk harbour in Bali.</p> <p>My father took us to a hotel first. We had to take a rest before doing the other activities. We slept in Sanur Bali Beach Hotel. It was a place where we transited before going anywhere</p>
Reorientation	<p>Traveling in Balli for a week, we thought not enough. We could only visit several places like Sanur beach, Kuta beach, Besakih temple, Sukowati traditional art market, Tanah Lot temple, Bedugul lake and so on.</p> <p>Really, spending holiday in Bali was very tiring, but it was very satisfying.</p>

Questions :

1. Who did the writer go to Bali with ?
2. How did they go to Bali /
3. Who drove the car ?
4. What did they think about traveling in Bali for a week ?
5. What places did they visit ?
6. Where did they stay ?
7. How did they feel after spending holiday in Bali

### LESSON PLAN 3

Name of school : SMP Negeri 3 Salam

Subject : English

Grade / Semester : VIII / I

Type of Text : Recount

Topic : Personal Experience

Skill : Reading

Time : 2 X 40 minutes

Standard of Competence : 5. Reading

Comprehending the meaning of functional text and simple short essay in the form of descriptive and recount to interact with the environment.

Basic Competence : 5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

Indicators : Students are able to:

- a. Discovering about informations of recount text
- b. Identifying the retoric steps of recount.

1. Teaching Objectives : At the end of learning, students are able to :

- a. Discover about informations of recount text
- b. Identify the retoric steps of recount

2. Teaching Materials:

- a. Short essay: *My Holiday, Calendar Girl Audition*(enclosed)
- b. Vocabulary : Lost, journey, arrived, hurry, clowd, landed, records, audition, examined, contestants, desperate, costume.

3. Learning strategies: Text Based Approach / Three Phase technique ( Pre-activities, Main Activities and Post Activities)

4. Teaching Learning Activities

- a. Pre-activities



- Greeting
  - Checking attendance
  - Lead in
- b. Main activities
- Building Knowledge of the field (BKOF)
    - ✓ The teacher asks the students about something related the learning materials
    - ✓ The teacher gives vocabularies related the learning materials
  - Modelling of Text (MOT)
    - ✓ The teacher shows the recount text : *My Holiday*
    - ✓ The teacher asks the students to identify retoric steps of the recount text
  - Joint Construction of the Text (JCOT)
    - ✓ The teacher gives a task (*Calendar Girl Audition*) and asks the students to do it in pairs
    - ✓ The teacher discusses it with the students
  - Independent Construction of the Text (ICOT)
    - ✓ The teacher asks the students to answer the questions given individually on the worksheet
- c. Post Activities
- The teacher summarize the lesson
  - The teacher gives overview of materials for the next time
  - The teacher ends the teaching process
5. Sources
- a. Abdul, Fuad Hamid, Prof. Ph. D. 2011. *Pendekatan Genre Based dalam pendekatan Bahasa Inggris: Petunjuk untuk Guru*, Perpustakaan Nasional.
  - b. 2013. Pakar the English Workbook for Grade Eight. Aviva.
6. Assessment
- a. Technique : Written Test: Last Holiday Season
  - b. Form : Essay
  - c. Insrument : Answer these questions based on the text

Read the the following text carefully ! (*MOT Materials*)

Title	<b>My Holiday</b>
Orientation	In the last holiday, I went to Bangka with my family. When I knew we went to Bangka, I was very happy. Then I prepared my cloothes, playstation, souvenir and some books for studying. However, when I searched my cassette video game, I couldn't find it. I was gone.
Series of events	<p>My family and I went to Bangka at 05.30 am. However, we had to go to Soekarno-Hatta airport. The journey from Bandung to airport was about two hours. I was only slept.</p> <p>When we arrived at the airport at 8.30 am, my family bought five tickets to go too Bangka. And we went in hurry to the airport because the airplane would take off at 9.00.</p> <p>The journey from Jakarta to Pangkal Pinang was about 50 minutes. During the journey I saw the sea, clouds, many houses, many trees and little cars. When I landed, I was very happy.</p>
Reorientation	In Bangka, my cousins and I played Playstation 3 days 24 hours and went to the beach. The name of the beach is Pemali Beach. Iin the last day before I went home, my cousins and I slept 19 hours. I think that was my new record.

(Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*)

**Note :**

The text is a recount text in written form. A recount text tells us about past events. It could be someone's experiences, somone's life in the past, the history of something, etc. The main feature of a recount text is the use of the simple past tense.

What is the genearic structure of a written recount ?

- A first paragraph that gives background information about who, what, where, and when ---- called an orientation (perkenalan)
- A series of paragraph that retell the events in order in which the happened ---- called sequence of events (serangkaian peristiwa)

- c. A concluding paragraph (not always necessary) ---- called re-orientation (komentar pribadi atau pengenalan ulang)

*Answer the questions below based on the modeling text above !*

1. What is the text about?
2. What is the generic structure of paragraph 2?
3. What is the main idea of the second paragraph 3?
4. What is the similar meaning of “ journey“?
5. What did the writer see during the journey?

*READ THE FOLLOWING TEXT, THEN ANSWER THE QUESTIONS ! ( JCOT Materials )*

#### **Calendar Girl Audition**

A year ago, my friend and I joined calendar girl audition in a radio station outside our town. We heard about this audition from our neighbor a week before.

At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took 2 hours to get there.

When we arrived, we saw many people who also joined the contest. After we examined more carefully. We realized that all the contestants wore red and white costumes. Then, we asked the commite why the contestants wore in red and white. The contest meanwhile, my friend and I wore the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we could not join the audition. After that we went home sadly.

(taken from: Pakar the English Workbook for Grade Eight).

**QUESTIONS:**

1. What is the mainly discussed in the text above?
  2. What does the underlined word in the first paragraph mean?
  3. When did the writer join the audition?
  4. Why did all contestants wear red and white costumes?
  5. Did the writer wear the wrong costume?
-

Read the the following text carefully ! (*ICOT Material*)

Title	Last Holiday Season
Orientation	Last holiday season many people traveled away from home for a vacation during the year. The accommodation like airports, railway stations, roads, restaurants, gas stations, hotels and motels were most crowded during June, July and August. Families with youths took their holidays during these months.
Series of events	Travelers needed meals, places to sleep and another service on their trip. A new industry had grown up to provide these facilities. Hotels, motels, and restaurants got millions of dollars through tourism, the business of serving travelers.
Reorientation	<p>People travelled to <u>distant</u> places event abroad after reading about them in travel magazines. When people travelled, they bought for souvenirs, or things to remind them of their trip. They also took photographs of the places they visited. Shopkeepers got brisk business wherever travelers visited.</p>

#### QUESTIONS :

1. Why were the tourism facilities most crowded during June, July and August ?
2. Mention three transportatio facilities in paragraph one ?
3. What did travelers need during their trip ?
4. What did the travelers buy to remind them of their trip ?
5. Mention two kinds of place to sleep in the text ?
6. What is the synonym :
  - holiday
  - travel
  - souvenir

### LESSON PLAN 4

Name of school : SMP Negeri 3 Salam

Subject : English

Grade / Semester : VIII / I

Type of Text : Recount

Topic : Personal Experience

Skill : Reading

Time : 2 X 40 minutes

Standard of Competence : 5. Reading

Comprehending the meaning of functional text and simple short essay in the form of descriptive and recount to interact with the environment.

Basic Competence : 5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

Indicators : Students are able to:

- a. Discovering about informations of recount text
- b. Identifying the retoric steps of recount.

1. Teaching Objectives : At the end of learning, students are able to :

- a. Discover about informations of recount text
- b. Identify the retoric steps of recount

2. Teaching Materials:

- a. Short essay: *After Caught in the Rain, The Big Rock*(enclosed)
- b. Vocabulary : Caught, sneezing, advised, straight, briefly, recovered, childhood, backyard, sand bank, capitalizing, tipped, slaughtered, huge.

3. Learning strategies : Text Based Approach / Three Phase technique ( Pre-activities, Main Activities and Post Activities)

4. Teaching Learning Activities

- a. Pre-activities

- Greeting
  - Checking attendance
  - Lead in
- b. Main activities
- Building Knowledge of the field (BKOF)
    - ✓ The teacher asks the students about something related the learning materials
    - ✓ The teacher gives vocabularies related the learning materials
  - Modelling of Text (MOT)
    - ✓ The teacher shows the recount text : *After Caught in the Rain*
    - ✓ The teacher asks the students to identify retoric steps of the recount text
  - Joint Construction of the Text (JCOT)
    - ✓ The teacher gives a task (*The Big Rock*) and asks the students to do it in pairs
    - ✓ The teacher discusses it with the students
  - Independent Construction of the Text (ICOT)
    - ✓ The teacher asks the students to answer the questions given individually on the worksheet
- c. Post Activities
- The teacher summarize the lesson
  - The teacher gives overview of materials for the next time
  - The teacher ends the teaching process
5. Sources
- a. Wardiman, Artono. 2008. *English in Focus 2 for Grade Eight Junior High School*, Departemen Pendidikan Nasional.
  - b. Kistono, Drs. MA. 2012. *The Bridge: English Competence for SMP Grade Eight*. Perpustakaan Nasional.
6. Assessment
- a. Technique : Written Test: My Last Holiday
  - b. Form : Essay
  - c. Insrument : Answer these questions based on the text

Read the the following text carefully ! (*MOT Materials*)

Title	<b>After Caught in the Rain</b>
Orientation	One day, Jane was caught in the rain. When she reached home she started sneezing. Soon, Jane was down with cold.
Series of events	<p>The next morning, Jane's mother took her to the doctor. The doctor said that Jane had flu and he gave her some medicine. He also advised Jane to drink more water and take a good rest.</p> <p>When Jane reached home, she went <u>straight</u> to bed. She slept till lunch time. Her mother carried her meal to her bedroom. She also brought Jane her medicine. After eating, Jane went back to sleep.</p> <p>When Jane woke up for dinner, she felt much better. Her best friend called to find out how she was. She also told Jane briefly what the teacher had taught that day.</p>
Reorientation	The next day, Jane had recovered. She missed her friends and was glad to go back to school.

(taken from: The Bridge English Competence for SMP Grade Eight)

**Note :**

The text is a recount text in written form. A recount text tells us about past events. It could be someone's experiences, someone's life in the past, the history of something, etc. The main feature of a recount text is the use of the simple past tense.

What is the generic structure of a written recount ?

- a. A first paragraph that gives background information about who, what, where, and when ---- called an orientation (perkenalan)
- b. A series of paragraph that retell the events in order in which the happened ---- called sequence of events (serangkaian peristiwa)
- c. A concluding paragraph (not always necessary) ---- called re-orientation (komentar pribadi atau pengenalan ulang)

*Answer the questions below based on the modeling text above ! (MOT Materials)*

1. What is the text about?
2. What is the generic structure of paragraph 2?
3. What is the main idea of the second paragraph 3?
4. What is the similar meaning of “ straight“?
5. Why did Jane start sneezing?

*READ THE FOLLOWING TEXT, THEN ANSWER THE QUESTIONS ! (JCOT Materials )*

### **The Big Rock**

One of my favorite childhood memories happened just down my street. When I was about 8, my sister and I went down to our's friend Catherine's house to play. Our friend Kristen was there too.

Catherine said that if you followed the stream in her backyard, you would eventually get to the big rock.

So we walked and walked and walked, following the stream in the forest, on a cloudy August day. It must have taken us half an hour. I said “Kathy, where is the thing?!” Then I turned the corner and saw one of the most beautiful places I have ever seen. I was standing on a sand bank and across from me there was a big, big hollow tree. Underneath it the water seemed to extend forever. There were tons of fish jumping around inside the aclove. The sun suddenly came out and the leaves on the trees glowed a bright green. I saw a frog hop on the sand.

Then I turn ahead. There it was. A big rock. No, wait. The big rock. This thing was so big it needed capitalizing.

I climbed up the back of it. My nose and eyes tipped over the side of the rock, gazing down at the water which must have been 10 feet below me (HEY, that's pretty high when you're 8!) From then on I loved to play there.

Then one day I discovered a “computer” and a huge of pile of homework waiting for me. Recently I went back to the rock by myself. I saw a slaughtered forest. Someone's Mc. Mansion was getting built right to the Rock Himself. Logs were strewn across the “forest” floor. In the tree's place there was the foundation for a 4 car garage, just waiting for the 4 ugly SUV to fill it. There were no



more glowing leaves, and the stream was mucky and silty.

But Big Rock was still there. And I knew it would always be there, waiting for some other child to discover it and love it for the beautiful chunk of granite that it is.

(taken from: English Book 2 Junior High School)

#### QUESTIONS:

1. What is the mainly discussed in the text above?
2. What does the underlined word in the sixth paragraph mean?
3. Where were a tons of fish jumping?
4. What is the closest meaning of “slaughtered”?
5. How could the writer find the Big Rock?

Read the the following text carefully ! (*ICOT Material*)

Title	A Trip to Tawangmangu
Orientation	Desmond and his friends went camping to Tawangmangu last Monday. They spent there only for three days because they had another activities.
Series of events	They left for Tawangmangu at 6 a.m and got there at 7 o'clock. Desmond's father drove the car carefully. After they arrived at campsite, they set up the tents first. Then they had their breakfast. They took a rest on the carpet under big trees. One played a guitar and the others sang the songs. At night they made a campfire and discussed their school materials or talked about the serious problem. They discussed their future, academic achievement, and so on.
Reorientation	According to them, this camping activity was exciting and challenging. They felt tired but they were happy. They wanted to do it again in the

	next change.
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Note :

The text is a recount text in written form. A recount text tells us about past events. It could be someone's experiences, someone's life in the past, the history of something, etc. The main feature of a recount text is the use of the simple past tense.

A recount text has certain elements as follows

- a. A first paragraph that gives background information about who, what, where, and when ---- called an orientation (perkenalan)
- b. A series of paragraph that retell the events in order in which the happened ---- called sequence of events (serangkaian peristiwa)
- c. A concluding paragraph (not always necessary) ---- called re-orientation (komentar pribadi atau pengenalan ulang)

### LESSON PLAN 5

Name of school : SMP Negeri 3 Salam

Subject : English

Grade / Semester : VIII / I

Type of Text : Recount

Topic : Personal Experience

Skill : Reading

Time : 2 X 40 minutes

Standard of Competence : 5. Reading

Comprehending the meaning of functional text and simple short essay in the form of descriptive and recount to interact with the environment.

Basic Competence : 5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

Indicators : Students are able to:

- a. Discovering about informations of recount text
- b. Identifying the retoric steps of recount.

1. Teaching Objectives : At the end of learning, students are able to :

- a. Discover about informations of recount text
- b. Identify the retoric steps of recount

2. Teaching Materials:

- a. Short essay: *The Unlucky Camping, The Richest Mountain*(enclosed)
- b. Vocabulary : Ground, blew, disorder, thundering, intesified, shortcut, headed, swore, spot, shelter, spear, stuck

3. Learning strategies : Text Based Approach / Three Phase technique ( Pre-activities, Main Activities and Post Activities)

4. Teaching Learning Activities

- a. Pre-activities

- Greeting
  - Checking attendance
  - Lead in
- b. Main activities
- Building Knowledge of the field (BKOF)
    - ✓ The teacher asks the students about something related the learning materials
    - ✓ The teacher gives vocabularies related the learning materials
  - Modelling of Text (MOT)
    - ✓ The teacher shows the recount text : *The Unlucky Camping*
    - ✓ The teacher asks the students to identify retoric steps of the recount text
  - Joint Construction of the Text (JCOT)
    - ✓ The teacher gives a task (*The Richest Mountain*) and asks the students to do it in pairs
    - ✓ The teacher discusses it with the students
  - Independent Construction of the Text (ICOT)
    - ✓ The teacher asks the students to answer the questions given individually on the worksheet (*Visiting Bali*)
- c. Post Activities
- The teacher summarize the lesson
  - The teacher gives overview of materials for the next time
  - The teacher ends the teaching process
5. Sources
- a. Abdul, Fuad Hamid, Prof. Ph. D. 2011. *Pendekatan Genre Based dalam pendekatan Bahasa Inggris: Petunjuk untuk Guru*, Perpustakaan Nasional.
  - b. Kistono, Drs. MA. 2012. *The Bridge: English Competence for SMP Grade Eight*. Perpustakaan Nasional.
6. Assessment
- a. Technique : Written Test: *Visiting Bali*
  - b. Form : Essay
  - c. Insrument : Answer these questions based on the text

Read the the following text carefully ! (*MOT Materials*)

Title	<b>The Unlucky Camping</b>
Orientation	It was the beginning of wet season, but the weather was fine in the morning. My classmates and I went camping to the camping ground.
Series of events	We set up our tent in the middle of a field near a small river. As soon as this was done, we cooked a meal over an open fire. Everything was alright in the afternoon. But at night while we were singing songs by the campfire a strong wind blew. It brought disorder to our tent. We could not sleep because it was thundering and raining heavily. Lighting intensified the downpours. Soon the surrounding areas became flooded.
Reorientation	We all panicked.

(taken from: The Bridge English Competence for SMP Grade Eight)

Note :

The text is a recount text in written form. A recount text tells us about past events. It could be someone's experiences, someone's life in the past, the history of something, etc. The main feature of a recount text is the use of the simple past tense.

What is the generic structure of a written recount ?

- A first paragraph that gives background information about who, what, where, and when ---- called an orientation (perkenalan)
- A series of paragraph that retell the events in order in which the happened ---- called sequence of events (serangkaian peristiwa)
- A concluding paragraph (not always necessary) ---- called re-orientation (komentar pribadi atau pengenalan ulang)

*Answer the questions below based on the modeling text above ! (MOT Materials)*

1. What is the text about?
2. What is the generic structure of paragraph 3?
3. What is the main idea of the second paragraph 2?
4. "the weather was **fine** in the morning..." the closest meaning of fine is.....
5. What did happen after the intensified downpours?

*READ THE FOLLOWING TEXT, THEN ANSWER THE QUESTIONS ! (JCOT Materials )*

### **The Richest Mountain**

On Saturday morning after end of term two party, Fathur and Haekal rode their bike to my house. They brought camping equipment. They said that they were going to go camping at the closest mountain from my house. I asked my mom if I could go camping too. My mom allowed me to go. So quickly got packed.

We could see a mountain from my house. We headed straight there. We took shortcuts. We went really fast. We went really fast that we couldn't even stop our bike when the lights were red. A truck was so close to crash us. Luckily we survived, no one was hurt. "That was so close," Haekal said. The driver of the truck swore at us. Roger was really angry that he swore back to the truck driver.

Then we arrived at a mountain, we didn't even know what mountain it was. "Finally we arrive," Fathur cheered. We could see Bandung from the mountain. Then we found a footpath. "Want to go to check it out?" Haekal asked. "OK" I replied. We followed the footpath with our bikes. The footpath led us to the river. We found a safe spot for shelter. Haekal and I built the tent while Fathur went to get some wood. After we built a camp, we washed our hands in the river. The water was so clean.

When I staring at the river, I saw something really shiny behind the rocks. I took the rocks out. I found a block of a gold. Haekal and Fathur were fishing. They made a spear to catch fish. I went up to them and said "I found gold". "That's suck!" Roger said. "It's not fair," Haekal was jealous. When Haekal threw his spear, it got stuck between two rocks. He lifted the rocks. "I found gold!" he shouted. Haekal found two blocks of gold. He gave one to Fathur. Everyone had gold. At night we told jokes and ate marsh mallows at the campfire.

*Taken from: Pendekatan Genre Based dalam pendekatan Bahasa Inggris*

**QUESTIONS:**

1. What is the mainly discussed in the text above?
2. What is the closest meaning of the underlined word in paragraph 3?
3. How many golden block were in the text?

4. What is the closest meaning of “suck” in ?
5. Why was Roger really angry?

Read the the following text carefully ! (*ICOT Material*)

Title	Visiting Bali
Orientation	<p>There were so many places to see in Bali that my friend, Herman decided to join the tours to see as much as possible. He stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta Beach. He visited some tour agents and selected two hours. The first one was to Singaraja, the second was to Ubud.</p>
Series of events	<p>On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of stone. The about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.</p> <p>The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of a stone sculpture. My friend watched young boys were carving away at big blocks of the stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that, he stopped a little while for lunch at Sukawati and on to Mass. Mass is a tourist center.</p>
Reorientation	<p>My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding everyday. He was quiet satisfied.</p>

QUESTIONS :

1. Who is Herman ?
2. Where did spend the night in the first day ?

3. What did he do in the first three days ?
4. What is your opinion about “Batubulan” ?
5. Where is a center of silversmith and goldsmith ?



### LESSON PLAN 6

Name of school : SMP Negeri 3 Salam

Subject : English

Grade / Semester : VIII / I

Type of Text : Recount

Topic : Personal Experience

Skill : Reading

Time : 2 X 40 minutes

Standard of Competence : 5. Reading

Comprehending the meaning of functional text and simple short essay in the form of descriptive and recount to interact with the environment.

Basic Competence : 5.3. Responding to the meaning and the rhetorical steps of very short simple essay in the form of descriptive and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

Indicators : Students are able to:

- a. Discovering about informations of recount text
- b. Identifying the retoric steps of recount.

1. Teaching Objectives : At the end of learning, students are able to :

- a. Discover about informations of recount text
- b. Identify the retoric steps of recount

2. Teaching Materials:

- a. Short essay: *The Best Costume, In Singapore and Malaysia*(enclosed)
- b. Vocabulary : Unique, tasty, view, surprised, price, waterworld, learnt, unforgettable.

3. Learning strategies : Text Based Approach / Three Phase technique ( Pre-activities, Main Activities and Post Activities)

4. Teaching Learning Activities

- a. Pre-activities

- Greeting
  - Checking attendance
  - Lead in
- b. Main activities
- Building Knowledge of the field (BKOF)
    - ✓ The teacher asks the students about something related the learning materials
    - ✓ The teacher gives vocabularies related the learning materials
  - Modelling of Text (MOT)
    - ✓ The teacher shows the recount text : *The Best Costume*
    - ✓ The teacher asks the students to identify retoric steps of the recount text
  - Joint Construction of the Text (JCOT)
    - ✓ The teacher gives a task (*In Singapore and Malaysia*) and asks the students to do it in pairs
    - ✓ The teacher discusses it with the students
  - Independent Construction of the Text (ICOT)
    - ✓ The teacher asks the students to answer the questions given individually on the worksheet (*Vacation to London*)
- c. Post Activities
- The teacher summarize the lesson
  - The teacher gives overview of materials for the next time
  - The teacher ends the teaching process
5. Sources
- a. Abdul, Fuad Hamid, Prof. Ph. D. 2011. *Pendekatan Genre Based dalam pendekatan Bahasa Inggris: Petunjuk untuk Guru*, Perpustakaan Nasional.
  - b. 2013. Pakar the English Workbook for Grade Eight. Aviva.
6. Assessment
- a. Technique : Written Test: *Vacation to London*
  - b. Form : Essay
  - c. Insrument : Answer these questions based on the text

Read the the following text carefully ! (*MOT Materials*)

Title	<b>The Best Costume</b>
Orientation	<p>Last Wednesday, my friend and I went to Siska's home to celebrate her birthday party. I went there with Santi, Niken and Riska. We wore <u>unique</u> costume for that party. Santi became a wizard, Niken wore Batik dress, Tika wore Kebaya costume and I wore a Lurik costume.</p>
Series of events	<p>The party started at 7.30 p.m. First, we drank, enjoyed tasty food. Then, we played game. The room was big, cool and fresh. There, we could see beautiful decoration. I felt happy with that place. Siska decorated it well. It looked beautiful palace in a small village. We could watch natural view decoration and traditional pictures.</p> <p>It was about a quarter past eight when suddenly all of the lamp went out. Everyone screamed loudly. We were so panic. Fortunately, it was only a few seconds. The lamp then went on. Dim light bright light. We looked funny and we laughed at each other.</p>
Reorientation	<p>Before the party was over, the MC announced the winner of the best costume. It was me, I was so surprised. I got the first price.</p>

(taken from: Pakar the English Workbook for Grade Eight)

Note :

The text is a recount text in written form. A recount text tells us about past events. It could be someone's experiences, someone's life in the past, the history of something, etc. The main feature of a recount text is the use of the simple past tense.

What is the generic structure of a written recount ?

- a. A first paragraph that gives background information about who, what, where, and when ---- called an orientation (perkenalan)
- b. A series of paragraph that retell the events in order in which the happened ---- called sequence of events (serangkaian peristiwa)
- c. A concluding paragraph (not always necessary) ---- called re-orientation (komentar pribadi atau pengenalan ulang)

*Answer the questions below based on the modeling text above !*

1. What is the text about?
2. What is the first activity in the party?
3. What is the main idea of the second paragraph 2?
4. "We wore unique costume for that party." The closest meaning of unique is.....
5. What did the writer wear to the party?

*READ THE FOLLOWING TEXT, THEN ANSWER THE QUESTIONS ! (JCOT)*

#### **In Singapore and Malaysia**

10 October 2010 was a date that I never forget. That day my friends from SMPN in Bandung and I had a study tour to Singapore and Malaysia. The trip was about five days.

On Sunday we started. We flew with Air Asia to Singapore. We went from Soekarno-Hatta Airport. About two hours traveling, finally we arrived in Changi airport, Singapore. We saw the Merlion F1 Circuit, the Esplanade and passed Orchard street. The tour guide was so funny.

Day 2 we had a lesson from Mr. Sahid about Math and Science Olimpiad and next to the Santosa Island. We also visited The Universal Studio (TUS). There we watched the waterworld show, the funniest show there. Then we played the game., Jurassic Park area. The Mummy area, etc.

Day 3 we visited the AEC college and learnt physics there. And we went to Malaysia by bus. It took about 6 hours. We arrived there late at night. Then we slept in the hotel.

Day 4 we went around Kuala Lumpur. We took photos in Sultan Palace, Dataran Merdeka and Batu Cafe. In Batu Cafe, a Hinduism Temple, I had simple pray there. Then, we went to Genting Highland. It was a kind of theme park located on top of a hill. But I got sick there. Audryan, Chayadi and I waited my friend in the ground.

Last day, we went to USJ 12 school. We were welcome. There, we knew about their habits and their cultures. In the afternoon, we bought some souvenirs in Sungai Wang. We bought lots of things there.

At last, we went home by Air Asia to Jakarta. That was an unforgettable moment.

Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*

## QUESTIONS:

1. What is the mainly discussed in the text above?
2. How many days did the writer have study tour in Singapore and Malaysia?
3. What is Genting Highway?
4. Did the writer buy souvenirs in Batu Cafe?
5. How did the writer go home?

Read the the following text carefully ! (*ICOT Material*)

Title	<b>Vacation to London</b>
Orientation	<p>A family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accomodation. They also included tours around London.</p>
Series of events	<p>They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were vey friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had very pleasant flight. They slept part of the way.</p> <p>On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manner were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the tranfer to a hotel.</p> <p>The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.</p>

Reorientation	The two weeks in London went very fast. At the end of the 14-th day, they were quite tired but they felt very happy.

### QUESTIONS :

1. Who had a vacation ?
2. How long did they book their travel ?
3. What did they do after arrival at Heathrow Airport ?
4. “They arranged the tranfer to hotel” (last sentence of paragraph three).  
They refers to .....
5. where did they have Asean and European food ?

## The Recount Texts

### 1. The Nice Cafe

#### The Nice Cafe

A couple of weeks ago I went to a nice cafe in Eltham. It was called Volumes.

When I walked through the door I could smell coffee toast and pasta. It smelt delicious. I got spring rolls with salad. The spring rolls felt oily, but tasted nice. The salad tasted sour and disgusting. My brother got chips and gish. The fish looked gross but the chips were nice. In the cafe they have a mini book shop. I got a horse stencil book. My brother Liam got a pen with light on the end.

I really like the cafe, then I had to leave the smell.

(Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*)

### 2. Firecracker

#### FIRECRACKER

When I was a kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, Bono and his friends were playing in the field. One of Bono's friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can bounced up in the air. Bono's friends were all impressed and Bono got very excited. He wanted to impress his friends, too.

Not far from here, Bono saw a big piece of cow manure. He put a firecracker on it, which made the manure look like a birthday cake. When the firecracker exploded, the cow manure was splattered all around. When he turns around, his friends laughed at him so hard that he cried: the cow manure was all over his face!

(Taken from: *Practice Your English Competence* by Nur Zaida)

### 3. Why Me?

#### Why Me?

Why me? Every night at 6.45, I, me, myself have to do the dishes. What a job.

Yesterday, I came home from my friend's house and I looked into the sink- dont ask me what I saw.

I got the detergent and turned the tap on, got the scrubber and started away. My brother didn't help – he just pretended to do homework, when really he was reading a comic.

I hated those dishes. They were dirty, grotty things that slipped and slid in the water. I hated having that wet mashed potato in the middle of my fingers. To make it worse, I had to miss my favorite TV show because of the dishes.

Next year resolution is to buy a dishwasher!

(Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*)

### 4. A Birthday Surprise

#### A Birthday Surprise

I had one unforgettable experience. It happened when I was in high school. One day, I was called for a meeting. All teachers and my friends were scowling at me. The teachers even punished me and asked me to stand on a chair with my eyes closed in the middle of the school yard. I had no idea why they were being so cruel to me. I was so sad that I couldn't help crying.

Suddenly, I heard my teachers and friends sang "Happy Birthday". After that, they showered me with water until I was soaking wet. Next, they took me to my class. My classmates congratulated me and gave me presents. I was surprised.

(Taken from: *Practice Your English Competence* by Nur Zaida)



## 5. My Holiday

### **My Holiday**

In the last holiday, I went to Bangka with my family. When I knew we went to Bangka, I was very happy. Then I prepared my clothes, playstation, souvenir and some books for studying. However, when I searched my cassette video game, I couldn't find it. I was gone.

My family and I went to Bangka at 05.30 am. However, we had to go to Soekarno-Hatta airport. The journey from Bandung to airport was about two hours. I was only slept.

When we arrived at the airport at 8.30 am, my family bought five tickets to go too Bangka. And we went in hurry to the airport because the airplane would take off at 9.00.

The journey from Jakarta to Pangkal Pinang was about 50 minutes. During the journey I saw the sea, clouds, many houses, many trees and little cars. When I landed, I was very happy.

In Bangka, my cousins and I played Playstation 3 days 24 hours and went to the beach. The name of the beach is Pemali Beach. In the last day before I went home, my cousins and I slept 19 hours. I think that was my new record.

(Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*)

## 6. Calendar Girl Audition

### **Calendar Girl Audition**

A year ago, my friend and I joined calendar girl audition in a radio station outside our town. We heard about this audition from our neighbor a week before.

At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took 2 hours to get there.

When we arrived, we saw many people who also joined the contest. After we examined more carefully. We realized that all the contestants wore red and white costumes. Then, we asked the committee why the contestants wore in red and white. The contest meanwhile, my friend and I wore the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we could not join the audition. After that we went home sadly.

(taken from: Pakar the English Workbook for Grade Eight).

## 7. After Caught in the Rain

### After Caught in the Rain

One day, Jane was caught in the rain. When she reached home she started sneezing. Soon, Jane was down with cold.

The next morning, Jane's mother took her to the doctor. The doctor said that Jane had flu and he gave her some medicine. He also advised Jane to drink more water and take a good rest.

When Jane reached home, she went straight to bed. She slept till lunch time. Her mother carried her meal to her bedroom. She also brought Jane her medicine. After eating, Jane went back to sleep.

When Jane woke up for dinner, she felt much better. Her best friend called to find out how she was. She also told Jane briefly what the teacher had taught that day.

The next day, Jane had recovered. She missed her friends and was glad to go back to school.

(taken from: The Bridge English Competence for SMP Grade Eight)

## 8. The Big Rock

### The Big Rock

One of my favorite childhood memories happened just down my street. When I was about 8, my sister and I went down to our's friend Catherine's house to play. Our friend Kristen was there too.

Catherine said that if you followed the stream in her backyard, you would eventually get to the big rock.

So we walked and walked and walked, following the stream in the forest, on a cloudy August day. It must have taken us half an hour. I said "Kathy, where is the thing?!" Then I turned the corner and saw one of the most beautiful places I have ever seen. I was standing on a sand bank and across from me there was a big, big hollow tree. Underneath it the water seemed to extend forever. There were tons of fish jumping around inside the aclove. The sun suddenly came out and the leaves on the trees glowed a bright green. I saw a frog hop on the sand.

Then I turn ahead. There it was. A big rock. No, wait. The big rock. This thing was so big it needed capitalizing.

I climbed up the back of it. My nose and eyes tipped over the side of the rock, gazing down at the water which must have been 10 feet below me (HEY, that's pretty high when you're 8!) From then on I loved to play there.

Then one day I discovered a "computer" and a huge of pile of homework waiting for me.

Recently I went back to the rock by myself. I saw a slaughtered forest. Someone's Mc. Mansion was getting built right to the Rock Himself. Logs were strewn across the "forest" floor. In the tree's place there was the foundation for a 4 car garage, just waiting for the 4 ugly SUV to fill it. There were no more glowing leaves, and the stream was mucky and silty.

But Big Rock was still there. And I knew it would always be there, waiting for some other child to discover it and love it for the beautiful chunk of granite that it is.

(taken from: English Book 2 Junior High School)

## 9. The Unlucky Camping

### **The Unlucky Camping**

It was the beginning of wet season, but the weather was fine in the morning. My classmates and I went camping to the camping ground.

We set up our tent in the middle of a field near a small river. As soon as this was done, we cooked a meal over an open fire. Everything was alright in the afternoon. But at night while we were singing songs by the campfire a strong wind blew. It brought disorder to our tent. We could not sleep because it was thundering and raining heavily. Lighting intensified the downpours. Soon the surrounding areas became flooded. We all panicked.

(taken from: The Bridge English Competence for SMP Grade Eight)

## 10. The Richest Mountain

### The Richest Mountain

On Saturday morning after end of term two party, Fathur and Haekal rode their bike to my house. They brought camping equipment. They said that they were going to go camping at the closest mountain from my house. I asked my mom if I could go camping too. My mom allowed me to go. So quickly got packed.

We could see a mountain from my house. We headed straight there. We took shortcuts. We went really fast. We went really fast that we couldn't even stop our bike when the lights were red. A truck was so close to crash us. Luckily we survived, no one was hurt. "That was so close," Haekal said. The driver of the truck swore at us. Roger was really angry that he swore back to the truck driver.

Then we arrived at a mountain, we didn't even know what mountain it was. "Finally we arrive," Fathur cheered. We could see Bandung from the mountain. Then we found a footpath. "Want to go to check it out?" Haekal asked. "OK" I replied. We followed the footpath with our bikes. The footpath led us to the river. We found a safe spot for shelter. Haekal and I built the tent while Fathur went to get some wood. After we built a camp, we washed our hands in the river. The water was so clean.

When I staring at the river, I saw something really shiny behind the rocks. I took the rocks out. I found a block of a gold. Haekal and Fathur were fishing. They made a spear to catch fish. I went up to them and said "I found gold". "That's suck!" Roger said. "It's not fair," Haekal was jealous. When Haekal threw his spear, it got stuck between two rocks. He lifted the rocks. "I found gold!" he shouted. Haekal found two blocks of gold. He gave one to Fathur. Everyone had gold. At night we told jokes and ate marshmallows at the campfire.

Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*

## 11. The Best Costume

### **The Best Costume**

Last Wednesday, my friend and I went to Siska's home to celebrate her birthday party. I went there with Santi, Niken and Riska. We wore unique costume for that party. Santi became a wizard, Niken wore Batik dress, Tika wore Kebaya costume and I wore a Lurik costume.

The party started at 7.30 p.m. First, we drank, enjoyed tasty food. Then, we played game. The room was big, cool and fresh. There, we could see beautiful decoration. I felt happy with that place. Siska decorated it well. It looked beautiful palace in a small village. We could watch natural view decoration and traditional pictures.

It was about a quarter past eight when suddenly all of the lamp went out. Everyone screamed loudly. We were so panic. Fortunately, it was only a few seconds. The lamp then went on. Dim light bright light. We looked funny and we laughed at each other.

Before the party was over, the MC announced the winner of the best costume. It was me, I was so surprised. I got the first price.

(taken from: Pakar the English Workbook for Grade Eight)

## 12. In Singapore and Malaysia

### In Singapore and Malaysia

10 October 2010 was a date that I never forget. That day my friends from SMPN in Bandung and I had a study tour to Singapore and Malaysia. The trip was about five days.

On Sunday we started. We flew with Air Asia to Singapore. We went from Soekarno-Hatta Airport. About two hours traveling, finally we arrived in Changi airport, Singapore. We saw the Merlion F1 Circuit, the Esplanade and passed Orchard street. The tour guide was so funny.

Day 2 we had a lesson from Mr. Sahid about Math and Science Olimpiad and next to tha Santosa Island. We also visited The Universal Studio (TUS). There we watched the waterworld show, the funniest show there. Then we played the game., Jurassic Park area. The Mummy area, etc.

Day 3 we visited the AEC college and learnt physics there. And we went to Malaysia by bus. It took about 6 hours. We arrived there late at night. Then we slept in the hotel.

Day 4 we went around uala Lumpur. We took photos in Sultan Palace, Dataran Merdeka and Batu Cafe. In Batu Cafe, a Hinsuism Temple, I had simple pray there. Then, we went to Genting Highland. It was a kind of theme park located on top of a hill. But I got sick there. Audryan, Chayadi and I waited my friend in the ground.

Last day, we went to USJ 12 school. We were welcome. There, we knew about their habits and their cultures. In the afternoon, we bought some souvenirs in Sungai Wang. We bought lots of things there.

At last, we went home by Air Asia to Jakarta. Thet was an unforgettable moment.

Taken from: *Pendekatan Genre Based dalam pendekatan Bahasa Inggris*



# *APPENDIX C*

## *FIELD NOTES*

### OBSERVER'S FIELD NOTES

**Day/Date** : \_\_\_\_\_

**Time** : \_\_\_\_\_

No	Behaviour Types	Observation Focus	Yes	No
1	The Activeness of student's to hear the teacher explanation.	a. Students give attention to the teacher's explanation.		
		b. Students ask about the material lesson		
		c. Students comment about the material		
		d. Students answer teacher's questions		
		e. Students make note		
2	The Activeness of students during text learning	a. All students have spirit in reading		
		b. All students involve in during text learning		
		c. All students discuss in learning process		
3	The activeness of students do the duty that was given by the teacher	a. All the students do the exercise of reading text		
		b. All the students can finish the exercise on time which have been determined		

**Sumarni, S.Pd**

**NIP.1977071820070**

## STUDENTS' FIELD NOTES

Nama : \_\_\_\_\_

**Berikan pendapatmu ketika guru memberikan ....**

**1. Materi teks “Recount”**

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**2. Pekerjaan rumah (PR)**

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**3. Tes atau ulangan**

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