THE IMPLEMENTATION OF GENRE BASED APPROACH METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT (A CLASSROOM ACTION RESEARCH AT THE CLASS X MA FUTUHIYAH JEKETRO IN THE ACADEMIC YEAR 2019/2020)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:
RYDA KUSUMA WARDHANI
NIM.23030150133
ENGLISH EDUCATION DEPARTMENT TEACHER TRAINING AND EDUCATION FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA 2019
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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2019
STATEMENT OF ORIGINALITY AND PUBLICATION'S WILLINGNESS

For myself who got signature below:

Name: Ryda Kusuma Wardhani
Student Number: 23030150133
Program: English Education Department
Faculty: Teacher Training and Education Faculty

The researcher fully declares that this graduating paper was made by the writer herself and it is not contained the materials written or has been published by other people and other people ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer is pleased if this graduating paper to be published at e-respository IAIN Salatiga.

Salatiga, August 04th 2019
The researcher

Ryda Kusuma Wardhani
23030150133
Salatiga, August 04th 2019

Norwanto, S.Pd., M.Hum., Ph.D

Attention Counselor’s Note

Ryda Kusuma Wardhani

Dear,

Dean of Teacher Training and

Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Ryda Kusuma Wardhani’s graduating paper entitled “THE IMPLEMENTATION OF GENRE BASED LEARNING METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT OF X MA FUTEHIYAH JEKETRO IN THE ACADEMIC YEAR 2019/2020”, I have decided and would like to propose it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

Norwanto, S.Pd., M.Hum., Ph.D

NIP 19731015 200212 1 006
A GRADUATING PAPER
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WRITTEN BY:
Rydo Kusuma Wardhani
NIM.23030150133

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on Friday, 13th Sept 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head : Hamam, M.Pd., Ph.D
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13 Sept 2019

Prof. Dr. Mansur, M.Ag.
NIP: 19680613 199463 1 004
MOTTO

“Laa Yukallifullahu Nafsan Illa Wus’aha…”

“Allah tidak akan membebani seseorang melainkan sesuai kesanggupannya.”

-Qs. Al-baqarah : 286-
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT and Prophet Muhammad SAW who always bless me and giving miracle in my life.

2. My beloved father (Ayahanda Mahmuri) and my mother (Ibunda Hamidah) who always gives me spirit and inspiration, so that, the writer can finish her study. Thank you for giving birth and raising me with lovingly that I have never felt deprived. Thank you for helping me becomes a strong woman. Thank you for listening to all the complaints and always being a beautiful halfway house.


4. My beloved sisters and brother (Dik Rahma, Dik Zahra, Dik Akbar) who always motivate and support the writer to do the best.

5. My best friends Vian, Maida, Ani, and Ubet who always help me to complete this graduating paper

6. My best friends Vika, Nao, NH, Lita, and Ririn who always accompanied me.

7. All of big family of MA Futuhiyah Jeketro, the head master, all of the teachers especially Mrs. Tasrifah S.Pd and students of X science class.

8. All of my friends in Al-Muntaha Islamic Boarding House’s Students.

9. All the readers.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,
Assalamu'alaikum Wr. Wb.

Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Mr. Prof. Dr. Zakiyuddin Baidhawy, M.Ag. The Rector of Institute for Islamic Studies (IAIN) of Salatiga.
2. Mr. Prof. Dr. Mansur, M.Ad. The Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Mr. Norwanto, S.Pd., M.Hum., Ph.D. the Head of English Education Department and the counselor of this paper, who gives great attention, suggestion, and guidance for this paper from beginning until the end.
4. All of lectures and staffs of State Institute for Islamic Studies (IAIN) of Salatiga.
5. My teacher in Al-Muntaha Islamic Boarding House Mrs. Hj. Siti Zulaicho, AH.
6. My parents and my big family who always support and love me.
7. My best friends at English Education Department Vian, Vika, NH, Nao, Lita, and Ririn.
8. My best roommate Ubet, Dik Putri, Dik Sinta.
9. All my friends from English Education Department.
10. Everybody who has helped me in finishing this thesis. Thanks for all supports, advice, suggestion and other helps that you all gives.

Salatiga, August 04th 2019
The Writer

Ryda Kusuma Wardhani
NIM. 23030150133
ABSTRACT


The objectives of the study are: (1) to know the implementation of genre based approach to improve students’ reading comprehension in recount text. (2) to find out the improvement of genre based approach to improving reading comprehension in recount text at tenth grade in MA Futuhiyah Jeketro in the academic year of 2019/2020.

The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The subject of this research was 26 students of X science class of MA Futuhiyah Jeketro. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and documentation. The data were in the form field notes, observation checklist and photographs. Meanwhile, the qualitative data was collected from the test. The researcher used SPSS based 24.0 for analyzing data.

The results obtained from this study shows that (1) the implementation of genre based approach to improve students’ reading comprehension in recount text at MA Futuhiyah Jeketro is successful. The students who pass the passing grade improved gradually from cycle I and cycle II. The passing grade is 70. (2) the improvement of apply genre based approach in proving students’ reading comprehension in recount text is improved. It can be seen from the cycle I up to the cycle II. The result of the cycle I, the mean of post-test is higher than the mean of pre-test. The mean of post-test is 73.76 and pre-test is 62.73. In the cycle II, the mean of post-test is higher than the mean of pre-test. The mean of post-test is 77.23 and pre-test is 70.93. The result of t-test in cycle I is 7.216 and cycle II is 8.343. Moreover, the t-test in cycle II is bigger than the t-test of the cycle I. From the result, the researcher concluded that the application of genre based approach can improve significantly the X grade students’ ability in reading comprehension in recount text at MA Futuhiyah Jeketro.

Key Words: Reading Comprehension, Recount Text, Process, Improving, Genre Based Approach.
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CHAPTER I

INTRODUCTION

A. Background of the Research

Students have a different difficulty of material to learning English. In English there are four language skills, they are listening, speaking, reading, and writing. The X grade students of MA Futuhiyah Jeketro get difficulty in understanding English text. The students were not interested in reading English text, because they think that the English text is difficult to understand when they did not know the meaning. Some students also feel that reading is boring. This phenomenon makes the students to be more passive. Achievement of student learning goals in the classroom more complicated.

So, the teacher must be creative to choose fun and appropriate learning method to deliver the material influences teaching process. The interesting learning method supports the students’ involvement in learning activities. Therefore, a teacher must find a way to encourage students’ activeness to explore their idea. The teacher should give stimulus to the learners that provide a good communication. In this case, the roles of the teacher help the learners to achieve the communicative competence in order to be able to teach English well. According to Mulyono a quoted (Hartatik, 2013) “communication is regarded to understand and express information, thought, and feeling and to develop sciences”. This means communication is so
important to exhibit students’ competence to improve students’ ability to understand and produce particular oral and written text.

Based on the researcher’s observation, there are some factors affecting students’ reading comprehension. The main factor was they did not know the meaning of some vocabularies, and could not distinguish type of text. Furthermore, more problems was they shy to ask the teacher about the material, most of the students are confused in processing the information in phrases and sentences. Reading is one of the language skills that must be learned by students, teaching reading is a challenge for a teacher especially at Senior High School.

In reading must understand many kinds of text. To improve reading ability and the ability to comprehend something from reading text, even though, some was reading components that should be focused on comprehending reading texts. Such as narrative, analytical exposition, procedure, descriptive, recount, report. Furthermore, the principle of reading is also to find the meaning of what they have read and answer the question based on the reading text.

Teaching a variety of text genres has become more consequence. The students not achieve the material well. Because when the teacher asks a question the students tend to keep silent. The reason is they embarrassed to share their idea and the students fear of being wrong. They could not connect
the generic structure, language feature and distinguish text types of various kinds’ text.

The English text is not easy for them. Nunan (1992:59) states that “Reading activities are important in guiding learners thinking”. In addition, teaching reading comprehension in the class teacher must be able to solve the problem. This condition supports the teacher to represent up appropriate learning method. So the teacher has to find interesting method to develop English learning quality and build the students’ role. The use of learning method must be appropriate with situation and condition.

In this situation the researcher try to solve the problem use genre based approach to teaching academic English especially reading comprehension. Swales (1990: 6) states that “since genre study is commonly identified with the analysis of texts, it would be useful, at an early juncture, to clarify that purpose to view genres as rather more than texts”. Furthermore Swales (1990: 9) explain “One of characteristics that established members of these discourse communities process is familiarity with the particular genres that are used in the communicative furtherance of those sets of goals”. In this state, genre based approach are the properties of discourse communities, so the students can solve their first problem about vocabulary with the ways discussion with their friends.

The existence genre based approach makes it easy to distinguish type of text and connect the generic structure, language feature. The model of
genre based approach belongs to group not to individuals, this condition improve students social discourse with the other student and improve students communication to discuss their difficulty of the material.

According to Syah (1995: 228) the teachers should pay attention toward learning method that they use. The characteristics are: first is arrange and provide the subject material which is appropriate with students’ need (based on standard of competence and syllabus). Second is use the methods creatively and it is relevant with the material. The last is do learning plan flexibly and always try to look for effective learning.

According to the indicators of this learning problem, the writer tries to apply “Genre Based Approach” method to improve students’ reading comprehension. The method provides stage and strategies to help students have better understanding about text type. Genre Based Approach method is still relevant with the problem and one of methodology which can be applied in the classroom.

Genre Based Approach method were teaching and learning focuses on the understanding and production of selected genre texts. Swales (1990:58) defined “Genre is a class of communicative events, the members of which share some set of communicative purposes”. These purposes are predictable by the skilled members of the discourse community, and thereby constitute the rationale for the genre. Every genre has a set of communicative purposes under social situations and each genre has its own structural features. Hyland
(2007:4) defines that “Genre based approach method is a term for grouping texts together, representing how writers typically use language to respond to recurring situations”. Usually most of the students’ in the class there do not understand about classification generic structure text type, it can be practice in the class with genre based approach. According to Hyland (2004) “Genre in classroom practice recognizes that the features of similar group of text depend on the social context in which the text is created and used”. The types of genre can helps the students organizing information in paragraph used for communicative purposes. It is expected to develop communicative competence and make students able to make rational English text.

To solve the students’ problem above, the writer will do a research as an effort to improve reading skills through “Genre Based Approach” method. For that reason, the writer is interested in arrange a graduating paper entitled: THE IMPLEMENTATION GENRE BASED APPROACH METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research in the X Grade Students of MA Futuhiyah Jeketro in the Academic Year of 2019/2020).

B. Research Questions

1. How is the implementation of genre based learning method to improve reading comprehension of the X grade of MA Futuhiyah Jeketro in the academic year of 2019/2020?
2. To what extent can the genre based approach method improve the students’ reading skills of the X grade of MA Futuhiyah Jeketro in the academic year 2019/2020?

C. Objectives of the Research

1. To describe the implementation of genre based approach method to improve reading comprehension of the X grade of MA Futuhiyah Jeketro in the academic year of 2019/2020.

2. To find out the improvement of reading comprehension of the X grade of MA Futuhiyah Jeketro in the academic year of 2019/2020.

D. Significances of the Research

Through this classroom action research, the writer hopes that it can give advantages theoretical benefit and practical benefit:

1. Theoretical Benefits:

   The implementation of genre based approach method in teaching reading as an alternative method that is expected to be able to help the teacher in teaching reading.

2. Practical Benefits

   a. For the teacher, it gives the teacher to improve the teacher’s motivation to teach the student with a better and joyful method and increase the teacher’s professionalism in learning process.

   b. For the student, it helps students motivate in order to involve them in learning process actively, to interest student to read English text, to
develop students’ reading skill, to interest students’ participation and the individual responsibility, and to distinguish kind of English text.

c. For the researcher, to give an experience in doing research and to improve her reading comprehension as well.

d. For the School, the positive result of this research can create the innovation for the school to develop the teaching learning process with joyful and interesting learning method in order to improve students’ reading skill, and the applied of this method can create good quality for students output.

E. Success Indicator

Students’ success and failure in doing the activities in cycle I and II can achievement the criterion of the passing grade (KKM) should reach 85% it is appropriate by school and suitable subject. The passing grade of English lesson in MA Futuhiyah Jeketro is 70.

F. Research Methodology

1. Research Design

This research was Classroom Action Research. Sumadoyo (2013: 21) explains that Classroom Action Research emphasize activities or actions by testing an idea into practice or real situations on micro scale in the hope that these actions can improve the quality of learning.

Classroom action research is a research activity in the form of a cycle which is an action as a result of the reflection of a teacher in the class that
of manages with the main goal to improve the quality of learning. (Tanujaya and Mumu, 2016: 7).

In fact, research is an art of scientific investigation. The action research have a several steps to be followed, the research was conducted in a particular setting, that is, in a classroom action research. There are many different models of action research from many experts. The researcher used Kemmis and McTaggart’s model. Those steps are namely planning, acting, observing, and reflecting. Here the steps of action research proposed by (Kemmis and McTaggart’s in Burns 2009:9).

Figure 1.1 The Spiral Model by Kemmis and McTaggart.

Action research has a dynamic and complementary process, which consist of four steps those are planning, acting, observing, and reflecting. All those steps can be explained as follows:
a. Planning

In this stage according to Burn (1999: 37) the teacher preparing several plan of action to gathering the data, and considering and selecting a range of appropriate research methods. Based on the data, the researcher started to prepare all the actions and the materials for teaching reading comprehension in recount text. The preparation covered preparing the lesson plan, preparing the materials, preparing the media and also preparing the scoring rubric and other instruments.

b. Acting

Furthermore, in Burn (1999: 37) explained after preparing the activity in this part was applied lesson plan. Giving material using genre based approach. The action was done in two cycles. In each was done in two meeting. In this section, a student was followed instruction by the teacher. The researcher also takes a videotape recorder and photos during teaching learning process

c. Observing

In this part, Burn (1999: 37) states during the action, the researcher observed the teacher and the students during teaching learning process by teacher and students observation checklist. The researcher paying attention to the effect when the genre-based approach applied in the classroom.
d. Reflecting

For the section, Burn (1999: 37) explained the reflecting was the result in each part. The researcher made a reflection and evaluation toward the actions that were done. The focused one was on the implementation of genre based approach in teaching reading comprehension whether it was successful or not. If it had not been successful yet, another cycle should be continued.

2. Subject of the Research

a. Research Place

This research was conducted in MA Futuhiyah Jeketro. The location is at Jl. Raya no.02 Jeketro, Kecamatan Gubug, Grobogan, Central Java 58164. The subjects of the researcher were tenth grade student of MA Futuhiyah Jeketro (X IPA) in the academic years of 2019/2020. The populations of tenth grade were 94 students, in this research take a sample from tenth grade were 26 students.

Table 1.1 List of the Students’ Name of X IPA of MA Futuhiyah Jeketro

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFR</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
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</tr>
<tr>
<td>3</td>
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<td>4</td>
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</tr>
<tr>
<td>7</td>
<td>DAS</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>INH</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>IQI</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>JAA</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>KI</td>
<td>Female</td>
</tr>
</tbody>
</table>
b. Research Time

This research was conducted on 21\textsuperscript{th} August 2019 - 26\textsuperscript{th} August 2019. The researchers met the administrative officer and the headmaster of MA Futuhiyah Jeketro. Make a meeting with the English teacher of X grade student.

3. Research Procedure

This research used the genre based approach method, Mrs. Tasrifah, S.Pd would guide the process learning in the class as a teacher of X IPA Islamic Senior High school of MA Futuhiyah Jeketro.

In this research, the researcher implemented two cycles, each cycle were planning, acting, observing, and reflecting. Two cycles has a same setting but different outline. They are carried out some steps in the research was done on July until August 2019. The table of research schedule is arranged as follows:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>12</td>
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<td>STNR</td>
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<td>SLP</td>
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<td>25</td>
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<td>26</td>
<td>SUF</td>
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Table 1.2 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>July, 05\textsuperscript{th} 2019</td>
<td>Interview with the English teacher in the preliminary study (before classroom action research)</td>
<td>Teacher room MA Futuhiyah Jeketro (10.00 WIB)</td>
</tr>
<tr>
<td>2.</td>
<td>July, 10\textsuperscript{th} 2019</td>
<td>Meet the English teacher to do a consultation about lesson plan</td>
<td>Teacher room MA Futuhiyah Jeketro (09.00 WIB)</td>
</tr>
<tr>
<td>3.</td>
<td>August, 20\textsuperscript{th} 2019</td>
<td>Giving observation letter to one of the administration staff at MA Futuhiyah Jeketro</td>
<td>Office staff MA Futuhiyah Jeketro (08.00 WIB)</td>
</tr>
<tr>
<td>4.</td>
<td>August, 20\textsuperscript{th} 2019</td>
<td>Asking confirmation observation letter to the administration staff at MA Futuhiyah Jeketro</td>
<td>Office staff MA Futuhiyah Jeketro (08.00 WIB)</td>
</tr>
<tr>
<td>5.</td>
<td>August, 21\textsuperscript{st} 2019</td>
<td>Doing action in the class (cycle 1) pre-test, treatment</td>
<td>In the classroom of X grade (07.00 WIB)</td>
</tr>
<tr>
<td>6.</td>
<td>August, 22\textsuperscript{nd} 2019</td>
<td>Doing action in the class (cycle 1) treatment, post-test.</td>
<td>In the classroom of X grade (09.00 WIB)</td>
</tr>
<tr>
<td>7.</td>
<td>August, 24\textsuperscript{th} 2019</td>
<td>Doing action in the class (cycle 2) pre-test, treatment</td>
<td>In the classroom of X grade (07.00 WIB)</td>
</tr>
<tr>
<td>8.</td>
<td>August, 26\textsuperscript{th} 2019</td>
<td>Doing action in the class (cycle 2) post-test, treatment</td>
<td>In the classroom of X grade (09.00 WIB)</td>
</tr>
</tbody>
</table>

4. Technique of Data Collection

a. Observation

In this section, the observation was going on in cycle I and cycle II. Tanzeh (2011:87) states that observation is a way to collect data by observing research objects or events in the form of humans,
inanimate objects and nature. Sahu (2013:64) states that observation is a planned, carefully and thoughtfully selected method of data collection. The observation consists of the noting activity on systematic about the behavior, the event, the object that had seen and other thing, which is need in supporting the research. According to Heigham and Croker (2009:166) observation is the conscious noticing and detailed examination of participants’ behavior in a naturalistic setting. There are cycles 1 and cycle 2, the researcher uses the observation checklist to make the research more systematic.

The students’ observation checklist is written below:

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying Attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in method which applied in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition, the teachers’ observation checklist also used to observe the teacher activity in the class to teach English lesson with genre based approach in learning process is written below:

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson began</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking students attendant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Asking the students’ condition
5. Giving motivation
6. Reminding previous material
7. Giving an explanation of the material
8. Use of genre based approach method to teach reading comprehension recount text
9. Giving opportunity for asking the question
10. Help students difficulties during learning
11. Giving feedback after the lesson

b. Test

Test is a series question or exercises or other devise used to measure the skills, knowledge, and intelligence, ability or talent possessed by individuals group (Arikunto, 1996:138).

The researcher provided pretest in every cycle (cycle I and cycle II) to know how far students’ reading comprehension about recount text before applying “Genre Based Approach” method.

1) Pre-Test

The pre-test cycle I was conducted on August, 21\textsuperscript{th} 2019.

While the pre-test cycle II was conducted August, 24\textsuperscript{th} 2019. In the cycle I teacher ask the students to distinguish kind of text and determine of generic structure from some kind of the text without information by the teacher. And cycle II the teacher asked the
students to make paragraph of recount text and analysis the text without treatment from the teacher.

The pre-test is given to the students before the teacher give treatments of using the method in the teaching learning process. The purpose is to know about the students’ ability in reading comprehension before giving treatment.

2) Post-Test

The post-test cycle I was conducted on August, 22th 2019. While the post-test cycle II on August, 26th 2019. The post-test is given after they got the implementation about genre based approach in learning process. The purpose of the post-test is to know the improvements of students’ ability in reading comprehension to make and analysis recount text after got a treatment. In cycle I the teacher asked the students to make a group and write the recount text. In the cycle II teacher asked the students to analysis of recount text with the group.

c. Documentation

Data collection techniques through the study of documentation in an effort to obtain data and information in the form of written records or images those are stored relating to a thorough problem (Indrawan and Yuniaawati, 2004: 139).
This method is a way of collecting data that produces important records relating to a thorough problem, complete data will be obtained, valid and not based on estimates (Basrowi and Suwandi, 2008: 158).

According Moleong (2004:161) documentation has long been used in research. Documentation is used as a source of data that can be used to examine, interpret and even to assess the validity of the data.

According to Hopkins (1993: 132) states used videotape recorder to gathering general information during teaching learning process was increasingly. The videotape recorder and photos was capture on August, 21\(^{\text{th}}\) – 26\(^{\text{th}}\) 2019 during teaching learning process.

5. **Instruments of Data Collection**

The instruments of the research are presented as the following:

a. Observation Checklist

Observation checklists give the information about how the suitable of genre based approach in teaching reading comprehension of recount text. In this research uses the teacher and student observation checklist. The researcher checks some aspects in teaching and learning process by putting a tick to statement in the observation sheet.
b. Test

The purpose of the test is to get information about students’ reading improvement. This research conducted the pre-test and post-test to know the improvement of students’ reading recount text using genre based approach.

6. Data Analysis

The data analysis is the process analyzing data that has been collected. The purpose to know how big is the success rate of research actions to improve students’ learning. This research uses mixed method. Creswell (2014: 177), states that mixed method contains both of the quantitative and the qualitative information of the study, the data can be obtained through qualitative or quantitative.

Suwandi (2008: 130) states that qualitative data can be analyzed descriptively in the form: (percentage, mean, median, standard intersection, frequency, table, and graph). In this research, to know level of success and reach the criterion of the passing grade (KKM) measured by classical completeness. A class success to achievement criterion of the passing grade (KKM) if ≥85% students complete classical completeness and the true answer ≥65. Absorption of each individual is the ability to capture and understand a material by students individually with the assessment criteria of ≥65% of students who have completed the individual (Supriadi, 2008).
This research also uses quantitative data analysis to know the result of the students’ pre-test and post-test quantitative data. According to Cresswell (2009: 177) the data using mathematical procedures it is called statistic to analysis data. To calculate the result of the test, the researcher uses Statistical Package for the Social Science (SPSS).

**G. Graduating Paper Organization**

Chapter I discussed introduction, which consists of background of the study, statement of the problem, objective of the study, the significance of the study, success indicator, research methodology, data analysis, and graduating paper outline.

Chapter II is theoretical framework, which contains the theories that will relate and support the research.

Chapter III is the implementation of the research. This chapter consists of the procedure of the research.

Chapter IV presents research finding and discussion. This chapter consist the result of the implementation genre based approach method to improve students’ reading comprehension in the eleven grade students of MA Futuhiyah Jeketro in the academic year of 2019/2020.

Chapter V is closure, which comprises of conclusion of the research’s finding and suggestion.

Bibliography is references which supports the rationale the researcher.
Appendixes are syllabi to preparing lesson plan, lesson plan, and the material.

Curriculum Vitae is a brief account of a researcher education, and previous experience.
CHAPTER II
THEORITICAL FRAMEWORK

A. Literature Review

1. General Concept of Reading

   a. Definition of Reading

      Reading is one of English skills are important way of gaining information in language learning and guiding learners thinking besides listening, writing and speaking. Many experts define reading with different meaning. According to Sutarsyah (2015: 51), “reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions”.

      Spears (2006: 2), explain “the reading process begins with decoding words that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds”.

      Dechant (1982: 5) considers that “reading always involves an interaction between the writer and reader”. It is the culminating act of the communication process, initiated by the thoughts of the writer and expressed through the symbol on the page. Goodman in Dechant, (1982: 11) note that reading is a selective process, involving partial use of available minimal languages cues (graphic, semantic, and syntactic).
Sutarsyah (2015: 9) defines “reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things”. Vygotsky (1989 in Sutarsyah, 2015: 9) states that “reading is usually defined as an activity that involves metacognition activities. Reading as the process of thinking and acquiring knowledge involves automatic unconscious acquisition, followed by gradual increase in active conscious control over that knowledge”.

**Figure 2.1 the reading process**

This figure adapted from Dechant (1982: 165) about reading process.

The reading process

- Identification of the symbols (word identification)
  - Ability to identify the symbol as a visual entity.
- Association of Meaning the Symbol (Comprehension)
  - Ability to pronounce or give a name to the visual configuration (recording)
  - Semantic meaning
  - Syntactic meaning
  - Decoding
b. Purpose of Reading

In according to Wallace (1992: 6-8), there are at least three main purposes for reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include: The first is reading for Survival. It is might call some kinds of reading in response to our environment ‘reading for survival’. Indeed some reading is almost literally a matter of life and death, for example a ‘stop’ signs for a motorist. Survival reading serves immediate needs or wishes. Obvious examples are ‘ladies’, ‘gentleman’, and ‘exit’. Less obvious example given to me by students recently arrived in Britain are ‘off peak’ (indicating that a travel ticket can only be used outside the rush-hour) and ‘way out’ rather than the more familiar ‘exit’.

Second is reading for Learning. As well as a means of finding out information on strictly utilitarian basis-reading for survival-reading serves the wider role of extending our general knowledge of the world. Much day to day reading is for this purpose of learning. Moreover we may want not so much to learn something new as to remind ourselves about half known facts or vaguely formulated opinions. One might expect reading for learning to be exclusively school related. In fact, while a good deal of reading to support learning clearly takes place in academic contexts.

And the last is reading for pleasure. While reading for survival involves an immediate response to situation and reading for learning is
also goal orientated, quote Clark in Wallace (1992: 8) “educational practices tend to neglect the pleasure principle, producing young learners of kind”.

c. Definition of Reading Comprehension

Dechant (1982: 311) states that “comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a large unitary idea”. Davis (1944 in Dechant, 1982: 312) notes that “underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with word”.

Dechant also defines comprehension as a thinking process: it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skills; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar).

Based on statements above reading comprehension process understand association of meanings with some abilities and skills, such as: knowledge, concepts, idea, and vocabulary.
d. **Levels of Reading Comprehension**

Learning reading is not simply to recognize and understand the meaning of the text, it all requires high concentration. Therefore reading comprehension is very necessary to understand and analyze letters, forms, and symbols. Reading may prove to be almost useless without comprehension. According to Lanier & Davis (1972 in Dechant, 1982: 313) there are three levels of reading comprehension, these are: first, literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like).

Second is an interpretative skill (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing). Further explanation Lanier & Davis (1972 in Dechant, 1982: 313) the third is critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose). And the last is creative skills (applying information, responding emotionally).

e. **Teaching Reading**

Reading texts also provide good models for English writing. There has been frequent discussion about teaching reading are suitable for English language students, the greatest controversy has centered on whether the texts should be ‘authentic’ or not. According to Harmer (2001: 68) reading texts also provide opportunities to study language: first
is vocabulary, the second is grammar, the third is punctuation, and the last is construct sentence, paragraph, and text.

Furthermore, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well rounded, fascinating lesson.

f. Reading Principle

According to Harmer (2001: 70), there are some principles behind the teaching of reading: the first is reading is not passive skill. Reading is an incredibly active occupation. To do it successfully, everyone have to understand what the word means, see the pictures the words are painting, understand the arguments, and work out. Second is a student need to be engaged with what they are reading. As with everything else in lesson student who are not engaged with the reading text. Not actively interested in what they are doing are less likely to benefit from it.

Furthermore, the third, students should be encouraged to respond to the content of a reading text, not just to the language. It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the massage of text, is just as important and the teacher must give students a chance to respond to that massage in some way.

The fourth is prediction is a major factor in reading. When read texts in our own language, everyone frequently has a good idea of the
content before actually read. Book cover give a hint of what’s in the book, photographs and headlines hint at what articles are about and report look like reports before read a single word.

With regard to the Harmer (2001: 70) the five is match the task to the topic. Teacher has been chosen about what reading text the students are going to read, teacher need to choose good reading tasks. The right kind of questions, engaging and useful puzzles. The most interesting text can be undermined by asking boring and inappropriate questions: the most commonplace passage can be made really exciting with imaginative and challenging tasks.

Furthermore, the last is good teachers exploit reading texts to the full. Any reading text is full of sentence, words, ideas, descriptions etc. it doesn’t make sense just to get students to read it and then drop it to move on to something else.

g. Recount Text

1) Definition Recount Text

According to Knapp & Watkins (2005: 224), state that “recounts are the simplest text type in this genre, formally, recount are sequential texts that do little more than sequence a series of events”. The recount text is very widely used in the context of communication.
2) Purpose

According to Derewianka (2016: 10) the purpose of a recount text is to inform and entertain the readers. To attain its purpose, the text needs to involve several steps namely, an orientation which lets the reader know who is involved, where, when and others and the retelling of a series of events in chronological sequence.

A piece of text that retells past events usually in the order in which they happened is a recount text it begins with by telling the reader who was involved, what happened, where the events took place and when it happened. Furthermore the classifications of generic structure recount text are; Orientation: introducing the participants, place and time, Event: describing a series of event that happened in the past, Reorientation: consists of closure of events.

In addition according to Derewianka (2016: 10) the language features in a recount text are: first, introducing personal participant: I, my group, and etc. second, using chronological connection: then, first, etc. third, using linking verb: was, were, saw, heard, etc. forth, using action verb: look, go, change, etc. and the last is using simple past tense.

Example:

My Holiday
Orientation
What I love most in school is holiday time.
I spent my last holiday time visiting my uncle’s home at Malang. I stayed there for 5 days and during that day I visited some tourism places.

The most favorite place for me when I was at Malang was Jatim Park II. I loved it because I am an animal lover.

Event
The place is located at Jl. Oro-Oro Ombo no 9, Batu, East Java. It took 20 minutes from my uncle’s home by riding motor cycle.

The ticket to enjoy the whole part of the park which are animal museum, secret zoo and eco green park is only 90,000 rupiahs. That’s not too expensive for the pleasure I got.

At first I entered the eco green park because this area is closed at 4 p.m. the next was animal museum which has a huge dinosaur’s replica and the last was secret zoo, the most pleasurable place for me.

Unfortunately, the time was over before I could see the whole part of secret zoo.
Therefore, the next day I went there again for one area only, that was the secret zoo. I could enjoy any kinds of animals around the world which I never seen some of them before.

Reorientation
It was a very nice school holiday that I spent at Malang and Batu city

Adapted from https://www.ef.co.id/englishfirst/efblog/reading-and-writing/tips-membaca/contoh-recount-text-dalam-bahasa-inggris/

2. Learning Method

Method in learning process is needed to improved students motivation and engaging in active learning. The research used interesting method to push communication among students.

Based on the research, teacher must think about the specific method to solve the problem and change teaching learning process to interest teaching learning process so that student can be active and have a little difficulties when learning process. That means that the research use
method genre based approach to teaching English in MA Futuhiyah Jeketro.

a. Genre Based Approach

1) The Definition of Genre Based Approach

Swales (1990: 58) states that defined “genre is a class of communicative events, the members of which share some set of communicative purposes. These purposes are predictable by the skilled members of the discourse community, and thereby constitute the rationale for the genre. Every genre has a set of communicative purposes under social situations and each genre has its own structural features”. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situation (Hyland, 2009: 15).

2) Genre of The Text

According Gerrot and Wignell (152-174), there are many kinds of genres (text type). They are:

a) Spoof

The spoof is a kind of genre that has a social function to retell an event a humorous twist.

b) Recount

It is a kind of genre that social function to retell event for the purpose of informing or entertaining.
c) Report

The report is a kind of genre that social function to describe the way things are with references to range of natural, man-made and social phenomena in our environment.

d) Analytical Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

e) News Item

The news item is a kind of genre that social function to inform readers, listener or viewers about events of the day which are considered newsworthy or important.

f) Anecdote

It is kind of genre that social function to share with others an account of an unusual or amusing incident.

g) Narrative

The narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.
h) Procedure

It is kind of genre that social function to describe how something is accomplished through a sequence of actions or steps.

i) Description

The description text is kind of genre that social function to describe a particular person, place or thing.

j) Hortatory Exposition

It is kind of genre that social function to persuade the reader or listener that something should or should not be the case.

k) Discussion

The text is kind of genre that social function to present (at least) two points of view about an issue.

l) Review

The review text is kind of genre that social function to critique an art work or event for a public audience.

3) Origins and influences of Genre Based Approach

The genre based approach as proposed here owes a substantial debt to previous work in both applied and non applied fields. Indeed, whatever small measure of originality the approach may process probably lies as much in integrating the work of
several different traditions as in new thinking. It thus attempts to make a virtue of eclecticism for, in terms of one of this book’s major metaphors, to be eclectic is to be able to borrow profitably from the activities of several distinct discourse communities. According to Swales (1990: 13-19), these influences are summarized in table:

**Figure 2.2 Influences of Genre Based Approach**

This figure adapted from Swales (1990: 14-19) about influences on a genre based approach, can be explained: first is variety studies, the variety studies is one tradition, already discussed at some length in 1.1, is that of enquiry into the properties of functional varieties of English. Second is a skill and strategy study,
this is a second influence has its point of departure in the traditional categorization of language learning activities into the four skills of reading, writing, listening and speaking.

The influence is somewhat indirect in that it is not the primary four way classification which is of interest. It lies rather in the distinctions that have been established by specialists within a particular skill area. In the case of reading, for example, explorations of differences between intensive and extensive reading, reading for gist and detailed information, and reading for action and for content are all valuable in the construction of the text task sequence central to a genre based approach.

Furthermore, the third is situational approaches. Usually, using of research into situation specific skills and strategies (as well as the incorporation of composition research into writing context) shows a general affinity with a situational approach to language learning. Fourth, national function approaches. This influences had considerable influence on the development of my thinking, principally because of their inbuilt commitment to communicative purpose and learner need.

With regard to Swales (1990: 14-19), the five is discourse analysis. This is another strong influence on my thinking has been that of discourse analysis, but once again with some reservation.
And the next is sociolinguistics, these scholars offer frameworks and categorizations within which I have been able to place my more local and practical interest. Furthermore, the next influence is writing context studies, another and more recent influence derives from studies in the social contexts of academic writing as an outgrowth of a tradition of rhetorical scholarship.

And the last is cultural anthropology. The teacher have also profited from the work of numerous people engaged in fields completely unrelated to language teaching for built local knowledge, significative worlds in teaching learning using genre based approach.

4) Characterization of Genre

Genre has a characterization, in Swales (1990: 45-54), there are included: first is a genre is a class of communicative events. This section will assume that a communicative event is one in which language (and/or paralanguage) plays both a significant and an indispensable role. There are a number of situations where it may difficult to say whether verbal communication is an integral part of the activity or not.

Second is the principal criteria feature that turns a collection of communicative events into a genre is some shared set of communicative purposes. This character put the primary
determinant of genre membership on shared purpose rather than on similarities of form or some other criterion is to take a position that accords with that of Miller (1984 in Swales 1990: 46).

Third, exemplars or instances of genre vary in their prototypicality. Swales argue that genre membership is based on communicative purposes. What else it is based on? What additional features will be required to establish such membership? There are, as far as I can see, two possible ways of trying to find answers to such questions: the definitional approach and the family resemblance approach. The definitional view is much the better established and, indeed, underpins the creation and worth of dictionaries, glossaries and specialized technologies.

Further explanation, Swales (1990: 45-54) the fourth is the rationale behind a genre establishes constraints on allowable contributions in terms of their content, positioning and form. Established members of discourse communities employ genre to realize communicatively the goals of their communities. The shared set of purposes of a genre are thus recognized—at some level of consciousness—by the established members of the parent discourse community; they may be only partly recognized by apprentice members; and they may be either recognized or unrecognized by non members.
Recognition of purposes provides the rationale, while the rationale gives rise to constraining conventions. The conventions, of course, are constantly evolving and indeed can be directly challenged, but they nonetheless continue to exert influence.

In addition, for the last is a discourse community’s nomenclature for genres is an important source of insight. Knowledge of the conventions of genres (and their rationale) is likely to be much greater in those who routinely or professionally operate within that genre rather than in those who become involved in it only occasionally.

In consequence, active discourse community members tend to have the greatest genre-specific expertise—as we often see in interactions between members of a profession and their client public.

5) The Teaching Steps of Genre Based Approach

In genre based approach explain five cycles. According to Feez and Joyce a quoted (Madya, 2013: 90), they are comprises of a number of stages which the teacher and students to through the students gradually gain independent control of a particular text type.
This figure adapted from Feez & Joyce quoted (Madya, 2013: 92) about teaching learning of genre based approach can be explained: First stage is building the context, in this section, the students are introduced to the social context of an model by the type text. Then, the students explore of general cultural which the type of the text, such as; the social purpose and type of the text. Second is modeling and deconstructing the text. In this stage, the students analyzed the language feature and the structural pattern with other examples by the type of the text. Further explanation Feez & Joyce quoted (Madya, 2013: 92), the third is joint construction of text. In this action, the students contribution to make a paragraph based
theme of the text type. Before that, the teacher asked the students
difficulty and discussing the problem with their. Then, the teacher
asked the students to make group and discuss their assignment. The
fourth is independent construction of text. After the students was
done with their assignment. The group representatives present their
result in front of class. And the last is linking to related texts.
Teacher asks the student to search the other type of the text and
analyze it.

B. Review of Previous Research

In this graduating paper, the writer takes some literature reviews. The first
previous research was conducted by Inayatul Fuaida, (2012). Based on her
research was done in two cycles in Classroom Action Research (CAR). The
finding of this research indicate that the application “In the News” strategy were
able to improve students’ reading comprehension in the third year students of
SMP Bumi Madania Salatiga. The subject was the third grade, consist of 26
students.

The research showed that in the news strategy is more effective to teach
reading comprehension. The data formed were qualitative data also supported
quantitative data. The research concludes that teaching procedure text using in
the news strategy for the third grade of SMP Bumi Madania Salatiga can improve
students’ reading comprehension.
The second research was conducted by Lailatis Syarifah, (2015). The method used this research was classroom action research (CAR) as a method carried out in two cycles. Each cycle consist of planning, action, observation and reflection. From the result, in collecting and analyzing the data, the researcher used information from the interview, observation, audiotape recording, and videotape recorder, while the qualitative data were obtained from the test. The subject in the research was the eighth grade students of MTs NU Salatiga on Jl. Kartini No. 02 Salatiga, Sidorejo Lor, Kecamatan Sidorejo, Salatiga, Central Java.

The result of this research shows that there was significant effect of using PQ4R in teaching English of descriptive text at the eighth grade students of MTs NU Salatiga. In conclusion, the strategy of PQ4R could improve students’ reading comprehension.

The last research was conducted by Hervinda Fatihatul, (2017). The thesis was conducted in order to describe the implementation of genre based approach in teaching reading skill for tenth grade students of MAN Karanganyar. The researcher used qualitative method as the research design. The methods of collecting the data were observation, interview, and documentation. The analyzing data were by data reduction, display data, and drawing conclusion.

The result of this research shows the implementation of genre based approach in teaching reading skill. The researcher shows the problem faced by teacher, namely inadequate time to teach the materials. The teacher could not
monitor all of students, the students have less vocabulary and the students have less pronunciation.

From the three previous studies, the researcher saw something difference from the study. The first previous research, the kind of the research was using in the news strategy to improve students’ reading comprehension. The second research was applying PQ4R strategy to improve students’ reading comprehension. The both of the research used classroom action research as a method. The research was done by two cycles. And the last research, the researcher used data triangulation when the research was conducted and narrative was chosen as the genre of the text.

From the information given, the researcher could conclude that this research is different from the three previous because it uses recount text as the genre that is chosen. The research also uses the tenth grade of Senior high school as the subject.
CHAPTER III
IMPLEMENTATION OF RESEARCH

A. The Procedure of the Research

The Classroom Action Research is the method to collecting the data. In this research, the researcher conducts the research into two cycles: cycle I, and cycle II. There are four steps in each cycle for doing actions research those are planning, observing and reflecting. The researcher as an observer while Mrs. Tasrifah as the English teacher who teaches in the class of X science. The activities in every cycle as bellow:

1. Cycle I

   The research uses genre based approach, which can use to improve the students’ reading comprehension. The topic is recount text. The procedure as bellow:

   a. Planning

   In this section, the researcher plans the actions would be done in applying genre based approach in teaching reading comprehension, the activities in the planning are as bellow:

   1) Selecting the materials together with the teacher based on the syllabus.
   2) Preparing the material, making the lesson plan and designing the steps in doing the action.
   3) Preparing teaching aids example kind of the text (example: handout recount text, handout narrative).
4) Preparing sheet for students’ and the teachers’ observation checklist of the cycle I.

5) Preparing the pre-test and post-test the cycle I.

6) Preparing the list of students’ name and scoring of cycle I.

b. Acting

After the preparation has been done, the learning process is led by the teacher. In this stage, the acting phase as the implementation of the preparation, the activities presented as written below:

1) Giving recount text pre-test for the students.

2) Giving the example of recount text and narrative text (to differences the kind of the text).

3) Giving the materials and explain the definition of recount text, the purpose, generic structure, and giving little explanation about different text type.

4) Giving text of recount and analyzing the generic structure and language feature.

5) Dividing the students with seatmate to discussion their work.

6) Giving chance for the students to present their work in front of the class.

7) Giving feedback.

8) Giving occasion for the students to ask any difficulties.

9) Giving post-test.
10) Concluding the material and giving feedback after the lesson.

c. Observing

The observing was carried out during the implementation of the action. The researcher observed the learning activities since the cycle I was going on. The students done the pre-test by self without ask their friends, although they still got difficulty in understanding English text. Some students gave less attention when the teacher explained the material. In fact, they understood about the text, but they felt nervous when they presented they result of their discussion. It happened because they did not accustom to present in front of the class yet.

d. Reflecting

At this stage, the researcher tries to reflect on, calculate, and describe the effect of the action. Reflection is an evaluation phase, it used to evaluate whether or not the media can be the problem solving and improve students’ reading comprehension.

1) Analyzing the data from the observation checklist and students’ score of the test in cycle I.

2) Evaluating the activities in cycle I that have been done.

3) Discussing the reflection what will do to repair in cycle II.
2. Cycle II

The second cycle is done based on the result of reflection from the cycle I. If the result of the observation shows the low quality of students’ skill, it is needed another action which is designed to improvement of students’ quality in the cycle II, the procedures are as follows:

a. Planning

In the planning phase of the second cycle, the researcher would do some activities that would be planned as follows:

1) The researcher identifies the problem and makes the solution for the problems.

2) The researcher prepared the material, making the lesson plan and designing the steps in doing the action.

3) The researcher prepared teaching material in recount text with the theme “Study Tour”.

4) The researcher prepared the clue to make students easy to write a recount text.

7) The researcher prepared sheet for students’ and the teachers’ observation checklist of the cycle II.

5) The researcher prepared pre-test and post-test of cycle II.

6) The researcher prepared the list of students’ name and scoring of cycle II.
b. Acting

In cycle II, acting phase is relatively similar to the acting in cycle I. In this part, the teaching learning process is led by the teacher. The activities of the acting phase in cycle II includes:

1) The teacher giving a pre-test for the students.

2) The teacher asks the students about their problems on previous lesson.

3) The teacher giving a feedback.

4) The teacher giving a materials and explain definition recount text, purpose, generic structure, and the language feature.

5) The teacher dividing the students into several groups consisting of 4 students.

6) The teacher giving a project to students in the form of making recount text by using the clue with theme study tour.

7) The teacher asks the students to make recount text using the clue based on the theme.

8) The teacher giving chance for the students to present their work in front of the class.

9) The teacher giving feedback.

10) The teacher giving post-test.

11) The teacher concludes the material and giving feedback after the lesson.
c. Observing

The researcher observed the learning activities since the cycle II was going on. The teacher checked the students understanding about recount text by reviewing the material in previous cycle. Based on the observation from the observed during the lesson, the student gave more attention when the teacher explained the material than before. The students completed their assignments, which is given by the teacher, discussed the material seriously and presented the discussion better than the first presentation. They done both of pre-test and post-test by self, without ask their friends.

d. Reflecting

In this point, reflecting is research finding analysis, the researcher reflect on, calculate, and describes the effects of the action. This is used to record what happened in the observation stage.

3. The Minimal Standard of Successful

The students’ success and failure in doing the activities in cycle I and II will be assessed by referring to the criterion of the passing grade (KKM). A class success to achievement criterion of the passing grade (KKM) if ≥85% students complete classical completeness and the true answer ≥65. Absorption of each individual is the ability to capture and understand a material by students individually with the assessment criteria of ≥65% of students who have completed the individual (Supriadi, 2008). The passing grade of English
lesson in MA Futuhiyah is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

In this chapter focused on analyzed the collected data. The researcher would like to analyze the data gathered from the finding of the study by discussing the improvement of students’ reading comprehension recount text by using genre based method. The data was obtained from teaching learning process and evaluation. The finding consists of the result of the cycle I and cycle II. For the whole stages of every cycle were the treatments of the implementation using genre based approach to improving students’ reading comprehension.

A. Research Findings

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would like to explain in the description include:

1. Cycle I

   a. Planning

       The research prepared some instruments, they are as follows:

       1) English syllabus of Senior High School

           English syllabus was the important one as control to arrange the lesson plan. The researcher used English syllabus of MA Futuhiyah Jeketro. It can be seen in the appendix.
2) Lesson Plan

The lesson plan was used to manage the teaching and learning process, in this research used two lesson plans. It was aimed to managing time and activities during the teaching and learning process in the class. It can be seen in the appendix.

3) Observation Checklist

The observation checklist was organized to know the students’ and teachers’ activities during the teaching learning process.

4) Material

The material of reading comprehension was recount text was consisting of definition, purpose, generic structure, language feature, and example.

5) Teaching Aid

The researcher prepared several instruments. They were students’ worksheet, board marker, handout for students (example recount text).

6) Pre-test and Post-test

The researcher used pre-test and post-test to achievement her purpose. The pre-test was done before applied genre based approach as method. The post-test was done after implementing genre based approach to know the students reading ability in recount text.
b. Acting

The acting in the research of the cycle I was done on August 22\textsuperscript{nd} 2019. The teacher is Mrs. Tasrifah and the researcher as an observer and observed teachers’ and students’ activity in teaching learning process.

The researcher had a partner to take photos and videos in pre-test and post-test for documentation. This acting conducted in two days which consist of two parts. The first part was done on Wednesday, 21\textsuperscript{th} August 2019. The second part was done on Thursday, 22\textsuperscript{th} August 2019 at 09.00 until 12.00 a.m.

The first part of cycle I was conducted at 07.00 until 09.00 a.m. the teacher and the researcher entered the eleven grade of MA Futuhiyah Jeketro on Wednesday, 21\textsuperscript{th} August 2019.

The condition of the class was quiet and teacher accosted the students soon. The teacher gave greeting and asked about their condition such as the following short conversation:

Teacher : “Assalamu’alaikum wr.wb”.
Students : “Wa’alaikumsalam, Miss”
Teacher : “Good morning class”
Students : “Good morning Mom”

All the students answered the greeting of the teacher. Then, the teacher asked their condition.

Teacher : “How are you today?”
Students : “I’\textsuperscript{m} fine and you?”
Teacher : “I’\textsuperscript{m} fine too, thank you”.


Before started the lesson, the teacher asked the leader of the class to lead the pray by saying “Bismillahirrohmanirrahim” then followed by all students. Next, the teacher checked the students’ attendance list. The teacher gave some motivation.

The teacher mentions the purpose of coming into the class; then the researcher introduced herself to the students and informed the students that for a few days later the class would be observed. After that, the teacher told that they would have a pre-test.

The teacher gave a sheet of paper for the students to do the pre-test. The teacher gave 45 minutes for the students. The pre-test consists multiple choice and essay. When the students were doing pre-test, the teacher walked around the class to check the students. After the students done the test, the teacher collected their worksheet.

The teacher asks them about the difficulties when they done it. The students answer “Sulit bu, banyak yang ga’ tahu artinya”. The teacher answer “Ok, never mind”. One of the students also felt confused to know the meaning word in English, the teacher immediately approached him and asked what difficulties the students faced. The pre-test most students have difficulty in vocabulary and some have difficulty determining verb 2.
After that, the teacher gave the example of recount text and narrative text. The teacher asked the students to read and understand the text.

Teacher : “What is the text above?”
Student : “Descriptive Miss”
Teacher : “Are you sure?”
Student : “Mmmm, yes Miss”
Teacher : “Please, see the text be careful”
Student : “Recount text Miss”
Teacher : “Any other answer?”
Student : “Narrative Miss”

Teacher : “Yes, right. Ok, today we will learn about kind of the text. What is recount text and narrative text?”
Some student : “Silent”
Teacher : “Anybody know?”
Student : “Recount text is text to retell events”
Teacher : “Yes, right, any other answer?”

The students keep silent, and then the teacher giving the material and explain to them.

Teacher : “Ok class, any question?”
Student : “What is the differences verb 2 and verb 1 Miss?”
Teacher : “Ok, recount text use verb 2, usually verb 2 uses to something in the past, verb 1 uses to simple present.
Do you get it?”
Student : “Yes, Miss”

The teacher giving a recount text and asked the student to the analysis the text with their seatmate. When students work, the teacher walks around the class to check the students and says “If you don’t understand, you can ask me”.

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After that, the teacher instructs a student to present in front of class. The teacher gave a feedback and suggestion for student reading. Time is over, the teacher closes the class.

Teacher: “Ok class, the time is up. We will continue our lesson tomorrow. Let’s close our lesson today by saying hamdalah together”

Student: “Alhamdulillahirabbi’alamin”

Teacher: “Thank for your attention and see you tomorrow. Wassalamualaikum wr.wb”

Student: “Wa’alaikumsalam wr.wb.”

The second part was conducted on Thursday, 22th August 2019, at 09.00 a.m. the teacher and the researcher entered the class and greeted as “Assalamu’alaikum wr.wb.” and the students answered “Wa’alaikumsalam wr.wb”.

Teacher: “Hello, Good Morning class?”

Student: “Good Morning Miss”

Teacher: “How are you today?”

Student: “I am fine thank you, and you?”

Teacher: “I’m fine too, thank you. Let’s start our lesson today by saying basmallah together”

Student: “Bismillahirrohmanirrohim”.

The teacher checked the students’ attendance list. Then, the teacher asked the students about materials that have learned in the last meeting. The reviewed about the recount text and gave feedback about their result of pre-test. After that, the teacher explained the definition and the use of genre based approach. The teacher asked the student about the difficulty when teaching learning process. After that, the
teacher gave a post-test and giving feedback. The time is over, the teacher closes the class.

Teacher: “Alright class, the time is up. We will continue our lesson on Saturday. Let’s close our lesson today by saying *hamdalah* together.

Student: “*Alhamdulillahirabbil’alamin*”

Teacher: “Thank you for your attention and see you”

*Wassalamualaikum wr.wb.*

Student: “*Wa’alaikumsalam.* See you soon Miss”

c. Observing

The researcher observed students and teacher activity by using the observation check list in the learning process. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and the teachers’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process collected the data and monitored the class.

**Table 4.1 Form the Result of Students’ Observation Checklist**

<table>
<thead>
<tr>
<th>Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
4. Accomplishing task √
All of students did the task by self without ask to their friends.

5. Being enthusiastic in method which applied in the class √
The students were felt enjoy and enthusiastic when the method applied.

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson began</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students before the lesson began and the students answered the greeting.</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking student’s attendant</td>
<td>√</td>
<td></td>
<td>The teacher called the students name one by one</td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition</td>
<td>√</td>
<td></td>
<td>The teacher asked the students’ condition and the students answered they were fine</td>
</tr>
<tr>
<td>5</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation to the students</td>
</tr>
<tr>
<td>6</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher reminding previous material and explain it</td>
</tr>
<tr>
<td>7</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td></td>
<td>The teacher explains and spells out about definition, purpose, generic structure, and language feature of recount text.</td>
</tr>
<tr>
<td>8</td>
<td>Use of genre based approach method to teach reading comprehension recount text</td>
<td>√</td>
<td></td>
<td>The teacher use genre based approach to teach reading comprehension in recount text. The teacher divides the students into several group and gave a chance to present their work in front of class</td>
</tr>
</tbody>
</table>
Giving opportunity for asking the question

<table>
<thead>
<tr>
<th>No</th>
<th>The teacher giving opportunity for asking the question</th>
</tr>
</thead>
</table>

Help students’ difficulties during learning

<table>
<thead>
<tr>
<th>No</th>
<th>The students difficult to compare verb 1 and verb 2 in recount text, than the teacher helped the students’ difficulties and explain about uses verb 1 and verb 2.</th>
</tr>
</thead>
</table>

Giving feedback after the lesson

<table>
<thead>
<tr>
<th>No</th>
<th>The teacher gave feedback after the lesson</th>
</tr>
</thead>
</table>

Furthermore, to know the significant improvement in reading comprehension in recount text, the researcher got the data from the test in cycle I. Then, the researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

The Score of Pre-test and Post-test Cycle I

**Table 4.3 The Students’ Score of Pre-test and Post-test Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFR</td>
<td>60</td>
<td>74</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>AR</td>
<td>70</td>
<td>78</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>ASW</td>
<td>71</td>
<td>74</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>BSU</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>CL</td>
<td>80</td>
<td>82</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>DAS</td>
<td>72</td>
<td>77</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>INH</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>IQ</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>JAA</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>11</td>
<td>KI</td>
<td>50</td>
<td>71</td>
<td>21</td>
<td>441</td>
</tr>
<tr>
<td>12</td>
<td>MA</td>
<td>40</td>
<td>67</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>13</td>
<td>MF</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
From the students’ score in the table pre-test and post-test of cycle I, the researcher can calculate the number of students who achieve the passing grade as a written below:

Table 4.4 The Passing Grade of the Pre-test and Post-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>7</td>
<td>26.9%</td>
<td>18</td>
<td>69.2%</td>
</tr>
<tr>
<td>70</td>
<td>5</td>
<td>19.2%</td>
<td>3</td>
<td>11.5%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>14</td>
<td>53.8%</td>
<td>5</td>
<td>19.2%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0%</td>
<td>26</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Then, the researcher calculates the deviation standard by using SPSS 24.0 it can be showed:

1. Descriptive statistic cycle I

Table 4.5 Descriptive Statistics Cycle I

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>26</td>
<td>40.00</td>
<td>80.00</td>
<td>62.7308</td>
<td>11.99186</td>
</tr>
<tr>
<td>Post-test</td>
<td>26</td>
<td>60.00</td>
<td>86.00</td>
<td>73.7692</td>
<td>6.21165</td>
</tr>
</tbody>
</table>
From the table above it could be seen that the mean of pre-test in the cycle I was 62.73 with standard deviation 11.99186 while mean post-test in cycle I was 73.76 with standard deviation of 6.21165 the quantity (N) of the students is 26 students.

The passing grade of cycle I has shown that the students can improve their English score, especially in reading comprehension of recount text with the mean of post-test 73.76, it is better than the mean of pre-test.

2. Paired Sample Test cycle I

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>Std. Deviation Mean</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Pre-test – post-test cycle I</td>
<td>-11.03846</td>
<td>7.79990</td>
<td>1.52969</td>
<td>-14.18891</td>
</tr>
</tbody>
</table>

The result of paired sample t-test would be significant if sig. (2-tailed) the value was < 0.05 and t-table was smaller than t-test, the result would be significant if sig. (2-tailed) the value was > 0.05 and t-table was bigger than t-test. In the result, t-test in the table
above was 7.216 while t-table was 2.055 for df 26. From the explanation, the table showed that the sig. (2-tailed) value was 0.000 and the t-test was 7.216 so that, the sig. (2-tailed) value <0.05 and t-test was bigger than t-table. Furthermore, for the quarrel of mean were 11.03846. From the explanation above, it could be conducted that there is a improved of students’ ability in reading comprehension recount text using genre based approach.

d. Reflecting

Based on the analyzing of the cycle I, the researcher found that some indicators had not been achieved during the teaching and learning process, the students were still confused about the material. The students could not distinguish the genre type of text. The researcher found that students’ reading comprehension still had inappropriate word choice and vocabulary. However, the students’ increase of ideas in reading is improved. It could be seen from their result in pre-test and post-test. Therefore, the researcher needed to continue the second cycle.

The other reflection was that some students difficult to different verb 1 and verb 2. So, they asked the teacher about verb 1 and verb 2. Some students were also difficult to find the meaning of word in the text. Then, the teacher asked the students to search in dictionary. But the students did not bring their dictionary. The teacher asked the students to bring their dictionary in the next meeting.
The students who achieve a score higher than the passing grade (KKM) of the pre-test were 26.9%. In the post-test, the students’ score showed that there are 69.2% of the students could achieve a score higher than the passing grade (KKM). It means the research that although there is an improvement. The researcher and the teacher agreed to conduct the next cycle.

2. Cycle 2

The researcher prepared some instruments to continue to the next cycle:

a. Planning

In this section, the researcher prepared several instruments, they are such as:

1) English Syllabus of Senior High School

   English syllabus was the important one as control to arrange the lesson plan. The researcher used English syllabus of MA Futuhiyah Jeketro. It can be seen in the appendix.

2) Lesson Plan

   The lesson plan was used to manage the teaching and learning process. It was aimed to managing time and activities during the teaching and learning process in the class. It can be seen in the appendix.
3) Observation Checklist

The observation checklist was organized to know the students’ and teachers’ activities during the teaching learning process.

4) Material

The material of reading comprehension was recount text which consists of definition, purpose, generic structure, language feature, and example.

5) Teaching Aid

The researcher prepared several instruments. They were students’ worksheet, board marker, clue (a question which concerned with recount text to developing student’s idea) handout for students (example recount text).

6) Pre-test and Post-Test

The researcher used pre-test and post-test to achievement her purpose. The pre-test was done before applied genre based approach as method. The post-test was done after implementing genre based approach to know the students reading ability in recount text.

b. Acting

The acting of the cycle II was conducted on Saturday, 24th August 2019 until Monday, 26th 2019. The actions consist of two parts. This
action of research was conducted on two days, where pre-test & treatment were conducted on day 1 and treatment & post-test on day 2.

On the first day, the teacher and the researcher entered the class at 07.00 a.m. The teacher opened the lesson soon.

Teacher : “Assalamu’alaikum wr.wb.”
Student : “Wa’alaikumsalam wr.wb.”
Teacher : “Let’s start our lesson today by saying basmallah together. Bismillahirrohmanirrohim.
Student : “Bismillahirrohmanirrohim”
Teacher : “Good Morning class?”
Student : “Good Morning Mom”
Teacher : “How are you today?”
Student : “I am fine, and you?”
Teacher : “I am very well, thank you.

Then, the teacher checked the students’ attendance list and give motivation. After that, the teacher continues the lesson

Teacher : “Do you remember what we learned on the last meeting?”
Student : “Recount text Miss”
Teacher : “Right, can you mention the generic structure of recount text?”
Dina : “Orientation, event, reorientation Miss”
Teacher : “Yes, give applause please”

The teacher gives a little explanation about recount text to remember the student, then, the teacher gave pre-test for the students in 45 minutes almost the same with first pre-test in cycle I. The teacher gave a worksheet of multiple choice and fill in the blank of recount text. When the students were doing the pre-test, the teacher walked around the class to check the students while doing the test. After that, the teacher asked
the students about the difficulty when teaching learning process. And then, the teacher gave a feedback. The teacher explained the language feature of recount text. After, the teacher explained the material. The teacher asked to the student about difficulty when the teaching learning process. The next, the teacher divides students into group, the teacher asked the students to make a recount text based on the clue or their experience. The teacher prepared and writes the clue in white board.

The time is up, for the next meeting the teacher asks the students to bring their assignment. The teacher closes the learning.

Teacher : “I think is enough, we will continue tomorrow. Let’s close our lesson by saying hamdalah together.

Student : “Alhamdulillahi robbilalamin”.

Teacher : “Thank for your attention, you did a great job today. Wassalamu’alaikum wr.wb.”

Student : “Wa’alaikumsalam wr.wb.”

On Monday, 26th August 2019, at 09.00 a.m. the teacher and the researcher entered the class. The teacher opened the lesson and greeted the students.

Teacher : “Assalamu’alaikum wr.wb.”
Student : “Wa’alaikumsalam wr.wb.”
Teacher : “Good Morning class?”
Student : “Good Morning Miss”
Teacher : “How are you today?”
Student : “I am fine and you?”
Teacher : “I am fine too, thank you”

The teacher checked the students’ attendance list. The teacher gives a motivation, then, continue the lesson.
Teacher: “Ok students, have you done your assignment?”
Student: “Yes...”
Teacher: “Ok, good. Do you have difficulties?”
Ridho: “Yes, I don't know some vocabulary Miss”
Teacher: “Oh ya, you can discuss with your group”
Ridho: “Yes Miss”
Teacher: “Please, present your result in front of class”

The students present their result and the teacher giving feedback to their result. Then, the teacher remembering the last material and explains it. After that, the teacher gave post-test for the student in 45 minutes. When the students were doing post-test, the teacher walked around the class to check the student.

Teacher: “Do you have done?”
Student: “Yes Miss”
Teacher: “Ok, good. Collect it to me”

The students collected their post-test immediately. The time is up, the teacher closes the lesson.

Teacher: “Well class, the time is up. Let’s close our lesson today by saying hamdalah together.
Student: “Alhamdulillahihirobbilalamin”
Teacher: “Thank for your great attention, you did a great job today. I am very happy with your activity in the class. See you next time. Wassalamu’alaikum wr wb.
Student: “Wa’alaikumsalam wr wb.”

c. Observing

The researcher observed the learning activities since cycle II was going on. The teacher checked the students understanding about recount text by reviewing the material in previous cycle. Based on the observation during the learning process, the students gave more
attention when the teacher explained the material. They read the text from the teacher more seriously than the first meeting. The students read the text with better pronunciation and more comprehend in reading. They done of pre-test and post-test by self, without ask their friends.

Table 4.7 Form of Result Students’ Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students were pay attention to the teacher greeting and explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students were asked about some vocabulary.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to Question</td>
<td>√</td>
<td></td>
<td>The students answered teachers’ question.</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of students did the task well.</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in method which applied in the class</td>
<td>√</td>
<td></td>
<td>The students were felt enjoy and enthusiastic when the method applied.</td>
</tr>
</tbody>
</table>

Table 4.8 Form of Result Teachers’ Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson began</td>
<td>√</td>
<td></td>
<td>The teacher greeted the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher checking student’s attendant</td>
<td>√</td>
<td>The teacher called the students name one by one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking the students’ condition</td>
<td>√</td>
<td>The teacher asked the students’ condition and the students answered they were fine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving motivation</td>
<td>√</td>
<td>The teacher gave motivation to the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reminding previous material</td>
<td>√</td>
<td>The teacher reminding previous material and explain it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td>The teacher explains and spells out about definition, purpose, generic structure, and language feature of recount text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of genre based approach method to teach reading comprehension recount text</td>
<td>√</td>
<td>The teacher use genre based approach to teach reading comprehension in recount text. The teacher divides the students into several group and gave a chance to present their work in front of class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving opportunity for asking the question</td>
<td>√</td>
<td>The teacher giving opportunity</td>
<td></td>
</tr>
</tbody>
</table>
Based on the result of the students’ observation sheet during the implementation genre based approach the students reading comprehension were improved. They can answer the question because they ask the teacher when they find any difficulties. Moreover, the researcher would like to analyze the students’ improvement in reading comprehension by calculating the result of pre-test and post-test. The calculation and result of both tests are presented below:

**Table 4.9 Form the Students’ Score of Pre-test and Post-test in Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFR</td>
<td>77</td>
<td>80</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td>66</td>
<td>67</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>AR</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>ASW</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>BSU</td>
<td>72</td>
<td>77</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>CL</td>
<td>85</td>
<td>85</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>DAS</td>
<td>77</td>
<td>81</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
From the students’ score in the table pre-test and post-test of cycle II above, the researcher can calculate the number of students who achieve the passing grade as a written below:

Table 4.10 The Passing Grade of Pre-test and Post-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>15</td>
<td>57.7%</td>
<td>21</td>
<td>80.8%</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>15.4%</td>
<td>1</td>
<td>3.8%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>7</td>
<td>26.9%</td>
<td>4</td>
<td>15.4%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.%</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

Then, the researcher calculates the deviation standard by using SPSS 24.0 it can be showed:
1. Descriptive Statistic Cycle II

Table 4.11 Descriptive Statistics Cycle II

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test cycle2</td>
<td>26</td>
<td>50.00</td>
<td>84.00</td>
<td>70.9231</td>
<td>8.45659</td>
</tr>
<tr>
<td>Post-test cycle2</td>
<td>26</td>
<td>62.00</td>
<td>87.00</td>
<td>77.2308</td>
<td>6.21809</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above it could be seen that the mean of pre-test in cycle II was 70.9231 with standard deviation 8.45659. While the mean post-test in cycle II was 77.2308 with standard deviation 6.21809. The quantity (N) of the students was 26 students.

The passing grade of the cycle II also has shown that the students can improve their English score in reading comprehension. It could show the mean of post-test 77.2308, it is better than the mean of pre-test 70.9231.

2. Paired Sample Test Cycle II

Table 4.12 Paired Samples Test Cycle II

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Mean Std. Error</td>
<td>Lower Upper</td>
</tr>
</tbody>
</table>

69
<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-6.30769</td>
<td>3.85507</td>
<td>-7.86479</td>
</tr>
</tbody>
</table>

From the explanation above the table, it could be concluded that the result would be significant. It could be seen sig (2-tailed) value was <0.05 and t-table was smaller than t-test. It would not be significant if sig (2-tailed) value was >0.05 and t-table was bigger than t-test. T-test in the table above was 8.343. While t-table showed 2.055 for df 26. Furthermore explanation, it could be seen the sig (2-tailed) value was 0.000 and t-test was 8.343 so that, the sig (2-tailed) value < 0.05 and t-test was bigger than t-table.

d. Reflecting

In cycle II, the researcher and the teacher reflected the revised lesson plan and the action of cycle II. The researcher emphasized the material about generic structure and language feature of recount text on the reading comprehension. Based on reflection in cycle I, the teacher and the researcher try to solve the students’ problem.

In the cycle II, the teacher needed to explain the material in detail in order to make the students understand, the teacher explain more about uses verb 1 and verb 2. The teacher also asked the student to learned the material before they joined in the class.

In the other hand, the teacher must guide the students to discuss and present the material in front of class. The students had trained to
look for material before came to the class as discussion material. So, the students easy to understand the material, the students also presented the result of their discussion better than before. The most of them did the test by their self.

The students’ score of the cycle I and the observations’ checklist were used to make a proper reflection. Based on the research the teacher also delivered about recount text through genre based approach in teaching learning process. The students’ ability in reading comprehension in the cycle II had improved, it could be concluded from this discussion.

The subject of passing grade (KKM) for English is 70. In post-test cycle II 90% of the students could pass the passing grade. In pre-test of cycle II there are 80% of students who get the score higher than passing grade (KKM). It means that after reflection from the cycle I was applied in the action of cycle II could accepted. There was an improved reading comprehension at tenth grade of MA Futuhiyah Jeketro. The teacher and the researcher stopped the cycle because of the students have passed the passing grade.

B. Discussion

Based on the result of analysis in two cycles, the researcher would like to show the students’ reading comprehension improvement from cycle I to cycle II. The improvement can be seen as follows:
Table 4.13 Table of Data Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>62.7308</td>
<td>70.9231</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>73.7692</td>
<td>77.2308</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≤70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>26.9%</td>
<td>57.7%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>69.2%</td>
<td>80.8%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>42.3%</td>
<td>23.1%</td>
</tr>
<tr>
<td>3</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>11.99186</td>
<td>8.45659</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>6.21165</td>
<td>6.21809</td>
</tr>
<tr>
<td>4</td>
<td>T-table</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 26</td>
<td>2.055</td>
<td>2.055</td>
</tr>
<tr>
<td></td>
<td>a = 0.050</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>T-test</td>
<td>7.216</td>
<td>8.343</td>
</tr>
</tbody>
</table>

From the table above, it could be seen that t-test is bigger than t-table. There were degrees of improvement between pre-test and post-test in cycle I and cycle II. In cycle I of t-test was 7.216 and cycle II was 8.343. The mean of post-test cycle I was 73.7692 and the cycle II was 77.2308. For the pre-test in cycle I was 62.7308, and pre-test in cycle II was 70.9231. It means, the mean of post-test for the both cycles were higher than the mean of pre-test. There was an improvement of students’ reading comprehension in recount text. The improvement can also be seen from the total of the students who pass the
passing grade (KKM). So, genre based approach was improved students’ reading comprehension in recount text.
CHAPTER V
CLOSURE

After conducted the research of teaching reading about recount text by applying Genre Based Approach, the research provides some conclusions and suggestion of the research.

A. Conclusions

Based on the data analysis in the chapter IV, the conclusions were presented as follows:

1. The implementation of apply genre based approach to improve the students’ ability in reading comprehension of recount text at MA Futuhiyah Jeketro. Based on the result of the action in every cycle, there is an improvement that can be seen on the observations in every cycle and the result of treatment of both cycles.

In this study, the researcher implemented pre-test, treatments, and post-test. The teacher gave a pre-test before the students got the materials recount text. Pre-test was conducted 45 minutes. After did the pre-test the researcher continued did treatment and gave post-test. The teacher analyzed the students’ reading and they increased their reading comprehension from cycle 1 until cycle 2. The implementation of genre based approach could improve the students’ reading comprehension.
2. Based on the data from the result of test and observation that have been done and analyzed in the previous chapter, it indicates there are significant improvements in each cycle. It was shown by mean score of the test which increased. In cycle II the mean of pre-test (70.9231) is higher than the mean of pre-test in cycle I (62.7308). Besides, the students’ score of pre-test cycle I and cycle II are 70.9231 and 62.7308. While, the researcher concluded that there is able to improve of apply genre based approach in improving the tenth grade students’ reading comprehension in recount text at MA Futuhiyah Jeketro.

B. Suggestion

At the end of this chapter, the researcher would like to purpose some suggestion, which hopefully would be useful:

1. For The Teacher

   The genre based approach can be implemented by teacher in English teaching on focused in reading comprehension in classroom. Teaching learning which apply genre based approach can make the atmosphere in the classroom lively. In addition, it is a method that interesting, easy to be used and increased the students’ social discourse.

2. For The Students

   First, the students must be active in learning process. They should not embarrass to share their idea during the lesson or ask the teacher when they get difficulties. Second, the students should read and learn the material
before they join the lesson, so that they ready to involve in learning process. And the last, the students should try to work in group and share their knowledge each other.

3. For The Researcher

   Hopefully, this research will give an experience in conducting research and improving her reading comprehension as well.

4. For The School

   The school can take the benefit of the increase students’ reading comprehension when the research is done.
REFERENCES


### SILABUS PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</td>
<td></td>
<td>- Men'yimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temukan kata yang benar, dan bertanya jawab tentang isi teks</td>
</tr>
</tbody>
</table>
| 4.7 Teks *recount* – peristiwa bersejarah | • Fungsi Sosial  
Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan  
• Struktur Teks  
Dapat mencakup:  
- urutan kejadian/kegiatan  
- orientasi ulang  
• Unsur Kebahasaan  
- Kalimat deklaratif dan interrogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan  
- Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.  
- Adverbia dan frasa preposisional penujuk waktu  
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.  
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  
• Topik  
Peristiwa bersejarah yang | - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menulis di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks |
| 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan lisan terkait peristiwa bersejarah |  | - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya |
| 4.7.2 Menyusun teks *recount* lisan dan tulisan, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |  | - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia |

80
| dapat menumbuhkan perilaku yang termuat di KI | proses dan hasil belajar. |
RPP (CYCLE 1)

Sekolah : MA Futuhiyah Jeketro
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : X/2 (Genap)
Materi Pokok : Recount text
Alokasi Waktu : 2 x 2 JP (45 menit)

A. Kompetensi Inti (KI)

<table>
<thead>
<tr>
<th>KI</th>
<th>Alokasi Waktu</th>
<th>KI-1</th>
<th>Menghargai dan menghayati ajaran agama yang dianutnya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KI-2</td>
<td>Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia..</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KI-3</td>
<td>Memahami, menerapkan, dan menganalisis pengetahuan fakta, konseptual, dan prosedural berdasarkan rasa ingin tahu yang spesifik sesuai dengan konteks penggunaannya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KI-4</td>
<td>Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuann.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Kompetensi Dasar (KD)

<table>
<thead>
<tr>
<th>KD</th>
<th>Alokasi Waktu</th>
<th>KI-5</th>
<th>Membedakan fungsi sosial struktur teks, dan unsur kebahasaan beberapa teks recount Sederhana tentang pengalama/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KI-6</td>
<td>Menangkap makna dalam teks recount tulis dan lisan sederhana.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KI-7</td>
<td>Menyusun teks recount tulis dan lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>No.</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7.1</td>
<td>Mengidentifikasi gambaran umum informasi tertentu dari teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>3.7.2</td>
<td>Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>3.7.3</td>
<td>Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.</td>
</tr>
<tr>
<td>4.7.1</td>
<td>Membedakan fungsi sosial, struktur teks, dan unsur kebahasan pada teks recount sederhana tentang kejadian/kegiatan/peristiwa.</td>
</tr>
<tr>
<td>4.7.2</td>
<td>Menyunting teks recount sederhana lisan tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
</tr>
<tr>
<td>4.7.3</td>
<td>Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
</tr>
<tr>
<td>4.7.1.1</td>
<td>Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</td>
</tr>
<tr>
<td>4.7.1.2</td>
<td>Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.</td>
</tr>
<tr>
<td>4.7.1.3</td>
<td>Menyusun teks recount sederhana tentang kejadian/kegiatan/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</td>
</tr>
</tbody>
</table>

D. Tujuan Pembelajaran

Siswa dapat:
1. Mengidentifikasi dan memaparkan fungsi sosial, struktur teks, dan unsur kebahasan dari teks recount, sesuai dengan konteks penggunannya.
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount, sesuai dengan konteks penggunannya.
3. Menyusun teks tulis dari teks recount, sesuai dengan konteks penggunannya dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

E. Materi Pembelajaran

83
1. Materi pokok : Recount Text
2. Fungsi sosial : Menceritakan kembali kejadian atau pengalaman dimasalahulu

**Recount text**

a. Definition recount text
   To retell events for the purpose of informing or entertaining

b. Generic structure recount text
   - Orientation : introducing the participants, place and time
   - Event : describing series of event that happened in the past
   - Reorientation : consists of a closure of events

c. Purpose of Recount text
   The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience.

d. The Characteristics / Language Feature of Recount text:
   - Using chronological connection: then, first, second, finally, etc.
   - Using action verb: looked, went, changed, etc.
   - Using simple past tense.
   - Introducing personal participant: I, my group, etc.

e. Example:

**My First Time in Yogyakarta**

**Orientation**

My family and I went to my grandmother’s house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister’s graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother’s house which is 5 minutes away by foot to Malioboro street.

**Event**

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

On the second day, all of us went to Malioboro street. We saw so many merchant with several of product which they claim to be a traditional product.
of Yogyakarta. I bought some wooden figurine and T-shirt with the word “Yogyakarta” printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home.

**Reorientation**

We found some place providing Yogya traditional food around the building and we jumped in right away. We spent the rest of our week

**F. Pendekatan, Model, dan Metode**

1. Pendekatan berfikir : Scientific approach
2. Metode Pembelajaran : Genre Based Approach

**G. Media, Alat, Sumber Belajar Pembelajaran**

- Media : ppt, lembar kerja siswa.
- Alat : white board, board marker, handout, laptop, LCD proyektor
- Sumber : 
  - Buku bahasa inggris kelas X K13

**H. Langkah-Langkah Pembelajaran**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
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</tr>
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<td></td>
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<td>➢ Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Menjelaskan tujuan pembelajaran atau</td>
<td></td>
</tr>
</tbody>
</table>
kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

| Inti |  
|------|----------------------------------|
| ➢    | Mengamati                        |
|      | - Guru membuat fungsi sosial, kebahasaan, struktur teks recount di papan tulis. |
|      | - Guru membaca dan menjelaskan pengertian dan tujuan recount text. |
|      | - Guru menjelaskan struktur teks recount tersebut |
|      | - Siswa mendengarkan penjelasan guru tentang teks recount meliputi fungsi sosial, struktur teks, dan unsur kebahasaan. |
|      | - Siswa memperhatikan dengan seksama penjelasan guru. |
|      | - Siswa mengamati dan memahami materi teks recount yang telah ditulis dan dijelaskan guru. |
| ➢    | Mempertanyakan                  |
|      | - Guru bertanya kepada siswa apa yang mereka simpulkan dari melihat, mengamati dan memahami teks recount yang ada. |
|      | - Guru bertanya kepada siswa apa saja yang harus dilakukan ketika membuat teks recount. Bagaimana untuk memulainya. |
| ➢    | Mengeksplorasi                  |
|      | - Guru meminta siswa membuat kelompok dengan teman sebangkunya. |
|      | - Guru memberikan contoh teks recount dan meminta siswa menganalisis teks tersebut. |
| ➢    | Mengasosiasi                    |
|      | - Siswa mengumpulkan hasil kerja dan mempresentasikan didepan kelas. |
|      | - Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan. |
| ➢    | Mengomunikasikan               |
|      | - Siswa dan guru melakukan diskusi dikelas. |

| | 35 menit |
Penutup

- Siswa memberikan pendapat dan saran terhadap teks recount.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>5 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memberikan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation. You did a good job today. I’m very happy with your activity in the class. How about you, did you enjoy my class?</td>
<td></td>
</tr>
<tr>
<td>Menginformasikan kegiatan pembelajaran pos-test untuk pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td>Berdo’a dan salam.</td>
<td></td>
</tr>
</tbody>
</table>
3. Pronunciation
4. Expression

Keterangan:
10 = tidak pernah, apabila tidak pernah melakukan
15 = kadang-kadang, apabila kadang-kadang melakukan namun sering sesuai pernyataan dan kadang-kadang tidak melakukan.
20 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan.
25 = selalu, apabila selalu melakukan sesuai pernyataan.

c. Aspek Kognitif

I. Read the following text to answer question number 1 to 6

Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the Brahma, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahma and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At the point we proceeded with our adventure to Borobudur. We touched base there at four p.m. at 6 p.m. we heard the declaration that Borobudur entryway would be closed. In evening we left Jogjakarta by bus.

1. The content above basically talks about…
   a. The writer’s trip to Yogjakarta
   b. The writer’s first visit to Prambanan
   c. The writer’s impression about the guide
   d. The writer’s experience at Yogja Kraton
   e. The writer’s impression about Borobudur

2. The kind of text is…
   a. Narrative
   b. Recount
   c. Spoof
   d. Procedure
   e. Descriptive
3. What is purpose of the text?
   a. Entertain the readers
   b. Describe the smugglers
   c. Tell past events
   d. Report an event to the police
   e. Inform teacher about events of the day
4. What else the big temples in Prambanan?
   a. Angkor Wat, Syiwa, and Sudra temples
   b. Paria, Brahmana, and temples
   c. Brahmana, Syiwa, and Wisnu temples
   d. Wisnu, Syiwa, and Borobudur temples
   e. Borobudur, Syiwa, and Brahmana temples
5. When did they go home?
   a. On Saturday morning
   b. On Friday evening
   c. On Thursday evening
   d. On Friday afternoon
   e. On Saturday evening
6. Why did they just visit Brahmana and Syiwa sanctuaries?
   a. Because there was no Wisnu temple
   b. Because Wisnu temple was too small
   c. Because Wisnu temple was being repaired
   d. Because Wisnu temple was amazing
   e. Because Wisnu temple was being destroyed

Read the following text to answer question number 7 to 10

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park.

In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

7. What happened to the writer’s dad when he rode an elephant?
   a. He felt a thrill
b. He felt fun
c. He felt off
d. He failed
e. He fall

8. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They had to visit many places in the zoo
   b. They took a long time to reach the zoo area
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo
   e. They was happy so forget to back home

9. ….our family felt tired after visiting the zoo, we were still happy.
   a. Since
   b. Because
   c. Although
   d. Nevertheless
   e. If

10. When the writer went to the zoo?
    a. Tomorrow
    b. At night
    c. In the morning
    d. Yesterday
    e. Last month

II. Read the following text and fill in the blank to answer

Last weekend, I (1)….. my pen pal’s house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We (2)….traditional food. I liked it very much. After breakfast, he took me to the garden behind his house. The garden(3)….very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I(4)….a long time feeding the birds. I also took pictures with those beautiful birds. After visiting the bird cage, Anto and I(5)….to the flower garden not far from his house. It was so fun. I really enjoyed my time.
### KUNCI JAWABAN SOAL PILIHAN GANDA

<table>
<thead>
<tr>
<th>No</th>
<th>Kunci jawaban</th>
<th>Bobot Nilai Jika benar</th>
<th>Skor Nilai</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
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<td>9</td>
<td>C</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Total 10**

### KUNCI JAWABAN ESSAY

<table>
<thead>
<tr>
<th>No</th>
<th>Kunci jawaban</th>
<th>Bobot Nilai Jika benar</th>
<th>Skor Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Visited</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>2. Had</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>3. Was</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>4. Spent</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>5. Went</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total 90**

Keterangan:
Pedoman penilai essay:
- Jawaban benar 18
- Jawaban mendekati benar 15
- Jawaban salah 1
- Tidak menjawab 0

Guru Bahasa Inggris: Jeketro, 10 Juli 2019
Peneliti: Tasrifah, S.Pd.

Ryda Kusuma Wardhani
NIM. 23030150133
A. Kompetensi Inti (KI)

<table>
<thead>
<tr>
<th>KI</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>KI-1</td>
<td>Menghargai dan menghayati ajaran agama yang dianutnya.</td>
</tr>
<tr>
<td>KI-2</td>
<td>Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</td>
</tr>
<tr>
<td>KI-3</td>
<td>Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</td>
</tr>
<tr>
<td>KI-4</td>
<td>Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.</td>
</tr>
</tbody>
</table>

B. Kompetensi Dasar (KD)

<table>
<thead>
<tr>
<th>KD</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7.</td>
<td>Membedakan fungsi sosial struktur teks, dan unsur kebahasaan beberapa teks recount Sederhana tentang pengalama/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>4.7.</td>
<td>Menangkap makna dalam teks recount tulis dan lisan sederhana.</td>
</tr>
<tr>
<td>4.7.1</td>
<td>Menyusun teks recount tulis dan lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan unsur kebahasaan, secara benar dan sesuai konteks.</td>
</tr>
</tbody>
</table>

C. Indikator Pencapaian Kompetensi
| 3.7.1. | Mengidentifikasi gambaran umum informasi tertentu dari teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. |
| 3.7.2. | Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. |
| 3.7.3. | Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana. |
| 4.7.1. | Membedakan fungsi sosial, struktur teks, dan unsur kebahasan pada teks recount sederhana tentang kejadian/kegiatan/peristiwa. |
| 4.7.2. | Menyunting teks recount sederhana lisan tentang kagiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |
| 4.7.3. | Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |

**D. Tujuan Pembelajaran**

Siswa dapat:
1. Mengidentifikasi dan memaparkan fungsi sosial, struktur teks, dan unsure kebahasan dari teks recount, sesuai dengan konteks penggunannya.
2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount, sesuai dengan konteks penggunannya.
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5. Example:

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   My family and I went to my grandmother’s house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister’s graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother’s house which is 5 minutes away by foot to Malioboro street.

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Reorientation
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<tr>
<td></td>
<td>➢ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan</td>
<td></td>
</tr>
</tbody>
</table>
menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Inti</th>
<th>35 menit</th>
</tr>
</thead>
</table>

**Mengamati**
- Guru membuat fungsi sosial, kebahasaan, struktur teks recount di papan tulis.
- Guru membaca dan menjelaskan struktur teks recount tersebut.
- Guru menjelaskan tenses yang harus digunakan dalam membuat teks recount.
- Guru menjelaskan metode (genre based approach) yang akan digunakan didalam kelas.
- Siswa mendengarkan penjelasan guru tentang teks recount meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa memperhatikan dengan seksama penjelasan guru.
- Siswa mengamati dan memahami materi teks recount yang telah ditulis dan dijelaskan guru.

**Mempertanyakan**
- Guru bertanya kepada siswa apa yang mereka simpulkan dari melihat, mengamati dan memahami teks recount yang ada.
- Guru bertanya kepada siswa apa saja yang harus dilakukan ketika membuat teks recount. Bagaimana untuk memulainya dan apa tenses yang digunakan.

**Mengeksplorasi**
- Guru memberikan 10 pertanyaan yang mengembangkan ide siswa untuk memudahkan membuat recount text.
- Guru meminta siswa membuat kelompak yang terdiri dari 4-5 orang.
- Guru meminta siswa membuat teks recount dari pertanyaan tersebut atau berdasarkan pengalaman mereka sendiri.

**Mengasosiasi**
- Siswa mengumpulkan hasil kerja dan mempresentasikan di depan kelas.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan.
  ➢ Mengomunikasikan
- Siswa dan guru melakukan diskusi di kelas.
- Siswa memberikan pendapat dan saran terhadap teks recount.

<table>
<thead>
<tr>
<th>Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Memberikan umpan balik terhadap proses dan hasil pembelajaran:</td>
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<td>class. How about you, did you enjoy my class?</td>
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</tr>
<tr>
<td>berikutnya.</td>
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<tr>
<td>➢ Berdo’a dan salam.</td>
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H. Penilaian

1. Aspek afektif

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<td></td>
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<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Rasa ingin tahu</td>
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<tr>
<td>6</td>
<td>Displin</td>
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<tr>
<td>7</td>
<td>Percaya Diri</td>
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</tr>
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<td>8</td>
<td>Tanggung Jawab</td>
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</table>

Keterangan:
1= tidak pernah
2= kadang-kadang
3= sering
4= selalu
2. Aspek psikomotorik

<table>
<thead>
<tr>
<th>No</th>
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<tr>
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<td>7.</td>
<td>Pronunciation</td>
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</tr>
<tr>
<td>8.</td>
<td>Expression</td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:
10 = tidak pernah, apabila tidak pernah melakukan
15 = kadang-kadang, apabila kadang-kadang melakukan namun sering sesuai pernyataan dan kadang-kadang tidak melakukan.
20 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
25 = selalu, apabila selalu melakukan sesuai pernyataan

3. Aspek Kognitif

Read the following text to answer question number 1-3

Last week, Mr Damini’s wife had an accident. Her youngest child, Yusuf was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help, Help” he ran to kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr Damari had gone to the office. The other children had gone to school. Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbors’ house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son,

1. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her neighbor
   d. Her children
   e. Her friend

2. The main idea of the second paragraph is...
   a. Mrs. Damiri got accident
   b. Mr. Damiri was proud of his son
c. Yusuf asked his neighbor to help
d. Mr. Damiri and his other children had gone
e. The neighbor help yusuf
3. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri’s husband and run to the kichen
   b. He called the fireman and put out the fire
   c. He put out the fire and took Mrs. Damiri in the clinic
   d. He called the fireman and advise Mrs. Damiri to stay calm
   e. He called Yusuf

Read the following text to answer question number 4-7

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited, but nothing happened. Suddenly someone shouted, “it’s two minutes past twelve! The clock has stopped! I looked at my watch. It was true. The big clock refused to welcome the New Year. At the moment, everybody began to laugh and sing.

4. When did the clock stopped?
   a. At 05.12
   b. At 11.55
   c. At 12.00
   d. At 12.02
   e. At 10.00

5. Why did the people gather under the Town Hall clock?
   a. To welcome the New Year
   b. To see the newly bought clock
   c. To strike the laughing people
   d. To stop people who shouted
   e. To listening people sing a song

6. Based on the text, where was the writer?
   a. At the center of the town
   b. At home
   c. At the beach
   d. At the market
   e. At the school

7. When did the event happen?
   a. In the middle of the year
   b. The end of the year
   c. Christmas celebration
   d. At the weekend as usual
e. In the last month
8. “The big clock refused to welcome the New Year”. What is the synonym of the word…
   a. Reject
   b. Accept
   c. Admit
   d. Hate
   e. Little
9. “it would strike twelve in twenty minutes time”. The underlined word refers to…
   a. The clock
   b. Author’s watch
   c. The town
   d. The place
   e. The people
10. What does the first sentence tell you?
    a. The problem that the writer met
    b. The funny thing in the story
    c. The opening of the story
    d. The past event
    e. The writer problem
II. Read the following and fill in the blank to answer number 1-5
Last month, my family and I went to Banyumas which was (1) …… in central java, Indonesia. We (2)…. a car. I enjoyed the journey all day long although it look 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.
My first day in my village, I (3)…. my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, My families (4)…. To a popular place in Purwokerto. It (5)….. called “Baturaden”. We enjoyed and I am very happy.
KUNCI JAWABAN SOAL PILIHAN GANDA

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</tr>
<tr>
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</tr>
<tr>
<td>4</td>
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Total 10

KUNCI JAWABAN ESSAY

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<td>18</td>
</tr>
<tr>
<td>2</td>
<td>7. Droved</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>8. Visited</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>9. Went</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>10. Was</td>
<td>18</td>
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Total 90

Keterangan:
Pedoman penilai essay:
Jawaban benar 18
Jawaban mendekati benar 15
Jawaban salah 1
Tidak menjawab 0

Guru Bahasa Inggris Jeketro, 25 Juli 2019
Peneliti

Tasrifah, S.Pd. Ryda Kusuma Wardhani
NIM. 23030150133
Recount text

f. Definition recount text
   To retell events for the purpose of informing or entertaining

g. Generic structure recount text
   - Orientation: introducing the participants, place and time
   - Event: describing series of event that happened in the past
   - Reorientation: consists of a closure of events

h. Purpose of Recount text
   The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience.

i. The Characteristics / Language Feature of Recount text:
   - Using chronological connection: then, first, second, finally, etc.
   - Using action verb: looked, went, changed, etc.
   - Using simple past tense.
   - Introducing personal participant: I, my group, etc.

Rumus Simple Past Tense

\[ S + V^2 + O \]
Example:
I went to market by bus

\[ S + \text{did} + \text{Verb1} + O \]
Example:
We didn’t finish our meal

\[ \text{Did} + S + \text{Verb1} \]
Example:
Did they finish their meal?

j. Example:

My First Time in Yogyakarta

Orientation
My family and I went to my grandmother’s house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister’s
graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother’s house which is 5 minutes away by foot to Malioboro street.

**Event**

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walked around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many houses, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

On the second day, all of us went to Malioboro street. We saw so many merchant with several of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word “Yogyakarta” printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home.

**Reorientation**

We found some place providing Yogya traditional food around the building and we jumped in right away. We spent the rest of our week
On 12th March 2018, my school held a study tour. I went there for 3 days and during that day, I visited some tourism places. The most favorite place for me when I was at Ocean, Jakarta, I loved it because I am enjoy any kinds.

The place is located east Jakarta. It took 30 minutes from Islamic Center, Bekasi. The ticket to enjoy the whole part of any kinds is Hydra, Tornado, etc.

At first I entered the lamp park. This area is closed at 5 p.m. The next was dance water. Unfortunately, I got stuck of water and my clothes wet. The last, I went monas for bought souvenir like T-shirt, doll, keyhook, etc. I back to home on 15th March 2019.
<table>
<thead>
<tr>
<th>Group Name</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ani Ramboiyah</td>
<td>(3)</td>
</tr>
<tr>
<td>2. Lita Goryma</td>
<td>(7)</td>
</tr>
<tr>
<td>3. Kamila Indiana</td>
<td>(10)</td>
</tr>
<tr>
<td>4. Rohina Aulia P.</td>
<td>(20)</td>
</tr>
<tr>
<td>5. Suci Nur Rohmah</td>
<td>(23)</td>
</tr>
</tbody>
</table>

class : X IA 1

Two last years, I was visiting at Jakarta. I went there when I was in grade 8. I stayed there for 3 days and during that day I visited some tourist places. The most favorite place for me when I was at Dupan, I love it because it is a challenge.

First day, I visited the MAJT, Semarang city. There, I was praying asar. After that, I visited a sacred place syerik maqurah sayyudin to pray for him.

The second day, I went to Ancol. I could enjoy plant it. The next, I visited to Dupan. There some play challenge. e.g: Histera, The conjuring house, roller coaster, etc. The last I went to Dance water park.

The last day I visited planetarium, Toll, and Monas. In the monas, I bought some souvenir. e.g: Clothes, T-shirt, Food, Drink, etc. After that, I went home.
STUDY TOUR IN ANCOL

Last day in 12 March 2011, we went visiting to Jakarta city. At the time, we visiting at class 8. In 5th study tour, we visiting Ancol. We stayed there for 3 days and one during that day we visited some tourist place. The most favorite place for we when we was at scorpion tail and bolipin show.

From Islamic Centre to Ancol it took 30 minutes by riding bus. The ticket to enjoy the whole part of the park Ancol which story 38. Scorpion tail and bolipin show in only 200.000 rupiahrs. That's not too expensive for the pleasure we got.

At first we enters the scorpion tail because location most near enter door. The next was bolipin show which sences bolipen. The last was story 38, the most pleasurable place for us.

It was a very nice study tour at Ancol.
Study tour in Jakarta.

5th years old, we study tour in Jakarta. We spent holiday time visiting in Jakarta. We stayed there for 3 days and during that day we visited some tourism places. The most favorite place me when we was at Jakarta was Dufan. We loved it because ween mode.

At first entered the Dufan because this area is closed at 5 p.m. in Dufan be found mode nest bird, thunderbolt, turtle, hysteria and another.

And hysteria game the we likes, the next we eat day in park restaurant, next we continue to garden monas, there are photograph, we could enjoy view.

It was a very nice study tour that we spent at Jakarta.
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Linggar Salatiga KM 2 Telepon (0298) 6031364 Kode Pos 50718 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : B-106/In.21/D1.1/PP.07.3/07/2019 Salatiga, 24 Juli 2019
Lamp. : Proposal Skripsi
Hal  : Pembimbing Skripsi

Kepada
Yth. Norwanto, M.Hum.
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Ryda Kusuma Wardhani
NIM  : 23030150133
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE IMPLEMENTATION OF GENRE BASED APPROACH METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION: IN RECOUNT TEXT (A CLASSROOM ACTION RESEARCH OF XI MA FUTUHIYAH JEKETRO IN THE ACADEMIC YEAR 2019/2020)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demiikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

[Signature]

[Stamp]

109
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Unggul Salatiga KM 2 Telepon (0298) 6031364 Kode Pos 50718 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor: B-3496/In.21/D1.1/PN.03.1/08/2019
Lamp: Proposal Penelitian
Hal: Permohonan izin Penelitian

Salatiga, 20 Agustus 2019

Kepada
Yth. Bapak Supriyanto, S.Pd.
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Ryda Kusuma Wardhani
NIM: 23030150133
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripanya adalah:

THE IMPLEMENTATION GENRE BASED APPROACH METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research in the Eleven Grade Students of MA Futuhiyah Jeketro in the Academic Year of 2019/2020)

Dosen Pembimbing: Norwanto, M. Hum.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

[Stamp]

110
YAYASAN SOSIAL ISLAM FUTUHIYAH
MADRASAH ALIYAH “FUTUHIYAH”
TERAKREDITASI B


No : CAS/SM/MAD/08/2019
Hal : Izin Penelitian
Lamp. : -

Kepada

Tempat.

Assalamualaikum Wr.Wb.

Menjawab surat yang telah kami terima dari IAIN Salatiga Fakultas Tarbiyah, terkait maksud dan tujuan sebagaimana dimaksud dalam surat No.8.3496/In.21/OI.1/PN.03.1/08/2019 tentang permohonan izin penelitian. Maka dengan ini kami mempersilahkan kepada saudari;

Nama : Ryda Kusuma Wardhani
NIM : 2303150133
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Pendidikan

Untuk melakukan penelitian di MA Futuhiyah Jeketro pada kelas X (sepuluh) mulai tanggal 21-25 Agustus 2019 guna memenuhi salah satu syarat dalam penyusunan skripsi.

Demikian atas perhatiannya disampaikan terima kasih

Wassalamualaikum Wr.Wb.

Jeketro, 20 Agustus 2019

Ketua, Madrasah,

[Signature]

NIP.:

Ternbusan disampaikan kepada:
1. Wakil Kurikulum
2. Arsip
# Satuan Kredit Kegiatan (SKK)

**Nama** : Ryda Kusuma Wardhani  
**Jurusan** : S-1 Tadris Bahasa Inggris (TBI)  
**NIM** : 23030-15-0133  
**Dosen PA** : Miftachudin, S.Pd.I., M.A.

<table>
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<td>28 Maret 2016</td>
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<td>Level</td>
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<td>19-20 November 2016</td>
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<td>16-17 September 2017</td>
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Salatiga, 28 Juni 2019

Mengetahui,

Wakil Dekan

Bulatan Komunitiaswaan dan Kerjasama

[Signature]

[Stamp]

[Stamp Number: 19730610 200003 1 001]
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Ryda Kusuma Wardhani
NIM : 23030150133
Dosen Pembimbing : Norwanto, M. Hum.
Judul Skripsi pada surat penunjukan pembimbing skripsi :
THE IMPLEMENTATION OF GENRE BASED APPROACH METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION: IN RECOUNT TEXT (A CLASSROOM ACTION RESEARCH OF X MA FUTUHIYAH JEKETRO IN THE ACADEMIC YEAR 2019/2020)

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Dosen Pembimbing,

Norwanto, M. Hum.
NIP. 1975101520022031006
Pre-test & treatment

Post-test & treatment
Pre-test & treatment

Post-test & treatment
CURRICULUM VITAE

Name : Ryda Kusuma Wardhani
Nick Name : Ryda
Gender : Female
Religion : Moeslem
Address : Dukuh Kuniran, Desa Trisari, RT/RW 02/02, Kec Gubug, Kab Grobogan
Phone : 082265011210
Email : rydakusuma@gmail.com

Educational Background:
1. SDN 01 Trisari graduated in 2009
2. MTs N Jeketro graduated in 2012
3. MA Mir’atul Muslimien graduated 2015
4. IAIN Salatiga graduated in 2019

Organization experience:
2. As a member of Communicative English Club (CEC) of IAIN Salatiga.

Salatiga, 04th August 2019

Ryda Kusuma Wardhani
NIM. 23030150133