

**TEACHING ENGLISH SPEAKING SKILL  
THROUGH GENRE-BASED APPROACH**

**(A Case Study in MTs N BOYOLALI in the Academic Year of 2011/ 2012)**

**A Graduating Paper**

Submitted to the Board of Examiners as a Partial Fulfillment  
of the Requirements for the Degree of *Sarjana Pendidikan Islam* (S.Pd.I)  
in the English Departement of Education Faculty



By:  
**SARWATI**  
**113 07 072**

**ENGLISH DEPARTMENT OF EDUCATION FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)**

**SALATIGA**

**2012**



**MINISTRY OF RELIGIOUS AFFAIRS**  
**STATE ISLAMIC STUDIES INSTITUTE (STAIN) OF SALATIGA**  
**Jl. Stadion 03 Phone. 0298 323706 Salatiga 50721**  
**Website: [www.stainsalatiga.ac.id](http://www.stainsalatiga.ac.id) Email: [administrasi@stainsalatiga.ac.id](mailto:administrasi@stainsalatiga.ac.id)**

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## DECLARATION

*"In The Name of Allah the Most Gracious and the Most Merciful"*

Hereby the writer fully declares that this graduating paper is composed by the writer himself, and it does not contain material written or having been published by other people, and that from other people's idea except the information cited from references.

The writer is capable of accounting for this graduating paper if in the future this graduating paper can be proved of containing others' ideas, or in fact, the writer imitates the others' graduating paper. Likewise, the declaration is made by the writer and the writer hopes that this declaration can be understood.

Salatiga, February 14<sup>th</sup> 2012

The writer

**SARWATI**

**NIM: 11307072**



MINISTRY OF RELIGIOUS AFFAIRS  
STATE ISLAMIC STUDIES INSTITUTE (STAIN) OF SALATIGA  
Jl. Stadion 03 Phone. 0298 323706 Salatiga 50721  
Website: [www.stainsalatiga.ac.id](http://www.stainsalatiga.ac.id) Email: [administrasi@stainsalatiga.ac.id](mailto:administrasi@stainsalatiga.ac.id)

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**Hammam, M. Pd**

**The Lecturer of Education Faculty**

State Islamic Studies Institute of Salatiga

**ATTENTIVE COUNSELOR NOTES**

Case: Sarwati's Graduating Paper

Salatiga, February 14<sup>th</sup> 2012

Dear

The Head of State Islamic

Studies Institute of Salatiga

*Assalamu'alaikum wr. Wb.*

After reading and correcting Sarwati's Graduating Paper entitled "TEACHING ENGLISH SPEAKING SKILL THROUGH GENRE-BASED APPROACH (A Case Study in MTs N BOYOLALI in the Academic Year of 2011/ 2012)", I have decided and would like to propose that if it could be accepted by the educational faculty, I hope it would be examined as soon as possible.

*Wassalamu'alaikum wr. Wb.*

Consultant  
  
**Hammam, M. Pd**  
NIP. 197306102000031001



**MINISTRY OF RELIGIOUS AFFAIRS**  
**STATE ISLAMIC STUDIES INSTITUTE (STAIN) OF SALATIGA**  
**Jl. Stadion 03 Phone. 0298 323706 Salatiga 50721**  
Website: [www.stainsalatiga.ac.id](http://www.stainsalatiga.ac.id) Email: [administrasi@stainsalatiga.ac.id](mailto:administrasi@stainsalatiga.ac.id)

**GRADUATING PAPER**

**TEACHING ENGLISH SPEAKING SKILL  
THROUGH GENRE-BASED APPROACH  
(A Case Study in MTs N BOYOLALI in the Academic Year of 2011/ 2012)**

**CREATED BY:**

**SARWATI**  
**NIM: 113 07 072**

Has been brought to the broad of examiners of English department of education Faculty State Institute for Islamic Studies (STAIN) Salatiga on March, 13<sup>th</sup> 2012, and hereby considered to completely fulfilment of the requirement for the degree of Sarjana Pendidikan Islam in the English and Education Department.

Board of the Examiners,

Head : Dra. Woro Retnaningsih, M.Pd  
Secretary : Faizal Risdianto S.S., M.Hum  
1<sup>st</sup> Examiner : Ruwandi, MA  
2<sup>nd</sup> Examiner : Supardi, M.A  
3<sup>rd</sup> Examiner : Hammam, M.Pd

Salatiga, March 13<sup>th</sup>, 2012  
Head of STAIN Salatiga

**Dr. Imam Sutomo, M. Ag**  
NIP. 195808 27 198303 1 202

**MOTTO**

*"Allah gives what we need not give what we want"*

## DEDICATION

*This graduating paper is dedicated to:*

- ❖ *My beloved father and mother (Alm. Mr. Sugito, Mr. Sugiyartono and Mrs. Tijah), thanks all support, trust, finance and encouragement*
- ❖ *My special brother (Mas Edi N), thanks for your kindness and togetherness*
- ❖ *Someone who love me (Mz Ndut) thanks for your support and togetherness*
- ❖ *Mz Ndut's family who gives me support and motivation in doing this graduating paper*
- ❖ *My best friends(Hesti, Ncuz, Vuk, Ulil)*
- ❖ *All of lecturers of STAIN Salatiga, thanks a lot for your guidance and advice*
- ❖ *My friends in TBI '07 especially TBI C'07*
- ❖ *All of my friends in HFC (Ita, Iin, Nu'ah, Us, Mb. Siwi, Alfim, Im, Merita, Arun, Ela, Tika, Shofy, Intan, Puji, Mia and Nila)*
- ❖ *Everyone who knows me and reads this graduating paper*

## ACKNOWLEDGEMENT

*Assalamu'alaikum wr. wb*

Alhamdulillahirabil'alamin, all praises be to Allah the lord of the universe. Due to his blessing, eventually, the writer could finish this graduating paper without any obstacle. Our blessing and praises to our prophet Muhammad who has brought us from the darkness to the lightness.

However, the writer will not be able to finish this graduating paper well without any help, guidance, and support from other people. Therefore, the writer would like to thanks to:

1. Dr. Imam Sutomo, M.Ag, as the head of State Institute for Islamic studies (STAIN) Salatiga.
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3. Mr. Hammam, M.Pd, as consultant of this graduating paper who has educated, supported, directed and given the writer advice, suggestion and recommendation for this graduating paper from beginning until the end.
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5. Rusdiyana, S.PdI and Aida, S.Ag, as English teacher in MTs N Boyolali who has given time, advice and help the writer in conducting the research in the class.
6. All English department students in the Academic Year of 2007 especially for all members of TBFC, thanks for being my friends.
7. All of my friends who have helped me to finish this graduating paper.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

*Wassalamu'alaikum wr. wb*

Salatiga, February 14<sup>th</sup> 2012

The writer

Sarwati

**NIM: 11307072**



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## ABSTRACT

**Sarwati (2012) "TEACHING ENGLISH SPEAKING SKILL THROUGH GENRE-BASED APPROACH (A Case Study in MTs N BOYOLALI in the Academic Year of 2011/ 2012)". Graduating Paper English Department and Educational State of State Institute for Islamic Studies of Salatiga**

Keywords: speaking skill and genre- based approach.

Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Teaching speaking is not an easy job. There are many kinds of material that taught in the second grade of junior high school, for example is genre. Genre Based Approach can help the learners improve communicative competence. In genre, there are two cycles namely oral and written cycle. The aim is developing the ability to use oral language. There are four procedures of teaching speaking by using Genre- Based Approach. The procedures are Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT). The objectives of the study is to describe the procedure of teaching speaking cycle by using Genre- based Approach, kinds of the activity during the speaking cycle, the problems faced by the teacher. The data was taken by using descriptive qualitative. The research will be conducted at MTs N Boyolali on Jl. Kemuning No. 32 Boyolali. The subject of the research is the English teacher at MTs N Boyolali.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

According to Depdiknas (2003: 6), teaching English in Indonesia is focused on the ability of student's communication. The communication can be in the form of spoken and written form. The learners should be capable of learning the four language skill: listening, speaking, reading, and writing.

The first important thing in teaching English, especially speaking is the teacher should not only make students to be active, but also have students understood about what the teacher explains. After that, the teacher should get students interested in English, on the other hands; she does not cause students afraid of English. The teacher can help students have motivation to learn English. If the students enjoy studying English without any force, it can be a good way for students to learn English. So, there is no statement that English is a difficult subject any more, especially in Junior High School.

Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with others. The use of English for speaking is not simple, because the speaker should master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

However, in fact, mastering speaking is not easy. The main problem faced by the students when they speak based on text is the difficulty in composing the words or sentences. The process that must be taught in speaking the text is revealing some meanings (interpersonal ideational and textual) in an oral form. In recount text, the students must easily retell the recount text and will ensure effectiveness in realizing the meaning. The text genre will make the students easier in speaking process. Using genre, the learners will be easier and directed to speak the text.

There are many kinds of material that taught in the second grade of junior high school, for example is genre. It refers to a conventional, culturally recognized grouping of texts based on property rather than lexical or grammatical occurrence feature, which are instead the internal criteria forming the basis of text type categories (David, 2001:38). Several kinds of genre texts are recount, report, discussion, news item, explanation, narrative, descriptive, explanation, procedure, etc. These materials usually can represent four language skills such as reading, writing, speaking and listening. The one of interesting genres provided in English textbook for the second grade of junior high school is recount text.

Genre Based Approach can help the learners improve communicative competence. Genre texts explain the kinds of text in each purpose and rhetorical structure. In this concept, the pattern of language use is to explain about tenses and sentence pattern. Using genre, the learners will be easier and directed to share the idea of text.

Genre-Based Approach in teaching speaking is concerned with how learners express their idea orally. The students have to identify the kind of genre text including the social function, the generic structures and the language features of each genre text. Then they have to find the ideas of text and the last they try to express their idea orally. The concept of genre enables teacher to look beyond content, composing purpose and textual forms to see speaking as attempt to communicate with audience to better understand the ways language patterns are used to accomplish coherent, purposeful prose.

Genre-Based Approach is used as an approach to teach English Language. In genre, there are two cycles namely oral and written cycle. The previous is aimed at developing the ability to use oral language. The latter is aimed at developing the written language. In oral cycle, the learners try to express their feeling or idea about the text orally. Genre-Based Approach in teaching oral skill is concerned with how learners express their idea based on the text orally. An understanding of the concept allows the teacher to identify the kind of text that students will have to find the idea about the text and then the students try to speak.

Based on the discussion above, the writer is interested in analyzing the procedure, kinds of the activity of teaching speaking cycle by using genre in the second grade of junior high school. Furthermore, the writer carries out the research **“TEACHING ENGLISH SPEAKING SKILL THROUGH GENRE-BASED APPROACH (A Case Study in MTs N BOYOLALI in the Academic Year of 2011/ 2012)”**.

## **B. Problem Statement**

The main research problem of the study is “how is the application of Genre-Based Approach in teaching speaking”. In order to answer this question, the writer arranges some subsidiary questions as follows:

1. How is the procedure of teaching speaking cycle by using Genre-Based Approach in MTs N Boyolali?
2. What kinds of the activity during the speaking cycle by using Genre-Based Approach in MTs N Boyolali?
3. What are the problems faced by the teacher in MTs N Boyolali?

## **C. Objective of the Study**

Based on the problems statement, the objectives of this research are as follows:

1. To describe the procedure of teaching speaking cycle by using Genre-Based Approach in MTs N Boyolali.
2. To describe kinds of the activity during the speaking cycle by using Genre-Based Approach in MTs N Boyolali.
3. To describe the problems faced by the teacher in MTs N Boyolali.

## **D. Benefit of the Study**

This research will give some benefits as follows:

1. A theoretical benefit, this research can be used as an input to develop the knowledge of English, especially in speaking skill. This research is used as



the reference for those who want to conduct a research in the teaching speaking by using Genre- based Approach.

2. Practical benefits, the research will improve the teacher's ability about the application of Genre-Based Approach in teaching speaking skill. The research will give description of the procedure teaching English using Genre- Based Approach, kinds of activity, and the problems faced by the teacher.

#### **E. Limitation of the Study**

In this research the writer analyzes the teaching- learning process especially on using Genre-Based Approach to teach speaking. The subject of this research is limited to the English teacher in MTs N Boyolali. The object of the research is to describe procedures of teaching speaking by using Genre-Based Approach in MTs N Boyolali, kinds of activity during teaching speaking cycle in MTs N Boyolali and to describe the problems faced by the teacher in MTs N Boyolali.

#### **F. Clarification of the Key Terms**

Avoiding some incorrect interpretation of this research title, the writer wants to clarify and explain the terms used.

##### **1. Genre**

Genre is defined as type of a text that has function as the frame of reference, so a text can be written and spoken effectively seen from the

right purpose, choosing and composing elements texts and also the right grammatical pattern use (Pardiyono, 2007: 2).

## 2. Approach

Approach is way of dealing with something (Oxford Learner's Pocket Dictionary, 2003:13).

## 3. Speaking

Speaking is making of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one in words, making speech (Hornby, 1995: 318).

## 4. Skill

Skill is ability to do something well (Oxford Learner's Pocket Dictionary, 2003:13).

# G. Research Methodology

## 1. Type of the Research

In order to get deep understanding about the Application of Genre-Based Approach in teaching English in MTsN Boyolali, the researcher uses qualitative research. Meanwhile, quantitative research is using statistical method, qualitative research entails collecting primarily textual data and examining it using interpretative analysis (Heigham and Croker, 2009: 5). The reason is that qualitative research was based on natural setting or in entity context. Natural setting mean the classroom in MTs where the

teaching and learning activities take place and entity contexts mean the process of teaching and learning English using Genre Based- Approach.

The other reason why using qualitative research is based on the aims of the study that this research is done to investigate the Application of Genre-Based Approach in teaching and learning of English in MTsN.

Besides, the aim of the research are describing the Application of Genre-Based Approach in the process of teaching and learning English at MTsN Boyolali, describing the procedures in teaching English using Genre-Based Approach, classifying the activities during in teaching and learning process especially using Genre- Based Approach, classifying the problems are faced by the teacher in teaching and learning English.

## 2. Subject and Object of the Research

The subject of the research is the English teacher of the second year in class MTs N Boyolali. The object of this research is the procedures of teaching speaking by using Genre-Based Approach, kinds of activity in teaching speaking by using Genre-Based Approach, and the problems faced by the teacher teaching speaking by using Genre-Based Approach. The writer position is as non-participation observer to observe the teaching learning process of the application of Genre-Based Approach to teach speaking. The observation was held 4 times in the classroom.

## 3. Data and Data Sources

The data of this research contains information from event and document.

a) Event

It is the teaching learning process in natural setting. All activities are dealing with the English teaching learning process. The data forms are the information taken from English teaching learning process and the student's activity using Genre-Based Approach in teaching speaking. The sources of the data are events, classroom of the second year students at MTs N Boyolali.

b) Document

Document is an instrument of data. The document of the research includes the speaking material used by the teacher in MTs N Boyolali to teach English lesson. The functions of document are to add and enrich the data in teaching of English in MTs N Boyolali.

#### 4. Method of Collecting Data

To get the data, the writer uses observation as one of the techniques in qualitative research that give opportunity to the researcher to watch and observe the real condition of subject and object of the research, the researcher is able to make notes about any behaviour or events that happened in the real condition (Moleong, 2007: 174) in this study, the writer will observe the condition of the class in the process of teaching learning recount text. The methods and class condition will be observed by the researcher.

There are two observations: participation observation and non-participation observation. Participant observation is the primary technique

used to gain access to data. There are four possible research stances for the participant observer: the complete participation, the participant-as-observer, the observer-as-participant, and the complete observer. While non-participant observation involves merely watching what is happening and recording events on the spot. Non-participant observation emphasizes the researcher's role as dispassionate recorder.

In this research, the writer position is as non-participation observer to observe the teaching English speaking skill by using Genre-Based Approach. Observation to know the procedure of teaching learning process of speaking skill by using Genre-Based Approach, the kinds of activity, and the techniques are used based on the data which the researcher gets.

#### 5. Method of analyzing the data

The data in this research will be analyzed by using the descriptive qualitative. Descriptive qualitative research is the process of simplification of data in order to make easier to read (Singarimbun, 1995: 263). According Sutupo H. B (2002: 91- 93) there are three main components of processing the data analysis namely:

##### a) Reduction of the Data

Reduction of the data can be interpreted as the process of selection, simplification, and drawing of the data in the field notes. In this research, the researcher selects the data related to the research problem. It is about the procedure, kinds of classroom activities, and problem faced by the teacher in teaching speaking cycle using Genre-Based Approach taken

from observation and document. Then researcher simplifies the data and draws the data in the field note.

The example of reduction of the data:

From the first observation the writer draws the data as follow:

- a. The teacher asking question about recount text to the students.
- b. The teacher giving explanation about recount text.
- c. The teacher speech vocabularies, grammatical pattern, and pronunciation.

#### b) Display of Data

As the second component of analysis the data, display the data is an organization set of information, description, in form of narration to make the research conclusion. Display the data is sentence arrange logically, semantically, it can be read and easy to understand. The data would be displayed they are field notes and learning materials.

The example of display of data is presented bellow:

In BKOF, the teacher builds the cultural context, share experience, and discuss vocabulary, grammatical pattern, and so on. For the first meeting, the teacher give recount text and the teacher explain the text in the class and the students only listen. The teacher will know the vocabularies that have been known by the teacher.

Here, the teacher firstly opened the lesson by introducing something related to the materials. The teacher always

said "Assalamualaikum Wr Wb" before the teacher started in greeting. She explains the recount text. For the first time, the teacher asks some questions related to the recount text.

c) Verification of the data

Verification is explaining the meaning of the data in fact configuration. In this research, the researcher draws the conclusion of the observation to know the procedure of the teaching.

The example of verification of the data is as presented below:

Based on the observation, the writer draws the conclusion of this research as follows;

The teacher in MTs N Boyolali only uses three procedures of genre. The three procedures used by the teacher are BKOF- MOT- ICOT. In every procedures, there are many activities that done by the teacher in the classroom. The activities during BKOF are asking question and giving explanation. Activities during MOT are giving example of the text to the students, the teacher read the text, ask the students to read the text, the teacher identified the text and correct the students pronunciation. Activities during ICOT are giving tasks as individual assignment.

In the teaching learning process the teacher faced some problems. The problems are the student's lack of mastering vocabulary and different capability of the students.

## **H. Outline of the Graduating Paper**

In order to make easy to understand this paper, the writer the following out lines of the graduating paper as follows:

Chapter I is Introduction. It contains background of the study, the statement of the problem, limitation of the problem, objective of the study, the benefit of the research, classification of key term, outline of the graduating paper, as well.

Chapter II is Literature Review. It contains of the definition of genre, procedure of genre, type of genre, the definition of speaking, the definition of teaching speaking of genre, the principle of teaching speaking, and the classroom technique.

Chapter III is Research Report. It contains of type of general description of MTs N Boyolali which deals with history, teachers' condition, students' condition, students' activities and organization.

Chapter IV is Research Description. It contain of description of data analysis

Chapter V is Closure. It contains about conclusion and suggestion.

Bibliography

Appendix



## CHAPTER II

### LITERATURE REVIEW

#### A. Genre- Based Approach

##### 1) Definition of Genre

According to Hartono (2005, 4),” the term genre is used to refer to particular text types, not traditional varieties of literature. It is type or kind of text, defined in term of its social purposes, also the level of context dealing with social purpose”.

Genre is seen as types of reading discourse that covers the area of descriptive reading type narrative, recount, spoof, exposition, argumentative and some others. In this definition, genre is seen as something which contains artistic value that exposes beautiful language in form of composition with high level of diversities. Genre is a type of text that have function as a frame of reference so a text can made with effective, effective from accuracy purpose side, choose and arrange of text elements, and also accuracy uses of grammar ( Pardiyono, 2007, 02). Genre based- approaches are concerned with the social purposes of language. The genres in focus are generally defined according to social purposes communication.

So, genre is a set of texts, spoken and written, which are institutionalizes in so far as they are considered by a given speech to be of

the same type, for example the genre of additional or the genre or information.

## 2) Procedure of Teaching Genre

According to Hammond (1992: 17) in Helena (2004: 5) there are four procedures of teaching Genre as follows:

### a. Building Knowledge of the Field( BKOF)

Building Knowledge of the Field (BKOF) is the step where the students have to pay attention to the teacher's explanation about the material will be delivered and studied. BKOF where teacher and students build cultural context, share experiences, discusses vocabulary, grammatical patterns and so on.

*Example: the teacher discusses vocabulary before read the text "Holiday". The teacher discusses the vocabulary suitable to the text and the students look for the meaning it words and then read it.*

### b. Modelling of Text (MOT)

Modelling of Text (MOT) is the step where the students listen to the statements of short functional text, conversation, and monologues that are geared around a certain communication purpose. For example, if the students are expected to produce procedural text, then, the short functional texts, conversations, and the monologues are developed with one main communication purpose, that is, giving instruction or

direction. In short, at the second procedure, students listen and respond to various texts with similar communication purposes.

*Example: the teacher read the text, and the students listen, sees, and pay attention of teacher. The teacher read the text entitled "Holiday".*

**c. Join Construction of Text (JCOT)**

Join Construction of Text is the step where they try to develop spoken text with their peers and with the help from the teacher. They can create different announcements, conversations on showing how to do things, monologues on how to make something and so on. They need to demonstrate their speaking ability and to show confidence to speak.

*Example: the teacher asked the students to make a group to discussion and narrating to repeat or look the conclusion about story.*

**d. Independent Construction of Text (ICOT)**

Independent Construction of Text is the step where the students are expected to be able to speak spontaneously or to carry out monologues that are aimed at giving directions or showing ways to do things such as how to make a kite, how to make a letter, and so on.

*Example: the teacher asked the students to make a story about holiday and presents in front of class.*

**3) Type of Genre**

According to Fauziati (2008: 212) the type of texts are recount, report, discussion, explanation, exposition, new item, anecdote, narrative,

procedure, description, and review. Based on School- based Curriculum, the type of text (genre) for Junior High School level include descriptive, recount, narrative, procedure, and report. In order to get information about it, she explains each type in the following:

a) Descriptive

The social function of descriptive text is to describe a particular person, place or thing. The generic structures of this text are: 1) Identification: that identifies phenomenon to be described and 2) Description: that described part, qualities, and characteristic. The language features of descriptive text are as follows:

- 1) Focus on specific participants
- 2) Use of attributive and identify processes
- 3) Frequent uses of epithets and classification in nominal group
- 4) Use of simple present tense

The example of descriptive text:

### Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism objects in East Java province. Jatim Park offers a recreation place as well as a study center.

} Identification

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilos

} Description

meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

Description

The other facility which is able to be enjoyed is 'Agro Park' area. It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc.

Description

Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can used as alternative media of study.

Description

#### b) Recount

The social function of this text is to retell events for the purpose of informing or entertaining event that are usually arranged in a temporal sequence e.g.: Personal letter. The generic structure of this text: 1) orientation: provide the setting and introduce the participants. 2) Events: tell what happen in what sequence. 3) Re-orientation: optional, closure of events. The language features are as follows:

- 1) Focus on specific or individual participants
- 2) Use of simple past tense
- 3) Circumstance of the time and place
- 4) Focus on temporal sequence of events
- 5) Use of material process

The example of recount text is as follows:

### Visiting Bali

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

Orientation

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

Events

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a centre for silversmiths and goldsmiths. After

Events

that he stopped a little while for lunch at Sukawati and on to mass.

Mass is a tourist centre.

My friend ten-day-stay ended very quickly beside his two  
 tours, all his day was spent on the beach. He went sailing or  
 surfing every day. He was quiet satisfied. } Re-orientation

### c) Narrative

The social function of this text is to amuse or entertain the reader with actual or various experience in different ways. The generic structure of this text: 1) orientation: set the scene and introduces the participants, 2) evaluation: a stepping back to evaluate the plight, 3) complication: a crisis arises, 4) resolution: the crisis are resolved, for better or worse, 5) Reorientation: optional. The language features are as follows:

- 1) Focus on specific and usually individualized participants
- 2) Use of material process
- 3) Use of relational processes and mental processes
- 4) Use of temporal conjunctions and temporal circumstances
- 5) Use of past tense

The example of narrative text:

### **The Smartest Parrot**

Once upon time, a man had a wonderful parrot. There was no  
 other parrot like it. The parrot could say every word, except one word. } Orientation

The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

Evaluation

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

Complication

One day, after he had been tried so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

Complication

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor.

Resolution



At the moment, the parrot was standing proudly and screaming  
at the last old chicken; "Say Catano or I'll kill you".

} Re-orientation

#### d) Procedure

The social function of this text is to describe how something accomplished through a sequence of actions or steps. The generic structure of this text: goal, material, and steps. It has language features as follows are as follows:

- 1) Focus on generalized humans agent
- 2) Use of simple present tense
- 3) Use mainly temporal conjunctions or numbering to indicate sequence
- 4) Use of mainly material( action) clauses or material processes

The example of procedure text:

#### HOW TO MAKE A KITE

Having a kite flying is interesting and make it by self is easy. → Goal

Prepare the following materials to make a kite: Butcher cord Scotch  
tape or glue, 1 Sheet of strong paper, 2 Strong, straight wooden sticks

} Materials

of bamboo. Markers paint or crayons. After the materials have been  
prepared, the directions bellow is easy instruction on how to make a

} Steps

kite:

1. Make a cross with the two sticks, with the shorter stick placed horizontally across the longer stick.
2. Tie the two sticks together with the string in such a way as to make sure that they are at right angles to each other.
3. Cut a notch at each end of the sticks. Make it deep enough for the type of string you are using to fit in to. Cut a piece of string long enough to stretch all around the kite frame.
4. Lay the sail material flat and place the stick frame face down on top. Cut around it, leaving about 2-3cm for a margin. Fold these edges over and glue it down so that the material is tight.
5. Make a tail by tying a small ribbon roughly every 10cm along the length of string.
6. Decorate your kite with the markers!

Steps

e) Report

The social function of this text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The generic structure: 1) general classification: tell what the phenomenon under discussion is, 2) description: tells what the phenomenon under discussion is like in terms of parts (and their function), qualities, and habits. The language features are as follows:

- 1) Focus on generic participants( group of things)

2) Use of simple present tense

3) No temporal sequence

The example of report text:

Tyrannosaurus rex, sometimes just called T-rex, is believed to be the largest and most fearsome predator on Earth's land ever to have existed. These dinosaurs once roam the Earth in the Cretaceous period approximately 68 to 65 million years ago.

General  
classification

As a carnivorous dinosaur, this giant predator most likely ambushed their prey, and devoured them with jaws full of white sharp teeth. With it's fast ability to run at an astonishing speed of 32 mph (50 kmh), a perfect slim and stiff tail that gave it an excellent balance and allowed it to make quick turns, equipped this gigantic predator and made it even more deadly, like a killing machine.

Description

## B. Teaching Speaking

### 1) Definition of Speaking

Speaking skill is the ability to perform the linguistic knowledge in actual communication. Its function is to express one idea, feeling, thought and needs orally. Speaking is one of language arts that are most frequently used by people all over the world. Richard and Rodgers (1993: 9- 10) state that the spoken language is primary and that is should be reflected in an oral- based methodology. Furthermore, oral method was very important in the classroom, especially in the early sections of learning (Howatt, 1985:

9- 10). The theories above provide the starting point of question and answer work, which requires the students to use the target language. The teacher is expected to speak foreign language as the normal means of classroom communication, retaining the mother tongue only for glossing new words, and explaining new grammar points.

According to Hornby (1995: 318) speaking is making of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one in words, making speech. Therefore the writer infers that speaking uses the word and produces the sounds to express ourselves either idea, feeling, thought, and need orally in an ordinary voice. Furthermore, success communication is often dependent as much on the listener as on the speaker.

There are some component to make fluent in producing speech, namely vocabulary, pronunciation, grammar fluency and comprehension.

a. Grammar

Grammar is partly the study of what forms or structure are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Grammar is a description of the rule that governs how sentences are formed.

b. Vocabulary

Vocabulary is the word that is used in speaking. All language has words. Language emerges first as words, both

historically and in terms of the way each of us learned our first and any subsequent language.

#### c. Pronunciation

Pronunciation is a difficult component in learning speaking ability. Pronunciation itself is defined as the way in which a word is pronounced (Hornby, 1995: 928). It deals with phonology the study of how speech sounds structure and function in language.

#### d. Fluency

Fluency is the ability to process language speedily and easily. Fluency develops; to do this is to use preassembled chunks of language (Harmer, 1999: 93). In speaking English, sometimes fluency is more important and an initial goal in a language rather than accuracy. According to Brown (2000: 268) there are some features of fluency:

- pauses may be long but not frequent
- pauses are usually filled
- pauses occur at meaningful transition points
- it means that there are pauses in fluency

#### e. Comprehension

Comprehension refers to understanding of language including comprehending what the speaker says. For oral communication it requires someone to respond to the speech, if

someone speech, he or she can not respond what other speaker says automatically.

## **2) Teaching Speaking of Genre**

Teaching speaking of genre does not represent a single set of teaching techniques that can simply be followed in every classroom. Students have different proficiencies, motivations, goals, and language need. They study in context where English taught as a second or foreign language and they learn to communicate for different purpose. Genre is classroom practice recognizes that the features of similar group of the text depend on the social context in which the text created and used (Hyland, 2004: 6)

The teaching speaking of genre consists of four sections, first BKOF where teacher and students build culture context, share experience, discuss vocabularies, grammatical pattern and so on. All of these are geared around the type of spoken texts, and topics they are going to deal with the second section. Second, MOT where students listen to the statements of short functional text, conversation, and monologue that is geared around a certain communicative purpose. Third is JCOT, at this section the students try to develop their speaking skill with their peers and with the help from the teacher. They demonstrate their speaking ability and show confidence to speak. The last is ICOT, the students are expected

to be able to speak spontaneously monologue of descriptive, recount, and narrative.

### **3) Principle of Teaching Speaking**

Teaching speaking skill is focused on making students creative and active. The great part of time in process of learning speaking is dominated by students. Afterwards, it is dominated by the instruction. It maximized the student's competence in speaking. The students learn to think what they are going to say with others in front of class. The students try to develop their creativity orally. Principles of teaching speaking are as follows (Harmer, 2001: 102):

- a. Help the students overcome their initial reluctance to speak. Be encouraging: provide opportunity, start from something simple
- b. Ask the students to talk about why they want to talk about
- c. Ask the students to talk about what they are able to talk about
- d. Provide appropriate feedback
- e. Combine speaking with listening and reading
- f. Incorporate the teaching of speech acts in the speaking

### **4) The Classroom Technique**

Fauziati( 2005: 127) states that there are some activities that include in teaching speaking skill namely: role- play, games, problem solving and discussion.

a. Role- play

Role- play is a method to develop speaking skill by creating a dramatic situation in a classroom or in a part, simply acting out dialogues, but also in part relieving objects and people in the room to prepare for imaginative role playing. Such a role playing can help teachers expand the classroom indefinitely and provide natural contexts for the language being used.

b. Game

Games are activities that can create dynamic innovative and motivating classes. The reason is that real learning takes place when the students, in a relax atmosphere, participate in activities that require them to use what they have been drilled on. Games are suitable not only for children but also for adults.

c. Problem solving

Problem solving is offer further opportunities for students to work in pair or small groups to share information. The basic principle lying behind such activities are that the teacher set up a situation where there is "an information gap" among the participants, and this gap has to be bridged either orally or in written form.

The primary objective in such activities may change significantly as students' oral proficiency develops. In beginning classes, students can be divided into pairs, each supplied with



simplified maps illustrating a neighbourhood or school area in the vicinity of the classroom. Each pair maps can be designed to present incomplete but complementary information.

d. Discussion

Fauziati (2002: 134) state that the aim of group discussion is one strategy to improve fluency and grammar probably best allowed functioning as a naturally communicative context. Next, the more advanced class however, can be given a factual article from a newspaper, journal, brochure, etc.

## CHAPTER III

### RESEARCH REPORT

#### A. General Description of MTs N Boyolali

##### 1. General Situation of MTs N Boyolali

The classroom research was conducted at MTs N Boyolali. Actually, history of MTs (Madrasah Tsanawiyah) Negeri Boyolali was begun from PGAN, in 1979 divided became two education institutions; they are MTs N Boyolali and MAN Boyolali. MTs N Boyolali is Junior High School with Islamic characteristic. The status of MTs N Boyolali is admitted. MTs N Boyolali is applying religious foundation such as in other Islamic school. It was built in order to provide education center for children surrounding the school.

MTs N Boyolali is located in Kemuning Street No. 32 Boyolali 57313, phone number (0276) 321634. It was built in 1979 with work license on November 01, 1979. The total number of students at MTs N Boyolali in academic year 2011/2012 is 991 students. They consist of 529 male students and 462 female students. MTs N Boyolali has 25 classrooms which cover the first year students having 9 rooms, second year students having 8 rooms, and the third year students having 8 rooms too. Besides building the classrooms, there are headmaster office, teacher office, administration office, hall, laboratory, library, computer room, and toilet.

## 2. Identity of School

- a. Name : Madrasah Tsanawiah (MTs) Negeri Boyolali
- b. Address : Jl. Kemuning No. 32 Boyolali, 57313
- c. Phone number : (0276) 321634
- d. School status : Public
- e. Established : 1979
- f. Head master : H. Chusni, S.Ag.M.Pd

### B. List of Facilities and Tools in MTs N Boyolali

Facilities are all of building, things, needed by teachers, students, and other educators in which provide by school to support successful in teaching learning process in school environment. Good educational facilities can be the factors to be successful in teaching learning process because all of students' need can provide. The educational facilities could be seen in the table 3.1;

TABLE 3.1

#### FACILITIES AND TOOLS IN MTs NEGERI BOYOLALI IN ACADEMIC YEAR OF 2011/2012

No.	Facilities	Total	Condition
1	Class	25	Fine
2	Laboratory	1	Fine
3	Hall	1	Fine
4	Headmaster office	1	Fine
5	Teacher office	1	Fine

6	Administration office	1	Fine
7	Health room	1	Fine
8	Teachers' toilet	2	Fine
9	Guest living room	1	Fine
10	Student toilet	8	Fine
11	Mosque	1	Fine
12	Storeroom	1	Fine
13	Park area	1	Fine
14	Canteen	3	Fine
15	Field	1	Fine
16	Security office	1	Fine
17	Computer room	1	Fine
18	Keeper house	3	Fine

Source: MTs N Boyolali 2011

### C. List of the Teacher and Staff in MTs N Boyolali

Teachers are people who teach the students in certain place and at certain time. They educate, transfer new knowledge, and try to change the behaviour of students. Teachers have the big role in teaching learning process at school; they have challenge to bring students in positive side, not only in knowledge but also in moral value. The list of teachers of MTs N Boyolali could be drawn in the table 3.2;

TABLE 3.2  
LIST OF TEACHERS IN MTs NEGERI BOYOLALI  
IN ACADEMIC YEAR OF 2011/2012

No.	Name	Education	Subject taught
1	H. Chusni, S. Ag. M.Pd	S2	Headmaster
2	Agus Wahyudi M, B A	S1	Mathematic
3	Hapsoro Purnomo, S.Pd	S1	Biology
4	Supriyono. S.Pd	S1	Economic
5	Dahlan Muttaqin, S.Pd	S1	Mathematic
6	Muchtaromi	PGA	Skill
7	Drs. Ahmad	S1	Civic Education
8	Dra. Siti Umi Salamah	S1	Indonesian Language
9	Drs. Bambang S	S1	English Language
10	Sholihin. B A	D3	Mathematic
11	Sri Suwanti, S.Pd	S1	Biology
12	Masjhudi, S.Pd	S1	Social Science
13	Drs. Safarudin	S1	Islamic History
14	Heri Padmono, S.Pd	S1	Art and Culture
15	Nur 'Aida, S.Ag	S1	English Language
16	Untung S, S.Ag	S1	Islamic History
17	Heru S, S.A.g	S1	Aqidah achlak
18	Thoha, S.PdI	S1	Fiqh
19	Eko Slamet H, S.Pd	S1	Sport
20	Drs. Rahmat S	S1	Java Language
21	Sri Martini, S.Pd	S1	Social Science
22	Sri Wahyuni, S.Pd	S1	Technology Informatics
23	Muryani, S.Pd	S1	Art and Culture
24	Marsono, S.Pd Fis	S1	Science

25	Galuh A, S.Pd	S1	Mathematic
26	Abdul Latif	D2	Sport
27	Darmastuti, S.Psi	S1	English Language
28	Rusdiayana, S.PdI	S1	Aqidah achlak
29	Siti Nurohmah, S.Pd	S1	Islamic History
30	Dra. Eliyana Widyastuti	S1	Java Language
31	Jamzuri, S.Ag	S1	Arabic Language
32	Drs. Budi Santoso	S1	Sport
33	Guntoro, S.Pd	S1	Indonesian Language
34	Muji Rahayu, S.PdI	S1	Arabic Language
35	Mulyono, S.Pd	S1	Skill
36	Muhammad Rosyid, S.Pd	S1	Mathematic
37	Nurhayati	D2	Sport

Source: MTs N Boyolali 2011

TABLE 3.3

LIST OF STAFFS IN MTs NEGERI BOYOLALI  
IN ACADEMIC YEAR OF 2011/2012

No	Name	Education
1	Muslikah Astiyani, S.PdI	S1
2	Wiwik Hartati M	D3
3	Masjhudi	D2
4	Thoha	Senior High School
5	Arini T, S.PdI	S1
6	Irawati Wakhidah, S.PdI	S1
7	Noor Fuad Zen, SHI	S1
8	Rofiq Tri O, SE	S1
9	Muhammad Yanuar	Senior High School

10	Rosyid EP, S.Pd	S1
11	Taufik Hidayat, S.Ag	S1
12	Wahyu P, S.PdI	S1
13	Nur Rochmah, SE	S1
14	Marmin	Senior High School
15	Heru Waluyo, SE	S1
16	Sri Utami	D2

Source: MTs N Boyolali 2011

#### D. Description of Students in MTs N Boyolali

Students in Junior High School are children who want to get something new, not only learning new knowledge, but also another aspects in life such; social relation, moral, and culture. They learn in school at certain time. The condition of students in MTs N Boyolali could be seen in the table 3.4;

TABLE 3.4

#### LIST OF STUDENTS IN MTs NEGERI BOYOLALI IN ACADEMIC YEAR OF 2011/2012

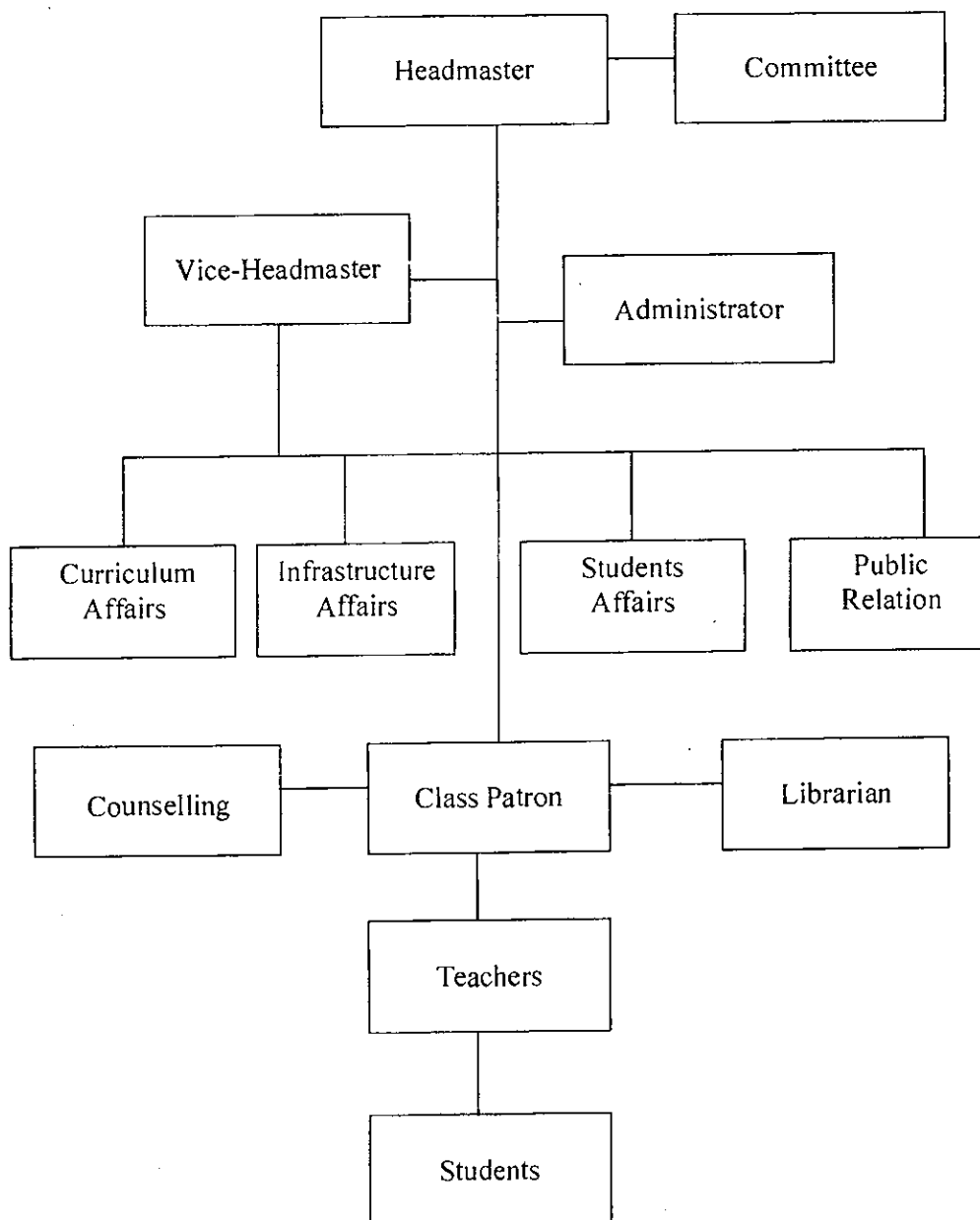
No.	Class	Male	Female	Total
1.	VII	166	131	297
2.	VIII	164	165	329
3.	IX	199	166	365
		529	462	991

Source: MTs N Boyolali 2011

## E. Organization Chart

Figure 3.1

ORGANIZATION CHART OF MTs N BOYOLALI  
IN ACADEMIC YEAR OF 2011/2012





#### F. Students Enrolled in MTs N Boyolali

In this research, the writer chose MTs N Boyolali as the subject, the writer concerned in second year's students. It has eight class groups, but the writer took one class group, it is VIII G. the numbers of students are 33. They are various areas with different economic level. The students in second years of MTs N Boyolali could be drawn in the table 3.5;

TABLE 3.5

**LIST OF VIII G CLASS GROUP IN MTs N BOYOLALI  
IN ACADEMIC YEAR OF 2011/2012**

No.	Name	No.	Name
1	Agus Sutardi	18	Isna Nurjanah
2	Ahmad Dzubayyan	19	Khaerul Anwar
3	Ahmad Khoiri Waludin	20	Muhammad Fathul Faizun
4	Anik Widhiastuti	21	Muhammad Fauzan Al Khanif
5	Ari Nugroho	22	Muhammad Fiqhussunnah Al Khoiron
6	Arif Kurnia Rabbie	23	Mustapha Kemal Pasha
7	Asti Rahmawati	24	Nafi'atul Muna
8	Aulia Nurul Khasanah	25	Nur Cahyanto
9	Barokah Isnaini	26	Puteri Azizah
10	Fajar Septy Maryani	27	Rifda Aulia Rahma
11	Fatin Da'iyah	28	Rini Rahayu
12	Fatoni Siratul Fikri	29	Siti Nur Afifah
13	Ichlasul Alaya	30	Siti Nur Afuana
14	Ifah Lestari	31	Sriyanto

15	Ikhsanudin	32	Winda Choirunnisa
16	Ishlahudin Rizal Wibowo	33	Yulistia Elsa Nursida
17	Ismi Siti Fatimah		

Source: MTs N Boyolali 2011

### **G. Students' Activity**

To complete students' achievement, MTs N Boyolali provides the extracurricular activities, as follows:

1. Social action and devotion activities
  - a. Teaching and learning process
  - b. Jama'ah
  - c. Reciting the Holy Qur'an before the teaching learning process
2. Extracurricular activities
  - a. Reciting the Islamic teaching
  - b. Scouting
  - c. Speech
  - d. Drum Band
  - e. Music
  - f. Sport
  - g. Computer

## CHAPTER IV

### RESEARCH DESCRIPTION

#### **A. Classroom Procedure Teaching English Speaking Skill by Using Genre-Based Approach**

In teaching and learning process, classroom procedure is a very important thing. Based on the writers' observation, the teaching learning process in the classroom is run well.

The procedures of Genre-Based Approach consist of four sections, namely (1) Building Knowledge of Field (2) Modelling of Text (3) Joint Construction of Text (4) Independent Construction of Text.

The English teacher at MTs Negeri Boyolali has used the theory of Genre-Based Approach in teaching and learning process. From the observation, the writer found that the teacher used three procedures of genre.

##### **a) Building Knowledge of Field (BKOF)**

It is the first section where teacher and students build cultural context. All of these are geared around the text types and topics they are going to discuss with at second section.

In this section the teacher gives the question to the students related to the material. Then it is followed by MOT. The teacher gives example of the text. In the last is ICOT here the students do the task individually. It is suitable with the procedure of Genre-Based Approach.

In BKOF, the teacher builds the cultural context, share experience, and discuss vocabulary, grammatical pattern, and so on. For the first meeting, the teacher give recount text and the teacher explains the text in the class and the students only listen. The teacher will know the vocabularies that have been known by the teacher.

Here, the teacher firstly opened the lesson by introducing something related to the materials. The teacher always said, "*Assalamualaikum Wr. Wb.*" before the teacher started in greeting. She explained the recount text. For the first time, the teacher asked some questions related to the recount text.

Teacher: "*Assalamualaikum Wr Wb*"

Students: "*Wassalamualaikum Wr Wb*"

Teacher: "Good morning students"

Student: "Good morning mom"

Teacher: "How are you today?"

Students: "I am fine and you?"

Teacher: "I am fine too thanks. *Anak- anak kalian punya pengalaman pribadi tentang liburan atau mungkin pengalaman lain yang tidak bisa kalian lupakan? coba Musthapa apakah kamu punya pengalaman sewaktu liburan? (Do you have unforgettable personal experience about holiday, students? How about you, Mustapha?)*

Musthapa: "*Punya bu, liburan di Candi Borobudur.*" (Yes, mom. I had a holiday in Borobudur Temple.)

Teacher: "*Kalian tau kenapa bu guru tanya tentang pengalaman?*" (Do you know why I ask you about experience?)

Students: "*Tidak tau bu.*" (I do not know, mom.)

Teacher: "*Karena hari ini kita akan belajar tentang teks recount.*" (Today, we will learn about recount text) *apa yang kalian tau tentang teks recount? (What do you think about recount text?)*

Students: (the students just keep silent)

Teacher: "*Bu guru akan jelaskan tentang teks recount. Teks recount itu teks yang bercerita tentang kejadian*

*dimasa lalu. Teks recount terdiri dari 3 bagian yaitu orientation, events, dan re-orientation. Kalimat yang biasa dipakai dalam teks recount yaitu Past tense.*” (I will explain about recount text. recount text is a text tell about past events. Recount text consists of three parts. They are orientation, events and re- orientation. Usually in recount text use past tense)

*“Pola kalimat simple past tense yaitu S+ Verb two (2) contohnya: I went to my grandmother’s house last month.”* (The generic structure of simple past tense is ‘S+ Verb two (2)’, for example: I went to my grandmother’s house last month.)

After the teacher explained about recount text to the students, then she gave recount text entitled “My Bad Holiday”. After all of the students received the text, the teacher began to discuss the text. The text example is as follows:

#### My Bad Holiday

I went to my uncle’s house in Batam last month on the long holiday. I stayed with uncle Antasene and aunt Firda and their son Seno. They live in a small house in the centre of the city called Nagoya. I liked the house, but I didn’t like the area much because it was very noisy.

My uncle and aunt were very nice. We visited Batam Centre, Waterfront City and Nongsa Beach. The weather was hot all day long.

Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his best friend came to stay, I had to sleep on the floor. When we went to a place called Galang Island, Seno didn't want to go to the ex Vietnam camp, he wanted to go fishing on Melur beach. So, I went to the Vietnam camp on my own. I didn't enjoy it.

I can't say I would like to go back to my uncle's house. It wasn't a nice t all.

Firstly the teacher discussed about the vocabulary. The teacher asked the students to find the present participles or verb two (2) as well as their meaning.

Teacher: "*Silahkan kalian cari kata kerja bentuk kedua dari teks itu dan apa arti dari masing-masing kata tersebut.*" (Please find every verb two(2) in the text as well as the meaning!)

Students: "*Ya, bu.*" (Yes mom.)

Information to the reader's, explanation of verb two (2) will be explained in other pages.

#### b) Modelling of Text (MOT)

In this section, the teacher gave the example or model of the text that appropriate with discussion of the material. The teacher gave a short story text to the students. After all of the students received the text, the teacher began to read the text by herself and instructed the students to listen.

The text example is as follows:

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of class. I walked quickly to the front classroom. Then, my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil on my right hand and the sharpener on my left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, "Relax! Don't be nervous!"

I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave her right hand to me. I quickly took it and shook her hand. But then she said, "no, Adi, I want you to give me back the pencil and the sharpener." My face turned red for the second time and my friends could not stop laughing at me.

I was so embarrassed.

Teacher: "*Ok anak-anak saya akan membaca teks ini silahkan didengarkan dan baca teks kalian masing- masing!*" (OK students, I will read the text so listen to me and read your own text!)

Students: "Yes, mom"

After reading the text, the teacher asked one of the students to read the text. A student read the text and the other students listened and read their own text. After the students finished read the text, the teacher discussed the contents of the text.



Teacher: "OK, Aulia, please read the first paragraph and the others listening."

Students: "Yes, mom." (The student read the text)

Teacher: "*Sekarang kita diskusikan bersama-sama isi dari teks recount ini.*" (Now, we are going to discuss the content of the recount text that we have.)

Students: "*Ya, bu.*" (yes, mom.)

Teacher: "*Dari paragraph pertama, mana yang menunjukkan orientation, dan event-nya dimulai dari kalimat nomer berapa?*" (From the first paragraph, which is the orientation, and from what sentence do the events start?)

Students: "*Kalimat pertama bu, kalimat kedua sampai akhir paragraf kedua termasuk events.*" (The first sentence is for the orientation and the second sentence until the last sentence of the last paragraph belongs to the events, mom.)

Teacher: "*Mana yang menunjukkan re-orientation?*" (So which sentence is the re-orientation?)

Students: "*Paragraf terakhir bu.*" (The last paragraph mom.)

c) Independent Construction of Text (ICOT)

In this step, the students worked individually. They had chance to prepare a few minute by writing it down. The teacher always guided the students' activities, so, if the students got difficulties, they could ask the teacher. If the first meeting was not enough for all to perform, the students' turn changed to the next meeting.

They prepared at home, and then they performed in the next meeting. The teacher asked the students to choose simple text so that the students felt easier in practicing orally. During presentation, the students had to describe the text. Here the students worked individually so that this speaking called monologue.

Few second before the class ended, the teacher interrupted the students.

Teacher: "Have you finished?"

Students: "*Belum, bu*" (not yet, mom.)

Teacher: "OK, *karena waktu sudah habis, silahkan dilanjutkan di rumah. Yang belum perform, di pertemuan yang akan datang kalian harus sudah siap untuk maju mempresentasikan di depan*

*kelas*" (Time is up, do your assignment as homework. For those who have not performed, you have to ready to present in front of class in the next meeting.)

Students: "*Ya, bu*" (Yes, mom.)

## **B. Activities During Teaching English Speaking Skill by Using Genre-Based Approach**

There are several activities that are done by the teacher at MTs N Boyolali during in teaching learning process. By these activities, the teacher hopes that the students can be active in the class. The activities will be described in every section. Before starting the lesson the teacher always open the meeting by saying" *Assalamualaikum Wr Wb*". After open the lesson the teacher always checks the students who absent that day.

### **a) Activities during BKOF**

The teacher at MTs N Boyolali has ways to deliver the material to the students. She has many activities in this section. The activities in BKOF done by the teacher at MTs N Boyolali are asking questions and giving explanation.

### (1) Asking Question

Before beginning the lesson, the teacher gives the question related to the material. At that time, the material is about recount text. The questions delivered from the teacher to the students are in the following:

- *Anak- anak kalian punya pengalaman pribadi tentang liburan atau mungkin pengalaman lain yang tidak bisa kalian lupakan? (Do you have unforgettable personal experience about holiday, students?)*
- *Coba Musthapa apakah kamu punya pengalaman sewaktu liburan?( How about you, Mustapha?)*
- *Kalian tau kenapa bu guru tanya tentang pengalaman? (Do you know why I ask you about experience?)*
- *Apa yang kalian tau tentang teks recount? (What do you think about recount text?)*

The aim is making the students active in classroom; the teacher and students share the experience, discuss vocabularies, grammatical sentences, and pronunciation. The teacher asks the students about the experience that they have.

## (2) Giving Explanation

After giving questions to the students, then the teacher begun to give explanation about recount text, discuss vocabularies, grammatical sentences, and pronunciation to her students. The explanations delivered by the teacher are as follows:

### explaining recount text

- " Bu guru akan jelaskan tentang teks recount. Teks recount itu teks yang bercerita tentang kejadian dimasa lalu. Teks recount terdiri dari 3 bagian yaitu orientation, events, dan re-orientation. Kalimat yang biasa dipakai dalam teks recount yaitu Past tense." (I will explain about recount text. recount text is a text tell about past events. Recount text consists of three parts. They are orientation, events and re-orientation. Usually in recount text use past tense)

### explaining vocabularies

- went →pergi
- stayed →tinggal
- lived →tinggal
- liked →menyukai
- noisy →ramai
- visited →mengunjungi

- Weather → cuaca
- Unfortunately → sial
- Disagreed → menentang
- Played → main
- Loud → keras
- Wanted → menginginkan
- Came → datang
- Fishing → memancing
- Nice → menyenangkan

#### explaining grammatical sentences

- *Pola kalimat simple past tense yaitu S+Verb two (2) contohnya: I went to my grandmother's house last month. (Generic structure of simple past tense is S+ Verb two (2), for example: I went to my grandmother's house last month)*

#### b) Activity during MOT

In this section, the teacher gave example related to the explanation of the material that had been given in BKOF. In MOT the teacher just gives the example of the text.

Firstly, the teacher read the text. The teacher gave example how to read the text correctly. After that, the teacher asks one of the students to read the text and the others students

listened and read their own text. After the student finish read the text, then the teacher correct the student's pronunciation.

Teacher: "Ok anak-anak saya akan membaca teks ini silahkan didengarkan dan baca teks kalian masing-masing!" (OK students, I will read the text so listen to me and read your own text!)

Students: "Yes mom"

Teacher: "OK, Aulia, please read the first paragraph and the others listening."

Students: "Yes mom" (the student read the text)

The text that Aulia read is as follows (note that the words underlined were pronounced incorrectly by her):

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of class. I walked quickly to the front classroom. Then, my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil on my right hand and the sharpener on my left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, "Relax! Don't be nervous!"

Below is the student's pronunciation analysis:

No.	Words list	Student's pronunciation	Teachers' or dictionary's pronunciation

1.	Day	/dai/	/dei/
2.	asked	/asket/	/æskt/
3.	Demonstrate	/'demonstrat/	/'demənstreit/
4.	Walked	/walket/	/wəkt/
5.	Classroom	/'klas'rum/	/'klæs'rum/
6.	Nervous	/nervous/	/nərvəs/
7.	Tried	/tried/	/trait/
8.	Laughed	/lauget/	/læft/

In this section, the teacher also identified the generic structure of recount text. The generic structures of recount text were orientation, events, and re-orientation. By the example and identification the teacher hopes that the students understood about recount text.

The text example is as follows:

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of class. I walked quickly to the front classroom. Then, my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil on my right hand and the sharpener on my left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, "Relax! Don't be nervous!"

I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave her right hand to me. I quickly took it and shook her hand. But then she said, "no, Adi, I



want you to give me back the pencil and the sharpener." My face turned red for the second time and my friends could not stop laughing at me.

I was so embarrassed.

Teacher: "*Sekarang kita diskusikan bersama-sama isi dari teks recount ini.*" (Now, we are going to discuss the content of the recount text that we have.)

Students: "*Ya, bu.*" (Yes mom.)

Teacher: "*Dari paragraph pertama, mana yang menunjukkan orientation, dan event-nya dimulai dari kalimat nomer berapa?*" (From the first paragraph, which is the orientation, and from what sentence do the events start?)

Students: "*Kalimat pertama bu, kalimat kedua sampai akhir paragraf kedua termasuk events.*" (The first sentence is for the orientation and the second sentence until the last sentence of the last paragraph belongs to the events, mom.)

Teacher: "*Mana yang menunjukkan re-orientation?*" (So which sentence is the re-orientation?)

Students: "*Paragraf terakhir bu.*" (The last paragraph mom.)

c) Activities during ICOT

In this section, ICOT are done by the teacher at MTs N Boyolali with giving tasks as individual assignment. The teacher asked the students to make a recount text individually. The teacher asked the students to make a simple text about "Holiday" or "Unforgettable Experience". She gives 25 minutes to finish their work. After the students finished their work, the teacher asks to the students to perform their work in front of class.

Teacher: "Please makes a simple recount text and the topic is about "Holiday" or "Unforgettable experience"!"

Students: "Yes mom. *Waktunya berapa menit bu?*"(How much time does it take, mom?)

Teacher: "I will give you 25 minute to finish your work."

The examples of students' work are as follows:

#### Holiday in Yogyakarta

I went to Jogja with my family last month. I went there with my big family. We awvs visited 4 recreaation place, Jogja Kembali Museum, Gembira Loka zoo, Paris beach and Malioboro street was the placed and we went there by my uncle car.

At 8a.m we started went to Jogja. Then we arrived Jogja at 10a.m. Jogja Kembali Museum was the first

placed visied. In there we can find many kind of aeroplane and helicopter. Then we went to Gembiro Loka zoo. We can saw many animals in the zoo. Then we went to Paris beach. That was wonderful scenery in Paris beach. The large beach we can saw with our eyes. Last we went to Malioboro Street to bought many kind of souvenir. I and then we back to home.

I was so happened in holiday.

#### Holiday in Parangtritis Beach

Last three years, my grand family and I went to Parangtritis by car. In the car, I am not alone, because my brother join went to Parangtritis.

First, we went to looked buy ticket. Next time, we into Parangtritis beach. Parangtritis beach is so fresh. In Parangtritis beach, I swimming. After swimming I take a bath in bathroom.

After take a bath, I pray dhuhur in mosque. After pray dhuhur we go to the home.

Thanks for your pay attention.

#### Holiday in Jogja

Last year, I and my parents went to Jogja. I went to Jogja by bus. I visited one of place in there.

The first destination in Gembiro Loka zoo. We arrived at 09.00 a.m. in here we looked some animals and then we took a picture with the one animals in here. After that we eaten meatball because we are very hungry very much.

I am very happy in here because we can took some view very nice.

### **C. Problems Faced by The Teacher in Teaching English Speaking Skill by Using Genre-Based Approach**

During the teaching learning process, not only students but also the teacher has problem in the class VIIIIG. The teacher has to solve

the problem. Based on observation, the writer concludes that the problems faced by the teacher are the students' lack of mastering vocabulary and different capability of the students.

#### 1) The students lack of mastering vocabulary

The students' lack of mastering vocabulary is found both in composing the speaking materials (in form of personal experience or holiday text) and their performance in speaking cycle.

First, in their text, they often repeat same words.

Here is one of the examples of students' work:

Incident is very ashamed

One day, my friend called me for borrowed is a book. That moment I sit with my best friend

Then my friend not stop laughing at me, because I not understood his aspired. They not stop laughing at me and I was very ashamed because I gave tipe-X, but his aspired is a my book. After that, I gave my book for my friend. I gave my book with ashamed. Arrived now I still arriving it.

That incident is very ashamed for me.

Explanation:

- My friend → the word "my friend" was used three times, actually it could be replaced with pronoun 'he' or 'she'.

- Ashamed → the word 'ashamed' was repeated three times, actually it could be replaced with shy, embarrassed, or shame.
- My friend not stop laughing at me → this sentence was repeated fully in the same paragraph, actually it should be only used once by deleting one of them.

Secondly, the students also often repeat same words or sentences when presenting their text because they felt hard to memorize or to improve what they composed. In fact, some students could only present their title and some had three or four sentences.

It will be better when the students ask the teacher or their friends to help the difficulties. It also influences their fluency in speaking. The teacher has to responsive in giving correction and help the students when they get difficulties.

## 2) Different capability of the students

Every student has different capability in receiving the material given by the teacher. This condition will make the teaching learning process does not run well. For example when low learners can not receive and understand the material given by the teacher quickly as advance

learners. In this situation, the teacher should be given much attention to the low learners. The differences of student's capability can be seen from comparing two students' works as follows:

Student 1:

#### My Holiday

Last Sunday, my friends and I went to Solo by bus. To solo we went Jurug. Then we saw an elephant, birds and monkey. After then we walked and saw a camel. After then we rest. Moment we go out, we saw a snack. Then my friends giving ate the snack. After then we go home in the afternoon. Arrived at home, we body frowned.

Student 2:

#### An Unforgettable Experience

My holiday was interesting. I visited my cousins in Malang, East Java. I was there with my family. We travelled by car and we arrived in Malang in the afternoon. It was lunch time. My aunt cooked us a very delicious.

I stayed in Malang for three days. On the second day, my cousins, my sister and I walked to my uncle's apple orchard. It was very large. We climbed the apple trees picked some apples.

It was fun. I like my holiday.

From the two works above, it can be seen that student 1 made 8 mistakes and got score 6. While, in student 2 works' there is no mistakes and got 7, 5 score. In conclusion, student 2 is more capable than student 1. This

shows that every student has different capability in receiving and applying materials from the teacher.

In this situation, the teacher should also give much attention to the low learners. The teacher should know the capability every student in the class.

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the observation, the writer draws the conclusion of this research as follows;

1. The teacher in MTs N Boyolali only uses three procedures of genre. The three procedures used by the teacher are BKOF- MOT- ICOT.
2. In every procedure, there are many activities that done by the teacher in the classroom. The activities during BKOF are asking question and giving explanation. Activities during MOT are giving example of the text to the students, the teacher read the example of the text, ask the students to read the text, the teacher identified the text and correct the students pronunciation. Activities during ICOT are giving tasks as individual assignment.
3. In the teaching speaking by using Genre-Based Approach, the teacher faced some problems. The problems are the student's lack of mastering vocabulary and different capability of the students.

#### **B. Suggestion**

At the end of this chapter, the writer would like to propose some suggestions, which hopefully would be useful for all institution sides.



There is not doubt that Genre-Based Approach is suitable to be applied for speaking teaching in classroom especially at junior high school. It is suggested that English teachers using this approach to gain the better result.

1. For the English teacher

- a. Teacher should not be focus on individual assignment, but also on group. Because of that way, the students are able to share each other with what they got from teacher as well and this will help the students understand the material.
- b. The teacher should be more creative to simulate the students' attendance and enthusiasm in class.
- c. Teacher should distribute more attention to low learners, so that they understand the materials and are able to do assignments, thus they can compete with advance learners.
- d. The English teachers should give the students' motivation and great explanations that learning, especially speaking is such an easy and interesting thing to learn.

2. For the students

- a. Motivation is an important factor in the process of English learning, so the students should develop their motivation.
- b. Students should study English harder to reduce their difficulties of English learning.
- c. Students should pay attention to the teacher explanation, so if the teacher gives question, they can do perfectly and they can do exercise.

### 3. For the researcher

After carrying out the study, the writer realizes that this discussion is just small part of the whole discussion about Genre- Based Approach. It has raised many problems along decision. Surely this will be left by another researcher.

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# APPENDIXES

LIST OF VIII G CLASS GROUP IN MTs N BOYOLALI  
IN ACADEMIC YEAROF 2011/2012

No.	Name	No.	Name
1	Agus Sutardi	18	Isna Nurjanah
2	Ahmad Dzubayyan	19	Khaerul Anwar
3	Ahmad Khoiri Waludi	20	Muhammad Fathul Faizun
4	Anik Widhiastuti	21	Muhammad Fauzan Al Khanif
5	Ari Nugroho	22	Muhammad Fikhussunnah Al- Khoiron
6	Arif Kurnia Rabbie	23	Musthapa Kemal Pasha
7	Asti Rahmawati	24	Nafiatul Muna
8	Aulia Nurul Khasanah	25	Nur Cahyanto
9	Barokah Isnaini	26	Puteri Azizah
10	Fajar Septy Maryani	27	Rifda Aulia Rahma
11	Fathin Daiyah	28	Rini Rahayu
12	Fatoni Siratul Fikri	29	Siti Nur Afifah
13	Ichlasul Alaya	30	Siti Nur afuana
14	Ifah Lestari	31	Sriyanto
15	Ikhsanudin	32	Winda Choirunnisa
16	Ishlahudin Rizal Wibowo	33	Yulistia Elsa Nursida
17	Ismi Siti Fatimah		

Source: MTs N Boyolali 2011

**Field Note**

Date : 19<sup>th</sup> July 2011

Time : 08.30 A.M- 10.00 A.M

Place : MTs N Boyolali

Class : VIII G

1. Teacher entered the class at 08.30 a.m
2. Teacher starts the class by greeted the students.
3. Teacher checked her students' attendance.
4. Teacher gave question to the students about unforgettable experience, holiday and recount text.
5. Teacher begun to give explanation about recount text.
6. Teacher explained grammatical sentences of recount text.
7. Teacher gave example of recount text entitled "My Holiday".
8. Teacher explained the vocabularies.
9. Teacher closed the meeting by reciting hamdal'ah and salam.
10. The lesson ended at 10.00 a.m.

Date : 22<sup>nd</sup> July 2011

Time : 07.40 a.m- 09.00 a.m

Place : MTs N Boyolali

Class : VIII G

1. Teacher entered the class at 07.40 a.m.
2. Teacher starts the class by greeted the students.
3. Teacher checked her students' attendance.
4. Teacher gave her students example of recount text.
5. Teacher began to read the text by herself and instructed the students to listen.
6. Teacher asked one of the students to read the text and the other students listened and read their own text.
7. Teacher corrected the student's pronunciation.
8. Teacher discussed the contents of the text.
9. Teacher closed the meeting by reciting hamdallah and salam.
10. The lesson ended at 09.00 a.m.



Date : 26<sup>th</sup> July 2011

Time : 08.30 a.m- 10.00 a.m

Place : MTs N Boyolali

Class : VIII G

1. Teacher entered in the class at 08.30 a.m.
2. Teacher starts the class by greeted the students.
3. Teacher checked her students' attendance.
4. Teacher gave individual assignment to her students
5. Teacher asked the students to make recount text about unforgettable experience or holiday.
6. Teacher gave 25 minute to finish their assignment.
7. After 25 minutes passed, the teacher asked the students to present in front of class.
8. Teacher corrected students' pronunciation.
9. Teacher closed the meeting by reciting hamdallah and salam.
10. The lesson ended at 09.00 a.m.

Date : 29<sup>th</sup> July 2011

Time : 07.40 a.m- 09.00 a.m

Place : MTs N Boyolali

Class : VIII G

1. Teacher entered the class at 07.40 a.m.
2. Teacher starts the class by greeted the students.
3. Teacher checked her students' attendance.
4. Teacher asked the students
5. Teacher chooses the students randomly to present their work in front of class.
6. Teacher corrected her students' pronunciation.
7. After all of the students perform in front of class, the teacher gave new material.
8. Teacher closed the meeting by reciting hamdallah and salam.
9. The lesson ended at 09.00 a.m.

## Written Text

Read the following text.

### My Bad Holiday

Orientation

I went to my uncle's house in Batam last month on the long holiday. I stayed with Uncle Antasena and Aunt Firda and their son Seno. They live in a small house in the center of the city called Nagoya. I liked the house, but I didn't like the area much because it was very noisy.

Events

My uncle and aunt were very nice. We visited Batam Center, Waterfront City and Nongsa Beach. The weather was hot all day long. Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his best friend came to stay, I had to sleep on the floor. When we went to a place called Galang Island, Seno didn't want to go to the ex Vietnam camp, he wanted to go fishing on the Melur beach. So, I went to the ex-Vietnam camp on my own. I didn't enjoy it.

Re-orientation

I can't say I would like to go back to my uncle's house. It wasn't a nice holiday at all.

Adapted from: Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma, *English in Focus for Grade VIII Junior High School (SMP/MTs)*, Jakarta, Pusat Perbukuan Depdiknas, 2008.

The text above is a **recount in written form**. It is a text that tells us about what had happened in series of events in sequence. The function of the text is to tell an event in the past time chronologically.

The generic structure of a recount:

- **Orientation**; introduces the main character(s), the location and the time. To make it easier, you can answer the questions:
  - Who involved in the story?
  - Where did it happen?
  - When did it happen?
- **Series of events**; writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer.
- **Reorientation**; the writer's conclusion or comment about the story. Not all recounts closed by reorientation. It is optional.

Source: <<http://id.answers.yahoo.com/question/index?qid=20091119055139AAr1eCn>>

Read the following text to answer questions 29 - 33.

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of the class. I walked quickly to the front of the classroom. Then, my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil on my right hand and the sharpener on the left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, "Relax! Don't be nervous!"

I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave her right hand to me. I quickly took it and shook her hand. But then she said, "No, Adi, I want you to give me back the pencil and the sharpener." My face turned red for the second time and my friends could not stop laughing at me.

I was so embarrassed.

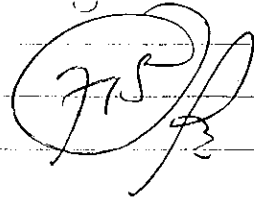
(By Adi, SMP 8 Semarang)

## Holiday in Yogyakarta

I went to Jogja with my Family last month. I went there with my big Family. We was Visited A recreation Placed Jogja Kembali Museum, Gembira loka Zoo, Paris beach and Malioboro street was the Placed and we went there by my <sup>uncle</sup> car.

At 8 a.m we started went to Jogja. Then we arrived Jogja 10 a.m. Jogja Kembali museum was the First Placed Visited. In there we can <sup>found</sup> find many kind of aero Plane and helycopter. Then we went to gembira loka zoo. We can saw many animal in there. Then we went to Paris beach. That was wonderful scenery in Paris beach. The large beach we can saw with our eyes. Last we went to Malioboro street to bought many kind of souvenir. and then we back to home.

I was so <sup>happy</sup> happined in holiday.



Pr: mentan di di

Nama : Iani Siti Tutun

Kelas : VIII B

No : 17

Mapel : Bahasa Inggris (Tugas)

### Holiday in Parangtritis Beach

Last three years, My grand family and I went to Parangtritis by car. In the car, I am not alone, because my brother join ~~and~~ went to Parangtritis.

First, We went to Loket ~~to~~ <sup>to</sup> buy <sup>enough</sup> ticket. Next time, we into Parangtritis beach. Parangtritis beach is so fresh. In Parangtritis beach I swimming. After swimming I ~~take~~ <sup>took</sup> a bath in bathroom.

After ~~take~~ <sup>took</sup> a bath, I pray dhuhur in mosque. After pray dhuhur we go to the home.

Thank's for your pay attention

#### 1. TO ask for help (service/ goods)

##### Asking for Help

- close the door
- Please, close the door
- can you help me, please?
- would you please help me with my <sup>homework</sup> ~~homework~~ / posting letter

##### Responses

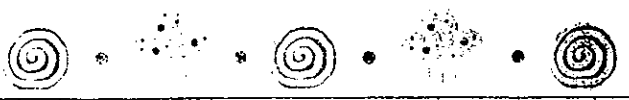
- ok
- Sure
- certainly
- sorry, I can't right now, I'm busy
- I'm afraid, I haven't got the time

NAMA : M.F. FAIZUN

KELAS : VIII ~~A~~

MATA PELAJARAN : B. Inggris

ALAMAT : Karangondang, Pengagung, Boyolali



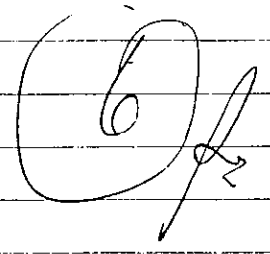
Holiday in Jogja my parents and I  
Last year, I and my parents went to Jogja. I went to Jogja by bus.

I visited one of place ~~at~~ there.  
The first destination in Gembira Loka Zoo. We arrived at 09.00 am

In here we looked some animals and than we took a picture with the  
one of animals in here. After that we ~~eat~~ <sup>ate</sup> meat. too, because we ~~are~~ <sup>was</sup>

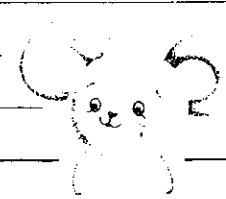
Very hungry <sup>very</sup> much. ~~in~~  
I ~~am~~ <sup>was</sup> very happy in here, because we can take some <sup>beautiful</sup> new ~~very~~

~~place~~.



Ihsanudin  
Vill 6/15

Jugas  
B-1199ms







## My Holiday

Last Sunday, my friends and I went to Solo by bus. To Solo we went to ~~Solo~~. then we look<sup>d</sup> elephant, bird, and monkey. after then we walk<sup>d</sup> and saw a camel. after that we rest. ~~we~~ want we go out we saw a snake. then my friends giving ate the snake after that we go home in afternoon. Arrive home ~~we~~ <sup>we</sup> body frowned.

Winda Charunnisa

## My Holiday

Last Sunday, my friends and I went to Solo by bus. In solo we went ~~Solo~~. then we ~~look~~ <sup>saw</sup> an elephant, birds and monkey. ~~After~~ <sup>After</sup> ~~then~~ <sup>that</sup> we walked and saw a camel. After ~~that~~ <sup>that</sup> we ~~rest~~ <sup>rest</sup> - moment we ~~go out~~ <sup>went</sup> we ~~saw~~ <sup>look for</sup> a snake. then my friends ~~giving~~ <sup>gave some</sup> ate the snake. after then we ~~go home~~ <sup>went</sup> in the afternoon. Arrived home we ~~body~~ <sup>body</sup> frowned.

very tired

nama

: Winda Charunnisa

's

: 32

kelas

: VII G

mapel

: Bahasa Inggris (Buku tugas)

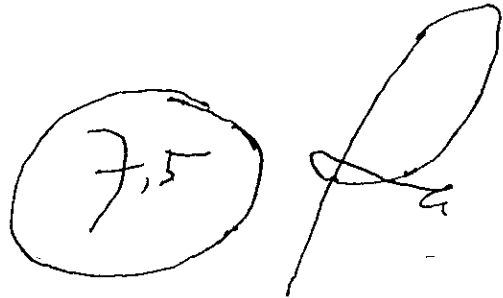
# Fathim Da'izah

an unforgettable experience

My holiday was interesting. I visited my cousins in Malang, East Java. I was there with my family. We traveled by car, and we arrived in Malang in the afternoon. It was lunch time. My aunt cooked us a very delicious lunch.

I stayed in Malang for three days. On the second day, my cousins, my sisters and I walked to my uncle's apple orchard. It was very large. We climbed the apple trees and picked some apples.

It was fun. I like my holiday.





Nomor : Sti.24/K-1/TL.01/16369/2011  
Lamp : Proposal Penelitian.  
Hal : **Izin Penelitian**

16 Juli 2011

Kepada  
Yth.Kepala MTs. N Boyolali  
di Boyolali

*Assalamualaikum w.w.*

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Sarwati  
NIM : 11307072  
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga  
Jurusan : Tarbiyah  
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. 1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah  
THE APLICATION OF GENRE-BASED APPROACH TO DEVELOP ORAL  
SKILL OF SECOND YEARS STUDENTS OF MTs. N BOYOLALI IN THE  
ACADEMIC YEAR 2011/2012

Dengan Pembimbing : Hammam. M. Pd  
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MTs. N Boyolali, mulai tanggal 18 Juli 2011 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

*Wassalamualaikum w.w.*

a.n. Ketua  
Pembaruku Ketua Bidang Akademik

Dr. Rahmat Hariyadi, M.Pd  
NIP. 19670112 199203 1 005

Tembusan : Ketua STAIN Salatiga (sebagai laporan)



**KEMENTERIAN AGAMA**  
**MADRASAH TSANAWIYAH NEGERI**  
**BOYOLALI**

Jl. Kemuning No. 32 Boyolali (0276) 321634 Boyolali Kode Pos 57313

**SURAT KETERANGAN**

Nomor : mts.11.09 / 1 / PP. 00.5 / 709 / 2011

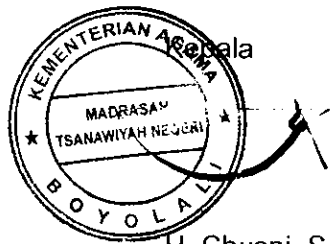
Kepala Madrasah Tsanawiyah Negeri Boyolali menerangkan bahwa :

Nama : Sarwati  
Nomor Mahasiswa : 11307072  
Program Studi : Tadris Bahasa Inggris  
Jurusan : Tarbiyah  
Asal Sekolah : STAIN Salatiga

betul-betul telah melaksanakan Penelitian/Riset di Madrasah Tsanawiyah Negeri Boyolali mulai tanggal 18 Juli 2011 s.d 16 September 2011 , untuk menyusun Skripsi dengan judul “ **THE APLICATION OF GENRE-BASED APPROACH TO DEVELOP ORAL SKILL OF SECOND YEARS STUDENTS OF MTs N BOYOLALI IN THE ACADEMIC YEAR 2011/2012**”.

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Boyolali, 17 September 2011



H. Chusni, S.Ag. M.Pd  
NIP. 195606151983031005



**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA**

Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax323433 Salatiga 50721  
Website : [www.stainsalatiga.ac.id](http://www.stainsalatiga.ac.id) E-mail : [administrasi@stainsalatiga.ac.id](mailto:administrasi@stainsalatiga.ac.id)

Nomor: Sti.24/K-1/PP.00.9/I-1.3.103/2011

09 Juli 2011

Lamp. : Proposal Skripsi

Hal : **Pembimbing dan Asisten  
Pembimbing Skripsi**

Yth. Hammam, M. Pd

*Assalamualaikum w.w.*

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : Sarwati  
NIM : 11307072  
Jurusan : Tarbiyah  
Judul Skripsi :

THE APPLICATION OF GENRE-BASED APPROACH TO DEVELOP ORAL SKILL OF SECOND YEARS STUDENTS OF MTs N BOYOLALI IN THE ACADEMIC YEAR 2011/ 2012

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

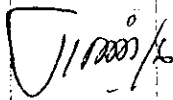
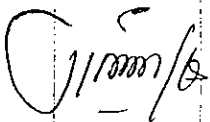
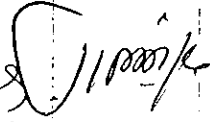
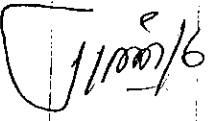
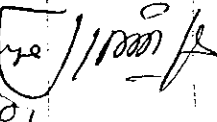

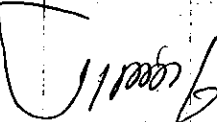
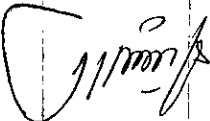
*Wassalamualaikum w.w.*

a.n. Ketua,  
Pembantu Ketua Bidang Akademik

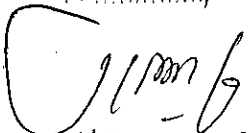
**Dr. Rahmat Hariyadi, M.Pd.**  
NIP. 19670112 199203 1 005

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)

NAMA MAHASISWA: SARWATI  
 NIM: 11307072  
 PEMELAJIBING: Hammam, M.Pd.  
 JUDUL: THE APPLICATION OF GENRE-BASED APPROACH TO DEVELOP ORAL SKILL OF THE SECOND YEARS STUDENTS OF MTs N BOYOLALI IN THE ACADEMIC YEAR 2011/2012

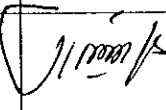
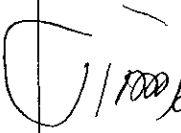
NO.	TANGGAL	SI KONSULTASI	CARA PEMELAJIBING	PARAF
1.	12/9/2011	Proposal	- Check grammar - problem statement	
2.	19/9/2011	Proposal	- Format & Grammar - No bold at the Graduating paper outline	
3.	9/01/2012	Chapter I	- Opening / lead paragraph - study Causative "HAVE"	
4.	06/02/2012	Chapter II	- Give example of each Genre - Grammar	
5.	10/02/2012	Chapter III	- Grammar: present tense and passive construction.	
6.	13/02/2012	Chapter IV	- Deep analysis - Give data from teaching learning process	
7.	14/02/2012	Chapter I-III	- analysis format	
8.	15/02/2012	Chapter IV and V	- conclusion refers to problem statement	

PETAPAN:  
 TITIP KONSULTASI LEMBAR INI HARUS DIBAWA

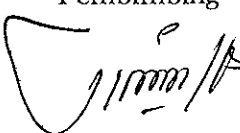
Pembimbing  
  
 HAMMAM, M.Pd.

## LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA: SARWATI.....  
 NIM : 11307072.....  
 PEMBIMBING : Hammam, M.Pd.....  
 JUDUL : The Application of Genre-Based Approach to Develop Oral Skill  
 of The Second Years Students of MTsN Boyolali In The  
 Academic Year 2011/2012.....

NO.	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
g.	03/03/2012	Chapter IV & V	P. 42 inform to the readers Verb - 2 will be explained in other pages Conclusion refers to problem statement Appendixes @@@	 
10	04/03/2012	Chapter I - V		

CATATAN:  
 SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Pembimbing  


### DAFTAR NILAI SKK

Nama : Sarwati

Jurusan/ Progd

: Tarbiyah/ TBI

NIM : 11307072

PA

: Dr. Zakiyuddin B,M.Ag

No	Jenis Kegiatan	Pelaksanaan	Status	Nilai
1.	Orientasi Program Studi dan Pengenalan Kampus	28-23 Agustus 2007	Peserta	3
2.	Pendidikan dan Pelatihan Calon Pramuka Pandega(PLCPP XVII)	21 September 2007	Peserta	3
3	Sarasehan Bela Negara BEM dan MENWA STAIN Salatiga	24 September 2007	Panitia	3
4.	“Buka Bersama Semalam Sehati dan Temu Alumni” PMII Kota Salatiga”Memanusiakan Manusia”	29 September 2007	Peserta	2
5.	Seminar Nasional”Kepemimpinan Demokrasi & Politik Pendidikan untuk Kesejahteraan Rakyat”	23 April 2008	Peserta	6
6.	Masa Penerimaan anggota Baru PMII II di Bringin	7 April 2008	Peserta	3
7.	Pelatihan Advokasi”Sinergitas Sosial Movement Intelektualizem Building Mahasiswa Sebagai Pembela Kaum Marginal”	8 April 2008	Peserta	3
8.	Seminar dan Silaturahmi Nasional Forum Mahasiswa Syariah SE-Indonesia	6 Desember 2008	Peserta	6
9.	Konsolidasi Alumni, Kader & Tabligh Kerakyatan PMII Salatiga Menggagas Reformasi Tahap II”Reflaksi Atas Krisis yang Berkepanjangan Menuju Perbaikan Segala Aspek Kehidupan”	6 November 2007	Peserta	2

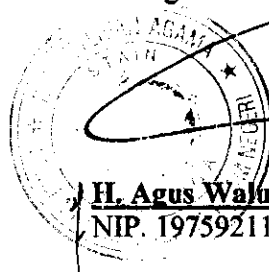


10.	Hafiah Akhirusanah Ma'had STAIN Salatiga	6 Juli 2008	Panitia	3
11.	Seminar Nasional "Menggagas Penguatan Sarjana Syariah Dalam Upaya Penegakan Hukum di Indonesia"	28 Februari 2008	Peserta	6
12.	Certificate of the Completion of Practicum Program	20 Februari 2009	Peserta	2
13.	Bedah Film Laskar Pelangi	4 april 2009	Peserta	2
14.	Bedah buku "Jalan Cinta Para Pejuang"	2 Juni 2010	Peserta	2
15.	Seminar Nasional Pendidikan "Aktuaisasi Nilai- Nilai Pendidikan Dalam Upaya Membetk Karakter dan Budaya Bangsa"	2 Juni 2010	Peserta	6
16.	Praktikum ILAIK	28 Februari 2011	Peserta	3
Jumlah				56

Salatiga, 6 Maret 2012

Pembantu Ketua

Bidang Kemahasiswaan



**H. Agus Waluyo, M. Ag**  
NIP. 197592112000 0310 001

## CURRICULUM VITAE

Name : Sarwati  
Student Number : 11307072  
Birth : Boyolali, August 12 1988  
Address : Sidodadi RT: 01 RW: 09, Banaran, Boyolali

Education : 1. TK Mardisiwi Boyolali graduate in 1996  
2. SD N 4 Boyolali graduate in 2001  
3. SLTP N 3 Boyolali graduate in 2004  
4. SMA N 2 Boyolali graduate in 2007  
5. State Institute for Islamic Study (STAIN) Salatiga

Salatiga, 14<sup>th</sup> February 2012

The Writer

Sarwati