

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of Research Location

1. Brief History

MAN 1 Martapura is state senior high school with basis of Islamic religion that controlled by Department of Religious Affairs (DEPAG). This school is located in Jl.A.Yani Km 15.200 Gambut Kabupaten Banjar. It was built in 1958, this school named Yayasan Pendidikan Sinar Harapan until 1967 then changed become PGAN (6 years) from 1967 until 1978, moreover changed again become MAN 1 Gambut that formally started on June, 1 1978. Finally, in 1996 MAN Gambut changed the name into MAN 1 Martapura.

Since MAN 1 Martapura was built, there were 16 the headmasters, who changed in each period. The first headmaster was H. Hasan that also become founder this school in 1958 with named Yayasan Pendidikan Sinar Harapan. The second headmaster was H. Ramli that gripped this school in 1960. The third headmaster was H. Jamhari Kari that gripped this school in 1962. The fourth headmaster was H. Undapiah that gripped in 1964. Next, Knasda that gripped this school in 1966. Djamhuri in 1967. H. Karim BA in 1968. Then, in 1969 until 1978 this school changed name becomes PGA with H.Djarkawi as headmaster. On June, 1 1978 until 1980 this school changed name again become MAN 1 Gambut with Syahrul Hudari as headmaster. In 1981, there was Musa BA as

headmaster. After that, in 1981 until 1985 this school gripped by Drs.H. Haberi B. In 1985 until 1990 gripped by Drs.H. Abu Bakar Kabi. In 1990 until 1998 gripped by Drs.H.M. Nurdin. In 1998 until 2002, there was Drs. Sunardi as headmaster. In 2002 until 2009, there was Drs.H. Abdurrahmansyah as headmaster this school. Finally, in 2009 until now this school led by Drs. Ahadul Ihsan as headmaster. To be more detail, it can be seen in table 4.1 on the appendix:

Now MAN 1 Martapura led by Drs. Ahadul Ihsan and Drs. Khairul Anwar is as an academic secretary. The vision of MAN 1 Martapura is *“to create the student that having quality, independent, populist, and, Islamic”*. Whereas, the mission this school is *“to create the students who are able to adapt in life society; to guide the student that reverent, smart, creative, skillful also have the future life’s knowledge, and improve the students’ motivation in study to achieve the achievement”*.

The program of this school is *“to improve the teachers’ competency, teaching-learning process, evaluation, supervising, and development education force; improving cooperation with Islamic school committee; improve the servicing of administration, maintenance, and usage of infrastructure and facility”*. Then, developmental values in this school is *“Islamic and good behavior; kindship and togetherness; independent, prudent, responsible; also innovative and creative”*.

There are some achievements of MAN 1 Martapura's students; it can be seen in table 4.2 on the appendix:

2. Description of teachers, administration staff, employees, and students at MAN 1 Martapura.

Based on school data, there are 32 teachers from different educational backgrounds which 26 teachers of S1 graduates, 4 teachers of S2 graduates, and 2 teachers of senior high school graduates as stipend; then, there are 5 administration staffs which 4 staffs of S1 graduates and 1 staff of senior high school graduate; next, there are 5 employees which 1 employee of D3 graduate and 4 employees of senior high school graduates; and also there are 318 students at MAN 1 Martapura in academic year 2012/2013 that consist of 13 classes which there are 4 classes for tenth grade students (X^A , X^B , X^C , X^D), 4 classes for eleventh grade students (*XI Agama*, *XI IPA*, *XI Bahasa*, *XI IPS*), and 5 classes for twelfth grade students (*XII Agama*, *XII IPA 1*, *XII IPA 2*, *XII Bahasa*, *XII IPS 1*).

There are 25 students who study at class X^A with 8 for males and 17 for females. For X^B there are 25 students with 9 for males and 16 for females. For X^C there are 25 students with 9 for males and 16 for females, and for X^D there are 24 students with 8 for males and 16 for females.

Next, there are 21 students who study at class *XI Agama* with 14 for males and 7 for females. For *XI IPA* there are 28 students with 12 for males and 16 for females. For *XI Bahasa* there are 19 students with 7 for males and 12 for females, and for *XI IPS* there are 33 students with 8 for males and 25 for females.

Then, there are 22 students who study at class XII *Agama* with 18 for males and 4 for females. For XII *IPA 1* there are 24 students with 6 for males and 18 for females. For XII *IPA 2* there are 24 students with 4 for males and 20 for females. For XII *Bahasa* there are 21 students with 11 for males and 10 for females, and for XII *IPS 1* there are 27 students with 9 for males and 18 for females. So, there are 123 males and 195 females at MAN 1 Martapura in academic year 2012/2013.

To be more detail the description of teachers, administration staff, employees, and students, it can be seen in the appendix:

3. Description of facilities at MAN 1 Martapura

Man 1 Martapura was built with permanent construction building; there was changed and expansion especially at facilities of MAN 1 Martapura to help the teaching and learning process in this school. The facilities in MAN 1 Martapura consist of: one headmaster's room, one teacher's room, one administration room, three teen classroom, one library, one laboratory, one OSIS room, one UKS/PMR room, one Scout room, one counseling room, one computer room, one cooperation room, one parking place, and one storage room. All the facilities has a good condition overall. To more detail the description about the facilities MAN 1 Martapura, it can be seen in table 4.7 on the appendix:

4. Lesson schedule

The time for teaching and learning process at MAN 1 Martapura is every day from Monday until Saturday. For Monday until Thursday and Saturday, it

begins at 08.15 until 14.00. For Friday, it begins 07.30 until 11.00. The students have to enter the class 5 minutes before the lesson starts.

Besides teaching and learning process, in this school there are some extracurricular at evening such as: PMR is doing every Friday at 15.00 until 16.30 with Mrs. Rusmaniah, S.Ag as a coordinator, scout is doing every Saturday at 15.30 until 17.00 with Mrs. Hasnah, S.Pd.I as a creator and Dony Ariadi is as a creator secretary. Then, for twelfth grade students especially, they have English course for three days in week from Thursday until Saturday.

B. Data Presentation

To know cooperative learning depiction in English subject at eleventh grade students, on this data presentation the writer describes about result of research on the field based on the interview, observation, and questionnaire result as the primary data that the writer do for teacher and students. In the following writing, all the collected data are presented in detail within the description and table. Therefore, the writer presents this data based on problem formulation as:

1. Description about Cooperative Learning Techniques of the Eleventh Grade Students at MAN 1 Martapura Academic Year 2012/2013.

The first activities was to that writer came to school to interview the headmaster and administration staff for asked some information about school and teaching learning process especially English. The second was the writer conducted interview on September 13th 2012 in teacher's room to know about the teacher's knowledge about cooperative learning. The third, the writer did an observation on September 17th until November 8th 2012 in classroom through for two months to

know what the implementation cooperative learning techniques. The last was the writer used a questionnaire to know the students' motivation in learning English by applying cooperative learning.

a. The teacher knowledge about cooperative learning.

Based on the interview to English teacher of the eleventh grade students Mrs. Tumnah, S.Pd.I, it can be known that she thought cooperative learning is a good technique to ask students to work together in groups, and help the students to make the learning experience as successful as possible. She also said that cooperative learning is the same as CLT or Communicative Approach which there is communication between teacher-student; students-students; and student-teacher. Then she also said, in CLT of course teacher as facilitator and guide, students must be active in discussion with give the chance to make opinion with their own sentences and they have an important rule to successful learning process.

During teaching English, she ever uses one technique of cooperative learning that is jigsaw especially in the Eleventh Grade students. She uses this technique for several times and 65% makes the students understand about the material and more active in group successfully.

In applying this technique she pays attention to the material and delivers well, also gives a good instruction to promote students' motivation. She feels that "jigsaw" is one of cooperative learning technique that effective and help in teaching and learning English because in "jigsaw", every student must be

mastered their material and give opinions so the material can be more understood overall.

She uses this technique in order the students have a quite good reaction or response. They receive every teaching well, pay attention, active in group to give opinions, and help each other to understand the material. However, of course there are some of students are not focus, less to cooperate with friend in group, and make a noisy in the classroom.

b. Kind of Techniques used

Techniques of cooperative learning are very various. As we know there are some techniques which very famous that often used in teaching and learning such as jigsaw, using role cards, circle of speaker, write pair switch, question and answer pairs, think pair share, three step interview, three minute review, round robin brainstorming, numbered heads together, team pair solo, pairs check, send a problem, and partner. For more detail to show the information about the data of cooperative learning techniques can be seen at the following table.

Table 4.8 Information about the Data of Cooperative Learning Techniques at Class XI *Bahasa*.

No	Technique	Date of observation							
		Sept, 13	Sept, 17	Sept, 20	Sept, 24	Oct, 4	Oct, 15	Oct, 22	Nov, 5
1.	Numbered head together	–	–	–	–	–	–	√	–
2.	Partners	–	–	–	–	–	–	–	–

1.	Numbered head together	–	–	–	–	–	–	–	–
2.	Partners	–	–	–	–	–	–	–	–
3.	Three min- ute review	–	–	–	–	–	–	–	–
4.	Three step interview	–	–	–	–	–	√	–	–
5.	Circle of speaker	–	–	–	–	–	–	–	–
6.	Write pair switch	–	–	–	–	–	–	–	–
7	Question and answer pairs	–	–	–	–	–	–	–	–
8.	Think pair share	–	–	–	√	–	–	–	–
9.	Roudrobin brainstor- ming	–	–	–	–	–	–	–	–
10	Team pair solo	–	–	–	–	–	–	–	√
11	Pairs check	–	–	–	–	–	–	–	–
12	Send a problem	–	–	–	–	–	–	–	–
13	Jigsaw	–	–	–	–	–	–	–	–
14	Using role cards	–	–	–	–	–	–	–	–
	Total				1		1		1

Beside the writer did the interview, the writer also observed and it was done to know more accurately about the cooperative learning techniques that she

used, and based on the observation class result for several times, the writer got the data that during the teaching and learning English the teacher uses 6 kinds of cooperative learning techniques, not just jigsaw. The teacher used one of the technique on listening, one of the technique on writing, and four of the techniques most on reading because it is easier on divided the material to the smaller component. For more detail to show the information about the data can be seen at the following table

Table 4.10 Description of Cooperative Learning Techniques in Teaching and Learning English of the Eleventh Grade Students at MAN 1 Martapura Academic Year 2012/2013.

No	Techniques	Class	Skill / Material
1	Question and answer pairs	XI Bahasa	Writing / Reported Speech
2	Roundrobin brainstorming	XI Bahasa	Reading / Narrative text
3	Think pair share	XI Agama	Reading / Report text (animal or natural phenomenon)
4	Three step interview	XI Agama	Reading / The Competency Questions
5	Numbered head together	XI Bahasa	Reading / The Pamphlet
6.	Team pair solo	XI Agama	Listening / Report and Narrative text section

Actually there are many cooperative learning techniques in teaching and learning English but after the writer did an interview and observation to know that the teacher able to use 7 techniques of cooperative learning such as: jigsaw, team pair solo, think pair share, numbered head together, three step interview, question

and answer pairs, and roundrobin brainstorming, and the teacher uses all of them are good.

2. Description of the Implementation of Cooperative Learning Techniques at MAN 1 Martapura Academic Year 2012/2013.

Based on the result of interview and observation that had been done, the teacher used 7 techniques of cooperative learning. These techniques are used to teach students in the classroom. To know how the teacher used these techniques, the writer will present as follows:

a. Jigsaw

According to the interview with the teacher, in applying this technique, the teacher asked the students:

- To make a small group (4-5 people) and the teacher asked each group member to do certain material to learn.
- After that, each student from each group worked in a new group and discussed or shared a piece of information that each student had.
- After discussing, the student return to the original groups and students shared again to each other.
- Finally, the teacher closed the learning by giving review toward topic or material that has been learned.

b. Question and answer pairs.

Based on the observation, the teacher asked:

- The students to work alone to write one or more questions.

- Then, the teacher asked them to write answers to their questions on a separate sheet of paper.
- After that, the teacher asked the students to exchange questions but not answers.
- Finally, the students answered their partner's questions, and they compared the answers.

c. Roundrobin Brainstorming

In this observation, the teacher:

- Divided the students into small groups (4 to 6) with one person appointed as the recorder.
- Then, the teacher gave the question with several possible answers and students was given time to think about answers.
- After "think time," the teacher asked to members of group share responses with one another.
- Finally, the teacher asked the recorder to write down the answers of the group members.

d. Think Pair Share

Based on the observation, this technique involves a three step cooperative structure:

- First, the teacher asked the students individually to think silently about a topic or question that the teacher gave.

- Second, the teacher asked the students to work in pair, discussed, and gave responses to each other. In this discussion, the students can deepen the answer with their partner.
- The third, the pairs shared their responses with other pairs, other teams, or the entire group. In this step, the students expected can do shared as integrative.

e. Three Step Interview

This technique the teacher asked:

- The student to make a group and the member of group chose another member to be a partner.
- Next, the teacher asked to individuals' interview their partners by asking clarifying questions. During the second after that partners reversed the roles.
- Finally, members shared their partners' response with a group.

f. Numbered Head Together

Based on the observation, the teacher asked:

- The students to make a small group. Each member was given numbers of 1, 2, 3, and 4.
- Then, the teacher gave some questions to groups, and opportunity to find the answer. In this opportunity, the groups work to answer together, did discussion, and combined their opinion.

- After that, the teacher asked the students to verbally answer the questions.
- The last, teacher called out a number (two) and each two was asked to give the answer.

g. Team Pair Solo

Based on the observation, the teacher asked the students:

- To make a group. Then, the teacher delivered the material and gave assignment.
- After that, students did assignment first as a group which they could do more things in group than they could do alone, then with a partner whom they could debate to understand the material.
- Finally they worked alone which each student tried to understand the material by themselves without help from anyone.

3. Description of Student's Motivation in Cooperative Learning at MAN 1 Martapura Academic Year 2012/2013.

Based on the questionnaire, it can be known the students' motivation in English when the teacher applies techniques of cooperative learning, the writer showed it in the following table:

Table 4.11 The Students' Pleasure toward Cooperative Learning in Studying English.

No	Response	Frequency	Percentage (%)
1	Happy	30	75 %
2	Happy enough	8	20 %
3	Not happy	2	5 %
	Total	40	100

From the table above shown there are 30 students (75 %) that state “happy” toward cooperative learning technique to study English, there are 8 students (20 %) that state “happy enough” toward cooperative learning technique to study English, and there are 2 students (5 %) that state “not happy” toward cooperative learning technique to study English.

Table 4.12 The Students' Activeness in English with Cooperative Learning.

No	Response	Frequency	Percentage (%)
1	Yes	10	25 %
2	Enough	26	65 %
3	No	4	10 %
	Total	40	100

From the table above shown there are 10 students (25 %) that answers “yes” it means the students active in English lesson when cooperative learning applied, there are 26 students (65 %) that answers “enough” it means the students active enough in English lesson when cooperative learning applied, and there are 4

students (10 %) that answers “no” it means the students inactive in English lesson when cooperative learning applied.

Table 4.13 The Students’ Interest to Comprehend the English Material with Cooperative Learning

No	Response	Frequency	Percentage (%)
1	Yes	24	60 %
2	Enough	14	35 %
3	No	2	5 %
	Total	40	100

From the table above shown there are 24 students (60 %) that answers “yes” it means the students have an interest to comprehend the English material with cooperative learning, there are 14 students (35 %) that answers “enough” it means the students have an interest enough to comprehend the English material with cooperative learning, and there are 2 students (5 %) that answers “no” it means the students have a less interest to comprehend the English material with cooperative learning.

Table 4.14 The Students’ Motivation to Study English with Cooperative Learning.

No	Response	Frequency	Percentage (%)
1	Student are motivated	26	65 %
2	Motivated enough	10	25 %
3	Not motivated	4	10 %
	Total	40	100

From the table above shown there are 26 students (65 %) that state cooperative learning make them motivated to study English, there are 10 students (25 %) that state cooperative learning make them motivated enough to study English, and there are 4 students (10 %) that state cooperative learning make them not motivated to study English.

Table 4.15 The Students' Comprehension toward English Material in Cooperative Learning.

No	Response	Frequency	Percentage (%)
1	Yes	27	67.5 %
2	Enough	11	27.5 %
3	No	2	5 %
	Total	40	100

From the table above shown there are 27 students (67.5 %) that answers “yes” it means the students comprehend the English material through cooperative learning that applied, there are 11 students (27.5 %) that answers “enough” it means the students comprehend enough the English material through cooperative learning that applied, and there are 2 students (5 %) that answers “no” it means the students miscomprehend the English material through cooperative learning that applied.

C. Data analysis

After all of data has been obtained from interview, observation, questioner, and documentation result that connected with applying cooperative learning, the writer is going to analyze the data as a simple, so that can give a depiction that desired in this research. In order to this analysis more directed, the writer presents it based on fundamental problems that determined in the beginning part.

1. Description about Cooperative Learning Techniques of the Eleventh Grade Students at MAN 1 Martapura Academic Year 2012/2013.

a. The teachers' knowledge about cooperative learning

The teachers' knowledge toward cooperative learning technique is one of main assets for the teacher to prepare and accomplish cooperative learning well. This case, can give the convenience for the teacher to make cooperative learning in the class become effective according to the technique that is mastered.

In cooperative learning, the teacher wants the students to learn how to cooperate with their group to achieve the learning goal that is determined. To achieve this goal, relationship and cooperation from each member group are needed. They will succeed or fail depending on their work in group. In cooperative learning, because there is a desire to achieve a learning goal, the students in group will work as good as possible. They will promote the responsibility toward their group and do hard efforts that initiate the intrinsic motivation in students' self.

Based on the data that presented on data presentation, the writer knows that the English teacher uses cooperative learning technique in the class to teach, invite the students to active in group to discuss and give the opinions. The techniques of

cooperative learning used by the English teacher are jigsaw, question and answer pairs, think pair share, three step interview, three minute review, roundrobin brainstorming, numbered heads together, team pair solo, and partner. The teacher also knows about steps from each those techniques.

Therefore, it can be said that the teacher knowledge of Eleventh Grade Students' at MAN 1 Martapura toward cooperative learning is categorized good, because she can use seven techniques of cooperative learning and applying all of them are always suitable with the principle, the purpose, and the procedure of cooperative learning. However, there are some techniques of cooperative learning that she does not know and never used in the class when her teach such as partners, three minute review, circle of speaker, write pair switch, pairs check, send a problem, and using role cards.

b. Kind of Techniques Used

From the result of this research that the writer had done toward the English teacher at MAN 1 Martapura, it can be known that cooperative learning techniques that used by the English teacher during teaching and learning English are seven techniques, they are:

- 1) Jigsaw
- 2) Question and Answer Pairs
- 3) Roudrobin Brainstorming
- 4) Think Pair Share
- 5) Three Step Interview

6) Numbered Head Together

7) Team Pair Solo

From all the techniques used by Mrs. Tumnah, S.Pd.I as the English teacher, it can be said that the techniques that she uses in teaching and learning English for the Eleventh grade students' is good, but it would be better if she uses some media such as white board, showing of power point, caption, and card to support in teaching and learning English in classroom.

2. Description about the Implementation of Cooperative Learning Techniques at MAN 1 Martapura Academic Year 2012/2013.

Mrs. Tumnah, S.Pd.I, as the English teacher of the Eleventh Grade at MAN 1 Martapura uses seven cooperative learning techniques in teaching- learning English (one of interview and six from observation in class) and from the research result the writer knows that the teacher applies all that techniques good. The writer known that she uses several of cooperative learning techniques in teach, and the application is suitable with the principle, the purpose, and the procedure of cooperative learning.

In more detail, the writer will give an analysis based on the observation:

- a. On September 17th, the writer observed that the teacher used "Question and Answer Pairs" as a teaching technique. She gave a clear explanation about the material and steps in this technique. In this teaching, the teacher focused on writing skill, which the teacher asked to every student to write one or more questions in paper and discussed it later. The interaction between teacher and student was good where the teacher always tried to help them.

Finally, the teacher gave the reinforcement about the material that the students have discussed and student gave an attention during the lesson. However, some of students did not focus and made the classroom noisy.

- b. On September 20th, the writer observed that the teacher used “Roundrobin Brainstorming” as a teaching technique. She gave a good explanation, reinforcement which she also gave the clarification about the material that she taught. She also gave the chance to every group and every student to do interaction, gave an opinion, and asked the recorder to write down the students’ opinion. Actually, students could understand although still there were some mistakes that they did in answering the questions.
- c. On September 24th, the writer observed that the teacher used “Think Pair Share” as a teaching technique. She gave a good evaluation or reinforcement to students with clear explanation. In this teaching, the teacher asked the students to individuals think silently about a question that the teacher had given. Then, Individuals paired up and discussed. Finally, the pairs shared their responses with other pairs, other teams, or the entire group. For student, they understood the material quite well. However, there were some students who did not focus to do their material and the teacher tried to help them.
- d. On October 15th, the writer observed that the teacher used “Three Step Interview” as a teaching technique. She gave a good explanation, evaluation, also reinforcement during her teaching. In this teaching, the teacher asked the students to make a group, and then the member of group chose another member to be a partner. Next, the teacher asked to individuals to interview

their partners. During this teaching-learning, the interaction between teacher and students was balanced. For students, they had an enthusiasm to understand their material together with their group. Although, in discussion they sometimes did not focus to do it.

- e. On October 22th, the writer observed that the teacher used “Numbered Head Together” as a teaching technique. The teacher asked the students to make some groups and gave them a number to master each material given. Then, the students discussed it. After that the teacher asked the students to come in front of the class to give a clarification about their answers. Finally, the teacher gave more explanation and reinforcement about their material that have been discussed. However, some of students were difficult to master the material and verbally answered the questions.
- f. On November 5th, the writer observed that the teacher used “Team Pair Solo” as a teaching technique. In this teaching, the teacher focused on listening skill, which the students made a group, listened, and discussed together to find the answers. After that, the students sat back, discussed as a pair and shared about their answer. During this teaching-learning, the teacher and students did interaction well, cooperation among them was coordination. However, I thought the skill that the teacher used inappropriate with the theory of this technique which makes the students become noisy in their group and did not listen their material well.

All of the techniques used give a positive influence in students learning, the process was effective and it could make the students easier to understand

about the material. Therefore, the writer can conclude that the teacher applying seven of the techniques is good which is suitable with the principle, the purpose, and the procedure of cooperative learning.

3. Description of Students' Motivation in Cooperative Learning at MAN 1 Martapura Academic Year 2012/2013.

Motivation is energy that brings hard effort for doing something. Motivation is also an essential condition of learning. Motivation in study is a thing that stimulates or encourages the students in study. In other hand, students' motivation can effect to students when they learn at class. The teacher's ability in growing up students' motivation is very important so that the students have a desire to know and study hard.

The use of cooperative learning as an innovation in teaching and learning process is one of teacher's way to increase students' motivation in learning. With the different ways in teaching, it will motivate the students. A media such as white board, showing of power point, carton and card also become important thing in cooperative learning. It can help the teacher to explain the material easily and it is easier for students to understand the material. With the sufficient media, cooperative learning process will be better and make the students more active in class and motivated in learning English.

The students of Eleventh grade at MAN 1 Martapura have different motivation in studying English, It can be seen from their enthusiasm and activity to discuss with their group in mastering the material or answers the questions that the teacher has given.

Based on the data presentation result about students' motivation in study, it can be concluded that there are majority of students that state happy toward this cooperative learning technique to study English namely as many as 30 students (75 %) and included in category high.

Based on the data that have been collected in data presentation, it can be known that there are some of students that active enough in English lesson when cooperative learning applied namely as many as 26 students (65 %) and included in category high.

Based on the data presentation that have been explained, it can be known that there are some of students that get interest to comprehend the English material with cooperative learning namely as many as 24 students (60 %) and it is in category fair / quite good.

Based on the data that have been collected in data presentation, it can be known that there are some of students that motivated in study English with cooperative learning namely as many as 26 students (65 %) and included in category high.

About the data "the students' comprehension toward English material in cooperative learning" that have collected, it can be known that there are some of students that state easier to understand or comprehend the English material through cooperative learning that applied namely as many as 27 students (67.5 %) and included in category high.

Therefore, the students' motivation include "the students' pleasure toward cooperative learning in studying English, the students' activeness in English with

cooperative learning, the students' interest to comprehend the English material with cooperative learning, the students' motivation to study English with cooperative learning, and the students' comprehension toward English material in cooperative learning'' can support and help the teaching and learning process also improve the students' ability in English lesson.

No	Name	Position / Job

from the teaching and learning cycle method which puts genres as the main tool in language learning. This book has been carefully designed to meet students' expectations in learning a foreign language, i.e. to express their feelings and ideas.

All activities in this book cover the four language skills: listening, speaking, reading, and writing. They encourage students to develop their competence in *phonological* or *grapological* and *lexicogrammatical* levels, as well as their discourse and cultural levels. Materials are organized as an integrated sequence of activities around a text type being discussed.

End the end of the lesson students are expected to achieve the information level of literacy, i.e. to be able to get involved in communication using English, spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information in this global information age. Furthermore, students should be able to create English text types in various contexts and adjust themselves to new communication demands.

After having studying the books, the writer found that there 50 texts in the textbook *Look Ahead an English Course for senior high school students* published by Erlangga for the tenth and eleventh year. The text are taken from each unit of the textbook. Moreover, the writer found two units and one unit with

same genre in the textbook *Look Ahead an English course* for senior high school students published by Erlangga for the tenth and eleventh year in turn. The complete analysis will be presented in this chapter. It includes the social function of every elements of the generic structure for every genre.

D. Genre Found in the English Textbook *Look Ahead an English Course for Senior High School Students* Published by Erlangga for the Tenth Year.

There are five genres found in the textbook *Look Ahead an English course for senior high school students* published by Erlangga for the tenth year. They are recount, narrative, procedure, description and news item, which each genre are taken from reading text, from unit one until unit seven.

Table 4. 1. The summary of the finding of genres found in the textbook *Look Ahead an English Course* analysis for senior high school students published by Erlangga for the tenth year

No	Genre	Page number in the textbook for the tenth year	Total	%
1.	Recount	9, 14, 26, 27	4	16%
2.	Narrative	39, 41, 44, 49, 56, 106	6	24%
3.	Procedure	84	1	4%

4.	Description	115, 122, 126, 131, 133, 134, 160, 167, 168	9	36%
5.	News Item	179, 182, 187, 194, 195	5	20%
Total			25	100%

1. Recount

The writer found four or about 16% recount reading text in the textbook. Most of the texts, that texts have good generic structure, all of their obligatory elements are present. Thus, the writer can say that they have success in achieving their social function. Reading text page 14 is the example of a complete text with all its obligatory elements beside that the writer found the another example of recount texts which has all obligatory elements.

a. The Generic Structure of Recount Text

Reading text page 14

Remembering Kevyn

Orientation

I had the great honor of being able to call Kevyn Aucoin, my friend. He was not only a magnificent artist, but more important, a magnificent human being. My old sister, Liza Minnelli, introduced us in 1991. We instantly hit it off.

Events

Kevyn did my make-up for photo shoots with my sister and for the 1993 Tony Awards. But I will always remember the day we spent together in my bathroom. Kyven taught me how to do my own make-up. He told me to stop plucking my eyebrows every five minutes and, as we were finishing, he made a list of what he used. I asked him to come to Bloomingdale's with me, fully expecting him to say 'No,' but he said he'd love to and off we went. By 6.30 p.m., we had shopped our brains out and laughed so much that we were exhausted. I got into a cab and

kissed him good-bye.

Over the years, I would also buy Allure every month to read his column. His work has truly made make-up as important as fashion.

Reorientation Spending time with Kevyn was like being hugged.
He was an angel and all of us who knew him were lucky.

Lorna luft

Beverly hills

a. The Social Functions of Recount Text

The social function of recount text is to the reader what happen in the past through a sequence of event. In this text, it tells about remember Kevin that he is not only a magnificent artist, but more important, a magnificent human being. Lorna will always remember the day their spent together in her bathroom. Beside that, he taught Lorna how to do my own make-up. Moreover, his work has truly made make-up as important as fashion and he was an angel and all of us who knew him were lucky.

b. The Functions of Elements in Recount Text

1) Orientation

The function of this element is providing the background for the text and introducing the participants involved in the text, it is an obligatory element in a spoof text. In this stage, the writer introduced Kevyn Aucoin and Liza Mennelli as the participants, and providing the background, which tells that Kevyn Aucoin was not only a

magnificent artist, but more important, a magnificent human being. My old sister, Liza Minnelli, introduced us in 1991.

2) Events

This is also an obligatory element in recount text. The function is telling what happened in a chronological order. Kevyn did my make-up for photo shoots with my sister and for the 1993 Tony Awards. Kyven taught me how to do my own make-up. He told me to stop plucking my eyebrows every five minutes and, as we were finishing, he made a list of what he used. By 6.30 p.m., we had shopped our brains out and laughed so much that we were exhausted. I got into a cab and kissed him good-bye. Over the years, I would also buy Allure every month to read his column. His work has truly made make-up as important as fashion.

3) Reorientation

This is also an obligatory element in recount text. It is the last element in recount text. It is telling the conclusion of the experience, that spending time with Kevyn was like being hugged. Futhermore, he was an angel and all of us who knew him were lucky.

Another example of recount text found in the textbook

Reading text page 27

Drunk Dutch tourist gets sharp lesson

Orientation	MONPELLIER: A Dutch tourist who drunkenly tried to pet a circus lion in its cage in southern France was nursing a wounded hand and neck on Tuesday after being scratched in return, police said.
Event	The unnamed 21 year old woman was lucky to be only slightly injured in the incident, which occurred late Sunday after she and her friends went up to the cage following an evening of drinking in a campsite in the town of Vacquies, officers said.
Reorientation	He had stuck her hand in the enclosure in an attempt to touch the three year old lion when the animal sprung around and slashed at her with its claws. The tourist was taken to hospital in Montpellier.

2. Narrative

The writer found sixteen or about 24% narrative reading text in the textbook. Narrative is one of the genres taught in the tenth year. All narrative texts found in the textbook have good generic structure. They have completed all of their obligatory elements. In this text, the writer found two units of narrative text with same genre, between unit two and unit four. Although, narrative text is important, its appearance in the textbook for the tenth year is too much, because narrative text will be taught in the eleventh year. Thumbelina is one example of the narrative text found in the textbook.

a. The Generic Structure of Narrative Text

Reading text page 49

THUMBELINA

Orientation	There was once a woman who wanted a small child but did not know where to get one. So she went to a witch for help. “A little child?” said the witch, “That is easy. Here is a magic seed. Plant it in a flower pot and see what happens!” The woman thanked the witch, paid her with a piece of silver, and went home to plant the magic seed.
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As soon as it touched the soil, the seed grew into a tulip, whose flower opened with a pop. In the middle of the flower set a tiny girl.

“Why the pretty little thing is hardly as big as my thumb!” cried the woman. “I am going to call her Thumbelina.”

The woman made Thumbelina a bed from a walnut shell. Instead of going out, Thumbelina played on the kitchen table. Her favorite game was sailing across a bowl of water in a boat made from a tulip leaf. As she sailed, she sang in a high, sweet voice.

Complication

One night, an old toad got in through an open widow and hopped down onto the kitchen table. “just the wife for my son!” the toad declared when it saw Thumbelina sleeping in her tiny bed. The toad picked up the walnut shell and hopped out through the window into the garden. At the bottom of the garden, there was a stream with muddy banks, and th at was where the old toad lived with her son. He was even damper and uglier than his mother. When he saw the pretty little girl asleep in the walnut shell, all he could say was, “Ribbik! Ribbik!”. “Not so loud!” wishpered the old. “If you wake her up, she will run away. We will put her on a water-lily leaf in the middle of the stream so she won’t be able to ascape. Then we can clear out the best room for the wedding.”

Resolution

In the morning, when she woke up, Thumbelina was starled to find herself on a big green leaf in the middle of a stream.

b. The Social Functions of Narrative Text

The social function of narrative text is to amuse or entertain the readers with actual or imiginary experiences in the difference ways. Narrative always deal with some problems which lead to the climax and then turn into a solution to the problem. In this text, a woman who wanted a small child but did not know where to get one, until she finds Thumbelina and made a bed from a walnut shell. One night, an old toad got in through an open widow and hopped down onto the

kitchen table. An old toad saw Thumbelina sleeping in her tiny bed. The toad picked up the walnut shell and hopped out through the window into the garden. In the morning, when Thumbelina woke up, she was startled to find herself on a big green leaf in the middle of a stream.

c. The Functions of Elements in Narrative Text

1) Orientation

The function of this element is who were involved in the story, when and where. it is an obligatory element in a narrative text. In this stage, the writer orientation is woman and a little child of Thumbelina. There was one a woman who wanted a small child but did not know where to get one. So she went to a witch for help. Here is a magic seed. Plant it in a flower pot and see what happens!” Then, she went to home to plant the magic seed. As soon as it touched the soil, the seed grew into a tulip, whose flower opened with a pop. In the middle of the flower set a tiny girl.

2) Complication

This is an obligatory element of a narrative text. The function is to tell a problem rises followed by other problems. In this case,, “Why the pretty little thing is hardly as big as my thumb!” cried the women. “I am going to call her Thumbelina”.

The woman made Thumbelina a bed from a walnut shell. Instead of going out, Thumbelina played on the kitchen table. One

night, an old toad got in through an open window and hopped down onto the kitchen table. “just the wife for my son!” the toad declared when it saw Thumbelina sleeping in her tiny bed. The toad picked up the walnut shell and hopped out through the window into the garden. At the bottom of the garden, there was a stream with muddy banks, and that was where the old toad lived with her son. If you wake her up, she will run away. We will put her on a water-lily leaf in the middle of the stream so she won’t be able to escape.

3) Resolution

This is also the obligatory elements of a narrative text. In this stage, the writer explain solution to the problem. In the morning, when she woke up, Thumbelina was startled to find herself on a big green leaf in the middle of a stream”.

Another example of narrative text found in the textbook

Reading text page 39

Arranging Time

Orientation

Travelling to all corners of the world gets easier and easier. We live in a global village, but how do we know and understand each other?
Here is a simple test.

Complication

Imagine you have arranged a meeting at four o’clock. What time should you expect your foreign bussiness colleagues to arrive? If they are Germans, they will be bang on time. If they are American, they will probably 15 minutes earlier. If they are British, they will be 15 minutes late, and you should allow up to an hour for the Italians!

Resolution

When the European Community began to increase in size, several guidebook appeared giving advice on international etiquette. At first many people thought this was a joke, especially the Brithis, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs.

3. Procedure

The writer found only one or 4% procedure reading text in the textbook. The text has good generic structure and it has all obligatory elements of procedure text. The Hole Game is procedure text found in the textbook.

a. The Generic Structure of Procedure Text**Reading text page 84****Goal****The Hole Game****Material needed**

Two players, one marbel person, a hole in ground, a line (distance) to start from.

Steps

1. You must dub (click marbel together).
2. You must check that the marbels are in good condition and are nearly worth the same value.
3. Dig a hole in the ground and draw a line, a fair distance away from the hole.
4. The first player carefully throws his or her marble towards the hole.
5. Then the second player tries to throw his or her marble closer to the hole than his or her opponent.
6. The player whose marble is clotest to the hole tries to flick his or her marble into the hole. If succesful, the player tried to flick his or her opponent's marbel into the hole. The person flicking the last marble into the hole **wins** and **gets** to keep both marbels.

b. The Social Functions of Procedure Text

The social function of procedure text is to help us do a task or make something. In the text, they can be a set of instruction or direction in playing the game. The hole game is one example of the procedure text found in the textbook.

c. The Functions of Elements in Procedure Text

1) Goal

The function of this elements such as the final purpose of doing the instruction or show a process in order. For example in the playing the hole game that found in reading text. In this text, The person flicking the last marble into the hole wins and gets to keep both marbels.

2) Materials

This stage is the obligatory element of the text. It tells the ingredients, utensils, equipments to do the instructions. Two players, one marbel for one person, a hole in ground, a line or distance to start from.

3) Steps

These are the obligatory elements of the text. These stages tell a set of instruction or describing to achieve the final purpose. Such as, “You must dub (click marbel together)” and “then the second player must check that the marbels are in good condition and are nearly worth the same value until to the last step the player whose marble is clotest to the hole tries to flick his or her marble into the hole. If

successful, the player tried to flick his or her opponent's marbel into the hole. However, the person flicking the last marble into the hole wins and gets to keep both marbels.

4. Description

Description is one of the genres must be taught in eleventh year. It take 36% all of the texts found in the textbook. All description texts found in the textbook have good generic structure. They have completed all of their obligatory elements. In this text, the writer found two units of description text with same genre.

They are unit five and unit six. Jakarta City is one of the description text found in the textbook.

a. The Generic Structure of Description Text

Reading text page 160

Jakarta City

Identification

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia. With a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

Description

Kota is the city's oldest commercial area. It is located south of the Old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka square with Monas (The National Monument) dominates the city's central district. Surrounding the square are

Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

The text above is a description text. It focuses on specific participant, Capital City of Indonesia and it is full with the description of city of Indonesia in term of parts, characteristic, weather, etc.

b. The Social Functions of Description Text

The social function of description text is to describe a particular person, place, thing, mention the park, quality, and characteristics of the subject being described. The social function of Jakarta City text is to describe a place called Jakarta City. Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of java Island at the mouth of the Ciliwung River. With a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. Kota is the city's oldest commercial area. It is located south of the Old Sunda Kelapa harbour. Merdeka square with Monas (The National Monument) dominates the city's central district.

c. The Functions of Elements in Description Text

1) Identification

In this stage, the writer identifies a particular places or mention the special participant. That is a place named Jakarta City. This is the obligatory element of description text. In this text, Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of java Island at the mouth of the Ciliwung River.

Jakarta dominates Indonesian's administrative, economy, cultural activities, and transportation hub within Asia. Moreover, with a population of about 9 million which more people than any other cities in Indonesia.

2) Description

In this stage, the writer describes Jakarta City; where it is located, what are the things inside the Jakarta City, etc. This is also the obligatory elements. The writer description, climate is hot and humid year-round. Rainfall occurs throughout the year. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall. It is located south of the Old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

Another example of description text found in the textbook

Reading text page 131

Giving Compliments

Identification

In every culture, giving complements is a common thing to do. However, they differs in some ways from culture to culture.

Description

In Indonesia if we see one of our friends wearing a beautiful new dress, most of us tend to keep silent and say nothing about the dress rather than expressing our admiration. English people, however, tend to express it by giving complements.

	e.g. : • You look pretty in your new dress. • I like the color of your new dress.
Identification	Debby Putri is a model from Surabaya. Now she is a student of State High School 71 Surabaya.
Description	Debby Putri is brown-skinned. She is tall and slender. She is 17 year old. Debby has havy, short, black hair, a pointed nose and rather big ears.

5. News Item

News item is one of the genres that should be taught in tenth year. There is 20% news item text found in the textbook. One of the examples of news item text is *S'Pole to Double arts, media by 2012*. It has all obligatory elements that should be presents in news item text. Since the social function of a text is realized by the presence of the elements, therefore text has achieved its social function.

a. The Generic Structure of News Item Text

Reading text page 195

S'Pole to Double arts, media by 2012

Newsworthy Event	SINGAPORE: The Singapore goverment wants to double the size of the country's media, design and art industries to six percent of the economy by 2012, a minister said on Saturday. The target came as officials said they want the country to move away from its stuffy, rule-bound image and embrace more creativity as it seeks ways to sustain its economy growth.
Background Event	"The creative industries are poised to play a significant role in transforming our economy and society," Lee Boon Yang, Minister for Information, Communication and the arts, told a graduation ceremony for the fine arts students.
Sources	Singapore's goverment has set aside more than S\$200 million (US\$116 million) over the next five years to invest in the arts sector, Lee said, without giving details.

b. The Social Functions of Elements in News Item Text

The News Item's social function is to inform the readers, listeners, or viewers about events of the day which are considered newsworthy or important that is in 2012 the Singapore Government wants to increase double the size become six percent of the economy. It is because they want the country to move away from its stuffy, rule-bound image and embrace more creativity as it seeks ways to sustain its economy growth.

c. The Functions of Elements in News Item Text

1) Newsworthy Events

Newsworthy events is an obligatory element of news item text. It contains the summery of event which is considered newsworthy, a minister on Saturday said that the Singapore goverment wants to double the size of the country's media, design and art industries to six percent of the economy by 2012.

2) Background Events

Background events are also obligatory elements. It explains the background of the newsworthy event, it shows about what happened, to whom and in what circumstances. In this case, since the officials said they want the country to move away from its stuffy and want more creativity as it seeks ways to sustain its economy growth. In

addition, the creative industries are poised to play a significant role in transforming our economy and society.

3) Sources

This stage contains comments from the authority on the subject. Therefore, verbal processes are usually used. In this text, the comment is from Lee Boon Yang as Minister for Information. That Singapore's government has set aside more than S\$200 million (US\$116 million) over the next five years.

Another example of news item found in the textbook

Reading text page 187

Earthquake Jolts Japan Capital

Newsworthy Event

Tokyo (Reuters) – A slight earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage.

Background Event

A spokesman for the Japan meteorological agency said, "An earth tremor was registered in Tokyo but there are no reports of casualties or damage.

The earth tremor struck shortly after midnight Tokyo time.

Sources

Residen of central Tokyo said the tremor was the strongest in several months in the capital.

E. Genre Found in the English textbook *Look Ahead an English Course for Senior High School Students* Published by Erlangga for the eleventh year.

There are five genres found in the textbook *Look Ahead an English course for senior high school students* published by Erlangga for the eleventh year. They are description, narrative, anecdote, analytical exposition and hortatory exposition, which each genre taken from reading text, from unit one until unit six.

Table 4. 2. The summary of the finding of genres found in the textbook *Look Ahead an English Course for senior high school students* published by Erlangga for the eleventh year

No	Genre	Page number in the textbook for the tenth year	Total	%
1.	Report	23, 26, 27	3	12%
2.	Narrative	52, 60, 68, 70, 133, 135, 136, 150, 151	8	32%
3.	Analytical Exposition	90, 92, 95, 107, 108,	5	20%
4.	Spoof	162, 165, 167a, 167b, 176	5	20%
5.	Hortatory Exposition	185, 189, 191, 198	4	16%
Total			25	100%

1. Report

There is only three or about 12% report text found in the textbook. Most of the texts have good generic structures, it means the obligation to present the obligatory elements of the text have been fulfilled, therefore they have achieved their social functions. Moreover, the textbook has been taught in the tenth year. Therefore, the teacher needs to reduce their number and change them with the genre required for the tenth year. This text is the example of a report text.

a. The Generic Structure of report Text

Reading text page 27

TORNADOS

General

Classification

Tornado is powerful, twisting wind storm. It is one of the most destructive storms on earth. A tornado is also called a waterspout.

A tornado is long cloud which comes down from the sky. It is shaped like a funnel and consist of wind which whirls around and around extremely fast. In fact, the wind can reach a speed of more than 900 km per hour.

Identification

Most tornadoes form a long a front (boundary) between cool, dry air and warm, humid air. Weather scientists are unable to know exactly when tornados will accour. Fortunately, the tornado is not usually very big and it does not last long.

b. The Social Functions of Elements in Report Text

The social function of the text is to discribe social phenomena in our environment. In this text provide information about a Tornado, it is a powerful and one of the most destructive stroms on earth. It is called a waterspout.

c. The Functions of Elements in Report Text

1) General Classification

This is an obligatory element of a report text. The function is to introduce the topic which will be discussed. In this text, it is a topic about Tornado. Tornado is powerful, twisting wind storm. It is as one of the most destructive stroms on earth.

2) Description

This is also the obligatory element of report text. The explanations include the description of the shape, consists, speed, and form. In this stage, the writer explains a tornado is long cloud which comes down from the sky. It is shaped like a funnel and consist of wind which whirls around and around extremely fast. Tornadoes form a long a front (boundary) between cool, dry air and warm, humid air. Fortunately, the tornado is not usually very big and it does not last long.

Another example of report text that found in the textbook

Reading text page 23

The Solar System

General Classification

The solar system consists of a star (the Sun), the planets, and a number of other bodies, such as satellites and asteroids. The Sun is the center of the solar system.

Identification

The planets revolve around it. There are eight planets in all. They are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Some planets have satellites. The earth has one satellite. It is called the Moon.

2. Narrative

Narrative takes about 32% of all text found in the textbook. Most of the texts also have good generic structure, which mean the obligation to present the the obligatory elements of the text have been fulfilled, therefore, they have achieved their social function.

In this text, the writer found two units of narrative text with same genre. Although narrative text is important, its appearance in the textbook for the eleventh year is too much because narrative has been taught in tenth year and will be teach in twelfth year. It is the example of narrative text found in the textbook.

a. The Generic Structure of Narrative Text

Reading text page 70

Title

A Lane Going up The Hill

Orientation

It was a heaavy rainstorm in Kampung Sepang. Jabri and Halil had just finished their dinner together at Jabri's house. They were sitting in the living room for coffe and conversation, hoping the rain would stop soon.

Complication	<p>It was haalf past eleven at night and the downpour was showing no signs of stopping.</p> <p>“Look like you will have to spend the night here, Halil.” Said Jabri. “No way,” Halid said, “I’ve to be at work early tomorrow morning.”</p>
Resolution	<p>A few moment later Halil got into the car, started the engine, and said good night to Jabri.</p>
Orientation \\	<p>Something told him that he shouldn’t have turned off the lane going up the hill, but it was the shortest way home. He knew that lane. It ran accross from an old Chinese cemetery. There were no lights, no cars, no people just Halil and his old car.</p>
Complication	<p>All of sudden a white shape appeared in the midle of the lane. Halil shone his beam of light in that direction. The white shape turned to Halil. He saw a pair of crimson eyes starting at him. It was a long haired woman in a long white dress. She grinned at Halil. At once, Halil felt his blood freeze. His hearbeat stopped. His mouth opened but he was speechless. His eyes opened wide in terror.</p>
Resolution	<p>Suddenly, consciousness came into his mind. He quickly reserved his car and sped away just in time. “I think I’ll take up you offer to spend the night here after all,” Hali told Jabri as his legs trembled.</p>

b. The Social Functions of Elements in Narrative Text

The social function of the text is to imaginative experiences in different ways. In this text Jabri and Halid had just finished their dinner together at Jabri’s house and it was a heavy rainstrom. Futhermore, it was half past eleven at night and Halil has to be at work early tomorrow morning.

A few moment later Halil got into the car, started the engine, and said ood night to Jabri.

c. The Functions of Elements in Narrative Text

1) Orientation

This is obligatory element of the text. It set the scene of the text, the places, the people and situation. Here it tells about Jabri and Halil had just finished their dinner together at Jabri's house. When it was heavy rainstorm in Kampung Sepang. They were sitting in the living room for coffee and conversation, hoping the rain would stop soon.

"Something told him that he shouldn't have turned off the lane going up the hill, but it was the shortest way home. He knew that lane. It ran across from an old Chinese cemetery.

2) Complication

This stage is obligatory element of the text. It presents the complication action between Jabri and Halil. "Look like you will have to spend the night here, Halil." Said Jabri. "No way," Halid said, "I've to be at work early tomorrow morning."

All of sudden a white shape appeared in the middle of the lane. Halil shone his beam of light in that direction. At once, Halil felt his blood freeze. His heartbeat stopped. His mouth opened but he was speechless. His eyes opened wide in terror.

3) Resolution

These are the obligatory elements of the text. These stage tell the resolution of Halil. Halil got into the car, started the engine, and said good night to Jabri.

Suddenly, consciousness came into his mind. He quickly reversed his car and sped away just in time. "I think I'll take up you

offer to spend the night here after all,” Hali told Jabri as his legs trembled.

Another example of narrative text found in the textbook

Reading text page 52

Why Do the Moon and the Sun Never

Appear Together

Orientation	Long, long ago, the Sun and the Moon lived happily together in the sky. They always appeared together during the day and night.
Complication	One day, the Sun shone brightly so that it almost burned the Moon. The sunlight hurt the Moon's eyes very much. This made the Moon blind.
Resolution	The Moon left the Sun although the Sun had apologized the Moon.
Complication	The Sun loved the Moon very much, so he chased her. He chased and chased through the years and centuries but has never caught the Moon.
Resolution	That's why the Sun shines during the day at night the Moon appears they will never reunite again.

3. Analytical Exposition

The writer found 20% text of analytical exposition and it has all obligatory elements of analytical exposition, that is thesis, argument and reiteration element. One element, which differentiates analytical exposition and hortatory exposition, is their last stage. Analytical exposition has reiteration and hortatory exposition has recommendation. However, from the thesis presented and from the way the writer presents and develops the argument.

a. The Generic Structure of Analytical Exposition Text

Reading text page 92

Title	The Importance Of English Language
Thesis	Personally think that English is the world's most

important language. Why do I say that?

Firstly, English is an international language. It is spoken by many people all over the world, either as a first or second language.

Arguments

Secondly, English is also the key which opens doors to scientific and technic knowledge, which is needed for the economic and political development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Applications who master either active or passive English are more favorable than those who don't.

Reiteration

From the the facts above, it is obvious that everybody needs to learn English to greet the global era.

b. Social function of Analytical Exposition Text

The social function of this text is to convince the reader to accept the writer's opinion that English is an international language. It is spoken by many people all over the world, either as a first or second language.

c. The Functions of Elements in Analytical Exposition Text

1) Thesis

This is an obligatory element of analytical exposition text. The stage contains an introduction issue that will discuss. In this text, it tells that English as an international language. Personally think that English is the worls's most important language.

2) Argument

In this stage, the writer presented the problems that occur as the key that opens door to scientific and technic knowledge, which is need

for the economic and political development of many countries in the world. Such as, English is an international language. It is spoken by many people all over the world, either as a first or second language. English is also the key which opens doors to scientific and technic knowledge, which is needed for the economic and political development of many countries in the world. Moreover, English is a top requirement of those seeking jobs. Applications who master either active or passive English are more favorable than those who don't.

3) Reiteration

This stage is obligatory elements of the text. It presents the reiterated action given by the writer that everybody needs to learn English to greet the global era.

Another example of analytical exposition text found in the textbook

Reading text page 95

Thesis

Coming late to class disturbs every one

Argument

Yesterday, a student came into my English class after the teacher started explaining an important point. As she came in, she hit the door against the wall.

We turned around to watch her as she squeezed past other students to get to her desk. When she sat down, she scrapped her chair against the floor, and we could not hear the teacher. Finally, the teacher stopped talking until the student was ready.

Reiteration

The class wasted ten minutes because one of the student's was late.

4. Spoof

The writer found five or 20% spoof text in the textbook. All of the texts has good generic structure, all of their obligatory elements are present. Thus, the

writer can say that they have successes in achieving social functions. The title of the text “we do not subscribe to any newspapers” is the example of a complete spoof text with all its obligatory elements.

a. The Generic Structure of Spoof Text

Reading text page

We Don not Subscribe to Any Newspapers

Orientation

Jack was a university student. He studied history. At the end of the year, his history professor failed him in his examinations and he was told to leave the university.

Events

The next day, Jack's father went to see the professor. He urged the professor to let Jack continue his studies the following year. “He is a good boy,” said Jack's father, “and if you give him a chance this time, I am sure he will improve a lot next year”.

“No, no! That is quite impossible!,” replied the professor, “do you know, last month I asked him when Napoleon died, and he could not answer it.”

Twist

“Please, sir, give him another chance,” said Jack's father, “you see, we don not subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill.”

b. Social function of Spoof Text

The purpose of spoof text is entertaining the reader with a humorous twist in the end of the text. In this case, “Please, sir, give him another chance,” said Jack's father, “you see, we don not subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill.”

c. The Functions of Elements in Spoof Text

1) Orientation

The function of this element is providing the background for the text and introducing the participants involved in the text, it is an obligatory element in a spoof text. In this stage, the writer introduced Jack and his history professor as the participants and providing the background, which tell that Jack and his history professor failed him in his examinations and he was told to leave the university.

2) Events

This is also an obligatory element in spoof text. The function is telling to the reader about the sequence of events happened in the text. First events tell Jack's father went to see the professor. The second event tells, he urged the professor to let Jack continue his studies the following year. Then in the third events, "if you give him a chance this time, I am sure he will improve a lot next year". The next event is considered to be the twist, since it contains the humorous punch line of the text.

3) Twist

The humorous punch line in this stage is providing by Jack's father statements that "you see, we do not subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill." It is funny because Jack's father one who give statements, furthermore, Jack's father also has an add reason for that. This element is an obligatory element. It provides a humorous ending for the text, so the readers will be entertained at the end of reading. This element

realized the social function of spoof text, it is to entertain the reader. As twist only appears in spoof, thus this is the element differentiate with other genres.

Another example of spoof text found in the textbook

Reading text page 167

New Baby

Orientation	A woman is sitting at home entertaining her parents who have come around to congratulate her on the birth of their first grandchild.
Event	“When the baby starts crying”, replies the grandfather.
Twist	“Why do we have to wait until she starts crying” The mother snap back, “because I put her down somewhere this morning and I can’t remember where she is!”

Magic Mirror

Orientation	So there are three girls: an ugly redhead, fat brown-haired person or brunette, and a dumb blonde.
Events	He said that if you tell a lie in front of it, you disappear.
Twist	Then the dumb blonde or blonde-haired person goes up to the mirror and says “I think” and POOF! She was gone.

All of the texts of spoof are good because everyone of the text has orientation, event and twist elements. Moreover, those elements are very important in the spoof text.

5. Hortatory Exposition

Hortatory exposition takes 16% of all text found in the textbook and it has all obligatory elements of hortatory exposition text. Text which the title Should Ads be Banned from TV Programs is hortatory exposition text found in the textbook.

a. The Generic Structure of Hortatory Exposition Text

Title	Should Ads be Banned from TV Programs
Thesis	<p>I'm writing to complaint about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.</p> <p>First, ads are a nuisance. They go on for a long time and there are so many. Sometime, duration for ads is even longer than the program itself.</p>
Arguments	<p>Second, ads give a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people wants things they don not really need and cannot afford.</p> <p>Finally, ads play role in what program people watch. That is because there are lots of ads in popular programs people watch. Some programs which are not so popular get stopped because they don not attract enough ads, even though those programs may be someone's favorite.</p>
Recommendation	<p>For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I am sick of ads and now I mostly watch movie in cinema.</p>

b. The Social function of Hortatory Exposition Text

The social function of Hortatory Exposition text is to convince the reader to take an action suggested. In this text, the writer tried to convince the reader to consider many things (presented in the arguments) before economic and political development of many countries in the world.

c. The Function of Elements in Hortatory Exposition Text

1) Thesis

This is the stage where the writer introduces the topic, which will be discussed and states his or her opinion in accordance to the topic. Here, it tells that there are so many ads, especially during his or her favorite programs. He or she thinks they should be stopped for a number of reasons. This stage is obligatory element of hortatory exposition.

2) Argument

In this stage, arguments regarding to the topic are present to lead and convince the reader to accept the recommendation given. The arguments in this text are presents in the form of effects. Even so, all those sentences have been able to lead the reader to accept the recommendation given by the writer. Therefore, they have succeeded in fulfilling the task given for this stage. This stage is also obligatory element. In this text, the arguments are ads are a nuisance, ads give a bad influence on people, and ads play role in what program people watch. That is because there are lots of ads in popular programs people watch.

3) Recommendation

This stage is obligatory elements of the text. It presents recommended action given by the writer, that TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows.

Another example of hortatory exposition in the textbook

Reading text page 191

Title	Can 'AFI' Guarantee One to be Talented Singer
Thesis	<p>No one can deny that AFI (Akademi Fantasi Indosiar) has fascinated many fans around the nation. As one of the many talent search shows such as 'Indonesian Idol', 'kata Cinta', 'Playboy Kabel Bersaudara', as so on.</p> <p>AFI has offered a unique package for viewers; a combination between a reality show and talent show. Their way of finding real and entertainers has increased the public's awareness of the difficulties in reaching the top in entertainment business.</p>
Argument	<p>But frankly saying, AFI has not fully look at successes in reaching its main goal. If you take an objective look at number of the winner, you will see that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about becoming a good singer.</p>
Recommendation	<p>Thus, if we want to improve the Indonesia music industry, we should really think about the singer's and the musician's talents and train them appropriately, so that they can be a professional singer or musician in the future.</p>