

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is an international spoken in many countries both as a native and second or foreign language but one that used generally in a country. And one of the English is an international language is world in communication, an activity which people deal with every time. People need communicate in doing daily activities in making an interaction to other people in their life. English user as a medium language in all aspect of national relationship with other countries such as: diplomatic, social, Economic, The political, international commerce and also in education.

In Learning English, the students have to be able to achieve the language skills. They are listening, speaking, writing, and reading. These four skills are taught in teaching learning english. The objective of teaching learning english is to enable students to communicate in English orally and English spoken form. Accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language component, pronunciation, vocabulary and grammar, meanwhile, fluency refers to mastering language skill they are listening, speaking, writing and reading.

Reading is one of the skills that must be mastered by student english. By reading students can get much knowledge about anything in the world because this activity will broaden one's horizon especially in this globalized era and improve their language skill. It also students can add information about many places coming to those place directly. For that, the teacher needs appropriate and effective strategies in learning english to help them to teach students effectively.

It shows that reading brings many advantages in human life. Douglass Brown (2004:185) state that reading of a paragraph involved the same organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem solving behavior, selection, inference, organization, comparison of data determination of relationship and critical evaluation of what is read. In other words we can say that reading is thinking process to get the skill in reading.

Reading skill is needed to achieve the ability to understand the English text. Reading skill should be thought earlier to the children. Most Indonesian learner are acknowledge that reading a low will support them reaching their goals of studying, but categories low for years. Many efforts have been performed to socialized reading a burden for most school ages. This phenomena effects them to be creative readers, that finally will influence their comprehension towards their accievement is categories low.

In teaching learning process, teaching reading has an important role. Teaching reading are one of the shape of service of education to the students. Individual services occur through the use of teaching reading. In teaching learning process, especially in reading activity, it is the duty of the teacher to select reading and technique which are suitable applied to the students, so they will learn to understand the text, grasp the message from the text individually, more easily and enjoyable. In this the students also cannot comprehend English text well. There are some factors why the cannot comprehend the text. Preveen (2008:113) states that there are some mistakes in learning reading such as: having no attention in theme of the text, having no skimming, having no good grammatical structure, having no good logical thinking and having no specific time to read any text. That's why students cannot understand the reading text or even students cannot answer questions correctly based on the reading text.

At Junior High School level, students are expected to comprehend many types of the text. Pardiyono (2007: 8) says that a text can be defined as a form of meaning realizations; information, message or ideas in the sentences that arranged rhetorically. Based on the syllabus in the grade seven of the school, the students are expected to comprehend one genre of the texts, they are descriptive text. From the basic competences above, the students are expected to be able to analyze the social function, the structure, the language features and finally to be able understand the meaning of each genre of the text in the seven grade.

Based on the writer's experience in observation at the seven grade SMP HKBP PADANG BULAN MEDAN it was difficult for the students to comprehend English texts. The students are difficult to comprehend the main idea of the reading text, some of the students difficult to read english text, some of students are not able to find out the factual information of reading text, some of the student are not able to find the meaning of vocabulary in reading text, and some of the students are not able to identify references in reading text. When he/she told them to tell some information from their reading text, most of them did not have any ideas or opinions to clarifying the information in reading, and some of students who do not know how to conclude the information in reading.

Table 1.1 The Table of Rubric Score

NO.	Student's Name	Nilai
01	Amri Purba	70
02	Lina Sinaga	60
03	Dina Clara Sinaga	60
04	Rut Pakpahan	50
05	Rico Siburian	40
06	Ratna Sinurat	60
07	Elfrida Simbolon	60
08	Erlinda Malau	50
09	Siska Spayung	30
10	Candra Syandi	30
11	Angga	40
12	Dirmansyah Padang	60

No	Students' Name	Nilai
13	Leo Gurning	30
14	Leonardo Simbolon	40
15	Kasih	40
16	Sarah Arnita	50
17	Adi Padang	60
18	Arman	40
19	Rahmat Padang	20
20	Dirmansyah Padang	60
21	Ester	80

Total score =1030

Total data =21

Mean =1030/21 = 49,05

Based on the data, about the seventh grade students of SMP HKBP PADANG BULAN Medan get only 49,05 for the mean score reading. The lowest criteria for stating students achieve completeness (KKM) at least 70. From the data above, It can be concluded that they have deficiencies in reading like; They were lack understanding reading comprehension and find less vocabulary meaning.

In addition, the writer's did an pre-test and post-test with one of english teacher in the school get information about the reading used by students. The reading used still can not improve the students; ability in understanding about the genre text, because the reading used is lack of explanation and exercises about the genre of text. Because of that the teacher must give more explanation about genre of text and the teacher also have to provide another exercises about about the genre of text from another sources like from internet.

Applying Genre-Based Approach for the reading is expected can be help the students to make easy in the mastering of learning the genre of text in the class especially in the seventh grade. Genre-Based Approach provide stages and strategies to help students have better understanding about the text-types. Genre-Based Approach in order to apply the approach to instructional process for reading. By using Genre Based Approach in teaching reading, it is hoped that Genre Based Approach is able to help the teacher and student to make teaching-learning process more efficient and more succesful. Based on the explanation above, the writer would be conducted a study titled "The Effect of Using Genre Based Approach on the Student's Achievement In Reading.

1.2. The Problem of the Study

The problem of the study in this research is formulated as follow:

“Does the use of Genre Based Approach affect the students achievement in reading descriptive?”

1.3. The Objective of the Study

In the relation to the problem, the objective of the study is to find the use of Genre Based Approach affect the students achievement in reading descriptive text.

1.4. The Scope of the Study

There are some teaching reading approach namely: Communicate approach, Affective-Humanist Approach, Comprehension based Approach and Smart Approach, but in this research chooses Genre Based Approach. Deciding this study keep on topic and keep discussing what should be involved in this study, but the writer just focus on “The Effect of Using Genre Based Approach on the student’s achievement In Reading . The writer focus on Descriptive Text that will learn students. Descriptive text contain social function, generic structure and lexicogramatical feature. But the writer focuses on generic structure of descriptive text. The generic structure have the significant of descriptive text they are:

1. Identification : Contains about introduction of a person, animal or object will described.
2. Description : Contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

1.5. The Significant of the Study

The Significances of the study are expected to be useful for:

1.5.1. Theoretically

The result of applying Genre Based Approach Specifically:

- 1) To enrich learning knowledge about reading comprehension,
- 2) To enhance teaching knowledge about reading comprehension
- 3) To other writer is hoped that this research would be significant to be read and can be useful as a literature to update their knowledge in reading comprehension.

1.5.2. Practically

The result of applying Genre Based Approach specifically:

- 1) English teacher can apply Genre Based Approach for teaching reading comprehensin in the classrom,
- 2) English Department student, to enrich their knowledge about teaching learning process and use the opinion about genre based approach as reference in teaching reading.
- 3) This the research can be applied by the next writer as a reference to help students to think a new Approach in teaching reading through Genre Based Approach.

1.6. Hypothesis

Based on theoretical and conceptual framework above, the hypothesis is formulated as follows:

Ha : Genre Based Approach affects the students achievement in reading descriptive text.

Ho : Genre Based Approach does not affects the students achievement in reading descriptive text.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

This chapter consists of review literature and explanations related to the study in order to give the clearer understanding about the terms and concept used to the application of Genre Based Approach in the study. The writer of this thesis plans to investigate the effect of using Genre Based Approach on the student's achievement in reading. It is crucial to clarify the terms used in the subject matter of this study in order that the readers may not find the ambiguity and not feel doubtless in comprehension the ideas in the same time.

2.2. Reading

One of the four skills of English is reading. Reading is an important language skill besides writing, speaking and listening. The aim of reading are to get knowledge, information from the book, magazine, newspaper, etc. Brown (2004: 189) describe that "Reading is a process of negotiating meaning; the reader brings to the text a set of schemate for understanding it, and in take is the product of that interaction.

The writer's opinion, reading is a fun activity, where the purpose of reading is to have knowledge, reader experience and have reading skills, because by reading we will get specific information from the text, add vocabulary, get general ideas from the text, and make summaries and conclusions from the text. Reading also the most important activity in any language class. Reading is not only a source of information and apleasurable activity but also as a means of consoiidating and extending one's knowledge of the language. Reading is very necessary to

widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. And reading not only helps students' to gain knowledge and information but also reads very helpful in passing their holliday.

Anderson, Elfrida & Judith (1985:18) reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelateds ources. The writer's opinion, that reading is a process of creating sentences, meanings, and ideas from written text. So that through this process students' will have good skills in creating their own ideas. Reading also can define as a complex cognitive process of decoding symbol in order to constract or derive knowledge and derive information from the reading comprehension. It is means of language aquisition of communication and of sharing information and ideas. Reading skill acquisition is the process of aquire the basic skills necessary for learning to read; that is, "The ability to acquire meaning from print".

Based on the explanation above, reading can be interpreted as a process to build meaning or ideas from written text, where the purpose of reading is to gain knowledge, get specific information from the text, add vocabulary, get general ideas from the text, and make summary and conclusions from written text. This can support their learning to master the language, so reading is an activity that is useful for expanding knowledge and broadening thoughts about the language.

2.2.1. Teaching Reading

Teaching reading is not easy for the teacher. The teacher must be creative to choosing a good matery and teacher must be to know how to create a good teaching which enables students to learn and to learn. Brown (2007:8) there are three main phases need to be followed in teaching reading activities:

1. Before you read: spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.
2. While you read: not all reading is simply extensive or global reading there may certain facts or rheotrical devices that students should take note of while they read. Give students a sense purposes for reading rather than just reading because you ordered it.
3. After you read: comprehension question are just one form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author's purpose, dicussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

The writer's opinion, Teaching reading activities can help students' prepare for the reading activity by activating the relevant schemata, and motivating them read. Reading activities can help learners anticipate the topic, vocabulary and possibly important grammar structures in the text. Teaching Reading Activities are defined as activities that help students to focus on aspects of the text and to understand it better. The goal of these activities is to help learners to deal as they would deal with it as if the text was written in their first language. in this activity students can predict information and collect information from read texts.

In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the

psychological and intellectual growth of a person by another person. There are two fundamentally different ways of understanding teaching. The first sees teaching as an instructor-centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice learners: teaching as knowledge transmission. The second sees teaching as a learner-centered activity in which the instructor ensures that learning is made possible for novice learners and supports, guides, and encourages them in their active and independent creation of new knowledge: teaching as assisted knowledge creation.

From the explanation above, the writer's concluded that teaching reading is students knowledge process where the teachers' guides, teaches, and trains the students in understanding the reading context. Teaching reading can help the students prepare reading activity, motivating them read, help learners anticipate the topic, and vocabulary.

2.2.2. The Purposes of Reading

People read because they want to get information, meaning, fact ideas, enjoyment, even feeling of the community to get something the writing (from a letter whatever it is, they want to get the message expresses by the author). Grabe & Stoller (2002:11) classified purposes for reading as follows:

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading search, it is typically scan the text for a specific piece of information or a specific word. As an example, searching through a telephone directory to find key information, either an address or a phone number. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and the using basic reading comprehension skills on those segments of the text until a general idea is formed.

2. Reading to learn from texts.

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

3. Reading to integrate information, write and critique texts.

Reading to integrate information requires additional decisions about the relative importance on complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skill inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

4. Reading for general comprehension.

Reading for general comprehension is the most basic purposes for reading. Underlying and supporting most other purposes for reading. General reading comprehension is also found as the most complex than it's commonly assumed. Reading for general comprehension when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words,

strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints. Because of its demands for processing efficiency, reading for general comprehension may be more difficult to master than reading to learn.

The writer's opinion, the purpose of reading is to connect the ideas on the page to what you already know from texts.

There are some benefits of reading as follows:

1. Get a lot of life experience.
2. obtain general knowledge and information that is very useful for life.
3. Knowing various major events in civilization and culture of a nation.
4. add vocabulary.
5. obtain meaning or ideas from the text.
6. Can follow developments in science and technology.

Based on the explanation above, the purposes of reading comprehension that was chosen is reading for general comprehension because it is related to the teaching model that was applied by the writer.

2.2.3. Types of Reading

Further explained will elaborate some types of reading. Brown (2004:189), there are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. They are namely: Perceptive, Selective, Interactive and Extensive.

1. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the

uniqueness of reading. Perceptive reading tasks involve attending to the components of large stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in turn is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer text, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances bottom-up performance may be necessary.

4. Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

The writer’s opinion, with the types of reading in English aims to help students to like reading activities and understand the reading. Because students themselves still have difficulty accessing or reading information in a text. In this case the reading provides various ways and techniques so that they can understand the information from the reading activity. Here that definition is messaged a little in order to encompass any text longer than a page). Top-down processing is assumed for most extensive tasks.

2.3. Reading Comprehension

Reading Comprehension is usually taught in schools in one of two ways. One method is to have students read a text, and then read comments or answer questions about the text. The comments and questions can range over a variety of topics, from what particular words mean to the main of the whole text. The other common method for teaching reading comprehension is the reading group. Alderson (2000:28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading.

The writer’s opinion, reading is an activity that student’s do to get information. Through this activity, we are required to capture ideas and just from reading aloud. That’s why there are

questions related to the reading text after reading a discourse. The questions are done to test whether we have understood the reading well or not.

Pang (2003:14) comprehension is the process of making sense words, sentences and connected text. Pang says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help understand the written texts.

The writer's opinion, comprehension can define is an ability to understand the meaning or importance of something (or the knowledge aquired as a result). For example: when the teachers have comprehension of a subject, teacher have seized information and incorporated it into her own knowledge. Any kind of mental grasping of an idea or a subject is a kind of comprehension. Teacher might attempt comprehension of a curious situation, like the fact that her goofy rommate always manages to date models.

From the definition above, reading comprehension can be concluded as the ability to find ideas, find information, find new vocabulary, and understand the contents of the reading delivered by the writer. It also refers to the ability to connect between words in the text, to understand ideas and relationships between ideas conveyed in a text. Reading comprehension can also is the ability to process information that we have read and understand its meaning and integrate with what the reader already knows.

2.3.1. The Levels of Reading Comprehension

Reading comprehension is considered to occur at four levels of complexity. These levels are often refered to as literal level, inferential level, critical level and create level (westwood 2001:21). These levels are below:

1. Literal level place, and time. This

At the literal level the basic facts are understood. For example, knowing name, information contained explicitly within the text.

2. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw the conclusions. It covers inferring, drawing conclusion, and deriving meaning from figurative language.

3. Critical level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

4. Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

From the explanation above, it can be concluded that all comprehension toward the reading text is begun from comprehend the text literally. After good literal comprehension has been achieved, then the reader can move to the other levels of comprehension.

2.4. Definition Genre

Well, both of them are included in one genre of text. Hyland (2009:15) Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situation.

The writer's opinion, genre is a type of text that is divided into several groups of text. Like descriptive, recount and narrative. Each genre has its use, purpose, use of grammar and also the different forms of tenses (time), where each term has a different function and makes the author easier by the term. The concept of genre based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such text to read, understand and perhaps write them relatively easily.

Sabouri et al (2014:2) state that "A genre is a particular class of speech events which are considered by the speech community as being of the same type, e.g. prayers, sermons, conversations, songs, speeches, poems, letters, and novels. The students must know about genre because it helps the students defining purpose, they can identify the rhetorical structure of text elements, and rhetorical structure".

The writer's opinion genre is not seen as a product or text type, but as a core device of a generic process (describing, explaining, structuring, and telling). For one common purpose, the genre can consist of one or more types of text. For example, a communication event to inform objects. To inform objects, the steps taken vary. Information can be general, systematic, and scientific. However, it can also be specific, detailed, as if the students can feel or see the object being informed. The way to inform objects that are of a general nature is manifested in the form of an observation report text.

Based on the explanation above, it can be concluded that genre can be termed the types of terms or terms of groups of text that are several parts, where the author makes use of their repeated experience using language. Students must know about the genre because it helps students determine goals.

2.5. Genre of Reading

Learning about writing is not only about how to put a word in written but also how to pack the idea, message, and information correctly in a text, in a certain criteria. Pardyono (2007:17), there are twelve types of genre, such as:

1. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vocarious experience in different ways.

2. Recount

Recount is also narrative text. Basically, it is written out to make a report about an experience of a series of related event.

3. Descriptive

Descriptive is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object.

4. Report

A report is describes an object to the readers. A report is a text containing two components.the first is general clasification of the object being described. The second component is the description of the object.

5. Discussion

Discussion is a written English text in which the writer presents some poins of view about an issue.

6. Explanation

Explanation is a written English text in which the writer explain the processes involved in the workings of natural or sociocultural phenomena.

7. Analytical exposition

Analytical Exposition is an expository text. It is about the truth of a fact of a fact certain object and exposes it to the reader.

8. Procedure

Process of procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step.

9. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

10 Hortatory Exposition

Hortatory Exposition is a written English text in which the writer persuades the people that something should or should not be the case.

11 Spoof

In writing, a spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters. They can be human and non human characters. It introduces the relationship among the characters. The relationship is realized by their communicative interaction in the events.

12 News Item

News Item neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which writer tries to inform people about events of the day which are considered news worthy or important.

For this research, the writer's focuses in Descriptive text only, including its definition, social function, and generic structure of Descriptive text and also lexicogrammatical of Descriptive text.

2.6. Descriptive Text

Descriptive text is one of genre of text. This text is one of the text that have to be taught to junior high school students. Descriptive text is a text which describes something, person, place, and time. Siahaan & Shinoda (2008:73) description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be person, or an animal, or tree, or a house, or camping. It can be about any topic. This is probably the most common kind of paragraph. Its purpose is to describe the topic it introduces by giving detailed information about it. This information may be entirely factual, or it may include information about thoughts, feelings and impressions.

The writer's opinion description is a type of text that aims to explain or describe a person, animal, place or object. Generally, what described is the shape, characteristics, or nature. Its

purpose is to describe a particular person, place or thing. Description is text containing two components i.e., identification and description by which a writer describes a person, or animal, or a things. The identification is to identify the object and description describe parts, qualities, and characteristic of the object. The generic structure of descriptive text is as follows:

1. Identification : identifies phenomenon to be describe.
2. Description : describing the phenomenon in parts, qualities, or/and characteristics.

Pardiyono (2007:34) Descriptive text is a type of written text, which has the spesific function to give description about an object (human or non human).

1. Parts of Descriptive Text

Pardiyono (2007) states that description/desriptive paragraph have some characteristics as follows:

1. Social Function: to give descriptions of characteristics or conditions of an object, both human and things, by using adjectives and attributes.
2. Writing Focus: description of qualities, conditions,characters of an object.
3. Grammatical Features:
 1. Using sentences with simple present tense or past tense.
 2. Using predicates 'be' or has/have, or linking verb, such as: look, seem, sound,taste, etc.
 3. Using adjectives to describe qualities or condition of an object.

The writer's opinion descriptive text is a text which says what person or a thing is like. Its purpose is to described the thing in particular and more spesific. (eg. my pet, person, place or

thing) and describe the characteristic or the physics of the thing (eg. how it looks like. (eg. its weight, appearance, color, etc. The main objective of a descriptive text is to inform an object.

From the explanation above, so many genres in reading but the writer's just focus on descriptive text.

Example of Descriptive Text!

The Computer

A computer is an electronic machine which handles information. That information can be formed as fact and figures, words, pictures, or even music.

The computer can store its information, sort it in, do calculation with it and shows us answers. In a fraction of a second, it can work out sums that that would take many hours to do with pencil and paper. But computers aren't "intelligent". They will do only what we ask them to do, no more and no less.

People use a number of special words to describe what computers do. For instance, the information given to a computer is called the "data". The television screen on which computers often display their results is usually called a "VDU", short for Visual Display Unit. All computers have four stages in their operation: input, storage, processing, and output. Input is giving the computer the data. Storage is where the data is kept until it is needed. Processing is the term used for the way the computer produces.

Generic Structure of Descriptive Text

Identification: A computer is an electronic machine which handles information. That information can be formed as fact and figures, words, pictures, or even music.

Description: The computer can store its information, sort it, do calculation with it and shows us answers. In a fraction of a second, it can work out sums that that would take many hours to do with pencil and paper. But computers aren't "intelligent". They will do only what we ask them to do, no more and no less.

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2.7. Approach

Approach: is a learning theory, an example in teaching language: that is how the language is taught. **Technique:** are the different types of class activities carried out in each teaching and learning process. **Tactic:** is the method used to achieve the learning objectives

Harmer (2001:78) Approach is the theories about the nature of language and language learning that serve as the source of practice and principles in language teaching. Approach is very important element in managing students in the classroom. In teaching reading comprehension there are some approaches that can be used, they are:

1. Language Experience Approach

Mukalel (1995:87) states that language experience approach (LEA) is an approach to language learning in which the students' oral compositions are written down and used as materials for reading, writing, speaking, and listening. As the name of this approach

suggests, beginning reading instruction in a language-experience program is based on language and on experience. The language is the child's, as he or she expresses it. The experiences are the child's as, usually as they are unfolded in school. The child's language is used for reading instruction and is based on arranged experiences. Experience-based language is used in approach because it is modeled after real life.

2. Communicative Approach

This grew out of the work of anthropological linguists (e.g., Hymes, 1972) and functional linguists (e.g., Hyland, 1973), who view language first and foremost as a system for communication.

1. It is assumed that the goal of language teaching is learner ability to communicate in the target language.
2. It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.
3. Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lack.
4. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
5. Classroom materials and activities are often authentic to reflect real-life situations and demands.

6. Skills are integrated from the beginning, a given activity might involve reading, speaking, listening and perhaps also writing (this assumes the learners are educated and literate).
7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.
8. The teacher should be able to use the target language fluently and appropriately.

3. Affective-Humanist Approach

This is a reaction to general lack of affective considerations in both audiolingualism and cognitive code.

1. Respect is emphasized for the individual (each student, the teacher) and for his/her feelings.
2. Communication that is meaningful to the learner is emphasized.
3. Instruction involves much work in pairs and small groups.
4. Class atmosphere is viewed as more important than materials or methods.
5. Peer support and interaction is needed for learning.
6. Learning a foreign language is viewed as a self-realization experience.
7. The teacher is viewed as a counselor or facilitator.
8. The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stage to help students feel at ease, later it is gradually phased out.

4. Comprehension-Based Approach

An outgrowth of research in first language acquisition, which led some language methodologists to assume that second or foreign language learning is very similar to first language acquisition.

1. Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, writing to develop spontaneously over time given the right conditions.
2. Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce any language themselves.
3. Learners should not speak until they feel ready to do so: this results in better pronunciation than when the learner is forced to speak immediately,
4. Learners progress by being exposed to meaningful input that is just one step beyond their level of competence..
5. Rule learning may help learners monitor (or become aware of) what they do, but it will not aid their acquisition or spontaneous use of the target language.
6. Error correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand and can make themselves understood.

7. If the teacher is not a native speaker (or near-native), appropriate materials such as audiotapes and videotapes must be available to provide the appropriate input for the learners.

2.8. The Genre –Based Approach

Genre based approach is more ideal than non-genre based approach in the teaching of reading for most ESL learner. This approach helps to expose the learners to the techniques and vocabulary of the genre in question. As a fairly new method it may be difficult to find many writer's who support this approach. Genre based approach is a text based approach, sees communicative competence is involving the mastery of different types of text. Text here is used in a special sense to refer to structured sequences of language that are used in specific ways.

Knapp and Watkins (2005:9) By and large, Genre-based approaches to reading are based on a functional model of language, that is, a theoretical perspective that emphasizes the social charactedness of language. The genre approach provides an effective means of addressing the issues that students encounter as they approach the task of reading up their theses or desertations and designed as a creative and effective technique of the mastery of different types of texts which allows greater creativity of recording ideas and information and associating it into visual representations. It uses concise words, color, associations, picture and information of the text.

The writer's opinion genre based approach is a learning approach that helps students be more competent in language able to communicate through mastery of language skills such as listening, speaking,reading and writing. In world education and teaching, there are various approaches that can be applied in learning. In recent times approach to learning that most often referred to the scientific approach or scientific approach. But besides scientific based approach

(scientific approach), there are several other approaches that can be used by the teacher in learning process, one of which is genre-based approach.

The Genre – Based Approach is used by the teachers in Indonesia. According to the Regulation of Minister of Education and culture number 70 year 2013, Curriculum 2013 is desinged to give learning experience to the students in order develop their competence. Curriculum 2013 has scientific approach in the teaching process, they are: observing, Questioning, collecting data, and associting data. However, considering Genre-Based Approach continous to grow, (Hyland 2004:10-11) elaborates the advantages of genre based reading instrution that can be summarised as follows, genre teaching is: makes clear what is to be learned to facilitate the acqusition of reading skill, provides a coherent framework for focusing on both language and contexts, ensure that course objecries and content are derived from students needs, gives teacher a central role in scaffolding student learning and creativity, provides access to the patterns and possibilities of variation in valuled texts, provides the resources for students to understand and challenge valued discourse, increases teacher awarensess of texts and confidently advise students on their reading.

As Swales, Devitt (in Bithener, 2009:2) explain, a genre is a text that has particular and distinctive communicative functions, distinctive and recognizable patterns and norms of organization and structure that result in a conformity of practice by its users. This means, Therefore, that each part-genre (section or chapter) of the whole genre (thesis) will be recognizable by its particular functions, content and organization. Discourse analyses, reported in the literature, of discipline-specific journal articles and thesis/dissertation part-genres reveal the interrelationship between function, content and structure.

Based on the explanation above, it can be concluded that Genre-based approaches can be based on functional language models used by teachers in Indonesia are Building of the Fields, as well as Modeling of the Text. The advantage of genre-based reading teaching is to clarify what must be learned from reading skills, and provide a coherent framework and context and ensure that the objectives of the lesson and content come from the needs of students.

2.9. The Characteristic of Genre Based Approach

Tuan (2011:172) following are some characteristics of the genre based approach:

1. The genre-based approach emphasizes the importance of exploring the social and cultural context of language use on a piece of reading.
2. This approach highlights the magnitude of the readers and the linguistic conventions that a piece of reading needs to follow in order to be accepted successfully by its readership (Muncie in Tuan, 2011:1472). This approach, any students who want to be successful in joining particular English-language discourse community.
3. It underscores that reading is a social activity.
4. A genre-based approach to reading instruction looks beyond subject, composing processes and linguistic forms to see a text as attempts to communicate with readers. This approach is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose reading.
5. The genre-based approach emphasizes the explicit teaching of the linguistic conventions of the genre for L2 novice student readers.

2.10. Using Genre Based Approach in Teaching Reading Comprehension

As an international language, English is also taught in Indonesia as a foreign language. Many students find reading is the most lesson since they have to write down and read what they think of in their paper by using correct steps. Reading by them can be complicated because, they have to create their ideas.

The students must know about generic structure and lexicogrammatical features because that is important for students to make a text. So, when the students understand about it, of course they are able to make and read able to make and read a good text especially, about descriptive text by using genre based approach in teaching reading. By using genre based approach are very important because they give a brief explanation about how to apply genre based approach in teaching reading.

2.11. The Previous Research

The effect of genre based approach in reading comprehension has been proven by number of researchers. The findings are summarized as follows:

- 1) Destri Wahyu (2013) investigated *the effect of using genre based approach toward students' reading comprehension at junior high school*. The writer concluded that there was significant effect of genre based approach toward students' reading comprehension. Writer also found that the class which was taught by using Genre Based Approach was really interactive, creative, and challenging to analyse the problems.

2.12. Conceptual Framework

Reading comprehension is one language skill which need to be mastered by the student. They tend to learn the language after they heard the words. In Making the study of language interesting, especially reading, teacher must find a special approach, technique or method that

would be used in teaching language. The teacher is expected to be able to motivate the students in learning specially reading skill.

In genre based approach classroom, the writer would be a model reading by reading high-interest, pointing out the words as the student read along with the writer, after that the writer would guide the student's reading. Showing how to predict, ask appropriate questions, and map have read and them, the writer would foster discussions of fact, encouraging learners how to talk about the moral and ethical issues presented in literature circles in which they share and talk about text they have read. At the last would report information they have learned from text.

Thus based on the explanation above, it can be concluded the Genre Based Approach is more effective to increase students' reading comprehension. By using the activity of reading through activity of reading through genre based approach, the students are hoped to feel more enjoyable and more interested in teaching learning process, especially and teaching reading. By applying this approach hopefully teachers can help the students in improving their reading skill in order to get full understanding in English.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The design of this study is experimental quantitative research. There are two variables in this study: such as independent and dependent variables. Independent variables is Genre Based Approach while dependent variable is the students' skill in reading descriptive text. In this case, the writer want to investigate whether the independent variables affects the dependent one or not.

Furthermore, in conducting the experimental research, there are two groups; that is experimental group and control group. It means that, this research would be used two groups in collecting data. Experimental group is a group that was received treatment by using Genre Based Approach, while the control group is a group that would be taught by using traditional way.

The design of the study is figured out as the followings:

Table 3.1 The design of the Study

Group	Pre-test	Treatment	Post-test
Experimental	X 1	✓	X 2
Control	Y 1	-	Y 2

Where:

X 1 = Pre-Test of Experimental Group

Y 1 = Pre-Test of Control Group

X 2 = Post-Test of Experimental Group

Y 2 = Post-Test of Control Group

✓ = Teaching reading comprehension by using Genre Based Approach

- = Teaching reading comprehension without using traditional way.

3.2. Population and Sample

In a research, the writer must determine the population and the sample. The population and sample in this research are following:

3.2.1 Population

Population is any group of individuals that have one or more characteristics in common that are of interest to the writer. Arikunto, S. (2010:173), "Population is a set of all elements possessing one or more attributes of interest if someone want to observe all of the elements in the research area, so his research called population research". The population of this study is the second grade students at SMP N 14 MEDAN. There are five parallel classes and every class consist of 17 students. There are VII A, VII B,

3.2.2 Sample

A sample is a group individuals who represents that whole individuals in the population Arikunto, S. (2006:38) The total number of the sample was a taken by using random sampling technique. The chooses VII A as experimental group, VII B as the control group. The samples are consists 34 students.

3.3. The Instrument

In collecting the data, the writer will give the test to the students. The test are given for getting the objectives data of students' Reading Comprehension in Descriptive Text by using Genre Based Approach and using konvensional method in control class.

The writer will apply two tests namely: Pre-test and Post-test will be given before conducting the treatment. While post-test will be given after conducting the treatment. Both of the classes will get the same test either in the Pre-test and Post-test. The item test is multiple choice which has 25 item of questions. Multiple choice test will be used as the instrument to

obtain the data. The reason why the writer uses multiple choice, because multiple choice test is easier to answer and can help students to choose the right answer faster and appropriately.

3.3.1. Test

The oldest and most common procedure for assessing reading is “read a passage and answer some question. According to Brown (2004:3) test is a method of measuring a person’s ability, knowledge, or performance in a given domain.

In scoring the written test, cumulative score is ranging 0 – 100. To score for one correct answer is 1. And the students who can answer 25 questions correctly will get 100. To score the students’ performance in reading comprehension in a descriptive text is used the following criteria:

$$S = \frac{R}{N} \times 100$$

Where: S : Score number of the test

R : Number of the correct answer

N : Number of the questions

3.2.2. Pre- Test

The pre-test would be conducted to find out of the sample about reading comprehension which will shown by calculating of the mean scores both of groups.

3.3.3. Post- Test

After conducting the treatment, both of the groups would be test by giving post-test. The post-test way exactly the same as the pre-trest way. It was intended to find out the mean scores of experimental and control group.

3.4. Treatment

After conducting the pre-test, the treatment would be conducted. The experimental group would be thought by using Genre-Based Approach, while the control group would be taught without using Genre-Based Approach.

3.5 The Validity and Reliability of The Test

The are two important characteristics that every measuring instrument should process. They are validity and reliability. Validity and Relibility are qualities that are essential to the effectiveness of any data-gathering procedure.

3.5.1. The Validity of The test

Best (2002:28) states that validity is the quality of data-gathering instrument or procedure that enables it to determine what it is design to determine. Validity is the qualify of a data gathering instrument that enables it to measure what is supposed to measure. This research uses content validity that concerns with how well the test measures the subject matter and learning outcomes cover during instructional priod.

Table 3.2 Test Specification of Descriptive Text

Content	Types of Descriptive	Test items	Kinds of test	Score
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Identification	Animal	2	Multiple choice	8
	Person	2	Multiple choice	8
	Place	2	Multiple choice	8
Description	Animal	8	Multiple choice	32
	Person	5	Multiple choice	20
	Place	6	Multiple choice	24
		25		100

Test Specification of Descriptive Test

3.5.2 The Reliability of The Test

Arikunto (2010:221) states that reliability is the quality of consistency that instrument or procedure demonstrates over a period of time. If the test is administered to the same candidates on different occasions, then to the exam that it procedures differing result, it is not reliable. The test in this study use reading form.

Reliability is another characteristic of a well-constructed achievement. The reliability of the test is calculated by using kuder Richardson (KR-21) (Arikunto 2006:189).

The formula as follow:

$$KR21 = \left(\frac{K}{K-1} + 1 - \frac{M(K-M)}{K.SD} \right)$$

Where:

KR21 = Reliability of the test

K = Number of test item

M = Mean of the score

SD = The square of standard deviation of the score.

The value of coefficient correlation would categoriz in the following criteria by Arikunto (2010:187).

Where:

0.0 – 0.20 = The reliability is very low

0.21 – 0.40 = The reliability is low

0.41 – 0.60 = The reliability is fair

0.61 – 0.80 = The realiability is high

0.81 – above = The reliability is very high.

3.6. The Techniques of Analyzing Data

The technique of analyzing the data would be done as the following:

1. Calculating the data from the scoring the pre-test and post-test of experimental and control group.

2. Tabulating the score of the students in pre-test and post-test of experimental and control group.
3. Comparing the mean of the two groups.
4. Testing hypothesis by using the formula of T-test.

Arikunto (2010:354) stated that to test the hypothesis, the formula was used. This formula is to know the effect of this research, the writer uses test, this test is also used to know whether yes or not teaching reading comprehension through Genre Based Approach. It can be drawn as following:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{Dx^2}{Nx} + \frac{Dy^2}{Ny} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

Where:

- Mx : The mean of the experimental group
- My : The mean of the control group
- dx : The standard deviation of experimental group
- dy : The standard deviation of control group
- Nx : The total number of the experimental group.
- Ny : The total number of the control group