

GENRE IN READING TEXTS OF TEST OF ENGLISH AS A FOREIGN LANGUAGE AND TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION

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ABSTRAK

Penelitian ini bertujuan untuk menemukan jenis genre yang digunakan dalam Teks Wacana Test of English as a Foreign Language (TOEFL) dan Test of English for International Communication (TOEIC). Data penelitian terdiri dari 10 teks wacana TOEFL dan 10 teks wacana TOEIC, yang diujikan pada tahun 2008 dan 2009. Dalam menganalisa data, Analisa deskriptif digunakan dalam penelitian ini. Temuan penelitian menunjukkan jenis-jenis genre yang digunakan dalam teks wacana TOEFL adalah eksposisi, deskripsi, dan eksplanasi; jenis-jenis genre yang digunakan dalam teks wacana TOEIC terdiri dari eksposisi, eksplanasi, deskripsi, prosedur, dan laporan; genre yang digunakan dalam TOEFL didasarkan pada susunan generik (generic structure) sedangkan dalam TOEIC umumnya tidak mengikuti susunan generik; jenis genre yang paling dominan digunakan dalam TOEFL adalah eksposisi yaitu (50 %) dari semua wacana yang diujikan, kemudian diikuti oleh deskripsi (30 %), dan eksplanasi (10 %), dan jenis genre yang paling dominan digunakan dalam TOEIC adalah juga eksposisi yaitu (30%), kemudian deskripsi, eksplanasi dan prosedur masing-masing (20 %), kemudian diikuti oleh laporan (10 %). Penggunaan genre dalam teks wacana TOEFL and TOEIC tidak hanya dimaksudkan untuk mengukur kemampuan berbahasa Inggris siswa tetapi juga untuk menciptakan keadaan penggunaan bahasa Inggris yang nyata dari Negara dimana mereka nantinya tinggal dan bersosialisasi. Temuan penelitian ini diharapkan akan memberi pencapaian yang lebih baik bagi siswa yang ingin mengambil ujian TOEFL atau TOEIC pada waktu yang akan datang.

Kata kunci: Genre Teks Wacana, TOEFL, TOEIC

ABSTRACT

This research aimed at exposing types of genres in reading texts of Test of English as a Foreign Language (TOEFL) and Test of English for International Communication (TOEIC). The data of the study were 10 reading texts of TOEFL and 10 reading texts of TOEIC, which were administered in 2008 and 2009. Descriptive analysis was used to analyze the data. The research findings show the types of genres used in reading texts of TOEFL consisting of exposition, description, and explanation, the types of genre used on reading texts of TOEIC were exposition, explanation, description, procedure, and report. The genres applied in the TOEFL were mostly based on generic structure but not is TOEFL was exposition which was (50 %) of the reading texts of the TOEFL, then followed by description (30 %), and explanation (10 %) respectively, and the most dominant types of genres in the TOEIC were exposition which is (30%), then description, explanation and procedure had equal share (20 %) each, then followed by report (10 %). The use of genre in the reading texts of the TOEFL and TOEIC was meant not only to measure students' English proficiency for study and for work where they English. The findings of research are expected to give clearer better data for teachers to teach and for students to prepare themselves for the development of their study or future career.

Keyword: genres in reading texts, TOEFL, TOEIC

I. INTRODUCTION

English text is used in various forms, such as textbooks, leaflet, sign direction, and many other forms. English text functions to give information, entertainment, and many more. In accordance with its functions and forms, English text is built in generic structures which help the writers to achieve their goals. For example, English text in leaflets is designed in informative and persuasive ways to convince people to do what goals of the leaflet writers.

Genre in English text is meant to be determinative to the form of language. Eggin (1994: 26) explains that genre plays an important role to set the purposive goal of the writer in a text. Therefore, the good understanding of genre and how to use genre in a text is considered vital as to find out what the purpose of the writer in composing the text. In education, for instance, students are expected to be familiar with genre and good at identifying and applying it in a text, since the knowledge and skill will be useful for their future jobs or higher education.

Since genre - based study has been introduced in the curriculum 2004, it is increasingly applied in the field of English language and learning teaching, particularly in Educational Testing Service (ETS). In addition, students need to have the ability to understand and to achieve reading objectives comprehensively. Genre can assist students in clarifying the nature and use of text as it is utilized in academic writing. It will help students to gain more insight into working and criteria for identification of genre as well as its construction, interpretation, and use in the academic field.

In an English speaking community, there are twelve genres in listening, speaking, reading, and writing. Genre has certain stages (schematic structures) and certain linguistic features, namely; (1) spoof, (2) recount, (3) report, (4) exposition, (5) anecdote, (6) narrative, (7) procedure, (8) description, (9) explanation, (10) discussion, (11) review, and (12) news item.

It is complex to recognize that genre has been included in some tests of English test, such as; in the State Examination, the State University entrance Test, Test of English as a Foreign Language (TOEFL), and Test of English for International Communication (TOEIC). Genre as reading texts are found both in TOEFL and TOEIC, besides structure and listening are also included in that tests. At present, the Senior High School curriculum, college students, and the job seekers has been directed to the importance of mastering TOEFL and TOEIC, and requirements for a minimum score for job positions are exposed. The TOEFL and TOEIC items are divided into two major parts, namely listening and reading sections. In the reading section in addition to the material and mastery of grammar and vocabulary, text comprehension ability in the form of many genres are presented. The form will include an understanding about the genre of narrative, descriptive, report, procedure, etc. Examinees should be able to analyze and understand the forms of the genre and a number of questions related to the genre.

Due to the problem, there should be an attempt to master and analyze genre in TOEFL and TOEIC by using reading texts. In this research, an instructional model of TOEFL and TOEIC items is proposed as an alternative to improve the readers and researchers knowledge, namely genre approach process which is regarded to describe types of genres in TOEFL and TOEIC by using reading texts. The researcher will analyze TOEFL and TOEIC in reading texts in the last two years.

The problems of the study are formulated as in the following.

1. What types of genres are used in the reading texts of TOEFL and TOEIC administered in 2008 and 2009?
2. How are the genres applied in the reading texts of TOEFL and TOEIC administered in 2008 and 2009?
3. What is the most dominant types of genres used in the reading texts of TOEFL and TOEIC administered in 2008 and 2009?

From the background of the study and the focus of the research, this study is aimed at describing the implementations of genre in reading section of the TOEFL and TOEIC. In relation to the focus, the objectives of the study are

1. to describe types of genres in reading texts of the TOEFL and TOEIC administered in 2008 and 2009,
2. to describe the application of genres in reading texts of the TOEFL and TOEIC administered in 2008 and 2009, and
3. to figure out the most dominant types of genres used in reading text of the TOEFL and TOEIC administered in 2008 and 2009.

II. REVIEW OF LITERATURE

Reading Text

To transfer a message well, a text should have texture and structure (Butt & Halliday, 1985). First the texture of a text can be seen from the cohesion of first expression to the next expression (cohesive device). The following examples show clearly how important texture in TOEFL and TOEIC texts.

Types of Genre in TOEFL and TOEIC Reading Text

Genre has certain stages (schematic structures) and certain linguistic features, namely; (1) spoof, (2) recount, (3) report, (4) exposition, (5) anecdote, (6) narrative, (7) procedure, (8) description, (9) explanation, (10) discussion, (11) review, and (12) news item. The following will explain the twelve types of genres in TOEFL and TOEIC reading texts.

Narrative

Narrative is as introduction to amuse, entertain and to deal with actual vicarious experience in different ways. It deals with problematic events which lead to a crisis or

turning point of some kind, which in turn finds a resolution.

Description

A description is to describe a particular person, place, thing, and something.

Explanation

An explanation is to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

Exposition

An exposition divided into two types as analytical exposition and hortatory exposition. Analytical exposition persuades the reader or listener that something in the case.

Procedure

A procedure is to describe how something is accomplished through a sequence of actions or steps.

Discussion

A discussion is to present (at least) two points of view about an issue.

Recount

A recount is introduced to retell events for the purpose of informing or entertaining.

Report

A report is to describe the way things are with reference to a range of natural, manmade and social phenomena in our environment.

News Item

A news item is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

Review

A review is to criticize an art work or event for a public audience, such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

Anecdote

An anecdote is used to share with others an account of an unusual or amusing accident.

Spoof

A spoof is used to retell an event with a humorous twist.

Test of English as a Foreign Language (TOEFL)

TOEFL stands for Test of English as a Foreign Language. The TOEFL was introduced in the 1960ies by ETS — Educational Testing Services. Now, almost 800,000 people take the TOEFL exam every year worldwide. TOEFL measures the ability to use and combine listening, reading, speaking and writing skills to communicate in an academic environment. TOEFL evaluates the ability of an individual to use and understand English in an academic setting. It sometimes is an admission requirement for non-native English speakers at many English-speaking colleges and universities.

Test of English for International Communication (TOEIC)

TOEIC is an English language proficiency test for people whose native language is not English. It measures their English comprehension, speaking, writing and reading skills in an international environment. The scores indicate how well people can communicate in English with others in business, commerce and industry.

Genre in TOEIC Reading Text

Pinker & Wason (1979:3) states that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers. Simanjuntak (1988: 15) defines reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning. Reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or

meaning acquired in the cover and on the part of experience, understands, and interprets its meaning.

Genre in TOEIC reading texts is a social process oriented to the purpose. To achieve the certain purpose, so the process should pass the structure stages (Eggins, 1994: 10). Genre has stages by which the social activities are carried out. In conclusion by using genre in TOEIC reading text as staged, goal oriented and purposeful social activities (Martin, 1986: 192). Stages as process to make certain purpose in a text constitute schematic structure. The schematic structures should refer to the passing stages, so that the social purposes can be made by certain genre (Scott, 1989: 16). For example; the generic structures of exposition texts are (*Abstract*) ^ *Thesis* ^ [*Argument*] ^ *Conclusion*, where means followed by, (...) indicates “optional” and [...] means reiteration or occurring repeatedly in their orders of 1,2,3,...n.

III. RESEARCH METHOD

In this research, qualitative descriptive method was used. Some steps are come out to find the data namely; firstly the data was collected from paper test of TOEFL and TOIEC for the last two years. Secondly, all the data will be separated for reading materials. Thirdly, all the data was identified through the types of genre that can be found in the paper test. Quantitative method was applied to find out the percentage of the dominant types of genre used in the TOEFL and TOEIC paper test, and then it was classified into classification of genre and summed up.

The data are taken from the reading sections of TOEFL and TOEIC. There are 10 samples of texts of TOEIC and 10 samples of text of TOEFL.

The instruments of data collection were conducted by taking only the reading texts from each kinds of test. Not all the numbers in test TOEFL and TOEIC were taken as the data. Thus, the researcher needs to do an action of identifying and separating. It describes the type's genre in TOEFL and TOEIC it. The

researcher acts as the key of instrument or participant observer. The kinds of genre were applied as the instrument of data collection.

In this study, the data were TOEFL PBT and TOEIC material for the last two years.

There are some steps in collecting the data, as follows :

1. The PBT of TOEFL and TOEIC materials were gathered for the last two years.
2. The data for TOEFL and TOEIC were taken in 2008 and 2009
3. Selecting only the reading test material both of TOEFL PBT and TOEIC materials.
4. The texts from each test were collected and coded based on the year. For example, the data coded A8.1 means that the data is taken from PBT TOEFL test in 2008, text one. When the text is coded B8.1 means that the data is taken from TOEIC test in 2008, the first text.

In analyzing the data, the technique used is descriptive analysis to draw genre in TOEFL and TOEIC. There are some steps done to analyze the data as follows:

1. Recognizing and identifying genre from test paper's of TOEFL and TOEIC. Classifying genre based on the types of TOEFL PBT and TOEIC materials.
2. Classifying of calculating the percentage of each identified the types of genre to find out the dominant by using the percentages formula and give the reason why the dominant type of genre was used in TOEFL PBT and TOEIC materials.
3. The data were analyzed in terms of the schematic structures by functioning the chart of text analysis.
4. Finally, each text was grouped based on types of genre, then decide the dominant type of genre in TOEFL and TOEIC. And she will interpret the intention of genre in TOEFL PBT and TOEIC materials.

IV. DATA PRESENTATION, DATA ANALYSIS, FINDINGS, AND DISCUSSION

Dominant Types of Genre

As presented in previous table, the occurrence of genre both in TOEFL and TOEIC, the total number of types of genres occurrence are counted in percentages. The percentage of genre occurrence in TOEFL reading texts administered in 2008 and 2009 is described in the following table (see Table 4.3).

Table 4.3
Dominant Types of Genre in TOEFL

No	Types of Genres	Number of the Text	Percentage
1	Exposition	5	50 %
2	Description	3	30 %
3	Explanation	2	20 %
Total		10	100 %

Table 4.3 demonstrates the occurrence of exposition, which is 5 times (50 %) then description 3 times (30%) and explanation 2 times (20 %). It is obviously seen that exposition is the dominant type of genre used in TOEFL and followed by description and explanation.

The percentage of genre occurrence in TOEIC reading text administered in 2008 and 2009 is described in the following table.

Table 4.4
Occurrences of genre in TOEIC

No	Types of Genres	Number of the Text	Percentage
1	Exposition	3	30 %
2	Description	2	20 %
3	Explanation	2	20 %
4	Procedure	2	20 %
5	Report	1	10 %
Total		10	100 %

Table 4.4, presents the occurrences of genre in 10 reading texts of TOEIC administered in 2008 and 2009. The occurrence of exposition is 3 times (30 %). Description, explanation, and procedure occur two times (20 %). Report occurs only one time (10 %). Exposition is the most dominant

type among genres used in all reading texts of TOEIC.

Occurrences of Genres in the Test

The following table shows the occurrences of genres in the TOEFL and TOEIC administered in 2008 and 2009.

Table 4.5
Occurrences of Genre in TOEFL

No	Kinds of Genre	Year 2008	Year 2009	Total
1	Exposition	4	1	5
2	Description	1	2	3
3	Explanation	-	2	2

Table 4.5 shows the occurrences of genre in TOEFL administered in 2008 and 2009. There were only three types of genre occurred in reading texts of TOEFL, namely: exposition occurred four times in 2008 and one time in 2009. Description occurred one time in 2008 and two times in 2009. Finally, explanation occurred two times in 2009.

Table 4.6
The Occurrences of Genre in TOEIC

No	Kinds of Genre	Year 2008	Year 2009	Total
1	Exposition	2	1	3
2	Description	2	-	2
3	Explanation	1	1	2
4	Procedure	-	2	2
5	Report	-	1	1

Table 4.6, illustrates the occurrence of genre in TOEIC administered in 2008 and 2009. There are five types of genres occurred in both reading texts, namely: exposition 2 times in 2008 and 1 time in 2009, description occurs 2 times in 2008, explanation 1 time 2008 and 2009, procedure occurs 2 times meanwhile report 1 time in reading text of TOEIC administered in 2009.

Data Analysis

As data have been presented, the data are classified and examined on how the generic structures of the texts were realized in the reading texts. The data analyses begin

with genre analysis of reading texts of TOEFL and then followed by that of TOEIC.

Analysis of Reading Texts of TOEFL

Every reading text in TOEFL is examined by its generic structure and then categorized into its genre. In the following table shows the genres of reading texts in TOEFL.

Table 4.7
Text A8.1

Thesis	The growth of cities, the construction of hundreds of new factories, and the spread of railroads in the United States before 1850 had increased the need for better illumination. But the lightning in American homes had improved very little over that of ancient times
Argument	Through the colonial period, homes were lit with tallow candles or with a lamp of the kind used in ancient Rome – a dish of fish oil or other animal or vegetable oil in which a twisted rag served as a wick. Some people used lard, but they had to heat charcoal underneath to keep it soft and burnable. The sperm whale provided a superior burning oil, but this was expensive. In 1830 a new substance called “camphene” was patented, and it proved to be an excellent illuminant. But while camphene gave a bright light it too remained expensive, had an unpleasant odor, and also was dangerously explosive. Between 1830 and 1850 it seemed that the only hope for cheaper illumination in the United States was in the wider use of gas. In the 1840’s American gas manufacturers adopted improved British techniques for producing illuminating gas from coal. But the expense of piping gas to the customer remained so high that until midcentury gas lightening was feasible only in urban areas, and only for public buildings or

	<p>for the wealthy.</p> <p>In 1845 a Canadian doctor, Abraham Gesner, patented a process for distilling a pitchlike mineral found in New Brunswick and Nova Scotia that produced illuminating gas and an oil that he called “kerosene” (from “keros” the Greek word for wax, and “ene” because it resembled camphene). Kerosene, though cheaper than camphene, had an unpleasant odor, and Gesner never made his fortune from it. But Gesner had aroused a new hope for making an illuminating oil from a product coming out of North American mines.</p>
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Table 4.7 shows text A8.1 as the first text of reading in 2008. It started with a thesis “The growth of cities, - had increased the need for better illumination. But the lightning in American homes had improved very little over that of ancient times.” and then followed by arguments, however no conclusion. The generic structure of the text is these ^ arguments ^ ...(no conclusion). (The symbol ^ will be used and it is read as “followed by”)

Table 4.8
Text A8.2

Thesis	The penny press, which emerged in the United States during the 1830’s, was a powerful agent of mass communication
Argument	These newspapers were little dailies, generally four pages in length, written for the mass taste. They differed from the staid, formal presentation of the conservative press, with its emphasis on political and literary topics. The new papers were brief and cheap, emphasizing sensational reports of police courts and juicy scandals as well as human interest stories. Twentieth-century journalism was already foreshadowed in the penny press of the 1830’s.

	<p>The <i>New York Sun</i>, founded in 1833, was the first successful penny paper, and it was followed two years later by the <i>New York Herald</i>, published by James Gordon Bennett. Not long after, Horrace Greeley issued the <i>New York Tribune</i>, which was destined to become the most influential paper in America. Greeley gave space to the issues that deeply touched the American people before the Civil War – abolitionism, temperance, free homesteads, Utopian cooperative settlements, and the problems of labor. Weekly edition of the <i>Tribune</i>, with 100,000 subscribers, had a remarkable influence in rural areas, especially in Western communities.</p>
Conclusion	Americans were reputed to be the most avid readers of periodicals in the world. An English observer enviously calculated that, in 1829, the number of newspapers circulated in Great Britain was enough to reach only one out of every thirty-six inhabitants weekly Pennsylvania in that same year had a newspaper circulation which reached one out of every four inhabitants weekly. Statistics seemed to justify the common belief that Americans were devoted to periodicals. Newspapers in the United States increased from 1,200 in 1833 to 3,000 by the early 1860’s on the eve of the Civil War. This far exceeds the number and circulation of newspapers in England and France.

Table 4.8, shows text A8.2 start with a thesis “The penny press,..., was a powerful agent of mass communication.” and then followed by arguments by presenting the examples of the penny press, and closed with a conclusion by comparing newspaper in the

United States with that of England and France. The generic structure of the text is thesis ^ arguments ^ conclusion.

Table 4.9
Text A8.3

Identification	Broad-tailed hummingbirds often nest in quaking aspens, slender deciduous trees with smooth, gray-green bark found in the Colorado Rockies of the western United States
Description	<p>After flying some 2,000 kilometers north from where they have wintered in Mexico. The hummingbirds need six weeks to build a nest, incubate their eggs, and raise the chicks. A second nest is feasible only if the first fails early in the seasons. Quality, not quantity is what accounts in hummingbird reproduction.</p> <p>A nest on the lowest intact branch of an aspen will give a hummingbird a good view a clear flight path, and protection for her young. Male hummingbirds claim feeding territories in open meadows where, from late May through June, they mate with females coming to feed but take no part in nesting. Thus when the hen is away to feed, the nest is unguarded. While the smooth bark of the aspen trunk generally offers a poor grip for the claws of a hungry squirrel or weasel, aerial attacks, from a hawk, owl, or gray jay, are more likely.</p> <p>The choice of where to build the nest is based not only on the branch itself but also on what hangs over it. A crooked deformity in the nest branch, a second, unusually closed branch overhead, or proximity to part of a trunk bowed by a past ice storm are features that provide shelter and make for an attractive nest site. Scarcely larger than a halved golf ball,</p>

	the nest is painstakingly constructed of spider webs and plant down, decorated and camouflaged outside with paper-like bits of aspen bark held together with more strands of spider silk. By early June it will hold two pea-sized eggs, which each weigh one-seventh of the mother's weight, and sixteen days, two chicks.
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Table demonstrates text A8.3; the third texts of reading in TOEFL administered in 2008, start with the identification of the humming bird then followed by the description of the nesting. Therefore, it is classified as description. The generic structure of the text is identification^ description.

Table 4.10
Text A8.4

Thesis	The ice sheet that blanketed much of North America during the last glaciations was in the areas of maximum accumulation more than a mile thick. Everywhere the glacier lay, its work is evident to day.
Argument	<p>Valleys were scooped out and rounded by the moving ice peaks were scraped clean. Long, high east-west ridges of the eroded debris were deposited by the ice at its melting southern margin. Furthermore, the weight of the huge mass of ice depressed the crust of the Earth in some parts of Canada by over a thousand feet. The crust is still rebounding from that depression.</p> <p>In North America, perhaps the most conspicuous features of the postglacial landscape are the Great Lakes on the border between the United States and Canada. No other large freshwater body lies at such favorable latitudes. The history of the making of these lakes is long and complex.</p> <p>As the continental ice</p>

	<p>sheet pushed down from its primary centers of accumulation in Canada, it moved forward in lobes of ice that followed the existing lowlands. Before the coming of the ice, the basins of the present Great Lakes were simply the lowest-lying regions of a gently undulating plain. The moving tongues of ice scoured and deepened these lowlands as the glacier made its way toward its eventual terminus near the present Ohio and Missouri rivers.</p> <p>About 16,000 years ago the ice sheet stood for a long time with its edge just the south of the present Great Lakes. Erosional debris carried by the moving ice was dumped at the melting southern edge of the glacier and built up long ridges called terminal moraines. When the ice began to melt back from this position about 14,000 years ago, meltwater collected behind the dams formed by the moraines. The crust behind the moraines was still depressed from the weight of the ice it had done, and this too helped create the Great Lakes. The first of these lakes drained southward across Illinois and Indiana, along the channels of the present Illinois and Wabash rivers.</p>
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Table 4.10 illustrates generic structure of text A8.4. It is started with a thesis “The ice sheet that blanketed much of North America during the last glaciations was in the areas of maximum accumulation more than a mile thick.” and then followed by supporting arguments by presenting the examples of the penny press, and closed with no conclusion. The text is categorized into exposition. The generic structure of the text is these ^ arguments ^ ... (no conclusion).

Table 4.11
Text A8.5

Abstract	In the two decades between 1929 and 1949, sculpture in the
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	United States sustained what was probably the greatest expansion in sheer technique to occur in many centuries
Thesis	There was, first of all, the incorporation of welding into sculptural practice, with the result that it was possible to form a new kind of metal object.
Argument	<p>For sculptors, working with metal, earlier restricted to the dense solidity of the bronze cast, it was possible to add a type of work assembled from paper-thin metal sheets or sinuously curved rods. Sculpture could take the form of a linear, two-dimensional frame and still remain physically self-supporting. Along with the innovation of welding came a correlative departure: freestanding sculpture that was shockingly flat.</p> <p>Yet another technical expansion of the options for sculpture appeared in the guised motion. The individual parts of a sculpture were no longer understood as necessarily fixed in relation to one another, but could be made to change position within a work constructed as a moving object. Motorizing the sculpture was only one of many possibilities taken up in the 1930’s. Other strategies for getting the work to move involved structuring it in such a way that external forces, like air movements or the touch of a viewer, could initiate motion. Movement brought with it a new attitude toward the issue of sculptural unity: a work might be made of widely diverse and even discordant elements; their formal unity would be achieved through the arc of a particular motion completing itself through time. Like the use of welding and movement, the third of these</p>

	major technical expansions to develop in the 1930's and 1940's addressed the issues of sculptural materials and sculptural unity. But its medium for doing so was the found object, an item not intended for use in a piece of artwork, such as a newspaper or metal pipe. To create a sculpture assembling parts that had been fabricated originally for a quite different context did not necessarily involved a new technology.
Conclusion	But it did mean a change in sculptural practice for it raised the possibility that making sculpture might involve more a conceptual shape than a physical transformation of the material from which it is composed.

Table 4.11, presents the generic structure of text A8.5. It is the fifth reading text of TOEFL administered in 2008 which is initiated with an abstract thesis “In the two decades between 1929 and 1949, sculpture in the United States sustained what was probably the greatest expansion in sheer technique to occur in many centuries” and then followed by thesis arguing the possibility of cooperation of welding into sculptural practice. The thesis is supported by arguments and closed with a conclusion.. The text is categorized into exposition. The generic structure of the text is abstract ^ these ^ arguments ^ conclusion.

Table 4.12
Text A9.1

General Description	The word laser was coined as an acronym for Light Amplification by the Stimulated Emission of Radiation. Ordinary light, from the Sun or a light bulb, is emitted spontaneously, when atom or molecule holding onto excess energy has been stimulated to emit it as light
Explanation	Albert Einstein was the first to

	suggest the existence of stimulated emission in a paper published in 1917. However, for many years, physicists thought that atoms and molecules always would be much more likely to emit light spontaneously and that stimulated emission thus always would be much weaker. It was not until after the Second World War that physicists began trying to make stimulated many others to emit light, amplifying it to much higher powers. The first to succeed was Charles H. Townes, then at Columbia University in New York. Instead of working with light, however, he worked with microwaves, which have a much longer wavelength, and built a device he called a “maser,” for Microwave Amplification by the Stimulated Emission of Radiation. Although he thought of the key idea in 1951, the first maser was not completed until a couple of years later. Before long, many other physicists were building masers and trying to discover how to produce stimulated emission at even shorter wavelengths. The key concepts emerged about 1957. Townes and Arthur Schawlow, then at Bell Telephone Laboratories, wrote a long paper outlining the conditions needed to amplify stimulated emission of visible light waves. At about the same time, similar ideas crystallized in the mind of Gordon Gould, then a 37-year-old graduate student at Columbia, who wrote them down in a series of notebooks. Townes and Schawlow published their ideas in a scientific journal, <i>Physical Review Letters</i> , but Gould filed a patent application.
Evaluative	Three decades later, people still argue about who deserves the credit for the concept of the laser.

Table 4.12 presents the generic structure of text A9. It begins with general description of laser and then followed by the specific description of it, and finally it is closed with evaluative statement. The text is categorized into explanation. The generic structure of the text is general description ^ explanation ^ evaluation.

Table 4.13
Text A9.2

General Description	Panel painting, common in thirteenth- and fourteenth-century Europe, involved a painstaking, laborious process
Explanation	Wooden planks were joined, covered with gesso to prepare the surface for painting, and then polished smooth with special tools. On this perfect surface, the artist would sketch a composition with chalk, refine it with inks, and then begin the deliberate process of applying thin layers of egg tempera paint (egg yolk in which pigments are suspended) with small brushes. The successive layering of these meticulously applied paints produced the final, translucent colors. Backgrounds of gold were made by carefully applying sheets of gold leaf, and then embellishing or decorating the gold leaf by punching it with a metal rod on which a pattern had been embossed. Every step in the process was slow and deliberate. The quick-drying tempera demanded that the artist know exactly where each stroke be placed before the brush met the panel, and it required the use of fine brushes. It was, therefore, an ideal technique for emphasizing the hard linear edges and pure, fine area of color that were so much a part of the overall aesthetic of the time. The notion that artist could or would dash off an idea in a fit of

	spontaneous inspiration was complete alien to these deliberately produced works. Furthermore, making these paintings was so time-consuming that it demanded assistance. All such work was done by collective enterprise in the workshops. The painter or master who is credited with having created the painting may have designed the work and overseen its production, but it is highly unlikely that the artist's hand applied every stroke of the brush. More likely, numerous assistants, who had been trained to imitate the artist's style, applied the paint. The carpenter's shop probably provided the frame and perhaps supplied the panel, and yet another shop supplied the gold. Thus, not only many hands, but also many shops were involved in the final product
Evaluative	In spite of problems with their condition, restoration, and preservation many panel paintings have survived, and today many of them are housed in museum collections.

Table 4.13, illustrates the generic structure of text A9.2 of second text of reading of TOEFL administered in 2009. It is initiated with general description of panel painting and then followed by the specific description of it, and finally it is closed with evaluative statement. The text is categorized into explanation. The generic structure of the text is general description ^ explanation ^ evaluation.

Table 4.14
Text A9.3

Classification	Crows are probably the most frequently met and easily identifiable members of the native fauna of the United States. The great number of tales, legends, and myths about these birds indicates that people
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	have been exceptionally interested in them for a long time.
Description	<p>On the other hand, when it comes to substantive – particularly behavioral – information, crows are less well known than many comparably common species and, for that matter, not few quite uncommon ones: the endangered California condor, to cite one obvious example. There are practical reasons for this. Crows are notoriously poor and aggravating subjects for field research. Keen observers and quick learners, they are astute about the intentions of other creatures, including researchers, and adept at avoiding them. Because they are so numerous, active, and monochromatic, it is difficult to distinguish one crow from another. Bands, radio transmitters, or other identifying devices can be attached to them, but this of course requires catching live crows, who are among the wariest and most ungraspable of birds.</p> <p>Technical difficulties aside, crow research is daunting because the ways of these birds are so complex and various. As preeminent generalists, members of this species ingeniously exploit a great range of habitats and resources, and they can quickly adjust to changes in their circumstances. Being so educable, individual birds have markedly different interests and inclinations, strategies and scams. For example, one pet crow learned how to let a dog out of its kennel by pulling the pin on the door. When the dog escaped, the bird went to the kennel and ate its food.</p>

Table 4.14 displays the generic structure of text A9.3. This text is the third text of reading of TOEFL administered in 2009. It begins with general classification and then followed by the specific description of it. The text is categorized into description. The generic structure of the text is general description ^ description.

Table 4.15
Text A9.4

Identification	In the early days of the United States, postal charges were paid by the recipient, and charges varied with distance carried
Description	<p>In 1825, the United States Congress permitted local postmasters to give letters to mail carriers for home delivery, but these carriers received no government salary and their entire compensation depended on what they were paid by the recipients of individual letters.</p> <p>In 1847 the United States Post Office Department adopted the idea of a postage stamp, which of course simplified the payment for postal service but caused grumbling by those who did not like to prepay. Besides, the stamp covered only delivery to the post office and did not include carrying it to a private address. In Philadelphia, for example, with a population of 150,000, people still had to go to the post office to get their mail. The confusion and congestion of individual citizens looking for their letters was itself enough to discourage use of the email. It is no wonder that, during the years of these cumbersome arrangements, private letter-carrying and express businesses developed. Although their activities were only semilegal, they thrived, and actually advertised that between Boston and Philadelphia they were a half-day speedier than the government mail. The</p>

	<p>government postal service lost volume to private competition and was not able to handle efficiently even the business it had.</p> <p>Finally, in 1863, Congress provided that the mail carriers who delivered the mail from the post offices to private addresses should receive a government salary and that there should be no extra charge for that delivery. But this delivery service was at first confined to cities, and free home delivery became a mark of urbanism. As late as 1887, a town had to have 10,000 people to be eligible for free home delivery. In 1890, of the 75 million people in the United States, fewer than 20 million had mail delivered free to their doors. The rest, nearly three-quarters of the population, still received no mail unless they went to their post office</p>
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	<p>Back in the 1930's and 1940's when building restoration was popular, historical archaeology was primarily a tool of architectural reconstruction. The role of archaeologists was to find the foundations of historic buildings and then take a back seat to architects.</p> <p>The mania for reconstruction had largely subsided by the 1950's and 1960's. Most people entering historical archaeology during this period came out of university anthropology departments, where they had studied prehistoric cultures. They were, by training, social scientists, no historians, and their work tended to reflect this bias. The questions they framed and the techniques they used were designed to help them understand, as scientists, how people behaved. But because they were treading on historical ground for which there was often extensive written documentation, and because their own knowledge of these periods was usually limited their contribution to American history remained circumscribed. Their reports, highly technical and sometimes poorly written, went unread.</p> <p>More recently, professional archaeologists have taken over. These researchers have sought to demonstrate that their work can be a valuable tool not only of science but also of history, providing fresh insights into the daily lives of ordinary people whose existences might not otherwise be so well documented. This newer emphasis on archaeology as social history has shown great promise, and indeed work done in this area has led to a reinterpretation of the United States past.</p> <p>In Kingston, New York, for example, evidence has been uncovered that indicates that English goods were being</p>
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Table 4.15, points out the generic structure of text A9.4, the fourth text of reading of TOEFL administered in 2009. Its generic structure begins with general classification of early postal and then followed by the detailed description of postal matters in the United States. The text is categorized into description. The generic structure of the text is general description ^ description.

Table 4.16
Text A9.5

Thesis	Archaeology has long been an accepted tool for studying prehistoric cultures
Argument	Relatively recently the same techniques have been systematically applied to studies of the more immediate past. This has been called "historical archaeology," a term that is used in the United States to refer to any archaeological investigation into North American sites that postdate the arrival of Europeans.

	smuggled into that city at a time when the Dutch supposedly controlled trading in the area. And in Sacramento an excavation at the site of a fashionable nineteenth-century hotel revealed that garbage had been stashed in the building's basement despite sanitation laws to the contrary.
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Table 4.16, shows the generic structure of text A9.5, the fifth text of reading of TOEFL administered in 2009. It starts with thesis "Archaeology has long been an accepted tool for studying prehistoric cultures" and then followed by the arguments about the archaeology. The text is categorized into exposition. The generic structure of the text is thesis ^ arguments ^ ... (no conclusion).

Analysis of Reading Texts of TOEIC

Every reading text in TOEIC is examined its generic structure and then categorized into its genre. Table 4.17 presents the genres of reading texts in TOEIC.

Table 4.17
Text B8.1

Classification	Location features; Map coordinates; Road and routes
Description	<p>Location features Campsites, picnic spots, overlooks, and historical sights; also elevation of mountains and beaches and other items of geographical interest.</p> <p>Map coordinates Numbers and letters that accompany location features to help pinpoint the desired location on the map.</p> <p>Road and routes Interstates, federal roads, and primary and secondary states roads. Local roads are shown only if they connect with major roads.</p>

Table 4.17 demonstrates the generic structure of text B8.1 as the first text of reading of TOEIC administered in 2008. It initiates with classifications of Location features; Map coordinates; Road and routes

and then followed by the detailed description of them. The text is categorized into description. The generic structure of the text is general classification ^ description.

Table 4.18
Text B8.2

Identification	Yamitomo International continues to be a pioneer in the digital revolution. As one of the first companies to manufacture compact discs, we continue to develop and implement the latest techniques.
Description	At Yamimoto we manufacture compact discs, analog and digital cassettes, and records, as well as CD-ROM, video CD, CD-1, and we are ready to deliver the next generation of sound carriers. We have carefully built a reputation of excellence in quality and customer service, providing not only manufacturing but also printing, packaging, drop-shipping, marketing, and distribution of music and media products.

Table 4.18 presents the generic structure of text B8.2, the second text of reading of TOEIC administered in 2008. It initiates with classifications of Yamitomo International and then followed by the detailed description of it. The text is categorized into description. The generic structure of the text is general classification ^ description.

Table 4.19
Text B8.3

Abstract	Choosing the magazine that meets your sourcing needs better... And get a FREE sample copy!!!
Thesis	As a regular or potential importer of Japanese-made electronics, computer products, and components, you know how important the latest marketing information is. You must also be alert to what , where , and how to

	get most competitive offers to maintain your competitive edge.
Argument	Each of these magazines, Purchasing Components, Purchasing Computer Equipment, and Purchasing Electronics, is published monthly on the Japanese exporting industries in each of these specialized fields. In addition to advertisements, they also contain surveys of new products, corporate and technological developments, details on market changes, and other valuable information to help you in your purchasing decisions.
Conclusion	Fill out the Request a Free Copy form on the next page to receive a complimentary copy of the magazine that is right for your business.

Table 4.19, illustrates the generic structure of text B8.3 which is the third text of reading of TOEIC administered in 2008. It starts with abstract “Choosing the magazine that meets your sourcing needs better...” followed by thesis, arguments, and conclusion respectively. The text is categorized into exposition. The generic structure of the text is abstract ^ thesis ^ arguments ^ conclusion.

Table 4.20
Text B8.4

Abstract	Dear 25-Year Club Members:
Thesis	The massive changes taking place within Andersen Industries must be somewhat unsettling our longer-term employees. Yet, as we pause to recognize our 25-Year Club members, it is appropriate that we realize the need to adapt and grow
Argument	For this we need the knowledge and experience of you and all our employees to guide us successfully through this journey. Most of you will realize that the manufacturing processes that we utilize and the methods we use to guide our business have changed very little over the years. Today it is the innovative companies with continuous improvement of

	flexible manufacturing systems that capture the attention of their customers. This is the kind of company we must become.
Conclusion	Andersen Industries has a solid reputation in the automotive industry thanks to the efforts of you, the 25-Year Club members. Now it is time for us all to create the necessary change in our company to ensure that our 25-Year Club will grow in membership for years to come!

Table 4.20, depicts the generic structure of text B8.4 as the fourth text of TOEIC administered in 2008. It initiates with abstract “Dear 25-Year Club Members” followed by thesis, arguments, and conclusion respectively. The text is categorized into exposition. The generic structure of the text is abstract ^ thesis ^ arguments ^ conclusion.

Table 4.21
Text B8.5

General Description	Flying over Venezuela’s Lake Maracaibo, one is struck by the deed orange color of the water spewing from a river into to lake.
Explanation	It is the result of aggressive mining in western Venezuela, where tons of earth and rock are flushed away every day in the search for valuable diamonds. Not only does the silting of Lake Maracaibo increase the risk of flooding, but the mining is also destroying fishing grounds that have been a major source of protein food for the country.

This Table 4.21 shows the generic structure of text B8.5, the fifth text of reading of TOEIC administered in 2008. The text begins with general description and then followed by explanation. The text is categorized into explanation. The generic structure of the text is general description ^ explanation.

Table 4.22
Text B9.1

General Statement	The monthly luncheon meeting of the National Society of Fundraising Executives is at noon on Friday, May 5, in the Hall of World Cultures of Knotty Pines, 4141 East State Street
Explanation	All those who are interested in joining the society and wish to attend should contact Dr. Kamil Srivasta at (312) 555-1298 for further information. Reservations are due by April 21 and should be sent to the Hall of World Cultures of Knotty Pines.

Table 4.22 describes the generic structure of text B9.1, which is the first text of reading of TOEIC administered in 2009. The text starts with general statement and then followed by explanations. The text is categorized into explanation. The generic structure of the text is general description ^ explanation.

Table 4.23
Text B9.2

Title	DYNA BOLD
Thesis	Most European financial institutions agree that an ATM is not just a purchase, it is an investment. That is why more than 50 percent of banks that have ATMs have invested in ours.
Argument	At DynaBold we have always built our ATMs to last. But since we are continually developing new technologies, we have made them adaptable, too. Years ago we created the industry's first modular ATM that could be upgraded without changing the housing. Today these ATMs are still yielding dividends for their original investors. However, we do much more than protect your investment. With more than 100 years of security expertise, we make sure your ATM is secure, too. Our service organization responds 24 hours a day 365 days a year. Also, all our service engineers are

	trained to maintain everything from electronic components to security features.
Conclusion	It is no wonder that the majority of European financial institutions use our ATMs. They know their money is securely invested.

Table 4.23, it illustrates the generic structure of text B9.2, the second text of reading of TOEIC administered in 2009. It starts with title "Dyna Bold" and then followed by thesis, arguments, and conclusion respectively. The text is categorized into exposition. The generic structure of the text is title ^ thesis ^ arguments ^ conclusion.

Table 4.24
Text B9.3

Title	Arkansas
Goal	(Spending holiday in Arkansas)
Step	Cast a line into a clear-running stream. Pitch a tent in a grove of scarlet maple trees. Canoe a winding river. Pedals for miles on our picturesque bicycle trails through abandoned railroad tunnels and lost-in-time villages. Feeling lazy? Sit back and float down the broad Arkansas River on a nineteenth-century paddle-boat or relax in any of our natural hot springs. Roast a wild turkey. Spy a bluebird. Hunt for wild mushrooms. Beauty is always just a few steps away. Follow narrow paths to pristine glades or cliff-top vistas so breathtaking that you will want to soar with the eagles.

Table 4.24 shows the generic structure of text B9.3 which is the third text of reading of TOEIC administered in 2009. It starts with title "Arkansas" and then followed by implied goals and steps. The text is categorized into procedure. The generic structure of the text is entitle ^ (goals) ^ steps.

Table 4.25
Text B9.4

General Description	On April 1, Meokyoung Heavy Industries (MHI) received a \$ 100 million order from the Oil and Natural Gas Commission
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	(ONGC), a state-subsidized, semiprivate corporation in Vietnam, for an offshore petroleum gas platform and support facilities.
Description	The project is located 90 kilometers northwest of Nha Trang in the Nguyen-Smith Field. When completed, it will be capable of producing 7.5 million cubic meters of gas a day, worth \$ 125 million annually. The platform is part of a project that includes laying 8.8 kilometers of pipe on the ocean floors to transport the gas to existing processing platforms. MHI is responsible for the design, material procurement, construction, and transportation of equipment, as well as the installation and hook-up. The project is scheduled to begin May 31.

Table 4.25 demonstrates the generic structure of text B9.4. It starts with general description of “Meokyoung Heavy Industries (MHI)” and then followed by description. The text is categorized into report. The generic structure of the text is general description ^ description

Table 4.26
Text B9.5

Goal	Remember that immigration and customs officials are very documented-minded.
Step	You should always carry your passport in safe place on your person or, if not going far, leave it in the hotel safe. If staying in a country for several weeks, it is worthwhile to register at your embassy or consulate. Then, if your passport is stolen, the process of replacing it is simpler and faster. Keeping photocopies of essential documents and some additional passport-sized photographs are recommended also. Remember that it is your responsibility to ensure that your passport is stamped in and out when

	you cross frontiers. The absence of entry and exit stamps can cause serious difficulties (seek out the proper officials if the stamping process is not carried out as you cross). Also, do not lose your entry card; replacing it causes a lot of headaches and expense. Citizens of countries that require visas (e.g., France, Korea) can expect more delays and problems at border crossings.
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Table 4.26, Presents the generic structure of text B9. begins with goals and then followed by steps. The text is categorized into procedure. The generic structure of the text is goals ^ steps.

Findings

The types of genre used reading texts of TOEIC are: exposition, explanation, description, procedure, and report. The genres applied in the TOEIC are mostly in the simple texts: advertisement, letter, announcement, sign, table, and do not based on the generic structure.

The most dominant type of genre in the TOEFL is exposition which is (50 %) of the reading test of the TOEFL, then followed by description (30 %), and explanation (10 %) respectively. While in TOEIC, the most dominant types of genres in the TOEIC is also exposition which is (30%), then description, explanation and procedure with equal percentages (20 %) each, then followed by report 10 %.

V. CONCLUSIONS AND SUGGESTIONS

Conclusions

1. Genre used in reading texts of the TOEFL and TOEIC are limited to certain types, namely: exposition, explanation, description, procedure, and report.
2. The most dominant types of the genres in both reading sections of the TOEFL and TOEIC is exposition, then followed by description and explanation respectively.

3. The use of genre in the reading texts of the TOEFL and TOEIC does not only means to measure students' English proficiency but also to present the fact of the English use globally.

Suggestion

1. As TOEFL and TOEIC are designed for those who plan to study or work in an English speaking country, their reading competence should be improved as to avoid any unforeseen problems in their study or work.
2. Test takers, prospective students or job seekers, should have a good knowledge of the TOEFL and TOEIC prior to taking up the position. Some very good examples that are with mentioning are the requirements of 500 or 550 score for TOEFL in order to apply for the positions as reporter or newsreader as advertised on televisions.
3. Students should anticipate the reading tests of TOEFL or TOEIC by prior knowledge to the generic structure of it. For example Students at some Senior High School are requested to have their TOEFL test either conducted by the recognized institution that has to license to conduct the test. And some University asked their students to show a minimum score of TOEFL before admitting them to sit for the "green table" examined for the "S2" (Masters Degree) or the entrance requirement for "S3" (Doctorate degree).
4. As stated in the findings that the reading texts of the TOEFL and TOEIC are limited to certain types of genres. Thus, test takers should anticipate and study the types of genres prior to the real test.
5. English teachers who teach Reading should pay attention to the types of genres that mostly occurs in reading test of TOEFL or TOEIC. So as to prepare qualified future generation.

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