

PAGE OF APPROVAL

This thesis proposal has been approved by Board of Advisers, Strata 1 Study Program of English Language, Faculty of Language and Letters, Dian Nuswantoro University on December 19, 2011.

Board of Advisers

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A. Title of the Study

Genre Analysis of English Legal Contract.

B. Background of the Study

Language represents medium of most communication comprehended by people in the entire world. Language as medium of communications has two types, there are written and spoken. Language as spoken language can be realized in oration, dialogue, and presentation. Meanwhile language as written language can be realized in letter, news, short message, short story, and novel. Spoken language means that language which is expressed in speaking whereas written language is the language expressed in writing rather than in speech.

Language as means of communication occurs in daily activity as a text. The term text is a way of talking about any meaningful piece of language, which is made coherent by the social context in which it is produced. A text can be as long as novel or as short as a traffic warning. Both texts have meaning, coherence, unity, and social purpose. Study about text means study about context of a text that is genre.

Genre is a term for grouping texts together, representing how writer typically uses language to respond and to recur situations. Studies of genre also stress a concern with context as well as form and emphasize the importance of description and analysis rather than simple classification. It is also true that genre has become a key concept in modern thought, not only in linguistics and language teaching but in many areas of contemporary social and cultural studies. This is because language is seen as a central way in which we construct our lives. It is

through genre that individuals develop relationship, establish communities, and achieve their goals. Without the familiar structure that gives to social events, it would be unable to conduct the most basic interactions of everyday life. Genres are more than forms. It functions as frames for the way it acts, the thoughts it has, and the interactions it engages in.

Genre knowledge only develops with repeated experiences. People gradually gain control of a genre by using it, remembering how it is set out to help people express what people want to say. This kind of knowledge sometimes refers to literacy theorists as a schema, or system for storing and retrieving past knowledge. One kind of a genre is a legal contract.

Legal contract is an agreement with specific terms between two or more persons or entities in which there is a promise to do something in return for a valuable benefit known as consideration. The most important thing in legal contract is there are two people who wants to make a deal and the purpose is to achieve a legal deal between two parties. Legal contract will be found when peoples work especially for them who doing business, legal contract is must to make a good result. In this research, the researcher chooses legal contract because it is very interesting according to the researcher perspective who wants to know business as a comprehension.

In this analysis, the researcher challenged to analyze Genre Analysis On Legal Contract Made by PT. Norwest Semarang. Here the researcher chooses the study about genre because it becomes an important approach to a letter. Genre is a means of achieving communicative goals that has evolved in response in

particular rhetorical needs and a genre will change and evolved in response to change in those needs.

C. Statements of the Problem

The statements of the problem this study are:

1. What is the social function of the Legal Contract made by PT. Norwest Semarang?
2. What are the schematic structures of the Legal Contract made by PT. Norwest Semarang?
3. What are the linguistic features found in every Legal Contract made by PT. Norwest Semarang?

D. Scope of the Study

The scope of this study is the genre analysis in the Legal Contract made by “PT. Norwest Semarang”.

E. Objectives of the Study

In the correlation of the statement of the problem, the objectives of the study are:

1. To describe the social function of the Legal Contract made by PT. Norwest Semarang?
2. To describe the schematic structure of the Legal Contract made by PT. Norwest Semarang?
3. To describe the linguistic features found in every Legal Contract made by PT. Norwest Semarang?

F. Significance of the Study

The results of the study are expected to be a useful research for:

1. The researcher
To add more knowledge about discourse study especially on genre analysis.
2. The reader
As an additional reference that may be useful for the readers who are going to study about genre.
3. Anybody who read this thesis proposal and interested in studying genre especially about genre analysis.

G. Review of Related Literature

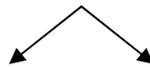
1. Text

The term text is quite difficult to define. The word is based on the latin “textere” to weave”, and suggests a coherent, integrated collection of sentences, but this is not really the case. A text is strength of language; complete a partial, which comprise one or more units of meaning. A text is realized in knowable context, when it is coherent for the reader or addresses in this way, it is a discourse. The context is not a product of either the conscious or unconscious intention of an author; nor its centrality and autonomy evident. The text is always produced in relation to something other. There are, in fact, raw materials of literature which form the necessary base from which it is produced.

People live in a world of words. When these words are put together to communicate of meaning, a piece of text is created. When you speak or write to

communicate a message, you are constructing a text. When you read, listen to, or view a piece a text, you are interpreting its meaning creating a text requires us to make choice about the words we use and how we put them together. If people make the right choice than people can communicates with others. Our choice of words will depend on our purpose and our context. There are two main categories of texts literary and factual. Within these are various text types. Each text types have a common way of using language.

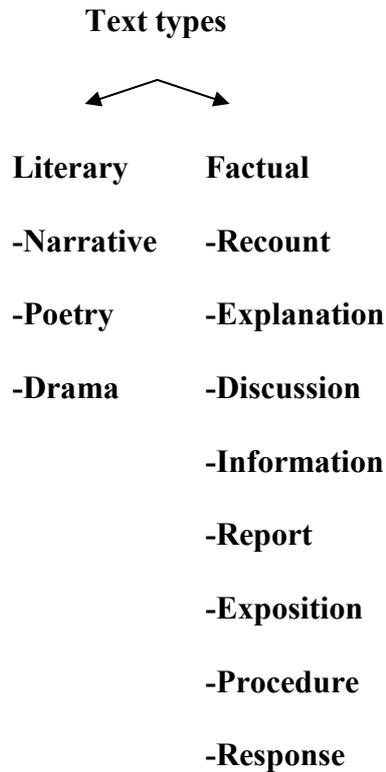
Text types



Literary Factual

Figure 1: Mackens range of genre (1990: 12)

Literary texts include aboriginal dreaming stories, movie scripts, limericks, fairy tales plays, novels, song lyrics, mimes and soap opera. A literary text has three main text types in this category: narrative, poetic and dramatic.



Figures 2: Mark and Kathy’s category of genre (1997: 3)

The important thing about text is an understanding meaning which appropriate to its context.

2. Text and Context

Learning a grammar which attempts to describe language, it has to focus on text and context. Not only concerned with the structures but also with how the structures construct meaning.

The terms, context and text, put together like this, serve a reminder that these are aspects of the same process. There is text and there is other text that accompanies it; text that is “with”, namely that con-text. This notion of what is “with the text”; however goes beyond what is said and written; it includes other non-verbal goings-on the total environments in which a text unfolds. So it serves

to make a bridge between the text and the situation in which texts actually occur. Within our general topic, it shall be focusing on the special area of what in linguistics is referred to as a text; but always with emphasis on the situation, as the context in which texts unfold and in which they are to be interpreted. It could be argued, that there was a theory of context before there was a theory of text.

Text can be defined by saying that it is language that is functional. It simply means language that is doing some job in some context, as opposed to isolated words or sentences. The text is a product and as a process.

The text is a product in the sense that it is an output, something that can be represented in systemic terms. It is a process in the sense of a continuous process of semantic choice for a further set.

These were a theory of context before there was a theory of text. In particular Malinowski (1923) tells his theory of the context of situation. It is in that sense, or a closely related sense, that it shall be using the term “context”. In presenting the texts, Malinowski adapted various methods. He gave a free translation, which was intelligible, but conveyed nothing of language or the culture, and a literal translation, which mimicked the original, but was unintelligible to an English reader. His principal technique was to provide a rather extended commentary. Rather it was the kind of commentary that placed the text in its living environment. Up to that time, the word ‘context’ in English had meant ‘con-text’; that is to say, the words and the sentences before and after the particular sentence that one was looking at. Malinowski needed a term that expressed the total environment, including the verbal, but also including the

situation in which the text was uttered. So with some apologize, in an article written in 1923, Malinowski coined the term context of situation (Malinowski, 1923). By context of situation, Malinowski meant the environment of the texts. In some instances, Malinowski's texts were severely pragmatic. That is to say, it was language used for the purpose of facilitating and furthering a particular form of activity, something that people were doing, exactly in the same way as people use language ourselves if peoples are engaged in some cooperative efforts. Malinowski saw the narrative text were very clearly functional. It had a creative purpose in the society; It had their own pragmatic context, and could be related to the situation in slightly less direct manner. Often the telling of a story was related in some way or other to the continuing solidarity and well-being of the group.

The purpose of facilitating and furthering a particular form of activity and something that people do exactly at the same way as people used language themselves as people are engaged in some co-operative effort. Furthermore, as pattern of struture and language within the text have evolved. The evolution known as context of culture

3. Context of Culture (Genre)

Text has functioned as communications medium hence each text type has a communicative purpose which different which other. Language study which related with communicative purpose of a text is genre.

Before analyzing further more about genre, better if people study furthermore about meaning in a text. Each text has meaning, because of each

sentence in text there are relation between text and context. Text and context related in a visible text from context of culture and context of situation. The relationship of texts and context is central to this frame work as interactions can only be understood by seeing them against their social setting.

Genres are manifested differently in different cultures. This is because people in different cultures use particular genres, in specific ways; people realize their different social purposes. Genre as context of culture can be seen as more abstract, more general. It can be recognized as a particular genre even if we are not sure exactly what the situational context is.

Gerot and Wignell (1995: 10) state that context of culture determines what people can mean through:

1. Being, “who we are”
2. Doing, “what we do”.
3. Saying, “what we say”.

Halliday (1994:26) state that context of situation can be specified through use of the register variables as follow:

1. Field refers to what is going on.
2. Tenor refers to the social relationship between those taking parts.
3. Mode refers to how language is being used

Genre is a cultural category. It can be thought of as a staged, goal-oriented social process which is followed by all writers or speakers in their production of any text. Macken (1990:8) figures genre to be the part of language as below.

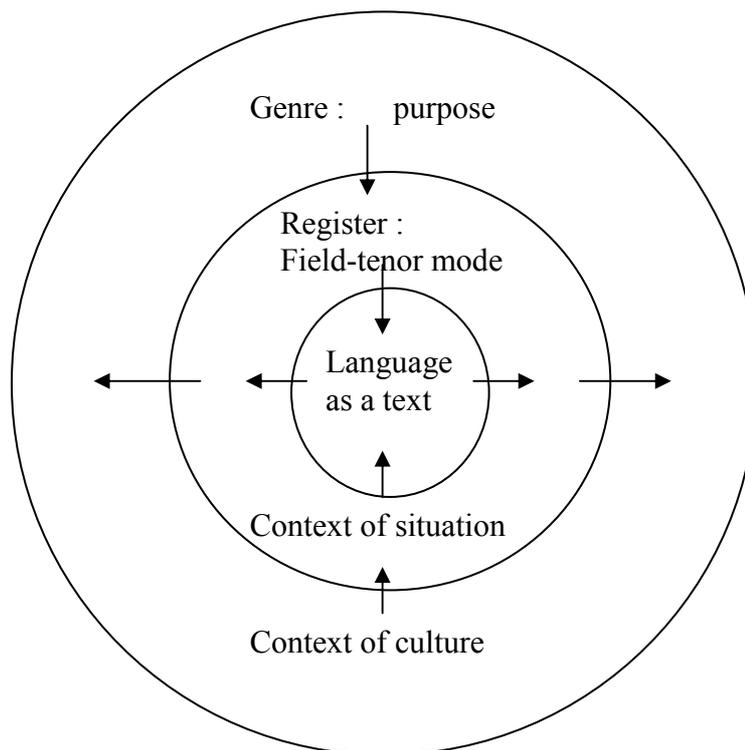


Figure 3: Genre as parts of language (1990: 8)

The figure above shows that the text, spoken or written, which people create act upon and influence the contexts (genre and register) which are part of environment of all speakers and writers.

Egins (1994:34) illustrates genre as context of culture in relation to language to be the diagram below:

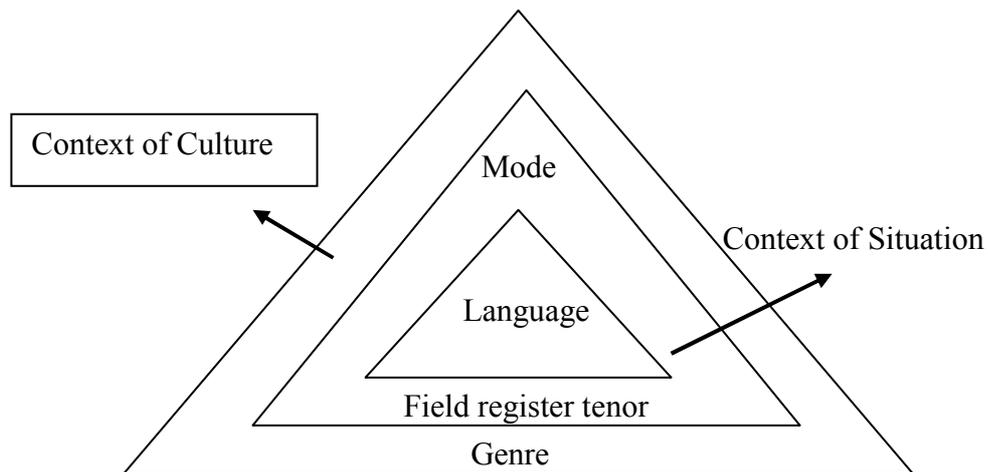


Figure 4: Genre as context of culture (1994:34)

The diagram above shows that genre is one of two levels of context that people are recognizing; that the context of culture (genre) is more abstract, more general, then the context of situation (register); that genres are realized (encoded) through language ; that this process of realizing genres in language is mediated through realization of register.

In the correlation between genre and register based on the diagram above, Egins gives example:

Field → cars
 Tenor → sales person /customer
 Mode → face-to-face

The culture recognizes the register configuration by the transactional genre of buying and selling cars.

It in addition, Martin (1992:20) the importance of genre as:

“A theory of how we use language to live; it tries to describe the ways in which we mobilize language – how out of all the things we might do with language, each culture choose just a view, and enacts them over and over again –slowly adding to the repertoire as need arise, and slowly dropping things that aren’t much use. Genre theory is a theory of the borders of our social world, and thus our familiarity with what to expect.”

A genre is more than just its discourse structure and patterns of language.

There many factors that are important to consider, such as, the socio-cultural, context of the text, the purpose of the text, the audience of the text, expectations of the particular discourse community and the relationship the text has with other instance of the genre.

Systemic genre analysis deals this by considering the way in which the context of culture and context of situation of a particular genre influences language choices made within to text. Context of culture includes the attitudes, value and shares experiences of people living in a particular culture. It also includes culture-specific expectations of way of behaving and getting things done (or genres). The context of situations represents situation-specific variables that combine to produce the particular register of a text. These variables include the topic, or content, of the text (its field), the relationship between readers and writers (or speakers and listeners) of the text (its tenor) and the channel of communication. Each of these variables impacts upon the language of a text. There is also a need to go beyond to text to an examination of the cultural and social context in which the genre occurs. People need to consider a variety factor, for example, reader and writer (or speaker and listener) roles, purpose,

and the institutional, social and cultural values and interpretation of particular texts.

Genre analysts according to Gerot and Wignell contain of: the social function, schematic structure and significant lexico grammatical feature in every text types.

4. Text Type

Those following describe the communicative purpose, schematic structure and linguistic feature that arrange many different kind of text

According to Macken (1990:12), there are 2 kinds of genre as story genre and factual genre. Story genre consists of five genres; they are narrative, news story, exemplum, anecdote, and recount. Factual genre is divided into procedure, explanation, report, exposition, and discussion.

Mark and Kathy (1997:3) categorize genre into two types, literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Factual genre has seven types of genre; they are recount, explanation, discussion, information report, exposition, procedure, and response. Furthermore, the text type and the purpose of the text are described in the table below:

Table 1 Text Type and Communicative Purpose according to Macken(1990:6)

Text Type	Purpose
Poetic	To express the feelings or experiences of the poet so as to describe, praise or criticize.
Dramatic	To portray human experience through enactment, sometimes in order to make social comment.
Narrative	To construct a view of the world that entertains or informs the reader or listener.
Response	To respond to an artistic work by providing a description of the work and judgement.
Discussion	To present differing opinions on a subject to the reader or listener.
Explanation	To explain how or why something occurs.
Exposition	To argue or persuade by presenting one side of an issue.
Information report	To classify, describe or to present information about a subject.
Procedure	To instruct someone on how something can be done.
Recount	To retell a series of events, usually in the order they occurred.

Gerot and Wignell (1994:192) categorize types of genre into 13 types, namely spoof/recount, recount, report, analytical, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.

a. Spoof/Recount Genre

1. Communicative purpose.

To retell an event with the humorous twist.

2. Schematic structure.

(a) Orientation : Sets the scene.

(b) Events : Tell what happened.

(c) Twist : Provides the punch line.

3. Linguistic features.

(a) Focus on individual participants.

(b) Use of material processes.

(c) Circumstances of time in place.

(d) Use of past tense.

b. Recount.

1. Communicative purposes.

(a) To retell event for the purpose of informing or entertaining-events are usually arranged in temporal sequence.

(b) Occur an interpersonal meanings.

(c) Used in most subject to show memory of a series of events as in accounts of a science excursions, everyday life in another time or culture.

2. Schematic structure.

- (a) Orientation : Provides the setting and introduces participants.
- (b) Events : Tell what happened in what sequence.
- (c) Re-orientation : Optional- closure of events.

3. Linguistic feature.

- (a) Focus on specific participants.
- (b) Use of material process.
- (c) Circumstances of time and places.
- (d) Use of past tense.
- (e) Focus on temporal sequences.

c. Report.

1. Communicative purpose.

To describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environments.

2. Schematic structure.

- (a) General classification, tell what the phenomenon under discussion is.
- (b) Description, tell what the phenomenon under is like in term of part, qualities, habits/ behaviors.

3. Linguistic feature

- (a) Focus on generic participants.
- (b) Use of relational processes to state what is and that which it is.

(c) Use of simple present tense (unless extinct).

(d) No temporal sequence.

d. Analytical Exposition

1. Communicative purpose

To persuade the reader or the listener that is something in the case.

2. Schematic structure

(a) Thesis

Position : Introduce topic and indicate writer's position.

Reviewer : Outline the main arguments to be presented.

(b) Arguments.

Point : Restates main argument outlined in preview.

Elaboration : Developer and support each point / argument.

(c) Reiteration : restated writer's position.

3. Linguistic feature.

(a) Focus on generic human and non-human participants.

(b) Use simple present tense.

(c) Use of relational process.

(d) Use of internal conjunction to state argument.

(e) Reasoning through casual conjunction or nominalization.

e. News items.

1. Communicative purpose.

To inform readers, listener, or viewer, about events of the day what are considered news worthy or important.

2. Schematic structure.

(a) Newsworthy events (S).

Recounts the events in summery form.

(b) Background events (S)

Elaborate what happened, to whom, in what circumstances.

(c) Source comments by participants in witness to and authorities expert on the events.

3. Linguistic features.

(a) Short, telegraphic information.

(b) Use of material process to retell the event.

f. Anecdote.

1. Communicative purpose.

(a) To share with others on account of an unusual amusing incident.

(b) Deals with something unexpected or out of the ordinary.

(c) An oral genre and a common features of casual conversation.

(d) An interesting anecdote if the teller makes the listener want to listen for more.

2. Schematic structure

(a) Abstract signals the retelling of an unusual incident.

(b) Orientation sets scene.

(c) Crisis provides details of the unusual incidents.

(d) Reaction: reaction to crisis.

(e) Coda optional- reflection on or evaluation of the incidents.

3. Linguistic feature

- (a) Use of exclamations, rhetorical questions and intensifiers (really, very quite, etc) to point up the significance of the events.
- (b) Use of material process to retell what happened.
- (c) Use a temporal conjunction.

g. Narrative

1. Communicative purpose.

- (a) To amuse, entertain and to deal with actual or vicarious experience in different ways.
- (b) Deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. Schematic structure

- (a) Orientation
Sets the scene and introduces the participants.
- (b) Evaluation
A stepping back to evaluate the plight.
- (c) Resolution
The crisis is resolved, for better or for worse.
- (d) Re-orientation (optional)

3. Linguistic feature

- (a) Focus on specific and usually individualized participation.
- (b) Use of material process, behavioral and verbal process.
- (c) Use of relational process and mental process.

- (d) Use of temporal conjunction and temporal circumstances use of past tense.

h. Procedure

1. Communicative purpose

- (a) To describe something is accomplish through a sequence or actions or steps.
- (b) About process than things but explain how people perform different processes in sequence of steps.

2. Schematic structure

- (a) Goal.
- (b) Material (not required for all procedural texts).
- (c) Step 1-n (i.e. goal followed by a series or steps oriented to achieving the goal).

3. Linguistic feature

- (a) Focus on generalized human agents.
- (b) Use of simple present tense, often imperative.
- (c) Use of mainly temporal conjunction (or numbering to indicate sequence).
- (d) Use of mainly material process.

i. Description

1. Communicative purpose

To describe a particular person, place or thing

2. Schematic structure

(a) Identification

Identifies phenomenon to be describe.

(b) Description

Describes parts, qualities, characteristics.

3. Linguistic feature

(a) Focus on specific participants.

(b) Use of attributive and identifying process.

(c) Frequent use of epithets and classifier in nominal groups.

(d) Use of simple present tense.

j. Hortatory Exposition

1. Communicative purpose

To persuade the reader or listener that something should or should not be the case.

2. Schematic structure

(a) Thesis

Announcement of issue of concern.

(b) Arguments

Reasons for concern, leading to recommendation.

(c) Recommendation

Statement of what ought or ought not to happen.

3. Linguistic feature

- (a) Focus on generic human and non-human participant except for the speaker or written referring to self.
- (b) Use of:
 - (1) Mental process: to state what the writer thinks or feels about issue.
 - (2) Material process: to state what happens.
 - (3) Relational process: to state what is or should.
- (c) Use of simple present tense.

k. Explanation Genre

1. Communicative purpose

- (a) To explain the processes involved in the formation or workings of natural or socio cultural phenomena.
- (b) About processes than things, in the school curriculum, explanation are often found in science and social studies.

2. Schematic structure

- (a) A general statement to position the reader.
- (b) A sequenced explanation of why or how something occurs.

3. Linguistic feature

- (a) Focus on generic, non human participants.
- (b) Use mainly of temporal or causal circumstances and conjunctions.
- (c) Use of simple present tense.
- (d) Some use of passive voice to get them right.

1. Discussion Genre

1. Communicative purpose

To present information about and arguments for both sides of an issue, concluding with a conclusion or recommendation based on the weight of evidence.

2. Schematic structure

- (a) Issue.
- (b) Statement.
- (c) Preview.
- (d) Arguments for and against or statement of differing points of view
 - (1) Point
 - (2) Elaboration
- (e) Conclusion or recommendations.

3. Linguistic feature

- (a) Focus on generic human and generic non human participants.
- (b) Use of:
 - (1) Material process
 - (2) Relational process
 - (3) Mental process
- (c) Use of comparative contrastive and consequential conjunctions.
- (d) Reasoning expressed as verbs and nouns (abstraction).

m. Review

1. Communicative purpose

To critique an art work or event for a public audience such works of art includes movies, TV shows, books, plays, operas, recording, exhibition, concert and ballets.

2. Schematic structure

(a) Orientation

Places the work in its general and particular context, by comparing it with others of its kind or through analogue with a non- art object or event.

(b) Interpretative recounts

Summaries the plot and / or provides an account of how the reviewed rendition of the work came into being: is optional, but if present, often recursive.

(c) Evaluation

Provides an evaluation of the work and / or its performance or production is usually recursive.

(d) Evaluative summation

Provides a kind of punch line which sums up the reviewer opinion of the art event as a whole is optional.

3. Linguistic feature

(a) Focus on particular participants.

- (b) Direct expression of opinion through use of attitudinal texts (value-laden vocabulary) including attitudinal / epithets in nominal groups: qualitative attributes and effective mental process.
- (c) Use elaborating and extending clause and group complexes to package the information (evident).
- (d) Use of metaphorical language.

The communicative purpose is important to emphasize that what distinguishes the different stages of a genre is that they fulfill functionally distinct roles and therefore lexico grammatical realizations vary from one stage to another. And the orientation is typically provided by the reviewer while the interpretative recounts and evaluations can be provided by the reviewer and optionally a source (who is someone participated in the creation and performance of the work). So, the evaluative summation is provided by the reviewers. The features and language for talking about language in the context of learning how the features contribute to the overall meaning of text, they are reading and writing. Lexico grammatical features of various genres are integral to those genres, for it is through the lexico grammatical choice that meaning is built up in a text. Based on the explanation above, one kind of a text type is a legal contract.

5. Legal Contract

An agreement with specific terms between two or more persons or entities in which there is a promise to do something in return for a valuable benefit known as consideration (The Collins Concise Dictionary).

A legal contract is a legally binding agreement between two parties for an exchange of services that are of value. For a contract to be valid, an offer should be made and accepted. Using a contract in business dealings helps ensure an agreement is acted on, insofar as a broken contract could result in a lawsuit or out-of-court settlement and the payment of damages caused by the breach. The best way to avoid a dispute or potential litigation, however, is to craft a solid agreement in which you're confident you've negotiated the best terms for your business.

People have outlined basic business contract information for a small business; consult an attorney for legal advice .When to use legal contracts a legal contract is often used for:

- a. Hiring or being employed as an independent contractor
- b. Buying or providing services or goods
- c. Leases and real estate
- d. Selling your business
- e. Partnerships and joint ventures
- f. Franchising
- g. Confidentiality agreements
- h. Non-compete agreements

A contract often involves paying for services, but non-monetary contracts are just as valid.

a. Written Legal Contracts

Written contracts are produced on paper or electronically. Legally, a written legal contract is easier to uphold than an oral contract because there is a reference for the agreement. With a written contract that it's often easier for businesses to recognize potential points of contention in the language because the agreement is detailed in writing. Whether your small business is providing or offering services, people should consider using a written legal contract and including specific details about the agreement.

b. Legal Contract Items

A legal contract should be labeled "contract" or "agreement" at the top.

These are some items it can include:

- (1) Date of contract
- (2) Names of parties involved
- (3) Details of services that your company will provide or receive
- (4) Payment amounts
- (5) Payment due dates. Note that payments do not need to be made in a lump sum at the end of the project. You can make or receive incremental payments for specific services rendered once they are completed.
- (6) Interest on late payments

- (7) Deadlines for services due. This is also called a "time is of the essence" clause. You will probably want to use this phrase in your contract if you have a timeline for a project.
- (8) Expiration dates for the contract, such as a lease expiry
- (9) Renewal terms, if applicable
- (10) Damages for breach of contract. Also called "liquidated damages," this clause can specify amounts to be paid if services are incomplete or deadlines are missed. A court can also award damages if a contract is breached, even if damages and amounts were not included in the agreement.
- (11) Termination conditions
- (12) Signatures

H. Research Method

To get a good result from this research, the researcher employs a research method consisting of research design, unit of analysis, source of data, technique of data collection, and technique of data analysis.

I. Research Design

A research needs a design, and the researcher will use descriptive qualitative research. Descriptive qualitative means descriptive research. It is a research method to describe the subject or the object of the research based on the fact or reality. Nunan (1993:4-6) states that descriptive qualitative is a research in which the method of the data collection is non-experimental or real-time recording

that generates naturally recording data. In qualitative research the data are not number or chart but in the form of words, pictures, clauses.

1. Unit of Analysis

The unit of analysis of the study is every clause found in the Legal Contract Made by “PT. Norwest Semarang”. The researcher will analyze the genre from every clause of legal contract in PT. Norwest Semarang.

2. Source of Data

The source of the data this study is the letter of legal contract written by “PT. Norwest Semarang” on 2008. There are 5 legal contract letters will be analyzed. Most importantly the researcher will focus on the genre analysis of the text.

3. Techniques of Data Collection

The data of this study will be collected by using the following steps:

1. Asking the legal contract;

Firstly, the researcher asking to PT. Norwest Semarang for the legal contract

2. Reading the legal contract;

Secondly, the researcher reads all the letter one by one to know the content of each text.

3. Choosing the text for the researcher data;

After reading the letter, the researcher chooses the text based on genre that represent all kinds of the letter.

4. Classifying based on the kind of genre;

The next step is classification. After identifying the data then it is classified into their own genre

4. Techniques of Data Analysis

After the data are collected, they will be analyzed by using the following steps:

1. The sentences are segmented into each clause;

Firstly, the sentence will be segmented into each clause.

2. Analyzing every clause of the text;

The researcher is analyze the communicative purpose of each text by understanding the meaning of content.

3. Describing the social function, schematic structure, and linguistic features of the text based on Gerot and Wignell's theory (1995: 10).

After analyzing the legal contract, the researcher describes the social function, schematic structure, and linguistic features.

4. Drawing the conclusion;

Based on the findings, the researcher will be conclude the kinds of genre used in the legal contract.

J. Research Schedule

No	Activity	2011			
		November	December	January	February
1.	Preparation				
2.	Data Collection				
3.	Data Analysis				
4.	Report Writing				

K. Bibliography

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