

**Teaching Integrated English Skills through an Explanation Text in a
Small Group Presentation to Senior High School Students**

PAPER

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Strata One
(S1) Degree at the English Department*



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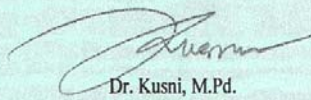
**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2011**

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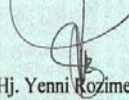
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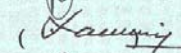
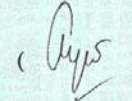
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ABSTRAK

Zuryati. 2011. “Teaching Integrated English Skills of Explanation Text in Small Group Presentation to Senior High School Students”. Makalah. Padang: Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Kurikulum 2006 (KTSP) mengharuskan pengajaran teks dalam bahasa Inggris. Teks *explanation* adalah salah satu teks yang harus dikuasai siswa SMA. Pengajaran keterampilan bahasa (*listening, speaking, reading, and writing*) terintegrasi dalam pengajaran teks tersebut. Namun, pengajaran keterampilan bahasa (*listening, speaking, reading, and writing*) terintegrasi pada teks *explanation* masih sulit dilakukan. Hal ini karena guru belum menerapkan kegiatan yang sesuai, waktu yang terbatas, dan siswa yang kurang percaya diri mempraktikkan kemampuan bahasa Inggris mereka. Oleh karena itu, pada kegiatan mengajar diperlukan banyak persiapan seperti materi yang cocok, dan strategi yang tepat untuk pengajaran keterampilan bahasa yang terintegrasi dalam pengajaran teks khususnya teks *explanation*. Dalam makalah ini, dibahas pengajaran keterampilan bahasa secara terintegrasi pada pengajaran teks *explanation* dalam presentasi kelompok kecil.

Pada kegiatan mengajar keterampilan bahasa terintegrasi pada teks *explanation* dalam presentasi kelompok kecil ini siswa dibentuk dalam beberapa kelompok. Guru membagikan teks *explanation* yang berbeda kepada masing-masing kelompok untuk dibaca, didiskusikan, dan membuat poin-poin penting dari teks tersebut. Kemudian siswa melakukan presentasi singkat di depan kelas. Kelompok yang mempresentasikan materi teks *explanation* membuat *brainstorming* di papan tulis untuk memudahkan siswa lainnya memahami penjelasan dari kelompok tersebut. Siswa lainnya mendengarkan presentasi dan didorong untuk memberikan komentar atau pertanyaan. Di akhir kegiatan presentasi guru bersama siswa membuat kesimpulan dan guru memberikan *feedback* terhadap kegiatan yang sudah dilakukan. Dengan kegiatan ini diharapkan dapat mengembangkan kemampuan keterampilan bahasa siswa.

ACKNOWLEDGEMENTS

I want to say *Alhamdulillahirabbil 'Aalamin*, Praise to Allah SWT., the Almighty, who has been giving me chance, knowledge, and strength in finishing this paper entitled “Teaching Integrated English Skills through an Explanation Text in a Small Group Presentation to Senior High School Students”. I also send *shalawat* and *salam* along with greetings to the prophet Muhammad SAW., the last prophet, and the greatest leader of human beings.

I would like to dedicate my sincere gratitude and appreciation to my advisor, Dra. Hj. Yenni Rozimela, M. Ed., Ph. D. Her excellent professionalism, a great deal of time, encouragement, suggestions, and even critics are factors that contribute significantly from the beginning until final revision of this paper. Moreover, I would like to express a great gratitude to all lecturers who are involved in my examination: Drs. Saunir Saun, M.Pd., and Dra. Hj. Aryuliva Adnan, M.Pd. as the examiners. Their valuable contributions have improved this paper.

Then, I would also like to express a great gratitude to my academic advisor, Dr. Desmawati Radjab, M.Pd., for her support and attention during my study, Dr. Kusni, M.Pd., as the chairman of English Department, Dra. An Fauzia Rozani Syafei, M.A. as the secretary of English Department and all lecturers who taught and guided me during my study.

Besides that, I send my gratitude and thanks to my beloved parents, Ansyar and Nurbaiti, who always pray and give their love, patience, caring, understanding, and supporting during my days. I also send my gratitude to my

brothers and sister who has assisted with love and affection, and all of big family for giving support and encouragement in finishing this paper.

In addition, thanks addressed to all of my best friends, “B4” (M@2 ika cute, k’ ua caem, k’ngah moet) who has been giving ideas, support, existence, and spirit to finish this paper. Then, I would like to thank to all friends at English Department of State University of Padang “the 2006 generation”, especially for Education Class for their help and the most important is for their nice relationship. Finally, I would like to say thanks to all friends in my lovely dorm “ polonia 7 angels “ especially to my roommates (emak mantun, udah bun2, anik) for their support, care, love and friendship. Being together with them, I feel that life is very meaningful and people should respect each other.

Padang, January 2011

Zuryati

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a language that is used by people around the world in both spoken and written form for international communication. English also becomes a Lingua franca. It means that a language which is widely adopted or used by people whose native languages are different from each other (Harmer, 2001). It makes English as an important language that everyone should master. Therefore, most of schools in the world teach English to the students.

In Indonesia, according to School Based Curriculum, the goal of English teaching and learning process is to make the students able to use English both in spoken and written form. The students are expected to have good listening and speaking ability as well as reading and writing ability. All these skills should be taught integratedly because they are related each other. For example, the participants can speak and listen to each other through a conversation. A written message can be understood by reading it. Thus, a writer can create a good writing by reading many texts.

Learning language skills are not completely separated. Someone cannot speak without involving listening, even reading and writing. In other words, the four skills go parallel. When the students learn one skill, they also learn the other skills. Therefore, English skills cannot be taught in isolation among the four skills. It is important for the teacher to replicate natural integration of skills in the classroom as much as possible.

Furthermore, teaching and learning process for English subject in senior high school is done by using genres. There are twelve genres that should master by senior high school students. They are recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. Each text has social function, generic structures, language features, and the four language skills are integrated during learning those texts.

One of the genres that the senior high school students need to master is explanation text. It can be defined as a kind of factual text, which is used to explain the process involved in the formation of workings of natural or socio cultural phenomena. The genre of explanation is a fundamental language function for understanding the world and how it operates. The act of explaining remains one of the fundamental language process in providing learners with new understandings of the world and how it operates (Knapp & Watkins, 2005). In addition, explanation text belongs to factual genre that the function is to enable people to take part in social life. Factual genre also plays an important role in formal education. Learning this kind of genre, the students will be well prepared to enter university level where factual texts mostly occur.

Based on the explanation from several senior high school students in Padang Panjang, explanation text is still difficult for them. One of the students' difficulties is in comprehending the content of explanation text that is usually deals with term of science and technology. Besides, they are still confuse in differentiate between explanation text and report text because both of them are factual text.

Related to teaching integrated English skills of the text above, based on the writer's observation in teaching practice at a senior high school in Padang-Panjang; the implementation of integrated English skills in teaching had not been maximal yet. The teacher tends to explain the material and then asked the students to do exercise on the textbook. The teacher seldom gave the tasks that required speaking, listening, reading, and writing integratedly. As a result, the students' ability in speaking, listening, reading, and writing cannot activate maximally. Furthermore, the teacher just has limited time to involve the students in oral and written practice for each material that can delay them to increase their ability in four language skills. In addition, only some students have self-confidence to be active in teaching and learning activities; and others students tend to listen passively.

In accordance with the problems and challenges to teach integrated English skills of texts above, the teacher is expected to be able to promote the students' English ability by employing several activities that can integrate the English skills in teaching and learning process. Such as, listening and note taking, group presentation, and role-play/ simulation. Skills integration also happens when the students are involved in a project work, which may well involve researching through reading or listening, speaking in discussion or giving presentation, and writing in submitting the report (Harmer, 2001). Thus, it is expected that these activities will explore the students' ability in English.

Therefore, this paper attempts to discuss about teaching integrated English skills of explanation text in small group presentation. In small group presentation,

the students will work in small group. The students will read and discuss an explanation text. They can share ideas and opinion about the text. The students will easier to comprehend the explanation text because they learn together. Besides, reading and discussing the text in small group can increase the students' reading and speaking ability. After that, they should prepare short presentation in front of the class. Then, the rest students should listen to the presenters, take notes based on the explanation, and ask questions. At the end of the presentation, the students should write the conclusion of presentation result. Thus, this activity can enhance the students' English ability by practicing the four main skills in integrated way. In addition, these activities will build the students' interaction, confidence, and participation in learning.

B. Limitation of the Problem

This paper is limited on teaching integrated English skills of explanation text in small group presentation to senior high school students.

C. Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problem as follow: "How does the teacher teach integrated English skills through an explanation text in a small group presentation to senior high school students?"

D. Purpose of the paper

This paper is aimed at describing and discussing about teaching integrated English skills of explanation text in small group presentation. It is expected that this discussion can provide information for the English teachers in

teaching the integrated English skills. Therefore, the English teachers can promote the students in practicing the English skills maximally.