

**THE IMPLEMENTATION OF TEACHING AND LEARNING STAGES
IN TEACHING MONOLOGUE TEXTS
AT JUNIOR HIGH SCHOOLS IN PAYAKUMBUH**

THESIS

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



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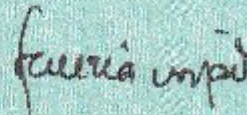
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ABSTRAK

Febi Ariyanti. 2011. The Implementation of Teaching Monologue Texts at Junior High Schools. *Skripsi*. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk mengetahui dan mengambil kesimpulan mengenai penerapan *Teaching and Learning Stages* pada pengajaran teks monolog di beberapa SMP di Payakumbuh. *Teaching and Learning Stages* merupakan urutan langkah-langkah pengajaran yang semestinya diterapkan oleh guru, terutama dalam mengajarkan teks atau *genre*. Urutan tahapan pengajaran dalam *teaching and learning stages* adalah *Building Knowledge of the Field (BKOF)*, *Modeling of Text (MOT)*, *Joint Construction of Text (JCOT)* dan *Independent Construction of Text (ICOT)*. Jenis teks monolog yang diamati adalah teks *procedure* dan *descriptive*.

Populasi penelitian ini adalah guru Bahasa Inggris kelas VIII dan IX pada semester Juli-Desember Tahun Ajaran 2010/2011 di beberapa SMP negeri dan swasta di Kota Payakumbuh. Teknik pengambilan sample dilakukan dengan cara *stratified random sampling*, yaitu mengelompokkan populasi yang ada dan kemudian memilih sampel secara acak dari masing-masing kelompok. Keseluruhan jumlah populasi dibagi menjadi tiga kelompok sekolah, yaitu sekolah dengan kemampuan tinggi, menengah dan rendah. Hal ini dikarenakan hasil penelitian diharapkan dapat memberi gambaran yang jelas mengenai penerapan pengajaran teks pada tiap kelompok.

Data pada penelitian ini dikumpulkan melalui format analisa dokumen masing-masing sampel, yaitu berupa Rencana Pelaksanaan Pembelajaran (RPP) untuk pengajaran teks *procedure* dan *descriptive*. Selain itu, juga diadakan observasi untuk mengamati kegiatan yang dilakukan guru dalam mengajar. Untuk melengkapi data, juga dilakukan wawancara dengan para guru.

Hasil penelitian ini menunjukkan bahwa tahap *BKOF* belum diterapkan dengan baik di SMP di Payakumbuh. Sedangkan, tahap *MOT* sudah diterapkan dengan baik oleh guru Bahasa Inggris di SMP di Payakumbuh. Berikutnya, tahap *JCOT* dan *ICOT* juga belum diterapkan dengan baik oleh guru Bahasa Inggris di Payakumbuh.

Berdasarkan hasil penelitian, penulis menyarankan agar seminar maupun lokakarya mengenai penerapan *Genre-Based Approach* dalam pengajaran Bahasa Inggris lebih ditingkatkan lagi. Selain itu, kepada para guru juga diharapkan agar lebih memperhatikan penulisan Rencana Pelaksanaan Pembelajaran (RPP) dan kegiatan yang diberikan pada siswa.

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Honestly, the writer admits that this thesis is not perfect yet, thus she highly appreciates the constructive criticisms, suggestion and advices from readers for the improvement of this thesis. She also admits that the mistakes in this thesis remain to the writer’s.

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The Writer

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

The national education in Indonesia today is implemented through the use of school-based curriculum, or which is known as *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In this curriculum, the government only establishes the standards of competencies and basic competencies that the students must achieve. Therefore, it requires the teachers or schools to develop the material along with the condition of each school and also with the students' needs and ability.

As stated by *Badan Standar Nasional Pendidikan* (BSNP, 2007), teaching English at junior high school involves three important aspects. The first aspect is mastering the communicative competence. It means the competence in understanding and producing oral or written text in four language skills; listening, speaking, reading and writing, in the students' daily life. The second aspect is mastering the competence in understanding and producing various short functional and monologue texts. The achievement of this competence is seen from the ability of the students in using vocabulary, grammar and generic structures of the text type. The last aspect in teaching English at junior high school involves the component competences, such as linguistic competence, sociocultural competence, competence in solving communication problems and competence in using features of a text.

From these three important aspects, it can be seen that the teaching of English at junior high schools really emphasizes on teaching the texts or genres. It is because the students are required to master various genres of target language both in oral and

written forms. According to Depdiknas (2004), there are some kinds of texts that are delivered to the students of junior high school. They are transactional and interpersonal, functional and monologue texts. While, in teaching monologue texts, there are five types of texts delivered to the students; procedure, descriptive, recount, narrative and report. In the English teaching curriculum proposed by BSNP (2007), the standards of competency and basic competencies in functional and monologue texts are implemented in listening, speaking, reading and writing skills. By achieving these competences, the students will master these texts and develop their English well.

To achieve these competencies, teaching English at junior high school is suggested to use Genre-Based Approach, in which, the target language is taught to the students by using texts or genres. Thus, the students must learn English from different types of texts, which they may have been already familiar with some of them. They are required to be able to understand and produce types of texts correctly, in oral and written forms. Moreover, this approach also supports that the teaching of language skills must be integrated each other. It is because the understanding and producing the texts involve all of the language skills. Therefore, the teaching should not develop one certain skill only, but must be applied in developing all the language skills. It is in line with the purpose of language teaching itself; to develop students' communicative ability.

According to Hammond et al in Depdiknas (2004), there are two cycles involved in applying Genre-Based Approach. They are oral and written cycles. The teacher may choose which cycle to be used based on the condition and the ability of the students. In oral cycle, the texts are taught to the students orally. Vice versa, the texts are taught in the written form in written cycle. Each of these cycles consists of four

stages. The first stage is called Building Knowledge of the Field (BKOF), in which the teacher builds the students' background knowledge and cultural context of the genre and then controls relevant vocabularies. The second stage is Modeling of Text (MOT). In this stage, teacher models the example of texts and teach the social function, generic structures and language features of these texts. Teacher models the text both in oral or written form. The next stage is Joint Construction of Text (JCOT), where the students jointly understand and produce the texts based on the models that have been delivered to them. Here, the students are possible to join the other friends or the teacher in producing the text in oral or written form. Last, Independent Construction of Text (ICOT) allows the students to produce the texts by themselves or individually. Hence, by applying these stages in teaching the texts, it is expected that the students will be able to understand and to produce the types of texts, which of course they already understand.

During her teaching practice at SMP Negeri 9 Payakumbuh, the researcher came to the grade VIII of this school on the second term of 2008/2009 Academic Year. During this period, the researcher informally observed the teaching and learning process done by her supervising teacher in teaching recount text to the students. From her informal observation, the researcher found that there were some problems appeared in the teaching of the text. The researcher observed that the students seemed to understand the texts adequately, but they could not produce the texts both in oral or written forms. After that, the students seemed to find difficulties in using the generic structures or the grammatical and language features correctly. Therefore, it was found that the students seemed did not master these texts orally or written, although they

were required to master the text in oral or written forms. As the result, these problems indicated that the students' English has not developed well yet.

Dealing to the problems above, then the researcher assumed that they could be triggered by some causes. First, the teacher was seemed lack of activity variations. In teaching recount text, she just asked the students to do the exercises on *Lembar Kerja Siswa* (Student's worksheet) sold by the distributor. Therefore, the researcher observed that the activities given were insufficient enough. Next, the researcher also observed that the teacher did not implement the teaching and learning stages. In fact, these stages were suggested to do in order to develop the students' English. Each of the stages suggested consists of some core activities which were very important.

Based on the phenomenon above, the researcher was interested to do a research about the implementation of teaching monologue texts at the junior high schools. In this research, she wanted to observe whether the English teachers implement the teaching and learning stages in teaching the monologue texts. It was because the implementation of these stages was very important in order to develop the students' English. There were two types of monologue texts which were studied in this research. They were procedure and descriptive. The researcher chose these texts because both of them had been already given to the students at grade VII. So, they were the first two texts taught to the students at junior high schools. Then, the procedure text was given back to the students at grade IX, and descriptive text was delivered again to the students at grade VIII. Another reason why the researcher chose these texts was because they were given at the first term of academic year when the researcher was going to conduct the research.

1.2. Identification of the Problem

There were three important aspects involved in the teaching of English at junior high schools. Those aspects are emphasized on mastering the text competence. So, the students are required to master the competencies required to understand and produce the texts (BSNP, 2007). There are some types of texts taught to the students at junior high schools, namely transactional and interpersonal, functional and monologue texts. The monologues that are given to the students were procedure, descriptive, recount, narrative and report. To teach these texts to the students, it is suggested that the English teachers use the Genre-Based Approach. It is because this approach emphasizes the students to understand and produce the text in oral and written form. In which teaching the target language is done by using texts or genres.

In implementing the Genre-Based Approach, there are some stages that should be delivered to the students. These stages are the Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT) stages. Each of these stages consists of several activities which are very important to develop the students' ability in using the target language.

However, based on her informal observation at SMP N 9 Payakumbuh where she had her teaching practice, the researcher found that there were some problems occurred in the teaching of recount text conducted by her supervising teacher. These problems were related to the students' ability to master the text taught both in oral and written forms. This condition was triggered by the reasons that the teacher seemed did not really understand about the concept of Genre-Based Approach. Moreover, the teacher also did not implement the teaching and learning stages in teaching the text to

the students. Then, the teacher was seemed lack of the variation of activities given in teaching the texts.

1.3. Limitation of the Problem

Based on the problems identified before, this research is limited to see the implementation of teaching and learning stages in teaching monologue texts at junior high schools. At the first term of academic year, there are several monologue texts that are given to the students of junior high schools. They are descriptive and recount on the VIII grade and procedure and report texts at grade IX. Since it would take a long time to study the implementation of teaching all of these texts, then the researcher limited the research just to study the implementation of teaching procedure and descriptive text at junior high school. Moreover, it is because these two types of texts were the firstly taught texts at junior high schools. The research will be conducted at the junior high schools on Payakumbuh.

1.4. Formulation of the Problem

Related to the limitation of the problem above, the problem is formulated as follows: “How is the implementation of the teaching and learning stages in teaching procedure and descriptive texts at junior high schools?”

1.5. Research Questions

The research questions in this research are:

1. How is the implementation of the Building Knowledge of the Field (BKOF) stage in teaching procedure and descriptive texts at junior high schools?

2. How is the implementation of the Modeling of Text (MOT) stage in teaching procedure and descriptive texts at junior high schools?
3. How is the implementation of the Joint Construction of Text (JCOT) stage in teaching procedure and descriptive texts at junior high schools?
4. How is the implementation of the Independent Construction of Text (ICOT) stage in teaching procedure and descriptive texts at junior high schools?

1.6. Purpose of the Research

The purpose of this research is to describe the implementation of the teaching and learning stages in teaching procedure and descriptive texts at junior high schools.

In which, it is done to describe:

1. the implementation of the Building Knowledge of the Field (BKOF) stage in teaching procedure and descriptive texts at junior high schools.
2. the implementation of the Modeling of Text (MOT) stage in teaching procedure and descriptive texts at junior high schools
3. the implementation of the Joint Construction of Text (JCOT) stage in teaching procedure and descriptive texts at junior high schools.
4. the implementation of the Independent Construction of Text (ICOT) stage in teaching procedure and descriptive texts at junior high schools

1.7. Significance of the Research

This research is expected to contribute to the teaching of English, especially in Junior High School. This research is expected to give input or information to the English teacher about the real quality of their teaching, especially in developing the

students' English in teaching monologue texts. It is expected that the teachers realize their mistakes and later consider their teaching quality.

The result of this research is also aimed to inspire or give information to the students of English Department at university, especially for those who are majoring English teaching, to prepare themselves with creativity and knowledge about how to develop their students' language skill in monologue texts well.

1.8. Definition of Key Terms

- a. Monologue text : short texts that have special features or characteristics.
- b. Genre-Based Approach : an approach which is used in teaching a language that use kinds of text in the teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

In teaching the monologue texts to the students, the teachers are suggested to apply the teaching and learning stages which each of them has crucial role. Each of these stages consists of some activities which ideally implemented in order to implement these stages well. By implementing the stages effectively, the teachers will support the students to move starting from building the context of the text to the stage in which they could construct the texts in oral or written forms.

Based on the data analysis of the implementation of teaching monologue texts at some junior high schools in Payakumbuh, it is concluded that:

1. The stage of Building Knowledge of the Field (BKOF) stage was not implemented very well by the English teachers at junior high schools in Payakumbuh.
2. The stage of Modeling of Text (MOT) stage was implemented well by the English teachers at junior high schools in Payakumbuh.
3. The stage of Joint Construction of Text (JCOT) stage was not implemented well by the English teachers at junior high schools in Payakumbuh.
4. The stage of Independent Construction of Text (ICOT) stage was not implemented well by the English teachers at junior high schools.

5.2. Suggestion

In this research, the researcher would like to give some suggestions related the teaching of monologue texts. Based on the findings, it was clearly seen that the English teachers were lack of information related to the implementation of teaching and learning stages in Genre-Based Approach. It could be seen from the statement of the teachers who said that they did not know about some activities even the importance of a stage in teaching the text. So, it is hoped that the seminars or workshops related to this approach are given to the whole English teachers in West Sumatra in order to enable these teachers to teach the text better.

Then, the researcher also would like to suggest the English teachers to pay more attention to their lesson plans before started to teach, because the lesson plans are one of the important documents which reflect the teaching and learning activities. Then, the teachers are also suggested to be able in managing the time allocation needed in delivering the activities. After that, the teachers are also suggested to pay more attention to the activities which will be given to the students in teaching the text.

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