



**THE TEACHERS' ABILITY IN ESTABLISHING  
THE BKOF (BUILDING KNOWLEDGE OF THE FIELD)  
IN TEACHING SPOKEN DESCRIPTIVE TEXT**

**(A Descriptive Study of Seventh Grade English Teachers of SMP N 3 Ungaran  
in The Academic Year of 2010/2011)**

a final project  
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in English

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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/*final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Abu Huda

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“It's kind of fun to do the impossible.”

Walt Disney

"When it is dark enough, you can see the stars."

Charles Austin Beard



Dedicated to:

- My beloved parents, my mom Juniyah and dad Slamet
- My lovely sisters, Nur Khasanah, Nur Aini, Indayah, and Fitria Nur Laili
- All my best friends in Obsesi, Lingua Base, Ling Art, Riptek, and Basmala Indonesia

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## ABSTRACT

Huda, Abu. 2011. *The Teachers' Ability in Establishing the BKOF (Building Knowledge of the Field) in Teaching Spoken Descriptive Text (The Case of the Seventh Grade Teachers of SMP N 3 Ungaran in the Academic Year of 2010/2011)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Sri Wuli F, S. Pd. M. Pd. Second Advisor: Dr. Dwi Anggani LB, M. Pd.

Key words: BKOF, Teachers' Ability, Descriptive Text.

The topic of the research is the teachers' ability in establishing the BKOF (Building Knowledge of the Field) in teaching spoken descriptive text. The significance of the study is expected to be a kind of evaluation for teachers who frequently neglect the learning process which actually should be conducted in four main stages: BKOF, Modeling, JCOT, and ICOT. In conducting this research, the writer sets two objectives, they are to describe and find out to what extent the teachers of SMP 3 Ungaran establish the BKOF (Building Knowledge of the Field) in teaching spoken descriptive text.

The participants of this study were two English teachers in SMP N 3 Ungaran in the Academic year of 2010/2011. The teachers were observed in their teaching and learning process. Teachers' and students' utterances were recorded, transcribed, and then analyzed. The analyses of the data were based on Hammond (1992).

The results of the study indicated that the lessons were organized well enough, though they did not present them in systematic and structured way or order. The two teachers showed that they had different preference in implementing the teaching-learning cycle. They frequently used of two kinds of variations or types of BKOF in their teaching-learning process, those were: a range of communicative activities which is designed to enable the students to share, discuss, and argue, about aspects of the topic, and language lessons focusing on vocabulary or grammatical patterns.

Based on the result above, it can be concluded that the BKOF is important to implement. By implementing BKOF in classroom, students can increase their curiosity and knowledge. In this report, I suggest teachers to use BKOF variously to get students' interest, so that they will be more stimulated and get the best learning results.

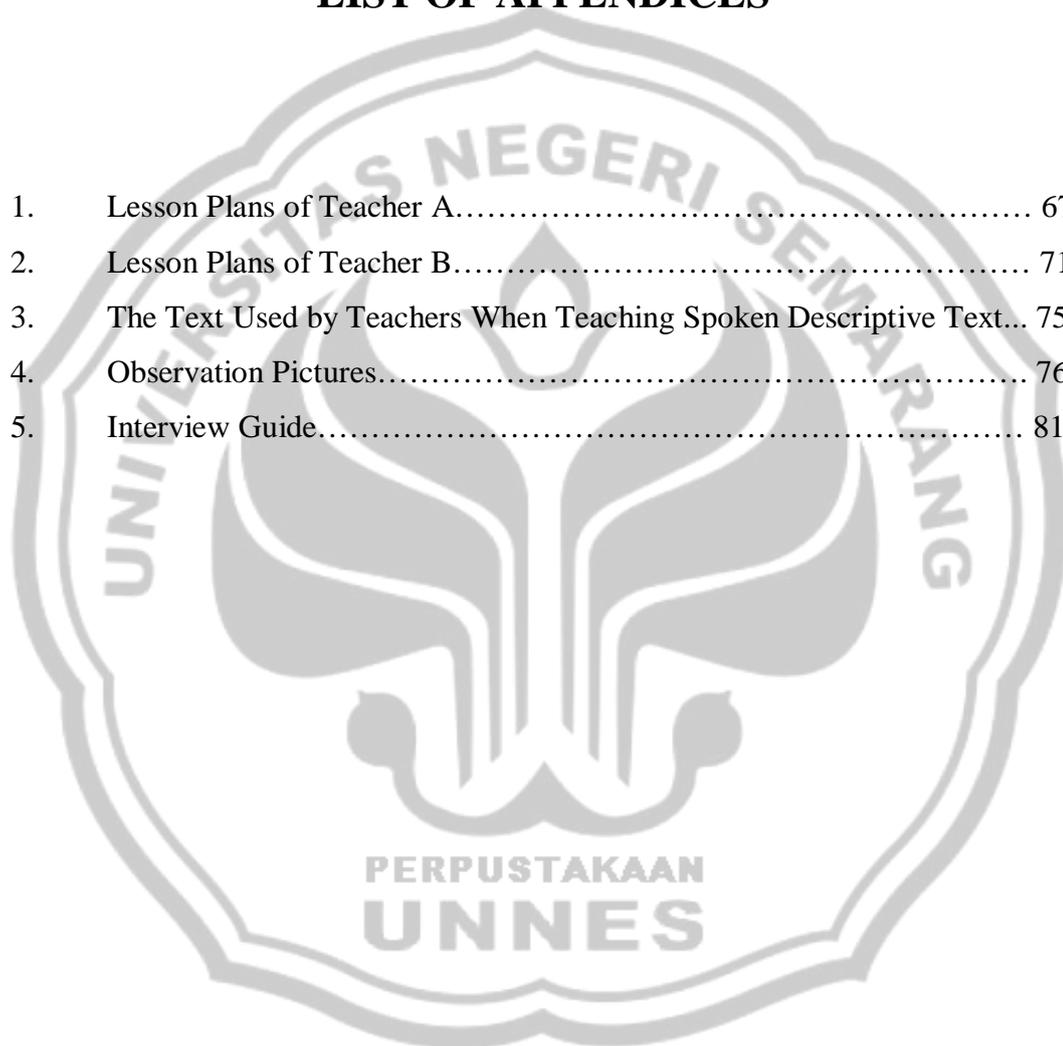
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# CHAPTER 1

## INTRODUCTION

This chapter consists of general background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the research report.

### 1.1 General Background of the Study

Language has a central role in the development of intellectual, social and emotional of learners and also supports the success in learning all fields of study. Language learning is expected to help learners know themselves, their culture, and culture of others. In addition, language learning also helps students to be able to express and use analytical and imaginative skills that exist within him.

English is a mean of communication which can be manifested orally and in writing. Communication is to understand and express information, thoughts, feelings, and develop science, technology, and culture. Ability to communicate in the intact sense is the discourse ability, namely the ability to understand and / or produce spoken and / or written texts to be realized in the four language skills, listening, speaking, reading and writing. The four skills are used to respond to or create a discourse in society. Therefore, as stated in Kurikulum Tingkat Satuan Pendidikan or School-Based Curriculum (National Education Department, 2000), English subject's goal is to develop the four skills in order to enable students to

communicate in English in certain literacy level. The level of literacy includes performative, functional, informational, and epistemic. At the level of performative, people are able to read, write, listen, and speak with the symbols used. At the functional level, people are able to use language to meet the needs of daily living such as reading newspapers, manuals, or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level people are able to express knowledge into the target language (Wells, 1987).

In order to make English successful, Indonesia has applied many kinds of curriculum. For example; Indonesia applied 1994 curriculum, but the result of English teaching learning process has not been satisfactory. There are too many materials (contents) in 1994 curriculum. The 1994 curriculum also cannot give a foothold in life and prepare students to compete with other countries in the world. To improve the quality of English teaching learning, it is needed a good national education system in this case English curriculum. National education does not prepare our internal needs but also our external needs because we are a part of world society. By knowing this unsatisfactory fact, Indonesian government has made many changes in the education system in Indonesia, especially for the curriculum. Finally, many education experts analyzed that we need to apply School-Based Curriculum (KTSP) as a chosen way to improve the quality of English teaching learning.

KTSP has a purpose that includes the national education goals and compliance with specification, condition and potential of the region, educational

unit, and learners. Therefore, the curriculum prepared by the education unit to allow adjustment of educational programs to the needs and potential that exists in the area.

According to Ferdiansyah (2008: 6), the awareness emerges when the new curriculum which is called School-Based Curriculum (KTSP) is introduced. It is because of the release of Government Rules No.19/2005, the government has instructed the educators to implement the curriculum in the form of School-Based Curriculum (KTSP), the operational curriculum designed and done in each educational institutions or educational groups.

In the School-Based Curriculum (KTSP), teachers are demanded to have a good qualification, make their own syllabi and lesson plans, evaluate their students based on evaluation rubrics which they have made before and prepare their own materials. Students are also demanded to be active in their study to get certain competency. But in the real classes, there are still so many problems faced by the English teachers for examples; the teachers have no good understanding of the competencies to be achieved by the School-Based Curriculum (KTSP) and the lack of teaching learning-media at some schools, etc.

Hammond (1992:17) proposes four main stages English teaching which are also used as stages of English instruction at primary and secondary schools in Indonesia To achieve the objectives described above, the four basic education must be conducted properly. That is what so called as teaching-learning cycle.

BKOF is one of the stages in which students need to have an extensive understanding of and familiarity with the topic they are dealing with. This stage is

one of the most important things in the cycle and one that has traditionally been most neglected in the introduction of classroom tasks and activities. Assisting learners to gain an understanding of the context is an essential stage in teaching, but the amount of time spent at this stage before moving on to the reading or writing of specific texts depends on the learners' knowledge of the topic. Teachers also need to return to this stage as preparation for the introduction of any new texts related to the topic.

In regard to the above description, it encourages me to conduct a research entitled: "The Teachers' Ability in Establishing the BKOF (Building Knowledge of the Field) in Teaching Spoken Descriptive Text." which is expected to give an idea of the importance of class planning.

## **1.2 Reasons for Choosing the Topic**

The reasons for choosing the topic are as follows:

- (1) Descriptive text is a text that requires a fairly in-depth explanation, because students need a stimulus to create their own descriptive text later.
- (2) Descriptive text is a text that requires children's imagination broadly. Thus, the active role of teachers was needed to guide them to manifest it into the form of both oral and written text.
- (3) The teacher usually uses monotonous way in the process of his/her teaching that makes students bored and is not motivated in learning English.

- (4) BKOF is one of the important part in learning process that should be conducted to activate students' existing/background knowledge.

### **1.3 Statements of the Problems**

The statements of the problem in the study are:

- (1) How do the teachers of SMP N 3 Ungaran establish the BKOF (Building Knowledge of the Field) in teaching spoken descriptive text?
- (2) To what extent do the teachers of SMP N 3 Ungaran establish the BKOF (Building Knowledge of the Field) in teaching spoken descriptive text?

### **1.4 Objectives of the Study**

The objectives of the study in can be stated as follows:

- (1) To find out how the teachers of SMP 3 Ungaran establish the BKOF (Building Knowledge of the Field) in Teaching Spoken Descriptive Text.
- (2) To find out to what extent the teachers of SMP 3 Ungaran establish the BKOF (Building Knowledge of the Field) in Teaching Spoken Descriptive Text.

### **1.5 Significance of the Study**

This research has the benefits of both practical and theoretical. Practically, this study has the following benefits:

(1) Teachers

The result of the study is expected to be a kind of evaluation for teachers who frequently neglect the learning process which actually should be conducted in four main stages that are: The BKOF, The Modeling, The JCOT, and The ICOT. After this research, hopefully the teachers can teach in the proper way and in the order, so that it will minimize any problems about the way they teach.

(2) Researchers

This research can be used as an input to conduct further research related to the teachers' ability in establishing the BKOF (building knowledge of the field) in teaching spoken descriptive text.

(3) Student-teachers

It can be beneficial for student-teachers as reference for them to improve their ability during their apprenticeship at school related to this topic.

(4) Students

By carrying out this sort of investigation, after the teacher no longer ignore the stages in teaching, there is a great hope for the students to be able to get various learning experiences afterward. In addition, students are also expected to further develop themselves with ideas that are exceptional and more creative to do with mastery of the genre in general and descriptive text in particular.

Theoretically, the results of this study are expected to provide a theoretical benefit, which can contribute ideas and benchmark studies on further research, which is an alternative decision that can be donated in teaching development.

## **1.6 Outline of the Report**

This report is divided into five chapters. Each chapter contains different topics.

Chapter 1 provides the introduction. This chapter explains the general background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the research report.

Chapter II presents the preview of the related literature. It covers the theories underlying the writing of the study.

Chapter III discusses the method of investigation. It includes approach of the study, the research site, participants of the study, roles of the researcher, type of data, procedures of collecting data, and procedures of analyzing data.

Chapter IV contains findings and discussion. The conclusions and suggestions are presented in chapter V.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The main concern of this study is to describe how the English teachers' ability in establishing the BKOF (Building Knowledge of the Field) in teaching spoken descriptive text. Thus, review upon books related to the notions would be enclosed in this section.

#### **2.1 Review of the Previous Study**

In the area of language learning, there have been a number of researches conducted with the purpose of revealing the ways in which the School-Based Curriculum is implemented in Indonesian education system. One of such studies was conducted by Wijayanti (2009) who wrote about *The Implementation of the School-Based Curriculum (KTSP) by the English Teachers of SMAN 2 Wonogiri*. She discussed the implementation of the KTSP in the real field of school whether it is implemented well or not. The result showed that there was still teachers' lack of understanding about the School-Based Curriculum. It happened because they had not got enough School-Based Curriculum information and understanding.

The next researcher working into this topic is Putranto (2010). He conducted a research entitled *The Level of Questions Used by Teacher in English Classroom Interaction in "SMK YPPM Boja"*. The writer talked about the level of questions given by a teacher which are reflected in the academic questions in the

classroom. The result showed there was a gap between the instructional objective and the questions asked by the teacher. In fact, the questions were not well designed to support the students to be able to use the learned expression in oral communication.

Liyana (2010) wrote about *The Use of Basic Questioning to Improve the Students' Mastery of Writing Descriptive texts*. This final project discussed the findings whether the basic questioning can improve the mastery of writing descriptive texts to the seventh year students of Junior High School or not. The result showed that there was a significant difference in achievement between students who were taught written descriptive text by using basic questioning and those who are taught by using explanation and examples.

The last one is Dewi (2010) who conducted research entitled *The Teacher's Explaining Skills in English Classroom Interactions*. Her research talked about the skills of teacher in giving explanation in the classroom and also about the effects on the students' achievement. Based on the findings of the observation, the writer found that the English teachers in SMPN 5 Sragen used all the components in explaining skills and the most common component used during their explanation was examples.

Considering all of the studies above, the writer views that there is still an area of study that has not been explored. It motivates me to conduct a study of this particular interest but with different focus. I will analyze the teachers' ability in establishing the Building Knowledge of the Field (BKOF) in teaching spoken descriptive text. Therefore, this study intends to give in-depth descriptions of the phenomenon under the study.

## 2.2 Review of the Theoretical Study

In this sub-chapter, I discuss some points related to the theories used in the writing of this final project. There are five things that would be the basis of this study, those are: School-Based Curriculum and Teaching English in Junior High School, The Characteristics of Seventh Grade Student of Junior High School, Teacher, BKOF, and Descriptive text. The further explanations are as follows.

### 2.2.1 School-Based Curriculum and Teaching English in Junior High School

After KBK (Competence Based Curriculum) was assumed as failure to satisfy the education needs, in 2006 the government introduced a new curriculum namely School-Based Curriculum or usually called KTSP (Kurikulum Tingkat Satuan Pelajaran).

School-Based Curriculum is developed based on these principles:

- (1) Focused on the potential, need, and the interest, and the students' surroundings.
- (2) Various and united
- (3) Responsive to the development of knowledge, technology, and arts.
- (4) Relevant with the needs of life.
- (5) Total and continuous
- (6) Long life education
- (7) Balanced with national and regional interests

### *2.2.1.1 Purposes of School-Based Curriculum*

Generally, the goals of School-Based Curriculum are to give the autonomy to the school and the other educational institutions, and to support schools to participate in developing the curriculum.

The specific goals of School-Based Curriculum are:

- (1) To improve the quality of education autonomy and school initiative in developing curriculum, managing, and deceiving the resources.
- (2) To improve school members' attention development, together with the society.
- (3) To stimulate a fair competition between educational institutions in improving their quality.

### *2.2.1.2 Characteristics of School-Based Curriculum*

School-Based Curriculum is an operational form of curriculum development in the decentralization and autonomy era. The characteristics of School-Based Curriculum can be known from how the educational institution optimizes their work, optimizes teaching learning process, manages learning media, and can be seen from the professional teachers and evaluation system.

Generally, the characteristics of School-Based Curriculum are:

- (1) Give the autonomy to the headmaster and school

School-Based Curriculum gives wide autonomy to the headmaster to develop curriculum appropriate with the schools and learners conditions, with all responsibilities.

(2) Participations of parents and society

The supports of parents and society are important in School-Based Curriculum. The support is not only financially, but also by supervising the development of teaching learning through school committee, and together develop programs that can improve learning quality.

(3) Democratic and professional leadership

School-Based Curriculum are supported by professional people, they are the headmaster and the teachers as the organizer of the curriculum.

(4) Cohesive and transparent team work

The success of a curriculum is supported by the cohesive and the transparent team work. The existence of school committee makes everything is transparent, and there is no hierarchical authority.

In short, School-Based Curriculum is suitable with decentralization and autonomy era since it can optimize the work of teacher and school so that they will be more independent.

Now, based on School Based Curriculum (KTSP), English is also taught for Junior High School with the intention to develop learners in order to achieve the functional level to communicate orally and in writing to solve daily problems.

According to School-Based Curriculum (KTSP) the purposes of teaching English at Junior High School as a compulsory subject are:

- (1) To develop the competence to communicate in oral and written form to reach the level of functional literacy
- (2) To have the awareness of the nature and importance of English to enhance the competitiveness of the nation in global society
- (3) To develop students understanding of the interrelationships between language and culture.

In line with the curriculum above, the writer summarizes the materials for the seventh grade of Junior High School as follows:

Actional Competence	Text Types	Language Features
<ul style="list-style-type: none"> <li>▪ Expressing like/dislike</li> <li>▪ Expressing preference</li> <li>▪ Asking for/giving service</li> <li>▪ Asking for/giving something</li> <li>▪ Asking for information</li> <li>▪ Asking for opinion</li> <li>▪ Giving response inter personally</li> <li>▪ Showing interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Procedure</li> <li>▪ Interpersonal dialogue</li> <li>▪ Transactional dialogue</li> <li>▪ Oral/written description text</li> <li>▪ Short functional texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Imperative sentence</li> <li>▪ Basic English adverb: place, time, manner</li> <li>▪ Unit of quantity</li> <li>▪ Simple present tense</li> <li>▪ Countable/Uncountable nouns</li> <li>▪ There is/are form</li> <li>▪ Simple past tense</li> </ul>

### **2.2.2 The Characteristics of the Seventh Grade Students of Junior High School**

The range of age of Junior High School students varies between twelve to fifteen years old. They are in the process of changing from children to adults. Some teachers in Junior High School commented that the children of thirteen to fifteen seemed to be lively and humorous than adults. They are so much less motivated, and they present outright discipline problem.

It widely accepted that one of the key issues in teenagers is the search for individual identity, and that this search provides the key challenge of this group. Identity had to be forced among classmates and friends, peer approval may be considerably more important for the students than the attention of teacher, which, for younger children, is so crucial.

Harmer (1998: 39) states that teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.

As education always walks side by side with psychology, it was better to connect these psychological aspects of the students with their ways of learning a language. Along with this line Michael Rost (2002: 88) suggests:

As a child learns a first language, a number of cognitive developments are taking place simultaneously. This cognitive change serves as an experimental playground for the child to try out new language and also as a motivator to help the child seek new language that fits new concept that the child is experiencing for the first time. Because of this harmonious fit between growth and motivation, first language development and cognitive development cannot be separated.

The seventh grade of Junior High School is between 12 to 15 years old. Based on the explanation above, they like to be encouraged to respond to texts and situation with their own thoughts and experience, rather than just by answering questions and doing abstract learning activities. Teacher have to give stimulation for giving them imagination of what they will do in the next session of the class. It is a supporting point for teaching them in the appropriate order which is called Teaching Cycle. One of the most important stages is the BKOF. Through this stage, the students can get imagination and stimulation toward the learning process based on their own knowledge and sources of the teachers so that they will obtain the knowledge at first before teaching-learning process. It is the best way to teach, because they will not always get the knowledge from their teachers anymore, but they create the general knowledge by themselves so that they will be more active and enjoy in doing learning process.

### **2.2.3 Teacher**

Teacher is a kind of professional job, like other jobs, a teacher has many duties and responsibilities. Many teachers said that being a teacher is close to the soul and hard to define. Otherwise, many people also said that a teacher is just like a gardener who plants seeds and watches them grow. Whatever the opinion about teacher, the most important thing is that a teacher has an important role in many people's life.

According to Cambridge International Dictionary of English, teaching means to give (someone) knowledge or to instruct or train (train), and Longman

Dictionary of Contemporary gives definition for teaching as to 'show somebody how to do something' or to 'change somebody's idea'. Both definitions above may reflect what a teacher's function and role in supporting a better life for people.

### *2.2.3.1 Teacher's Roles*

Teachers play important roles in relation to their students' success in learning English, their roles are varied and should be carried out dynamically according to the needs of teaching-learning process. However, all those roles are complementary in order to create meaningful learning which lead students to construct their own knowledge (Harmer, 2003:57).

Furthermore, Harmer (2003:57-66) states there are eight roles that teachers can play in classroom, namely controller, organizer, assessor, participant, resource, tutor, observer, and prompter. However, I will only discuss three of them which are closely related to my final project. They are controller, resource, and prompter.

#### (1) Controller

As controllers, teachers are responsible for the overall teaching-learning process. They must prepare all the things which are needed to support the process from the beginning until the end including establishing the BKOF.

#### (2) Resource

Teachers should be available if their students need help to overcome their learning difficulties. However, this does not mean that they have to give all

information to their students at once. It will spoil and mislead them to be passive learner. In order to avoid spoon-feed, teachers can give clues which direct their students to their information. In this case, these clues can be given in the form of conducting BKOF. There are advantages if teachers give clues in the form of BKOF namely stimulating students' interest and awaken curiosity and encouraging problem solving approach to thinking and learning (Robert, 2009).

(3) Prompter

When students seem to forget a particular part of a successive lesson, teachers can act as a prompter who help students to recall the missing knowledge. In so doing, they should not provide instant information. Instead, they should encourage students to think first. It is important to give the students opportunity to think, especially think creatively. They are able to think in this way. It means that they have already had essential skill like reasoning and solving problem (Borich, 2006: 15). Questions, in this case as a part of BKOF, can be used to encourage their students to think.

#### **2.2.4 BKOF**

In order to make the teaching-learning process run well, the teachers should be able to do their teaching process in the correct and proper ways. As the result, the students will get better experience in their learning process. In expectation, they will enjoy the lesson and at the end they will love English as a good subject matter.

To make the goal and expectation above come to realize, the teachers are expected to cover the teaching-learning process in teaching-learning cycle. The teaching-learning cycle is useful because: 1) It provides a rationale framework for decisions about the type and sequence of teaching and learning activities appropriate in a language and literacy classroom; 2) It incorporates tasks and activities that move learners from a focus on spoken language to a focus on the written language; 3) It also focuses on learning language and learning about language, that is, learning how and why written texts are shaped and organized as they are. This focus on learning about language may involve reading published texts, reading texts that have been written by the teacher and/or reading texts written by learners. In the teaching-learning cycle, there are four stages that are considered to be a good order (Hammond, 1992:17). Those are: BKOF (building Knowledge of the Field), Modeling, JCOT (Joint Construction of Text), and ICOT (Independent Construction of Text).

The first stage in the learning cycle is the BKOF. In the order of the teaching-learning process, students need to have an extensive understanding of and familiarity with the topic they are writing about. It is extremely important for Junior High School students, as it is the point at which overall knowledge of the cultural and social contexts of the topic is built and developed. The range and nature activities here depend on the extent of the learners' development and the degree of their familiarity with the topic or text type. It is important for all learners to have an understanding of the topic before being expected to write about it.

According to Hammond (1992: 19), classroom tasks and activities at the stage of BKOF enable learners to:

- (1) Explore cultural similarities and differences related to the topic including:
  - Processes involved in achieving goals such as visiting the doctor or applying a job
  - Shared experiences such as knowledge and experience of finding accommodation
- (2) Practice grammatical patterns relevant to the topic or text type
- (3) Build up and extent vocabulary relevant to the topic or text type

Furthermore Hammond (1992: 19) mentions some of variations or kinds of activities that might be included in the teaching-learning process. Those are:

- (1) Use of visuals – photographs, filmstrips, videos – to build context
- (2) ‘Hands-on’ activities such as making bread, going on excursions, listening to guest speakers
- (3) Reconstructing and discussing ‘hands-on’ activities when back in the classroom
- (4) A range of communicative activities designed to enable students to share, discuss, and argue, about aspects of the topic
- (5) Language lessons focused on vocabulary or grammatical patterns
- (6) Introducing learners to abroad range of written texts related to the topic, such as school brochures, notes, newsletters, and enrolment forms
- (7) Developing reading strategies appropriate to the texts, including predicting, skimming, scanning, or identifying the logo.

#### *2.2.4.1 Example of Planning a Teaching Program*

In this section, I will explain and provide an overview and examples of how to plan an appropriate teaching program, but I will focus more on planning the

BKOF, because my research focus lies on the planning of BKOF made by teachers at SMP N 3 Ungaran.

In this case, in the unit of work, the teacher's goal was to assist students to learn about the descriptive text and in the end students were required to be able to create their own descriptive text both corporately and independently. The teacher focused on spoken language as well as written genres. Students learned how to make the descriptive text by using their own language. An important aspect of this unit was the contextualizing of such genres.

As with this unit of work described earlier for beginner learners, it is important to provide opportunities for learners to develop control of the field. The teacher spent considerable time building up control of appropriate vocabulary terms and grammatical structure to enable students to talk with clarity and precision about what was wrong with their houses.

To make it understandable, I have made the situation of classroom in transcript form below.

Example:

Context of situation : Student learned spoken descriptive text

- Building Knowledge of the Field

*Teacher : OK class, do you know what picture it is? (showing a picture to the students)*

*Students : House. (answering simultaneously)*

*Teacher : Very good.*

*Now look at the house! What can you see from this house*

*Jono?*

*Jono : Umm..(thinking). It big mam.*

*Teacher : The word 'It' should be followed by?*

*Jono :.....(confusing)*

*Teacher : the 'to be' I mean?*

*Jono : Owhh..'Is' mam?*

*Teacher : so? Your sentence will be?*

*Jono : It is big??*

*Teacher : OK good job, Jono.*

*Teacher : Anything else you can see? (looking for another students).*

*What about you Wati?*

*Wati :.....(no answer)*

*Teacher : What about the color?*

*Wati : blue.*

*Teacher : Yes..good. So? the house...??*

*Wati : the house is blue*

*Teacher : alright excellent. The house is blue painted. (correcting)*

*What is the Indonesian word of 'painted'?*

*Vita : dicat.*

*Teacher : Excellent Vita.*

*Do you have another opinion about this house?*

*Vita : It is a very beautiful house*

*Teacher : well done.*

*Well class, today we will learn and talk about your own house. We will learn how to describe something in English using descriptive text.*

From the situation above it could be seen that the teacher tried to give an overview and guidance for the students in understanding what they were going to learn at that time. The teacher tried to guide them by giving some questions to stimulate the students. He also act as a prompter when the students got difficulty in answering the questions by giving some clues. Besides, he made correction of students' grammatical errors. Then, he also gave positive feedback and reinforcement in oral form like *'great', 'excellent', 'very good', 'good job'*, etc. I think these reinforcements were able to make them proud and confident. From the overview, about we can say that the teacher succeeded in making students stimulated by giving them stimulation which is called as a part of BKOF. As a result, the students got a little knowledge as provisions for the next materials, so they would not be confused and blank when the teacher explained the core materials.

In fact, the cycle is intended to be used flexibly and therefore it is possible to begin at different stages and to move from stage to stage according to the needs of the learners. Decisions about the point at which to begin the teaching learning cycle will depend on what students already know about the text they are working

on as well as the goals of the program. Normally, however, it would be necessary to move through each stage when working on a particular genre for the first time.

In some units of work, it may be appropriate to omit some of the stages of the cycle. This depends, for example, on whether the focus is upon reading or writing a text, or whether learners are ready to proceed to the next stage. It may be the case that some learners are not ready to proceed to independent construction and the teacher may decide to recycle some of the activities introduced at an earlier stage.

#### **2.2.5 Descriptive Text**

The general concept of descriptive text can be derived from Longman Dictionary of Contemporary English that is “a piece of writing speech that gives details about what someone or something is like”. While Boardman and Jia (2002: 30) state that “descriptive text is a kind of text that is used to describe what something looks like”.

Ahmad (2009) also states that “a descriptive text is a text that lists characteristics of something”. Another definition states that “descriptive text aims at giving vivid details of how something or someone looks like” (Priyanto, 2009). A descriptive text tells the reader what the thing is, or what the thing does. A descriptive text should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. Different readers should be able to show the same thing being described in the text.

Nordquist (2010), states that “descriptive writing has the purpose to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details”. However, Gerot and Wignell (1994: 214) give another definition about descriptive text; it is stated that “descriptive is a kind of text which is aimed to describe a particular person, place, or thing”.

From the definitions above, it is concluded that descriptive text is a text which is aimed to describe a particular thing, such as person, place, even unit of days, times of day, or season. It may be used to describe more about the appearance of people, their character or personality. Descriptive text reproduces the way things look, smell, taste, feel, or sound.

Hammond (1992: 23) describes the generic structure and language features as follows:

#### *2.2.5.1 Generic Structure*

A descriptive text has the generic structure:

- (1) Identification which identifies phenomenon to be described, and
- (2) Description which describes parts, qualities, characteristics,

#### *2.2.5.2 Language Features*

Descriptive often uses ‘be’ and ‘have’. Tense which is often is simple present tense. However, sometimes it uses past tense if the thing to be described does not exist anymore.

Below are the significant grammatical features:

(1) Focus on specific participants

(My English teacher, Jenny's cat, My favorite place)

(2) Use of Simple Present Tense

(3) Use of Simple Past Tense if Extinct

(4) Verbs of being and having

('Relational Processes': My mom is really cool, She has long black hair))

(5) Use of descriptive adjective: strong legs, white skin

(6) Use of detailed Noun Phrase to give information about the subject

(a very beautiful scenery, a sweet young lady, very thick fur)

(7) Use of action verbs 'Material Processes' (It eats grass, It runs fast).

This is a text which students have difficulty to understand without a teacher-led help. Here, the role of teachers is to direct students to remove his imagination to create their own descriptive text later, so the points above can be completed with either.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

This chapter describes the procedure of investigation. It consists of seven topics. They are research approach, the research site, participants of the study, roles of the researcher, types of data, procedures of collecting data, and procedures of analyzing data.

#### **3.1 Research Design**

In conducting the research, I focused on the natural object and setting. The research was conducted naturally and involves human behavior in natural setting. In this research, I used the descriptive qualitative data analysis. Denzim (1994) states that “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them”. Therefore, this study tried to identify and describe the teachers’ ability in establishing the BKOF (Building Knowledge of the Field) in teaching spoken descriptive text. I tried to describe what was found in the research field in the form of systematical and qualified analysis.

#### **3.2 The Research Site**

The research was done at SMP N 3 Ungaran in the academic year of 2010/2011. It is located at Ungaran Semarang. The location of the school is very

strategic which is nearby the city centre. Even though the school is surrounded by public places and busy traffic area, the environment inside the school is calm and quiet.

SMP N 3 Ungaran is known as SSN (Sekolah Berstandar Nasional). There are 30 classrooms. The number of students in each class is approximately 40 students. SMP N 3 Ungaran is supported by good facilities of teaching and learning such as library, laboratories, audiovisual room, sport and art facilities, etc.

### **3.3 Participants of the Study**

The participants of the study were two English teachers in SMP N 3 Ungaran in the academic year 2010/2011 who handled seventh grade at that school. There were four English teachers who handled seventh grade, but I only observed both of them. I chose three of them who have been teaching for a long time (they are considered as senior in that school) and have good record of teaching practices, assuming that they can be a good model. I focused on the techniques or any utterances that were used by the English teachers. I only focused on the way they teach in the classroom, especially in conducting the first stage of teaching learning cycle proposed by Hammond (1992).

### **3.4 Roles of the Researcher**

During the study, I had several roles to play as follows:

- (1) Observer

As an observer, I sat in a strategic position which allowed me to see the entire classroom. I sat at the back corner of the classroom to be able to see the whole class without disturbing the teaching and learning process.

(2) Data collector

I used digital camera and handy camera to record the teaching – learning process. I also used note taking to record more data and to get better understanding of the teachers' ability in establishing the BKOF (Building Knowledge of the Field) in teaching spoken descriptive text. Besides, I also collected the teachers' data such as lesson plans to know the planning of their teaching.

(3) Data analyst

I analyzed the data after completing and transcribing it into written version, arranging it into correct order, classifying it according to the theory, rechecking the data, and drawing conclusions.

### 3.5 Types of Data

The data used in this final project can be categorized as naturally occurring data, which were obtained from field notes and from video records during the English classes. The video records were used to catch the teachers' action and students' responses as many as possible.

### 3.6 Procedure of Collecting Data

The data on which this study was based were collected by observation, audio-visual recording, note-taking, documentation, and interview.

(1) Observation

In this study, the observations are categorized as open observation. Open observation is the observation that known by the subjects, so that subjects voluntarily provide the opportunity for observers to observe events or phenomena that occur and they realize that there are others who observed them (Moleong, 2007:176).

(2) Audio-visual recording

There were my assistants who helped me to record the entire activities from the teachers during the teaching and learning process. The records were used as information that presents detailed activities that were done by teachers and students in the classroom.

(3) Taking notes

There were some non-verbal activities inside the classroom. The notes could be very useful to catch teachers' behavior and any detailed information about teaching and learning process that can be missing in recording.

(4) Documentation

The method of documentation is to look for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, Lenger,

agenda, etc. (Suharsimi Arikunto, 2006: 231). Researcher also use this method to collect school data on teachers administrative activities are like Lesson plan and Syllabus and some notes.

(5) Interview

Downs (1980: 5) defines interview as a specialized form of oral, face-to-face communication between people in an international relationship that is entered into for a specific task related purpose associated with a particular subject matter. This means that the people involved in the interview verbalize their messages aloud. Interview is not an ordinary conversation. The purpose of all research interviews is to obtain information of certain kinds (Oppenheim 1992: 66). This information may be in the form of factual replies to factual questions, or responses to attitude scale items, idea or feelings, or precepts and expectations, attitudes and the like.

According to Oppenheim (1992: 66), there are two types of interview. Those are:

- (1) Exploratory interviews, depth interviews, or free style interviews (including group interview);
- (2) Standardized interviews such as used, for example, in public opinion polls, market research and government surveys.

Standardized interview in the typical large-scale is essentially that of data collection, while exploratory interview is to develop ideas and research hypotheses rather than to gather facts and

statistics. It is concerned with trying to understand how ordinary people think and feel about topics of concern to the research, it is ideas collection.

In this research, I used exploratory interview to get some information that helped me complete the data by asking questions related to the topic.

### **3.7 Procedure of Analyzing Data**

Here are some steps that the writer took in analyzing the data. Those are:

(1) Transcribing

The audio-visual recordings help the writer to analyze the data about the teacher-students interaction during the teaching learning process. In order to make easier in analyzing the data, firstly, I made the transcription of the video, so there were several transcripts of the teacher-students' interaction in the classroom during the lesson to be analyzed.

(2) Identifying

Based on the video and the transcription, the writer identified the utterances or actions by the observed teachers during their explanation in teaching and learning activities focusing on the stage of BKOF.

(3) Interpreting

After the identification process, the writer interpreted the data gathered to determine the kinds of BKOF used by the observed teachers during the classroom activities.

For examples, the teacher used of visuals such as photographs, filmstrips, videos, etc.

(4) Interpreting the findings

After I got the complete data, I analyzed the data. Firstly I checked the stage of BKOF done whether it was appropriate or not, then I compared the result of one teacher to another teacher to see the ability of each teacher so that I could decide which one was more proficient in establishing the BKOF in teaching spoken descriptive text.

(5) Presenting the findings

Based on the results of the investigations, there were some findings which were presented.

(6) Drawing conclusions

Namely to make conclusions from the data and discussions with experts who became the conclusion of the study

### 3.8 Triangulation

Three research instruments were used for triangulation in the study, namely classroom observation, a document survey, and interviews. Since this

study was small scale and in-depth, using the three instruments for triangulation would help to validate the findings, since the findings from all the instruments could converge to inform one phenomenon: the teachers' ability in establishing the BKOF in teaching spoken descriptive text.



## **CHAPTER IV**

### **RESULTS AND DISCUSSIONS**

This chapter presents three important things, namely general findings, data description and their discussion. Therefore, it will also provide answers to the research questions I proposed in Chapter 1 as well as elaboration to help readers comprehend the Building Knowledge of the Field (BKOF) as the topic of my study.

#### **4.1 Data Description**

This sub-chapter discusses the phenomena which are discovered in the general findings. It was about the lesson plan, focusing on BKOF stage and its implementation in the class.

I made class observations of two English teachers at SMP N 3 Ungaran. I followed the teaching and learning activities of both teachers, focusing on the material of teaching descriptive text. In the description of the results of this study I analyzed and provided an overview of the two teachers in order to be used as sample to compare. There were a few notes and the discovery of two important things, i.e developing the lesson plan and the process of teaching and learning in the class. Here is the explanation of the results obtained.

#### 4.1.1 Developing the Lesson Plan

First, the examination focused on the format of lesson plan with its components:

Table 1. Analysis of the Lesson Plans

No	The components of lesson plan based on KTSP 2006 Source: Depdiknas (2006: 137-140)	Teacher A		Teacher B		Comments
		Compatible (V)	Not compatible (X)	Compatible (V)	Not compatible (X)	
1.	Identity of Subject	V		V		In this component the writer concludes that the both teachers have understood what constitutes the identity of subject. It can be proved by there was no error in this component.
2.	Competence Standard		X		X	In this component the writer concludes that both teachers have not understood what to write for the competence standard. They taught reading skill a lot, though it was speaking class. I think that it is on the contrary and not proper situation.
3.	Basic Competence		X		X	In this components the writer also concludes that both teachers has not understood that

					listening skills should be integrated with speaking skills
4.	Indicator	V		V	In this component the writer concludes that the teacher has understood what constitutes of indicator. There was no error in this component.
5.	Time allotment or number of meeting	V		X	In this component, teacher B has made an error. For Junior High School, time allotment per session is forty minutes (40') not forty five minutes (45'). There is also no information about how many times (meetings) the materials will be done. Actually if we consider about basic competence urgency and the assessment to measure the indicator, it needs a considerably longer time to do the learning activities such as working in pairs, discussing, and doing the assessment like practice and performance, etc.
6.	Goal	V		V	The goal of teaching learning processes describe processes and result of the study which are supposed to be achieved by the students based on the basic competence. In this component

						the writer concludes that the teacher has understood what contains of goal of the study. It can be proved by there was no error in this component.
7.	Materials		X		X	In this component the writer concludes that the teacher has not been so systematic and structured in the delivery of content. Sometimes the material is not delivered properly and the time is inadequate and not in accordance with the time allotment
8.	Method of teaching	V		X		Teacher A's method was good enough in which the materials were not delivered immediately, but there was a prologue first. However, teacher B was more likely to use conventional methods where the teacher seemed to talk more than the students.
9.	Teaching-learning activities	\	X		X	The sequences for learning activities are good enough, but there is still a part of teaching cycle that been neglected such as ICOT. On the BKOF point, they didn't deliver it well and it was not in the proper order.

10.	Source of the study	V		V		In this component the writer concludes that the teachers have understood what constitutes of source of the study. She has attached some sources of study.
11.	Assessment		X		X	In this lesson plan, assessment presented by technique assessment, kind of instrument, and instrument that used for collecting the data. But there was no assessment rubric that must be attached

#### 4.1.2 The Process of Teaching and Learning in the Class

The next examination concerned with the teaching and learning process in the class.

Both teachers did teaching-learning process for the purpose of the study; the target material was spoken descriptive text. Each teacher explained the material in their own way according to their knowledge and skills in teaching.

In the first step, I analyzed the teaching and learning process referring to standard of process according to KTSP 2006.

*Instrument of teaching and learning process by using BSNP process standard focusing on the opening in which BKOF is included.*

Table 2. Analysis of Teaching-Learning Process

The process of teaching and learning	Teacher A		Teacher B	
	Compatible (V)	Not compatible (X)	Compatible (V)	Not compatible (X)
1. Opening				
a. Prepare the students' mental and physical to follow the teaching and learning processes	V		V	
b. Ask the questions which is related to the materials	V		V	
c. Explain the goal of study or the basic competence which is going to be achieved		X		X
d. Explain about the scope of materials and the activities based on lesson plan.	V			X

Based on the data table of research results above, it can be known a few things related to the teachers' ability in establishing the BKOF in their class. To facilitate the understanding of this scientific work, the table translation is divided according to the research subject, namely teachers of English. Here are more details.

#### (1) Teacher A

The first teacher handled year VII for the learning process. Based on the data presented in the table above, it can be explained about the teaching-learning process related to the implementation of BKOF in the following description:

- (1) In the first section, the teacher prepared the students' mental and physical by greeting and asking them some questions about their condition and feeling ('How are you?', etc).
- (2) Then the teacher asked the questions which was related to the materials (see the transcript). At this point, these were what so called Building Knowledge of the Field, because from this point we could see that the teacher tried to give overview to the students in order to make the students stimulated and interested in the target materials would be given.
- (3) The teacher did not explain the goal of study.
- (4) The teacher explained the scope of materials; they were descriptive text and its components.

For easier understanding, I transcribed the teaching and learning activities in the transcript form depicted as follows:

*Transcript form of the teaching process of teacher A*

*Chairman : Geetings!!*

*Students : Good morning mam.*

*Teacher : Good morning. How are you?*

*Students : I am fine. (saying simultaneously),,and you?*

*Teacher : Fine. Have your seat, please!*

*Student : Thank you.*

*Teacher : Ok..Now take your note about 'My Diva'  
OK..lihat catatan yang kemarin..*

*Students : .....(keep talking themselves)*

*Teacher : Stop talking, please!*

*Have you got it? Can we start now??*

*Students : Yes..*

*Teacher : OK..Uh..we have an English text here. I'll give you an example for reading. Please listen to me and then repeat after me! Are you ready?*

*Students : Yes..*

.....

*(Doing drilling with students by giving model to read the text (see appendix 3)).*

.....

*Teacher : Her person..Her persona..Oh sorry..her personality is as good as her voice.*

*Students : (repeating)*

*Teacher :OK..Is your note is correct?*

*Students : (silent)*

*Teacher : Catatane bener opo salah?*

*Students : Salah*

*Teacher :OK..salah..harusnya kaya gini tulisane.(write the correct form in the whiteboard). Please add in your note!*

*OK? Let's go on!*

*.....(continuing drilling till the end of text).....*

*Teacher : Ok..Now it's your turn. Read by yourself! I just give the sign knocking. Please let's up! MY DIVA...*

*.....(Students keep on reading sentence by sentence of the text by themselves altogether).....*

*Teacher : Now please look at the text! What does the text tell us about? What do you think Fida?*

*Fida : The text is about Agnes Monica*

*Teacher : What about you Rizkia? Is it the same with hers?*

*Rizkia : ...(silent)*

*Teachet : Did you listen to Fida?Ga dengerin ya?*

*Rizkia : Dengerin Bu.*

- Teacher* : *Oh dengerin. So, what is the answer? Please repeat!*
- Rizkia* : *The text is about Agnes Monica*
- Teacher* : *So, you are agree with her answer?*
- Rizkia* : *...(no answer)..Ulangi Bu!*
- Teacher* : *Setuju?*
- Rizkia* : *Setuju Bu.*
- Teacher* : *what about you all? Do you agree with Fida's and Rizkia's answer?*
- Students* : *Yes.*
- Teacher* : *OK. So, you know the text is about Agnes Monica Well do you know about Agnes Monica?*
- Students* : *(silent)..*
- Teacher* : *Are you her fans? Fans-nya Agnes ndak?*
- Students* : *(partially say Yes and others say No)*
- Teacher* : *Ndak? Why? She is beautiful, she is kind, generous. Why?*
- Students* : *..(Keep in silent)*
- Teacher* : *Well..just go on the text. Her hobby is unique. Do you now the meaning of 'unique'?*
- Students* : *Unik*
- Teacher* : *Ok Unik. Unik kuwi pye tho? Can you tell me in Bahasa Indonesia Unique tuh yang bagaimana? Aneh gitu? For example? Hobinya Agnes apa tho kok aneh?*
- Students* : *Memelihara anjing?*
- Teacher* : *Oh memelihara anjing aneh tho? Is it unique? Is it different hobby or strange hobby? hobi aneh nek anjing? Oh no..nek macan lha iya..*
- Students* : *.....(laughing)*
- Teacher* : *Yeach..now look at the text! There are two paragraph. From the paragraph, which one is introduced her?*
- Students* : *.....(No answer)*

- Teacher* : *Paragraf mana tuh yang memperkenalkan Agnes? Introduced her?*
- Student* : *Paragraph one.*
- Teacher* : *OK..good. Bagaimana memperkenalkannya?Coba siapa yang tahu yang diperkenalkannya dari bunyi yang mana? What sentence?*
- Student* : *Agnes Monica is a famous pop singer.*
- Teacher* : *Very good.*  
*Now,,How is her appearance? Do you know 'appearance'?*
- Student* : *Penampilan.*
- Teacher* : *OK very good..Penampilan or penampakan y?*
- Students* : *.....(laughing)*
- Teacher* : *In what paragraph you can find it?*
- Student* : *Paragraph one.*  
*She always wears fashionable clothes*
- Teacher* : *Ok..What about 'she is tall'? Apakah itu bukan 'appearance'nya? 'beautiful' and 'slim'?*
- Students* : *Yes.*
- Teacher* : *So, in paragraph one, all talk about her appearance*  
*What about the second paragraph? What is it about?*
- Student* : *Her personality.*
- Teacher* : *Alright good.*  
*Ok. Now once more what is the text all about? Tentang apa ya semuanya tadi?*
- Student* : *Agnes Monica*
- Teacher* : *Great. Nah teks yang kaya begitu tahu ga namanya? Kalau dulu kita sudah belajar procedure text ya? Nah ini salah satu dari jenis-jenis teks yang harus kita kuasai. Teks yang kaya gitu namanya apa? Bahasa Indonesia tidak ada?*
- Student* : *(No respond)*

*Teacher : OK..It is called Descriptive Text.(while writing it on the whiteboard)*  
*.....(Going into the core material which is talking about “Descriptive Text” ).....*

From the transcript above, it can be known a few things related to the implementation of the teaching-learning process which was done by teacher A in class.

There were several important points that would be delivered in the final project related to the implementation of the teaching-learning process especially BKOF, among others; type of BKOF, teaching cycle, classroom management, teacher characteristics, input and output in the classroom.

### **(1) Type of BKOF**

Teacher A did the teaching-learning process quite well. This teacher covered the teaching process in several stages, including BKOF.

According to Hammond (1992: 19), there are some of variations or kinds of activities that might be included in the teaching-learning process (see chapter II). Based on the observations, it can be concluded that there were two variations or types of activities undertaken by the teacher: a range of communicative activities designed to enable the students to share, discuss, and argue, about aspects of the topic, and language lessons focused on vocabulary or grammatical patterns.

She did these two types of BKOF; it can be seen in transcript above. Here are excerpts from the conversation that is part of BKOF used.

a) range of communicative activities

Something performed by the teacher at this point was by asking some questions to the students with the aim of collecting information from students related to the material to be delivered later for the development of ideas and provides an overview.

Turney (1983: 66) suggests that there are five main types of focus questions:

- (1) Questions whose function it is to provide the general topic area for discussion
- (2) Questions which serve to introduce a topic and thereby indicate more specifically to the participants the intended direction of a discussion
- (3) Questions that may serve to re-focus or sharpen a discussion that has wandered a little
- (4) Questions which serve to change the sub-topic of discussion
- (5) Questions used to switch the discussion from its originally intended direction.

Type of questions that were frequently used by the teacher was the second type in which the teacher has a purpose to introduce a topic and thereby indicate more specifically to the participants the intended direction of a discussion. We could see that she gave some questions to give students an overview and guidance to the core material. So that students

will have a simple knowledge to understand the material, in this case is the descriptive text. Examples are as follows:

Example 1

*Teacher : Now please look at the text! What does the text tell us about?  
What do you think Fida?*

Example 2

*Teacher : OK. So, you know the text is about Agnes Monica  
Well do you know about Agnes Monica?*

Example 3

*Teacher : Are you her fans?*

b) language lessons focusing on vocabulary or grammatical patterns

In this second part, the teacher once again provided a stimulus, but in this section her focus was mainly on how to enable students to better understand things that are centered on the mastery of vocabulary and grammatical patterns. The following are excerpts from the conversation.

Example 1

*Teacher : Well..just go on the text. Her hobby is unique. Do you now  
the meaning of 'unique'?*

Example 2

*Teacher : Very good. Now,,How is her appearance? Do you know  
'appearance'?*

## (2) Teaching-learning cycle

As explained in Chapter II that teaching is expected to cover several stages, those are BKOF, Modeling, JCOT, and ICOT.

Observation data showed that teacher A implemented well the teaching cycle. It was summarized into a single unit which was well integrated. However, this teacher did not do stage to stage in order systematically, because basically four stages would be more ideal if implemented in accordance with the order. However, it does not matter as long as the stages carried out properly and as long as students can understand more about the material presented. The following diagram shows the pattern that this teacher did.



Diagram 1. Pattern of the Teacher A's Teaching-Learning Cycle

## (3) Class management

Talking about classroom management done by teacher A, I found out some important things. At the beginning of the lesson, the teacher began less flexible and dynamic in her motion, she just stood by in one place so that it was perceived the teaching process looked less interactive for the students. It would be nice when learning is done in two-way communication, giving the impression that there is no distance between teachers and students.

#### (4) Teacher characteristics

Having conducted interviews with teacher, it is known that she has experience of teaching for about 25 years. With her experience, then it is no doubt for her to teach English. However, in line with the changing times, it also develops the world of education where the curriculum underwent a renewal from period to period. Then, teacher must also be able to adapt to such phenomena. Based on the interviews conducted, the teacher was experiencing many difficulties of which teachers should be more independent in organizing material to be conveyed and adjust the method to use, etc.

#### (5) Input and output in the classroom

In BKOF done by teacher A, we can see the input and output, because basically the success rate of teachers in delivering the content of materials depends on the output generated by the students.



Diagram 2. The series of teaching grooves.

From the diagram above, it can be seen that the ideal of learning should consist of three points above, they are the Input, Process, and Output. Input provided by teacher A was in the form of the questions to stimulate students and provide information about the vocabulary and grammatical patterns. The process was already done quite well where teacher explained the

materials of descriptive text straightforwardly and clearly, starting from the definition, function, generic structure, up to the language features.

Output that can be seen here was the ability of students in creating their own descriptive text. At the end of class, the teacher asked students to describe about their friend, then some representatives came forward and presented the results.

## (2) Teacher B

For the case of teacher B, the following are the findings:

- (1) In the first section, the teacher prepared the students' mental and physical condition by greeting and asking them some questions about their condition and feeling ('How are you today?', etc).
- (2) Then, the teacher asked some questions related to the materials (see Transcription). This point, was called Building Knowledge of the Field, because from this point we could see that the teacher tried to give an overview to the students in order to make the students stimulated and interested in the target materials.
- (3) The teacher did not explain the goal of study.
- (4) The teacher did not explain the scope of materials, but she just went directly into the material without giving any explanation about what to achieve at the end of the class.

Below is the transcript of teaching-learning process at the BKOF stage.

*Transcript form of the teaching process of teacher B*

*Chairman : Stand up please! give greetings!*

*Students : Good morning mam.(greeting simultaneously)*

*Teacher : Good morning. How are you?*

*Students : I am fine..and you?*

*Teacher : I'm fine thank you. Have a seat, please!*

*Students : Thank you*

*Teacher : Ok students...Today we are going to study about descriptive text. Have you done your book? Prepare your book! Where is your book? (while looking at one of students).*

*Ok now open your book on page 164!*

*(Discussing Text book published by one of company)*

*What is the title of the text?*

*Students : My Garden*

*Teacher : OK good. It is 'My Garden'. Now we are going to read the text. You can repeat after me. Are you ready?*

*Students : READY..*

*.....*

*(Doing drilling with students by giving model to read the text (see appendix)).*

*.....*

*Teacher : Do you understand the text?*

*Students : Yes*

*Teacher : Good. Now who will read the text? (repeat the Question twice). Raise your hand!*

*Students : ...(silent)*

*Teacher : who? Siapa yang akan membacanya?*

*OK..you Azam..Please read the text Azam!*

*OK class listen to Azam carefully!*

.....(Azam read the text).....

Teacher : Ok good,,thank you very much

*Do you have any question about the text? If there is no question, I will ask you some questions. What is nice garden? What does it mean?*

Students :...(No respond)

Teacher : Do you know 'garden'?

Student : yes..Kebun.

Teacher : Ok..what is nice garden?

Student : Kebun yang indah

Teacher : Ok. What about jasmine?

Student : Melati.

Teacher : yes good. Orchid?

Students : Anggrek.

Teacher : Ok good. Sunflower?

Students : Bunga matahari

Teacher : Yes..Roses?

Students : Mawar.

Teacher : Do you have roses at home? What about jasmine?

Students : Yes.

Teacher : What flowers do you have at home?

Student : Mango..

Others : ...(laughing)

Teacher : is it a flower?

Students : No.

Teacher : It is not a flower, but it is a fruit

*Do you have orchid at home? Maybe you mother likes orchid.*

*Ok. Next the other vocabulary. What is 'expensive flower'?*

Student : Bunga yang mahal

Teacher : Ok good. Bunga yang mahal.

*What about interesting? What is 'interesting'?*

*Students : Menarik.*

*Teacher : Ok good,,Menarik*

.....

*(Discussing the difficult words found in the text till the students understand the text)*

.....

*Teacher : Ok..The next we have some questions about the text. So, now take your exercise book and then try to answer the question number 5-7 and write your answer in your exercise book! You have ten minutes to finish it please! Answer the question completely!*

.....

*(while the students was doing the assignment, the teacher was going around to help and check the answers of the students).*

.....

*(After the students did the assignment, the answers was checked together in class)*

.....

Similar to teacher A, I describe some important points related to the teaching-learning process especially at BKOF stage, among others; type BKOF, teaching cycle, classroom management, teacher characteristics, input and output in the classroom.

### **(1) Type of BKOF**

In this section, according to the transcript above, it can be concluded that type of BKOF often used by teachers was also in line with

teacher B. They are; a range of communicative activities designed to enable the which students to share, discuss, and argue, about aspects of the topic and language lessons focused on vocabulary or grammatical patterns.

a) A range of communicative activities

Activities that teachers B did in this case was also similar to that teacher A. She was giving questions that were sustainable to students in order to develop their ideas that would be useful for the development of the topic discussion. Examples are as follows:

Example 1

*Teacher : What is the title of the text?*

Example 2

*Teacher : Ok good,,thank you very much*

*Do you have any question about the text? If there is no question, I will ask you some questions. What is nice garden? What does it mean?*

Example 3

*Teacher : What flowers do you have at home?*

Example 4

*Teacher : Do you have roses at home? What about jasmine?*

Example 5

*Teacher : Do you have orchid at home? Maybe your mother likes orchid.*

By providing the above questions, it was expected that students could be more encouraged to increase their curiosity for the more advanced activities and get new things.

b) Language lessons focusing on vocabulary or grammatical patterns

The teacher did not forget to provide some new vocabulary or just simply brushed up on vocabulary by discussing the difficult words in the text. Here is a fragment of the transcript of teaching-learning process.

Example 1

*Teacher : Do you know 'garden'?*

Example 2

*Teacher : Ok..what is nice garden?*

Example 3

*Teacher : Ok. What about jasmine?*

Example 4

*Teacher : yes good. Orchid?*

Example 5

*Teacher : Ok good. Sunflower?*

Example 6

*Teacher : Yes..Roses?*

Example 7

*Teacher : Ok. Next the other vocabulary. What is 'expensive flower'?*

Example 8

*Teacher : What about interesting? What is 'interesting'?*

Mastery of vocabulary and grammatical patterns is probably not the most important thing in mastering English, however it cannot be denied that it is important to master these two things even more in terms of speaking

## (2) Teaching-learning cycle

In this section, teacher B did teaching cycles that were less structured. These stages were less smooth and nice in running. Here is the sequence that teacher B did.



Diagram 3. Pattern of the Teacher B's Teaching-Learning Cycle

## (3) Class management

Class management committed by teacher B was quite satisfactory, because she was able to master the situation of class so the class looked fairly well ordered. In addition, the teacher could also did division of group in JCOT activities well and quietly. There was other important thing that teacher did in

this case, the teacher did association directly. She went directly to the field to check and correct the students' activities within the group or individual.

#### **(4) Teacher characteristics**

The character which is quite prominent from an experienced teacher who taught for decades was lack of spirit and limp as a rag in conveying of the material so that students looked bored and sleepy. But other than that, all activities in the teaching-learning process seemed to run smoothly.

#### **(5) Input and output in the classroom**

The last but not least is about input and output. There is no much difference between teacher A and teacher B.

Input given by teacher B was also in the form of questions provided to stimulate students and provide information about vocabularies and grammatical patterns. The process was already performed quite well where teacher explained the material of descriptive text straightforwardly and clearly, start from the definition, function, generic structure, up to the language features. Output that can be seen here was also not much different from the teacher B in which students demanded to have ability to create their own descriptive text. At the end of class, the teacher asked students to describe about their favorite items, then representatives came forward and presented the results.

## 4.2 General Findings

This sub-chapter presents the general findings obtained from the analysis of the data. Here, I analyzed the lesson plans made by the junior high school teacher of the seventh year students of SMPN 3 Ungaran in the academic year of 2010/2011 referring to characteristics of a good lesson plan based on KTSP 2006. In this case the speaking lesson plan which the competence standard and the basic competence are:

- 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat*  
*10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.*

From the basic competence above, the material should be taught is descriptive text.

This sub-chapter is divided into two parts. They are the developing the lesson plan and the process of teaching and learning in the class.

### 4.2.1 Developing the Lesson Plan

This section describes how lesson plan is arranged. The lesson plan is arranged based on *Panduan Pengembangan RPP* (Depdiknas, 2006). Beside the format of the lesson plan, I also analyzed its content using the instrument of clinical supervision and evaluation of the implementation of KTSP.

The lesson plan consists of some components. They are identity of subject, competence standard and basic competence, indicator, time allotment, goals of the

study, materials, method of teaching, teaching and learning activities, source of study and assessment.

In the lesson plan made by the junior high school English teachers of the seventh year students of SMP N 3 Ungaran in the academic year of 2010/2011, there were some missing components (see Appendix 1 and 2). It was described and commented in the data description above.

After analyzing those data, it was found out that English teachers in SMP N 3 Ungaran were not good enough in planning their lesson. They still neglected some points of lesson plan, particularly in BKOF point. It was less elaborated.

#### **4.2.2 The Process of Teaching and Learning in the Class**

The process of teaching and learning in the class is the implementation of the lesson plan. For first step, I analyzed the teaching learning process by using BSNP Process Standard. According to BSNP (2007: 22) about *Standar Proses untuk Satuan Pendidikan Dasar dan Menengah*, the process of teaching learning consists of opening, main activities, and closing. In this case, I only focused on the opening which was the BKOF.

In the teaching and learning process of the seventh year classroom activities at SMP N 3 Ungaran in the academic year of 2010/2011, there were some missing requirements (see Appendix 1 and 2). It was described and commented in the data description above.

Based on the instrument of clinical supervision and evaluation of the implementation of KTSP, there are some considerations in making evaluation

about the implementation of BKOF in the class which is elaborated in some columns; they are the process of teaching and learning which consists of opening activities and the next column is whether they are compatible or not compatible with the field conditions.

After analyzing the whole data drawn from the source, it was found that English teachers in SMP N 3 Ungaran, mostly conducted their teaching-learning process in a proper way eventhough they still found difficulty in delivering the materials in a good order. Further explanation was described and commented in the data description above in which both teachers frequently used of two kinds of variations or types of BKOF in their teaching-learning process, those were: a range of communicative activities and language lessons focused on vocabulary or grammatical patterns..

### **4.3 Discussion**

This sub-chapter presents the discussions of the research findings.

Actually both teachers were good enough in delivering the materials; they involved the students to find the wide information about the topic/theme by giving them some questions interactively. They facilitated the students to create the interaction among them, between students and friends by asking them to make their own descriptive text based on their experiences with their friends. After they have done with their activities, the teachers facilitated the students in cooperative and collaborative learning. Then, they present the result both in individual or group then practice it in front of the class.

After the students presenting or practicing their own text orally in front of the class, the teacher gave positive feedback and reinforcement in oral form like *'great'*, *'excellent'*, *'very good'*, *'good job'*, etc. I think these reinforcements were able to make them proud and confident.

From the data analysis above it can be said that BKOF is a problem for some teachers regarded as trivial. And if we consider it and draw conclusions, BKOF is one of the most important parts to note its existence, because it is realized or not BKOF can help students be better understands the materials, certainly with the help of teachers' guidance.

Therefore, the expertise and ability which are sufficient are necessary to carry out the teaching-learning process, because when not performing well, the impact will be received by the students. For example, the students will not get a learning experience and the worse is when the English subject is not packed with interesting. Perhaps, they will not like English as an interesting subject. They will make the English as a scourge in the world of education.

A great awareness to do teaching-learning process is fun, interesting, varied and innovative needs to be improved continuously by the teachers, because one of the biggest factors of students' success in mastering the material is on the teacher.

It is inevitable that teachers have a role that is essential for students' success in understanding the material. Therefore, it needs intensive assistance and guidance to support it. Although students are required to be more independent and

active, but the function and role of teacher as facilitator must be in the teaching-learning process.

Again and again, teachers should be more capable of inspiring students to get spirit and creating the feel of an interesting and fun learning for students. One thing that teacher can do is to provide stimuli for students to draw a variety of knowledge of students so that students would be more active and critical in learning process. This method can be realized in the form of establishing the BKOF.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents some points as the conclusion of the data analysis in the previous chapter, and some suggestions based on the result of the research findings.

#### **5.1 Conclusions**

After discussing the findings in the previous chapter, the conclusions of the study are listed as follows:

- (1) Teacher A and teacher B that serve as the research subject turned out to have been carrying out the teaching-learning process in which the BKOF was pretty well, but they did not do the orders in a systematic and structured way as described by Hammond (see chapter II). It seems that they still do the teaching-learning cycle with imperfect way and put some stages where it should not be.
- (2) Both Teacher A and B frequently used of two kinds of variations or types of BKOF in their teaching-learning process, they are: a range of communicative activities and language lessons focusing on vocabulary or grammatical patterns.
- (3) The understanding of teachers about the curriculum is not satisfactory, it can be proven from the development of the lesson plan that was not in accordance

with the standard of process and the implementation of teaching was less variation and innovation. It should be further developed by teachers according to their creativity.

## 5.2 Suggestions

Based on the findings, here are some suggestions proposed for developing the implementation of BKOF. The suggestions could be drawn are:

- (1) The government should give more attention to the implementation of the School-Based Curriculum, especially in the implementation of teaching cycle in which the BKOF is included. The attention can be done by holding the KTSP trainings as the way to socialize this new curriculum to the teachers. The training time allotment should be appropriate with the materials given not too longer or too short because it will not be effective.
- (2) The teachers should get more understanding about the new curriculum by reading books as many as possible related to the curriculum, internet browsing to upgrade their knowledge about the curriculum, and taking the KTSP trainings.
- (3) The teachers should be more creative and innovative in using the appropriate methods and teaching aids.
- (4) Universities preparing pre-service teachers to practice their knowledge in the field in order to improve their teaching so as to apply the teaching-cycle perfectly later.

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## LESSON PLAN

School : SMP N 3 Ungaran

Subject : English

Year/Semester : VII/II

Time allotment : 2X40 minutes

1. **Competence standard** :

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan terdekat.

2. **Basic competence** :

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive.

3. **Tujuan Pembelajaran** :

Pada akhir pembelajaran siswa dapat :

- a. Bertanya dan menjawab tentang binatang peliharaan di sekitar rumah dengan lancar.
- b. Menyebutkan ciri-ciri dari salah satu binatang peliharaan.
- c. Menggunakan kalimat berbentuk Simple present Tense.
- d. Mendeskripsikan salah satu binatang peliharaan.

4. **Materi Pembelajaran** :

1. Vocabulary yang terkait dengan teks yang berbentuk descriptive.

Misalnya: pet, cat, tail, leg, fur, claws, tame, etc.

2. Penggunaan have/has dan to be : is, am, are.

3. Contoh teks descriptive

## MY DIVA

Agnes Monica is a famous pop singer. Most people in Indonesia know her. She certainly look like an angel. She is tall, slim, and beautiful. Her hair is black. She always wears fashionable clothes.

Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She doesn't like cooking.

### 4. Metode Pembelajaran/Teknik

- a. Tanya jawab
- b. Diskusi.
- c. Triple P ( Presentation, Practice, Product )

### 5. Langkah-langkah Kegiatan Pembelajaran

#### a. Kegiatan Pendahuluan untuk pertemuan 1 dan 2

Siswa :

1. Merespon pertanyaan guru agar tercipta suasana kekeluargaan.
2. Merespon pertanyaan guru tentang kehadiran
3. Berpartisipasi aktif dalam proses pembelajaran

#### b. Kegiatan Inti

- Pertemuan 1

Siswa :

1. Bertanya jawab tentang binatang yang ada di sekitar rumah.
2. Menentukan binatang yang termasuk binatang peliharaan.
3. Menyebutkan ciri-ciri dari salah satu binatang peliharaan.
4. Mengklasifikasikan kata-kata berdasarkan jenisnya
5. Mengucapkan kata-kata dengan pronunciation yang tepat.

6. Memperhatikan penjelasan guru mengenai fungsi dan pola kalimat Simple Present Tense dan menekankan pada penggunaan have/has, to be : is, am, are.
7. Membuat kalimat sederhana berbentuk Simple Present Tense yang berhubungan dengan teks descriptive.

- Pertemuan 2

Siswa :

8. Melakukan Tanya jawab berdasarkan gambar yang ditampilkan.
9. Mendengarkan deskripsi tentang binatang berdasarkan gambar.
10. Menjawab pertanyaan berdasarkan deskripsi yang diberikan oleh guru.
11. Membentuk kelompok beranggotakan 4 (empat) orang.
12. Mengisi lembar kerja tentang hewan peliharaan yang mereka amati dari gambar yang diberikan.
13. Bertanya jawab tentang hewan peliharaan yang mereka amati dengan kelompok yang lain.
14. Mendeskripsikan binatang yang diamati secara lisan di depan kelas. RPP, KTSP, Kurikulum

**c. Kegiatan Penutup untuk pertemuan 1 dan 2**

Siswa :

1. Memperhatikan simpulan tentang hal-hal yang telah diajarkan guru.
2. Memberi refleksi/komentar tentang hal-hal yang telah dipelajari baik yang telah dipahami, yang belum dipahami maupun hal-hal yang menyenangkan dan yang tidak
3. Memperhatikan tugas terstruktur yang diberikan guru untuk memantapkan kompetensi berbicara tentang teks descriptive.
4. Memperhatikan harapan-harapan dan nasehat yang disampaikan guru

**6. Sumber Belajar**

1. Let's Talk kelas VII
2. Expressive English For Junior High School Grade VII, PT Angkasa Bandung
3. Handout
4. Pictures

**7. Tugas Terstruktur:**

Siswa membuat laporan lisan tentang deskripsi salah satu binatang peliharaan.

**8. Penilaian****Speaking****Skor Maksimal**

Fluency	=	20
Pronunciation	=	20
Accuracy	=	20
Content	=	20
Expression	=	20
	=	100

Semarang, Mei 2011

PERPUSTAKAAN  
UNNES  
Teacher

Noor Laila, S.Pd

NIP. 196204021985012001

## LESSON PLAN

School : SMP N 3 Ungaran  
 Subject : English  
 Year/Semester : VII/II  
 Time allotment : 2X45 minutes

### 1. Competence standard :

10. Expressing functional significance in oral texts and a short monologue very simple form of descriptive and recount to interact with the environment nearby.

### 2. Basic competence :

10.2 Expressing meaning in a short monologue is very simple using the range of spoken language accurately, fluently and thankful to interact with the immediate environment in the form of descriptive text.

### 3. Indicators :

At the end of the lesson students can:

- a. Ask questions and answers about descriptive text.
- b. Mention the characteristics of something orally.
- c. Use the Simple Present Tense form of the sentence.
- d. Describe something spoken and written.

Type of text : Functional

Aspect : listening/speaking

Time allocation : 3x45 minutes (1 session)

### 4. Learning objectives:

At the end of the lesson students can:

- a. Identify the purpose and generic structure of descriptive text.
- b. Identify the language features of descriptive text

- c. Write descriptive text
- d. Describe something orally.

## 5. Learning Material

### My Garden

I have a nice garden in front of my house. The garden is small but beautiful.

It has many flowers. They are jasmines, orchids, sun flowers, roses, and many other plants in my garden. The flowers have different colors. They are red, white, yellow, and so on.

They are not expensive flowers but they look very interesting. I water my garden in the afternoon. I dig it in my spare time. It's really a neat garden. I love it very much.

## 6. Learning methods/technique:

- Discussion
- Presentation
- Worksheet

## 7. Steps of activities

### First Meeting

#### a. Opening activities

- To ask and answer various things related to the students condition  
e.g.: are you all?  
Who is missing today?  
What's wrong with...?  
At the last meeting we have studied...
- Review the last meeting and check the homework

### **b. Main activities**

1. Teacher asks the student about descriptive text as a brainstorming
2. Teacher discusses the generic structure of descriptive text.
3. Students watch the video about describing something.
4. Teacher and students discuss about language feature of descriptive text.
5. Students answer the quiz of descriptive
6. Teacher ask the students to describe the picture in power point orally
7. Student are asked to answer the question related to descriptive of someone
8. Students make a descriptive text

### **c. Closing activities.**

1. Ask the students' difficulties during the teaching and learning process.
2. Ask the students to draw the conclusion of the material they have just studied.
3. Ask the students to make a descriptive text as homework based on theme they have been choose.

## **8. Learning Resources**

- a. Let's talk (text book) for VII grade by: Pakaraya Pustaka, Jakarta.
- b. Media
- c. video from YouTube
- d. Picture

## **9. Assessment**

- a. Responding the instruction command orally and action.
  - b. Form: oral and written test.
  - c. Instrument:
    - Rearrange these jumbled paragraphs!
1. Aboriginal people call the rock Uluru which means 'Earth Mother'. Uluru was a very important watering place for Aboriginal people.

2. Many people visit Uluru each year. At sunrise and sunset Uluru look bright red. Visitors like to take photographs then.
3. Uluru is located in the Northern Territory, near the South Australian border. It is in the middle of the dessert and 442 kilometers by road from Alice Springs. It is 335 meters high and almost nine kilometers around.
4. Uluru is one of the largest rocks in the world.

- Describe this picture

Sad

### Assessment Guide

#### Speaking

. The maximum score:

Fluency	=	20
Pronunciation	=	20
Accuracy	=	20
Content	=	20
Expression	=	20
	=	100

Semarang, Mei 2011

PERPUSTAKAAN  
UNNES  
Teacher

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**THE TEXTS USED BY TEACHERS WHEN TEACHING SPOKEN  
DESCRIPTIVE TEXT**

**(1) Teacher A**

**MY DIVA**

Agnes Monica is a famous pop singer. Most people in Indonesia know her. She certainly look like an angel. She is tall, slim, and beautiful. Her hair is black. She always wears fashionable clothes.

Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She doesn't like cooking.

**(2) Teacher B**

**My Garden**

I have a nice garden in front of my house. The garden is small but beautiful.

It has many flowers. They are jasmynes, orchids, sun flowers, roses, and many other plants in my garden. The flowers have different colors. They are red, white, yellow, and so on.

They are not expensive flowers but they look very interesting. I water my garden in the afternoon. I dig it in my spare time. It's really a neat garden. I love it very much.

## INTERVIEW GUIDE

1. Darimana anda mendapatkan pengetahuan tentang KTSP?
2. Menurut anda apakah yang membuat KTSP berbeda dari kurikulum-kurikulum sebelumnya?
3. Kapan SMP N 3 Ungaran mulai menerapkan KTSP sebagai acuan dalam menjalankan KBM?
4. Menurut anda apa sajakah kelebihan & kekurangan dari KTSP?
5. Bagaimana cara anda membuat siswa tertarik dengan pelajaran bahasa Inggris khususnya dengan materi yang akan anda sampaikan?
6. Apakah yang anda ketahui tentang BKOF?
7. Sejauh mana BKOF telah diterapkan dikelas anda?
8. Sejauh mana pengaruh BKOF terhadap pemahaman anak tentang materi anda?
9. Mengapa BKOF sering diabaikan oleh para guru dalam menjalankan proses KBM?
10. Menurut anda hal apa saja yang perlu diperhatikan agar siswa mudah memahami materi yang akan anda sampaikan?

**OBSERVATION PHOTOGRAPHS**





