



**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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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.