THE USE OF LITERACY APPROACH
TO TEACH RECOUNT TEXT
TO THE FIRST GRADE OF SMA N I BAE KUDUS
(IN THE ACADEMIC YEAR OF 2006-2007)

a Final Project

Submitted in partial fulfilment of the requirements

for Degree of Sarjana pendidikan in English

by

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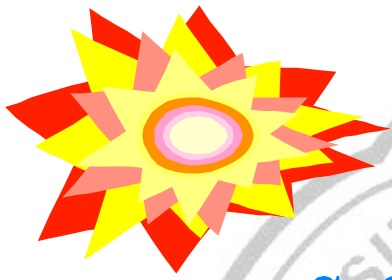# 2007

UNIVERSITAS NEGERI SEMARANG

APPENDICES

PERNYATAAN

Dengan ini saya,

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Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:

**THE USE OF LITERACY APPROACH
TO TEACH RECOUNT TEXT
TO THE FIRST GRADE OF SMA N I BAE KUDUS
(IN THE ACADEMIC YEAR OF 2006-2007)**

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar kerja saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainya 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 tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian pernyataan ini dibuat dan semoga dapat dipergunakan seperlunya.

Semarang, 27 Juli 2007
Yang membuat pernyataan

LUKY TIASARI

APPROVAL

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(Nothing is Impossible)

To: My beloved parents.

My dearest brother.

Someone who love and always support me

"SWEETYCUDDLES"

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ABSTRACT

Luky Tiasari, 2007. *The Use of Literacy Approach to Teach Recount Text to The First Grade of SMA N 1 BAE KUDUS (In The Academic Year of 2006-2007).*

Key words: literacy, recount text, teaching learning cycles, and the teachers' skill.

The study is an attempt to know the teachers' problems in applying literacy approach to teach Recount Text to the first grade of SMA N1 BAE KUDUS.

Based on the research problems, this study is aimed at finding how far the English teachers in that school know about literacy approach to teach recount text and the difficulties they face when they teach using English for a Better Life Textbook.

The approach used in this study is qualitative. The data sources are the two teachers of English in SMA N 1 BAE KUDUS. The data are the results of observation the researches did when the teachers teach and the results of interview given to them.

The results show that the teachers often get difficulties in Building Knowledge of the field (BKOF). They also do not know about how to apply literacy in teaching learning cycles based on Kurikulum Tingkat Satuan Pendidikan (KTSP). The teachers' method in teaching learning is different. They also have different teacher's ability to interact their students.

The final conclusion is that most of the teachers still do not know about how to apply literacy approach in the classroom. There are three (3) suggestions proposed. First, the English teachers should be given workshop about literacy approach. Second, the users of textbook should check the material before teaching. Third, the teachers should more learn English for a Better Life Textbook before using it.

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CHAPTER I

INTRODUCTION

1.1 General Background of the Study

English is an international language. Therefore, it has a very crucial role in the world communication. People tend to use it to communicate to one another when communicating with other nations, such as: when doing transaction (order or request), looking for a job, or going a board. Communication can be divided into two forms, oral and in writing.

To know the differences between the oral and in writing Eggins (1994: 57) suggests that:

"The characteristics of oral communication are flexible, turn taking organization, context dependent, dynamic structure (interactive staging, open ended), spontaneity phenomena (hesitations; interruptions; incomplete clauses), everyday lexis, non-standard grammar, grammatical complexity and lexically sprace and the characteristics of writing communication are lexically densed, monologic organization, context independent, synoptic structure (rhetorical staging; losed; finite), "final draft" (polished; indications of earlier drafts removed), "prestige" lexis, standard grammar, and grammatical simplicity."

Oral communication is easier because it rarely uses standard grammar. People can imitate speaking when they get interaction everyday in their life. In relation to the characteristics of spoken language, Derewianka (1990: 29) states that oral language is mostly used in face to face situations. The examples of oral communication can be found when we watch TV, listen to radio or talk to someone.

On the contrary, communication in writing should use standard grammar. We can find examples of written language in public places such as, announcement, news, pamphlet, advertisements, etc.

In nowadays life people get involved with a lot of English written language, like English notice in public places. (No Parking, No Smoking, Enter, In, Out, Sale, Discount, Music Lounge, ATM (Automatic Teller Machine, etc). Therefore, the abilities to write and read are very important. In other words people should be literate. Talking about communication, we may find the term. Kern (2000: 16-17) defines literacy as follows:

"Literacy is the use of socially, historically, and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationship between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic-not static- and variable across within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge."

In the past, literacy is known as just the ability to read and write something. Now, literacy consists of oracy (spoken) and literacy (written) itself. It has communication to connect each other in cultural and situation in our society. By literacy, we can communicate with our abilities in our surrounding.

In Global era, literacy in English has important role in education. For English teachers, globalization has given the big challenge to teach their students to survive in modern society life. Now English education has used literacy approach, which prepares their students to participate and create English texts. So,

the teachers should have the ability to teach their students with any facilities available in their schools.

The government of Indonesia through the Department of Education and Culture launched the 2006 English Curriculum (Basis Competence Curriculum) explicitly to teach English in the Senior High School. It is called Kurikulum Tingkat Satuan Pendidikan (KTSP). In fact, KTSP uses literacy approach. It is teaching learning cycles. It has two cycles. There are spoken and written. Then, it also has four stages such as BKOF (Building Knowledge of the Field), MOT (Modeling of Text), JCOT (Join Construction of Text), and ICOT (Independent Construction of Text). According to Hammond (1992: 18):

"The teaching-learning cycle is based on the assumption that in order to learn to write or speak effectively, students first need to have an extensive understanding of and familiarity with the topic they are writing or speaking about. So, teachers talk a great deal in classroom, and certain types of talk are crucial in facilitating learning, none more so than explaining"

The teachers should arrange the teacher's talk by their selves. Therefore, they can explain the lesson in their classroom based on KTSP. Beside that the teachers should know about text types. It is called genre. In the KTSP, we can see there are kinds of texts that should be taught to students of the first grade of Senior High School. They are recount, narrative, report, procedure, and news item.

There are a lot of questions about KTSP that the writer found in Internet www.teaching-learning.com. (Sunday, October 1, 2006) A teacher of SMA N 1 Megamendung Kab. Bogor asserts, "I don't know about KTSP and how to use teaching-learning cycles." In addition, a teacher in Surabaya gives his problem, "I

want to know the model of literacy well." And the last, A lecture IKIP Negeri Singaraja wants to know the content of KTSP, what he wants to know are: (1) Explanation about components of KTSP. (2) Grade to give mark in KTSP. (3) What ways can be learned for teachers to use KTSP in teaching? (4) How is literacy approach used?

To support that, the head of BSNP Bambang Suhendra (Thursday, February 9, 2007) states that,

"This year all schools in Indonesia have to use the KTSP. This means that the teachers should be able to make their new syllabus based on the KTSP. So, the duty to make this new curriculum in order to the teacher more active to create and build the concept of learning based on the situation in their school respectively. BSNP also will give them the model of this new curriculum.

To apply the KTSP teaching learning models, the teachers need a textbook that can help them to teach. They have responsibility to select the textbook that is used as a material in teaching learning process. Finocchiaro (1974:49) asserts that they should be able to decide whether the content of the textbook is suitable with curriculum or not.

According to Kompas, February 10, 2006 states that, "Teachers are difficult to apply teaching learning because they are confuse how to use textbooks based on the KTSP. However, I find a textbook entitle "*English for a Better Life*" which is written based on KTSP. That book has already been designed according to the literacy language education. It consists of two cycles (Spoken and written) and four stages (BKOF, MOT, JCOT, ICOT).

In this final project, I tried to know about the use of literacy approach to teach recount text to the first grade of senior high school.

1.2   Reason for Choosing the Topic

The English teaching is aimed at developing four skills; reading, listening, speaking and writing. However, many teachers' find difficulties in teaching. Teachers must teach the students as well as they could so they can use literacy approach well. To analyze teaching-learning cycle when the teachers are teaching recount text, I use English for a Better Life Textbook to the First Grade of Senior High School.

In understanding literacy approach, I want to solve teacher's problem by using teaching-learning cycle. They are Building Knowledge of The Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT), which include in spoken and written so the teachers are not afraid when they are teaching in the classroom using literacy approach.

1.3   Statement of the Problems

The writer formulates the discussion of the research by presenting the following problems:

(1) How far do the teachers know about literacy approach to teach recount text to the first grade of SMA N I BAE KUDUS?

(2) What are the difficulties faced by teachers in using English for a Better Life Textbook to teach recount text based on literacy approach?

1.4   Objective of the Study

The objective of the study can be stated at follows:

(1) To know the use of literacy approach to teach recount text to the first

grade of SMA N I BAE KUDUS.

(2) To find the teachers difficulties in using English for a Better Life

Textbook based on literacy approach.

1.5   Significance of the Study

After learning the result of this study, it is expected that teachers can teach using literacy approach in recount text without having many problems both when teaching spoken or written recount text. Furthermore, the writer hopes the results of the study can help the teachers of English as a foreign language to improve their techniques to use literacy approach when teaching a language.

1.6   Limitation of the problem

According to the topic, it is important for teachers to know how to use literacy approach when teaching a language. The writer limits the scope and the problem of the study so that the problem will not be too wide and the study will be effective. In this study, for getting data the writer uses observation, recording, and interview to the teachers of SMA N 1 BAE KUDUS. The writer only uses literacy approach to teach recount text by using English for a Better Life Textbook.

1.7   Outline of the Thesis

This thesis is presented as follows:

Chapter one is the 'introduction'. It presents the background of the study, reason for choosing the topic statement of the problems, objective of the study, significance of the study, limitation of the problem and outline of the thesis.

Then chapter two, the 'review of related literature', the readers will find some related theories about the use of literacy approach to teach recount text.

Chapter three is the 'method of investigation'. The subject of the study, procedure data collection, technique of data collection, and data analysis is given in this chapter.

Next chapter, that is chapter four, is the 'result of the analyses. It describes the technique of teaching by using literacy approach.

Last but not least, chapter five gives you the 'conclusion and suggestion' of the whole study.

The bibliography and appendixes will be enclosed at the end of the thesis.
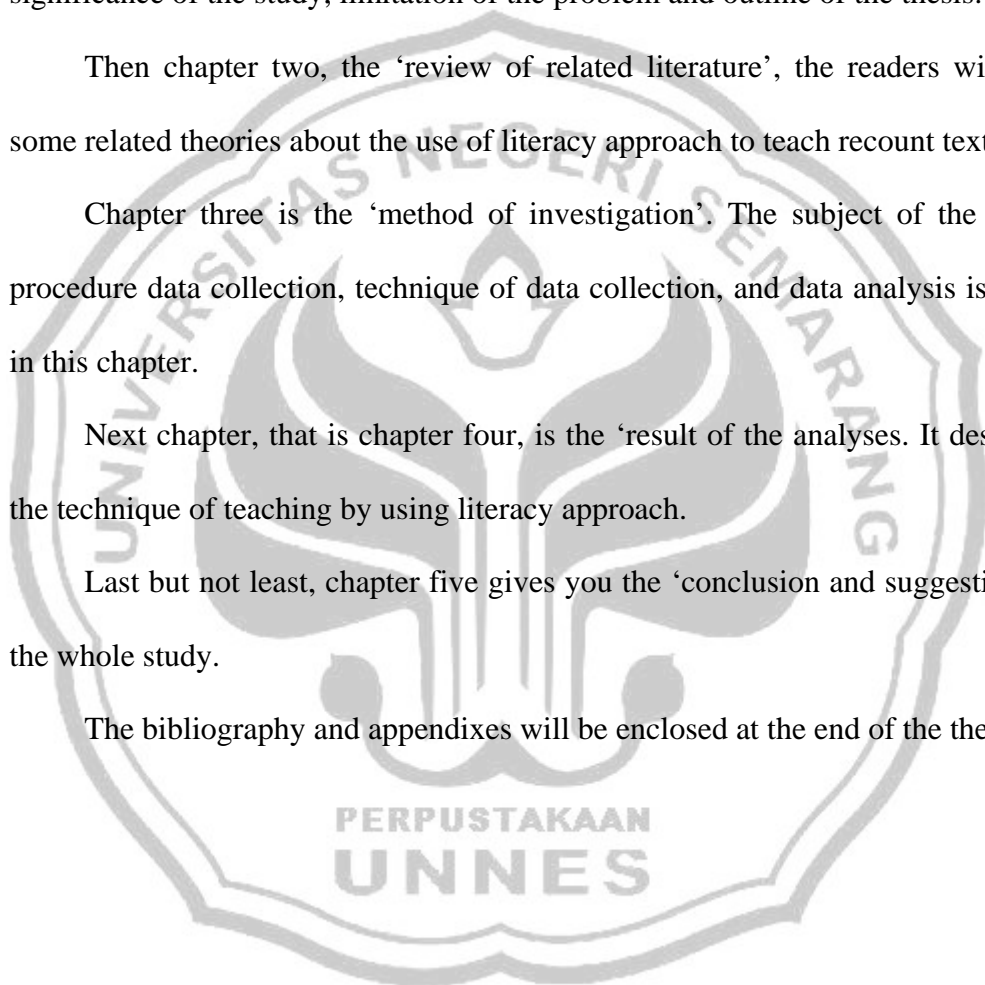
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Literacy Approach Offered by KTSP

At the first time, literacy is known as just the ability to read and write. According to Kern (2000: 2) A focus on literacy, by considering reading and writing in our social contexts of use, frames reading and writing as complementary dimensions of written communication, rather than as utterly distinct linguistic and cognitive processes. Beside that Grand (1986: 9) also asserts literacy is the ability to read, write and spell correctly. Even though, we cannot develop to express our literacy without ability to speak. Therefore, at this time literacy is known as the ability oracy and literacy.

In English Education (KTSP), literacy education has to develop communicative competence with create many texts using genre. By literacy, we obtain a lot of abilities to communicate with each other. The English teachers should know the principals of literacy. According to Kern (2000:16) literacy has seven principals as follows: Interpretation), collaboration, convention, cultural knowledge, problem solving, reflection and self reflection and language use. The teachers should combine and apply all of them in the classroom in order to obtain a good teaching.

Kern (2000:141) suggests that models of teaching-learning cycle can be divided into four cycles. They are Listening, Speaking, Reading and Writing. The teachers must teach their students using four styles with their ideas. In sum, the

writer concludes that literacy approach is the ability oracy and literacy using teaching learning cycles in order to achieve what we want to need.

The teachers must combine four cycles to teach their students. Listening and speaking is used to explain something. To know the further information, we can read such as, book, magazine or newspaper. Beside that, to express our idea, we will write texts based on the genres. The teachers also need scaffolding talk. It is teachers' talk in class to explain lesson to their students in speaking, writing, listening and reading.
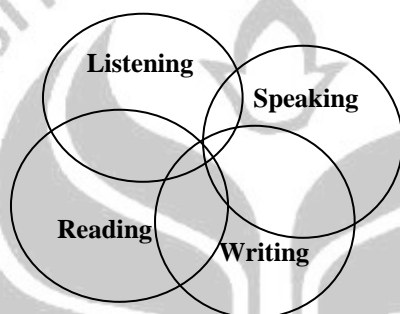
Figure 1: Diagram of teaching learning cycles

2.1.1 Senior High School Literacy Level (To achieve)

In addition, Model of literacy level has four levels that must be involved and a text analyst. They are Performative, Functional, Informational, and Epistemic. The students of Senior High School use the third level of literacy. It is informational level. This level learns about information that is needed by the students to greet the world. Not only information in the past but also in the future. The students can explore their ideas to give opinion and refuse something according the lesson that they learn. So, the teachers need special training to teach at this challenging level.
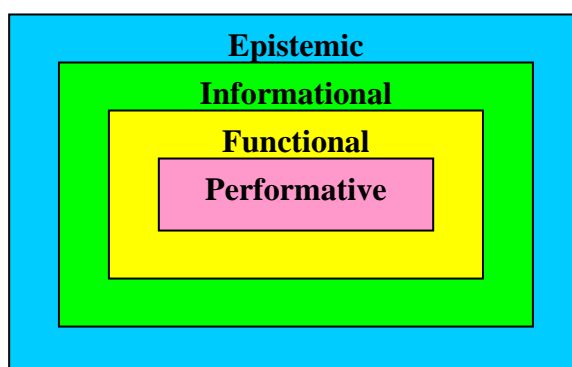
Figure 2: Literacy Level   (Source: Wells 1991:53)

2.1.2 Discourse Competence

Based that, literacy relates to know and creates a good discourse. Moreover, according to Celce-Murcia, Dornyei, and Thurrell (1995:10) who argue that communicative competence could be described as follows:

Communicative Competence Model (CC) is divided into three parts. Circle in the middle (CC core) is Discourse competence (DC). It which involves the selection, sequencing, and arrangement of words, structures, and sentences/utterances to achieve a unified spoken or written whole with reference to a particular message and context.

Triangle has three components. (1) Linguistic or grammatical competence, which consists of the basic elements of communication: sentence patterns, morphological inflections, lexical resources, and phonological or orthographic systems. (2) Sociolinguistic competence, which consists of the social and culture knowledge that is required to use language appropriately with reference to formality, politeness, and other contextually defined choices. (3) Actional Competence, which consists of spoken and rhetorical written.

The last one is the big circle is Strategic Competences. It, which includes the strategies and procedures that relevant to language of the other competencies and helps language users' competence for gaps or deficiencies in knowledge when they communicate.
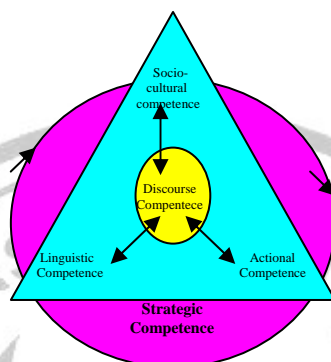
Figure 3: Communicative Competence Model

As English teacher, we must know and can apply discourse competence well. In global era, discourse is very crucial in every human life. Therefore, we need such as, knowledge and how to practice using discourse competence.

2.2 Curriculum

A discourse-oriented curriculum places emphasis on three areas; context, text types, and communicative goals. A discourse perspective ideally permeates the language curriculum at all levels and in all aspects. Celca-Murcia states that curriculum is a document of an official nature, published by a learning or central educational authority in order to serve as a framework or a set of guidelines for the teaching of a subject area-in our case a language-in a broad and varied context. The teachers should know the curriculum before they teach their students, as curriculum has been made on the basis of students' need. In the case of the

language curriculum, the consumers are first and foremost the learners and second the teachers.

I will discuss three major views of language curricula – each encompassing several possible approaches. A content-based curriculum is by definition focused on the content perspective of the course. Beside that process-based curriculum is concerned with the process of language learning and language teaching, and a product-based curriculum places emphasis on the outcomes of the course of study or in other words on "what the students should know and be able to produce in the L2" upon course completion.

According to the 2004 English Curriculum (2003:14), English subject has several objectives as the following: (1) to develop the ability of communication using language, both spoken (speaking, listening) and written (reading, writing). (2) to grow conciseness of the importance of English as one of foreign languages. (3) to develop understanding of the relationship between language and culture. So, the teachers should know how to apply this English Curriculum.

In curriculum I find syllabus. A syllabus is an explicit and coherent plan for a course of study. It, in contrast to the curriculum, is a more particularized document that addresses a specific audience of learners and teachers, a particular course of study or a particular series of textbooks.

According to the distinction made here between curriculum and syllabus, it follows that the curriculum should state the following: the goals, the rationale, and the guiding principles for language teaching, in a board sense.

Moreover, course design is the process undertaken by the teachers to plan through a syllabus and to implement through methodology a particular course of study.

Course design must be based on curriculum. A good English teacher can make and build lesson plan according students ability. So, we seek and follow meeting to know something about knowledge for our students.

2.3   Text

According to Halliday and R. Hasan (1985: 6) text is language that is functional, means languages that is doing job in some context. There are spoken and written texts. Spoken text refers to language interaction; including a conversation orally between two persons or more which their texts has a purpose. For instance, a consultation between a teacher with student, buying and selling goods, directing someone to the harbor etc. Written text refers to language interaction; including how to read and write something. They are closely linked between 'genre' and 'grammar.
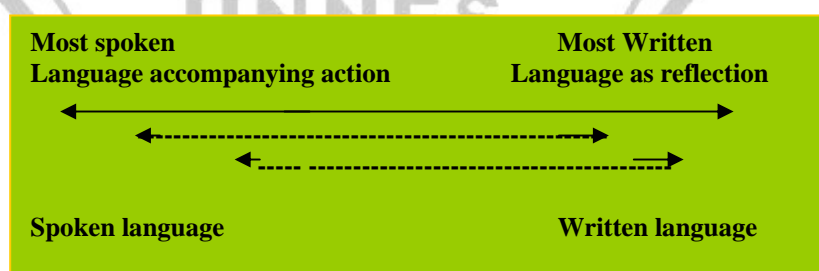
Figure 4: Spoken and Written Diagram

The differences is between spoken and written. The term 'written language' does not only refer to language, which is written down. Likewise the term 'spoken language' does not only refer to language, which is said aloud. Spoken language is typically more dependent on its context than written language. In contras, written language tends to be more independent of its immediate context. Neither of the above propositions is absolute, however, and it is better to look at spoken and written language as a continuum with the extremes showing marked difference but with points close together being similar.

2.3.1   Genre

According to Hyland, K. (2004: 4) genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. For many people, it is an intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur.

In other definition are from Swales (1981, 1985, 1990) and Bhatia (1993) states that a genre is a recognizable communicative event characterized by a set of communicative purpose identified and mutually understood by the members of the professional or academic community in which it regularly occurs. In addition, genre also is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes and also the level context dealing with social purpose.

Moving to a more global level of rhetorical organization, we will now discuss genres. Although in literacy studies genre has traditionally referred to the principal types of literacy production (for examples, novels, plays, short stories, poems), linguistic definitions extend beyond literacy texts to include a broad spectrum of spoken and written discourse forms (for example, 'conversation', 'editorial', 'research article', 'interview', 'campaign speech', 'form letter', 'joke', and 'lecture').

As the teachers know well, the students can benefit greatly from explicit attention to expectations and standards for their work. This is especially important in teaching the students to write in a new language. The students need to know what the specific expectations are for a given kind of text if it is going to be considered an 'effective' piece of writing. Genre-base teaching is designed to address that need.

Some key points for teacher:

(1) Teacher should take the purposes that texts serve as the starting point of genre so that students can understand how the social purposes of a text are expressed through its structure.

(2) Teachers should encourage students to see that texts are organized in terms of stages, each having a conventional purpose and contributing to the overall purposes of a text.

(3) Text features should always be taught inrelation to whole texts to help students understand the ways that roles and purposes can influence the content and argument of a text.

(4) Classes should help equip students with a range of writing experiences in English to help them select a genre that best supports their goals. While '"personal experience" assignments can offer learners meaningful topics to write about, students also need exposure to the more formal and abstract writing they will encounter in other contexts.

Moreover, Genre analysis is a branch of discourse analysis that explores specific uses of language. It is driven by a desire to understand the communicative character of discourse by looking at how individuals use language to engage in particular communicative situations. It then seeks to employ this knowledge to support language education.
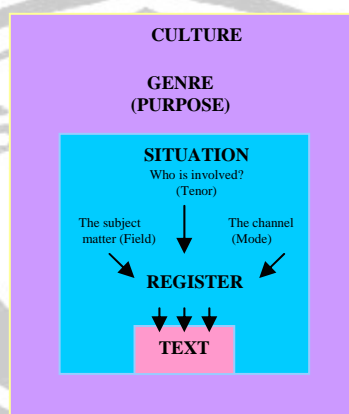
Figure 5: Contexts and Text

From the illustration above, the theoretical Framework is necessary to be used. When people create a text they first make choices in register along three board dimensions:

(1) Fields is the social activity in which people are involved and what the text is about.

Ideational meanings are meanings about phenomena-about things (living and non living, abstract and concrete), about goings on (what the things are or do) the circumstance surrounding these happenings and doing.

(2) Tenor is the relationship of the participants in the interaction.

Interpersonal meanings are meanings, which express a speaker's attitudes and judgments. These are meanings for acting upon with others. Meanings are

realized in wording through what is called MOOD and modality. Meaning of this kind is most centrally influenced by tenor of discourse.

(3) Mode is the role of language (wholly written, written and spoken, illustration, etc).

Textual meanings express the relation of language to its environment, including both the verbal environment-what has been said or written before (co-text) and the non-verbal, situational environment (context). These meanings are realized through patterns of theme and cohesion. Textual meanings are most centrally influenced by mode of discourse.

The schematic is presented below.

Context ⟶ Text

Semantics (meaning) ⟷ Lexicogrammar (wording)

Field (What's going on) ⟷ Ideational ⟷ Transitivity (Processes, Participants, Circumstances)

Tenor (Social relations) ⟷ Interpersonal ⟷ Mood and Modality (speech roles, attitudes)

Mode (Contextual coherence) ⟷ Textual ⟷ Theme, Cohesion
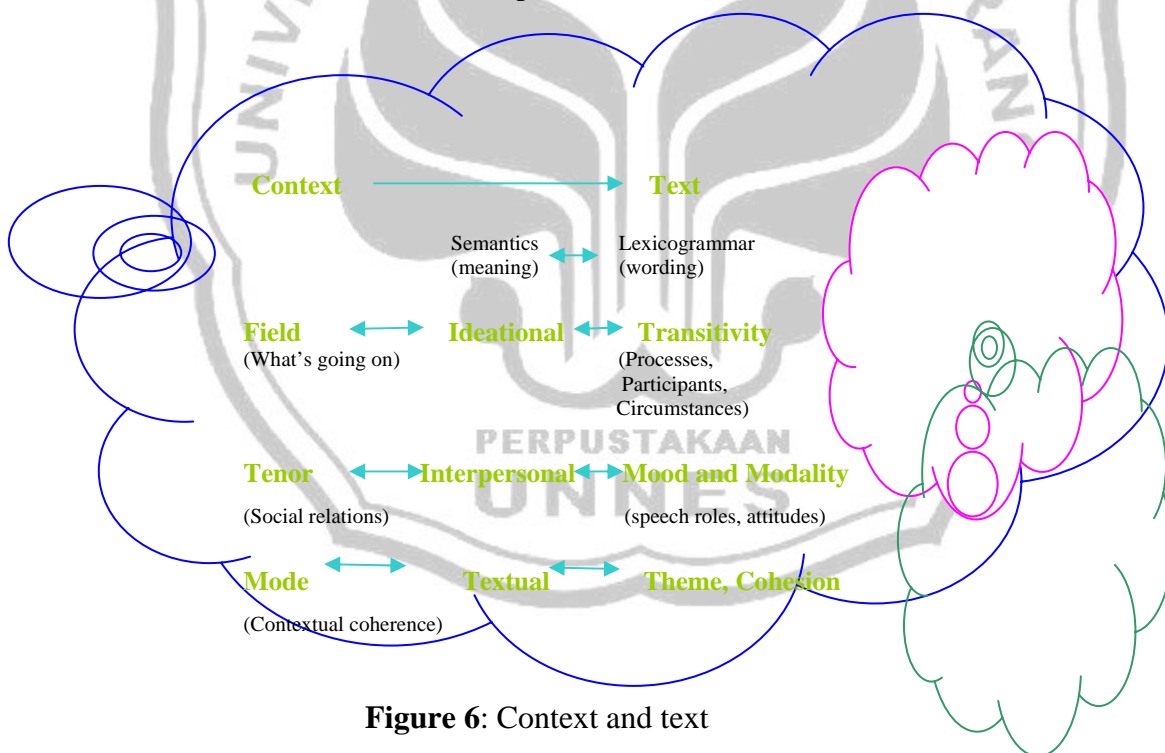
Figure 6: Context and text

2.3.2 Recount Text

Text is any stretch of language which is held together cohesively through meaning. There is some types of genres include in English for a Better Life Textbook: (narrative, procedure, spoof/recount, report and news item texts). According to Hammond (1992:75) distinctive generic structure and major grammatical pattern through which the social functions of the genre are realized characterize each text type.

What is recount text? According to Siswanto, Joko (2005: 202) recount is a text that tells someone's past experience in a chronological order. Derewianka (1990:15) also assets in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell retell past events for the purpose of informing or entertaining. Its focus is on a sequence of events. It generally is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with a series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the incident. We call it re-orientation.

2.3.3 Conversation Gambits for the teachers

What is gambit? According to Keller, E. and S. T. Warner. (1988: 4) A gambit is a word or phrase, which helps us to express what we are trying to say. For example, we use gambits to introduce a topic of conversation: to link what we have to say, to what someone has said: to agree or disagree to respond, to what we have heard.

Furthermore, a gambit has functions. First, we use opening gambits to help us introduce ideas into the conversation. The successful conversations depend partly on how we respond to what other people say. For instants; the teachers should make questions when they start the lesson to their students and give them a respond.

Next, conversation is like a game of football. One player can only run with the ball in one direction for a certain time. Sooner or later he must change direction or pass the ball to another player. We can only talk about the same topic for a short time. Then we must move in a different direction or give someone else change. For instants; the teachers should make conversation in the classroom.

2.4 The teaching-learning cycle

The teachers should know the teaching-learning cycle in order to obtain a good job in the class.
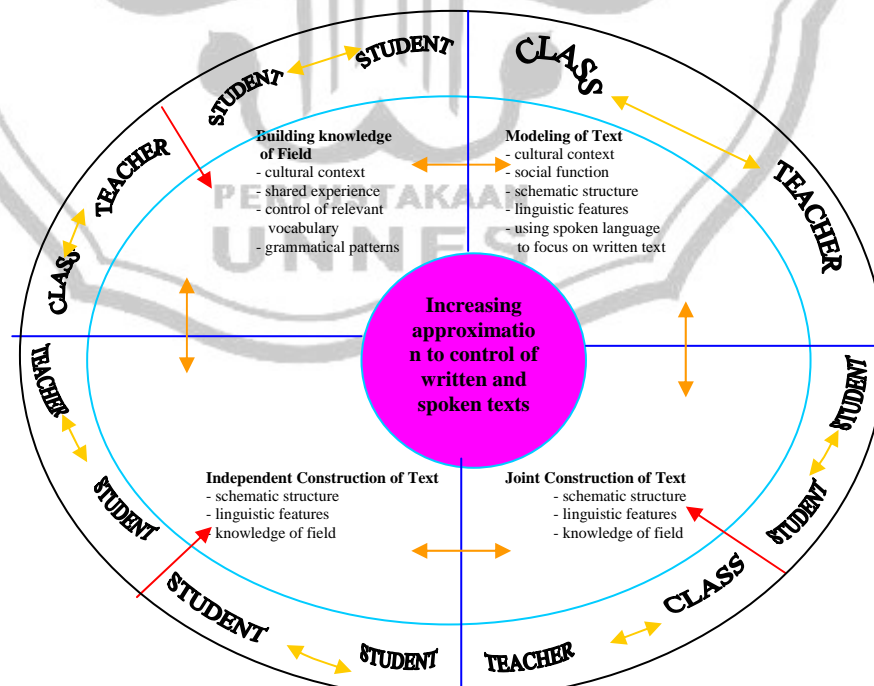
Figure 7: Teaching Learning Cycle

2.4.1 BKOF (Building Knowledge of Field)

The teachers should explain a topic of the materials first, before they are going to teach. There is interactive between the teachers and the students so the spoken and written skill can develop well. In addition, Taxonomy of language teaching technique adapted from Crooks and Choudron (1991: 52-54) asserts that BKOF includes: Warm up, setting, organizational, and story telling.

To support their idea, Categories of question and typical classroom question adapted from Kinsella (1991) and Bloom (1956) give their views: there are seven question levels: Knowledge question, comprehension question, application question, inference question, analysis question, synthesis questions, and evaluation questions.

From the illustration above, the writer concludes that one of the most important principles of a genre approach to writing is the emphasis on the functions of language and how meanings work in context. For instants:

(1) What is the text about?

(2) What purposes does it serve?

(3) Who produced the text and who for (what is the intended audience)?

(4) What are the writer's qualifications for writing the text?

Therefore, in BKOF the students learn about: (1) are introduced to the social context of an authentic model of the text-type being studied. (2) explore features of the general cultural context in which the text-type is used and the social purposes the text-types achieves. (3) explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

Based that, there are contect-building activities include: (1) presenting the context through pictures, audio-visual material, realia, excursions, field-trips, guest speakers, etc. (2) establishing the social purpose through discursions or surveys, etc. (3) cross-cultural activities. (4) relating research activities. (5) comparing the model text with other of the same or contrasting type e.g. comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in service encounter.

2.4.2 MOT (Modeling of Text)

Modeling is an important scaffolding activity that involves the teachers and the students discussing and exploring the stages of the genre and its key grammatical and rhetorical features. The teachers sometimes teach their students with conversations such as: content explanation, role-play demonstration, and dialogue. The students begin to analyses schematic structure and grammatical pattern.

The functions of this stage are focused on analyzing the genre through a model text related to the course topic. This involves preparing the learners for reading and writing by: (1) Focusing on the genre as a written or 'crafted' object. (2) Discussing the social function of the genre and the purpose is intended by the reader and writer. (3) Analyzing characteristic schematic structure and grammatical patterns.

Therefore, in MOT stage students learn about: (1) investigate the structural pattern and language features of the model. (2) Compare the model with other example of the text-type.

2.4.3 JCOT (Joint Construction of Text)

At this stage of the cycle, the teachers and the students work together to construct whole examples of the genre, with the teachers gradually reducing his other contribution as the teachers gain greater control over their writing. The teachers ask the students to make group work and pair. Brown, D. (2001:34) suggests that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.

According to See long and Porter (1985:41) group work can be divided into four groups, which are summarized as follows, (1) Group work generating interactive language. The teachers, explain grammar points, conduct drills and at best least whole class discussion in which each student might get a few seconds of a class period to talk. In so-called traditional language classes, teachers' talk is dominant. (2) Group work offering an embracing affective climate. It is offered by group work the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. (3) Group work promoting learner responsibility and autonomy. Even in a relatively small class of fifteen to twenty students, whole-class activity often gives students a screen to hide behind. Group work places responsibility for action and progress upon each of the members of the group somewhat equally. It is difficult to 'hide' in a small group. (4) Group work with a step toward individualizing instruction.

Every student in the classroom has needs and abilities that are unique. Usually we can see the differences among the students in their speaking, listening,

writing, and reading abilities. So, the teachers should need this teaching groups assignments style. They are: (1) Teacher questioning, discussing and editing whole class construction, then scribing onto board or OHP. (2) Skeleton texts (3) Jigsaw and information gap activities (4) Small group construction of texts. (5) Self-assessment and peer assessment activities.

Therefore, in this JCOT stage: (1) Students begin to contribute to the construction of the whole examples of the text-type. (2) The teacher gradually reduces the contribution to text construction, as the students move closer to able to control the text-type independently.

2.4.4 ICOT (Independent Construction of Text)

The teachers ask the students to create a text to obtain a social function. Generally, independent construction occurs only after group or pair construction has shown that the students have gained control of the field and the mode. According to the needs of the students, it may be necessary to recycle some of the tasks and activities at earlier stages. Technology in the Language Classroom is presented below:

(1) Commercially produced audiotapes.
Libraries and instructional resource centers may be able to provide a surprising variety of audiocassette tapes with (a) listening exercises, (b) lectures, (c) stories, and (d) other authentic samples of native-speaker texts.
(2) Commercially produced videotapes.
Most institutions now have substantial video libraries that offer (a) documentaries on special topics, (b) movies, films, and news media, (c) programs designed specifically to instruct the students on certain aspects of English. An option that some have found useful is the use of close-captioned video to offer the students written language input simultaneously with oral.

(3) Self-made videotapes.

With the ready availability and affordability of an audiocassette recorder, you should not shrink from creating your own supporting materials in the form of audiotapes. Now that video cameras and recorder are also accessible (if not your own, check with your media resource center).

(4) Overhead projection.

Many classrooms around the world provide an overhead transparency projector as standard equipment. Your own charts, lists, graphics, and other visually presented material can be easily reproduced (through most photocopying equipment or your computer printer) and offer stimulating visual input for students.

Moreover, ICOT activities include: (1) listening task e.g. comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions. (2) speaking tasks e.g. spoken presentation to class, community organization, workplace etc. (3) listening and speaking tasks e.g. role plays, simulated dialogues. (4) reading tasks e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions. (5) Writing tasks which demand that students draft and present whole texts.

Therefore, in ICOT stage: (1) Students work independently with the text. (2) Learner performance is used for achievement assessment

2.5   Textbook

The most obvious and most common from material support for language instruction comes through textbooks. In English teaching, the teachers always use a textbook because it is easy to buy, to carry, and to study. In fact, a book is an

effective source to get a broader knowledge. Sometimes new teacher, in their zeal for creating wonderful, marvelous written materials for their students, neglects the standard textbook prescribed by the school curriculum and fails to see that this resource may actually be quite useful.

Therefore, a textbook has many functions. A textbook can help the teachers to individualize instruction by enabling the students to proceed at their own rate and to a limited extent, according to what they are interested in studying. It also regarded as helpful in improving teachers' editions and manual. Next, it helps to organize instruction by providing common reading experience, suggested activities, recommended readings and question. Teachers often maintain that textbooks help students to learn how to read better, to study, to weigh evidence, and to solve problems.

2.6 Teaching skill

Before teaching, the English teachers must know about what they are going to do. They can improve their skill by reading. Teaching in the new learning settings is expected to become reflective researchers who evaluate and rethink their approaches, attitudes, and methods of presenting new subject matter to the students, at every stage in the teaching/learning process.

In addition, the students are no longer passive recipients of the teaching process. They are expected to be more independent, to make choices, and to initiate learning activities. The materials that are used in the learning/teaching

process it must allow the autonomous the students and the facilitating the teachers to make choices, consider alternatives, and plan for specific needs.

In order for the English teachers to implement the type of classroom teaching, syllabus design, and assessment procedures proposed in this text, they need to become familiar with the basic notions underlying discourse analysis and gain some experience with various approaches to discourse and with doing different types of discourse analysis for different purposes.

Moreover, the English teachers need to be aware of how oral discourse, especially conversation, is structured and how it differs from written discourse. The English teachers with an understanding of discourse analysis and pragmatics are in a position to apply this knowledge to their teaching of spoken and written language and to the teaching of the language elements needed for the realization of communication through speech or writing: pronunciation/orthography, grammar, and vocabulary. There are many occasions when the English teachers might ask the students to make judgments about grammaticality, lexical choice, or overall organization of a piece of discourse.

2.6.1 Teachers' role and style

The teachers are as controller, director, manager, facilitator and recourse. They need building strategic to support their teaching in classroom. The building strategic technique is to lower inhibitions, to encourage risk-taking, build students' self-confidence, to help them to develop intrinsic motivation, to promote cooperative learning, to encourage them to use right-brain processing, to promote

ambiguity tolerance, to help them use their intuition, to get students to make their mistakes work for them and to get students to set their own goals.

In addition, the perspective that causes teaching by the general reason. Well, we cannot explain our behavior that is wrong for that moment. According to Turney, C. (1983:15) In operant approaches to learning and teaching there are generally two types of reinforcement discussed.

First, primary reinforcement refers to the way some items or events in the environment which can act as reinforces by their natural relation to basic biological drives such as hunger, thirst, and sex.

Secondary reinforcement (often referred to as conditioned or learned reinforcement) applies to the way events or items that are initially neutral, and have no effect on behavior of their own accord, may become reinforces when linked with other rewarded events.

The use of such a form of reinforcement has intuitively been exploited the teachers for decades but the teachers evidence has yet to show conclusively that the effect can be manipulated in the classroom.

Inasmuch as, once of question is used to help the students and the teachers to understand the material. One study by Clark et. All. (1979) examined the relationship are that, in questioning sequences, teachers should: (1) state objectives and review the relevant main ideas and facts. (2) ask a suitable number of lower order questions to establish basic understanding. (3) provide adequate 'wait time' after asking a question, or receiving an answer. (4) summarize the major points as the lesson proceeds.

In addition, questioning, when is skillfully used by the teachers, it can help to achieve the following objectives: (1) to focus pupil attention and interest n a particular issue or concept. (2) to provide opportunities for pupil to respond in increasingly thoughtful ways. (3) to ensure widespread pupil participation in classroom discussion. (4) to develop an active and involve approach to learning by stimulating pupils to ask more questions of themselves and others. (5) to diagnose specific learning difficulties inhibiting pupil learning through question which indicate where pupils variations in the Teacher's Manner or Style need additional assistance.

Variations in teacher's manner or personal style are infinite in their possibilities. These changes, carefully employed, can do much to attract and sustain attention, convey meaning, and, in all, enhance communication and portray animation. Generally, variability of style and manner will be shown in the following ways. (1) Voice variation, (2) focusing, (3) pausing, (4) eyes contact, (5) gesturing, and (6) movement.

Sometimes, to get the good in teaching learning in the classroom, the teachers should have a good behavior in order to the students respect to them. According to Bloom, B.S. (1985: 72-76) there is three behaviors that must be had by the teachers. They are cognitive, psychomotoric, and affective.

Cognitive is the ability to know something based on the think or ideas in our brain. Furthermore, psychomotoric is the ability to express our gesture to perfume our ideas. Then, affective to show or express our soul to something that we do it.

2.6.2 Teaching language for teen

The first grade of Senior High School is usually teens that all of rules of adult teaching suddenly apply. Their ages ranges are between twelve and eighteen or so. The "terrible teens" are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

There is factors to solve teach teens above: (1) Complex problem can be solved logical thinking. (2) Factors surrounding ego, self-image, and self-esteem are at their pinnacle so the teachers should be patients. (3) Secondary school students are of course becoming increasing adultlike in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

Sometimes, the teachers can make chosen reference their selves as they observe and as they begin to teach. Skill components reinforcement consists of:

(1) Verbal reinforcing is offering praise and encouragement, making supportive
(2) comments to individuals pupils, giving verbal feedback on performance when awarding grades or returning work.
(3) Gestural reinforcing is smiling, nodding to suggest satisfaction with pupil performance, linking positive gestures to verbal comments.
(4) Activity reinforcing is rewarding a class effort by letting students move to a favorite activity, rewarding individuals by allowing them to have responsibility for a particular activity.
(5) Proximity reinforcing is moving among pupils, sitting or standing next to pupils when offering verbal reinforcement.
(6) Contact reinforcing is patting a pupil on the shoulder, shaking hands with a pupil when offering praise.
(7) Taken reinforcing is acknowledging good performance by awarding stamps, ticks, stars, writing favorable comments on work well done, keeping charts in the classroom indicating class and/or individual progress.

The other skill components may be applied in a number of ways: (1) Group reinforcements reinforcing from time to time, the whole class group, or sub groups, as well as individuals. (2) Delayed reinforcement is not always reinforcing immediately after a desired response but writing for an appropriate time. (3) Qualified reinforcement is not dismissing incomplete or only partially   acceptable answers but reinforcing pupils for aspects which merit praise.

CHAPTER III

RESEARH METHODOLOGY

This chapter covers method of the study, data collection, analysis of data, and procedure of investigation.

Obtaining the exhaustive result in this final project the researcher conducted this research study in two ways, namely library research and the field research. In short, the researcher went to select certain ideas from books or references to be quoted so that the possible bias and controversies could be avoided. The result of the library research was presented mostly in the previous chapter. Whereas, in concluding the field research, the researcher cooperated with the two English teachers to the first grade of Senior High School (In the academic year of 2006-2007).

3.1 Method of the study

The approach used in this study is qualitative. In conducting the research, I used pre experiment research that uses qualitative approach and observation, which means that the data are analyzed qualitatively. The data will therefore be in the use literacy approach to teach recount text.

3.1 Data Collection

In this study, an instrument plays an important role because it is a means of collecting data. Actually, there are some methods of collecting data, recording,

observation, and interview. The researcher used all of them as the method of collecting data. The data sources are the two teachers of English in SMA N 1 BAE KUDUS. I also use and analyses lesson one of English for a Better Life Textbook to find out the data.

In collecting the data, I am going to observe the two English teachers to the first grade of SMU N I BAE KUDUS in their teaching learning that they use everyday first and then I will interview them. This interview tells about how do the teachers know how to use literacy approach to teach recount text to the first grade of SMA N I BAE KUDUS. Next, I give the two English teachers *"English for a Better Life Textbook"* and ask them to use it to practice teaching-learning cycles. Finally, what are the difficulties faced by the two English teachers in using English for a Better Life Textbook in teaching recount text based on literacy approach.

3.2   Analysis of Data

In this chapter, I would like to present results of the analysis. There are seven lessons in the English for a Better Life Textbook. These books have two lessons about recount text. They are lesson one and lesson six. I choose only lesson one. I describe this lesson from Teaching-Learning Cycle (Spoken and Written). The analyzed lesson one as the following table.

Table 3.1 Data of the analysis

No.	Cycles stages	Materials	
		Spoken Cycle	Written Cycle
	LESSON I Unforgettable Experiences Text types: Recount		
1.	BKOF (Building Knowledge of the Field)	Task I-11 Page 2-10	Task 1-7 Page 17-20
2.	MOT (Modeling of Text)	Task 12-18 Page 10-12	Task 8-16 Page 20-25
3.	JCOT (Joint Construction of Text)	Task 19-23 Page13-15	Task 17-23 Page 25-29
4.	ICOT (independent Construction of Text)	Task 24 Page 16	Task 24-27 Page 29-32

From lesson one in the analyzed textbook as sample, I found recount as a text. So, I use lesson one to teach recount text based on literacy approach. The teachers should practice from the data analysis above to teach the students using teaching learning cycles. There are a lot of materials can be learned first before the two English teachers teach in the classroom. The results of the analysis can be seen in table 3.1.

We can see that in English for a Better Life Textbook has several materials for teaching. The target based on the table 3.2 is my range and time to get down data from my analysis. The teachers can build the target of their teaching their selves. Teaching learning cycles integrates so they should not separate every part (BKOF, MOT, JCOT, and ICOT) in their teaching. That is mean the teaching learning cycles is a method to obtain a good teaching based on KTSP.

Table 3.2 The further information of data of the analysis

	Material for Teaching	Target
RECOUNT	1. Transactional conversation involving:	
	a. greeting.	5%
	b. introducing.	5%
	c. parting.	5%
	2. Interpersonal conversation.	10%
	3. Tell the past experiences using spoken English.	15%
	4. Tell small functional texts (announcements).	10%
	5. Read recount texts.	10%
	6. Read small functional texts (e-mail, announcements).	10%
	7. Write small functional texts (e-mail, announcement).	30%
TOTAL		**100%**

3.3.1 Analysis of lesson one

Lesson one talks about recount text. What is recount text? According to Siswanto, Joko (2005: 202) recount is a text that tells someone's past experience in a chronological order.

Derewianka (1990:15) also assets in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell retell past events for the purpose of informing or entertaining. Its focus is on a sequence of events.

It generally is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with a series of events

(ordered in a chronological sequence). At various stages, there may be some personal comments on the incident. We call it re-orientation.

Table 3.3 Recount

No.	Point	Recount	(Recount) Spoof
1.	Purpose	A text that tells someone's past experience in a chronological order. It is used to retell past events for the purpose of informing or entertaining.	Spoof is a recount text, but it has an unexpected and funny ending. A spoof is not only to tell past events, but also to entertain the readers.
2.	Generic structure	1. Orientation 2. Events 3. Reorientation	1.Orientation 2. Events 3. Twist

In sum, lesson one only explains simple recount. In fact, there are kinds of recount. They are historical recount and spoof that the students must learn it. Historical recount is the same of recount but the story tells famous person in the past. Then, spoof is a recount text, but it has an unexpected and funny ending. This kind of ending is called a twist. The purpose of a spoof is not only to tell past events, but also to entertain the readers.

3.3.1.1 Spoken (BKOF, MOT, JCOT, ICOT)

Lesson one in speaking tells about greeting, introducing, and parting. In conversation, this book only takes the simple expressions like in Junior High

School. This book should give the difficult expression to increase the student's ability to speak. For example: Sorry, may I know your name please? This expression doesn't feel for interrogating someone's to answer it. So, teachers must practice with other book for completing this expression.

The dialog is also simple for the students. Teachers must build something to interest the students more creative to make dialog. The speaking exercises are enough to help the teachers to teach speaking in recount text. Using expressing to retell recount text is given here.

Furthermore, spoken cycle use pictures to create dialogs and retell a story. Communicating between teachers and students happened. For examples: In speaking: teachers must speak fluently and well pronunciations.

In addition, listening in lesson one also has a lot of exercises for the students. Not only "grammar in use" but also "vocabulary in use". Both of them appear with the different style. The teachers can explore this exercise by their selves. Moreover, in listening: teachers play something. Since we use lesson one so the teachers must read the transcript listening for their students. So, the lesson one also gives the teachers to know the ability of language in using literacy approach.

3.3.1.2 Written (BKOF, MOT, JCOT, ICOT)

We can find reading in the example of recount text. Lesson one gives announcement and email. We can see that "Announcement is something said,

written, or printed to know what has happened or (more often) what will happen."

In writing an announcement, keep the following points:

(1) The title/type of event   (2) Date/time

(3) Place   (4) and contact person

Almost announcement will happen in the future. So, if the announcement happened in the past, we can call it "News item".

Based that, the students must know about e-mail. Since the generic structure of e-mail are same with announcement. They are used recount text. In written cycle, we use e-mail as recount text if the events tell the past activities. This lesson one asks the teachers how to construct and how to build up this material to interact their students. Lesson one chooses recount text to interpret experience, announcement and e-mail.

Table 3.4 How to write your first e-mail to a pen pal.

1. Be friendly and polite.
2. Keep your tone upbeat.
3. Share information about yourself.
4. Tell the person who you are and what you are about.
5. Include information about your age and education.
6. Mention your favorite hobbies.

Source:http://www.ehow.com/how_write_first_letter.html
(February 19, 2005)

3.3 Procedure of Investigation

According to Maxwell, J.A (1996:21) Qualitative research, however, is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest." In reporting the result of the analysis, I used qualitative method since the data is qualitative. These are data that cannot be expressed in number. So, I interpreted of the result of the analysis based on my observation, interview, comparing, finding out the similarity and difference, and drawing conclusions.
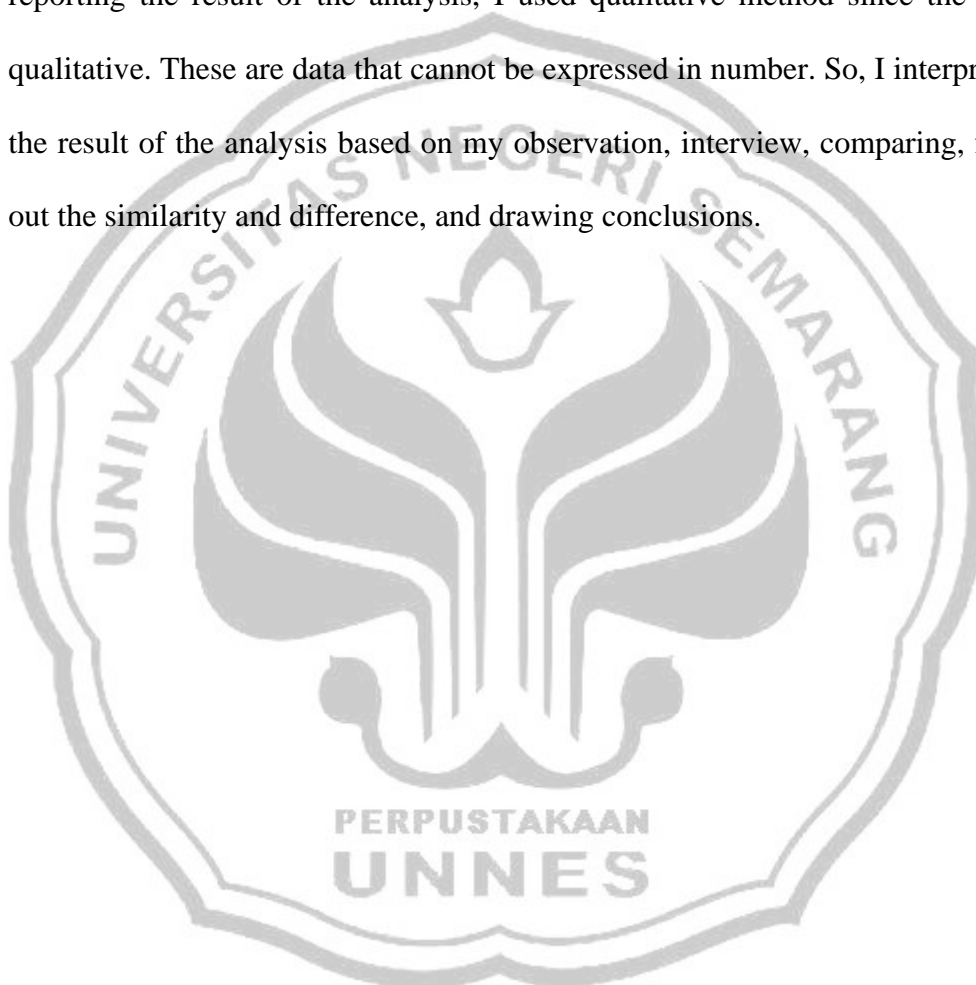
CHAPTER IV

RESULTS AND INTERPRETATIONS

4.1. Pre Observation

Before I conducted an interview, I have observed two English teachers of the first grade of SMU N I BAE KUDUS teaching English based on own methods. I collected their data when they were teaching in the classroom. The results of my observation are as follows:

4.1.1 Method of teaching used by Teacher A

Teacher A was my first data source. Her name was Dian Nina. She was teaching about recount text while I was observing her on Monday, Des 18-20, 2006. She often compared spoken and written cycle in order to ease her teaching. She had many problems when she was teaching because she was confused with teaching learning cycles and textbooks.

Therefore, the materials of the problem come from the lack of textbooks that she had and the student's ability. She must be innovative and creative in teaching Senior High School. They were in information level so more critical to make creation of questions and ideas.

Before she asked her students to do exercises, she gave the analysis about recount first. Recount was a piece of text that retells past events usually in the order, which they happened. The social function of the recounts was to record events for purpose of informing. The point of the recounts was to retell the events

and to share the speaker's appraisal of those events. The generic structures of recounts text types were:

Orientation   information on the context of the recounts

Record of events   a record of events in a temporal sequence

Reorientation   closure of events

(The example of recounts can be seen in Appendix)

In addition, teacher A interacted her students with levels of questioning. She also used teacher's role and style in teaching them. The skill components might be applied in a number of ways:

(1) Group reinforcements reinforcing from time to time, the whole class group, or sub groups, as well as individuals.

(2) Delayed reinforcement was not reinforcing immediately after a desired response but writing for an appropriate time.

(3) Qualified reinforcement was not dismissing incomplete or only partially acceptable answers but reinforcing the students.

In fact, curriculum always changes. Teacher A still used literacy approach to teach English. She also knew a little bit about KTSP. There was no matter follow to the new curriculum. She only believed that English language always develops. I knew that from their knowledge when she was teaching. Therefore, she taught their students to speak and write well to greet global era. She taught the students:

(1)   Gave them logical thinking question

(2)   Those potential attention spans could easily be shortened.

(3)   Teens are ultra sensitive to how others perceive their changing

physical and emotional selves along with their mental capabilities so she asked them more active in work paper.

(4)   Taught grammar well

Sometimes, she forgot to use all five senses to express something in BKOF. She always sat and talked about story and after then her students did the exercises.

I know that, the teachers are as controller, director, manager, facilitator and recourse. Variations in teacher's manner or personal style are infinite in their possibilities. Generally, variability of style and manner will be shown in the following ways. (a) Voice variation, (b) focusing, (c) pausing, (d) eyes contact, (e) gesturing, and (f) movement.

She only used voice variation, pausing, gesturing, and movement. So, her teaching learning was dynamics. She also used skill components reinforcement that consists of:

(1)   Verbal reinforcing was offering praise and encouragement,

(2)   Supportive comments to individuals the students, giving verbal feedback on performance when awarding grades or returning work.

(3)   Activity reinforcing was rewarding a class effort by letting students move to a favorite activity, rewarding individuals by allowing them to have responsibility for a particular activity.

(4)   Contact reinforcing was patting a pupil on the shoulder, shaking hands with a pupil when offering praise.

In addition, teaching learning cycles in literacy approach has four stages. They were BKOF, MOT, JCOT and ICOT. I could not see she used literacy

approach in her teaching learning cycles. She just explained and then gave her students exercise. So, only stages MOT and ICOT that could be appeared.

She got problem when stated in BKOF. That is way; she did not use it when she was teaching. Sometimes, she was confused with written cycles. Therefore, she always used verse to add her student's vocabulary. She did it in order to improve to teach writing in kinds of genre. For example, in recount text she could explore someone's past experience in the verse to collect several ideas to her students. If she used token reinforcing, her students would be more active.

4.1.2 Method of teaching used by Teacher B

Teacher B was my second data source. His name was Sugeng. He was teaching about recount text while I was observing him on Wednesday, Des 20-22, 2006. He used language laboratory to teach spoken language. Before he gave expression to his students, he reviewed about recount text in the last meeting again. Recount was the text that contains of about the past activities. The purpose of this text was to tell about the past event. A recount was divided into personal recount and factual recount. Personal recount was based on their experience. On the other hand, factual recount was based on the news item or history in the past. The generic structures of recounts text types are:

Orientation	contain of "what, who, where, when, whom"
Record of events	the events of the experience
Reorientation	closure of events but not all contain use it.

(The example of recounts can be seen in Appendix)

In addition, teacher B interacted his students with levels of questioning. He also used teacher's role and style in teaching them. The skill components might be applied in a number of ways.

(1) Group reinforcements reinforcing from time to time, the whole class group, or sub groups, as well as individuals.

(2) Delayed reinforcement was not reinforcing immediately after a desired response but writing for an appropriate time.

(3) Qualified reinforcement was not dismissing incomplete or only partially acceptable answers but reinforcing pupils for aspects which merit praise.

In fact, curriculum always changes. Teacher B still used literacy approach to teach English. He also knew a little bit about KTSP.

His variability of style and manner would be shown in the following ways: (1) focusing, (2) pausing, (3) gesturing, and (4) movement. His teaching learning was static because there was no voice variation. So, his class was noisy and his students talked each other with their friends.

He used skill components reinforcement that consists of:

(1) Supportive comments to individuals the students, giving verbal feedback on performance when awarding grades or returning work.

(2) Activity reinforcing was rewarding a class effort by letting students move to a favorite activity, rewarding individuals by allowing them to have responsibility for a particular activity.

(3) Contact reinforcing was patting a pupil on the shoulder, shaking hands with a pupil when offering praise.

(4) Taken reinforcing was acknowledging good performance by awarding stamps, ticks, stars, writing favorable comments on work on work well done, keeping charts in the classroom indicating class and/or individual progress.

In addition, teaching learning cycles in literacy approach has four stages. They were BKOF, MOT, JCOT and ICOT. I could not see he used literacy approach in his teaching learning cycles. He just explained and then gave her students exercise. So, only stages MOT and JCOT that could be appeared.

He got problem when stated in BKOF. That is way; he did not use it when he was teaching. Sometimes, he was confused with spoken cycles. Therefore, he always taught expression to add speaking ability his students. He also used grammar to improve his teaching in spoken in kinds of genre. For example, in recount text he could explore someone's past experience in the movie that he watched with his students.

Table 4.1 the differences between two teachers in Pre Observations

No.	DATA	TEACHER A	TEACHER B
1.	**Teaching method**	She has used teaching-learning cycle 2004 English Curriculum.	He always uses explanation method.
2.	**Teacher's role and style**	She looks confident but she rarely smiles.	He looks kindly and groovy in the classroom.
3.	**Teaching Learning Cycle**	She uses both spoken and written cycles.	He also uses both spoken and written cycles.

4.2 The Results of Interview Teacher A

This interview told about how the teachers know how to use literacy approach to teach recount text to the first grade of SMA N I BAE KUDUS and what the difficulties are faced by the teachers in using English for a Better Life Textbook in teaching literacy approach.

I have prepared some questions for two teachers. They answered my question directly and gave more examples to keep their students in order to understand learning English. After I have interviewed them about literacy approach, I distributed lesson one and they must explain by their selves.

According to the KTSP, the first students of Senior High School learn about recount text. I would like to know how the teachers could teach lesson one with their skills.

Therefore, in order to improve teachers' knowledge and skill, they should know curriculum first before they taught. They got the material from "English for a better life" that is used to teach at this time.

To suppose that idea, sometimes in the classroom, the teachers used cassette and VCD to teach spoken cycle. In recount, teachers did not have a lot of time to tell a story because the students had to tell the story to them. That is way, lesson one could be included in the 2004 English Curriculum and KTSP.

To complete my data, I have interviewed Teacher A on Saturday, January 20, 2007 at her house at 6 p.m. – 7 p. m.

4.2.1 Literacy approach Interview

(The questions can be seen in the appendixes)

According to teacher A Literacy was expressing feeling or story, to retell one kind of text. She said that she liked to use literacy very much. Inasmuch as, it could help her to teach English.

She always asked her students to learn English. Several kinds of examples were created to solve her problems. However, some teachers often got the material first before they were teaching. Making new examples in material was needed. *For examples*:

(1) The teachers followed what kind of meeting. There, they learned how their students well in study based on KTSP.

(2) Teachers found out from media: news, song lyrics or advertisement.

(3) more information could download at Internet.

She said that using literacy approach was more easily than traditional grammar. If someone teaching and they could know well about this teaching, so they could get a good teaching. In addition, she could compare both to get a good teaching too.

Sometimes, the teachers have problem used literacy approach. The teachers afforded to face it. She learned many books that relates to literacy approach based on practice teaching everyday. To interact her students, teacher A gave them exercises. For instants:

(1) She asked them to look for kinds of "poem" and then they must practice it by their selves.

(2) She asked them to listen to the radio RF FM on Sunday morning.

(3) She learned about song. Firstly, she asked them to listen first, and caught the word that they knew. Although they got only one word or just two words about lyrics of song, they must be honest. Secondly, the students must write down the word it in busy book. After than, they could find the meaning by dictionary. Thirdly, she asked the students to try to catch the meaning of this song that they chose before.

(4) She asked them to find out the "verse" at Internet that they liked it by the best think. They could not cheat but they had to match the vocabulary that they got first from Internet.

Furthermore, she always used spoken and written cycles together. This method could improve her students' ability in English.

4.2.2 English for a Better Life Textbook Interview

(The questions can be seen in the appendixes)

Teacher A thought that *"English for a Better Life Textbook"* has some new materials and a lot of exercises. It concerted to speak. This book could help her to teach using literacy approach. Inasmuch as, it explained and gave some exercises that consists of skill of this language.

Therefore, she was interested in this book but if she used that book she must spend a lot of time. She was tired to speak. She also thought that this book was very expensive, so her students could not reach to buy it.

In addition, teacher A needed many elements to support her teaching English using this book. Such as, went to the library and found out a lot books that related to literacy approach. She often used picture and song in her class.

4.3. Literacy approach Interview Teacher B

To complete my data source, I have interviewed Teacher B on Thursday, January 25, 2007 at his house at 10 a.m. – 11 a. m.

4.3.1 Literacy approach

(The questions can be seen in the appendixes)

According to teacher B Literacy was teaching to learn or getting information. If we had fine teaching so we could teach our students well. He said that he liked to use it very much. Inasmuch as, we needed material. It could help us to teach. He used it to teach information. Sometimes, he found out kinds of examples in his teaching. He always learned some books such as, grammar in use by Betty Schrampfer Azar and Raymond.

He thought that literacy approach was more interesting than traditional grammar. We thought to combine them. English language needed more practices. In fact, he taught theory what he got. Basically practice was one of the ways to reach our topic.

He interacted his students to learn English by a method. He had to combine our method, tell story, and took our experience of our life. Perhaps, when he gave the name of his students something like "What's happening both?" And the other

students had to give responds to the students, which have told his/her experience in front of the class.

4.3.2 English for a Better Life Textbook

(The questions can be seen in the appendixes)

Teacher B thought that *"English for a Better Life Textbook"* was based on literacy approach. This book used it but he found a little bit about the material that appeared in that book. Moreover, this book could help him to teach using literacy approach.

He has many problems when he was using this book. For instants: He had to speak aloud and waste time. Exactly, he was interested in this book but if he used that book he had to spend a lot of time. He was tired to speak. He thought that this book had a lot of exercise that consist of skill of this language too. So, it could help him to teach using literacy approach.

KTSP is a new curriculum. He did not know well about it. He tried to ask if he explained his students of course by himself. He tried to make them more understand.

In addition, his method used literacy approach in his teaching. Firstly, he asked the students to prepare their experience to the next meeting. He told them to retell their experience in the class. After that, the other students asked the teller. He just read their experience. The active students obtained high score. The range of score depended on the explanation of their experience. In writing, they wrote another experience that they had. Secondly, he could ask first to the students.

"What are you doing when you came in the class?" "We were cheating, sir?" They answer. He continued and became a dialog in the class.

He said about grammar. It was more important in teaching English. This lesson one uses "past progressive tense" He explained about this tense. "While and when" is used it in this tense. They had different position and meaning. However, people had wrong assertions. When is always " S + V II (Past Tense) but if you found Raymond we got often when S + TO BE + Ving (Past Continuous). We had different, we could see from the range of the time when this activity was longer so we used past continuous. Many students were confused sometimes. Furthermore, "while" was always used Past continuous.

4.4 Post Observation

This experiment wants to know what are the difficulties faced by teachers in using English for a Better Life Textbook in teaching literacy approach to teach recount text to the first grade of SMA N I BAE KUDUS

According to the KTSP, the first students of Senior High school learn about recount text. I would like to know how the teachers could teach lesson one with their skill. After I distributed lesson one, they must explain by their selves. I recorded their teaching and then analyze it.

4.4.1 Teaching-Learning Cycle Teacher A

On Monday, February 12, 2007, I went to SMA N I BAE KUDUS again. There, I recorded teacher A to teach recount text by using English for a Better

Life Textbook. Although, this was the second semester but teacher A did not use this book to teach in semester one. So, there were a not problem to practice with lesson one.

Teacher A tried to begin lesson one with BKOF. After that, she continued her explanation. "Let me see! I always teach my students in order to able speak and write English as well as in their life," she said slowly at my ears.

She explained spoken cycle first.

This was about announcement. She used pictures to teach spoken cycle. She asked her students to bring a picture that they liked after that they must explain in front of class. She never forgot to use "song" cassette to teach listening.

And then written cycle!

She always used picture too. She asked her students to write in paper. Finding a picture that they liked it. They must express by their selves, see by their selves and change announcement in Indonesia into English!

Furthermore, she asked her students to look for information at Internet. She gave her e–mail address to her students. After that, the students sent their e-mail to her to retell about their experience. They must practice it and use written English.

I concluded that using literacy approach to teach the first grade of Senior High School was challenging and interesting. The teachers only created their students more active to communicate using English.

Teacher A also gave the relevant example for add the material in this book. This was her teaching that I could record when I was interviewing her based on literacy approach!

Transcript teacher A when she was teaching!

Table 4.2 Spoken Cycle!

BKOF
Teacher A : Good morning.
How are you today?
Who is absent today?
How do you spend your holiday?
Are you watching TV, reading a book or going to somewhere?
If you like going to somewhere, so you have a lot of experience?
Right! Can you show me your experience?
Are you sad, good, glad, or afraid?
All right, look for a picture that you like it after that retell!
Do you have the same experience with your picture that you bring?
Can your experience make you more good or not?
Now, look at this picture (picture 1)
Have you ever had a similar experience?
What do you feel about this picture?
Are they creative or lazy?
What would you do when you greet someone?
You just say, "Hello guys?"
May be you say, "Time is up so I have to go now!"
Do you have new expressions to greet someone? Tell me, guys!

MOT

Teacher A : Ok guys. Now, We are going to read a text about Tom's experience.

Please listen carefully (Transcript 1).

Do you know what kind of genres it is?

Now, listen the imaginary interview.

Listen and pronounce these words!

Please, answer the question from the text.

We're going to talk about generic structure of recount.

Listen and repeat after me. (grammar focus)

Look at your picture!

Do you know what kind of genres it can be used?

Now, can you bring "verse" from download at Internet last week?

Why you choose that "verse"?

Right, can you explain me about the whole meaning?

What do you think about the "verse" that you choose belong into

recount text or not?

If your answer "YES": Please, tell us the "verse".

If your answer "NO", you must download again. Sure I mean.

Did you get problem to look for recount text?

JCOT

Teacher A : Let's analyze the recount text. (She speaks (Text: Recount 1) and the students have to listen her)

Please ask me or look up your dictionary.

Now, answer the question please!

Well, I want you to work in pairs. Get into your groups now, please?

Let's listen to me again. Put up your hand if you can answer my question!

Do you get it now? (Transcript 2)

ICOT

Teacher A : Please make recount text!

Let's start from now for 20 minutes.

Please, come forward to present your ideas.

Yup, what do you think about your friend experience?

Did her/his experience include recount text?

Why did you say that?

Now, another students come forward, please!

Guys, you have heard two recount texts from your friend. Which stories are more interesting for you? Why?

Table 4.3 Written Cycle

BKOF

Teacher A　: Good morning.

How are you today?

Who is absent today?

Last meeting, we learn about recount text, right?

Do you find kinds of recount text from Internet?

What do you think about your text?

Now, what is e-mail?

Have you sent e-mail for me?

MOT

Teacher A　: Now read this text (Text: Recount 1) and then look up your

dictionary if you find difficult words.

After reading the text and then ask me if you still find difficult

words.

Now, we're going to explain the text organization of the recount text.

Ok students. Now read the recount of An Unlucky Day. (Text:

Recount 2)

Please underline this exercise.

JCOT

Teacher A   : Now rearrange the jumbled sentences into a proper

paragraph with your partner. And then give the generic

structure! (Question 1)

Please do this exercise for 15 minutes.

Have you finished?

Now check your answer together.

Let's write down e-mail about your experience!

ICOT

Teacher A   : We'll give you assignment about recount. Now, write your own

recount about your experience.

Then you give the text organization of your work.

Let's start from now.

Have you done it?

OK, students come forwards. Anjar reads your work!

Ok, students, the time is up, see you…

(The analysis for *Transcript* table 4.2 and table 4.3 can be seen in the appendixes)

4.4.2 Teaching-Learning Cycle Teacher B

On Monday, February 12, 2007, I recorded teacher B to teach recount text by using English for a Better Life Textbook. Teacher B tried to use BKOF in his teaching. He also used a media such as, "old song cassette".

The further information, Teacher B explained about spoken cycle first. A spoken cycle was about teaching the students to speak item. We must be active to focus on speaking. It was about literacy so we tried to use cassette and the students to listen. Watching VCD with the new movies can improve their knowledge. He always provided movie file to his students. Sometimes we sang together. The title of his favorites song was "The End of the World"

(Why does the sun go on shining?
Why does the sea rush to shore?
Don't they know, it's the end of the world
'Cause you don't love me anymore

Why do the birds go on singing?
Why do the stars glow above?
Don't they know, it's the end of the world
It ended when I lost your love

I wake up in the morning and I wonder
why everything's the same as it was?
I can't understand no I can't understand
How life goes on the way it does?

Why does my heart go on beating?
Why do these eyes of mine cry?
Don't they know, it's the end of the world?
It ended when you said good bye.) is the example of the lyric.

Beside that, he also explained about written cycle. A written cycle was to compose sentence well. How he used the grammar and how he learned genre. he could answer by himself. It was crucial that he had focused on how to pronounce

well and read great too. Sometimes, he asked his students to read one by one. After then, if they did not read well they must read one paragraph.

Not at all textbooks had good materials. So, he had to select to choose a good topic to his students in order to obtain a good in English.

He concluded that using literacy approach to teach the first grade of Senior High School was interesting. The teachers and the students could communicate using English.

Transcript teacher B when he was teaching!

Table 4.4 spoken cycle!

Table 4.4 spoken cycles!

BKOF

Teacher B : Good morning.

How are you today?

Yup, let's call the roll.

What do you do on Sunday?

Going somewhere?

OK! Can you show me your experience?

Can your experience make you more good or not?

Now, look at this picture! (Picture 2)

What do you feel about this picture?

Have you ever had a similar experience?

Well, What tense that is use in English for actions, which were going on at a particular time in the past?

Right, it's called "Past Continues Tense".

Now, I have one sentence and than please complete it become a

MOT

Teacher B : All right. Guys. Now, We are going to read a text about my

experience. Please listen carefully! (Transcript 2).

Do you know what kind of genres it is?

Now, listen the imaginary interview.

Listen and pronounce these words.

Please answer the question from the text.

We're going to talk about generic structure of recount.

Listen and repeat after me (grammar focus)

Look at your picture!

Do you know what kind of genres it can used?

Did you get problem to look for recount text?

Now, look at the language features in this recount text!

Did you remember about "material process, relational process, or

mental process?"

No? So, what should you do if you don't remember it well?

Yup, now I explain it again.

Do you get it now?

Yes, actually.

JCOT

Teacher B : Let's analyze the recount text. (He speaks (Text: Recount 3) and

the students have to listen him)

Please ask me or look up your dictionary.

Now, answer the question please.

Well, I want you to work in groups of three people! Get into your

groups now, please?

Let's listen to me. Put up your hand if you can answer my

question based an announcement.

Do you get it now? (Transcript 4)

ICOT

Teacher B : Please make recount text.

Let's start from now for 20 minutes.

Please come forward to present your ideas.

Yup, what do you think about your friend experience?

Did her/his experience include recount text?

Why did you say that?

Now, another students come forward, please!

Guy, you have heard two recount texts from your friend. Which

stories are more interesting for you? Why?

Table 4.5 written cycles!

BKOF

Teacher B   : Good morning

         How are you today?

         Who is absent today?

         Last meeting we have learned about recount text, right?

         Do you find kind of recount text from Internet?

         What do you think about your text?

         What is announcement?

MOT

Teacher B   : Now read this text (Text: Recount 3) and then look up your

         dictionary if you find difficult words.

         After reading the text and then ask me if you still find difficult

    words.

         Now, we're going to explain the text organization of the recount text.

         Ok students. Now read the recount of "Too Late". (Text: Recount 4)

JCOT

Teacher B : Now rearrange the jumbled sentences into a proper

paragraph with your partner. And then give the generic

structure! (Question 2)

Please do this exercise for 10 minutes.

Have you finished?

Now check your answer together.

Let's write the itinerary below into a recount text. Don

forget give the generic structure! (Question 3)

ICOT

Teacher B : We'll give you assignment about recount. Let's write down

announcement based on the situation! (Question 4)

Then you give the text organization of your work.

Let's start from now!

Have you done it?

OK, students come forwards. Bella reads your work.

Well time's up, so I have to stop now. We'll continuous next
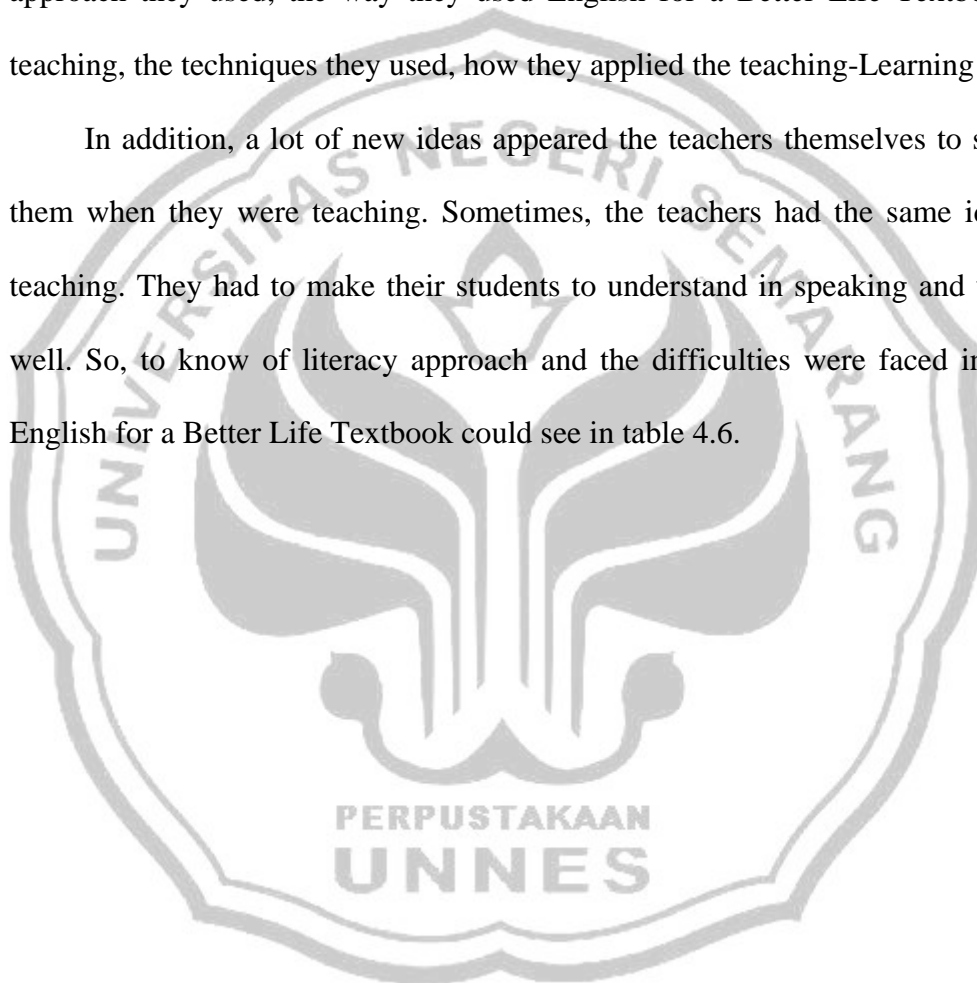
week. Don't forget to bring your dictionary!

Good bye guys!

(The analysis for *Transcript* table 4.4 and table 4.5 can be seen in the appendixes)

4.5   Comparing of the result

After interviewing and post observing, I got more data that could be found in the table 4.6. There were the similarities and differences between teacher A and teacher B in terms of the ways they taught. These were viewed through literacy approach they used, the way they used English for a Better Life Textbook for teaching, the techniques they used, how they applied the teaching-Learning Cycle.

In addition, a lot of new ideas appeared the teachers themselves to support them when they were teaching. Sometimes, the teachers had the same ideas in teaching. They had to make their students to understand in speaking and writing well. So, to know of literacy approach and the difficulties were faced in using English for a Better Life Textbook could see in table 4.6.

Table 4.6 Results of Data

	TEACHER A	TEACHER B
SIMILARITIES a. Literacy approach	a. They like to use literacy approach to teach English. b. They have same problem to use literacy approach. c. They combine literacy approach with traditional grammar.	
b. English for a Better Life Textbook	a. They must speak loudly so they must spend a lot of time. b. This book has a lot of exercises. c. The pictures are not interesting.	
c. Method of teaching	a. They compare spoken and written cycle in order to make easy. b. They use skill component and variability of style and manner to support their teaching learning cycles.	
d. Teaching-Learning Cycle	They choose the new material from song, Internet and story. After that, they combine it with this book.	
DIFFERENCE a. Literacy approach	1. expressing feeling and story 2. to retell one kind of text	1. teaching to learn 2. getting information
b. English for a Better Life Textbook	1. This book is very expensive. 2. This book relates to curriculum 3. This book gives more about the dialogs and expression to speak.	1. This book is cheap. 2. The material is not interesting. 3. The explanation of Grammar in this book must be added.
c. Method of teaching	1. Skill component use: verbal reinforcing 2. She gives her student exercise.	1. Skill component use: taken reinforcing 2. He asks his student to read.
d. Teaching-Learning Cycle	She uses poem, verse, and song	He uses song and storyteller.

Table 4.7 Comments

The explanations given by the two teachers are as follows:

	TEACHER A	TEACHER B
Comment	I think that literacy approach can help me to teach English. I must follow a kind of meeting to know if there is a new curriculum. Sometimes, I have problems when using literacy approach. I am difficult to explain something but I can face it. English for a Better Life Textbook is interesting for me. I just say that this book can help me. I hope my students can communicate in writing and orally by practicing a lot. I can improve my teaching.	I think that using of literacy approach is very interesting. I can join to retell story with my students. English for a Better Life Textbook can help me to teach although I have not learned it before. So, I just quoted exercises to teach my students. I hope with literacy approach I can teach well. Thank you.

Table 4.8 Target of teaching by the two teachers in post observation

DATA	TEACHER A	TEACHER B
TEACHING-LEARNING CYCLE		
1. BKOF	20% Students must be creative.	25% Students improve their grammar.
2. MOT	20% Students should learn after they got learning.	25% Students need to read many books.
3. JCOT	30% Look for: song, verse and listen to English program in radio everyday.	20% More practicing to read correctly.
4. ICOT	30% Write down "recount text" into e-mail and then send to me (Teacher A)	30% Write down "recount text" based on students experience and then come forward in the class.
SUM UP	**100%** **Successfully**	**100%** **Successfully**

In sum, based on my target in lesson one, the writer concludes that target of teaching everyone is different. We can see table 4.8. It is a kind of guidance in the teaching learning.

Moreover, teacher A is less (40%) than teacher B (50%) in BKOF and ICOT. According to teacher A, it is her strategy to teach effectively. She creates her students more active. She also gives small explanation after that, ask them to find out source from song, verse, listen to English program in radio everyday. So, her students can practice their selves everyday. In other opinion, according to

teacher B he wants to explain clearly first to his student. Since grammar is power

in English. So, he just asks his students more practice to read correctly. This is a

method good in grammar in use.

Based that, we also know that teacher A (60%) is more than teacher B

(50%) in JCOT and ICOT. According to teacher A, she has the same method with

her first step. Her students must practice and practice everyday. Even though,

teacher B has (50%) here. He perhaps his students can be good in grammar first.

Therefore, we need ability to teach our students. We can see table 4.9 talks

about teachers' ability.

Table 4.9 Teachers' ability

TEACHERS' ABILITY			
DATA	COGNITIVE	PSYCHOMOTORIC	AFFECTIVE
1. TEACHER A	Create new ideas such as: playing with genres.	Using gesture	-
2. TEACHER B	-	Using gesture	Tying to solve students' problem with his experience.

We know that Teacher A can express her ideas but she cannot use her

affective ability in class. On the contrary, teacher B only uses psychomotoric and

affective ability without showing his cognitive ability. If we want to achieve the

best target in teaching English, we will compare the three abilities above with the

new creation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The purpose of this study is firstly, to know the use of literacy approach to teach English to the first grade of SMA N I BAE KUDUS. Secondly, to find the teachers difficulties in using English for a Better Life Textbook in teaching literacy approach.

According to the results and interpretations, the Teacher A in the pre observation teaches the spoken and written cycles by only using the MOT and ICOT stages. Next, in post observation, she uses English for a Better Life Textbook for teaching literacy approach but she gets difficulties in BKOF. However the students can understand what she teaches very well. This is approved by the recount that the students create at the end of the lesson.

The Teacher B in the pre observation teaches the spoken and written cycles by using the MOT and JCOT stages. In post observation, he uses English for a Better Life Textbook for teaching literacy approach but he gets difficulties in BKOF. His students can understand what he teaches well.

The difficulties those two teachers find are as follows:

(1) They both do not know about what to do in BKOF.

(2) Although they practice using English for a Better Life textbook to teach literacy approach in recount text, they are still confused to apply in their classroom.

(3) They cannot fully make use of all their cognitive, psychomotoric, and affective abilities. The Teacher A can only make use of cognitive and psychomotoric abilities, and the Teacher B can only make use of psychomotoric and affective abilities.

(4) They have problems with the materials used since the textbook does not provide enough guidance of how to use it to teach some problems they state are such as:

(a) In BKOF there are only practices

(b) The textbook contains too much material to teach.

(c) The cassette is not provided.

There are many teachers, which do not know about literacy. It also proves that the teachers still do not know about KTSP well. It cannot be denied if many schools have not applied literacy education. This literacy approach is one of the alternative methods to teach English beside the other approach, such as; reading approach, writing approach, etc.

In KTSP suggests the teachers to use literacy approach in teaching in order to get standard communicative competence but many teachers still do not know to practice using literacy approach. The teachers still do not know the KTSP although they have learned about its model. It is caused the lack of meeting about KTSP. So, the teachers must be given workshop about how to use literacy approach. Furthermore, the users of textbook should check the material before teaching. Next, the teachers should more learn English for a Better Life Textbook before using it.

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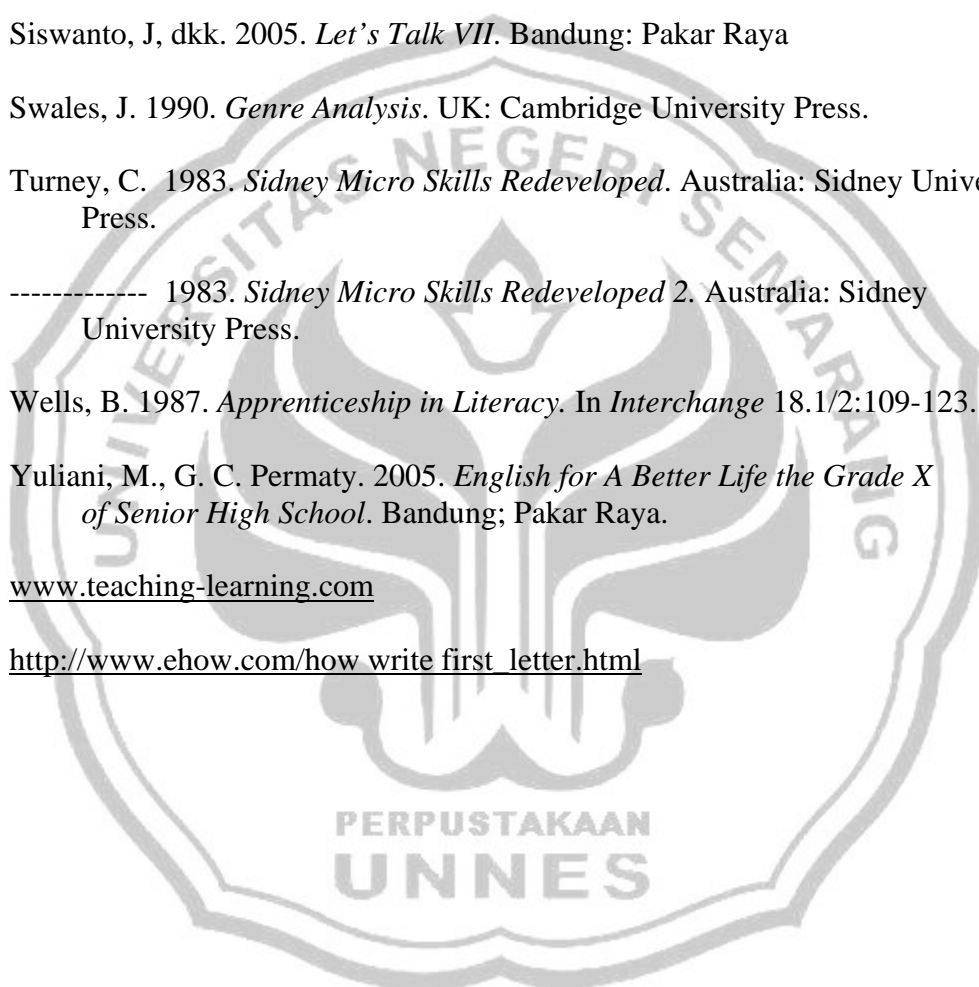
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APPENDICES

1. Transcript I

Listen to me. I will tell you a story.

This is about Tom's experience. Tom was my classmate in junior high school. He had this experience during an earthquake. You know earthquake, don't you? Anybody?

Yes, when this earthquake happened, Tom was on his motorcycle. He was driving home for school. Suddenly, his motorcycle lurched to one side. It suddenly became unstable. Hew thought he got a flat tyre. He did not know electricity poles failing to the ground. He said they were like matchsticks. You know matchstick? The poles were like matchsticks. The next thing was the rocks. He saw rocks, so he could not move his motorcycle.

The earthquake lasted less than a minute, but it made a lot of damage. There were rocks everywhere. So, he left his motorcycle and walked a long way to his house, in the town. When he got there, he was very surprised that there wasn't much left because of the earthquake.

2. Transcript 2

1. Rosa   : Mita, I want you to meet William, a new student. He is from Australia.

  Mita   : How do you do?

  What is Williams's respond?

2. Jack : Rita, I'd like you to meet my friend, Don.

  Rita : Pleased to meet you.

  What is Don's response?

3. Yanti   : Nita, I am afraid we have to go now.

         See you at school tomorrow.

  What is Nita's response?

4. Budi: Sony, it's time to go now.

  What is Sony's response?

5. "Good morning everyone, I want to introduce myself."

What is the speaker doing?

3. Transcript 3

Attention, please!!

There will be camping trip next week for the students on Grade X. Please register to MR. Andrew. You only need to pay Rp. 10,000.00. Don't be late, or you'll be sorry. Thank you.

4. Transcript 4

I will share my experience when I was still teaching English in Senior high school two years ago. I've got a very good story that I cannot forget up to now.

There was an examination or semester test and I was one of the teachers who gave the tests. At that time, I came to school late and as soon as I entered the office, the committee of the test asked me directly to come to room 15. I walked into the class hurriedly.

As soon as I got into the room, the teacher who was there earlier asked me angrily, "Where is your room?" "Why are you late?" At that time I did not answer a word. I just smiled at her. Seeing that I did not answer her questions, she became angrier and asked me those questions again. Then, all of the students in that room laughed. Although the students laughed, she didn't realize that she did something wrong. Later, one of the students who was sitting in front of her said, "Excuse me, she is our new English teacher, Ms.

Sari". Hearing that statement, the students' laughs louder and louder. Finally, she apologized. Since that time she has always remembered me.

5. **Text: Recount 1**

Out of the Darkness

Nearly a week passed before Anisa was able to explain what had happened to her.

One afternoon she set out from the coast in a small boat and was caught in a storm.

Towards evening the boat struck a rock and the girl jumped into the sea. Then, she swam to the shore. During that time she covered a distance of eight miles.

Early next morning she saw a light ahead. She knew she was near the shore because the light was high up on the cliffs. When she arrived at the shore, the girl struggled up the cliffs toward the light. That was all she remembered.

When she woke up a day later, she found herself in a hospital.

6. Text: Recount 2

<div style="text-align: center;">

An Unlucky Day

</div>

Orientation

One morning I got up with the feeling that the day was going to be an unlucky one for me. How right it was! I found that it was already 06.15 a.m.

Event 1

I rushed into the bedroom. I did not see a piece of soap lying on the floor. I stepped on it and slipped, almost breaking my back in process.

Event 2

Then, I went into the dining room for my breakfast. I gulped down the tea without realizing that it was very hot. It burnt my tongue. I spat it out and could not eat anything because my tongue hurt. I got dressed and rushed to the bus stop.

Unfortunately, I just missed the bus. My hurt sank and I knew that I would be late for school.

Event 3

When I reached school, my name was taken down by the teacher. The teacher scolded me for being late. To my humiliation, I was made to stand outside the class. I was so upset by the incidents that I could not study properly. Bur worse was to come.

Event 4

After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me! I was boiling with rage but could do nothing. However, luckily for me, this only raised a small lump on my head.

Reorientation

I managed to reach home safe and sound, and did not dare to go out again for the rest of the day.

7. Text: Recount 3

Orientation	I'll tell you a story. It is about an event at the airport. At that time there were lots of detectives at the airport. I didn't know what happened. In fact they were waiting for an airplane from South Africa, but it was late.
Events	You know… a few hours earlier somebody had told the police … that the plane was carrying a parcel of diamonds from South Africa and … some thieves had planned to steal it. So … they were keeping guard everywhere.
Reorientation	Guess what happen when the plane arrived. All the detectives were very watchful. Two men took the parcel off the plane and then carried it into the Customs House. A few minutes later, two detectives opened it, but … it was fumy. They got a hoax. The parcel did not contain diamonds! The parcel contained stones and sand.

8. Text: Recount 4

Too Late

The plane was late and detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds from South Africa. A few hours earlier, someone had told the police that thieves would try steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while others were waiting at the airfield. Two men took the parcel off the planer and carried it into the Customs House. While two detectives were keeping guard at the door, two others opened the parcel. To their surprise, the precious parcel was full of stones and sand

9. Question 1

Now rearranges the jumbled sentences into a proper paragraph with your partner. And then give the generic structure!

(1) a. Luciano also enrolled in a teaching college.

a. He made him work very hard to develop his voice.

b. When Luciano Pavoratti was a boy, his father introduced him the wonder of songs.

c. His father advised him, "If you try to sit on two chairs, you will fall between them. For life, you must choose one chair."

d. On graduating, he was doubtful whether he would be a teacher or a singer.

e. Then Arrigo Pola, a professional singer, took him as a student.

(2) a. First, we prepared the food.

a. While we were preparing the food, father was checking the car.

b. We went on a picnic to the beach last Sunday.

c. We had to take food and drink.

d. Next, came the drink.

e. We started the trip when we had put everything in the car.

(3) a. His sister added Wage Rudolf to his name, so it became Wage Rudolf Supratman.

a. When he was seven years old, his father sent him to Budi Utomo Elementary School.

b. Two years later he joined his sister in Ujung Pandang.

c. She did this to enable her to send her brother to the Dutch Elementary School.

d. Supratman was born on 9th March 1903

e. In 1912, his mother died.

10. Question 2

Rearranges the jumbled sentences into a proper paragraph with your partner. And

then give it the generic structure!

1 The woman first bought a few small articles. After a little time, she chose one of the most expensive dressed in the shop. Then, she handed it to an assistant who wrapped it up for her as quickly as possible.

2 When she was arrested, the detective found out that the shop assistant was her daughter.

3 A detective watched a well-dressed woman who always went into a large store on Monday mornings.

4 Then, the woman simply took the parcel and walked out of the step without paying.

5 One Monday morning, there were fewer people in the shop than usual when the woman came in. So, it was easier for the detective to watch her.

11. Question 3

Let's write the itinerary below into a recount text! Give it the generic structure!

OCTOBER 21
Taipe – Singapore
MIRAMAR HOTEL

Day 1 : Take a bus tour of the island.
Evening – See a variety show at the Neptune Theater

Day 2 : Morning – Visit the Handicraft Center and the national Museum
Afternoon – Take the cable car to Sentosa Island.

Day 3 : Free for shopping.

Day 4 : Take a walking tour of Old Singapore in the morning, including Chinatown.
Afternoon – Take a boat trip around the island.

12. Question 4

Let's write down announcement based on the situation!

(1) You are a headmaster.

There will be a teachers' meeting tomorrow at 11:00 a. m.

The students may go home early.

What would you write?

(2) You are a class captain.

There will be a flag ceremony for the Indonesia's Independence Day.

All students must wear uniforms with ties and cap.

What would you write?

(3) You are the chief of the English speaking club.

There will be a program on Monday at 03:00 p.m.

What would you write?

(4) You are captain of a basketball club.

On Saturday, the basketball matches will run from 09.00 a.m.-11:00 a. m.

If the students need more information, they can contact Vita.

What would you write?

(5) You are the owner of a store.

A customer has lost her son in the sporting goods section.

The boy is wearing a blue and white sweat shirt, and tan pants.

He is also wearing a black and white baseball cap.

What would you write?

15. QUESTIONS OF DATA FOR INTERVIEW

A. LITERACY

1. Do you know about literacy?

2. Is literacy important?

3. Do you need to have knowledge of literacy? Why?

4. Do you know about 2006 English Curriculum (KTSP)?

5. What method is used that curriculum?

6. What makes you difficult with previous one?

7. Do you know about teaching learning cycles?

8. How many kinds are there?

9. What are they?

10. Do you find difficulties in BKOF?

11. How is the way to communicate with your students?

B. ENGLISH FOR A BETTER LIFE TEXTBOOK

1. Can this book help you teaching using literacy approach?

2. Do you have any problems when you are using this book?

3. What elements do you need to support your teaching Recount text using this book?

4. Can you show me! How is your perform to teach recount text the first grade of Senior High School skill?

16. ANALYSES OF TRANSCRIPT TEACHING-LEARNING CYCLES

1. TEACHER A

Table 4.2 Spoken Cycle!

BKOF

Teacher A : Good morning.

How are you today?

Who is absent today?

How do you spend your holiday?

Are you watching TV, reading a book or going to somewhere?

If you like going to somewhere, so you have a lot of **experiences?**

Right! Can you show me your experience?

Are you sad, good, glad, or afraid?

All right, look for a picture that you like it after that retell **it!**

Do you have the same experience with your picture that you bring?

Can your experience make you more good or not?

Now, look at this picture (picture 1)

Have you ever had a similar experience?

What do you feel about this picture?

Are they creative or lazy?

What would you do when you greet someone?

You just say, "Hello guys?"

May be you say, "Time is up so I have to go now!"

Do you have new expressions to greet someone? Tell me, guys!

MOT

Teacher A   : Ok guys. Now, We are going to read a text about Tom's experience.

   Please listen carefully (Transcript 1).

   Do you know what kind of genres it is?

   Now, listen the imaginary interview.

   Listen and pronounce these words!

   Please, answer the question from the text.

   We're going to talk about generic structure of recount.

   Listen and repeat after me. (grammar focus)

   Look at your picture!

   Do you know what kind of genres it can be used?

   Now, can you bring "verse" from download at Internet last week?

   Why **do** you choose that "verse"?

   Right, can you explain me about the whole meaning?

   What do you think about the "verse" that you choose belong into

recount text or not?

   If your answer "YES": Please, tell us the "verse".

   If your answer "NO", you must download again. Sure I mean.

   Did you get problem to look for recount text?

Table 4.3 Written cycle

BKOF
Teacher A : Good morning.
How are you today?
Who is absent today?
Last meeting, we **have learned** about recount text, right?
Do you find kinds of recount text from Internet?
What do you think about your text?
Now, what is e-mail?
Have you sent e-mail for me?
Recently, **is** the e-mail more important for you or not?
In this session, we're going to explain past continuous tense.
Please underline this exercise.
Complete these sentences based on the text, please!

MOT
Teacher A : Now read this text (Text: Recount 1) and then look up your dictionary if you find difficult words.
After reading the text and then ask me if you still find difficult words.
Now, we're going to explain the text organization of the recount text.
Ok students. Now read the recount of An Unlucky Day. (Text: Recount 2)
Please underline this exercise.

2. TEACHER B

Table 4.4 spoken cycles!

BKOF

Teacher B : Good morning.

How are you today?

Yup, let's call the roll.

What do you do on Sunday?

Going somewhere?

OK! Can you show me your experience?

Can your experience make you more good or not?

Now, look at this picture! (Picture 2)

What do you feel about this picture?

Have you ever had a similar experience?

Well, What tense that is **used** in English for actions, which were

going on at a particular time in the past?

Right, it's called "Past Continues Tense".

<u>MOT</u>

Teacher B   : All right. Guys. Now, We are going to read a text about my

experience. Please listen carefully! (Transcript 2).

Do you know what kind of genres it is?

Now, listen the imaginary interview.

Listen and pronounce these words.

Please answer the question from the text.

We're going to talk about generic structure of recount.

Listen and repeat after me (grammar focus)

Look at your picture!

Do you know what kind of genres it can **be** used?

Did you get problem to look for recount text?

Now, look at the language features in this recount text!

Did you remember about "material process, relational process, or

mental process?"

No? So, what should you do if you don't remember it well?

Yup, now I explain it again.

Do you get it now?

Yes, actually.

Table 4.5 written cycles!

BKOF

Teacher B : Good morning.

How are you today?

Yup, let's call the roll.

What do you do on Sunday?

Going somewhere?

OK! Can you show me your experience?

Can your experience make you more good or not?

Now, look at this picture! (Picture 2)

What do you feel about this picture?

Have you ever had a similar experience?

Well, What tense that is used in English for actions, which were

going on at a particular time in the past?

Right, it's called "Past Continues Tense".

MOT

Teacher B : Now read this text (Text: Recount 3) and then look up your

dictionary if you find difficult words.

After reading the text and then **asks** me if you still find difficult

words.

Now, we're going to explain the text organization of the recount text.

Ok students. Now read the recount of "Too Late". (Text: Recount 4)