



**THE TEXT STRUCTURE OF MONOLOGUE TEXTS
IN “LET’S TALK” FOR GRADE VIII OF JUNIOR
HIGH SCHOOL PUBLISHED BY “PAKAR RAYA”**

A Final Project

Submitted in Partial Fulfillment of the Requirements

For the Degree of *Sarjana Pendidikan* in English

by

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**THE TEXT STRUCTURE OF MONOLOGUE TEXTS IN
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PUBLISHED BY “PAKAR RAYA”**

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar karya 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 lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/ tugas akhir/ final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian pernyataan ini dibuat dan semoga dapat digunakan seperlunya.

Semarang, September 2009
Yang membuat pernyataan

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Actually there is an easy after the difficulty

(Qur'an, Al-Insyirah: 6)



To my beloved father and mother,

my brothers, and my friends

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The writer

ABSTRACT

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Keywords: Analysis. of monologue texts, English textbook.

This final project was conducted to find out the monologue texts provided in “Let’s Talk” for Grade VIII of Junior High School published by Pakar Raya along with gambits, social functions, generic structures, and lexicogrammatical features.

Based on the Competence Based Curriculum and School Based Curriculum, the students of grade VIII of ‘SMP/MTs’ should be taught three monologue texts. They are descriptive, narrative, and recount monologue texts. Thus, in order to be relevant with the curriculum, the textbook should present those three monologue texts.

This study used qualitative research approach. There are 8 themes in the analyzed textbook. Each theme consists of only one genre. So, I took 9 monologue texts which were analyzed. I used text analysis or discourse analysis as the technique. First, I found and read the monologue texts found in the textbook, and then I chose the monologue texts from each theme. Finally, I analyzed and computed the data based on their text types’ structure.

There are three recount monologue texts, two descriptive texts, two narrative texts, and two anecdote texts. As stated by the Competence Based Curriculum and School Based Curriculum, the choices of monologue texts in the analyzed textbook here fulfilled the suggestion as descriptive, narrative, and recount monologue texts. The textbook is relevant to the curriculum because it provides the monologue texts that are required by the curriculum.

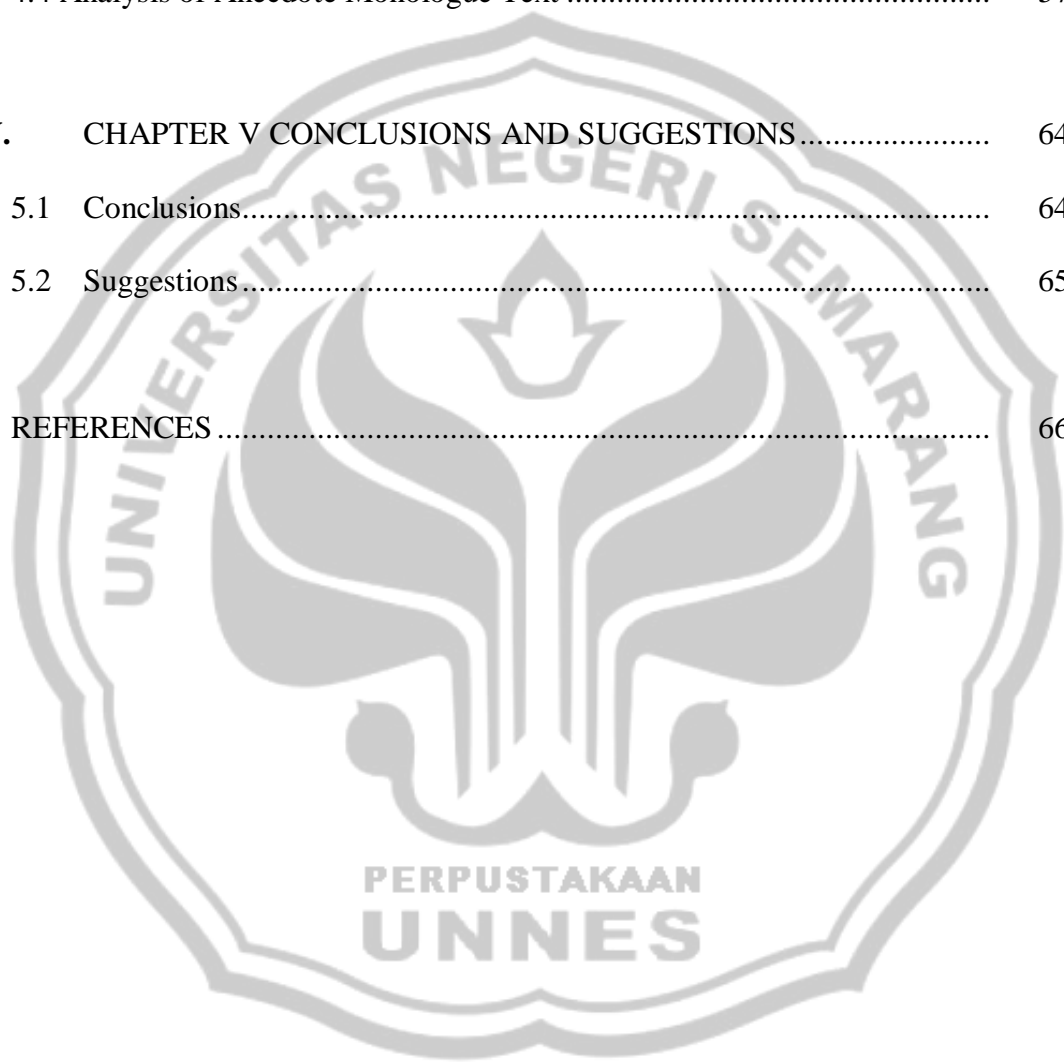
Based on the result of this study, I concluded that the textbook should include monologue texts apart from written texts. The monologue texts should also be familiar for the students. English textbook writers and English teachers are suggested to provide the monologue texts which are relevant to the School Based Curriculum. The monologue texts in the textbook should consider gambits, social functions, generic structures, and lexicogrammatical features. For the next researchers, they are suggested to analyze the exercises and others aspects in the textbook, not only the monologue texts.

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CHAPTER I

INTRODUCTION

Chapter 1 is devoted to the background knowledge about the topic being studied. It comprises the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and the outline of the study.

1.1 Background of Study

Language is the principle means used by human beings to communicate with one another. People can understand others and take information from others by using it. People use it to interact with others, to establish and maintain relations with them; to influence their behavior and to express their own viewpoints on things in the world. Language is a device for communicating both spoken and written.

English is a foreign language that is taught in schools in Indonesia. In order to make the English teaching-learning process successful, Indonesia has applied many kinds of curriculum.

Nowadays, National Education Standard Organization (BSNP) has arranged the 2006 Curriculum named KTSP “(Kurikulum Tingkat Satuan Pendidikan)” or school curriculum. But, actually it does not change the basis of 2004 curriculum substantially. Therefore, the content, the target, and the material of school

curriculum are almost the same with 2004 curriculum. The school curriculum is the completeness of 2004 curriculum.

In the school curriculum, I find several actional competencies that should have been taught for the second students of junior high school. One of actional competencies is reading; understanding the meaning of steps of rhetorical development in the written text. There are transactional and interpersonal texts, short functional texts, and monolog texts.

Based on the curriculum, an English teacher needs to arrange syllabus, determine the basic competence, time allocation, and choose the teaching strategies and materials. The materials can be the authentic materials, for example from newspaper, magazine, recipe, or textbook. The teacher has responsibility to select the textbook that is used as a material in teaching and learning process. Finnochiaro (1974: 49) pointed out that we should be able to decide whether the contents of the textbook are suitable with curriculum or not. She writes you should examine as many as textbook as possible in the fields of teaching English. Therefore, it is important for the teacher to select and analyze the content of textbook.

On the other hand, students are demanded to be active in their study to achieve their language competences, but in the field, they are still many problems, for example: the textbook as the most important guidance does not have a good relevance with the curriculum. Many textbooks give the materials which are different with the curriculum.

In this final project, I attempt to analyze the text structure of monologue texts in “Let’s Talk” for Grade VIII of Junior High School published by Pakar Raya through the rhetorical development of the texts. The rhetorical development of the text includes gambits, social function, generic structures, and lexicogrammatical features of the text. I choose several monologue passages as the texts to be analyzed.

1.2 Reasons for Choosing Topic

In this study, I have chosen the topic “The Text Structure of Monologue Texts in Let’s Talk for Grade VIII of Junior High School Published by Pakar Raya”.

I am interested in finding out whether the monologue texts in that textbook are stated and written based on the school curriculum or not. The English school curriculum is actually designed based on the 2006 English curriculum which is text based, meaning that the monologue text in the textbook should be written by considering the two contexts encircling it, the context of culture and situation.

1.3 Statements of Problem

The problems that are discussed in this study can be stated as follows:

- (1) What monologue texts are found in “Let’s Talk” for Grade VIII of Junior High School Published by Pakar Raya?
- (2) How is each of the monologue text in the textbook structured?
- (3) How is the structure realized?

- (4) What are gambits uses in the monologue texts in the study which characterize them as spoken language use?

1.4 Objectives of Study

According to the problem statements above, the objectives of the study are as follows:

- (1) To analyze the monologue texts in “Let’s Talk” for Grade VIII of Junior High School Published by Pakar Raya.
- (2) To analyze each of the monologue text in the textbook is structured.
- (3) To explain the realization of the structure in the monologue text.
- (4) To analyze gambits each of the monologue text in that textbook which is characterizes them as spoken language.

1.5 Significance of Study

The result of this study will hopefully be useful for the teacher of English to consider when choosing a textbook to teach.

1.6 Scope of Study

The scope of study is to only analyze the monologue texts in the textbook in terms of the type of the text and how each of the text is structured. However I also analyze gambits, social function, generic structures, and lexicogrammatical features of the monologue texts.

1.7 Outline of Study

This discussion of this study is divided into chapter and subchapter. The explanation of each chapter can be elaborated as follow:

Chapter I is introduction. It consists of the general background of study, reasons for choosing topic, statements of problem, objectives of study, significance of study, scope of study, and the outline of study.

Chapter II consists of the review of related literature which contains theories underlying the writing of this study. It presents some theories embodied the study which is used as the reference.

Chapter III is method of investigation. It discusses the research approach, source of data, procedure of collecting data, procedure of analyzing data, and technique of reporting the result of analysis.

Chapter IV is findings and discussion. It consists of text analysis especially passages in “Let’s Talk” for Grade VIII of Junior High School published by Pakar Raya.

Chapter V consists of conclusions and suggestions.

CHAPTER II

REVIEW OF THE RELATED OF LITERATURE

In this chapter, I quotes and explains some sources which are in line with the general concept of curriculum, textbook, text, and theoretical framework.

2.1 General Concept of Curriculum

Curriculum is the basis for doing teaching-learning activities. A teacher should know the curriculum before he or she teaches the students, as curriculum has been made on the basis of students' need. Considering the importance of curriculum, I will discuss further about its definition, the 2004 English Curriculum for SMP/MTs, the 2006 English Curriculum for SMP/MTs, relationship between Competence Based Curriculum and KTSP, and main competence of English at SMP/MTs.

2.1.1 Definition of Curriculum

According to Oxford Advanced Learner's Dictionary of Current English, curriculum is a course of study in school, collage, etc. (Hornby, 1987: 211). From the explanation above, it may means that a study in schools, collages, universities, some other institutions should run continuously from one topic to another topic. The other definition is from Encyclopedia of knowledge (1990) also defines the term of curriculum as a plan for what is to be taught in school. The curriculum is

developed to facilitate the teaching and learning process under the direction and guidance of a school, collage, or university and its staff members. In additional, Feez and Joyce (1998: 9) state that curriculum is a general statement of goals and outcomes, learning arrangements, evaluation, and documentation relating to the management os programs within an educational institution.

So far, Zaiz as cited by Rusman (2002: 39) states that:

The word curriculum comes from a Latin root-meaning racecourse, traditionally: the school is figuratively speaking of course to most people. Indeed, until quite recently, in the most knowledgeable professional educators regarded curriculum as the relatively standardized ground covered by students in their race toward the finish line (a diploma)

The next opinion about curriculum comes from Richards (2001: 2), who states that curriculum focuses on determining what knowledge, skills, and values that students learn in school, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in school or educational systems can be planned, measured, and evaluated.

Furthermore, according to Pratt (1980: 4) reveals a curriculum is an organized set of formal educational and/or training intentions. He also explains the implications of the above ticurriculum is not activities but plans, or a blueprint, for activities. (3) A curriculum contains many other kinds of intentions, such sa what learning students are to develop, the means of evaluation to be used to assess learning, the criteria according to which students will be admitted to the program, the materials and equipment to be used, and the qualities required of

teacher. (4) A curriculum involves formal intentions, that is intentions deliberately chosen to promote learning, it does not include random, unplanned, or non-learning activities. (5) As an organized set of intentions, a curriculum articulates the relationship among its different elements (objectives, content, evaluation, etc), integrating them into a unified and coherent whole. (6) Both education and training are referred to in the definition to avoid the misunderstanding that occurs if one is omitted.

Based on those definitions above, it can be conclude that curriculum is the subject included in a course of study or taught at particular school, collage, and how teaching and learning in school or educational systems can be planned, measured, and evaluated. Also curriculum is a plan that is developed to make teaching-learning activities progress well. It is a kind of guidance in the teaching-learning activities.

2.1.2 2004 English Curriculum for SMP/MTs

English Curriculum 2004 (*kurikulum* 2004, 2003: 8) has stated that the Competence Standard of English for *SMP* and *MTs* is to communicate orally or written by using appropriate language style fluently and accurately in the interactional discourse and/ or in monologue that involve discourse, in the form of descriptive, narrative, spoof/recount, procedure, report, anecdote, with sense variation of interpersonal, ideational, and simple textual.

English as other language is used to communicate both orally and written. In this case, to communicate is defined as to understand and to give information,

thought, feeling, and to develop science, technology, and culture through language.

In 2004 English curriculum for SMP/MTs (2003: 11), 'SMP' graduates should be able to achieve functional level of communication. That is line with Wells as quoted by Hammond (1992: 9), that "This perspective emphasises the uses that are made of literacy in interpersonal communication. To be literate, according to this perspective, is to be able as a member of that particular society to cope with the demands of everyday life that involve written language."

The students should be able to communicate in various texts, including text types that are stated for this literacy aim because the literacy focuses in developing English teaching-learning process, as the 2004 curriculum states.

2.1.3 2006 English Curriculum for SMP/MTs

Curriculum is developed as guidance of learning process to reach specific purpose of education. This specific purpose covers of the target of national education in accordance with specification, conditions and area potency, schools, and students. Therefore, curriculum is compiled by school to enable adjustment of education program with area potency and requirement.

The 2006 Curriculum or School Based Curriculum (KTSP) brings a new paradigm in English language teaching in Indonesia. This curriculum is the revision of the previous curriculum that is 2004 Curriculum. In the new curriculum is intended to develop skills of communication that is the skills of understanding and/or creating spoken and/or written texts which are realized in

four language skills: listening, speaking, writing, and reading, in order to be able to communicate fluently and to make discourse in certain level of literacy.

The 2006 Curriculum or School Based Curriculum is the operational curriculum made by and each unit of educational (KTSP; 2007: 1). School Based Curriculum is arranged based on the students' potential development and needs for now and for the future with the consideration of the local and national interest, and the global requirements with the spirit of the Management on the Basis of the School (MBS).

According to BSNP (2006: 5), School Based Curriculum develops and arranges based on the several principles. First, it is arranged based on the students' potential, development, needs, and importance in their environment. Second, it is various and integrated. Various here means that School Based Curriculum is arranged based on the students' characteristics, the situation of the environment, the level and kinds of education, etc. integrated means to the relationship between the main and local subjects, and the development of the students' themselves. Third it has to respond to the science, arts, and technology development. Then it should be relevant to the lives' needs for now and for the future. The last is continue and overall. It means that School Based Curriculum should encompass the whole dimension of the competencies aspects of knowledge. Moreover, the level of the education is also gradual and continual.

Based on the explanation above, it can be concluded that the objective of the 2006 English Curriculum for SMP/MTs are preparing the students competition in the global society by way of developing their communicative competence; spoken

and written, and their understanding of the relationship between language and culture.

2.1.4 Relationship between Competence Based Curriculum and KTSP

Basically the English Competence Based Curriculum (CBC) and School Based Curriculum are related each other. Competence Based Curriculum is a curriculum design developed based on the selection the appropriate competence which consists of Standard Competence, Basic Competence, Indicator, and Learning Materials. According to the 2006 Curriculum (KTSP, 2007: 1), School Based Curriculum developed by unit of education based on the Standard of Contents and Standard Competence of Graduation, Standard Competence, and Basic Competence. The Standard Competence and the Basic Competence existed in the Standard of Contents is completion of those existed in Competence Based Curriculum.

Different from the previous curriculum, the 2004 English Curriculum or Competence Based Curriculum, which is prepared well by the government, as example: the material and the syllabus were designed by the government on which teachers' role is only as a conductor. While the 2006 English Curriculum or School Based Curriculum, puts the teacher as an arranger of the curriculum. Teacher should arrange all the materials and the syllabus from the beginning up to the end of the lesson. Consequently, the teacher must be creative in theory and practice.

Actually, Competence Based Curriculum and School Based Curriculum have the same objectives of English language teaching. They are as follows:

- (1) To develop the ability of communication using the language, both spoken and written. The ability of communication includes: listening, speaking, reading and writing.
- (2) To grow conciseness of the important of English as one of foreign languages which become an important device for studying; and
- (3) To develop understanding of the relationship between language and culture; so, the students have knowledge about culture and are involved themselves in various culture.

Basically, the content, the target, and the material of School Based Curriculum are almost same as the Competence Based Curriculum. Both Competence Based Curriculum and School Based Curriculum are developing the skills of understanding and/or creating spoken and/or written texts which are realized in four language skills: listening, speaking, writing, and reading. They also produce various short functional and monologue texts, and essay in form of narrative, descriptive, recount, report, procedure, anecdote, hortatory exposition texts. Students of junior high school for grade VIII, according to the Competence Based Curriculum and School Based Curriculum are also suggested to learn three kinds of monologue/essay texts: descriptive, narrative, and recout texts.

2.1.5 Main Competence of English at SMP/MTs

According to the Competence Based Curriculum and School Based Curriculum, competence standard of English subject of SMP and MTs are to communicate the language in spoken and written using various texts fluently and accurately. (1) Listening: understanding various meaning (interpersonal, ideational, and textual) in various interaction spoken texts and monologue especially in form of descriptive, narrative, recount, procedure, report, and anecdote texts. (2) Speaking: telling various meaning (interpersonal, ideational, and textual) in various interaction spoken texts and monologue especially in form of descriptive, narrative, recount, procedure, report, and anecdote texts. (3) Reading: understanding various meaning (interpersonal, ideational, and textual) in various interaction written texts and monologue especially in form of descriptive, narrative, recount, procedure, report, and anecdote texts. (4) Writing: telling various meaning (interpersonal, ideational, and textual) in various interaction written texts and monologue especially in form of descriptive, narrative, recount, procedure, report, and anecdote texts.

2.2 Textbook

In teaching learning students, we always use some media to make the teaching-learning process easier. One media we always use is text book because it is easy to buy, to carry, and to study. To support this idea Brown et al. (1983: 385) elaborated that textbook are portable, they remain fairly economical to buy and maintain. They often content excellent visualization of concept and information

with accompanying verbal elaboration and explanations. In fact, a book is an effective media to get a broader knowledge. Realizing the importance a textbook, its definitions and functions are represented below.

2.2.1 Definition of English Textbook

The following are definition of textbook from several sources. Langenbach (1997: 563) states that “In the strict of term, a textbook is a book that presents a body of knowledge in an organized and usually simplified manner for purpose of learning.” Moreover according to Hornby et al. (1974: 893) states that textbook is a book that is giving instruction in a branch of learning.

In sum, an English textbook is printed material that is made to fulfill the need of a branch of science that is English. Although there are many kinds of media that are rivaling printed materials of communication, textbook remains major resource in school.

2.2.2 Functions of English Textbook

A textbook has many functions. According to Brown et al. (1983: 384), the functions are:

(1) Individualization of Instruction

Textbook helps individualize instruction by enabling students to proceed at their own rate and to limited extent, according to what they are interested in studying.

(2) Organization of Instruction

Textbook helps to organize instruction by providing common reading experiences, suggestion activities, recommended readings, and questions. Expertly written text book give unity to classroom interaction. Also, they are graded, in introducing new concepts; they build upon what has proceeded.

(3) Tutorial Contribution

Teachers often maintain that textbook helps students to learn how to read better, to study, to weigh evidence, and to solve the problem.

(4) Improvement of Teaching

Textbook are also regarded as helpful in improving teacher's editions and manual.

In addition. Greene and Petty, as quoted by Sanjoyo (1991: 6) explain some gunctions of textbooks as follows:

- 1) To express a thought and modern views of lesson and also demonstrate its application in the teaching materials;
- 2) To present a various readable subject matter which is suitable with the students needs and interest, as source of the learning programs to make a real condition just like in the student's real life;
- 3) To provide an arranged, gradual source in the expressional skills of communication;
- 4) To present together with the supplementary books;

- 5) To provide an evaluation and remedial teaching program suitable and useful for both teacher and students; and
- 6) To present exercise and practical tasks.

From the illustration above, the writer conclude that generally the function of textbook is to help the teacher explains the materials and to make the students become easier in understanding the material given.

2.3 Theoretical Framework

In theoretical framework, the writer uses some theories to analyze the data. It comprised some theories about systemic functional linguistics, genre, and discourse.

2.3.1 Systemic Functional Linguistics

In systemic functional linguistics, language is functional, that is, language is the way of it is because of the meaning it makes. The theory suggests that resources available within the systemic of discourse, grammar, and vocabulary are utilized in specific ways to make specific meanings. Systemic functional linguistics theory is a theory of language in context in which it is used. Thus, different purposes for using language and different contexts result in different language texts. The construction of language at level of whole text is meant any connected stretch of language that is doing a job within social context. Thus the 'text' is used to refer to stretch of spoken and written language. Text may be as short as one word; or maybe as long as book. The following is the model language:

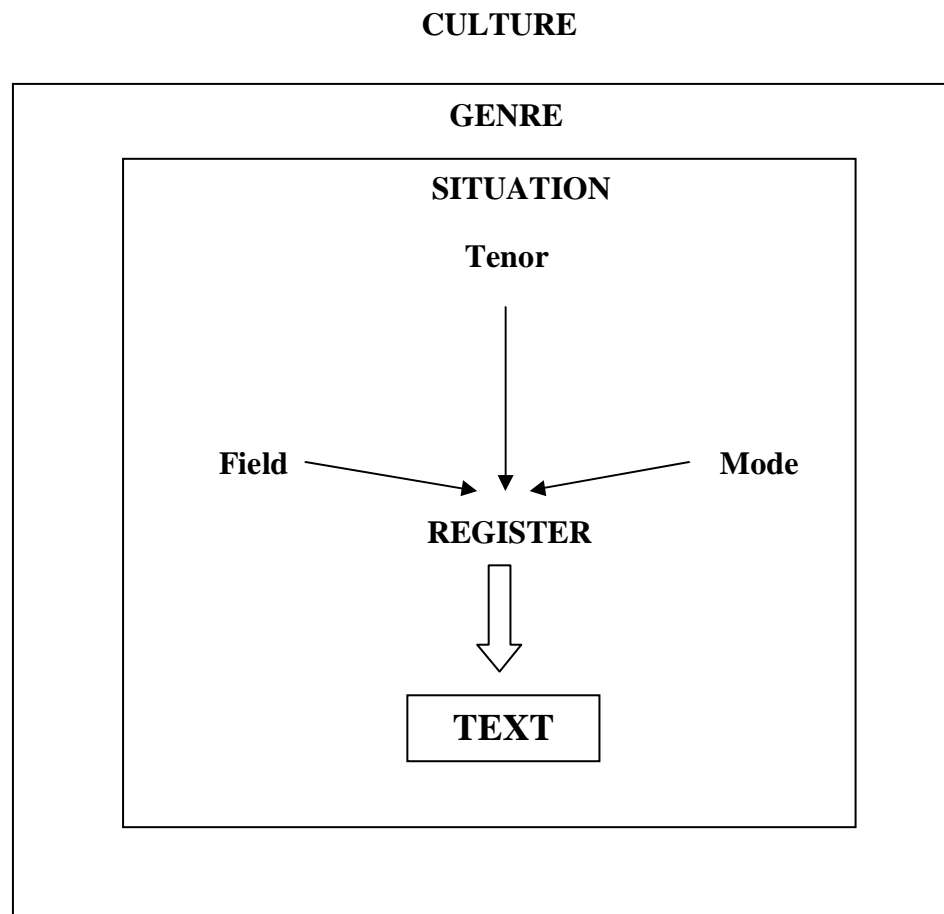


Figure 2.3.2 the Model language

From the diagram above, the outer layer represents the context of culture in which language interaction takes place. It incorporates the attitudes, values and shared experiences of any group of people living in the one culture, culturally evolved expectations of ways of behaving, and culturally evolved ways of getting things done or of achieving common goals that typically involve language in way or another and are referred to as genres. Each genre is characterized by distinctive beginning, middle and end structure through which the social function of the genre is realized.

Language is used in a context of situation as well as a context of culture.

There are three variables in context of situation:

- 1) Field : What is happening, the nature of the social interaction taking place: what is it that the participants are engaged in, in which language figures as an essential component.
- 2) Tenor : Who is taking part; the social roles and relationships of participant; the status and roles of the participants.
- 3) Mode : The symbolic organization of the text, rhetorical modes (persuasive, expository, didactic, etc); the channel of communication, such as spoken/written, monologic/dialogic, visual contact, computer-mediated communication/telephon, etc.
(Halliday, 1985: 12)

Those variables function together and are responsible for the configuration of language features found in text. This configuration of language features constitutes the “register” of a text.

In addition, Halliday and Hasan (1985: 25-26) identify the context of culture as three key aspect of the text. First, we can quickly identify the topic, what the text is about, by relating to the field of the text. It can be figured out by learning the lexical items of the text. Second, we can identify the role of language is playing in the interaction, how is language being used whether the channel of the communication is spoken or written. It refers to the mode of the text. The third aspect is the interpersonal relationship between the interaction and that is connected with the tenor of the text.

2.3.2 Genre

According to Gerot and Wignell 'A genre can be defined as culturally specific text types which results from using language (written or spoken) to (help) accomplished something.' They also add:

Genres are culture specific, and have associated with them:

- 1) Particular purposes
- 2) Particular stages: distinctive beginning, middles, and ends.
- 3) Particular linguistics features.

Those three things are called text structure. It can be said that each genre has structure that consists of the elements (stages). I will further about the elements of genre in the following:

2.3.2.1 Elements of Genre

The element of the text is also called schematic structure or generic structure. It is made up of separate events. Some elements are obligatory and some are optional. The obligatory elements of a text are the element that must occur in the text. However, the optional element is one that can occur but not oblige to occur. For example: in recount text there are four elements that are orientation, event, re-orientation, and coda. The first two elements are obligatory elements. It means there is an obligation for them to present in a recount text. The last two elements are optional elements. Their presence is not an obligation. So, even though without re-orientation and coda, people still considering the text as recount.

The obligation of obligatory elements' is due on the fact that a text is defined by the obligatory elements in structure. Halliday and Hasan (1985: 62) stated that 'the obligatory define the genre to which a text belongs, and the appearance of all these elements in a specific order corresponds to our perception of whether the text is complete or incomplete.' Thus the absence of an obligatory element in a text will set the perception that the text might be incomplete.

2.3.3 Discourse

The ability to communicate in the intact meaning is said as discourse competence, it means that if someone is good in communication orally or written, he or she is implicated in a discourse. Discourse is communication event, which is influenced by the topic that is communicated, the interpersonal relationship between people who communicate, and the communication line, which is used in one context of culture (*kurikulum 2004, 2003: 2*).

Based on competency model that were developed by Celce-Murcia, Dornyei, and Thurrel as cited in *Kurikulum 2004 (2003: 2)*, communicative competence is discourse competence or person ability to understand and create discourse. Discourse simply is interpreted as text, both spoken and written. To achieve the discourse competence, it is needed mastering the component competencies. Those component competencies are:

(1) Linguistic Competence;

Based on understanding and ability to apply aspects of grammar, vocabulary, pronunciation, and spelling in the text correctly.

(2) Actional Competence;

Based on ability to use language to express communicative function (language act: spoken and written).

(3) Social-cultural Competence;

Based on ability to state message correctly and receives according to socio-cultural context.

(4) Strategic Competence.

Based on ability and skill to apply various communication strategies, how to overcome the communication difficulties.

2.4 Text

The followings are elaboration of text. The writer will discuss the definition of text and kinds of text.

2.4.1 Definition of Text

According to Halliday and R. Hasan (1985: 6) text is language that is functional, means language that is doing job in some context. So, any instance of living language that is playing some parts in context of situation we shall call a text. It may be either spoken or written. Based on the participant there are spoken and written texts.

Spoken refers to language interaction, including a conversation orally, between two persons or more which their text has a purpose. For instance: a

consultation between a patient with doctor, buying and selling goods, directing someone to the hospital, etc.

Moreover, the written text refers to language text, including abstract reflection on causes and effects of distance events. According to Hammond (1992: 5) “There is no clear dividing the between spoken and written language. Some texts are neither exclusively spoken nor written.”

Written language is not simply speech written. Gerot and Wignell state:

“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 is.” (Gerot and Wignell, 1994: 17)

It means that there is closely linked between ‘genre’ and ‘grammar’ a genre can be defined as a culturally specific type which result from using language (written or spoken) or (help) accomplish something.

In the materials being produced about genres and characteristics lexicogrammar feature or major grammatical patterns. Different genres deploy the resources for meaning, making though the grammar in different ways. The grammar attempt to describe language in actual use and so focus on texts and their contexts. There is connection between text and context.

2.4.2 Kinds of Text

There are some genres texts: Spoof/Recount, Reports, Analytical Exposition, Item, Anecdote, Narrative, Procedure, Description, Hortatory Exposition, Explanation, Discussion, and Reviews (Hammond, 1992: 75). Distinctive generic structure and major grammatical pattern through which the social function of the genre is realized characterize each type. In this study, the writer will discuss several monologue texts which are found in the book entitled "Let's Talk" for grade VIII of Junior High School published by Pakar Raya. There are Descriptive, Narrative, Recount, and Anecdote.

2.4.2.1 Descriptive

According to Hammond (1992: 78) the social function of descriptive text is "to describe a particular person, place, or thing." Gerot and Wignell (1994: 208) also say that its social function is "to describe a particular person, person, or things." It is characterized by the steps of rhetorical development which presents identification and description. It identifies a person, place, or thing and also describes parts, qualities, and characteristics. In descriptive text, the best focuses on specific participant. The processes types usually use verbs of being and having. The verbs are in present tense. Frequently, it uses some descriptive adjectives to build up long nominal group.

2.4.2.2 Narrative

The purpose of this text is to relate an amusing or unusual experience in entertaining way. This is in line with Gerot and Wignell's statement that the social function of narratives is to amuse, to entertain, and to deal with problematic events which lead to a crisis point of some kinds, in turn find a resolution (1994:

204). Derewianka (1990: 40) states: “the basic purpose of narrative are to entertain, i.e., gain and hold the reader’s interest in story”.

The generic structures of narrative consist of:

Orientation	sets the scene and introduces the participants
Evaluation	a stepping back to evaluate the plight
Complication	a crisis arise
Resolution	the crisis is resolved, for better or for worse
Re-orientation	(optional)

(Gerot and Wignell, 1995: 204)

Narrative text focuses on specific and individual participant. It usually uses material (behavioral and verbal) processes. It also uses relational processes, mental processes, temporal conjunctions, and temporal circumstances. Relational processes involve states of being and having. For example:

- 1) Tom was an adventurous boy. (Text 2)
- 2) And actually, it has magical power. (Text 2)

There are many verbs which refer to mental processes, they are ‘heard’, ‘afraid’, ‘remembered’, and ‘looked’. The verbs that are used in narrative monologue text type are past tense.

2.4.2.3 Recount

Hammond, (1992: 88) says that the social function of recount is to record events form the purpose of informing. Recount simply retells events in what sequence, but they do not necessarily deal with the problem. The point of recount

is to retell the events and to share the speaker's appraisal of those events, so it is only for the purpose of informing and entertaining.

In other opinion, Derewianka (1990: 15) says, "in recount, we construct past experience. A recount is unfolding of a sequence of event overtime." He also adds that the purpose of recount is to tell what happened. Recount focuses on specific participants. In recount text, it usually uses verbs of action and the action happened in the past tense. The important thing of the recount is using temporal connectives to indicate sequence of events. There are also circumstances of time and place. In recount text, the generic structure of recount consists of:

Orientation	information on the context of the recount
Record of events	a record of events in temporal sequences
Re- orientation	closure of events
(Coda)	comments on events

The record of event stage comprises a series of events about a given field. It usually involves a step-by-step progression which is given significantly by the interpersonal contribution that occurs throughout the text.

2.4.2.4 Anecdote

According to Hammond, the social function of anecdote is to share with others an account of unusual or amusing incident. Anecdote uses exclamative, rhetorical questions and intensifiers to point up the significance of events. It also uses relational and mental processes to evaluated events.

The generic structure of anecdote consists of:

Abstract	signals the retelling of the unusual incidents
Orientation	sets the scene
Crisis	provides the detail of the unusual incidents
Reaction	reaction to the crisis
Coda	optional-reflection on or evaluation of the incidents

(Gerot and Wignell, 1995: 202)

CHAPTER III

METHOD OF INVESTIGATION

This chapter will describe in detail the method of investigation. It is divided into several parts. They are source of data, research design, procedure of collecting data, procedure of analyzing data, and technique of reporting the result of the analysis.

3.1 Research Approach

In conducting the research, I used the qualitative approach which means that the data are analyzed qualitatively: Berg points out “qualitative approach thus refers to the meaning, concepts, definitions, characteristics, metaphors, symbols, and description of things” (Berg and Bruce L, 1989: 2). The data will therefore be in the form of complete description and identification of the texts.

3.2 Source of Data

According to Arikunto (1998: 114), the data resource is “the subject from which the data can be found.” Based on that view, the source of data in this final project is monologue texts found in Let’s Talk for grade VIII of Junior High School published by Pakar Raya. There are 9 monologue texts which were analyzed consisting of 8 themes. At least, I chose one monologue text of every theme because it has represented the genre of each theme.

3.3 Procedure of Collecting Data

The procedure of collecting data in this study, I did the following steps:

- (1) The first step was finding the textbook entitled “Let’s Talk” for VIII of Junior High School published by Pakar Raya.
- (2) The second step was reading the monologue texts found in the textbook.
- (3) The third step was choosing the monologue texts from each theme in the analyzed textbook because each theme only provides one genre. So, it has represented the genre of each theme. There are 8 themes in the analyzed textbook. So, I took 9 monologue texts which were analyzed.
- (4) And finally I analyzed and computed the data. The data that had been collected and classified were then analyzed. The complete analysis was presented in chapter IV as the result of the study.

3.4 Procedure of Analyzing Data

In analyzing data, I used text analysis or discourse analysis as the technique. According to Guy Cook states that discourse analysis examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users. (Guy Cook, 1989: 9)

Although it is word, the meaning considered in it is not the only one, but also meaning outside the word. Mc Carty states that discourse analysis is concerned with the study of the relationship between language and the context in which it is used. (Mc. Carty, 1993: 5)

He also states that “Discourse analysis study language in use written text of all kinds, and spoken data, from conversation to highly forms of talk.”

After getting the data I used some steps to analyze them. The steps are following:

(1) Reading the text

I read the text thoroughly one by one. Text in this case is monologue text in textbook entitled “Let’s Talk for grade VIII of Junior High School published by Pakar Raya. Then I chose the monologue texts from each theme in the analyzed textbook because each theme consists of only one genre. There are 8 themes in the analyzed textbook. So, I took 9 monologue texts which were analyzed.

(2) Analyzing

In the process of analyzing the monologue texts, I did the following steps:

- a. The first step I identified the generic structure of the monologue text.

For example: in Text 1

Identification	{	Listen everybody! I <i>have</i> a favorite animal. It <i>is</i> an orangutan .
Description		We <i>call</i> it Si Otong . <u>You know</u> Si Otong has large head and big eyes . He is very <u>hairy</u> , too. I <i>feed</i> him with fresh fruits. Si Otong has a baby, and...you know what? He looks after his young very well. My friends always <i>say</i> that Si Otong looks clumsy because of the way he walks. I don’t totally agree with them, because I think he is a <u>gentle</u> animal.
Description		

For the example above, the generic structure of descriptive monologue text is identification and description.

- b. The second step I identified the lexicogrammatical features of the monologue text. In Text 1, the lexicogrammatical features of descriptive monologue text are focused on specific participants (e.g. It is **an orangutan**); use of attributive and identifying processes (e.g. I *have* a favorite animal); frequent use of epithets and classifiers in nominal groups (e.g. He is very *hairy*); and use of simple present tense (e.g. I *feed* him with fresh fruits).
- c. After I identified the generic structure and the lexicogrammatical features, then I also identified the social function of each of the monologue texts. For example: the descriptive monologue text has social function is to describe a particular person, place, or thing.
- d. And also I identified gambits of each the monologue text which is used to characterize them as spoken language. For example: gambits of descriptive monologue text, like: you know..., well....

3.5 Technique of Reporting the Result of Analysis

In reporting the result of the analysis, I used qualitative method since the data is qualitative. Sally and James (1989: 414) states “Qualitative analysis, however, is a systematic process of selecting, categorizing, comparing, synthesizing, and interpreting to provide explanations of the single phenomenon of

interest.” Based on the statement above, I only took four steps in doing the analysis. They are:

(1) Selecting the data

I selected the data by choosing the monologue texts from each theme in the analyzed textbook because each theme consists of only one genre. There are 8 themes in the analyzed textbook. So, I took 9 monologue texts which were analyzed. We can see the monologue texts in the following:

- a. My Favorite Animals (Descriptive Monologue Text)
- b. (Narrative Monologue Text)
- c. (Recount Monologue Text)
- d. (Anecdote Monologue Text)
- e. (Anecdote Monologue Text)
- f. The Strange Porridge (Narrative Monologue Text)
- g. (Recount Monologue Text)
- h. (Recount Monologue Text)
- i. (Descriptive Monologue Text)

(2) Categorizing the data

In categorizing the data, I classified the monologue text based on type of genre of the monologue text. For example: The descriptive monologue texts are in ‘Text 1 and 9’. The narrative monologue texts are in ‘Text 2 and 6’. The recount monologue texts are in ‘Text 3, 7, and 8’. And the anecdote monologue texts are in ‘Text 4 and 5’.

The result of the analysis can be seen in the following table:

Type of Monologue Texts	Sum
Descriptive	2
Narrative	2
Recount	3
Anecdote	2

(3) Comparing the data

I compared the structure of monologue text in the textbook with generic structures, lexicogrammatical features, social function, and gambits of each monologue text. For example: in Text 1

Identification	{	Listen everybody! I <i>have</i> a favorite animal. It is an orangutan .
Description		We <i>call</i> it Si Otong . <u>You know....</u> Si Otong has large head and big eyes . He is very <u>hairy</u> , too. I
Description	{	<i>feed</i> him with fresh fruits. Si Otong has a baby, and...you know what? He looks after his young very well. My friends always <i>say</i> that Si Otong looks clumsy because of the way he walks. I don't totally agree with them, because I think he is a <u>gentle</u> animal.

Notes :

Bold : Specific participants

Bold Italics :Relational processes/ processes of being and having
(Attributive and Identifying process)

Italics : Present tense or present continuous tense

Underlined : Adjective and gambits

Italics Underlined : Noun phrase

The lexicogrammatical features of descriptive monologue text are focused on specific participants (e.g. It is **an orangutan**); use of attributive and identifying processes (e.g. I *have* a favorite animal); frequent use of epithets and classifiers in nominal groups (e.g. He is very *hairy*); and use of simple present tense (e.g. I *feed* him with fresh fruits).

The social function of the text above is to describe a particular person, place, or thing.

(4) Interpreting

In interpreting the data, I interpreted the result of analysis in sentence by sentence. The complete analysis was presented in chapter IV as the result of the study.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter, I would like to present findings and discussion. I describe each monologue text from its gambits, social function, its generic structures, and its lexicogrammatical features. From the analyzed monologue textbook, there are eight themes and I chose nine monologue texts. The analyzed monologue texts are as the following table.

Table 4.1 Data Analysis

No	Title of Monologue Texts	Unit	Page
1	My Favorite Animals (Descriptive Monologue Text)	1	6
2	(Narrative Monologue Text)	2	31
3	(Recount Monologue Text)	3	55
4	(Anecdote Monologue Text)	4	81
5	(Anecdote Monologue Text)	4	81
6	The Strange Porridge (Narrative Monologue Text)	6	130
7	(Recount Monologue Text)	7	162
8	(Recount Monologue Text)	7	163
9	(Descriptive Monologue Text)	8	187

Description describes parts, qualities, and characteristics

(Gerot and Wignell, 1995:208)

And the lexicogrammatical features of the descriptive monologue text are focusing on specific participants, usually using a simple present tense, using of verbs of being and having also of descriptive adjective to build up long nominal groups.

From the generic structure of descriptive monologue text above, there are two stages, identification and description. Usually part of identification is at the beginning of the text, while description in the middle. There is sometimes conclusion at the end of the text, but it is optional stage in the generic structure of descriptive monologue text.

In part of identification, we know who a person is, where place is, or what a thing is. The author clearly identifies the participants, for example in text 1, the author only talk about 'My Favorite Animal', nobody else. After identifying the participants the author give us description of its parts, qualities, and characteristics. There are several ways to improve description. Here, the author uses the adjective words. Adjectives are describing words. They add color and meaning to our word and paint detailed word pictures. The author also uses adjectives to build up long nominal group and create colors, shapes, and sizes, feelings, and other qualities in nouns, as the following clauses:

- 3) He is very *hairy*. (text 1)
- 4) "The author is so *hot* here" she said. (text 9)
- 5) She's absolutely *adorable*. (text 9)

6) I think she's very *pretty*. (text 9)

7) She's a bit *naughty* sometimes. (text 9)

From the clauses above, the words 'hairy', 'hot', 'adorable', 'pretty', and 'naughty' are adjective word which describes other words. The descriptive monologue text usually uses simple present tense and verbs of being and having. I found in the following clauses:

8) I *have* a favorite animal. (text 1)

9) It *is* an orangutan. (text 1)

10) Si Otong *has* a large head and big eyes. (text 1)

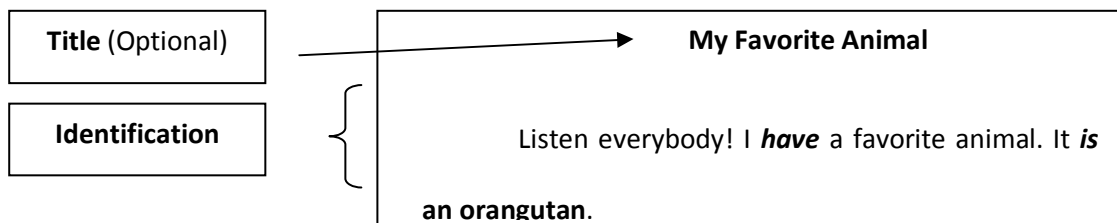
11) Si Otong *has* a baby. (text 1)

12) She *is* from America, but she *is* here now. (text 9)

13) She *is* a fun person to be with. (text 9)

The word 'has' and 'have' are verb of having; while the word 'is' is verb of being. The verbs indicate that an action is taking place. And they also tell us when it is taking place. Verbs tell us that the action in the present. This feature of a verb is called its tense. We can see the following analysis of monologue texts.

Text 1



Description

We call it **Si Otong**. You know...**Si Otong has large head and big eyes**. **He is** very hairy, too. I *feed* him with fresh fruits. **Si Otong has** a baby, and...you know what? **He** *looks* after his young very well.

My friends always *say* that **Si Otong looks clumsy** because of the way **he** walks. I don't totally agree with them, because I think **he is** a gentle animal.

Notes :

Bold : Specific participants

Bold Italics : Relational processes/ processes of being and having
(Attributive and Identifying process)

Italics : Present tense or present continuous tense

Underlined : Adjective and gambits

Italics Underlined : Noun phrase

Text 9

Identification

Well, everyone... I would like to tell you about my close-friend, **Anne**. You know...**She is** from America, but **she is** here now.

Description

You know **she** *enjoys* staying here in Indonesia. But...sometimes, **she** *complains* about the weather.

Description

“The weather *is* so hot here” she said, but **she** doesn’t mind. **She’s** absolutely adorable. I *think she’s* very pretty. **She** *makes* me laugh a lot, um...she often *tells* funny stories but I like the way **she** tell them.

I *learn* some English from her. **She’s** a bit naughty sometimes. I *hate* it when **she** *wakes* me up at four o’clock in the morning on the way to school, well...I *love* it. **She is** a fun person to be with.

Notes :

Bold : Specific participants

Bold Italics :Relational processes/ processes of being and having
(Attributive and Identifying process)

Italics : Present tense or present continuous tense

Underlined : Adjective and gambits

Italics Underlined : Noun phrase

From the monologue texts in the analyzed textbook, the writer found two descriptive monologue texts. Both monologue texts from the text book have the characteristics of the descriptive monologue text. We can see that descriptive monologue text focusses on specific participant. In order to describe a particular person, place, or thing.

4.2 Analysis of Narrative Monologue Text

From the data, we found two narrative monologue texts. The social function of narrative monologue text is amusing, entertaining, and dealing with problematic events which to lead a crisis or turning points of some kinds, which in turn finds a resolution. The generic structures of narrative monologue text are:

Orientation	sets the scene and introduces the participants
Evaluation	a stepping back to evaluate the plight
Complication	a crisis arise
Resolution	the crisis is resolved, for better or for worse
Re-orientation	(optional)

(Gerot and Wignell, 1995:204)

The orientation in which the narrator tells to the reader: who is in the story, when the story is taking place, and where the action is happening. We can see in text 4, the narrator introduces the main character. There is ‘two men’. From orientation, we can know where and when the story is happening and what is going on, as the following:

14) Tell where:

...and he found himself in the strange section of the woods. (Text 2)

He found himself at a cave’s entrance. (Text 2)

Tom ran to the back to the cave. (Text 2)

..., her hoof was stuck in the crack in the floor of the cave. (Text 2)

...and I found myself stuck in the cave. (Text 2)

Then the two of them walked and talked on their way home. (Text 2)

...they found themselves at Tom's house. (Text 2)

...on the island of Roti. (Text 6)

Then, for the other food the old man had to go to the sea. (Text 6)

..., the boy had to stay at home... (Text 6)

He sat around the house. (Text 6)

15) Tell when:

A long, long time ago... (Text 2)

One day... (Text 2)

Not long after that... (Text 2)

Well, long time ago... (Text 6)

A few moment later,... (Text 6)

From that time on ... (Text 6)

The complication is a part which sets of chain of events those influences what will happen in the story. This is the stage of the story where the narrator tells about something that will begin a chain of events. These events, will affect one or more of the characters. We can say that the complication is the trigger. The complication that I found in the analyzed book as the following:

16) One day when Tom was exploring the woods, he walked farther that he had ever gone before and he found himself in a strange section of the woods. He was trying to find his way home when he heard a cry for help, "Help... help!" (Text 2)

17) The boy had no parents anymore. And you know, he didn't know what had happened to them. His grandmother never told him about it. (Text 6)

The clause above is crisis in the story. After a crisis arises, it must be there resolution in which the characters finally sort out the complication. In this part of the narrative monologue text, the problem is solved. The crisis is resolved, for better or worse. We can see the resolution stage in text 2 and text 6 as the following:

18) Then the two men walked and talked on their way home. Not long after that, they found themselves at Tom's house. Tom was very happy, and Judy was too. The two of them became good friends. From then on they explored the woods together. (Text 2)

19) From that time on, the people of Roti never beat their children or any other people on the head. (Text 6)

And the last part of the narrative monologue text is re-orientation or coda. It provides closure of event or comment or moral based on what has been learned from the story, but it is optional step. There is re-orientation or coda in text 2 and text 6. I found two narrative monologue texts in the analyzed textbook. We can see the following analysis of text 2 and text 6:

Text 2

Well, students, today I'd like to tell you a story. Would you like it? Yes? Now, let's look at the illustration here.

Do you know the boy's name? Do you know where he lives? Do you think he's a good boy? No? Well, the story is about him and his new friend.

Orientation

A long, long time ago over the hills and across the prairies, there lived **a boy** named **Tom**. **Tom was** an adventurous boy. **He** always *ran off* into the woods behind his house to explore.

One day when **Tom was** exploring the woods, **he** *walked* farther than **he had** ever gone before and **he** *found* himself in a strange section of the woods. **He was** trying to find his way home when **he** heard a cry for help, “Help... help!”

He *stood* there for a few minutes trying to figure out which direction the cry was coming from. **Tom** heard the cry again. This **was** even louder.

Complications

Tom was a brave boy. **He** *was* *scared* of nothing. That **was** why, **he** decided to help. Then **he** *started* to run south through the woods. Do you know what he saw? Right! **He** *found* himself at a cave’s entrance.

“Is there anybody in there?” *said* **Tom** as **he** stood looking into the cave. Then **he** heard a weak voice from the cave, “Anybody, please help me!”

Wasting no time, **Tom** *ran* to the back to the cave. There **he** *found* the **baby unicorn**.

Well, students. Do you know what a unicorn is?

Complications

Right! **A unicorn *is*** a horse with a gold colored horn on its forehead, and its coat *is* shiny white. And actually, it ***has*** magical power.

When Tom found the unicorn, her hoof *was stuck* in a crack in the floor of the cave. **He walked** towards her. “Don’t be *afraid*,” **he said**, “I’m here to help.” **He bent** down to get her leg out. When Tom stood up, **he thought** that **she** would run off, but **she** just *stood* there.

“Thank you,” **she said**, “My name *is* **Judy**. **I was** exploring the woods when I got lost and I found myself stuck in the cave. **I’m** so glad you came by! What’s your name?”

“My name *is* **Tom**. **I was** also exploring the woods and I got lost too. That’s when I *heard* your cry for help.”

“Since we’re both lost, let’s help each other find our way home,” **said Judy**.

Resolution

Then the two of them *walked and talked* on their way home. **They were not** afraid of being lost now. Not long after that, **they found** themselves at Tom’s house. **Tom was** very happy, and **Judy was** too. That’s when

Resolution

home is from here. I must just *go* now. I'll see you again. Thank you, **Tom**."

"You're welcome. **Judy**. Please take care," *Tom said*.

"You too. See you," **Judy said** and *ran away*. "See you!"

Tom replied seeing his new friend running away to find her house.

The two of them became good friends. From then on they explored woods together.

Notes :

Bold : Specific or individualized participants

Bold Italics : Relational processes (processes of being and having)

Italics : Material processes (and it is this text, behavioral and verbal processes)

Underlined : Gambits, temporal conjunctions and temporal circumstance

Italics Underlined : Mental processes

Text 6

Title	<p>The Strange Porridge</p> <p><u>Well, long time ago...</u> on the island of Roti there lived an old woman. She was a widow. She only lived with her grandson. There were only the two of them of the island. They lived in an old hut.</p> <p>The boy had no parents anymore. And you know, he didn't know what had happened to them. His grandmother never <i>told</i> him about it.</p> <p><u>Actually</u>, the old woman had no heart to tell the truth about his parents.</p> <p>For their living, they grew some crops behind their hut. It produces only a small quantity of rice. But ...there was always enough food for them. <u>Then</u>, for other food the old woman had to go to the sea ... to catch the fish. And ...every time the woman went out fishing, the boy had to stay at home and prepare the food. <u>However, one day</u> the boy could not hold out any longer. He said to his grandmother, "Please, Granny, let me go with you. I would like to catch the fish, too."</p> <p>"No, dear," the woman replied, "It's too dangerous. Just stay at home and cook the rice for</p>
Orientation	
Complications	

Complications

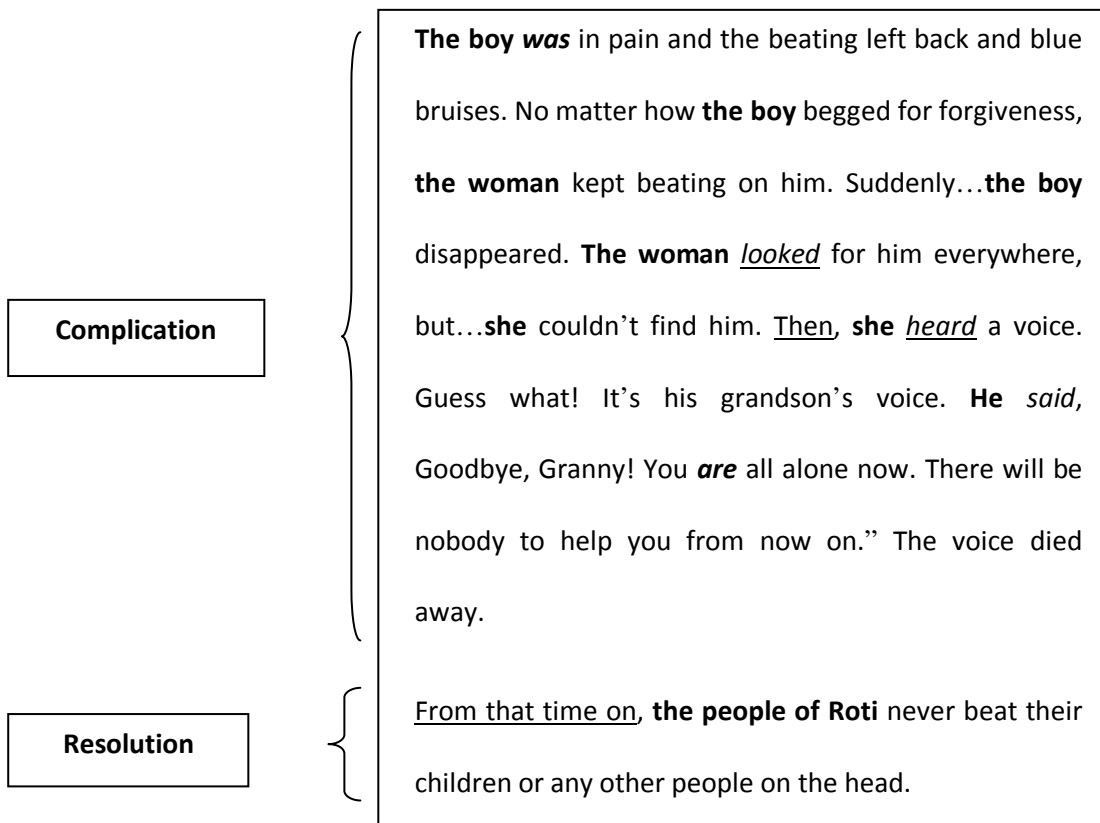
us. Remember, take only one grain.” Then, **she went away**.

There **was the boy**, left all alone...in a great disappointment. **He sat** around the house. **He wondered** why his grandmother never allowed him to the sea. **He thought**, “Hmmm...why did **Granny** never let me go with her? **I know** that I’m strong enough. And, of course, I’m not afraid the waves.”

He couldn’t find the answer. **Then, he remembered** that **he had** to cook rice. While doing this, **he talked** to himself, “Why is there only one grain? How can it be enough food for us? **Granny** must be joking.” So, **he** poured several handfuls of rice into the rice pot and cooked it. **A few moment later**, as **he thought** it was the time to take the pot off the fire, you know...**he** lifted the lid.

“My Goodness!” **he exclaimed**. “What’s happening?” There **was** a stream of hot porridge flowing out of the pot. It kept flowing and flowing.

The boy ran...looking for **his grandmother**. Finding her, **he told** what he had done. **His grandmother** got angry. **Then, she** took a piece of wood and beat him on



Notes :

Bold : Specific or individualized participants

Bold Italics : Relational processes (processes of being and having)

Italics : Material processes (and it is this text, behavioral and verbal processes)

Underlined : Gambits, temporal conjunctions and temporal circumstance

Italics Underlined : Mental processes

From the analysis of narrative monologue texts above, we can see that narrative texts focus on specific and individual participants. And it uses material processes. Material processes constructs doing and happening. These are concrete, changes in the material word that can be perceived. We can see in the following clauses:

20) When **Tom** *stood up*, **he** *thought* that **she** would *run* off, but **she** just *stood* there. (Text 2)

21) Then **the two of them** *walked* and *talked* on their way home. (Text 2)

22) ...**they** *grew* **some crops** behind their hut. (Text 6)

23) **He** *sat* **around the house**. (Text 6)

24) **Granny** never *let* **me** go with **her**? (Text 6)

25) ... **She** *took* **a piece of wood** and *beat* **him** on the head. (Text 6)

The words 'stood', 'run', 'walked', 'grew', 'sat', 'let', and 'took' indicate material processes. They are doing and happening, while 'Tom', 'he', 'she', 'the two of them', 'they', and 'Granny' are the actor of doing. Narrative monologue text also uses relational processes and mental processes. Relational processes involve states of being and having. We can see in the following clauses:

26) Tom was an adventurous boy. (Text 2)

27) And actually, it has magical power. (Text 2)

28) They were not afraid of being lost now. (Text 2)

29) The boy had no parents anymore. (Text 6)

30) The boy was in pain and the beating left back and blue bruises. (Text 6)

The word ‘has’ and ‘had’ are verb of having; while the word ‘was’ and ‘were’ are verb of being. Mental processes involve states of sensing: feeling, thinking, and perceiving. There are three types: affective or reactive (feeling); cognitive (thinking); and perceptive (perceiving through the five senses). We can see in the following clauses:

31) Then he *heard* a weak voice from the cave. (Text 2)

32) “Don’t be *afraid*,” he said... (Text 2)

33) Then, he *remembered* that he had to cook rice. (Text 6)

34) The woman *looked* for him. (Text 6)

The words ‘heard’, ‘afraid’, ‘remembered’, and ‘looked’ indicate mental processes. And ‘he’ and ‘the woman’ represent the participant ‘senser’. Also, it uses of temporal conjunction, and temporal circumstances, like ‘a long, long time ago’, and ‘then’. And it uses past tense, because the story happened in the past.

4.3 Analysis of Recount Monologue Text

A recount is a piece of text that retell past events usually in the order which they happened. The social function of the recount is to record events for purpose of informing. The point of the recount is to retell the events and to share the speaker’s appraisal of those events. The generic structures of recount monologue text are:

Orientation	provides the setting and introduces participants
Events	tell what happened, in what sequence
Re-orientation	(optional) closure of events

(Gerrot and Wignell, 1995: 194)

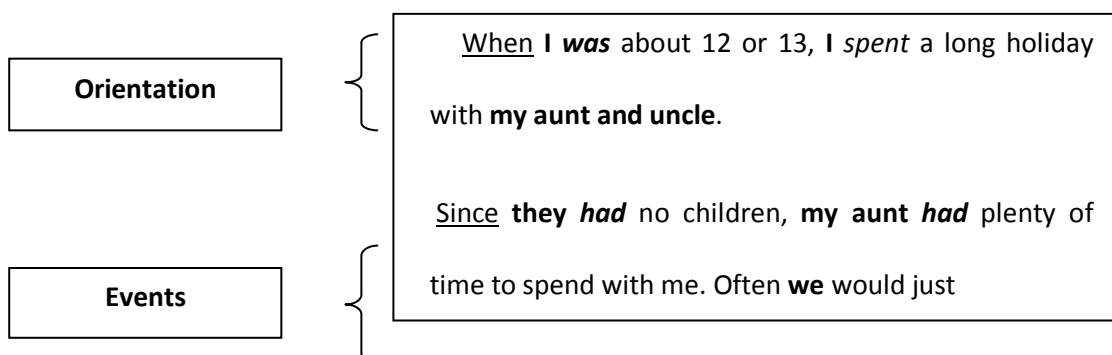
The first step for constructing a recount monologue text is orientation. This stage is usually in the first paragraph that gives the background information about who, what, where, and when. For example, in text 3:

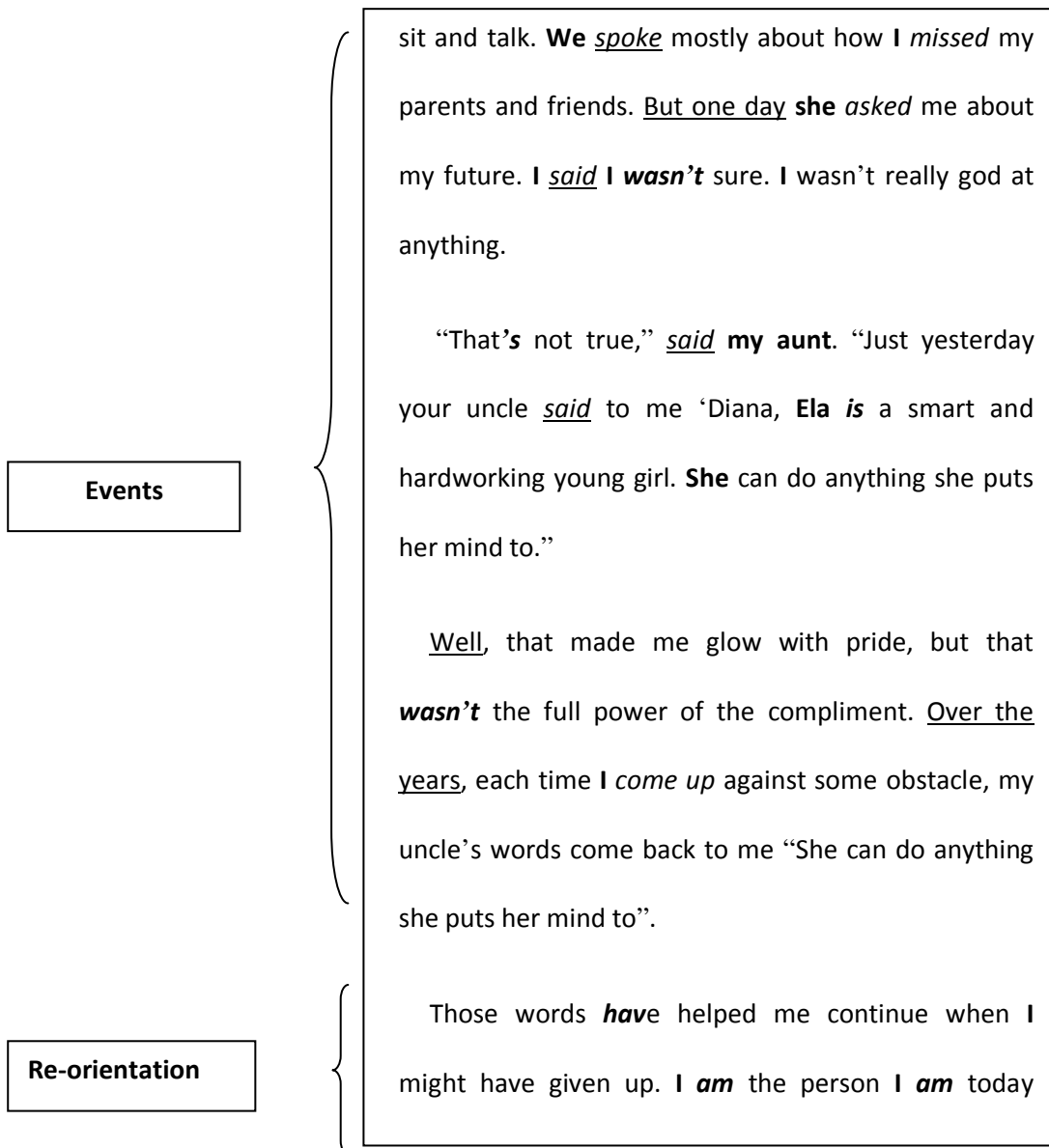
Who	My aunt, uncle, and I
What	A long holiday
Where	-
When	I was about 12 or 13

The second stage of recount monologue text is events. It is a series of paragraphs that retell what happened.

Next, the recount monologue text is ended by re-orientation. This part is like conclusion that may include a personal comment or closure of events, but it is optional not always necessary. We can see the following analysis of text 3, text 7, and text 8:

Text 3





Notes :

Bold : Specific participants

Bold Italics : Relational processes (processes of being and having)

Italics : Material processes (past tense)

Underlined : Gambits, circumstance of time and place

Italics Underlined : Mental processes

Text 7

Orientation	{	<p><u>Last week</u>, my friend and I <i>rode</i> our bikes <u>to the beach</u>. It was only five kilometers <u>from our house</u>. It was quite windy.</p>
Event		<p>There was hardly anyone there. We <i>bought</i> some hot chips <u>at the store nearby</u>.</p>
Re-orientation		<p><u>Then</u>, we <i>rode</i> our bikes down the beach. Before going home, we <i>paddled</i> our feet in the water.</p>

Notes :

Bold : Specific participants

Bold Italics : Relational processes (processes of being and having)

Italics : Material processes (past tense)

Underlined : Gambits, circumstance of time and place

Italics Underlined : Mental processes

Text 8

Orientation	{	<p>Good morning, students. I believe all of you have had a trip. Now, I will tell you what I did on my holiday.</p>
		<p><u>You see...</u> <u>last month</u> we had a long</p>

Orientation

holiday. **My family** *went to Mount Bromo*. Have you ever been there? Wow, it's so beautiful you know... **we** really **had** unforgettable experience.

Events

We *went* there by car. **We** *reached* Cemoro Lawang in the evening. Then, **we** *took a rest* in an inn. **We** *decided* to see the sunrise in the next morning. Seeing the sunrise from the peak of a mountain is unusual event. It **was** really wonderful, you know...

Early in the morning, **we** *rode* on horses to climb up the mountain. The weather **was** very cold, you see. The fog **was** very thick, too. **We** *crossed* a very vast black sandy desert. The desert **is** about ten kilometers wide. It **was** amazing.

After riding in a long distance, **we** *reached* the peak. It **was** about 05:00 a.m. **We** *stopped* there and saw the sunrise. Hmm...it **was** really beautiful. It **was** wonderful! The sunrise over the mountain **was** fantastic!

Re-orientation

Then, **we** **had** breakfast in the open air. **We** *prepared* ourselves for our next trip. There **were** many other things **we** *wanted* to see...

Notes :

- Bold** : Specific participants
- Bold Italics*** : Relational processes (processes of being and having)
- Italics* : Material processes (past tense)
- Underlined : Gambits, circumstance of time and place
- Italics Underlined* : Mental processes

Recount monologue text uses past tense because the events and actions happened in the past. The verbs are verbs and action. The verbs also show the tense of the text. We can see in the following clauses:

- 35) I *spent* a long holiday with my aunt and uncle. (Text 3)
- 36) We *spoke* mostly about how I missed my parents and friends. (Text 3)
- 37) But one day she *asked* me about my future. (Text 3)
- 38) Well, that *made* me glow with pride... (Text 3)
- 39) ...each time I *come* up against some obstacle...(Text 3)
- 40) My friend and I *rode* our bikes to the beach. (Text 7)
- 41) We *bought* some hot chips at the store nearby. (Text 7)
- 42) We *paddled* our feet in the water. (Text 7)
- 43) We also *sat* down to take a rest. (Text 7)
- 44) My family *went* to Mount Bromo. (Text 8)
- 45) We *reached* Cemoro Lawang in the evening. (Text 8)
- 46) We *stopped* there and saw the sunrise. (Text 8)
- 47) We *prepared* ourselves for our next trip. (Text 8)

The writer of recount monologue text also use temporal connective to indicate sequence of events. The temporal connective of words showing order in which events in the text happened, like 'when', 'since', and 'over the years' (Text 2). Also it is like 'last week' and 'then' (Text 7). Moreover we can see the words 'last morning', 'then', and 'early in the morning' (Text 8). Beside the circumstances of place to make their information of recount monologue, as like 'to the beach', 'at the store nearby' (Text 7), 'to Mount Bromo', 'Cemoro Lawang' (Text 8)

From the analysis above, we can see that recount monologue text focuses on specific participants. For example, in text 8 the writer only tells about the writer's family no one else. To specify the participants, the writer of recount improves by using words that add detail. In this way the reader learn more about the participant.

From the monologue texts in the analyzed textbook, the writer found three of recount monologue text. All of those monologue texts have the characteristics of recount monologue text. We can see that the recount monologue text is to retell events for the purpose of informing and entertaining.

4.4 Analysis of Anecdote Monologue Text

An anecdote is a piece of text that usually amusing story about some real person or event. The social function of anecdote monologue text is to share with others an account of unusual or amusing incident. The generic structures of anecdote monologue text are:

Abstract : signals the retelling of the unusual incidents

Orientation sets the scene

Crisis provides the detail of the unusual incidents

Reaction reaction to the crisis

Coda optional-reflection on or evaluation of the incidents

(Gerot and Wignell, 1995: 202)

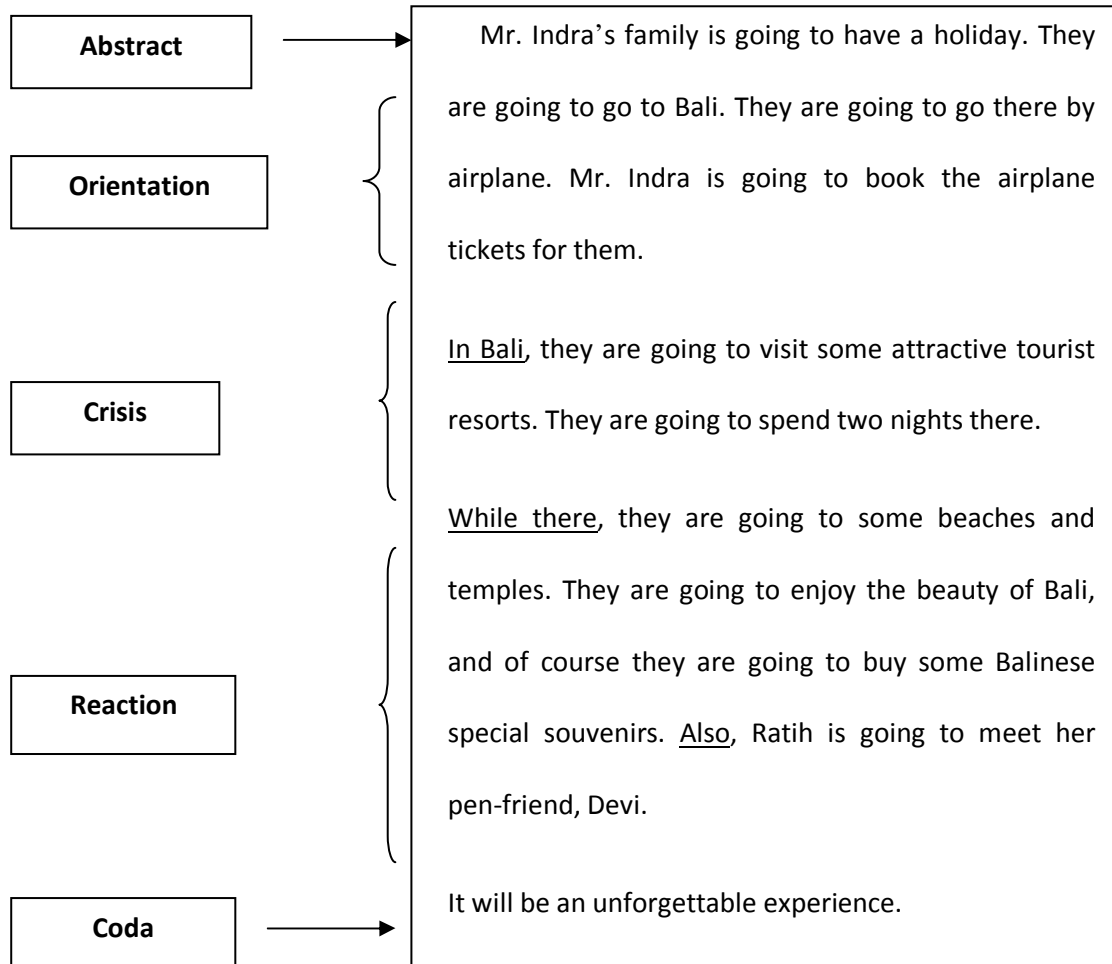
And the grammatical features of the anecdote monologue text are , using of exclamations, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of events; the focusing on material or action processes (in present or past tense) to retell what happened; using of relational and mental processes to evaluate events, using of temporal and continuative conjunctions.

The first step for constructing an anecdote monologue text is abstract. This stage is usually in the first paragraph that gives the signals the retelling of the unusual incidents.

The second step is orientation. This stage sets the scene. Then the third step for the contracting an anecdote monologue text is crisis. This stage is usually provides the details of the unusual incidents.

Next, the anecdote monologue text is ended by reaction to the crisis. Beside the last part is coda. This part is like reflection on or evaluation of the unusual incidents, but it is optional not always necessary. We can see the following analysis of text 4 and text 5:

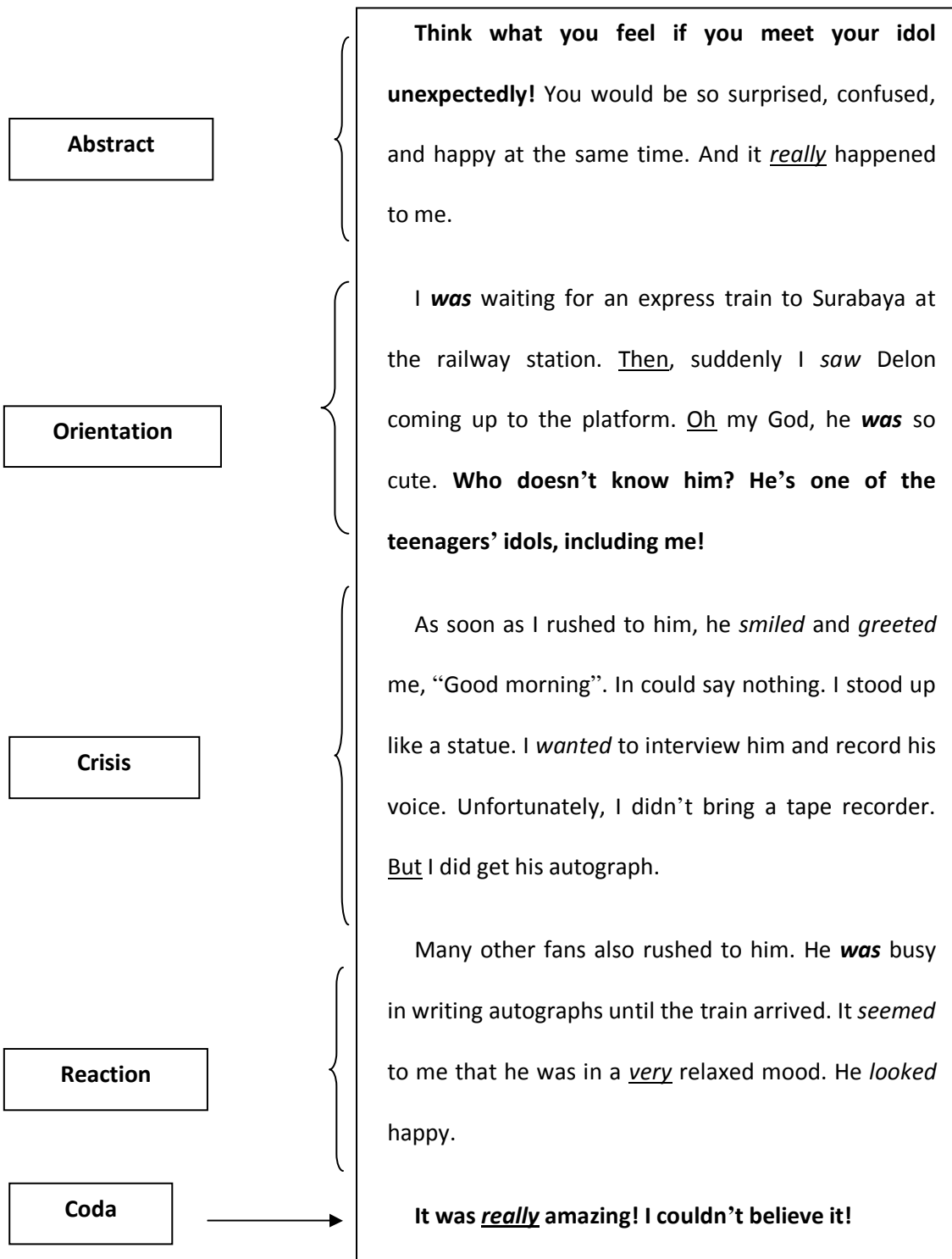
Text 4



Notes :

- Bold** : Exclamations, Rethorical questions
- Bold Italics*** : Relational processes (processes of being and having)
- Italics* : Material and mental processes
- Underlined : Gambits and temporal conjunctions
- Italics Underlined* : Intensifiers

Text 5



Notes :

- Bold** : Exclamations, Rethorical questions
- Bold Italics*** : Relational processes (processes of being and having)
- Italics* : Material and mental processes
- Underlined : Gambits and temporal conjunctions
- Italics Underlined* : Intensifiers

Anecdote monologue text uses the material or action processes. The verbs are verbs and action. The verbs also show the tense of the text in present or past tense. We can see in the following clauses:

- 48) And it really *happened* to me. (Text 5)
- 49) I *saw* Delon coming up to the platform. (Text 5)
- 50) As soon as I *rushed* to him, ... (Text 5)
- 51) I *stood* up like a statue. (Text 5)
- 52) I *wanted* to interview him... (Text 5)
- 53) Many other fans also *rushed* to him. (Text 5)

The writer of anecdote monologue text also use of exclamative, rethorical question and intensifiers (really, very, quite, etc) to point up the significance of events. We can see in the following clauses:

- 54) Think what you feel if you meet your idol unexpectedly! (Text 5)
- 55) And it *really* happened to me. (Text 5)
- 56) Who doesn't know him? (Text 5)
- 57) He's one of the teenagers' idols, including me! (Text 5)

58) ...he was in a *very* relaxed mood. (Text 5)

59) It was *really* amazing (Text 5)

60) I couldn't believe it! (Text 5)

An anecdote monologue text also using the temporal and continuative conjunctions, as like 'while there', 'also' (Text 4). Also it is like 'then' (Text 5).

From the analysis of anecdote monologue texts above, we can see that anecdote monologue text also uses relational and mental processes to evaluate events. Relational processes involve states of being and having. We can see in the following clauses:

61) ... He was so cute. (Text 5)

62) He *was* busy in writing autographs... (Text 5)

63) It was really amazing! (Text 5)

The word 'was' is verb of being. And also the mental processes involve states of sensing: feeling, thinking, and perceiving. There are three types: affective or reactive (feeling); cognitive (thinking), and perceptive (perceiving through the five senses). We can see in the following clauses:

64) It *seemed* to me that he was in a very relaxed mood. (Text 5)

65) He *looked* happy. (Text 5)

From the analyses above, we can see that anecdote monologue 'Text 4' only focusses on temporal conjunctions. Meanwhile, anecdote monologue 'Text 5' focusses on exclamations, rethorical questions, and intensifiers to point up the significance of the events. It also uses relational and mental processes to evaluate events.

In analyzed textbook, I found two anecdote monologue texts. Both monologue texts from the textbook have characteristics of the anecdote monologue text. But according to the 2004 English Curriculum (Competence Based Curriculum) and the 2006 English Curriculum (School Based Curriculum) are suggested to learn three kinds of monologue/essay texts: descriptive, narrative, and recount texts. So, anecdote monologue text is not including to the curriculum. So, anecdote monologue text should not apply with the material learning process.

From the analysis of monologue texts above, not all of the monologue texts use gambits which characterize as spoken language. There are some texts which are not use gambits, for example: in 'Text 4' and 'Text 7'.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V consists of conclusions and suggestions. Based on the statements of the problem in the previous chapter, I can take some conclusions. Then after the discussion and explanation, I would like to present some suggestions.

5.1 Conclusions:

The purpose of this study is to analyze the text structure of monologue text found in the textbook entitled Let's Talk for grade VIII of Junior High School published by Pakar Raya. It involves gambits, the social function, the generic structure, and the lexicogrammatical features. The School Based Curriculum for SMP/MTs states that students of grade VIII of SMP/MTs should be taught three text types. There are descriptive, narrative, and recount monologue text. In the textbook I found two descriptive monologue texts, two narrative monologue texts, and three recount monologue texts. The most dominant is recount monologue text. The second dominant is descriptive and narrative monologue text, because they have the sum of the monologue text in the analyze textbook. The textbook is relevant with the curriculum especially with School Based Curriculum. It provides the monologue texts that are required by curriculum. But, in presenting the monologue texts, some of them have no title. Therefore, it is very difficult to grab the monologue texts in consistency to find the genre of the monologue texts.

The textbook should also present text types proportionally and it should be relevant with the curriculum. The monologue texts should also be familiar for the students. Each monologue text has its own characteristics. By using analysis of monologue text structure, we can know what kind of the monologue text is. Through examples that are presented in the previous chapter, we conclude that texts which are analyzed based on its monologue text structure.

5.2 Suggestions:

After the discussion and explanation above, I would like to present some suggestions related to the analysis in the study. If we analyze a text from its text type structure, we should be more aware of rhetorical development of the text since the analysis is a little bit complex. Here, we look for gambits is used in each monologue texts which characteristic as spoken language. Then we find the social function in the text. Furthermore we also find what generic structures and lexicogrammatical features are. Sometimes, it is not easy to judge whether a text is descriptive, narrative, recount, anecdote, or whatever monologue text types.

We should bear in mind that every monologue text has its own characteristics, which can be used to distinguish monologue text. We should be able to decide the kind of monologue texts by finding the purpose of function of the text. Since some monologue texts have several similarities, so we must be careful in finding its social function and analyzing its gambits, generic structures, and lexicogrammatical features.

To the next researchers, they should be more creative to choose the topic in analyzed textbook. For example, they do not always use the texts of the textbook as topic, but maybe we can choose the exercise and other aspects of the textbook as the topic.

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