



**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

PERPUSTAKAAN
UNNES

Dianita Ainur Rahmasari

2201405693

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
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ABSTRACT

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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.