

**GENERIC STRUCTURE ANALYSIS OF MONOLOGUE  
TEXTS FOUND IN “ SMART ENGLISH TEXTBOOK” FOR  
X GRADE SENIOR HIGH SCHOOL PUBLISHED BY  
MGMP TEAM IN CENTRAL JAVA**



**Submitted to Faculty of Tarbiya and Teacher Training of UIN Prof. K.H  
Saifuddin Zuhri as a Patrial Fulfilment of the Requirements for Achieving  
the Degree of Sarjana Pendidikan in English Education (S. Pd).**

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**APPROVAL SHEET**

This thesis, entitled:

**GENERIC STRUCTURE ANALYSIS OF MONOLOGUE TEXTS FOUND IN "SMART ENGLISH TEXTBOOK" FOR X GRADE SENIOR HIGH SCHOOL PUBLISHED BY MGMP TEAM IN CENTRAL JAVA**

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## OFFICIAL MEMORANDUM OF CONSULTANT

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*Asslamu'alaikum Wr. Wb.*

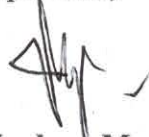
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*Wassalamu'alaikum Wr. Wb.*

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## **MOTTO**

There is no greatest power other than the prayers of those you care about.

Don't waste their struggle in your life. I'm proud!

## **DEDICATION**

I dedicate this thesis to:

My beloved parents (Said Hermawan and Sri Ambartani)

My beloved sister (Caecaria Indrawandani and husband Dwi Susanto)

My Beloved husband Warso

My Almamater, UIN Syaifuddin Zuhri

My Beloved Friends

My self

All the readers of this thesis

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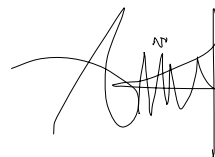
Sholawat may always be devoted to Prophet Muhammad SAW who always becomes a role model for all humans in the world. This thesis presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

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Purwokerto, 24 May 2022



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**ABSTRACT**  
**GENERIC STRUCTURE ANALYSIS OF MONOLOGUE TEXTS**  
**FOUND IN “ SMART ENGLISH TEXTBOOK” FOR X GRADE**  
**SENIOR HIGH SCHOOL PUBLISHED BY MGMP TEAM IN**  
**CENTRAL JAVA**

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The purpose of this study is to describe the generic structure of the monologue text in the class X student learning module published by the MGMP team of Central Java province. The monologue text taught there includes several texts the students have to learn, those are narrative, recount, descriptive, and explanation. This research is to analyze how each of the monologue texts in the textbook is structured, the researcher uses the qualitative descriptive method as the proper method. The documentation is obtained from the Smart English Textbook, then the book is analyzed in the text and the generic structure. This research found that there were 2 kind of text among of the text are 14 is recount text and 6 is narrative text. This research discovered two kinds of recount text it was factual and personal recount text. The researcher identified generic structure of recount text. The generic structure of recount text commonly was orientation, event then reorientation. The main characteristic of language feature recount text was time sequence of event or adverb of time. The other monologue texts are narrative which divided into imaginary and factual. The researcher analyzed generic structure of narrative text commonly had orientation, complication and resolution.

**Keywords : Generic Structure, Monologue text, Textbook.**



**ABSTRAK**  
**ANALISIS GENERIK STRUKTUR MONOLOG TEKS PADA BUKU**  
**“SMART ENGLISH TEXTBOOK” UNTUK KELAS X SMA YANG**  
**DIPUBLIKASIKAN OLEH TIM MGMP JAWA TENGAH**

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Tujuan dari penelitian ini, adalah mendeskripsikan setiap struktur generik jenis teks monolog pada modul pembelajaran siswa kelas X yang diterbitkan oleh tim MGMP Provinsi Jawa Tengah. Teks monolog yang diajarkan di sana mencakup beberapa teks yang harus dipelajari siswa, yaitu narrative, recount, deskriptif, eksplanasi. Fungsi dari penelitian ini adalah untuk mengetahui struktur generik jenis-jenis teks monolog dalam Smart English Textbook. Menganalisis teks monolog dalam “SMART English Textbook” Untuk kelas X SMA yang diterbitkan oleh tim MGMP di Jawa Tengah. Untuk menganalisis bagaimana struktur masing-masing teks monolog dalam buku teks, peneliti menggunakan metode deskriptif kualitatif sebagai metode yang tepat. Dokumentasi diperoleh dari Smart English Textbook, kemudian buku tersebut dianalisis oleh peneliti dalam teks dan struktur generiknya. Peneliti menemukan dua puluh teks monolog dalam buku Smart English yang terbagi menjadi dua jenis teks monolog yaitu naratif dan recount. Peneliti menemukan dua jenis teks recount yaitu teks recount faktual dan personal. Peneliti mengidentifikasi struktur generik teks recount. Struktur generik teks recount umumnya adalah orientasi, event kemudian reorientasi. Ciri utama teks recount fitur bahasa adalah urutan waktu peristiwa atau keterangan waktu. Teks monolog lainnya adalah naratif yang terbagi menjadi imajiner dan faktual. Peneliti menganalisis struktur generik teks naratif umumnya memiliki orientasi, komplikasi, kemudian resolusi.

**Kata kunci : struktur generik, teks monolog, buku teks**

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## CHAPTER I

### INTRODUCTION

#### A. Background Of the Problem

A language is a communication tool organized in the form of units such as words, groups of words, clauses, and sentences expressed both orally and in writing. Learning a language is like opening a window, where we can see the whole world. We can communicate fluently using the language we are learning and we can get a lot of information through it. One of them is English; it is one of the most important languages in the world. In Indonesia, it is a foreign language taught in every school, especially at the high school level.

The Ministry of Education has created a new curriculum, namely Curriculum 2013 which contains basic competencies and core competencies. Basic Competencies are developed from Core Competencies, while the development of Core Competencies refers to the Curriculum Structure. Core Competencies are the ones that bind various Basic Competencies into aspects of attitudes, skills, and knowledge that students must learn for a school, class, and subject level. The Core Competencies must be acquired by students for each class through learning with an active student learning approach.

Based on the curriculum, an English teacher has to compile a syllabus and then choose the teaching materials as stated in the syllabus. Therefore the teacher must be observant in choosing teaching material. The materials can be authentic materials, for example from newspapers, magazines, recipes, etc. Besides, he or she also us textbooks as one of the important resources for their teaching. According to Tomlinson (2011) textbook is the one of tools that are used to help teachers to teach the learners<sup>1</sup>

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<sup>1</sup> Rut Glory Septiani Dilla, Indah Damayanti, Gita Mutiara Hati “THE CONTENT ANALYSIS OF BAHASA INGGRIS TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE X PUBLISHED BY KEMENDIKBUD 2014” Journal of English Education an Teaching (JEET) Vol.1. No.1.2017 pg 2

A textbook is a material that is printed and created for use in schools and student education. The contents of the material in the textbook can help us in carrying out the teaching and learning process. According to Dana Ferris and John Hedgcock (2005:125)<sup>2</sup> textbooks are so pervasive in the educational system throughout the world. Therefore, teachers need to select and analyze its contents.

Based on the school curriculum 13 no 1. 6. pages 64, reading is one of the skills taught in X grade in senior high school. This skill will allow students to understand linguistic elements and existing social functions. From the preliminary survey, there are two kinds of texts there: monologue and dialogue.

The monologue text taught there includes several texts the students have to learn, those are narrative, recount, descriptive, explanation. Each of them has its distinctive features. One of them is generic structure, generic structure is the most important part of the monologue text that must be studied. Each monologue text has a different generic structure.

The purpose of this study, firstly to describe each generic structure of the monologue text in the class X student learning module published by the MGMP team of Central Java province, because this book was published by Central Java MGMP Team which of course they have certain in it, and the evaluation it has been included in the criteria for a good book, a book that is suitable, both from the curriculum and the evaluation value. Second, to find the type of text found in the learning module and find the generic structure of the text, in generally, text that appeared in this book is monologue text, commonly monologue has wide meaning, because in X grade senior high school mostly learning monologue text and they not really understanding about it.

Based on the explanation above, the researcher intends to analyze the book entitled SMART ENGLISH TEXTBOOK which was compiled by the MGMP

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<sup>2</sup>Dana ferris and John S Hedgcock, Teaching ESL Composition Purposes, Proces, and Practice (London, USA : Laurence Elbaum Associates) pg 125

team of Central Java province, the researcher chose some texts for analysis. The function of this research is to find out the generic structures of the types of monologue texts in the Smart English Textbook.

## **B. Conceptual Definition**

Based on the concept of this research, in general the researcher will explain about research variable as follow :

### **1. Monologue Text**

When we study the genre, we must know about text completely because the genre has a very close relation with text. Generally, a text is something that we usually read. Halliday explains text is a language that is functional, which means language that is doing a job in some content. So any instance of living language that is playing some parts in the content of the situation we shall call a text. It is clear that It may be either spoken or written. From the statement above, when defining text the structure of word is important. There is a process of producing a text whether speaking or writing to convey a message. There is a technique of evaluating the meaning of piece of text that is similar to analyzing, listening to, or viewing it. (Mark Andersons and Kathy Andersons, 2003:1)<sup>3</sup>

### **2. Generic structure**

Based on Gerot and Wignell's<sup>4</sup> statement genre can be defined as culturally specific monologue texts which result from using language (written or spoken) to accomplish something. There is also an element of the genre, the element of the text is also called schematic structure or generic structure. It is made up of separate events. For example, in recount text, four elements are orientation, event, re-orientation, and coda.

The structure in the sentence is part of a language linearly. The generic structure itself cannot be separated from the internal structure of the sentence.

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<sup>3</sup> Mark Anderson and Kathy Anderson, Text type in English (Australia : MacMilan Education ) page 1

<sup>4</sup> L. Gerot and Wignell P, Making Sense of Functional Grammar (Sydney : Antipodian Educational Enterprise Inc )

Generic structure is a text structure that has an initial, middle, or initial pattern or structure and the end, (opening, content, and closing) and all three explain clearly detail about the concept and workings of analyzing a text.

The generic structure represents all textual elements available for the development of a genre. In simple words, the generic structure is how elements of a text are arranged to match its purpose. Gerot and Wignell describe genre as culturally unique text kind that come from the use of language (written or spoken ) to achieve a goal.

### **3. English Textbook**

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 resources in school. Textbooks help to organize instruction by providing common reading experiences, suggestion activities, recommended readings, and questions. A teacher often maintains that textbook helps students to learn how to read better, to study, weigh evidence, and solve problem.

SMART English Textbook is a book that contains learning materials and assignments that refer to a communicative approach. The approach aims to develop the competence of students in the four skills. As we know, there are four skills in language, namely listening, speaking, reading, and writing. According to Finocchiaro and Bonomo in Tarigan (1973:119): in short, reading can be said that reading is bringing and getting meaning from printed or written material. Picking and understanding the meaning or meaning contained in the written material.

### **C. Research Question**

According to the background above, the research question is :

1. What the generic structure of monologue texts are found in the SMART English textbook?
2. How is each monologue text in the textbook structured?



3. Does the monologue text that found in SMART English textbook is appropriate with the English syllabus ?

#### **D. Objective Of the Research**

The objective of this research are :

- a. To analyze the generic structure monologue text in “ SMART English Textbook” For grade X senior high school published by MGMP team in Central Java
- b. To analyze how each of the monologue texts in the textbook is structured.
- c. To find out that the monologue text that found in SMART English textbook is appropriate with the English syllabus

#### **E. Significances of the research**

1. Theoretical significance

The result of this research is expected to be a source that can be used in the development of learning English, especially in learning textbook.

2. Practical significance

- a. For English teachers

The teacher can get information about the criteria of a generic structure of monologue text that is good and correct according to experts

- b. For other researchers

From this research, the other researcher can understand the information about the criteria of a generic structure of monologue text that is good and correct according to experts.

#### **F. Structure of The Study**

To make it easier for the readers to understand the content of this study, the researcher arranges the structure of this study, which consists of three parts, these are the beginning part, the main part, and the closing part.

Chapter I explains the introduction which contains a background of the problems, conceptual definition, problem statement, objectives of the research, and significance of the research.

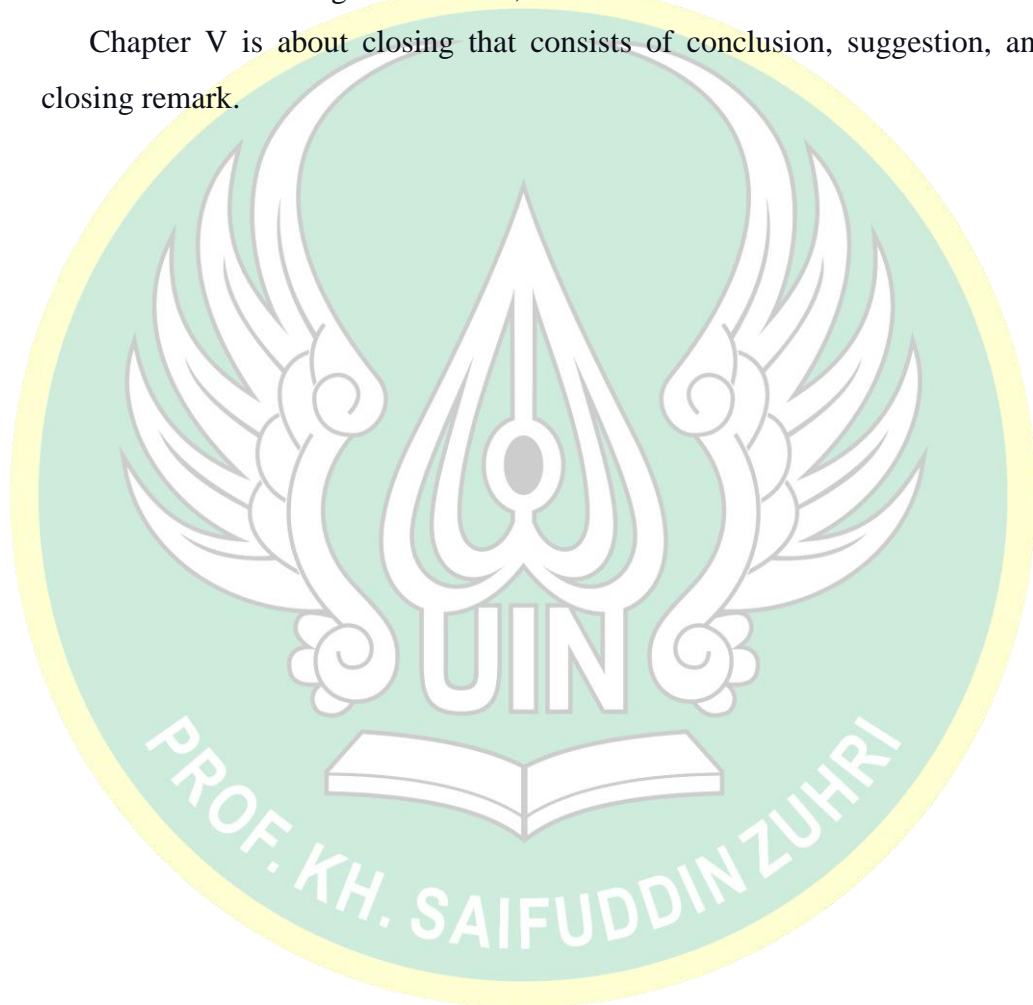
Chapter II contains theoretical basic that consists of two parts. The first is the review of relevant studies and the second is the literature review of

relevant studies and the second is the literature review of the text, genre, and English textbook.

Chapter III contains research methods that include the type of research, source of data, techniques of collecting data, the technique of analyzing data.

Chapter IV contains finding of this research is explain what is the text found in the SMART English textbook, the generic structure of monologue text in the SMART English textbook, and how the structure is realized.

Chapter V is about closing that consists of conclusion, suggestion, and closing remark.



## CHAPTER II

### TEXT

#### A. Theoretical Review

##### 1. Text

###### a. Definition of Text

In general, text is an article which often read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context (Rudi Hartono, 2005; 4).

Human beings are different from other creatures that live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expressions; it is mean human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

When words are put togethert to communicate a meaning a piece of text is created. A text is a body of language, it could consist of a single word like Ladies or Gentlemen' on toilet door right up to a complete book and can be either written or spoke. Text is main written or printed part of a book and the written form speech, or acticle and any form of written material. When we analyze it, we analyze the product of this process, and the term 'text' is usually taken as reffering to the product

Talking about text should be integrated with other types of response to text. For example student could identify and build word families from the text that they are reading. They could identify the nouns referred by

particular pronounces and note how these noun pronounce links run through a text

Function of the text is it has a specific function and purpose and in a simple. It is a text that explain something or that tells how you do something.

### **b. Definition Of Monologue Text**

When we study the genre, we must know about text completely because the genre has a very close relation with text. Generally, a text is something that we usually read. Halliday and R. Hasan (1985:5)<sup>5</sup> explain text is a functional language, which means language that is doing job in some content. So any instance of living language that is playing some parts in the content of the situation we shall call a text. It may be either spoken or written. A text is both a spoken text and written text. A spoken text is any meaningful spoken text. It can be a word or phrase or a sentence or discourse. A spoken discourse can be a monolog or a dialog or a conversation. It can be song or poetry or drama or lecture, etc.

A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay, an article, or a book, etc. A text refers to any meaningful short or long spoken or written text<sup>6</sup>. From the statement above, that in defining text we must regard the group of word meaning. When speaking or writing to communicate a message, there is constructing a text. When reading, listening, or viewing a piece of text, there is interpreting its meaning. (Mark Andersons and Kathy Andersons, 2003:1)<sup>7</sup>

The limitation of the text is that the text does not measure the number of sentences or pages, but the text is measured from the meaning expressed and content. Thus, the quality of the text is not measured from the number

<sup>5</sup> Halliday M. A. K. And R. Hasan (language, context, and the text : aspect of language in social semiotics perspective.) Australia : Deakin University press, pg 5

<sup>6</sup> sanggam siahaan, kisho shinoda , graha ilmu 2008 yogyakarta, page 1

<sup>7</sup> Mark Anderson and Kathy Anderson, Text type in English (Australia : MacMilan Education ) page 1

of sentences (Tri Wiratno, 2003 :3-4)<sup>8</sup> The characteristic of the monologue as follow:

- 1) The form of a person's opinion has collaborated with a silent sentence or dialogue. Where to be able to synchronize, takes careful planning. Except for a few people who have skills in making monologue art spontaneously without any plans.
- 2) The monologue is only one person, there is no opponent or partner.
- 3) Use descriptive narrative messages. Of course, using certain themes that have been set. To support the narrative, supporting documents are needed, they can be in the form of presentations, pictures, or others.
- 4) Monologues can invite the audience to interact just to give an impression of their actions. More appropriate and suitable for silent dialogue, or in general language, pantomime performances that only combine communication through movement and alone.
- 5) Describing consistently but interacting with one another's messages.

A monologue is one of the texts that teach in X grade, total monologue text that teach in Indonesia is 13 text, that is a narrative text, descriptive text, recount text, report text, news item text, explanation text, analytical exposition, hortatory exposition, procedure text, discussion text, review text, anecdote Text, and spoof text. It is the language unity that expresses the meaning contextually.

### **c. The difference between monologue and dialogue**

The most natural method of communication is dialogue. Even a single speakers long enunciation might be distracting (the speech of rhetorician the conference of a teacher, the monologue of an actor, the reasoning in a loud voice of a solitary man). According to Herman's theory internal monologue is a circumstance in which just one I-position of the dialogical self is speaking, while the other is quite but

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<sup>8</sup> Tri Wiratno, Kiat Menulis Karya Ilmiah Dalam Bahasa Inggris( Yogyakarta Pustaka Pelajar)

active listener who has a significant influence on the first I-utterances position, at least two I-positions are voiced and engage as communicators during the inner discussion. Taking someone else's point of view without necessarily stating it is what a change of viewpoint includes.<sup>9</sup>

Monologues are found in a dramatic medium like films and plays, and also in a non-dramatic medium like poetry. The purpose of writing in monologue is to convey an idea or viewpoint through the word. However, sometimes we notice a difficult part of a writer's expression, as the opinions of speaker and writer do not match, because he tries to convince the audience, and should not tell the exact reality. It allows the reader to move from one character to another, and to have insight into their imagination. A monologue is a basic source through which writers express their emotions and thoughts.

Dialogue is implied of two bodies, while monologue only requires one voice. Although dialogue and monologue share the same general semiotic condition, they do not follow the same pragmatic rules<sup>10</sup> for example the generic structure.

## **B. English Textbook**

### **1. The definition of textbook**

In teaching-learning students, we always use some media to make the teaching process easier. One of the media that we use is textbooks because it is easy to buy, carry, and study. 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, textbooks remain major resources in school. Textbooks help to organize instruction by providing common reading experiences, suggestion activities,

<sup>9</sup> Małgorzata Puchalska-Wasył, John Paul II Catholic University of Lublin, DIALOGUE, MONOLOGUE, AND CHANGE OF PERSPECTIVE –THREE FORMS OF DIALOGICALITY, January 2010

<sup>10</sup> Bachtin, konstrukcija vyskazyvanija 1929

recommended readings, and questions. A teacher often maintains that textbook helps students to learn how to read better, to study, weigh evidence, and solve problem.

According to Awasthi (2006) textbooks are a teaching and learning material for both the teacher and the learners to rely on the process of teaching and learning. Based on Permendikbud number 8 2016 there are some criteria based on the 2013 curriculum. The textbook must fulfill 4 aspects, there are the material aspect, linguistic aspect, material presentation aspect, and graph aspect. There is also some criteria based on some expert (cunningsworth – 1995, celce muria – 1979, and Wahab – 2013 ) especially in the language skill of the English textbook. Those skills are listening, speaking, writing, and reading. A textbook is the main media of learning process. It plays an important role besides other modern tools of education. Textbook has a different functions for teachers and students even they learn in a single room. For teachers, textbook helps in designing an outline that used in teaching. It is easier for teacher to organize the information and activities based on the textbook systematically.

For students, textbook helps understand and comprehend the material because the material includes the pictures, graph, maps and other illustrative materials. According to Ravith (2003) and Valverde et al, (2002) as cited by Okeeffe (2013) textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of school subjects. The student use textbook as the main source for preparing the student as an individual or group before teaching and learning process in the class, interacting with the others, doing assignments that are given by teacher, and preparing the student for the test and final examination. Whereas for teacher textbook use as the sources for give an assignment, make teaching design, materials reserves, contextual references, and arrange the evaluation materials.

## 2. SMART English textbook

SMART English textbook is a book that contains learning materials and assignments that refer to a communicative approach. The approach aims to develop the competence of students in the four skills. As we know, there are four skills in language, namely listening, speaking, reading, and writing. SMART English textbook arranged by MGMP Team in Central Java, this book used to add material addition in learning English, especially in the tenth grade in senior high school. According to Finocchiaro and Bonomo in Tarigan: in short, reading can be said that reading is bringing and getting meaning from printed or written material. Picking and understanding the meaning or meaning contained in the written material.

In the SMART English book, there are 3 units, all units have the same division of sections, one of the sections in this book is entitled "Let's Read", in this book, there are several texts that have not been explained the type of text, therefore the researcher interested in reviewing these texts so that they can be classified into appropriate monologue texts.

### C. Definition of Generic Structure

The structure in the sentence is part of a language linearly. The generic structure itself cannot be separated from the internal structure of the sentence. Generic structure is a text structure that has an initial, middle, or initial pattern or structure and the end, (opening, content, and closing) and all three explain clearly detail about the concept and workings of analyzing a text. According to Santosa (2003:60) the structure of the text is: Unity of form (symbol/textual) and the meaning of a text which the whole show the purpose/social function of the text, generally one the unity of form and meaning of this text shows an organism (not as a part) which consists of an opening structure, the contents of



the body and the closing cover.<sup>11</sup> Martin defined the generic structure as the beginning, middle, and end stages.(1990)<sup>12</sup>. The function or purpose or sentence or paragraphs that contribute to the texts social goal is referred to as stage. The generic structure represents all textual elements available for the development of a genre. In simple words, the generic structure is how elements of a text are arranged to match its purpose. Gerot and Wignell describe genre as culturally unique text kind that come from the use of language (written or spoken ) to achieve a goal. A genre always includes three keys elements such as a specifics goal, distinct stages (beginning, middle, and end) and distinct language characteristics. That is an element of the genre, the element of the text is also called schematic structure or generic structure. It is made up of separate events. For example, in recount text, four elements are orientation, event, re-orientation, and coda. Rudi Hartono said that genre refers to specifics text genre rather than traditional literary forms. It is a form or type of writing that is determined by its social goal, it is also the level of context that deals with a social purpose<sup>13</sup>

The purpose of the genre is for student to understand the concept and be able to recognize different types of texts. Genre is a each type of text has a communicative aim, text structure, and linguistic qualities as noted by Smith (1990) language is a social phenomena, and to use it to talk or write in whole social activity (Himawati,2009:21).

There is 13 monologue texts, they are Recount, Reports, Analytical Exposition, Item, Anecdote, Narrative, Procedure, Description, Hortatory Exposition, Explanation, Discussion, and Review (Hammond,1992:75).

However, In the SMART English textbook there are 2 kinds of monologue text, namely :

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<sup>11</sup> Ulufah. 2018. *Analisis Perbandingan Struktur Generik Iklan Dalam Bahasa Mandarin Dengan Struktur Generik Iklan Dalam Bahasa Indonesia*. Skripsi, Jurusan Bahasa dan Sastra Asing, Fakultas Bahasa dan Seni, Universitas Negeri Semarang. Pembeimbing I, Anggraeni, S.T., MTC SOL. Pg 22

<sup>12</sup> LEARN Journal : Language Education and Acquisition Research Network Journal, Volume 13, Issue 1, January 2020 pg 4

<sup>13</sup> Rudi Hartono, Genre of Text (Semarang UNNES) 2005 pg 6

## 1. Recount text

### a. Definition recount text

Recount text is a kind of genre that has a social function to retell events to inform or entertain. The tense that used in recount text is past tense. The social purpose of recount text is to reconstruct past experiences by retelling events in the original sequence. We can look at the sample of a recount in personal letter, historical recount, police report, etc (Ken Hyland,2004:29 quoted by Syaiful Azhar).

### b. Types of recount text

Recount text is spoken or written text which retell past event. Recount text is used to relate experiences or retell events for entertain or inform the readers. There are some types of recount text, they are<sup>14</sup> ;

#### 1. Personal recount

An anecdote, diary, journal, or personal letter is a retelling of an experience in which the writer was directly involved and which can be used to develop a link between the writer and the reader.

#### 2. Factual recount

Reconstructing factual information to report the facts of an incident is known as factual recount. Biography, autobiography, and history are examples of factual recount.

### c. Generic structure of recount text

The generic structure of recount text is (Ken Hyland,2004:135) :

1. Orientation: provides the setting and produces participants. It provides information about whom, where, and when.
2. Record of Events: tell what happened, present the event in a temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

<sup>14</sup> Departement for education and child developments journall, engaging in and exploring recount writing, (departement for education and child development journal, australia , 2012) p.1

3. Re-orientation: optional-closure of events. It is rounded off the sequence of events.

#### **d. Language feature**

The language Feature of Recount Text According to Mark Anderson and Kathy Anderson (1998:49) the language features usually found in a recount text is:

1. Proper nouns and pronouns to identify those involved in the text.

The name of specific person, place, organization, or thing is referred to as a proper noun. A capital letter precedes proper nouns. Margaret, London, and the United Nation are just a few examples.

2. Action verb.

An action verb describes an action that a person, animal, object, or process in nature can do. For example, a cheetah chases gazelles across a plain, and the gazelles sprint away, hearing the tall grass rustle underneath the lion's paws.

3. Descriptive words to give details about who, what, when, where, and how.

Descriptive words give detail about who was the character, what is the problem was faced by the character, when and where the events happened, and how the events were happening.

4. The use of the past tense to retell the events.

Past tense is used to describe a completed activity that happened in the past. In other words, it started in the past and ended up in the past.

5. Conjunction and time connectives.

A conjunction is the glue that holds words, phrase and clause (both dependent and independent) together. There are three different kinds of conjunctions -- coordinating, subordinating, and correlative -- each serving its own, distinct purpose, but all working to bring words together.

6. Adverb and adverbial phrases. g. Words that show the order of the events

An adverb is a part of speech that provides greater description to a verb, adjective or another adverb. Some adverbs can also modify a phrase, a clause or a whole sentence. While most adverbs are easy to spot because they end in *-ly* others are a bit trickier to find. Learn more about adverbs and how they're used in different sentences. An adverbial phrase is a group of words that functions as an adverb. Adverbial phrases contrast with adverbial clauses and single-word adverbs. Unlike an adverbial clause, an adverbial phrase does not contain a subject and a verb.

## 2. Narrative text

- a. Definition of narrative text

Narrative text is an imaginative story to entertain people (imaginative narrative text is a story that aims to entertain people)

- b. Types of narrative text

There are many type of narrative text, they can be imaginary, factual or a combination of both. They may include fairy stories, science fiction, romances, horror stories, adventure stories, fables, myth, and legend, historical narrativ, ballads, slice of life, personal experience.

- c. Generic structure of narrative text

The purpose of this text is to relate an amusing or unusual experience in entertaining way. This is in line with Gerot and Wignell statement that the social function of narrative is to amuse, to entertain, and to deal with problematic events which lead to a crisis point of some kind, in turn find a resolution(1994: 204. ). Derwianka (1990, p.40) states” the basic purpose of narrative text are to entertain, gain and hole the reader’s interest in story. According to Sudarwati (2005, p.27), she stated that the generic structure or story's grammar includes; Orientation is introducing the characters of the story, the time, the place the story happened (who, what, when, and where). The complication is a series

of events in which the character attempts to solve the problem. Resolution is the ending of the story containing the solving problem. The generic structure of narrative consist of (Gerot and Wignell, 1995:204) :

- Orientation : Sets scene and introduces the participants
- Evaluation : taking a step back to assess the situation
- Complication : A crisis arise
- Resolution : The crisis is resolved, for better or for worse
- Re-orientation : Optional

A narrative is a story. Most narratives are imaginary stories but sometimes narratives can be factual too. The kind of narrative text : A narrative includes fairy stories, fables, mystery, stories, science fiction, romance, horror, etc. According to curriculum 2007 Structure of the narrative text is :

a) Orientation (Introduction)

This part contains the character of the story, introduces the student. In the story happened and who is involved in the story. This part is also used to produce the atmosphere, so that makes the student are persuaded to follow the story. So, the orientation of narrative text tells who the character was/were, where the story happened, and when it happens.

b) Sequence of events (Complication)

This part tells the problem faced by the character. The complication makes the story more interesting because the character is prevented to reach his or her wants.

c) Resolution

Tell the reader how the problem was solved it is also called problem-solving. A satisfying narrative we will give the resolution of the problem.

d) Re-Orientation

These elements must exist in the narrative. It gives more explanation to make the story clear and understandable.

e) Evaluation

It contains the narrative beginning, Evaluation tells about the time and place of event being storied.<sup>15</sup>

d. Language feature of narrative text

Language feature of narrative text is :

1. Past tense

Past tense is used to describe a completed activity that happened in the past. In other words, it started in the past and ended up in the past.

2. Adverb of time

Adverbs of time change or add meaning to a sentence by telling us when, for how long, and how often a certain action happened. They have a standard position in a sentence, depending on what the adverb is telling us. For example “once upon a time, one day, etc”

3. Time conjunction

Conjunctions of time or time conjunctions are words that tell use when something happened. Some common conjunctions used to show time are: before, after, until, since, etc.

4. Specific character.

The specifics character of the story is specifics, not general for example Cinderella, Mitsuha, 7 Dwarfs, and etc.

5. Action verb

A verb that shows an action. (killed, dug, walked)

6. Direct speech

Is to make the story lively direct speech is a sentence where the exact words that are spoken are written in speech marks, quotation marks or inverted commas. Direct Speech can be used in multiple written texts, especially within stories it can help readers feel engaged and understand characters better.

<sup>15</sup> Irwan sulisty, an analysis of generic structure of narrative text written by the tenth year students of SMA yasiha gubug. Vol. 4, No.2, August 2013 p. 172

#### D. Review of Relevant Studies

Based on a search of reports and researchers. The following researcher related to the research topics is as follows.

Firstly Rahmasari Dianita, Ainur. 2009. “ The Text Structure of Monologue Texts in “Let’s Talk” for Grade VIII of Junior High School published by Pakar Raya Final Project”. Students from the English department language and art faculty of Semarang State University. The goals of the research were to analyze the monologue texts in “Let’s Talk” for Grade VIII of Junior High School Published by Pakar Raya. In this thesis, Rahmasari analyzed each monologue text in the textbook, and then explain the realization of the structure in the monologue text, then analyze gambits each of the monologue text in that textbook which is characterized as spoken language. The result of this study is textbooks should include monologue texts apart from written texts. The monologue texts in the textbook should consider gambits, social functions, generic structures, and lexicogrammatical features. The similarity between Dianita’s research and the current research is in the kind of research<sup>16</sup> while the difference between the two is in the object of the research.

Secondly Azhar, Syaiful 2013. “Analysis of Generic Structure of Recount Texts (The Study of Fourth Semester Students of STAIN Salatiga in the Academic Year of 2012/2013)”. English and Education Department, State Institute of Islamic Studies (STAIN) Salatiga. The study is mainly aimed at describing the generic structure of recount texts made by the Fourth Semester Students of STAIN Salatiga in the Academic Years of 2012/2013. The purposes of the thesis are to analyze the generic structure of recount text, to find out the problem faced by the students in mastering the generic structure of recount text, and find out the implication of the research for the English education department. The result shows that problem faced by the student in

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<sup>16</sup> Dianita Ainur Rahmasari, The text structure of monologue text in “ Let’s Talk” for grade VIII of junior High School student from English Departement Language and Art Faculty of Semarang State University in the academic year 2009

writing recount text is the difficulties to facing orientation and re-orientation, there were two mistakes students in mastering the genetic structure of recount text. And the implication of the result for education is to be authentic material as teaching material in writing class. The similarity between Syaiful's research and the current research in the research<sup>17</sup> approach it is qualitative with an analytical method while the difference between the two is the variable and object of the research.

Third M. Mayasari. 2020. " Analysis Of Generic structure and Language Features Of Recount Text Paragraph Writing By Eight Grade Students of MTsN Muaro Jambi, this research aimed to find out the generic structure and the language feature of the student recount text writing. This research is descriptive qualitative research, the data collected by documentation and analyzed by surface strategy taxonomy. The result of this study shows that the problem faced by the student in writing recount text is the difficulties to facing orientation and re-orientation. The similarity between Maya's research and the current research in this thesis uses descriptive qualitative research<sup>18</sup> while the difference between the two is in the object and variable of the research.

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<sup>17</sup> Syaiful Azhar, Analysis of Generic Structure of Recount Text the study of fourth semester students of STAIN Salatiga in the academic year of 2012. State Institute of Islamic Studies (STAIN) Salatiga

<sup>18</sup> Mayasari M, Analysis Of Generic structure and Language Features Of Recount Text Paragraph Writing By Eight Grade Students of MTsN Muaro Jambi. In the academic year 2020 State Islamic University Sulthan Thaha Saifuddin Jambi



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Method**

Related to the objectives of this study, the researcher uses the Qualitative descriptive method as the proper method. This research is non-hypothesis research. It collects data, analyzes them, and draws a conclusion based on the data, without taking a general conclusion.

In other words, descriptive research is used to describe the problem or issues that happened directly with the pure result of the experiment. There was no additional or decrement of the data because the data was naturally described by explaining the phenomenon or issue by the writer.

It showed that descriptive research investigated the things or issues by using some explanation or opinions or description directly to the issue or problem that was studied

Based on the opinion above, the researcher argued that this research was categorized as descriptive research. It was caused of the researcher describe and analyze the element of generic structure and language features of monologue text found in the SMART English textbook.

#### **B. Data sources**

The data will be taken from the SMART English textbook For grade X published by MGMP TEAM in Central Java. The primary data of this research is to get information about the types of monologue text in the SMART English textbook. The data will be collected by documentation and observation. The secondary resource is the data that supporting of this research is previous studies, journals, and articles.

#### **C. Data collection technique**

##### **1. Observation**

Observations are made in the available textbooks, to find out what is contained in the book, how it is contained, especially in the genre text. It is also the first step of this research.

## 2. Documentation

The documentation is obtained from the Smart English Textbook, then the book will be analyzed by the researcher in the text and the generic structure. According to Creswell (2016: 225 ), documents consist of the public ( news, paper, meeting) and private record that include personal journals, letters, e-mail. In this research. Documentation study is a technique of data collection that is indirectly aimed at to subject of the research. While the document is a record of events in the past in form of handwriting, or even literature work<sup>19</sup>

### D. Data Analysis Technique

Setiyadi (2006: 265-266)<sup>20</sup> states that content analysis is a data analysis technique that accurate to analyze written data or documentation. The content analysis starts with gathering the data, and the researcher will identify the generic structure of the text, and then categorize the text.

Gay and Airasian (2000:239) state that the analysis of descriptive research data required four steps, that is reading/ memoing, describing, classifying, and interpreting.

#### 1. Reading/ memoing

In this first step, the researcher read the SMART English Textbook, and then try to understand the content or the whole sentence in the paragraph, after that the researcher analyzes the generic structure.

#### 2. Describing

In the second step, the data is analyzed by seeing the generic structure and tense. In maintaining the generic structure of the text, this research focuses on monologue text especially descriptive, recount, and narrative text.

#### 3. Classifying

In this part, the researcher described the results of analyzing data in all parts of the generic structure. The researcher describes each paragraph

#### 4. Interpreting

<sup>19</sup> Sugiyono 2006, 329

<sup>20</sup> Bambang setiyadi Metode Penelitian untuk Pengajaran Bahasa Asing : Pendekatan Kuantitatif dan Kualitatif. Yogyakarta: Graha Ilmu. 2006

In the last step, after analyzing the data from the generic structure and tense part the data were described by the researcher. In this step, the researcher interpreted the data by checking it with the theory in maintaining the generic structure and tense.



**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

**A. Findings**

**1. The monologue text in Smart English textbook**

In this chapter, the researcher presented data that would answer the problem statement, namely the types of text monologues found in smart books.

The researcher found twenty texts which was including narrative and recount text on the “Smart English Book”. To make it easier, the researcher made table about the texts.

**Table 4.1 Monologue Texts in Smart English Book**

No	Title of the text	Kind of text	Unit	Page
1	Untitled	Recount	1	8
2	Ben’s day	Narrative	1	14
3	Untitled	Recount	1	15
4	Biography Mark Zuckerberg	Recount	1	16
5	Battle of Surabaya	Recount	2	29
6	London, a City with many historical building	Recount	2	30
7	Historical places around Jogjakarta	Recount	2	31
8	Holiday vacation	Recount	2	31
9	Rengas dengkllok	Recount	2	33
10	The proclamation of Indonesian independence	Recount	2	34
11	The battle of Ambarawa	Recount	2	35
12	The battle on November 10, 1945	Recount	2	37
13	Amelia Mary Earhart	Recount	2	38
14	Bandung as Sea of fire	Recount	2	39
15	Untitled	Recount	2	44
16	Timun emas	Narrative	3	63
17	Snow white	Narrative	3	63

18	Tangkuban Perahu	Narrative	3	65
19	Lutung kasarung	Narrative	3	66
20	Untitled	Narrative	3	67

According to the table above, the researcher discovered two kinds of monologue text on Smart English book written by Dahlan et. all. Those were narrative and recount text. The researcher found that there were 14 types of recount text in the Smart English book; as a result on that book the recount text was dominant.

Based on the basic competence in English syllabus for X grade of Senior High School, the structure of the text used for the tenth grade was narrative and recount therefore this was in line with the syllabus that has been determined in the curriculum.

## **2. The generic structure of monolog text in Smart English textbook**

After the data were collected, the researcher would answer the second research question. The researcher analyzed generic structure of the monologue text found in Smart English book for X grade. The researcher found nine teen monologue texts in that book. Here, the research would analyze sample of monologue texts that have been found as follow:

### **a. Recount Text**

As explanation in chapter two, recount text is a text which reports or informs an event, activity, or someone's experiences in the past time. The purpose of the recount text is to retell past events. Recount text has common two types. Those are factual recount and personal recount. It has explained in previous chapter. The researcher made table to make it easier to understand the generic structure and also the language feature of recount text that found in Smart English book.

### 1) Factual recount

Factual recount is reporting the particulars of an incident by reconstructing factual information for instance police reconstruction of an accident, historical recount, biographical and autobiographical recounts. This table below showed the generic of historical recount text.

**Table 4.2 Generic Structure Analysis of Historical Recount Text**

<b>Generic structure</b>	<b>Text</b>
<b>Title</b>	<b>Bandung as Sea of Fire</b>
Orientation	Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.
Series event I (chronology)	British troops as part of the Brigade MacDonalld arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere.
Series event II	The British Army began to attack so fierce. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British.
Series event III	In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.
Reorientation	The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo, Halo Bandung".

According to the generic structure above, the researcher identified each paragraph as the appropriate generic structure of recount text as well. Based on the monologue text entitled "Bandung as Sea of Fire" was type of factual recount text and one of the examples is historical recount. Historical recount is the retelling of factual events that have happened in the past and focus on significant events that involve a larger spectrum of people rather than just one person.

After figured out the factual recount text entitled “Bandung as Sea of Fire”, the researcher could break down the language feature of historical recount text as follow:

**Table 4.3 Language Feature of Historical Recount Text**

<b>Features</b>	<b>Items</b>
Participant	Bandung, resident, British troops, Brigade Mc Donald, TRI, local people, British army, Barisan Rakyat Indonesia, British force and NICA
Chronological connection (time connective)	Within
Action verb	1) Residents of Bandung <b>burned</b> 2) Mc Donald <b>arrived</b> 3) Battle <b>happened</b>
Adverb	1) Bandung as Sea of Fire occurred <b>on March</b> (time) 2) Residents of Bandung burned <b>their homes</b> (place) 3) Bandung was <b>deliberately</b> (manner)

## 2) Biography recount

In Smart English book, the researcher also found biography of recount text which was including on factual recount. The biography recount text entitled “Amelia Mary Earhart”

**Table 4.4 Generic Structure Analysis of Biography Recount Text**

<b>Generic structure</b>	<b>Text</b>
<b>Title</b>	<b>Amelia Mary Earhart</b>
Orientation	Amelia Mary Earhart born on July 24, 1897 and disappeared 1937 was an American aviation pioneer and author. Earhart was the first aviatrix to fly solo across the Atlantic ocean.
Series event (chronology)	She received the U.S. Distinguished Flying Cross for this record. She set many other records, wrote best-selling book about her flying experiences and was instrumental in the formation of The Ninety-Nines an organization for female pilot. Earhart joined the faculty of the Purdue University aviation department in 1935 as a visiting faculty

	member to counsel women on careers and help inspired others with her love for aviation. She was also a member of the National Woman's party, and an early supporter of the equal rights amendment.
Reorientation	During an attempt to make a circumnavigation flight of the globe in 1937 in a Purdue funded Lockheed Model 10 Electra, Earhart disappeared over the central Pacific ocean near Howland Island. Fascination with her life, career and disappearance continuous to this day.

**Table 4.5 Language Feature of Biography Recount Text**

Features	Items
Participant	Amelia Mary Earhart
Chronological connection (time connective)	<b>During</b>
Action verb	1) Amelia Mary Earhart <b>born</b> 2) She <b>received</b> 3) Earhart <b>joined</b>

### 3) Personal recount

The other type of recount text is personal recount. Personal recount is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader for instance anecdote, diary journal, personal letter.

**Table 4.6 Generic Structure Analysis of Personal Recount Text**

Generic structure	Text
<b>Title</b>	<b>Ben's Day</b>
Orientation	When I woke up in this morning. I found my dog. Fox, waiting for me. He wanted me to take him for a walk.
Series event I (chronology)	I was too hungry. So first I had breakfast. I had a glass of milk and a piece of toast.
Series event II	Then I washed my teeth and put on a track suit and a heavy coat, because it was really cold outside. Fox was already impatient. We both went out, and walked to the park near home. He ran



	and jumped, and pursued some passerby. He also destroyed some pieces of furniture somebody left on the road.
Series event III	I sat on a bench all the time, wishing I could be inside my warm bed. When my hands were frozen, I decided it was time to go back home. Fox did not want to but I pulled hard and I managed to take him back.
Reorientation	When we arrived at the front door. I realized I did not have my keys with me, so we stayed out in the cold for more than an hour! Fox was happy, but I was late for work!

Based on the table above, the researcher has figured out the generic structure of personal recount text about Ben's Day and the result showed in table above. Personal recount text told about someone's story so the pronoun that used using I or name of the person. It explained about Ben's life with his pet in a day and it including in personal recount text. After knowing the generic structure of the personal text, the researcher looked for the language features contained in the text entitled Ben's Day in the table below:

**Table 4.7 Language Feature of Personal Recount Text**

Features	Items
Participant	Ben, Fox is a dog, passerby
Chronological connection (time connective)	1) <b>When</b> I woke up 2) <b>So first</b> I had 3) <b>Then</b> I washed
Action verb	1) I <b>found</b> 2) He <b>wanted</b> 3) We <b>walked</b>
Adverb	1) We walked <b>to the park near home</b> (place) 2) <b>First</b> I had a breakfast (time)

b. Narrative text

In the Smart English book, the researcher also discovered kind of monologue text in narrative form. Narrative text is an imaginative story to entertain people or the audience. In previous chapter, narrative text divided into several kinds, such as fairy tales, mystery, science fiction, romance, horror story, adventure story, fable, myth, legends and personal experiences. In the table below, the research would identify the generic structure of narrative text that found in Smart English book.

**Table 4.8 Generic Structure Analysis of Fairy Tale in Narrative Text**

<b>Generic structure</b>	<b>Text</b>
<b>Title</b>	<b>Snow White</b>
Orientation	Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.
Complication I	One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take Snow White.
Resolution I	Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.
Complication II	then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.
Resolution II	Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said “what is your name?” Snow White said “my name is Snow White”. Doc, one of the dwarfs said “if you wish, you may live here with us”. Snow White said “oh could I? Thank you”. Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

**Table 4.9 Language Features of Fairy Tales in Narrative Text**

<b>Features</b>	<b>Items</b>
Participant	Snow white and seven dwarfs
Chronological connection (time connective)	when, then,
Action verb	Snow White <b>told</b> the dwarfs the seven dwarfs <b>lived</b>
Adverb	Snow White and the seven dwarfs lived <b>happily</b> ever after. (adverb of manner)

Apart from fairy tales, there was another type of narrative text, namely legends. One of them was the legend of Tangkuban Perahu, the researcher analyzed the generic structure of the legend of Tangkuban Perahu as follow:

**Table 4.10 Generic Structure Analysis of Legend Text**

<b>Generic structure</b>	<b>Text</b>
<b>Title</b>	<b>Tangkuban Perahu</b>
Orientation	Long time ago in West Java, there lived a woman named Dayang Sumbi. She was thirsting for a husband. Along her life she kept praying and praying. At last, God heard her pray. A male dog picked her up and Dayang Sumbi got married to the dog and called the dog 'Tumang'. After years, Dayang Sumbi gave a birth to baby and named him Sangkuriang. Unfortunately, Dayang Sumbi never told Sangkuriang who his father was.
Complication	One day, Sangkuriang was hunting with Tumang in the forest and he found nothing except a little animal. He blamed Tumang for the failure and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi, recognized the wanderer as Sangkuriang.
Resolution	Unintentionally, Sangkuriang forced Dayang

	<p>Sumbi to marry him. Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her. Then the women punched the grains with grain puncher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu</p>
--	---

**Table 4.11 Language Feature of Legend Narrative Text**

Features	Items
Participant	Dayang Sumbi, Tumang, Sangkuriang
Chronological connection (time connective)	At last, After years, then, when
Action verb	There <b>lived</b> a woman She <b>kept</b> praying He <b>found</b> nothing
Adverb	Long time ago (time) One day, Sangkuriang was hunting (time) found an old house <b>in the forest</b> (place)

## B. Discussion

In this discussion, the researcher has found and identified the generic structure of each text in the Smart English book. Researchers have processed data from the findings with the following focus of discussion:

### 1. The monolog texts in Smart English textbook

There are two types of text found in Smart English book, namely narrative and recount text. Based on basic competencies in the syllabus listed on the cover of chapter has been written in the table below:

**Table 4.12 Basic Competence of Syllabus for 10 Grade**

Basic competence	Material	Page
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. (student read a recount text about the all type of recount text for example historical recount and biography) 4.13. Menangkap makna dalam teks recount lisan dan tulis sederhana. (student learn from the value from the text realted historical recount ) 4.14. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	Recount text	27
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya. 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	Narrative text	57

According to the previous table, the contents of the Smart English book are relevant and suitable with the English syllabus for tenth grade. The suitability of the contents of the book was illustrated by the explanation of the material related to the type of text in detail and depth. On the other hand, the researcher also found many exercises to understanding each text in the book.

Based on the 2013 curriculum, monologue text material for the tenth grade of the second semester in Senior High School only contains narrative and recount text. Both have their own type. There were two types of recount text, namely factual recount which contains historical recount and biographical recount and the last was personal recount which contains personal experiences. The second monologue text was narrative text. In this type of text contains imaginary and factual or a combination of both.

## 2. The generic structure of monolog text in Smart English textbook

The researcher carried out the generic structure of the text found in the Smart English book, first is recount text. In the previous discussion, recount text has been divided into two parts; there are factual, imaginative and personal recount.

### a. Factual recount text

First was factual recount text. The researcher found out two types of factual recounts, namely history and biography. There are two biographical texts discussing Amelia Earhart and Mark Zuckerberg while there are seven historical texts that are found in Smart English book.

#### 1) The generic structure and language feature of historical

The generic structure of historical recount has own characteristic. Generic structure historical recount consists of orientation, time sequence or chronological then reorientation. From the results of processing data on the generic structure analysis of the historical text entitled “Bandung Sea of Fire”, is known that the orientation section contains an introduction to the situation that occurred and the place where the event occurred. The orientation clause has written as follow:

“Bandung as Sea of Fire was a fire that occurred **in the city of Bandung on March 24, 1946**”. The words bold were adverb of place and time. It indicated the event occurred in orientation section.

“Within seven hours, **about 200,000 residents of Bandung** burned their homes”. The bold words referred to the subject of the event. All of the

sentences above were orientation because contain about the person who involved in, and the place the event occurred.

The main characteristic of historical recount text was time sequence or chronological event. One of the historical recount texts that have been found in Smart English book was Bandung Sea of Fire. It has three series events and the sentences that indicated the events those were:

- a) Bandung was deliberately burned by TRI and local people (first series event)
- b) The British army began to attack so fierce (second series event)
- c) Barisan Rakyat Indonesia destroyed the ammunition depot (third series event)

The last part of generic structure in historical recount text was reorientation. The sentence that indicated reorientation part in historical recount text entitled Bandung as Sea of Fire was “This incident inspired to create the famous song Halo-halo Bandung”.

2) The generic structure and language feature of biographical

One kinds of factual recount text was biography. The researcher discovered two biography texts on Smart English book. The biography told the popular person in the world, one biography text that has been carried out entitled Amelia Mary Earhart. The generic structure of factual recount text was not different with other but there was one main characteristic to show, it including the historical or biography recount text. The main characteristic of biography recount text was career processes, and various events that have been experienced by the character to lead her/him to a success.

The biographical text entitled Amelia Earhart has a generally generic recount text structure, however in the event section, it only has two events. The following were the results of identification generic structure in biographical recount text.

The orientation in biographical recount text told the opening paragraph, gave the readers background information of the person. The sentence indicated orientation in biographical recount text.

“Amelia Mary Earhart born on July 24, 1897 and disappeared 1937 was an American aviation pioneer and author”.

The second part was series event. In biographical recount text of Amelia Earhart only has one series event. The event described about her achievements as the first woman aviatrix in the world and told about her record that she made. The sentences referred event as follow:

- a) Wrote best-selling book about her flying experience
- b) Instrumental in the formation of The Ninety-Nines an organization for female pilots
- c) Gave advice women on careers and help inspired others with her love of aviation
- d) She is also a member of the National Women's party, and an early supporter of the equal rights amendment

Those sentences mentioned above showed the carrier process and her records of Amelia Earhart in her biographical recount text.

The last part was reorientation of biographical recount expressed about the contribution of the person involved. Sentence that specified reorientation was “during an attempt to make a circumnavigational flight of the globe in 1937 in a Purdue...”.

### 3) The generic structure and language feature of personal

Third was personal recount text. The generic structure of personal recount text was not different with other kinds of recount text but there was distinctive feature indicated personal recount in event section. Personal recount found in Smart English book one of them entitled Ben’s day. It told about Ben’s activities with his dog named Fox and this was generic structure of personal recount text.

Orientation told the background of the story. For example who was (involved), where the event or incident took place, and when it happened.



Information about who, where, and when is very important to include so that readers can understand the story. The sentence showed orientation was

“When I woke up in this morning, I found my dog, Fox waiting for me. He wanted me to take him for a walk”.

In the sentences above pronoun I referred to Ben as the writer or the person involved. He told his condition and introduced his pet a dog.

In this text entitled Ben’s Day, It has three series events. The event covered the incident in detail, namely about how and why the story happened. Events told chronologically or sequentially. The sentences indicated event in this personal recount as follow:

- a) First, I had breakfast (first series event)
- b) Then I washed my teeth and put on a track suit and a heavy coat, (second series event)
- c) When my hands were frozen, I decided it was time to go back home (third series event)

Reorientation of personal recount text concluded the story. Generally, it formed of comments from the writer about her/his experiences. Reorientation part of the Ben’s day story was in sentence.

“When we arrived at the front door, I realized I did not have my keys with me, so we stayed out in the cold for more than an hour!”.

- 4) The characteristic of recount text

After analyzing the generic structure of factual and personal recounts, the researcher identified the language features of each recount text in the Smart English book. The particularity language features of recount text were past tense, sequence conjunction and adverb of time and place.

In the previous discussion, there were tables containing the language features in the sample of recount text. One of the characteristic of recount text was using simple past tense or passive which is usually used in factual recount. For instance sentences below:

“The greatest battle **happened** in the Village name Dayeuh Kolot”.  
(Bandung as Sea of Fire)

It applied past tense to tell about the event that has occurred in the past so recount text used past tense. In other side, sometimes factual recount text also used passive voice for example in sentences.

“The strategy to fire Bandung **was considered** because the power of TRI and people’s militia was not comparable to the British forces and NICA”.  
(Bandung as Sea of Fire)

Passive voice usually used in recount text to report factual event occurred in the past.

In other hand, the adverbial phrase that indicated recount text was adverb of time or sequence/chronological time for instance first, then, finally in the sentence below:

So **first** I had breakfast. I had a glass of milk and a piece of toast. **Then** I washed my teeth..” (Ben’s day)

Adverb of place referred to show where the event occurred in specific place or area and sometimes between adverb of time and place along with it. For instance in the sentence,

“Earhart disappeared **over the central Pacific Ocean** near Howland Island”. (Amelia Mary Earhart)

The other parts of recount language feature were conjunction time. It showed the time sequence in accident or event occurred. Adverb of time and sequence of event was in same way as the language feature of recount text.

b. Narrative text

The last was analyzing generic structure of narrative text. In previous chapter, the narrative text has several types and those are imaginary, factual or combination both. The researcher has analyzed generic structure of narrative texts that found in Smart English book. The common generic structure of narrative text contained of orientation, complication, resolution but the researcher carried out one narrative text that the sequence was not in order. The narrative monologue text fairy tale entitled “Snow White” has generic structure as follow:

Orientation explained the characters involved and place or time occurred. The sentence indicated orientation in narrative text was using adverbial time for instance in text entitled “Snow White”.

“**Once upon a time**, there lived a little girl named **Snow White**”.

Orientation was always in the first paragraph of the text because it helped the reader to understand and comprehend the story.

Next section was complication. In “Snow White” narrative text has two complication and resolution. After there was problem then resolved or overcame the problem in sequence like in the table 4.8. The problem in the text entitled Snow White started with his uncle and aunt who were going to leave her in the castle. Then followed by solving the problem occurred, namely the resolution to the first problem, Snow White decided to run away. After that incident a new problem arose, this called the second complication, the sentence “she saw little cottage and she went inside”. The second complication was accompanied by a resolution which contained Snow White wanted to live with the dwarfs and lived happily. At the end of the resolution in the narrative text was usually marked by the easing of the conflict that occurred and life after the conflict.

In narrative texts, the generic structure was not always sequential, between complication and resolution then ended in one paragraph, but in the integrity of a narrative text, conflicts may arise and there was a solution to the conflict and new conflicts arise again accompanied by the resolution of existing problems. For instance in the narrative text entitled Tangkuban Perahu. In that text, the generic structure was identified consisting of orientation, then conflicts or complication arise and then resolves the problems that occur or resolution. That generic structure was commonly found in narrative texts. This was a generic structure that patent and indication that the text was included in the narrative monologue text.

To categorize whether the text is included in the narrative text, it can be known through the language feature. The characteristic inherent in narrative text was used of adverbs of time and direct speech. The adverb of time usually

used the clause "a long time ago", or "once upon a time" and another characteristic of narratives text was the use of direct speech as in the text entitled Snow White. For instance in the sentence:

The dwarfs said “what is your name?”

Snow White said “my name is Snow White”

Those sentences were direct speech; it helped the text or the story lively.

The last was all types of the texts that found in Smart English book very detailed and there were examples of each type of texts between narrative and recount. In each text there were also exercises to identify the generic structure.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter was outlined the summary related to this research. Conclusions of this research were drawn based on the data findings and the discussion gathered from the answer to the research questions. In this chapter divided into two sub chapter which contained of conclusion and suggestions.

#### **A. Conclusion**

After analyzed the data, the researcher concluded the data findings as follow:

1. The researcher found twenty of monologue texts in Smart English book which divided into two types of monologue text. Those were six narrative texts and fourteen recount texts.
2. Monologue texts that found in Smart English book were appropriate with English syllabus for tenth grade in Senior High School.
3. The researcher discovered two kinds of recount text it was factual and personal recount text. Factual recount text divided into two historical and biographical recount texts. While Personal recount text told about one character in his/her life or told about their experiences.
4. The researcher identified generic structure of recount text. The generic structure of recount text commonly was orientation, event then reorientation. In one text of factual or personal recount text usually had more than one series event occurred and marked by the chronological time.
5. The main characteristic of language feature recount text was time sequence of event or adverb of time.
6. The other monologue texts were narrative which divided into imaginary and factual.
7. The researcher analyzed generic structure of narrative text commonly had orientation, complication then resolution. But in some cases, there were narrative texts had several complications then following by resolution and raise complication again until the story end.

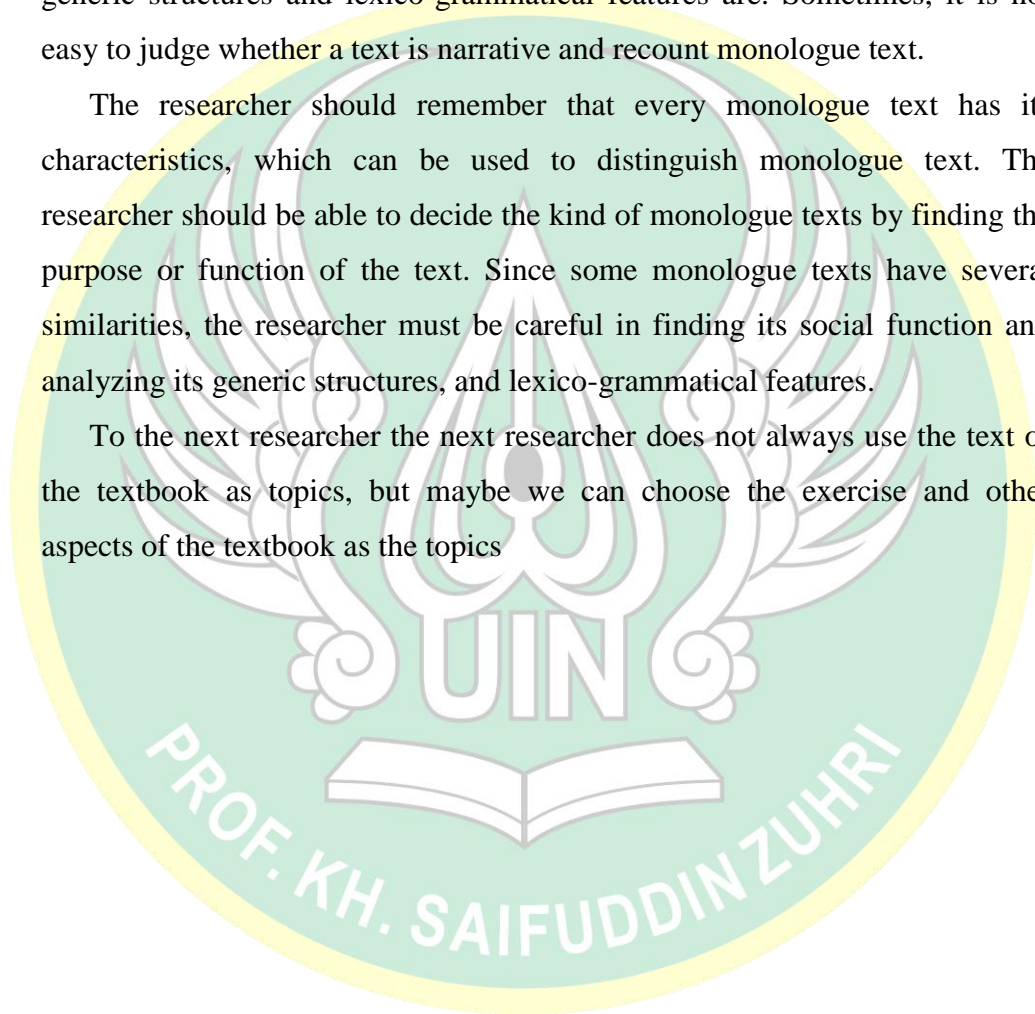
8. The main language feature of narrative text was using direct speech in text to make the text like life.

## **B. Suggestions**

After the discussion and explanation above, the researcher will present some suggestions related to the analysis in the study. Then the researcher finds the social function in the text. Furthermore, the researcher also finds what generic structures and lexico-grammatical features are. Sometimes, it is not easy to judge whether a text is narrative and recount monologue text.

The researcher should remember that every monologue text has its characteristics, which can be used to distinguish monologue text. The researcher should be able to decide the kind of monologue texts by finding the purpose or function of the text. Since some monologue texts have several similarities, the researcher must be careful in finding its social function and analyzing its generic structures, and lexico-grammatical features.

To the next researcher the next researcher does not always use the text of the textbook as topics, but maybe we can choose the exercise and other aspects of the textbook as the topics



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# SMART ENGLISH BOOK FOR SENIOR HIGH SCHOOL



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**NUSRAT JAHAN.** cv

Cover SMART English Textbook

# SMART ENGLISH BOOK FOR SENIOR HIGH SCHOOL GRADE X

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apa pun tanpa seizin tertulis dari penerbit.***

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### Ben's day.

When I woke up this morning, I found my dog, Fox, waiting for me. He wanted me to take him for a walk. I was too hungry, so first I had breakfast. I had a glass of milk and a piece of toast. Then I washed my teeth and put on a track-suit and a heavy coat, because it was really cold outside. Fox was already impatient. We both went out, and walked to the park near home. He ran and jumped, and pursued some passers-by. He also destroyed some pieces of furniture somebody left on the road. I sat on a bench all the time, wishing I could be inside my warm bed. When my hands were frozen, I decided it was time to go back home. Fox didn't want to, but I pulled hard and I managed to take him back. When we arrived at the front door, I realized I didn't have my keys with me, so we stayed out in the cold for more than an hour! Fox was happy, but I was late for work!

(Recount Text : title "Bens Day")

### Amelia Mary Earhart

Amelia Mary Earhart -- born on July 24, 1897 and disappeared 1937-- was an American aviation pioneer and author. Earhart was the first aviatrix to fly solo across the Atlantic Ocean. She received the U.S. Distinguished Flying Cross for this record. She set many other records, wrote best-selling books about her flying experiences and was instrumental in the formation of The Ninety-Nines, an organization for female pilots.

Earhart joined the faculty of the Purdue University aviation department in 1935 as a visiting faculty member to counsel women on careers and help inspire others with her love for aviation. She was also a member of the National Woman's Party, and an early supporter of the Equal Rights Amendment.

During an attempt to make a circumnavigational flight of the globe in 1937 in a Purdue-funded Lockheed Model 10 Electra, Earhart disappeared over the central Pacific Ocean near Howland Island. Fascination with her life, career and disappearance continues to this day.

(Modified from [http://en.wikipedia.org/wiki/Amelia\\_Earhart](http://en.wikipedia.org/wiki/Amelia_Earhart))



(Recount Text : title "Amelia Mary Earhart")

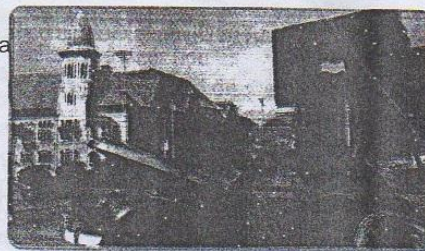
### The Battle on November 10, 1945

The Battle of Surabaya was fought between pro-independence Indonesian soldiers and militia against British and British Indian troops as a part of the Indonesian National Revolution.

On 27 October 1945, a British plane from Jakarta dropped leaflets over Surabaya urging all Indonesian troops and militia to surrender their weapons. The leaders of the Indonesian troops and militia were angered, seeing it as a breaking of the agreement reached with Mallaby earlier. Brigadier A. W. S. Mallaby, the British brigade commander in Surabaya, was travelling about Surabaya to spread the news about the new agreement to his troops. Shortly after that, Mallaby was shot and killed. That made Lieutenant General Sir Philip Christison angry.

At dawn on 10 November, British troops began a methodical advance through the city under the cover of naval and air bombardment. Fighting was heavy, with British troops clearing buildings room by room.

The battle was the heaviest single battle of the revolution and became a national symbol of Indonesian resistance. Considered a heroic effort by Indonesians, the battle helped galvanize Indonesian and international support for Indonesian independence. It was a day now commemorated in Indonesia as Heroes' Day.



(Recount Text : title “The Battle on November 10,1945”)

**Activity 17** *N* *12* *Lutung Kasarung*

*Read the following text and answer the questions.*

Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry.

“You cannot ask her to be the queen, Father. I’m older than she is. It’s supposed to be me, not her!” said Purbararang. But the king still chose Purbasari to be the next queen.

Purbararang then set a bad plan with her fiancé, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body.

“You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle,” said Purbararang.

Purbasari was very sad. Now she had to stay in the jungle. Every day she spent her time playing with some animals there. There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey’s name was Lutung Kasarung. He was actually a god. His name was Sanghyang Gurumina. Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now she got her beautiful skin back.

After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked. She knew she had to come up with another bad idea. She then said, “Those who have longer hair will be the queen.”

The king then measured his daughters’ hair. Purbasari had longer hair. But Purbararang did not give up. “A queen must have a handsome husband. If my fiancé is more handsome than yours, then I will be the queen,” said Purbararang.

Purbasari was sad. She knew Purbararang’s fiancé, Indrajaya, was handsome. And she did not have a fiancé yet. “Here is my fiancé, Indrajaya. Where is yours?” asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. “Your fiancé is a monkey, ha ha ha.”

Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya. Purbasari then became the queen. She forgave Purbararang and her fiancé and let them stay in the palace.

(Narrative Text : the title is “Lutung Kasarung”)

**Activity 19** *N* *17*

*Read the following text and answer the questions.*

Long time ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. He was a kind and wise king. Under Prabu’s leadership, the kingdom grew into a prosperous kingdom. There’s no hunger in the kingdom. Everybody in the kingdom loved their king. But, there’s one problem. The king and his queen hadn’t got any children. It made the couple very sad. That was why Prabu decided to go to the jungle. There, he meditated and prayed to God. Every day he begged for a child. His dream finally came true. A few months later, the queen got pregnant. All people in the kingdom felt very happy. They sent many presents to the palace to express their happiness. Nine months later a baby girl was born. The baby grew as a beautiful teenager then.

(Narrative Text : title is “Telaga Warna”part 1)

Prabu and his queen loved their daughter so much. They gave whatever she wanted. It made the princess grow into a spoiled girl. When her wish couldn't be fulfilled, she would be very angry. She even said bad things often. Even though the princess behaved badly, her parents still loved her, and so did the people in the kingdom.

Time passed and the princess grew more beautiful. In a few days, the princess would be seventeen years old. That's why people of that kingdom brought many presents for her. They bring gold and beautiful jewellery. Prabu collected the presents. Then Prabu stored them in a special room. Sometimes he would take them to give to his people who needed it. Prabu only took a few gold and jewels. Then he brought them to a goldsmith. "Please make a necklace for my daughter," said Prabu. "My pleasure, Your Majesty," the goldsmith replied. The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace for the princess.

The birthday came. People gathered in the palace field. Then Prabu and the queen appeared. They waved to their beloved people. Cheers were loud and louder when the princess appeared. Everybody admired her beauty. Prabu got up from his chair and took a small pillow. A beautiful necklace was on the pillow. Prabu took that necklace. "My beloved daughter, today I give this necklace to you. This necklace is a gift from people in this country. They love you so much. They presented it for you to express their happiness, because you have growing to a woman," said Prabu. The princess accepted the necklace. She looked at the necklace in a glance. "I don't want this necklace! It's ugly!" shouted the princess as she threw the necklace away. The necklace hit the floor and was broken. The gold and jewels were spread out on the floor.

No body dared to speak. They never thought that their beloved princess would do such a cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying too. Then everybody was crying. Suddenly, from the middle of the field, a spring emerged. It quickly became a pool. The palace was getting flooded. Soon the place became a big lake.

Nowadays the water on that lake is not as full as before. There is only a small lake now. People called the lake Telaga Warna (it means lake of colour). On a bright day, the lake is full of colour. These colors come from the reflections of forest, plants, flowers, and sky around the lake. But some people said that the colours are from the princess' necklace, which spreads at the bottom of the lake.

(Narrative Text : title is "Telaga Warna" part 2)

### Timun Emas

The story told that there was a family who lived in the middle of deep jungle. They were a couple married but the God had not given them, a son or daughter. They had married since twenty years ago. It was why they were really able to have a child. They spent the time by gardening in their own garden which was not far from their home. They planted cucumber, chili, tomato, onion, garlic and other vegetable.

Every day, they used to pray to the God for having the child without stepping down. They used to wait the miracle of God. One night, after praying the God, they were shocked by the huge and great voice. They hid behind of the door, the voice was louder and louder. They reached the door and saw a green giant. He has huge body, long hair and sharp teeth. He would help them to get a child, but they had to give her/him back after she/he was in seventeen years old. Because they were happy to hear good news, they agreed it. The giant asked them to go their cucumber garden in the dawn. (2)

(Narrative Text : title is "Timun Emas "Part 1)

The couple of married could not sleep long night, they had imagined what the giant would give them a child. In the dawn, they were in hurry to go to the cucumber garden, they looked for something there. But they did not get anything only the cucumber. Suddenly, they heard a baby voice from one of cucumbers. They took a huge cucumber and they opened it. How shocked they were, a beautiful baby in it. They named her, Timun Emas. They grew her fully love and attention. She grew beautifully. Many boys wanted to marry her, but she denied all. She loved her parents so much and did not want to be far by them. She was seventeen years old, her parents told about a huge giant which would picked her up in this year. Her mother asked her to escape as far as she could run. She gave a cucumber seed, paste shrimp and some salt. Those were as guns to attack the huge giant. (3)

In the middle night, Timun Emas and her parents were shocked by great voice which wanted Timun Emas to follow her. They hid behind door. The huge giant walked slowly but his voice was frightening. Timun Emas was asked to escape by behind door. Unfortunately, the huge giant saw her and chased her. (4)

First, Timun may threw some salt and made a wide ocean. She wished it could blocking that giant. But that giant could swim without sinking. He kept chased Timun Emas in wet. He was angry because Timun Emas run fast. (5)

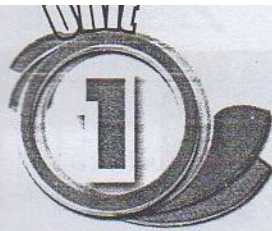
Second, he remember that she had two guns again. She was confused which it was best. She threw cucumber seed. Suddenly the land changed to be a cucumber wide garden. Many cucumbers were there. she wished that that giant would fall down. But he run faster than before. (6)

Timun Emas cried and wish to God for helping her. Not wasting time, she threw a paste of shrimp. Suddenly the land changed a dessert. The giant sunk with the sand. He died and never came back again to take Timun Emas. Timun Emas went back, her parents and people welcomed her happily. She and her family lived happily ever after. (7)

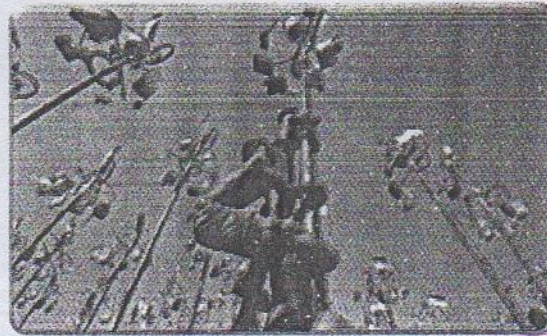
(Narrative Text : title is "Timun Emas" Part 2)







## How Did You Celebrate ... ?



### Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### Kompetensi Dasar

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*).
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan saintifik menggunakan model **Task Based Learning**, peserta didik dapat **menentukan** fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional dengan **ungkapan saran dan tawaran**, **menyusun** teks interaksi transaksional dengan **ungkapan saran dan tawaran sesuai konteks dengan rasa ingin tahu, tanggung jawab, disiplin, kreatif, mandiri**, serta **dapat bekerjasama** selama proses pembelajaran dan bersikap **jujur, percaya diri serta pantang menyerah**.

### Brainstorming

#### Activity 1

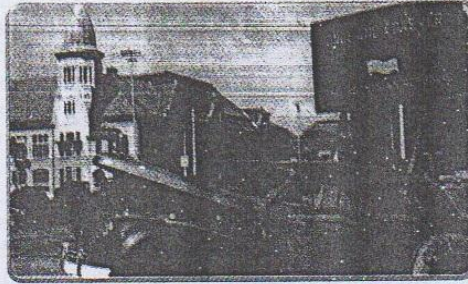
Look at the pictures. In what events do they usually relate to?



<https://factsofindonesia.com/unique> (a), <http://www.pestakembangapi.blogspot.com> (b), <http://www.dohafamily.com> (c), [www.aksi.id](http://www.aksi.id) (d), <http://www.pulsk.com/650180/> (e) <http://nazwayura.blogspot.com> (f)

# UNIT 2

## I Could Never Forget ....



### Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

### Kompetensi Dasar

- 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.
- 4.7 Teks recount – peristiwa bersejarah.
  - 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.
  - 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan Saintifik dengan **Genre Based Learning**, peserta didik diharapkan dapat membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks recount, menangkap makna dan menyusun teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah.

### Brainstorming

#### Activity 1

Watch the video and answer questions below.



Link video: [https://www.youtube.com/watch?v=Jar7zUU\\_Kis](https://www.youtube.com/watch?v=Jar7zUU_Kis)



## Tell Me a Story ....



### Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

### Kompetensi Dasar

- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

### Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan **Saintifik** dengan **model Genre Based Learning**, peserta didik dapat menganalisis isi, struktur dan kebahasaan teks naratif legenda serta terampil menyusun teks naratif legenda dan mempraktikkannya dengan **rasa ingin tahu, tanggung jawab, disiplin dan kreatif** (Integritas) selama proses pembelajaran dan **bersikap jujur, percaya diri** serta **pantang menyerah**.

### Brainstorming

#### Activity 1

*Discuss the following questions in a group of four.*

1. Have you ever listened or read any legends? Mention them!
2. Do they entertain you?
3. What can you learn from the legends?
4. Can you mention main characters from the legends you have read?
5. Do the main characters usually face any problems in the legends?
6. Do the main characters usually get their solutions?