

ABSTRACT

Sunaryono. 2011. *A teacher's lived experience of teaching narrative texts in junior high school*. Yogyakarta: The Graduate Program, English Language Studies, Sanata Dharma University.

Changes have happened in all aspects of human life including in education. Indonesia has also made the curriculum reforms. Narrative is one of the materials stated in the new curriculum. The materials are delivered through four steps of teaching namely BKF, MT, JCT, and ICT. As teaching narrative texts has been done by teachers, the teachers may have their own interpretations and experience. Therefore, every teacher may have different meaning of teaching narrative texts. That is why, a research on teacher's lived experience of teaching narrative texts is beneficial to identify.

This study would intend to describe a teacher's lived experience of teaching narrative texts in Junior High School. This study employs a qualitative approach, especially a phenomenology method. The data were gathered by conducting in depth interviews, classroom observation, and document checks. The participant of this research was a Junior High School teacher from SMPN 3 Pengasih. The reason was that he had got some trainings of text types based teaching-learning and had a lot of experiences in teaching narrative texts. The interview data were transcribed according to the components and categories of teaching narrative texts. Then, the data were analyzed in the process of coding. The final step was making the interpretation of the result of analysis.

The results of the study showed that, firstly related to students, the teacher believed that the students were interested in learning narrative texts and got benefits from it. Second, related to the aims, the teacher's understanding was that the aim of teaching narrative texts was that students were able to understand and produce narrative texts. He believed that the competencies stated in the syllabus could be achieved. The aims informed to students before activities could make both the teacher and the students able to control the teaching-learning process. Third, related to the teaching points, the teacher's understanding was that a narrative text could be an imaginative or a factual story such as tales, stories of mystery, science fiction, romance, horror, and others. The teacher believed that students needed to understand micro language skills in order to learn four language skills. Fourth, related to the teaching procedures, the teacher's understanding was that there were four steps in teaching narrative texts. The teacher did the four steps in one and a half months. Fifth, related to materials, the teacher's understanding was that the materials for teaching narrative texts could be serial pictures and narrative stories. Sixth, related to the classroom management, the teacher's understanding was that the seats were arranged based on the activity done in the classroom. During teaching narrative texts, the teacher could use many sort instructions so that they easy to be understood by students.

Key words: *lived experience, narrative text, phenomenology method.*

INTISARI

Sunaryono. 2011. *A teacher's lived experience of teaching narrative texts in junior high school*. Yogyakarta: Kajian Bahasa Inggris, Program Pasca Sarjana, Universitas Sanata Dharma.

Perubahan telah terjadi di semua aspek kehidupan manusia termasuk dalam pendidikan. Indonesia juga telah membuat pembaharuan kurikulum. Narrative adalah salah satu dari bahan yang tercantum dalam kurikulum baru itu. Bahan-bahan tersebut disampaikan melalui empat tahap pengajaran yang bernama BKF, MT, JCT, dan ICT. Karena pengajaran teks naratif telah dilakukan oleh para guru, mereka mungkin mempunyai interpretasi dan pengalaman mereka sendiri. Oleh karena itu, setiap guru kemungkinan mempunyai makna yang berbeda-beda dari pengajaran teks naratif. Itulah mengapa, penelitian tentang pengalaman hidup guru dalam mengajarkan teks naratif bermanfaat untuk diidentifikasi.

Penelitian ini ingin mendeskripsikan pengalaman hidup guru dalam mengajar teks naratif di Sekolah Menengah Pertama. Penelitian ini menggunakan pendekatan kualitatif, khususnya metode phenomenology. Data dikumpulkan dengan melakukan wawancara mendalam,, pengamatan kelas, dan pengecekan dokumen. Partisipan penelitian ini adalah seorang guru Sekolah Menengah Pertama dari SMPN 3 Pengasih. Alasannya adalah dia sudah mendapatkan beberapa pelatihan tentang belajar-mengajar berdasarkan jenis teks dan mempunyai banyak pengalaman mengajarkan teks naratif. Data interview ditranskrip menurut komponen atau kategori dalam mengajarkan teks naratif. Kemudian, data dianalisis dalam pengkodean. Langkah terakhir adalah menginterpretasikan hasil analisis.

Hasil penelitian menunjukkan bahwa, pertama, berhubungan dengan murid, guru percaya bahwa murid tertarik dalam belajar teks naratif dan mendapatkan keuntungan darinya. Kedua, berhubungan dengan tujuan, pemahaman guru adalah bahwa tujuan pengajaran teks naratif adalah bahwa murid dapat memahami dan membuat teks naratif. Dia percaya bahwa kompetensi yang ditetapkan dalam silabus dapat dicapai. Tujuan yang disampaikan sebelum kegiatan dapat membuat guru maupun murid mengontrol proses belajar-mengajar. Ketiga, berhubungan dengan poin pengajaran, pemahaman guru adalah bahwa teks naratif dapat berupa cerita khayalan atau nyata seperti dongeng, fiksi pengetahuan, roman, horror, dan sebagainya. Keempat, berhubungan dengan prosedur pengajaran, pemahaman guru adalah ada empat tahap dalam pengajaran teks naratif. Guru melakukan empat tahapan itu dalam satu setengah bulan. Kelima, berhubungan dengan bahan, pemahaman guru adalah bahwa bahan-bahan untuk pengajaran teks naratif dapat berupa gambar-gambar berseri dan cerita-cerita naratif. Keenam, berhubungan dengan pengaturan ruang kelas, pemahaman guru adalah bahwa kursi disusun berdasarkan kegiatan yang dilakukan di ruang kelas. Selama pengajaran teks naratif, guru dapat menggunakan instruksi-instruksi pendek sehingga murid mudah untuk memahaminya.

Kata kunci: *pengalaman hidup, teks narrative, metode phenomenology*.