

ABSTRACT

Butar Butar, Florida. 2008. *Students' Perceptions on the Use of Text Modelling in Teaching Writing to the Eighth Grade Students of SMP BPK Penabur Indramayu*. Yogyakarta: Sanata Dharma University.

This research investigated the students' perceptions on the use of text modelling in teaching writing to the eighth grade students of SMP BPK Penabur Indramayu. There were two main reasons why the researcher conducted this research. The first reason was eighth grade students of SMP BPK Penabur found the difficulties of written communication in English when they would like to master it well. The second reason was the use of text modelling in teaching writing to the eighth grade students of SMP BPK Penabur had possibility to affect the students in motivating to write a composition. The students' perceptions on the use of text modelling could influence students' behavior in learning writing, which then directed to the students' achievement in learning writing.

This research attempted to answer two research questions. The research questions were (1) What are the students' perceptions on the use of text modelling in teaching writing to the eighth grade students of SMP BPK Penabur Indramayu? (2) What is the class procedure of the use of text modelling in teaching writing to the eighth grade students of SMP BPK Penabur Indramayu?

To answer the research questions above, the researcher used qualitative method in the form of survey research. The researcher distributed a questionnaire in the form of 13 close-ended questions. Having gathered the questionnaire, the researcher analyzed them by putting the data in the table and discussed the students' responses based on the first research question that the researcher had. Afterwards, the researcher conducted observations and an interview to the English teacher to obtain the second research questions and dig out more information.

From the data analysis, most of the students had positive perceptions on the use of text modelling in teaching writing to the eighth grade students of SMP BPK Penabur Indramayu. The first research finding was the students stated that they needed the teacher's explanations on text modelling for the success in writing, so they could understand better how to make a recount composition by using the text modelling. The use of text modelling helped the processes in learning writing. Nevertheless, there were some students who considered the use of text modelling in a negative way. The use of text modelling did not encourage them to make a recount composition well. However, the use of text modelling helped the students to comprehend the generic features of the recount well. The second research finding was there were nine class procedures of the use of text modelling in teaching writing, especially recount with funny ending text type to the eighth grade students of SMP BPK Penabur, as follows: 1) The teacher gave a recount with funny ending, 2) the teacher explained the particular information of the text, 3) the students read the recount with funny ending text, 4) the teacher explained the purpose and generic structure of the recount text, 5) the teacher compared the recount text with other examples of text types briefly, 6) the students identified the linguistic features of the recount text, 7) the students answered the questions and wrote it in front of the class,

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8) after getting all answers on the white board, the teacher and students discussed the correct answers together, and the last 9) the teacher reviewed the lesson about the recount with funny ending.

Since this research focused on how to use one stage of the literacy cycle, that was text modelling stage, it was suggested that future researchers investigated what the students' perceptions in teaching writing to the other stages of literacy cycle and conducted to the other levels of learners.



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Penelitian ini mempelajari persepsi siswa terhadap penggunaan *text modelling* pada pengajaran menulis di kelas delapan SMP BPK Penabur Indramayu. Ada dua alasan utama penelitian ini dilaksanakan. Alasan pertama adalah ketika mereka ingin menguasai bahasa Inggris dengan baik, siswa kelas delapan SMP BPK Penabur menemukan kesulitan-kesulitan komunikasi tertulis dalam bahasa Inggris. Alasan kedua adalah bahwa penggunaan *text modelling* pada pengajaran menulis di kelas delapan SMP BPK Penabur dapat mempengaruhi motivasi siswa dalam menulis karangan. Hal ini terkait dengan persepsi siswa terhadap penggunaan *text modelling* yang dapat mempengaruhi belajar siswa yang kemudian berpengaruh terhadap pencapaian siswa pada pelajaran menulis.

Dalam skripsi ini ada dua pertanyaan penelitian yang perlu dijawab, yaitu (1) Bagaimanakah persepsi siswa terhadap penggunaan *text modelling* pada pengajaran menulis di kelas delapan SMP BPK Penabur Indramayu? (2) Bagaimanakah prosedur kelas dengan penggunaan *text modelling* pada pengajaran menulis di kelas delapan SMP BPK Penabur Indramayu?

Guna menjawab pertanyaan tersebut di atas, peneliti menggunakan metode kualitatif berbentuk penelitian survey. Peneliti membagikan kuesioner yang berbentuk 13 *close-ended questions*. Peneliti menganalisa jawaban kuesioner tersebut dengan memasukkan data kuesioner ke dalam tabel dan membahasnya sesuai dengan pertanyaan penelitian yang pertama. Setelah itu, peneliti melakukan wawancara dengan guru bahasa Inggris dan observasi kelas guna mendapat jawaban dari pertanyaan kedua dan informasi lebih lanjut.

Berdasarkan data yang diperoleh, secara umum siswa memiliki persepsi yang positif terhadap penggunaan *text modelling* pada pengajaran menulis di kelas delapan SMP BPK Penabur. Jawaban penelitian yang pertama adalah siswa membutuhkan penjelasan guru tentang *text modelling* untuk kesuksesan mereka dalam menulis, sehingga mereka dapat mengerti bagaimana membuat karangan *recount* dengan penggunaan *text modelling* dengan lebih baik. Penggunaan *text modelling* membantu proses dalam pengajaran menulis. Akan tetapi, ada beberapa siswa yang menganggap negatif pada penggunaan *text modelling*. Siswa tidak termotivasi untuk menulis karangan *recount* dengan baik. Kesimpulannya, penggunaan *text modelling* membantu siswa memahami *generic features* pada teks *recount* dengan lebih baik. Jawaban penelitian yang kedua adalah ada sembilan prosedur kelas pada penggunaan *text modelling* pada pengajaran menulis, khususnya dalam teks *recount with funny ending* di kelas delapan SMP BPK Penabur, sebagai berikut: 1) Guru memberikan teks *recount with funny ending*, 2) Guru menjelaskan informasi khusus dalam teks, 3) Para siswa membaca teks *recount with funny ending text*, 4) Guru menjelaskan tujuan dan *generic structure* dalam teks *recount*, 5) Guru membandingkan teks *recount* dengan teks yang lain secara singkat, 6) Siswa mengidentifikasi *linguistic features* pada teks *recount*, 7) Siswa menjawab pertanyaan-pertanyaan tersebut dan