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THE ANALYSIS OF STUDENTS' MONOLOGUE (QUALITATIVE RESEARCH)

A THESIS

Submitted to the English Education Department of
Faculty of Education of Syekh Nurjati
State Institute For Islamic Studies in Partial Fulfillment of the Requirements of
Islamic Scholar Degree in English Education Department



By:

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ABSTRACT

MOHAMMAD NUR FIKRI: “THE ANALYSIS OF STUDENTS’ MONOLOGUE (QUALITATIVE RESEARCH)”

There are two forms of speaking skills, namely: monologue and dialogue. Monologue is a part of speaking skill. Monologue is the speech of one person who expresses his thoughts and feelings in a particular situation and shows his definite conclusion. Monologue is generally prepared speech. The speaker even may have the plan of his speech. Sometimes it can be unprepared as well.

Speaking is the verbal use of language to communicate with others. Its function is to convey message which lays in the structure and meaning of all languages, whether this is written or spoken.

In this case, the researcher tries to analyze about the students construct their ideas in the simply monologue text and how the overall meaning of the monologue text constructed.

The research product is hoped to be able to analyze of students’ monologue. And to speak by using monologue as text, can understand and create kinds of texts either speaking as well as writing.

This thesis uses qualitative approach in which the researcher uses some technique: recording data, transcribing data, coding data, classifying data, interpreting data. This study chooses this method for some reasons. Firstly, qualitative method is the good method in studying plural reality. Secondly, it presents the relation between the researcher and the research itself directly. And thirdly, it is more sensitive and more adaptive to the influential precision with message value, and norm.

Having analyzed the data, the writer found there are: the ideas organization in the text produced by students, constructing ideas in the monologue text, the analyzing aspect of IAIN’s student in descriptive text, and the meaning construction in the text produced by students was used three meaning there are, ideational, interpersonal, and textual meaning as the meaning construction in the text produced by students.

From the result above, it can be known that there are: The informants can speak a foreign language within the topics, speak English and express themselves confidently, communicatively.



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PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praises and thankfulness be to God because of his permission and blessing, the writer has been able to finish this thesis. My invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The thesis entitled in: "THE ANALYSIS OF STUDENTS' MONOLOGUE (QUALITATIVE RESEARCH) is presented to the English Education Department of IAIN Syekh Nurjati Cirebon in partial fulfilment of the requirements for the degree of Islamic Scholar in English Education Department.

In writing this thesis, there are many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey his sincere and gratitude to the following people:

1. Prof. Dr. H. Maksum Mukhtar, M.A., the Rector of IAIN Syekh Nurjati State Institute for Islamic Studies.
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3. Dr. Hj. Huriyah Saleh, M.Pd, the Chairwoman of English Education Department of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.
4. Lala Bumela, M.Pd as the first supervisor.
5. Drs. H. Efendi as the second supervisor.



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6. All the lectures of English Department who have taught and educated the writer during his study at IAIN Syekh Nurjati Cirebon.
7. My parents, friends, and all of my friends at IAIN Syekh Nurjati Cirebon who helped the writer in writing this thesis, being my friends for the last few years and thanks for a wonderful friendship.

The words are not enough to measure how much help and contribution which they have given in writing this thesis, may Allah the Almighty God guide and give them all happiness throughout their life.

Finally, the writer realized that this thesis is still far from being perfect, and of course there are many mistakes whether in the arrangement or in the content of this thesis. Therefore, it is a great pleasure for him to receive suggestion and critic from everyone who will encourage him to continue his study.

Cirebon, 30 August 2012

The writer



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CHAPTER I

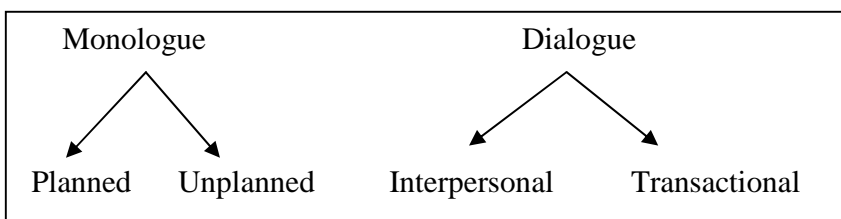
INTRODUCTION

1.1. The Background of the Problem

This research investigates the texts produce by IAIN Syekh Nurjati’s Student. The topic was chosen because producing monologue is a part of speaking skill that needs to be taken case of IAIN Syekh Nurjati Cirebon.

There are two forms of speaking skills, namely: monologue and dialogue by Susanna Asatryan (The Chair of pedagogy and language teaching methodology). Monologue is a part of speaking skill. Monologue is the speech of one person who expresses his thoughts and feelings in a particular situation and shows his definite conclusion. Monologue is generally prepared speech. The speaker even may have the plan of his speech. Sometimes it can be unprepared as well.

Figure 1.2 Types of oral Language (David Nunan:1991b:20-21)



In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast the hearer must process long stretches of speech without interruption, the stream of speech will go on whether the hearer comprehend or not (H. Douglas Brown:2000:263). Planned, as opposed to

unplanned. Planned monologue as speeches and other prewritten material. Unplanned monologue imprompt lectures and long “stories” in conversation for example exhibit more redundancy which makes for ease in comprehension. While dialogue involves two or more speakers and can be subdivided into interpersonal and transactional.

In teaching monologue there are three stages are distinguished:

1) The statement level.

The statement level means the smallest speech unit is sentence. No speech is possible until the students learn how to make up sentences in the foreign language and how to make statements on the topic or situation suggested.

The students are given sentence patterns to assimilate. The sentence pattern is filled with different words, so that student assimilates it:

Example: I can see a ... (blackboard picture)

A pattern must be repeated many times with a great variety of changes in its contents until the pattern becomes a habit.

Example:

a) give it a name:

We write with... - It is a pen.

b) say the opposite:

I live in... - I don't live in

2) Having assimilated different sentence patterns.

Having assimilated different sentence patterns the students should learn to combine statements of various sentence patterns in a logical sequence in an utterance.

In the utterance level the students are to say a few words about an object, a subject



that offered. For the example: This is a pen. The pen is black. It is on the table. I like the pen. At this stage in having assimilated different sentence patterns the students learn to express their thoughts, attitude to what they say.

3) The discourse level

When the students have acquired habits and skills in making statements in the statement level and combining in a logical sequence in the having assimilated sentence pattern, free speech is possible in the discourse level. At this level the students are asked to speak on a picture, film or comment on a text they have read or heard, and make up a story of their own. The teacher should supply the students with “what to speak about.” Example, Text topic’s “Mother” ... the teacher asks questions about the text and the students reproduce the text by means of their own agreeing with the suggested idea.

1.2. Curriculum

1.2.1. English for Academic Purposes (EAP)

English for Academic Purposes (EAP) concerns speaking course, this course is designed for advanced ESL students, the main focus on which is the development of students’ speech communication skill. The skill covers all abilities to deliver various kinds of formal and academic presentations and speeches. Therefore, the class interaction will mainly consist of students’ activities directed to encourage and facilitate students to develop their speech communication skill. By the end of the course, students are expected to possess abilities to:



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- a. Speak English and express themselves confidently, communicatively, and clearly through various selected activities in which formal and communicative English is inherent.
- b. Apply proper English rules in accordance with the topic of the speaking activities.
- c. Speak a foreign language within the topics and linguistic material the syllabus sets.
- d. Apply various language functions which are integrated within speech communication activities, such as expressing degrees of probability, suggesting a course of actions, introducing a theme, indicating a wish to continue, asking for clarification, etc.

In the EAP, there are several competencies for the university students that expected to possess their abilities that should have been taught for the university students of IAIN Syekh Nurjati Cirebon. One of competencies that the researcher chooses is to speak a foreign language within the topics in texts formed descriptive text. There are transactional and interpersonal texts, short functional texts, and monolog texts.

In this research, the writer only discusses simple monologue texts. Simple monologue texts including descriptive texts that should be taught for the university students of IAIN Syekh Nurjati Cirebon, there is:

1.2.2. Descriptive Text



According to Hammond (1992: 78), the social function of descriptive text is to describe a particular person, place, or thing. The generic structures of this text are:

- (1) Identification: identifies the person, place or things to be described. (2) Description: describes parts, qualities, characteristics. It has language features; focus on specific rather than generic participants, use of simple present tense, verbs being and having, use of descriptive adjectives to build up long nominal groups.

According to standard content of English Lesson is oriented to the ability communicate that formed in ability to understand and to create a text. The activity to know a text consist of listening and reading while creating a text are speaking and writing.

Text is meant any connected stretch of language that is doing job in some context” (Halliday & R. Hasan, 1985:6). So, any instance of living language that is playing some parts in context of situation either spoken or written, we shall call a text. Based on the participants there are spoken and written texts.

1.2 The Identification of the problem

The identification of the problem is needed to give clarification about the problem that will be investigated. The writer arranged the identification of the problem referred to the background of the problem above, they are:

1.2.1 The Field of Research

The field of the study from this thesis is ‘Speaking’.

1.2.2 The Kinds of The Problem



The kinds of the problem of the research is to only analyze the students construct their ideas in the simply monologue text and how the overall meaning of the monologue text constructed.

1.2.3 The Main Problem

The main problem that will be investigated in this research is Monologue as text namely descriptive text.

1.3 The Limitation of the Problem

The main problem that will be investigated in this research is the analysis of students' monologue a case study in IAIN SYEKH NURJATI CIREBON. The description of the problem is limited into some points, like:

- (1) Constructing kinds of simply monologue text.
- (2) How each of the text is structured.

1.4 The Questions of the Research

- (1) How does students construct their ideas in the monologue text?
- (2) How is the overall meaning of the monologue constructed?

1.5 The Aims of the Research

- (1) To know the students construct their ideas in the simply monologue text.
- (2) To know the overall meaning of the monologue constructed.

1.6 The Uses of The Research

The research product is hoped to be able to analyze of students' monologue. And to speak by using monologue as text, can understand and create kinds of texts either speaking as well as writing.



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