



# THE IMPLEMENTATION OF BUILDING KNOWLEDGE OF THE FIELD (BKOF) IN TEACHING NARRATIVE TEXT

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## Abstract.

This research investigated the implementation of Building Knowledge of the Field (BKOF) in teaching narrative text. The purpose to conduct the research is to examine how does an English teacher implement BKOF in teaching narrative text. While this research uses qualitative applying descriptive study. In the research process, data collection was obtained from observation, document analysis, and interview. The result shows that there are four stages to implement Building Knowledge of the Field in teaching narrative text, include: First, the teacher gives stimulus to students, the stimulus given by the teacher is by giving examples of narrative texts and using questions; Second, the teacher guides students to mark vocabulary and sentence patterns which are linguistic elements of narrative text; Third, the teacher asks the students to reconstruct the narrative text which has vocabulary and sentence pattern errors; Fourth, the teacher evaluates the results of students' answers with the students.

**Keywords:** Building Knowledge of the Field (BkoF), Narrative text

## INTRODUCTION

Pragmatics is concerned with speech acts, which are communication behaviors that impart an intended language function. Understanding the meaning of words in an utterance, as well as what speakers intend, is plainly necessary for communication. This is referred to as pragmatics (Yule, 1983). Definitely, speakers of these acts are not completely successful until listeners get the intended meaning they express. Therefore, it is critical for foreign language learners to understand which speech actions differ in the first and target languages, how they differ, and what is inappropriate to say.

However, there are problems related to the use of English as a foreign language in the classroom. A problem in the use of speech acts in English classroom may have different interpretations of a simple utterance said between the teacher and students. According to Schiffrin (2005), the listener must have a clear understanding of the context in which the utterance occurred before a specific meaning (i.e., the one intended by the speaker) can be perceived, and this understanding is based on our assumption that a reason is being expressed for an action performed in speaking. Thus, it is not easy for foreign language learners to understand speech acts. By understanding speech acts we can get clearer understanding of the utterances and be able to communicate effectively and correctly orally.

As it is mentioned by experts that the capacity to communicate effectively and efficiently in a second or foreign language helps to the learner's success in every area of life, as stated by Abo-Essa (2011). Furthermore, according to Jabber and Jabber & Jinqun (2013) the most important aspect of communication is the message that the speaker wishes to express. When the receiver understands the message's purpose, he will respond or act positively. As a theory of speech act, how individuals use and perform any opportunity in a communicative action, and subsequently how people interpret what is spoken (Altikriti, 2011).

Some previous studies have investigated about speech act. It showed that illocution on foreign students' speech acts was discussed in Indonesian Language learning. The utterances bearing illocutionary force in learning activities are the result of the data. The data for this study originated from the speech acts of a foreign student studying Indonesian Language. As a result, the previous study concluded that they investigated about the classification of speech act involving various participant. The second study was the utterances, particularly the ones delivered by the teacher. According to their findings, teachers are more likely to generate directive speech acts than other speech acts. The last study showed the overall number of teacher's utterances in a single conference was 122 utterances. They discovered four sorts of speech acts in the teacher's utterances, including directive, assertive, commissive, and expressive speech acts, based on their analyses.

From the previous research above, most of the studies focused on implementation of Genre-Based Approach and teachers strategies in building the students in teaching writing in general. Therefore, further research is needed with a different focus with more details. Specifically, this study focuses on investigating how the implementation of Building Knowledge of the Field by an English teacher in teaching narrative text.

## REVIEW OF LITERATURE

### Writing

There are four skills that must be learnt by the learners especially students namely reading, listening, speaking, and writing. Reading skill is the ability to understand the meaning of what is read. Listening ability is the ability to understand spoken language that is receptive. Speaking skills include spoken language that is productive, the result of the listening process (either auditory or literacy). And the last is writing skill.

Writing skill is the ability to convey ideas, opinions, and feelings to others using writing. One of the productive abilities that should be learned in the use of language is writing. Harmer (2004) states that writing is an ability for students to create physical items that can be felt, easy to read, and can be maintained for a long time. From the statement that writing is a skill that results can be used by many people. The writing results can be in the form of articles, books, journals, scientific papers, novels, magazines, and so on. Not only that, the resulting product can be maintained for a long time and can be read and enjoyed in the future. Writing is an ability to describe or create opinions, thoughts, ideas, and feelings can be expressed by considering how to arrange them into statements, sentences or paragraphs that are clear and can be understood by the reader. It is in line with Nunan (2003) writing is the mental process of generating ideas, deciding how to convey them, and arranging them into coherent statements and paragraphs for a reader to understand.

Furthermore, Brown (2001) says that writing is a process of thinking, compiling, and correcting that requires special skills. How to produce ideas, discourse markers, rhetorical conventions coherently into written texts. White (1986) writing is the technique of expressing the ideas, knowledge, information, or experience and recognize the writing to accumulate the science or a few records to proportion and learn.

At this time, writing is a significant ability to be mastered by many people, including students. According to Harmer (2004) there are some importance of Writing. First, writing supports students to focus more on using the right language so that it can have an impact on better development. Second, writing is an activity that is used as a way of communication. Third, writing is used as an activity to express ideas in planning for several other activities. Writing can be used as part of an overall activity that focuses more on something else such as acting, language practice, or speaking. And the last for example, in exam activities, students always answer questions in written form. Not only that, the importance of writing can also increase intelligence, develop creativity and support the willingness and ability to collect information.

Writing is crucial since it is widely employed in both higher education and the workplace (Walsh, 2010). Writing is not just for expressing ideas, but writing is very important to be used in the field of education and work environment. In the educational environment as an example in writing the final project. In the work environment it is used as a communication system in formal form which is done in writing, such as reports, letters, and so on.

## Teaching Writing

A teacher must comprehend and explore methods in teaching the four skills in English that are taught to students one of them is writing. Harmer (2007) mentions information about the teacher's role in the process of teaching writing. a) Motivator: a teacher's primary responsibility in helping students learn to write is to motivate and encourage them to produce ideas. b) Resources: Teachers must be able to provide information when students need it, offer suggestions, and facilitate students' writing by providing input or stimulus. c) Provide feedback: a teacher must be able to positively respond to what has been written by students. This is particularly significant, especially English subjects are Teaching English as a Foreign Language (TEFL).

Not only that, teachers are very obliged to master various strategies and great interest when teaching writing to students. The success of students in learning writing is also determined by the teacher's performance in helping them learn writing. In this study, the priority is that the teacher must know how to teach writing appropriately in teaching narrative text. In teaching writing, teachers are faced with difficulties related to implementing the methods and strategies used in the learning process so that they can make students less able to digest and convey their ideas in the form of the text being studied.

In this study, the difficulties faced by teachers in teaching writing were when implementing Building Knowledge of the Field (BKoF). According to Harmer (2001), in teaching of writing we can either focus on the product of that writing or on writing process itself. Therefore, according to the statement, this research will focus more on how to implement Building Knowledge of the Field in the writing process and the writing results obtained after the learning process is complete.

### **Narrative Text**

Narrative is a text that tells a story and, in doing so, entertains the audience (Anderson et al., 1985). In addition Arigusman (2018), stated that a Narrative text is a text, which relates a sequence of logically and chronologically related events that are lead or experienced by several factor. The theme, characters, storyline, events, and how they relate are the keys to mastering a narrative. It is possible to conclude that narrative text might be defined as a text that tells a tale. A narrative text is a nonfiction story, such as fairy tales, folk tales, myths, animal stories, and so on. The aims of narrative text is to entertain the reader or listener with a story made in such a way that it is interesting.

### **Generic Structure of Narrative Text**

Orientation, complication, and resolution are the generic structures of Narrative Text. Orientation : Introduces the participants. The orientation is in the first paragraph which explains the character (Who), place (Where), and time of the incident (When). So that the orientation contains: Who, where, and when.

Complication : a crisis arises/ the main character is faced to a problem. In the compilation consists of paragraphs that explain the beginning of the event or occurrence. The beginning of this event became a series of storylines that continued into conflict.

Resolution : Resolution is the last part of the story. Every problem that arises in the story must have a solution. The issues are resolved for better or for worse and can end happily or sadly.

A more detailed generic structure of Narrative text, according to Anderson and Anderson (2003), They explain that there are five stages in making a narrative text. The five stages are orientation, complication, sequence of events, resolution, and coda.

- Orientation : In orientation, the writer or narrator explains the character (Who), place (Where), and time of the incident (When), and what happens in the story.
- Complication : The narrator tells about the origin of the problem. In complications usually involve the main character. The beginning of this problem that will affect the other figure of the story. Complications are the cause of problems.
- Sequence of events/ climax : The writer tells about how the characters in the story react and deal with the problems that occur in complications.
- Resolution : Resolution is the paragraph that ends the story. In this section, there is a settlement that makes the storyline end. Every problem that arises in the story must have a solution. The story can end with a happy or sad ending even a tragic.
- Coda : Coda is the last part of the generic structure of Narrative Text that contains changes that occur to the characters and lessons that can be learned from the story. If there is a lesson to be gained from the story, the narrator may provide a coda, but this piece is optional.

So from the explanation above, it is concluded that the teacher in every teaching process of Narrative text, when explaining to students about the generic structure of Narrative text, is commonly studied, namely orientation, complication, and resolution.

## **METHODOLOGY**

This study aims to investigate how an English teacher implements Building Knowledge of the Field in teaching Narrative text. So to achieve this goal, this study uses a qualitative method that adheres to the characteristics of a Descriptive study. This design was chosen due to for some reasons. First, this research focused on a single case, that is investigating an English teacher in implementing building knowledge of the field in teaching narrative text. Second, this research was conducted in natural setting. It is line with Creswell (2014), that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them.

In this research, data were collected through observation, document analysis, and interview. Observations were made in this research to find out how an English teacher implement Building Knowledge of the Field in teaching Narrative text, and how the students' reaction when the implementation. Then, document analysis was carried out in this study to find out how the results of implementing Building Knowledge of the Field on students' abilities related to narrative texts were. Meanwhile, interview was conducted in this study to find out the application of Building Knowledge of the Field by the teacher in the classroom in teaching Narrative text. The instrument used in the

observation in this research refers to the lesson plans from the English teacher who is a participant in this research.

The participant of this research is one English teacher at a Junior high school in Garut. This teacher was selected as a participant purposively based on his teaching experience as a sample. This teacher is a female one who is still categorized as a novice teacher who have been teaching for only three years. This study used document analysis and interview as the data collection.

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## **FINDING AND DISCUSSION**

Based on the findings, the reseacher believe that there are could be several ways to apply Building Knowledge of the Field in the classroom as what we have in this research. This teacher applied Building Knowledge of the Field by asking questions either in Indonesian or in English. In short, the stages of implementing Building Knowledge of the Field in teaching narrative text carried out by the teacher include:

- 1) Stimulate students with some questions about the topic context.
- 2) Ask students to mark the vocabulary and sentence patterns in the narrative text distributed by the teacher.
- 3) Ask students to reconstruct a narrative text that has some errors in vocabulary and sentence patterns into a perfect narrative text.
- 4) Evaluate students' answers together.

The implementation carried out by the teacher has a theoretical basis, and the teacher did not do it haphazardly. In addition, the steps taken by the teacher were in accordance with the answers in the interview session.

On the other hand, students gave a positive response. Students are seen actively participating in learning and paying attention to the information conveyed by the teacher. This is due to the activities of BKoF, there is an interaction between teachers and students (T-Ss) in the form of determining the cultural context, social goals, and shared experiences.

Furthermore, the findings from the document analysis found that the answers given by each group in the worksheets were overall correct, both in paraphrase vocabulary correction, grammar pattern correction, conjunction time correction, and vocabulary diction correction. Counting, from 19 obstacles group 1 and group 5 answered all obstacles (19/19) correctly, group 2 answered a total of 18/19 obstacles correctly, group 3 answered a number of 16/19 obstacles correctly, and group 4 answered a total of 17/ 19 obstacles correctly. This means that overall students have understood the linguistic elements that must be used in narrative texts. This happened thanks to the application of Building Knowledge of the Field implemented by the teacher.

Meanwhile, the findings from the interview, there were six questions given to the teacher regarding the teacher's knowledge and views about Building Knowledge of the Field. The answer given by the teacher turned out to be in sync with the results of observations in the field. So it can be said that the teacher understands Building Knowledge of the Field and can run it. In addition, the answer from the teacher is in line with the existing theory, the following is the explanation:

First, the question about what is Building Knowledge of the Field, the teacher explained that Building Knowledge of the Field is a way to build students' knowledge about a particular material or topic, which is carried out in the early stages of learning.

Second, the question regarding the purpose of Building Knowledge of the Field, the teacher explained that Building Knowledge of the Field has a purpose to build students' knowledge, to stimulate students' knowledge, to develop students' knowledge, and to check students' understanding.

Third, the question regarding the application of Building Knowledge of the Field in general, the teacher explained that as far as she knew in general the way to apply Building Knowledge of the Field was through reading and listening activities. Indeed, in Building Knowledge of the Field, teachers provide activities that can obtain information for students, and relate it to their background knowledge to make them have a better understanding of certain topics.

Fourth, the question of whether or not the teacher has implemented Building Knowledge of the Field in teaching narrative text, the teacher explained that he had done it but in other English materials, while for narrative text material he admitted that he had only done it in this study. However, in the ongoing learning activities the teacher seemed to master it.

Fifth, the question regarding the stages of Building Knowledge of the Field in teaching narrative texts. For this the teacher's answer is in line with what she did during the learning process which has been described above.

Sixth, the question regarding the teacher's opinion about building BKoF as a strategy in teaching narrative texts, the teacher explained that according to her Building

Knowledge of the Field is good for teaching narrative texts to students, because with BKoF, students' knowledge will be formed so that when students are instructed to make narrative texts independently, they have understood and know the language they should use in the text.

## CONCLUSIONS

Based on the result, there are four stages that teachers do in implementing Building Knowledge of the Field (BKOF) in teaching Narrative texts to students, namely: The teacher gives stimulus to students, the stimulus given by the teacher is by giving examples of narrative texts and using questions; The teacher guides students to mark vocabulary and sentence patterns which are linguistic elements of narrative texts; The teacher asks the students to reconstruct the narrative text which has vocabulary and sentence pattern errors to the students. Then, the teacher and students evaluate the results of students' answers. So, from the observation that the teacher understands Building Knowledge of the Field and implements it in the classroom.

- Based on document analysis, students are able to answer several obstacles which consist of several problem sets correctly. It means, all targets of BkoF activities in this research have been achieved.
- Based on the interview, the teacher's statement is in accordance with the facts on the ground when the researcher observes and the teacher understands Building Knowledge of the Field and is able to implement it in class.

Therefore, it can be concluded that Building Knowledge of the Field can be applied in teaching narrative text in the classroom. Based on document analysis, the results showed that the target of BKOF activities in this research was achieved because students were able to answer several problems set regarding the linguistic elements of narrative texts. Based on the interview, the research result shows that Building Knowledge of the Field can be used for teaching narrative text. Therefore, the researcher hopes that Building Knowledge of the Field can be used by teachers as one of the strategies in learning, especially in teaching narrative texts.

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