

**DEVELOPING NEWSPAPER-BASED ENGLISH  
READING MATERIALS  
FOR GRADE XI IN SMA N 2 NGAGLIK**

**A THESIS**



by

**Vinda Karunia Satriavi**

NIM 09202241040

**ENGLISH EDUCATION DEPARTMENT  
LANGUAGES AND ARTS FACULTY  
YOGYAKARTA STATE UNIVERSITY**

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**APPROVAL SHEET**

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**by**

**Vinda Karunia Satriavi**

**09202241040**

**Approved on February 16<sup>th</sup>, 2015**

**by**

**Supervisor**

**Nury Supriyanti, M.A**

**NIP. 19570829 198812 2 001**

## RATIFICATION

### DEVELOPING NEWSPAPER-BASED ENGLISH READING MATERIALS FOR GRADE XI IN SMA N 2 NGAGLIK

#### A Thesis

Vinda Karunia Satriavi

09202241040

Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on 13 March 2015 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in English Education.

#### BOARD OF EXAMINERS

Chairperson : Drs. Samsul Ma'arif, M.A.

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Examiner 1 : Dr. Agus Widiantoro, M.Pd.

Examiner 2 : Dra. Nury Supriyanti, M.A.

Yogyakarta, March 13<sup>th</sup> 2015

Faculty of Languages and Arts

Yogyakarta State University

Dean,

Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

## PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Vinda Karunia Satriavi

NIM : 09202241040

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisis materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 16 Februari 2015



Vinda Karunia Satriavi

09202241040

## **DEDICATIONS**

**This thesis is dedicated to:**

My beloved parents Dr. Widarto, M.Pd and Dra. Tri Sakti, M.Si

My Family

My Friends

Ibu Nury Supriyanti, M.A

## MOTTOS

**“The greatest reward comes with the greatest trial. When Allah loves a person, He test them. Whoever accepts it wins His pleasure.”**

(H.R. Tirmidzi)

**“Man Jadda, Wajada”**

(Arabian Proverb)

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Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as the readers to give critical comments and suggestions

from those who are deeply concerned in such a topic. However, I expect that this thesis will give worthwhile contributions to all readers.

Yogyakarta, 16<sup>th</sup> February 2015

A handwritten signature in blue ink, appearing to read 'Vinda Karunia Satriavi', written in a cursive style.

Vinda Karunia Satriavi

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# **DEVELOPING NEWSPAPER-BASED ENGLISH READING MATERIALS FOR GRADE XI IN SMA N 2 NGAGLIK**

by:  
VindaKaruniaSatriavi  
09202241040

## **ABSTRACT**

The study attempted to develop the appropriate newspaper-based English reading materials for grade XI in SMA N 2 Ngaglik. The materials are designed based on the curriculum in the school. All texts in this material are derived from newspapers and tasks contained in the materials are based on learning through the newspaper.

This study is categorized as Research and Development (R&D). There were six steps taken in this research. They were conducting needs analysis, writing the course grid, designing the product, implementing the product, assessing the product and revising the product into the final product. The subjects of the research were 24 participants of grade XI IS 3 in SMA N 2 Ngaglik. The data of this study were both qualitative and quantitative. The qualitative data were obtained through the interviews and observations, while the quantitative data were obtained from the questionnaires. The qualitative data were analyzed in the form of descriptive text while the quantitative data were analyzed using descriptive statistics.

The final product of the study is a set of newspaper-based English reading materials for grade XI in SMA N 2 Ngaglik. The product has some characteristics, those are appropriate in the teaching and learning process, facilitate the teaching and learning process, the quality is good and can be used over and over, and the materials product is colorful and attractive. Moreover, the percentage score based on the assessment from the students is 79% and from the teachers is 80%. The result means that the newspaper-based English reading materials are very good and feasible to use as the materials to teach English reading for grade XI.

Keywords: development, newspaper-based, reading skill

# CHAPTER I

## INTRODUCTION

### I. Background of Problem

English teaching is emphasized on the development of the language skills, i.e listening, speaking, reading, and writing. As a part of the subjects in schools, English consequently should be learnt by Indonesian students through the mastery of the four skills. However, it is not easy to master it, since the encounter many difficulties. Those difficulties appear because of many causes. In some cases, English is hard to be learnt because it has different grammatical structures from Bahasa Indonesia or students' mother tongue. Therefore, the teachers should make English learning easy and interesting. In this case, the teacher can use development of Newspaper as learning material, for teaching and learning activities.

There are many advantages of Newspaper as learning media in the English teaching- learning process according to Mehta (2010:56). 1) The students will be motivated to learn English because they will not be bored, 2) The students can develop affection and interest toward the use of English Language, 3) The English teachers' can make the process of learning interesting and innovative, 4) Flexible and adaptable to all curriculum areas and grade levels, 5) Offer a wide variety of knowledge and information (news, sports, editorials, entertainment, comics, etc), 6) Contain practical vocabulary and the best models of clear, concise writing, 7) Develop listening, speaking,

reading and writing of the students, 8) Explore and unfold the world of knowledge and information, 9) Helpful in learning grammatical usages, carefully crafted sentence structures and idioms and phrases besides new words.

However, there are some problems that are faced by most of the English teachers' related use of learning material. First, some schools do not maximise to use English newspapers, i.e the school subscribes the English newspaper but do not use for teaching- learning activities. Second, the English teacher has difficulties to find activity from newspaper that are appropriate to the students' needs. That is why the teachers teach English by using textbook and students' worksheet. Then, there is no provided advanced technology in the each class such as LCD as the important facilities in the teaching- learning process. Therefore, some common activities are still listening to the teachers' explanation and reading the materials. These conditions bring effects to the students. For example, the students have low motivation and easy to get bored in learning English. In addition, they have low achievement in all English skills.

## **II. Identification of the Problems**

Some problems are captured in the classroom at SMA N 2 Ngaglik that had been identified by conducting the observation. The problems were captured by observing the teaching learning process, interviewing both English teachers and the students. This class have 24 participants.

From the observation, it can be concluded that the major problem is the materials that the teacher gives to students are not interesting and make the students' motivation to learn English is low. The major problem may be influenced by other problems; the problems will be described as follows:

#### 1) Students

Students in this class had different interest, ability, and behaviour. These affected their achievement in learning English. Students' motivation to learn English was lack while motivation is the basic factor in learning process in the classroom. The students who have high motivation were active but the students who have low motivation were passive and disturb the others. Most of the students did not like reading a book, especially newspaper. In addition, the students only were read the text and answer the question based on the text in English textbook or students' worksheet.

In line with the problems presented above, through the informal interview, the student said that they were difficult to understand the meaning of the text especially from newspaper text. Meanwhile, there was not enough activity in English textbook to raise their motivation. They agreed that those things would avoid them to learn English.

#### 2) Materials

The teaching materials have also important role in teaching learning activity. Richards and Renandya (2002) argue that teaching materials are an important argument in language in learning. They also mention that the materials are the basis of language input for students and the language practice.

Because of its importance, the materials are designed by fulfilling many requirements to be good learning materials. However, the problem appeared in the English classroom when the materials given are not interesting and make the students motivation to learn English is low. From the class observation, sometimes the materials given did not match to the students needs.

Through the observation, it could be seen that the materials only from the English textbook and students worksheet. The students just spent their time to do some task such as reading a text and answering some exercise so that the students might easily feel bored in the classroom.

From the interview, the teacher said that she arranged lesson plans based on the syllabus. However, not all activities mentioned in the lesson plans could be applied in the teaching and learning processes. It was caused by the limited time. She also confirmed that the materials given were sometimes not in accordance with the materials mentioned in lesson plans.

Therefore, using the interesting material in learning English will be one of the smart solutions for this problem. One of the interesting materials is the use of authentic material such as newspaper. The use of newspaper can motivate the students to learn English easily and interestingly.

### **III. Limitation of the Problems**

Since there is a large number of English teaching materials that can be developed and based on the background of the study and the problem identification above, this study is limited to the material in the form of the

newspaper based English reading and can be flexibly used for teaching grade XI of SMA N 2 Ngaglik.

#### **IV. Formulation of the Problems**

The problems are formulated in the following question:

How can newspaper-based be developed for English teaching materials for the students grade XI of SMA N 2 Ngaglik?

#### **V. Objectives of the Study**

Based on the formulation of the problem above, the objective of this study is to develop suitable English reading materials for students of SMA N 2 Ngaglik grade XI.

#### **VI. Product Specifications**

The product from developing the materials as a book English reading materials for students grade XI through newspaper-based which are consists of several units of learning. Units that are in this book have been adapted to the curriculum in the school. All texts in this book are derived from newspaper and tasks contained in the book are based on learning through the newspaper. There are also various kinds' tasks about reading comprehension to improve reading skills and also tasks based newspaper, so that students can learn through reading the newspaper.

## **VII. Significances of the Study**

This research is expected to have some advantages for all the participants involved both in this research and the English teaching and learning reading through stories. They are:

1. For the media developers of English for SMA

It is expected that the result of this study can be used as a useful reference for the material developer, especially for those who developed material for teaching in Senior High School.

2. For English Education Department of Yogyakarta States University

The result of this study can be used as a source of material and activities in English teaching and learning process in Senior High School in the future.

3. For other teachers of English

This study is expected to provide them an alternative material to teach English for Senior High School and also to inspire and motivate them to be more innovative in developing an interesting and effective material to teach English.

4. For other researchers

This study is expected to be a reference for them in conducting another similar study, especially in the field of material development.

## **VIII. Assuming Development**

1. Based on the developing materials students can like reading newspaper, so they can add more knowledge from reading a newspaper.

2. Materials development is effectively designed to enable students to learn English through the materials of newspaper based on the applicable curriculum.

## **IX. Definition of Term**

1. *Material Development* defines materials development as anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake Tomlinson (1998:2).
2. *Newspaper* is a serial publication which contains news on current events of special or general interest. The individual parts are listed chronologically or numerically and appear frequently, usually at least once a week but sometimes fortnightly or monthly.
3. *Reading* is a fluent process of combining information from a text and background knowledge to build meaning Nunan (2003:68).

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **I. LITERATURE REVIEW**

##### **A. Reading in High Schools**

The English subject in Senior High School includes three components. First, the expression of ability which concerns in the ability to understand and produce speech and written text and realized in four skills, i.e. speaking, listening, reading, and writing. Second, comprehension and production ability of various short functional and monolog text along with essay of text types (genre) such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio culture competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods, and building expression competence (the use of instruments of expression competence).

According to Nunan (2003:68), reading is a fluent process of combining information from a text and background knowledge to build meaning. It means that reader needs to activate her/his background knowledge in order to comprehend the message being conveyed. In other word, reading is not only the way to get new information but also to renew old information.

In addition, Seyler (2004:3) explains that reading is the process of obtaining or constructing meaning from a word or cluster of words. In this case, the reader has to be able to create the meaning of single word and the combination of word. Beside, the reader also can find new knowledge where it can help the reader construct new understanding about an idea or issue. Reading is not always about a text or a passage; it can be about a word, a phrase, or a single sentence. The reader is required to find the meaning of what has been read. That is why reading in high school needs a complete skill to read the letters appropriately and to comprehend the words successfully.

### **B. The Nature of Reading**

Basically, reading is a process to understand and reconstruct the meaning. According to Brassel and Rasinski (2008:15) reading has many different features in process that involves the eyes, the ears, the mouth, and most significantly, the brain. Moreillon (2007: 68) also defines reading as making meaning from print and visual information that needs a lot of practices and skills. Messages or meanings contained in the text reading are a mutual interaction, active interaction, and dynamic interaction between the readers has basic knowledge with the sentences, facts, and information contained in the text readings. The information contained in the literature is information invisible to the eye or can be referred to as the source of visual information. Knowledge base which was previously owned by the reader is the information stored in the memory of the brain/ mind reader or can be called with non visual information sources. Both kinds of sources of

information need to be owned equally by the reader. It means the ability to know the visual information to be followed by the basic knowledge needed to comprehend a reading text. Vice versa, the knowledge base that has been held to proceed with the ability to understand visual information that a text reading. Other supporting the capability is that need to be held reader that is owned by the ability of connecting ideas with reading material. In relation to understanding and reconstructing message or meaning contained in the text readings, Harris and Sipay (1980) said that reading is a process of interpreting the meaning of written language appropriately. Introduction to the meaning of the word according to its context is a necessary important to understanding the message contained in reading material.

Reading is one type of written language skills who are receptive. Called receptive because by reading a person will obtain information, acquire science and knowledge and new experiences. All of which is obtained through reading would allow a person to enhance the power of thought, sharpen vision, and broaden their horizons (Zuchdi and Budiasih, 1996/1997: 49). The opinion emphasizes the importance of reading for improving the quality of one's self. Someone will 'technology illiterate' and 'stutter information' if rarely or never read the activities. Information about science, technology, cultural, political, social, and various other current information are constantly evolving rapidly from day to day. All kinds of information and the times are in addition can be followed from electronic media, can also be followed by print media by reading. Both kinds of media information each has advantages and disadvantages. Electronic media can be accessed in a

more relaxed because they live watching a show on TV. The downside, those impressions cannot be watched again when we need information. The print media that is accessed by way of reading has shortcomings in terms of readers, namely the availability of insufficient time in reading, lack of ability to understand the reading text, the low motivation in reading, lack of reading habits, etc. However, when compared with electronic media, reading has the advantage of reading the text can be read back if the information in the text the reading is at times necessary.

From the nature of reading which has been described, it can be argued that reading has many purposes and benefits in daily life. Any person who would do of course have an intention of reading why needs to read the text which in turn could benefit after reading activities take place. The benefits of reading are, among others (1) as a medium of recreation, (2) media self-actualization, (3) media informative; (4) media benefit insight, (5) media to sharpen reasoning, (6) the media to learn a skill, (7) media forming emotional and spiritual intelligence. Because reading has many benefits in life, then reading activities need to be trained intensively in learning at school, mainly starting from the level of primary education. Learning to read in primary schools intensively trained in subjects Indonesian. In general, learning to read in primary schools is grouped into two kinds, namely reading the beginning and read further. In the following discussion then focused on learning to read the beginning and how to diagnose difficulties in its implementation if it turns out students' primary impediment in learning to read.

Thus become a good reader, besides reading the words, the reader have to be able to read the all contain of what they read. While reading, a person definitely has a specific reason to do it. This reason will explain how they will continue to be interested or only temporarily in the willingness to read. Harmer (2001: 200) divides the reason for reading into two board categories:

1. Instrumental: a large amount of reading and listening takes place because it helps us to achieve some clear aim. One type of reading or listening, in other words, takes place because has some kind of utilitarian or instrumental purpose in mind.
2. Pleasurable: another kind of reading and listening takes place largely for pleasure.

These reasons are not always separated in actual life. They can be interchanged or linked together in practice. The readers may have instrumental reading that is also pleasurable at the same time. It depends on their interest while reading the text. However, these two reasons at least can help the teacher in determining and adjusting the topic of text given to the students.

### **C. Kinds of Reading**

Several reading experts classify reading from various views. Rosenblat in Tompkins and Hoskinsson (1995: 198-199), Smith (2004: 260), and Mahood (2006: &) classified reading based on its purposes into two kinds. They are aesthetic and efferent reading. The former is a reading for enjoyment while the later is reading for carrying away information. In aesthetic reading, the reader

concentrates on the thought, images, feelings, and associations. While in efferent reading, the reader will concentrate on the public, common referents of the words and symbols in the text. However, William (2003- 90) tends to classify reading based on its purposes into three kinds. They are getting general information from the text, getting specific information from a text, and for pleasure or for interest. Basically, William's classification of reading actually is the same as Rosenblat's classification. Aesthetic reading is the same as reading for pleasure or for interest, while efferent reading is the same as reading for getting general information and specific information from a text. Those types of reading based on its purpose are extracted from various objectives of reading as discussed in the previous section.

Based on reading performance in the classroom, Brown (2001: 312- 13) classified reading into two types; oral reading and silent reading. Oral reading is a reading aloud activity that is usually done by the beginner and intermediate students, serves as an evaluate check on bottom-up processing skills and pronunciation check, and also serves to add some extra student participation if the teacher wants to highlight a certain short segment of a reading passage. While silent reading is reading without producing any sounds. It focuses on the meaning.

On the other hand, Davies (1995 in Nunan, 1999: 251) summarizes research by Luncer and Gardner (1979) and Augstein and Thomas (1984) which sets out the different types of reading that exist as follows.

The first of these is receptive reading, which is the rapid, automatic reading that we do when we read narratives;  
*Reflective reading*, in which we pause often and reflect on what we have read;  
*Skim reading*, in which we read rapidly to establish in a general way that a text is about;

*Scanning*, or searching for specific information.

Analyzing more details, those kinds of reading can be divided into two broad categories. The first two types of reading are reading based on the content of the text and the last two are based on the way how the reader experiences the text. In receptive reading, the reader tends to read the text rapidly and automatically without repeating the text frequently because the content is not quite hard to digest. In reflective reading, the readers will make more effort rather than in receptive reading. The readers do more effort due to the content of the texts. The texts require the reader to reflect on what the readers have read in order to grasp the idea of the text. Both the last two types of reading are quick reading but they have different purposes. In skim reading, the readers read quickly to find out general information about the text such as reading a newspaper, advertisements, and magazines while in scan reading, the readers read quickly to find out specific information.

#### **D. Reading Model Theories**

The reading processes have generated some theories which can influence reading instruction in language classrooms. Many experts of reading have proposed some explanations on reading process. The explanations concentrate heavily on word perceptions and comprehension. These two explanations on reading process can be categorized as bottom- up and top- down processing as asserted by Goodman (1970 in Brown, 2001: 298, Nunan (2003: 71) and Farrel (2007:2).

In bottom-up processing, the reader identifies the multiple of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues and discourse markers) or in order word, the reader reads the word, the sentences, and look at the organization of the text. In this process, the reader does not relate what is being read to his/her period knowledge or personal experience. The reader selects the signals that make sense and interprets. Arriving at the meaning is the final step in the process. Meanwhile, in top-down process, the readers bring prior knowledge and experiences to the text. Then they continue to read as long as the text confirms their expectation towards the text. This process can be illustrated as follows: first, the readers' looks at the text. After reading the titles, headings, and the sub-headings, they make a prediction on what will be about on the text based on their prior knowledge or experience of the text. Then they continue to read the text seeking confirmation about the topic in the text. Thus, in this process, the readers fit the text into their experience and background knowledge they already hold.

Practically, it is possible for reader to read a text only by elaborating one process either top-down or bottom-up process. When readers read a complete text, they will elaborate between bottom up- processing and top- down processing is the primary ingredients in the successful teaching methodology because both processes are important. Moreover, Nuttal in Brown (2001:299) notes that a reader needs to move from lower to higher or from higher to lower elements. This process is called interactive reading process.

### **E. Kinds of Reading Skills**

The teaching of reading in the language classroom is aimed to develop students' reading skills. Mikulecky (1990: 25) defines reading skills as the thinking processes which the reader needs to develop further in order to read a standard language effectively. This definition is quite clear to explain what is meant by reading skills that many teachers try to develop in their reading classes.

Generally, the aim of teaching reading is to provide strategies for the learners in order to help them comprehend the text well. This can be seen from Brown's statement on reading comprehension skills (Brown, 2001: 306). He states that for most second language learners who are already literate in their mother tongue, reading comprehension is primarily a matter of developing appropriate and efficient comprehension skills. The skills that are suggested by Brown cover 1) identifying the purpose in reading, 2) using graphemic rules and pattern to and in bottom-up decoding, 3) using efficient silent reading techniques for relatively rapid comprehension, 4) skimming the text for main ideas, 5) scanning the text for specific information, 6) using semantic mapping or clustering, 7) guessing what you aren't certain, 8) analyzing vocabulary, 9) distinguishing between literal and implied meanings, and 10) capitalizing on discourse markers to process relationships.

The aforementioned reading skills are commonly trained by many language teachers to develop students' reading skill in the classroom. Actually, many experts propose different kinds of reading skills, and the amount of them will not be exhaustive and uncountable since every expert has different way in

determining reading skills. Some of them distinguish between macro skills and micro skills. They also distinguish between strategies and skills, and so on. However, such classification on reading skills overlaps with each other and they are not necessary in this research. Thus, it is sufficient enough to limit a number of reading skills by proposing the reading skills proposed by Brown in order to avoid the overlap.

#### **F. Material Development**

According to Tomlinson (1998:2), materials refer to anything which is used by teacher or learners to facilitate the learning of a language. There are so many materials that can be used in order to facilitate the teaching learning process. They could be cassette, videos, dictionary, grammar books, workbooks, newspapers, photographs, live talks by invited native speakers, etc. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language.

Nunan (1991:208) argues that materials are crucial elements in the teaching learning process. Materials consist of such items that contain information or messages to be transferred to the students. Since TBLT depart from collection of task, instructional materials then play important roles. Materials help the students to progress at their own rates of learning.

Based on the explanation before, Tomlinson (1998:2) defines materials development as anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize

the likelihood of intake. In other words, the supplying of information about and/or experience of the language in ways designed to promote language learning.

Materials developers may write textbooks, tell stories, bring advertisement into the classroom, express an opinion, etc. Whatever they do to provide input they do so in principled ways related to what they know about how languages can be effectively learned.

### **G. The Principles of Good Materials**

Richards and Rodgers as stated in Nunan (1991:213) write that materials have focus on:

1. The communication abilities of interpretation, expression, and negotiation
2. The understandable, relevant, interesting exchange of information rather than the presentation of grammatical form
3. The involvement of different kinds of texts and media to develop competencies

Due to the importance of the learning materials in teaching learning process, therefore the developed materials should be effective. Tomlinson (1998:7-21) proposed some characteristics of good learning material as follows:

1. Materials should achieve impact.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence.
4. Materials should be relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.

7. Materials should expose the learners to language in authentic use.
8. The learners' attention should be drawn to linguistic features of the input.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
10. Materials should take into account that the positive effects of instruction are usually delayed.
11. Materials should take into account that learners differ in learning styles and affective attitudes.
12. Materials should permit a silent period at the beginning of instruction.
13. Materials should stimulate both right and left brain activities.
14. Materials should not rely too much on controlled practice.
15. Materials should provide opportunities for outcome feedback.

In conclusion, learning materials are very important on the teaching learning process. Therefore, materials should be developed effectively by considering some principles mentioned above. By applying the principles of good materials above, the materials developer will be able to develop good learning materials which are effective and feasible to be implemented in the process of teaching learning at schools.

## **H. Task**

Ellis (2003) defines task in a pedagogical perspective. Pedagogical perspective tasks refer to tasks that occur in the classroom. A task is a work plan to achieve an outcome that can be evaluated in terms of whatever the correct or appropriate propositional content has been conveyed. A task is intended to result

in language use that allows a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

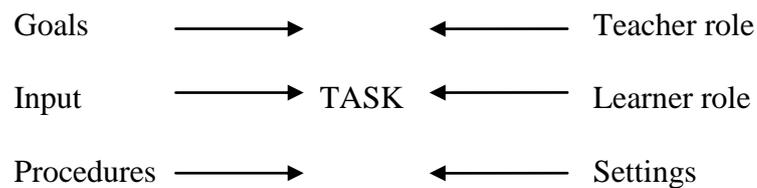
Nunan (2004) defines a pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

In addition, Long (1985) in Tomlinson (1998:5) defines a task as a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of task include painting a fence, filling out a form, typing a letter, finding a street destination, and so on. In other words, by “task” is meant the hundred and one things people do in everyday life, at work, at play, and in between.

From some definition above, it can be concluded that task is a piece of work which is usually used in the classroom to help learners in their teaching learning process. A task allows the learners to achieve a better outcome which can be used in the real world. However, task is not only a piece of classroom work, but also anything that we can find in our daily life. Moreover, there are a lot of activities which are included as a task. They are as mentioned before, such as: typing a letter, painting a fence, and so on.

## I. Components of Task

Nunan (2004) proposes that minimum specification of task will include goals, input, and procedures, and that these will be supported by roles and settings. The model is presented as follows:



**Figure 1. Task Component (Nunan, 2004)**

### 1. Goals

Goals may relate to range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior.

### 2. Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing a task. The data for the input can be provided by a teacher, a textbook or some other.

### 3. Procedure

Procedure specifies what learners will actually do with the input that forms the point of departure for the learning task.

### 4. Teacher and Learner roles

Role refers to the part that learners and teachers are expected to play in carrying out learning task as well as the social and interpersonal relationships between the participants.

## 5. Settings

Settings refer to the classroom arrangements specified or implied in the task. Setting also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

Moreover, Nunan (2004) summarizes the underlying principles in developing the instructional sequence:

### 1. Scaffolding

Lessons and materials should provide supporting framework within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

### 2. Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

### 3. Recycling

Recycling language maximizes opportunities for learning and activities the learning principle.

### 4. Active learning

Learners learn best by actively the language they are learning.

### 5. Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

## 6. Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

## 7. Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

From the explanation above, there are some important components of task which include goals, input, procedures, teacher roles, learner roles, and settings. Each component plays an essential role in creating an effective task. Besides, there has been explaining some principles related to the process of developing the instructional sequence. Those principles should be taken into account by the developer in order to develop an effective learning material.

## **J. Unit Design**

As stated by Richards and Schmidt (2002), a unit, in a course or textbook, is a teaching sequence that is normally longer than a single lesson but shorter than a module and consists of a group of lessons planned around a single instructional focus.

A unit normally has a number of tasks or activities. These tasks and activities are the core components in a unit. Decision about what types of tasks and activities in a unit reflect the planner's assumption about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning.

In an interactive learning multimedia, the units are designed similar to the other learning media, e.g. course books or textbooks. In a unit, interactive multimedia also has a number of tasks which are designed more interactive in order to attract the students' interest so that they will be more interesting in joining the process of teaching learning English.

### **K. Grading, Sequencing and Integrating Tasks**

A unit of work generally consists of several tasks or activities. The types of tasks and activities in a unit reflect the material developer's assumption about the nature of language, language use, and language learning. In developing a unit of work, the material developer should decide what to reach first, what second, and what last in the materials reflect the beliefs of the materials development or syllabus designer about grading, sequencing, and integrating task.

Gradation is concerned with the grouping and sequencing of teaching items in a syllabus (Richards, 2001). Further, Richards, Platt and Weber (1986) in Nunan (2004) describe grading as:

The arrangement of the content of language course or a textbook is presented in a helpful way. Gradation would affect the order in which words, word meaning, tenses, structures, topics, functions, skills, etc, are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

In other words, what is taught at the beginning of a lesson is selected because it is considered to be easy, or because it occurs frequently, or because the learner needs it immediately for real-world communication.

Grading, sequencing, and integrating of tasks is a complicated thing since there are some factors that need to be considered in order to produce an integrated unit of work. The first factor is the complexity of the input. One of the essential elements of the input is grammatical complexity that will affect the length of a text, the content of a text, the amount of low-frequency vocabulary, and the structure of the discourse.

The second is learners' factor that consists of learners' background knowledge, confidence, motivation, prior learning experience, learning pace, and observed ability in language skills, cultural knowledge or awareness, and linguistic knowledge. The third factor is a procedural factor that is the operations which learners are required to perform on input data. The last factor is task continuity or task dependency, that is within a unit of work the tasks, task components, and supporting enabling skills should be interdependent.

### **L. Newspaper in Language Teaching**

As a human being, people need to communicate and interact with other people. People need them because they have something that do not know or they know something that do not. Sometimes, people are curious about what is happening in the world. To fill our curiosity, people need mass media. One of the mass media is a newspaper besides television, radio, magazine and books.

A newspaper present current issues which are occurring at present. It is report president election, international or national news, sport competition, gossips about famous people, weather forecast and so on. Newspaper is also

equipped by posters, diagrams, charts and photos which could be seen by the reader.

According to Babaloo (2002:404), the universal format of a newspaper presents information in a predictable way. In a straight news story, the headline gives the reader the main idea of the story. The lead paragraph gives a summary of the story, answering the important newspaper question- who, what, when, where, why, and how. The remainder of the news story provides additional details, with the least important information at the end of the story.

When a teacher selects materials for teaching, she has to decide whether the material is appropriate for her students or not. It can be judged appropriate if the material is meaningful for students or not. The material is more meaningful if it is related with students need, experience, interest, morality principle and their future.

According to Sanges (1983:39) a newspaper can be used as the basis for extensive practice in the four language skills. Newspapers have fulfilled this requirement. First, it can be used as cross cultural medium, because newspapers probably the best single source of information about the host culture and about the most important people in the host society. It can be taught for something about psychology, habits and values of people in the foreign culture. Second, the realistic characters and actions may motivate students for reading. Third, newspapers can be used to teach other language skills: listening, speaking and writing.

Good teaching material can be used to teach many aspects of language. Again, newspapers have this qualification. As stated by Pemagbi (1995:53) newspaper can be used to teach many aspects of language and communication skills. Editorials and gossip columns can be used to teach formal and informal varieties of English; editorials and feature articles can provide passage for summary and comprehension; letters to editor can demonstrate good features of letter writing. A newspaper may contain material for teaching various types of writing: description, analysis and synthesis, comparison and contrast and process description; and they provide models of good written form: paragraphing, topic sentence, introductions, conclusions, etc.

Finally, newspapers present pedagogic structure. Evidence can be seen the following example of texts about a similar theme, i.e. accident but taken from different sources. One is taken from a textbook and another is taken from newspaper.

## **II. CONCEPTUAL FRAMEWORK**

In developing English learning materials for students of SMA N 2 Ngaglik, the researcher makes English learning materials using newspaper to fulfil their needs. Developing materials must be based on same related literatures and learners' needs. To develop the materials, this research has many steps; they are conducting need analysis, writing course grid, writing the first draft of the materials, getting experts' validation, and writing the final draft of the materials. In this research, the researcher uses questionnaire that is purposed for the students

of SMA N 2 Ngaglik. The observation is done in the early stage. The researcher collected the information about the lack of materials. Therefore, the researcher tries to design materials to enable students have better reading skills.

In order to facilitate the students of SMA N 2 Ngaglik, the researcher designs English materials. A need analysis is conducted prior developing materials to analyze the learners' needs, the learning needs, and the target needs. The result of the need analysis will be used to determine the aims, objectives, input, and kinds of activities the learners will be using the language for. This information, taken together, is used to design an effective unit design as the basic of developing effective materials. The materials should be developed as far as possible based on the principles of materials. Units organize what the students learn in ways that help them to learn. Units are constructed around a theme which supports a teacher's overall goal. The unit has a number of tasks or activities. The types of tasks and activities have to reflect the nature of language, language use, and language learning. They must be organized as an efficient basis for second language learning. There are some components of task: goal, input, procedure, teacher, and learner roles and setting. Task should be arranged (graded and sequenced) in such a way that it can help the students to learn English easily and effectively. After the materials are developed, material evaluation should be done. Finally, the output of this study is a set of English reading materials for SMA.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Model of Development**

The study is classified as a Research and Development (R&D) research study, the purpose of the study is to develop a product that can be used in an educational program. Educational research and development (R&D) is a process used to develop and validate educational products (Borg 1983:772). The products of the study were developed and validated by following the methodological steps in the Research and Development study. The methodological steps of R&D refer to the R&D cycle. This cycle consists of studying research findings related to the product to be developed, developing the product based on these findings, field testing it in the setting where it was used eventually, and revising it to correct the lacks found in the field-testing stage. This cycle is repeated until the field test data indicates that the product meets its behaviorally defined objectives (Borg and Gall, 1983: 775).

#### **B. Research Procedure**

The procedure of this research consisted of six steps. These steps are proposed by Gall, Gall, & Borg (2003) and Masuhara in Tomlinson (1998:247). It was started by conducting needs analysis, designing a course grid, developing two units of English learning materials, and obtaining the assessment from the expert. The final step was writing the final draft.

### **1. Conducting the Needs Analysis**

The aim of need analysis was to gather the information that was important in developing the English learning materials: target needs and learning needs. The need analysis was conducted by giving questionnaires to the students of class XI IPS 3. The needs analysis questionnaires were developed by considering the task component proposed by Nunan (2004:41). They were goal, input, procedures, setting (learning mode and learning environment), learner roles and teacher roles.

### **2. Designing the Course Grid**

The information collected from the needs analysis was used to design the course grid. The course grid was made to plan, order, and organize the content of the materials. It becomes the guide for developing and managing the task of the learning materials. The content of the course grid itself were the goals, indicators, input, language focus, language focus (vocabulary and grammar), activities, and setting.

### **3. Developing the Materials**

The next step was to develop the materials based on the designed course grid. There were two units that had been developed that consisted of 10-13 tasks.

### **4. Student and Teacher Judgments**

The developed two units were then assessed by the students and teacher judgment whether the materials had met requirements of appropriate content,

presentation, language, and graphic design. They also gave their comments and opinion about the materials and also evaluation.

### **5. Evaluating the Materials and Writing the Final Draft**

The evaluation given by the experts were considered to do the revisions to the materials. This became the final draft of the English learning materials.

### **C. Setting and Subject of Study**

The study was conducted from October 2014 up to January 2015. This research was done to analyze the target and learning needs was conducted in SMA N 2 Ngaglik. This school located in Sukoharjo, Ngaglik, Sleman, Yogyakarta. The subject of this research was the grade eleventh students. It was XI IS 3 which consisted of 24 students. The description of the learners is in the following table.

**Table 1. The Description of the Subject of the Study**

The total of Students of Class XI IS 3	Sex		Age Range
	Male	Female	
24	5	19	16-17

### **D. Data Collection Techniques and Research Instruments**

The data were collected through questionnaire. There were two types of questionnaires used in this study. First questionnaire was use to conduct the needs analysis and the second questionnaire was used to validate the materials. The following tables are the organization of the two questionnaires.

**Table 2. The Organization of the First Questionnaire for Need Analysis**

No	Aspects	The Aim of the Questions	Item	References
1.	Student's Profile	To find the information about students' profile	Part A	Graves (2000: 103) Tomlinson (1998-240)
2.	Goal	To find the information about students' opinion of learning interest	Part B 1,2,3,4	Hutchinson and Waters (2006:63) Nunan (2004:41)
3.	Setting	To find the information about students opinion on how the task should be carried out	5,6	Graves (2000: 103) Hutchinson and Waters (2004:70) Nunan (2004:70)
4.	Procedures	To find the information about the students' opinions of learning activities in the classroom.	7	Nunan (2004:52)
5.	Lack	To find out the learners lack	8	Hutchinson and Waters (2006:62)
6.	Learners' Roles	To find out learners' roles in the classroom	9	Nunan (2004:64) Spratt (2005: 145)
7.	Teacher's Roles	To find out teacher's roles in the classroom	10	Nunan (2004:64) Spratt (2005: 145)
8.	Input	To find the information about the students opinions of the learning aids.	11, 12	Nunan (2004:47) Graves (2000: 103) Hutchinson and Waters (2006:63)

The second questionnaire is for students. The aspects of the questionnaire were the goal, input, task, instruction and layout. The organization of the second questionnaire was presented below.

**Table 3. The Organization of the Second Questionnaire for Students Judgment**

<b>Aspects</b>	<b>Purpose of the Questions</b>	<b>Number of the items</b>	<b>References</b>
Goal	To find out some information about the coverage of the materials toward the objectives of the curriculum.	1-7	Tomlinson (2004:9)
Input	To find out some information about quality of input text	8-10	Nunan (2004:47-54)
Task	To find some information on how the tasks are sequenced	11-12	Nunan (2004:114,175)
	To find some information on task variability.	13-14	Nunan (2004:56)
	To find out some information about learners' roles and setting in the designed tasks.	15-18	Nunan (2004:64,70)
Instruction	To find out some information about the effectiveness of the instruction	19	Tomlinson (2004:29-36)
Lay Out	To find out the effectiveness of illustrations in the materials	20-21	Tomlinson (2004:35-36)
	To find out some information about the readability of the materials	22	Tomlinson (2004:25)

The third questionnaire was for the teachers of grade XI. The aspects of the questionnaire were the goal, activities, setting, and layout. The organization of the third questionnaire was presented below.

**Table 4. The Organization of the Third Questionnaire for Teachers Judgment**

<b>Aspects</b>	<b>The aim of the questionnaire</b>	<b>Item Number</b>	<b>References</b>
Goal	To find out information concerning the relation among the materials, the syllabus/ course grid and the learning objectives	1-4	Tomlinson (2004)
Activities	To find information concerning the activities of the developed materials	1-7	Nunan (2004)
Setting	To find information concerning the setting of the tasks	1-3	Nunan (2004)
Layout	To find information concerning the appearances of the designed materials	1-8	Tomlinson (2004)

### **E. Data Analysis Technique**

As the data of this research was obtained by using two instruments, thus there were two data analysis techniques, descriptive statistics and explication technique.

As the purpose of the first questionnaire was to discover the learners' profiles and their needs of English learning materials, the researcher analyzed the first questionnaire by percentage. Here, the frequency was divided by the

total of the respondents, and then the result was multiplied by 100% (Sudjana, 2001:129).

For the second and third questionnaire, the data which are collected from the students and teachers judgment were counted to find the mean of each variable. The assessment data used Likert scale. Likert scale asked the respondents to indicate the strength of agreement with a given statement on five or seven point range. However, there is a weakness in using five-point range, that is the respondents tend to choose neutral statements since it is the easiest alternative that does not demand them to think more (Arikunto,2006:241). Therefore, in this research, Arikunto indicates the strength of agreement with four point range. The scoring in this research study ran from:

**Table 5. Quantitative Data Conversion**

4	SA (Strongly Agree)
3	A (Agree)
2	D (Disagree)
1	SD (Strongly Disagree)

Descriptive statistic was used to analyze these data. The data were analyzed by measuring the central tendency (means).

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter explains the research findings and those discussions. The findings are in regard to the objectives of the research which are stated in Chapter I. The first is about designing materials for students. The second is about the characteristics of appropriate materials to be developed in teaching students grade XI.

#### **A. Research Findings**

##### **1. The Result of Research and Information Collection**

###### **a. Needs Survey**

The needs survey was conducted on 23<sup>th</sup> and 24<sup>th</sup> October 2014 in SMA N 2 Ngaglik. The survey was conducted in two ways: observing the XI IS 3 class activity and interview English teacher. Besides, the second needs survey was also conducted by filling in questionnaire to students in XI IS 3. The results of the observations were presented as questionnaire; the result of the questionnaires was presented in the form of questionnaire tables. Those are provided in the appendix. The result of the needs survey were analyzed to become the basic information to develop the materials.

## **b. Needs Analysis**

### **1. Description of the Students' Profile**

There were 24 respondents who fill in the questionnaire. They were students in class XI IS 3 of SMA N 2 Ngaglik. Below is the table of the research population in class XI IS 3 of SMA N 2 Ngaglik.

**Table 6. Data of respondent in XI IS 3 of SMA N 2 Ngaglik**

<b>Students' Characteristics</b>	<b>Sex</b>		<b>Age</b>
	<b>Male</b>	<b>Female</b>	
<b>Number of Students</b>	5	19	16-17

Based on the table above, the respondents of this research consist of 24 students. Their age ranged from 16 to 17 years old. There were 19 students in the age 16 and 5 students were 17 years old. To Brown (2001:91) students in those ages are classified into adolescents or teenagers who have specific characteristics. In addition, in this class had a lot of female students than male students that means the female students more dominate than male students in learning activities.

### **2. Descriptions of the Students' and Their Learning Needs**

To determine the learners' need and preferences on designed materials, the researcher used the six components of task proposed by Nunan (2004:41) and target needs proposed by Hutchinson et al (2006:54-55). These six components and target needs were formed into twelve questions in the first questionnaire.

#### **a. The description of the target needs**

The data of the target needs were gathered from the first questionnaire and interview with the teacher. The data show what the students needed to learn

including their wants, lacks, and necessities. The following is the result of the first questionnaire of the target needs.

**Table 7. The Result of First Questionnaire for Target Needs**

No	Topics of the Questions	Options	Percent
1	The Reading Materials	a) Very Interesting	10%
		b) Interesting	45%
		c) Neutral	45%
		d) Not Interesting	0%
2	The Materials Support Learning English	a) Strongly Support	16%
		b) Support	72%
		c) Less Support	12%
		d) Not Support at all	0%
3	The Additional Materials	a) Strongly Need	50%
		b) Need	50%
		c) Not Need	0%
		d) Not Need at all	0%
4	The Kind of Materials in Teaching of English	a) Magazine	33%
		b) Newspaper	42%
		c) Video	25%

From above data, concluded that students need additional material that can help in teaching learning English especially reading. The additional reading material can from newspaper. Then, the result of the target needs analysis was supported by the data gained from the interview with the teacher. According to her, the students needed to learn reading activities because they are less motivated to read some texts like in the newspaper. In addition, she suggested using procedure texts and hortatory texts in the teaching and learning process.

### b. The description of the learning needs

The data of the learning needs show what the students need to do in order to learn. They cover the setting, procedure, lack, learners' role, teacher role, and input.

**Table 8. The Result of First Questionnaire for Learning Needs**

Topics	Options	Percent
Setting	a) Alone	21%
	b) In Pairs	25%
	c) In Groups	41%
	d) Whole Class	12%
	a) classroom	41%
	b) Outside the classroom	46%
	c) Library	4%
	d) Lab. Language	8%
Reading Activities	a) Reading and translating the text	83%
	b) Reading and answering the questions	37%
	c) Matching	33%
	d) Filling in the blanks	16%
	e) Discussing	75%
	f) True and False Activity	16%
	g) Crossword/Word search puzzle	8%
	h) Arranging jumbled sentences	8%
	i) Arranging jumbled paragraphs	4%
	j) Games	4%
Problem in Reading	a) Lack of vocabularies	79%
	b) Not understand the topic being read	16%
	c) Not know the grammar in the text	25%
	d) Not know how to pronounce the text being read	16%
	a) Asking my friends	75%
	b) Asking my teacher	50%
	c) Opening my book, dictionary or other	83%

Continued..

	resources	
	d) Staying silent	8%
	a) Motivating students	25%
	b) Encouraging and guide students	66%
	c) Creating an atmosphere for the students to give their opinions.	25%
	d) Direct the students to do the exercises and assignments.	29%
	e) Driving around,	8%
	f) Checking every job and work-process exercises	0%
	g) Always supervising learning process	25%
	h) Providing suggestions, corrections, and comments on each student's work.	54%
	i) Getting Involved as a participant in the execution of the exercise is done in groups.	16%
Reading Needs	a) <250 words	41%
	b) 251- 350 words	33%
	c) 351- 450 words	12%
	d) >450 words	12%
	a) News Articles	62%
	b) Feature Articles/ Local News	16%
	c) Editorial	12%
	d) Business and Finance	25%
	e) Political Events and Personalities	12%
	f) Health and Medicine	37%
	g) Sports	12%
	h) Science	25%
	i) Entertainment	25%
	j) Advertisement	83%
k) Biography	33%	
l) Culture	62%	

The first questionnaire includes several aspects. Those represent the data of the students' needs. The two highest choices of the students of the statement in the needs analysis questionnaire are used to develop the units.

According to the data above, 41% of the students think better in working in a group than alone. Then, 46% of students chose doing activities in the outside of classroom and only 4% of students chose in the library. It happen because the library not support students in English learning process such as less of English newspaper, English book, or any English resources. The activities that most students chose are reading and translating the text in 83%. Whereas, not only reading and translating the text is the activity in reading activity. Then, most of them have lack of vocabulary and to solve the problem, they are open dictionary. In the length of the text, 41% of students chose the smallest number of words in a text which less 250 words. The last question about the topic, 83% of students chose advertisements and 62% of students chose news article.

### **3. The analysis of the English Reading Curriculum**

The materials must be developed based on the standards of competency and the basic of competencies so that the learning objectives could be achieved. The standard of competency and the basic competencies of Grade XI at Senior high school are presented in table below.

**Table 9. The Standard of Competency and the Basic Competencies**

<b>Standard of Competency</b>	<b>Basic Competency</b>
4. <i>Memahami, menerapkan, 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.</i>	4.6 <i>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.</i> 3.9 <i>Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report ) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial</i>

There were three text types that need to be learnt by the students. They were procedure text, and factual report text. Then the materials developed into two units. The first unit discusses about the procedure text and the second unit discuss about factual report text.

From the result of the need analysis, students need materials from the newspapers to the each topic. Therefore, the topics in the materials fit their needs. The topics are health, and culture.

#### **4. Writing the Course Grid**

After conducting needs analysis, next step was writing the course grid. The course grid covered the language areas and knowledge which the learners had to learn. It was the guideline in developing the materials. The course grid consists of unit, topic, basic competencies, indicator, learning materials and learning activities.

The learning materials section contains text titles, the function of the text, language features, vocabulary and generic structure of the text. The learning activities section contains four steps of Genre-based approach and review.

There are three units in this learning material. The first unit is entitled 'Health'. This unit discussed procedure text. The second unit entitled 'Culture'. This unit discussed factual report. Meanwhile, the description of the course grid is presented below.

a. Unit 1

The title of Unit 1 is *Health*. The topic is about healthy life. In this unit students learned about some tips about healthy life. This unit will cover reading skill activity. Then, from the materials from newspaper the students learn headlines and articles.

The reading skill has some indicators which demand the students to master the particular ability. There are six indicators in this unit. Those indicators are: understand the use of each genre, know the generic structure and language features, get detailed information from the text, know the headline and article in newspaper, and put correct verbs in simple present tense sentences

b. Unit 2

The title of unit two is *Culture*. The topic is about the culture in Indonesia. In this unit students learn about a short functional text in the form of factual report. Then, the material from newspaper is learning advertisement.

There are six indicators in this unit: understand the use of each genre, know the generic structure and language feature, get details information from the

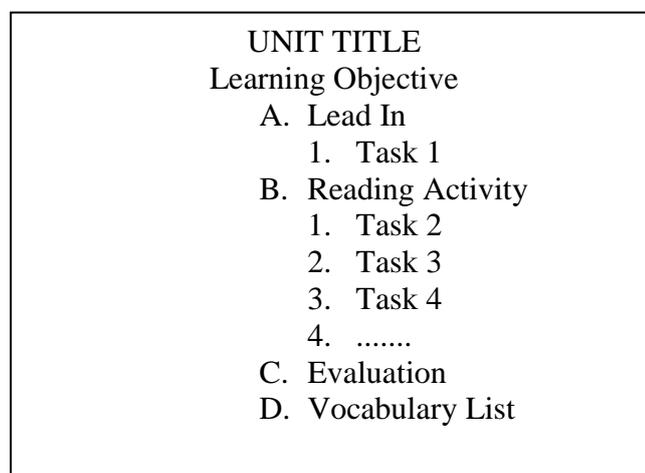
text, know the advertisement in newspaper, and learn about using modals in sentence. The detailed course grid can be looked up in Appendix.

## 5. Unit Design

The materials are developed based on the course grid. Each unit consists of fifteen up to seventeen tasks which are divided into some sections. A topic and a title related to the basic competency are applied in every unit.

Then, a warming up task is designed in “Lead-in” section. The task in this section is also used to elicit the students about the topic. Then, it is continued with “Reading Section” section that covers the reading learning activities. This unit developed based on the newspaper. In each unit, the material provides one text with the same genre. The discussion is the language feature or the grammar section that include in each text. Then, “Evaluation” section is designed to evaluate how well the students understand the materials. “Vocabulary List” section is designed to provide a list of difficult words found in the unit. The framework of the unit design can be seen in figure below.

**Figure 2. The Framework of Unit Design**



## 6. The First Draft of the Materials

### a. The Description of Unit 1

Unit 1 is entitled “*Let’s be Healthy*”. The title describes the theme of all procedure texts in this unit. The topic is health that people must know the important to stay healthy. Beneath the title, there are statements of the learning objectives that should be achieved. The unit begins with the “Lead-in” section for warming up. In task 1, there are pictures of peoples who do exercises. The first task asks students about their opinion about healthy life.

There are sixteen tasks in “reading activities” section. This section provided with three texts the same genre, which is procedure text. In the first text, students decide whether the statements is true or false by put the letter T for “true” or F for “false”. Task 2 provided the first text entitled “*Show Me The Honey*”. In this text students learn about the generic structure of a procedure text. Task 3 asks students to search meaning of difficult word based on the text. These tasks’ goal is to provide students new vocabulary related with the text. Task 4 asks students to match the right procedure paragraph with picture. Task 5 provides students to write the procedure text based on the text.

Task 6 provides the second text, entitled “*Ways to Improve the Quality of Your Workout*”. In this text, students do the tasks in group or in pairs. Task 6 asks students to decide whether the statement is true or false according to the text. Task 7 asks students to search meaning of difficult word based on the text. Task 8 asks students to writes lists and reasons way to life healthy based on the text. Task 9 asks students to match the articles to the titles. Task 10 asks students to collect

newspaper article that has an accompanying with caption. Then, in task 11 asks students to collect the headline news which deals with quotations and factual details, and which contains little description, comment and analysis. Task 12 asks students to arrange jumbled paragraph into a good article. Task 13 asks students to fill in the blanks using sentence connectors.

The task 14 provides the third text, entitled “*Ebola Virus Fact File: What You Need To Know*”. In this task, students do the task individually. This task asks students to find the connector in this article. Task 15 asks students to state true or false based on the text. Task 16 asks students to answer the question based from the article. The last in this section is task 17. This task asks students to write the verbs in the simple present tense.

The next section of first unit is “evaluation” section. This section provides the fourth text entitled “*Why Antioxidants Don’t Belong In Your Workout*” and the students asks to fill in the blanks using simple present tense then find the sentence connectors and the last answer the question based on the text. The “vocabulary list” section provides six words with part of speech.

#### b. The Description of Unit 2

Unit 2 is entitled “*Holiday Happy Day!*”. The title describes the theme that is hortatory text in this unit. The topic is about Indonesian and Other country culture. Then from the newspaper, the topic is advertisement. The unit begins with the “Lead-in” section for warming up. In task 1, there are pictures of Indonesian landmark, such as Borobudur Temple and Bromo Mountain. The first task asks

students about vacation. The second question asks students about read travel brochures. Then, the last question asks about need before vacation.

There are 15 tasks in this “Reading activities” section. This section provided with three texts in the form of hortatory text. In the first text, students do the task by discussing with their classmate. Task 2 asks students to state ‘true or false” based on the text. Task 3 asks students to find the meaning of difficult word by using dictionary. Task 4 asks students to fill the jumbled paragraph and students work in group.

Task 5 provides in second text entitled “*Ramayana Ballet*”. This task asks students to answer the questions based on the text. Task 6 asks students to find the difficult words. Task 7 asks students to answer the question by write the line.

Task 8 provides in third text entitled “*2-Days Java Tour From Bali Including Yogyakarta And Borobudur Temple*”. In this task, asks students to write the true or false based on the text. Task 9 asks students to match the text with the picture based on the text. Then, task 10 asks students to make the itinerary.

Task 11 is focus on advertisement in newspaper. Students can differentiate kinds of advertisement in newspaper. This task asks students to answer the comprehending advertisement from the picture. Task 12 asks students to fill in the blank about advertisements. Task 13 asks students to collect the advertisement from newspaper then students make classification types of advertisement. Then, task 14 asks students to make a simple advertisement. Task

15 explains about modal auxiliaries. This task asks students to make circle the correct answer on the sentences.

The next section of second unit is “evaluation” section. This section provides the fourth text entitled “*First Time Bangkok: A Micro Guide To The Thai Capital*” and the students asks to choose the right answer then make a list about destination in Thailand and find the modals on the text. The “vocabulary list” section provides six words with part of speech.

## **7. Students and Teacher Judgment**

After writing the first draft of the reading learning materials, the next step was evaluating the first draft. The evaluation was conducted by using a questionnaire. The reviewers completed two types of questionnaire. The first questionnaire was the close-ended questionnaire and the second one was the open ended questionnaire. The evaluation was done by students and teacher in SMA N 2 Ngaglik.

There are nine aspects in the questionnaires; goal, student’s proficiency level, material development, organization of the materials, activity, setting, instructions, and layout. The score is between one and four. SA (Strongly Agree) is four points, A (Agree) is three points. D (Disagree) is two points. SD (Strongly Disagree) is one point. The following was the data obtained from the material expert.

## B. Data Collection and Analysis

The materials book was evaluated to validate that the materials book had been evaluated by the students and English teachers. One of the main purposes of this evaluation was to evaluate the content and the design of the book. The result of the evaluation from the students and the teachers described below.

### 1. Evaluation from Students Judgment

The evaluation from the students' judgment is used to evaluate the developed units from the perspective of the initiative performers of the developed unit. The evaluation from students' judgment was conducted through 24 students of grade XI. As information, the students' judgment also has represented the range of ability students' interview as the target audience: where one selected students was above the average ability, one selected students was in average of ability and one student was below the average of ability from the target needs. The students' judgment comprised the goal, input, task, instruction, and layout aspect.

#### a. Goal

The results of goal evaluation from the students' judgment are described below.

**Table 10. The Goal Result of Students' Judgment Questionnaire**

Students	Goal		
	S	E	P
1.	4	4	100%
2.	4	4	100%
3.	3	4	75%
4.	4	4	100%
5.	3	4	75%
6.	3	4	75%
7.	3	4	75%
8.	3	4	75%
9.	3	4	75%

10.	3	4	75%
11.	3	4	75%
12.	3	4	75%
13.	3	4	75%
14.	3	4	75%
15.	3	4	75%
16.	3	4	75%
17.	3	4	75%
18.	3	4	75%
19.	3	4	75%
20.	3	4	75%
21.	4	4	100%
22.	3	4	75%
23.	4	4	100%
24.	4	4	100%
Total			1950%
Mean			81%

- S** : Score (f)  
**E** : Expected Score (N)  
**P** : Percentage (%)

Below is the transcript interview with students

- 
- Re* : Hai dek Arum, Rika , Sendi. Gimana tadi mengerjakan bukunya ? Susah atau gampang?( Hi Arum, Rika, Sendi. How works on this book do hard or easy?)
- S* : Susah- susah gampang Miss. Hehehe (Not very difficult yet easy Miss. Hehehe)
- Ri* : Lumayan Miss.(Same Miss.)
- A* : Lumayan Miss. (Same Miss.)
- Re* :Lumayan yaa.. Hahaha.. Gimana hasilnya menurut kalian, kalian dapat pengetahuan baru atau kosakata baru tidak ?( it is not very difficult yet easy. What the results according to you, do you gain new knowledge or new vocabulary?)
- A* : Iyaa Miss. Ada beberapa yang aku enggak tau artinya. Terus teksnya juga sesuai dengan berita sehari-hari jadi gampang ngertinya.( Yes Miss. There are some that i do not know what it means. Then, the text is also in accordance with the daily news so easy to understand it.)
- Ri* : Aku senang yang unit culturenya Miss, lebih gampang ngerti daripada yang health. Soalnya aku suka jalan-jalan jadi menambah pengetahuan aku.( I'm happy with the unit culture Miss, more easily understood than that of health. Because I love traveling so add to my knowledge.)

- S* : *Teksnya panjang-panjang mbak. Untung ada gambarnya jadi aku tau maksud dari teksnya. Tapi secara keseluruhan ak ngerti maksud dari teksnya Miss.*( It is long text Miss. Fortunately, there is a picture so i know the purpose of the text. But overall I understand the purpose of the text Miss.)
- Re* : *Baguslah kalau itu bermanfaat buat kalian. Jadi materi yang Miss berikan sudah dapat meningkatkan kemampuan bahasa Inggris kalian dong ?*( Good, if it is useful for you. So, do the material that I provide can improve your English language skills?)
- Ri* : *Iyaa Miss. Apalagi yang culture.*(Yes Miss. Moreover, it is the culture's text.)
- S* : *Sudah Miss.*(Yes, Miss)
- A* : *Iya Miss.*(Yes, Miss)
- 

(Appendix/Interview Transcripts/Interview Transcripts students)

Based on the data above and the interview transcript, the percentage of the goal aspect is 81% and the students' realized that they agreed the materials book is easy to understand. In the interval data, this means value is categorized as very good. It means that the materials book in goal aspect is appropriate and suitable for the students.

#### b. Input

The results of input evaluation from the students' judgment are described below.

**Table 11. The Input Result of Students' Judgment Questionnaire**

Students	Input		
	S	E	P
1.	4	4	100%
2.	4	4	100%
3.	3	4	75%
4.	4	4	100%
5.	3	4	75%
6.	3	4	75%
7.	3	4	75%
8.	3	4	75%
9.	3	4	75%
10.	3	4	75%

11.	3	4	75%
12.	3	4	75%
13.	3	4	75%
14.	3	4	75%
15.	3	4	75%
16.	3	4	75%
17.	3	4	75%
18.	3	4	75%
19.	3	4	75%
20.	3	4	75%
21.	3	4	75%
22.	3	4	75%
23.	3	4	75%
24.	3	4	75%
Total			1875%
Mean			78%

- S : Score (f)**  
**E : Expected Score (N)**  
**P : Percentage (%)**

Below is the transcript interview with students

- 
- Re : Kalau dari teksnya gimana ? menarik ? atau gimana? (How with the text whether is interesting or not?)*
- S : Panjang Miss. Tapi menarik kok. Itu berita yang ada di teks udah sering aku denger jadi enggak begitu susah memahaminya. Menarik juga karena ada teks yang tentang jalan-jalan gitu. (Long enough Miss but interesting anyway. That's news in text, I have often heard so not too hard to understand. It is also interesting because there is a text about traveling.)*
- Ri : Iyaa bener Miss. Aku lebih suka yang jalan-jalan itu menarik banget. Yang kesehatan juga menarik. Gampang dipahami karena itu procedure teks. (Yes true Miss. I prefer that culture is very interesting. The health section is also is interesting. It is Easy to understand because there is a procedure text.)*
- A : Yang kesehatan menarik Miss. Karena disitu kita belajar tentang procedure teks. Aku paling suka yang teks "Show me the honey" gampang gitu dipahami karena procedure semua. Hehehehee. Kalau yang culture suka yang teks "ogoh-ogoh" . aku baru tau kalau itu juga ada di NTB. (The health section is interesting because, we learned about the procedure text. I particularly like the text "Show me the honey" so easy to understand because all the procedure text. If part of the culture, I love the text "ogoh-ogoh". I just know that it also exists in NTB.)*

*Re* : Jadi, dari teks yang Miss berikan itu kalian bisa belajar penggunaan bahasa Inggris yang benar dong?( So, from the text that I give it whether you can learn to use correct English?)

*A/Ri/S* : Iyaa Miss(Yes Miss)

(Appendix/Interview Transcripts/Interview Transcripts students)

Based on the data above and the interview transcript, the percentage of the input aspect is 78% and the students' realized that they agreed the texts in materials book are attractive, comprehensible, and its length is accepted. In the interval data, this means value is categorized as very good. It means that the materials book in input aspect is appropriate and suitable for the students.

#### c. Tasks

The results of tasks evaluation from the students' judgment are described below.

**Table 12. The Tasks Result of Students' Judgment Questionnaire**

Students	Tasks		
	S	E	P
1.	4	4	100%
2.	4	4	100%
3.	3	4	75%
4.	4	4	100%
5.	3	4	75%
6.	3	4	75%
7.	3	4	75%
8.	3	4	75%
9.	3	4	75%
10.	3	4	75%
11.	4	4	100%
12.	3	4	75%
13.	3	4	75%
14.	3	4	75%
15.	3	4	75%
16.	3	4	75%
17.	3	4	75%
18.	3	4	75%

19.	3	4	75%
20.	3	4	75%
21.	4	4	100%
22.	3	4	75%
23.	4	4	100%
24.	3	4	75%
Total			1950%
Mean			81%

**S** : Score (f)  
**E** : Expected Score (N)  
**P** : Percentage (%)

Below is the transcript interview with students

- 
- Re* : *Sip deh. Kalau dari task-task yang Miss berikan gimana? Gampang atau susah?( Good. How the tasks that Miss give? Is it Easy or hard?)*
- A* : *Gampang Miss, untung tasknya gampang soalnya teksnya sudah panjang-panjang. Hehehe (Easy miss, fortunately the task is easy because the text is quite long.)*
- Ri* : *Gampang Miss suka bagian yang matching. Kalo yang susah harus nyari line di text. ( Easy miss. I love the matching section. The difficult part is looking at the text line.)*
- Re* : *Yang bagian true-false itu ya? ( The part of true-false, right?)*
- Ri* : *Iya Miss. Aku males nyari lininya. Hahahaha (Yes Miss. I'm lazy to look for the line.)*
- S* : *Gampang yang depannya Miss. Yang belakang-belakang susah.( that is easier the front than the back is quite difficult.)*
- Re* : *Terus, kalau mengerjakan sendiri-sendiri apa berkelompok?( So, you work individually or in groups?)*
- A* : *Sendiri Miss. Tapi kalau ada yang enggak tau maksudnya tanya ke teman.( Individual Miss. But if anyone does not understand the point I asked to a friend.)*
- S* : *Sama dong kayak aku. Tapi ada yang nyonto dikitlah Miss.( Same. But there is little cheat Miss.)*
- Ri* : *Huuuuuuuu.. sama temen sebelah Miss diskusi gitu.( I am with the friends next to conduct discussions.)*
- Re* : *Hahahahaaa... vocabularynya gimana?( How about vocabulary?)*
- Ri* : *Selama ada kamus beres Miss.( As long as there is a dictionary.)*
- S* : *Sama juga kayak kamu Rik.( The same with you.)*
- A* : *Agak susah Miss untuk sebagian text. Tapi masih bisa dipahami secara keseluruhan.( It's rather difficult for most text. But it still can be understood as a whole.)*

*S* : *Iya juga Miss. Sama kayak Arum. Hehehe...* ( Yes. Just like Arum. Hehehe)

---

(Appendix/Interview Transcripts/Interview Transcripts students)

Based on the data above and the interview transcript, the percentage of the tasks aspect is 81% and the students' realized that they agreed the tasks in materials book is interesting because the texts is quite long so the task is easy. In the interval data, this means value is categorized as very good. It means that the materials book in tasks aspect is appropriate and suitable for the students.

d. Instruction

The results of instruction evaluation from the students' judgment are described below.

**Table 13. The Instruction Result of Students' Judgment Questionnaire**

Students	Instruction		
	S	E	P
1.	4	4	100%
2.	4	4	100%
3.	3	4	75%
4.	4	4	100%
5.	3	4	75%
6.	2	4	50%
7.	3	4	75%
8.	3	4	75%
9.	3	4	75%
10.	2	4	50%
11.	4	4	100%
12.	3	4	75%
13.	3	4	75%
14.	3	4	75%
15.	2	4	50%
16.	3	4	75%
17.	3	4	75%
18.	3	4	75%
19.	4	4	100%
20.	2	4	50%
21.	3	4	75%

22.	3	4	75%
23.	3	4	75%
24.	2	4	50%
Total			1800%
Mean			75%

**S** : Score (f)  
**E** : Expected Score (N)  
**P** : Percentage (%)

Below is the transcript interview with students

---

*Re* : *Nah, dari Instruksinya gimana? Gampang dipahami enggak?* (How about the instruction is it easy to understand or not?)  
*A* : *Ada beberapa yang kurang jelas Miss. Kapan harus mengerjakan sendiri atau kelompok.* (There are some less clear Miss, when to work alone or in groups.)  
*Ri* : *Iyaa Miss. Instruksinya kurang jelas.* (Yes Miss. The instruction is less clear.)  
*S* : *Iyaa Miss.* (Yes Miss.)  
*Re* : *Terus kalian mengerjakannya gimana?* (How do you continue?)  
*S* : *Yaa nanya yang ngerti Miss. Hahahaha..* (Ask my friend who understands.)  
*Ri* : *Sama temen sebelah Miss nanya dulu maksudnya gimana baru dikerjakan.* (I asked my friend next to how to do it and then I started working.)

---

(Appendix/Interview Transcripts/Interview Transcripts students)

Based on the data above and the interview transcript, the percentage of the instruction aspect is 75% and the students' realized that they are difficult to understand what to do with the task by reading instruction. They want clarity and comprehensibility of the instructions in every task. This is appropriate based on the result of the questionnaire. In the interval data, this means value is categorized as good. It means that the materials book in instruction aspect is appropriate and suitable for the students.

## e. Layout

The results of layout evaluation from the students' judgment are described below.

**Table 14. The Layout Result of Students' Judgment Questionnaire**

Students	Layout		
	S	E	P
1.	4	4	100%
2.	4	4	100%
3.	3	4	75%
4.	4	4	100%
5.	3	4	75%
6.	3	4	75%
7.	3	4	75%
8.	3	4	75%
9.	3	4	75%
10.	3	4	75%
11.	4	4	100%
12.	3	4	75%
13.	3	4	75%
14.	3	4	75%
15.	3	4	75%
16.	3	4	75%
17.	3	4	75%
18.	3	4	75%
19.	3	4	75%
20.	4	4	100%
21.	3	4	75%
22.	4	4	100%
23.	4	4	100%
24.	3	4	75%
Total			1975%
Mean			82%

**S** : Score (f)  
**E** : Expected Score (N)  
**P** : Percentage (%)

Below is the transcript interview with students

---

- Re* : *Terakhir nih.. dari layoutnya cover, font, warnanya gimana?*( The last question. How with the layout as cover, the font, the color is what are interesting?)
- S* : *Bagus Miss. Bukunya harum. Hahahahaa* (It is nice Miss. The book smells good.)
- A* : *Bagus Miss. Menarik karena berwarna. Terus simple juga karena kecil. Jadi, enteng bawanya.* (It is nice Miss. Interesting because of the color. Then, it is simple as well as small. So, easy to carried it.)
- Ri* : *Iyaa Miss, mungkin ada beberapa yang tulisannya kecil mungkin karena bukunya kecil juga. Tapi bagus kok semuanya. Warnanya, covernya, menarik.* (Yes Miss, there may be some small font may be due to small book as well. But nice everything such as Color, cover, is interesting.)
- Re* : *Okeokee.. terimakasih yaa atas waktunya dek Arum, dek Rika, dek Sendi sudah mau bantu Miss untuk wawancara.* (Okay thank you for the time Arum, Rika, Sendi already want to help me for the interview.)
- A/Ri/S* : *Sama-sama Miss.* (My pleasure Miss.)
- A* : *Sukses yaa Miss.* (Always successful Miss.)
- 

(Appendix/Interview Transcripts/Interview Transcripts students)

Based on the data above and the interview transcript, the percentage of the layout aspect is 82% and the students' realized that they are like the layout because it is legible, interesting, organized systematically, and provides clear illustration. The data from the result students' judgment show that the students agreed with the notions. The students agreed that the quality of the illustration is good. The illustrations also made the texts more interesting. Moreover, the font was legible. In the interval data, this means value is categorized as very good. It means that the materials book in layout aspect is appropriate and suitable for the students. Then, the overall percentage is 79%, it shows that this materials book is very good and feasible to apply. Here is the list of the result all aspects.

**Table 15. Mean Score of Students' Judgment**

No	Aspect	Percentage
1	Goal	81%
2	Input	78%
3	Task	81%
4	Instruction	75%
5	Layout	82%
Total		397%
<b>Mean</b>		<b>79%</b>

## 2. Evaluation from Teachers' Judgment

The teachers who taught grade XI was chosen to evaluate the content of the materials book. The evaluation from the teachers comprised the material aspect and instructional aspect. The results of the evaluation from the teachers are described below.

### a. Goal Aspect

**Table 16. The Result of Goal Aspect**

No	Indicators	Score	Expected Score	Percentage
1.	The materials being developed are appropriate to the indicators and course grid	3,3	4	83%
2.	The materials being developed are appropriate to students needs	3,3	4	83%
3.	The materials being developed are appropriate to students'	3	4	75%

	language acquisition's level			
4.	The materials being developed related to daily life	3,3	4	83%
Total Score				324,75%
Mean				<b>81%</b>

Based on the data above, the percentage of the goal aspect is 81%. It means that the goal aspect of this materials book is very good. The evaluation of the goal aspect is aimed to evaluate the materials.

#### **b. Activities Aspect**

**Table 17. The Result of Activities Aspect**

No	Indicators	Score	Expected Score	Percentage
1.	The activities on the tasks encourage students knowledge in English	3	4	75%
2.	The activities are interesting	3	4	75%
3.	The activities are varied and not monotonous	3	4	75%
4.	The materials being developed include activities to understand certain language functions	3	4	75%
5.	The materials being developed include activities that apply understanding in certain language functions. <sup>3</sup>	3	4	75%
6.	The activities in are well developed based on the topics.	3	4	75%
7.	The tasks are developed from the easier to more difficult tasks.	3,6	4	90%
Total Score				540%
Mean				<b>77%</b>

Based on the data above, the percentage of the activities aspect is 77%. It means that the activities aspect of this materials book is very good. The evaluation of the activities aspect is aimed to evaluate the materials.

### c. Setting Aspect

**Table 18. The Result of Setting Aspect**

No	Indicators	Score	Expected Score	Percentage
1.	The activities cover several settings in class (individuals, pairs, groups)	3	4	75%
2.	The activities in individual tasks are able to encourage students to be independent	3	4	75%
3.	The activities in pairs and groups tasks are able to increase students' communicative competence	3	4	75%
Total Score				225%
Mean				<b>75%</b>

Based on the data above, the percentage of the setting aspect is 75%. It means that the setting aspect of this materials book is good. The evaluation of the setting aspect is aimed to evaluate the materials.

### d. Layout Aspect

**Table 19. The Result of Layout Aspect**

No	Indicators	Score	Expected Score	Percentage
1.	The materials are arranged orderly	3	4	75%
2.	The orders of materials in the book are well	3,3	4	82%

	organized and easy to be followed.			
3.	The layout being developed is interesting	3,6	4	90%
4.	The layout is easy to be understood.	3,3	4	82%
5.	The size and font in the texts are clear and interesting	3,6	4	90%
6.	The layout is clear and not too complex	3,3	4	82%
7.	The pictures and illustrations in the tasks are interesting	4	4	100%
8.	The colour of the pictures and illustrations are interesting	3,6	4	90%
Total Score				692%
Mean				<b>86%</b>

Based on the data above, the percentage of the layout aspect is 86%. It means that the layout aspect of this materials book is very good. The evaluation of the layout aspect is aimed to evaluate the materials.

The average score of the evaluation from the teachers' judgment is described below:

**Table 20. Mean score of the Teachers' Judgment Evaluation**

Aspect	Score
Goal	81%
Activities	77%
Setting	75%
Layout	86%
Total	320%
Mean	<b>80%</b>

Based on data collection above, the percentage of the goal aspect is 81%, then the percentage of the activities aspect is 77%, the percentage of the setting

aspect is 75% and the percentage of the layout aspect is 86%. Then, the overall percentage is 80%, it shows that this materials book is very good and feasible to apply.

### 3. Revising and Writing the Final Draft of the Materials

The evaluations as well as the revision towards the developed materials were made based on the feedback. The students and teachers agreed that the materials book for grade XI were successful to facilitate the teaching and learning process. However, there were some suggestions from the students and teachers towards the developed book. The suggestions from the students and teachers are presented in the following table:

**Table 21. The Results of Evaluation**

<b>Revision number</b>	<b>Unit</b>	<b>Task</b>	<b>Before revision</b>	<b>Suggested revision</b>
1.	Unit I	1,4	the vocabulary choices in the tasks less appropriate	to use different vocabulary choice
2.	All Units	-	the less clarity for some instructions	to make some of the instructions clearer in whether the students should be in individual, pairs or groups work
3.	All Units	-	the texts should be completed	to add line number in every texts

			with line number	
4.	All Units	-	the less clarity for some instructions	to make some of the instructions clearer

After the researcher revising the first book, the final book of the learning materials could be produced. The final product of this stage was the final of Newspaper Based English Materials for grade XI. The final product of the book can be seen in Appendix.

### **C. Discussion**

Based on the evaluated data above, the research findings are discussed in this section. The findings are related to the appropriateness and effectiveness of the developed newspaper based English reading materials for grade XI. The characteristics of the appropriate newspaper based English reading materials for grade XI are concluded in the following characteristics:

#### **a. The appropriate materials**

As an educational research, the developed materials should follow the instructional design to reach developmentally appropriate for students. The goals of the materials that have been developed are to make students' understand toward English, provide the knowledge of English, and improve students' vocabulary.

Therefore, the materials being developed have been set to the students' English proficiency level. The developed materials provide various activities, such as true-false exercise, matching picture to the text, arrange jumbled paragraph, fill in the blank, find the meaning of word, and answer question based on the text.

**b. The materials can facilitate the teaching and learning process**

The major goal of developing materials is to be feasible to be used in teaching-learning process. Therefore, the materials are developed by considering some criteria, such as organizing the level of difficulties. It is important to create materials which are appropriate to students' level of difficulties so that the given materials can be adsorbed effectively by the students, because it does not be arranged beyond of their level. The other criterion is it can accommodate the individual and group work. The last criterion is by making various and interesting activities.

Those applied aspects are expected to make the developed materials appropriate to be used in the teaching and learning process. Based on the result of questionnaire, the respondents who were consisted of students and teachers consider that the materials are good and feasible to facilitate the teaching and learning process. It can be seen in the result of evaluation questionnaire.

**c. The quality of the materials are good and they can be used over and over**

One of the goals of developing the newspaper based English reading materials is to produce an instructional material that can be used not only once but for many times. Therefore, the materials are made based on topics from students' daily lives. In order to create the expected materials, the researcher considers some topics that the students need to be learned on their proficiency level. The materials are also made by considering students' needs and interests based on the observations and theories in the previous chapters.

**d. The materials are colorful and attractive**

From the result of questionnaire stated in the appendix, it can be seen that the materials successfully attracted the students. The materials are supported by colorful pictures that make them curious and help them to understand the topic. To maintain the students' focus towards the materials, the materials are delivered by using various activities in each topic.

From the results and discussion above, it can be conclude that the developing newspaper based English reading materials are appropriate to be used as an instructional material for teaching English to grade XI. Based on the data analysis, this material was good and feasible to use in the English learning process.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This research has two main goals: 1) to identify the learners' needs to improve the reading skill for grade XI students of SMA N 2 Ngaglik, and 2) to develop the reading learning materials based on newspaper that suitable for grade XI students of SMA N 2 Ngaglik. In this chapter, the research findings are summarized, the conclusion are drawn, and the suggestion are proposed.

#### **A. Conclusion**

Based on the research findings, conclusion can be drawn as follows.

##### **1. The Learners' Needs**

A questionnaire was set up for finding the needs. The questionnaire aimed at getting the information about students' background, needs and learning target. Based on the research findings, the students needed the input to be as follows.

- a. The students' preferred topics in the learning materials are about simple news in newspaper as health and culture.
- b. They preferred a short input text completed with pictures for the reading skill.
- c. They preferred reading text of 250 words length.
- d. The activities that most of the students chose are discussing.
- e. They thought that it will be better to work in groups.

- f. They thought that it is very important to add cultural values to the materials.

The appropriate materials that can be applied for Grade XI students in Senior High School have the following characteristics:

1. The materials appropriate for the teaching and learning process

The goals of the materials that have been developed are to make students' understand toward English, provide the knowledge of English, and improve students' vocabulary. Therefore, the materials being developed have been settled to the students' English proficiency level. The developed materials provide various activities, such as true-false exercise, matching picture to the text, arrange jumbled paragraph, fill in the blank, find the meaning of word, and answer question based on the text.

2. The materials can facilitate the teaching and learning process

The materials are developed by organizing the level of difficulties, accommodating the individual and group work, and making various and interesting activities.

3. The qualities of the materials are good and they can be used for over and over.

The newspaper based English reading materials is to produce an instructional material that can be used not only once but for many times because the materials are made based on topics from students' daily lives.

4. The materials are colorful and attractive

The materials are supported by colorful pictures that make them curious and help them to understand the topic.

## **2. Suitable Reading Materials for the Students**

This reading learning materials developed based on newspaper The materials consist of two units. Each unit design has the following components:

a. Title

Title of the unit specifies the unit number and topic of the subject matter.

b. Lead-In

1. Task aims at recalling the learner's background knowledge, or
2. Task aims at introducing the key ideas of the topic being discussed.

c. Reading Activities

There are four texts that discussed in the main activities in each unit. In each text, there are four tasks: state true or false based on the text, find the difficult words, matching activity, jumbled paragraph and fill in the blank.

d. Evaluation

In this section, the student is asses their capability in study English b

e. Vocabulary List

The important words in the unit are given in this section along with the transcriptions, part of speech, and meaning.

Forming the data of the computation indicated that the students and teachers really agreed with developed materials. Those are several things of suitable materials of the XI grade students of SMA N 2 Ngaglik. First, the content of the materials was developed as the realization of the students' needs meaning that materials have to truly facilitate the students to practice their reading skill. Further, the materials had to contain an interesting input and presented in an easy way. Second, the language used was appropriate with the students' language level. It means that the language used can help the students to understand the materials as easily as possible.

Third, the input text was interesting for the students. The input was authentic as possible and/ or related to the students' real life. The authentic input text materials can help the students to do the task and help the students in understood the materials. Fourth, the materials had varied activities and tasks. The tasks really explore the students' ability, so the students can truly practice their skills and use their creativity in performing the activities or tasks. The setting of doing the task was also be varied since the students wanted to perform their tasks or activities as individually, in pairs, and in groups.

## **B. Implication**

Based on the result of the study, there are two implications can be drawn. First, the development of newspaper based English reading materials were designed based on the needs of the senior high school students grade XI. The

needs analysis obtained from observation. The observation was conducted in SMA N 2 Ngaglik by observing its teaching-learning process. The final product was designed by considering from the assessment and responses from the students' judgment and teachers' judgment. It concluded that the development of newspaper based English reading materials as the product of this research is feasible to apply for teaching English at grade XI. The mean score based on the students' judgment was 79% categorized as very good. It implies that the materials book is very good and feasible to use. Then, the mean score based on the teachers' judgment was 80% categorized as very good. It implies that the materials book is very good and feasible to use.

Second, the research findings show that the materials appropriate for grade XI students, they can study reading with many activities. It shows that students' interest to study reading are higher than before. It can be concluded that when teachers want to create reading materials, it is suggested that the teachers can use newspapers to increase students' ability towards the materials. The implications of these findings are that the teachers and other researchers can create appropriate reading newspaper-based materials for their learners if they consider learner's needs.

### **C. Suggestions**

Based on the conclusion and implication, some suggestions are offered related to this research study. The suggestions are addressed to the English teacher, and the other researchers who are interested in this field, and material developer. Those are presented as follows.

### **1. For the English teachers grade XI of senior high school**

It is expected that by using the developed materials, the grade XI teachers can teach students appropriately to support the teaching-learning process to make students more interested reading skill based on newspaper. Moreover, it is expected that the other teachers who want create other newspaper-based materials for students of high schools, considering the characteristics of the students.

### **2. For other researchers**

The other researchers who have any interests in developing materials in the same field can make reference to this study by creating different topics and activities. They should provide appropriate activities that make students not feel bored in study reading. The result of this study can be used as a beneficial reference for them who want to conduct a similar study.

### **3. For the material developers**

They should be more creative in designing the material. The materials should be both educating and interesting. Moreover, they should provide appropriate task that meet the students' characteristics by analysing the students' needs and by understanding the theory deeper.

### **4. For the English Education Department Students of Yogyakarta State University**

The other English Education Department students can conduct the same study in different schools with different topics and materials. However, they should consider the appropriateness of newspaper-based materials for students before they develop the materials by having need analysis and observation.

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## Course Grid

UNIT	Standard of Competency	Basic Competences	Indicators	Activities	Time Allocation
1	3. Memahami, menerapkan, 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	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat ( <i>tips</i> ), sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>• Students are able to understand about the content of the texts</li> <li>• Students are able to identify the generic structure of procedure texts (<i>tips</i>)</li> <li>• Students are able to recognize the language features of procedure texts (<i>tips</i>)</li> <li>• Students are able to identify the social function of the texts</li> <li>• Students are able to identify what is article in the newspaper</li> <li>• Students are able to express ideas using simple present tense.</li> </ul>	<p>BkoF</p> <ul style="list-style-type: none"> <li>• Looking picture that related into the unit.</li> <li>• Discussing the picture that students see.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>• Reading the text “Show me the honey”</li> <li>• Understanding the content of the texts</li> <li>• Answering the question to comprehend the text</li> <li>• Studying the generic structure of procedure texts</li> <li>• Studying the social function of the texts</li> <li>• Matching the text with the good picture.</li> <li>• Arraging the procedure text.</li> </ul> <p>JCOT</p> <ul style="list-style-type: none"> <li>• Reading text “Ways to improve the quality of your workout”</li> </ul>	4x 45’ minutes

	<p>prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>			<ul style="list-style-type: none"> <li>• Understanding the content of the texts</li> <li>• Studying what is headline and what is article</li> <li>• Matching the titles with the articles.</li> <li>• Collecting several articles and headline in group activity.</li> <li>• Studying the sentence connectors</li> <li>• Studying the simple present tense usage in procedure text.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>• Reading text “Ebola virus factfile: what you need to know”</li> <li>• Finding the connector based on the text.</li> <li>• Answering the question to comprehend the text.</li> <li>• Answering the exercise about present tense.</li> <li>• Evaluation</li> </ul>	
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2		<p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial.</p>	<ul style="list-style-type: none"> <li>• Students are able to understand about the content of the texts</li> <li>• Students are able to identify the generic structure of hortatory texts.</li> <li>• Students are able to recognize the language features of hortatory texts</li> <li>• Students are able to identify the social function of the texts</li> <li>• Students are able to identify what is advertisement in the newspaper</li> <li>• Students are able to understand about modals.</li> </ul>	<p>BkoF</p> <ul style="list-style-type: none"> <li>• Looking picture that related into the unit.</li> <li>• Discussing the picture that students see.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>• Reading text “NTB celebrate Nyepi ‘ogoh-ogoh’ style”</li> <li>• Understanding the content of the texts</li> <li>• Answering the question to comprehend the text</li> <li>• Studying the generic structure of hortatory text</li> <li>• Studying the social function of the texts</li> <li>• Studying the vocabulary related the text</li> </ul> <p>JCOT</p> <ul style="list-style-type: none"> <li>• Reading text “Ramayana ballet”</li> <li>• Answering the question to comprehend the text.</li> <li>• Reading the text “2-day Java tour from Bali including Yogyakarta and Borobudur temple”</li> <li>• Answering the question to</li> </ul>	4x 45’ minutes
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				<p>comprehend the text.</p> <ul style="list-style-type: none"> <li>• Studying what is advertisement</li> <li>• Fast reading to answer question based on advertisements.</li> <li>• Classifying advertisement based on the type in group.</li> <li>• Make a simple advertisement based on the type in group.</li> <li>• Studying modals</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>• Answering the question to comprehend the advertisement.</li> <li>• Classifying small advertisements.</li> <li>• Answering modals exercise.</li> <li>• Evaluation</li> </ul>	
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**Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni**  
**Universitas Negeri Yogyakarta**

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Kepada Adik- Adik kelas XI

Di SMA N 2 Ngaglik

Assalamualaikum wr.wb

Dalam rangka penelitian tentang pengembangan materi pembelajaran *reading* Bahasa Inggris kelas XI SMA N 2 Ngaglik Yogyakarta, maka kami mengharapkan kesediaan adik- adik untuk meluangkan waktu mengisi angket berikut ini.

Bagian pertama angket ini bertujuan untuk mengetahui gambaran umum adik- adik, sedangkan bagian kedua angket ini bertujuan untuk mengetahui kebutuhan belajar menurut persepsi adik-adik.

Angket ini tidak bermaksud untuk menguji atau menilai adik- adik melainkan untuk mencari gambaran tentang materi pembelajaran *reading* Bahasa Inggris yang sesuai bagi siswa SMA N 2 Ngaglik. Angket ini dijamin tidak akan mempengaruhi nilai adik- adik sehingga adik- adik kami minta jujur atau apa adanya dalam memberikan jawaban .

Akhirnya atas bantuan dan kesediaan adik- adik mengisi angket ini, saya ucapkan terima kasih.

Wassalamualaikum wr.wb

Hormat saya,

Vinda Karunia Satriavi  
NIM 09202241040

## ANGKET UNTUK SISWA

### A. Profil Siswa

Isilah data pribadi adik- adik sebagai berikut:

Umur : .....

Jenis Kelamin : .....

Pekerjaan Orang Tua

Ayah : .....

Ibu : .....

### B. Potensi Siswa

Petunjuk Pengisian

Berilah tanda silang (X) pada huruf a,b,c, dan seterusnya sesuai dengan pendapat adik. Adik boleh memilih lebih dari satu jawaban untuk butir-butir pertanyaan tertentu. Jika adik memilih jawaban lain- lain, tuliskan jawaban adik tersebut secara ringkas dan jelas.

1. Bagaimana kegiatan latihan *reading* di kelas bahasa Inggris selama ini ?
  - a) Sangat Menyenangkan
  - b) Menyenangkan
  - c) Biasa Saja
  - d) Tidak menyenangkan
  
2. Apakah media yang menunjang pembelajaran Bahasa Inggris khususnya *reading* sudah membantu adik dalam belajar Bahasa Inggris?
  - a) Sangat membantu
  - b) Membantu
  - c) Tidak membantu
  - d) Sangat tidak membantu
  
3. Apakah adik perlu media yang dapat membantu pelajaran Bahasa Inggris khususnya *reading*?
  - a) Sangat perlu
  - b) Perlu
  - c) Tidak perlu

- d) Sangat tidak perlu
4. Media apa yang adik inginkan dalam pembelajaran Bahasa Inggris khususnya *reading*? (Jawaban boleh lebih dari satu)
- Majalah
  - Koran
  - Gambar
  - Pop Up
  - Lain- lain : .....
5. Pada saat mengerjakan latihan reading, adik lebih suka mengerjakan dengan cara apa? (Jawaban boleh lebih dari satu)
- Sendiri
  - Berpasangan
  - Berkelompok
  - Kerja bersama-sama sekelas
  - Lain- lain .....
6. Adik lebih nyaman jika proses pembelajaran Bahasa Inggris dilaksanakan di ....
- ruang kelas
  - luar kelas seperti pinggiran ruang kelas, taman sekolah, dll
  - Perpustakaan
  - Lab. Bahasa
  - Lain- lain : .....
7. Kegiatan apa sajakah yang adik inginkan pada saat tugas *reading*? (Jawaban boleh lebih dari satu)
- Membaca dan menterjemahkan
  - Membaca dan menjawab pertanyaan
  - Mencocokkan/ menjodohkan
  - Mengisi isian yang kosong/ melengkapi bagian yang kosong
  - Diskusi
  - Benar salah/ *True and False*
  - Teka- teki silang
  - Menyusun ulang kalimat acak
  - Menyusun ulang paragraf acak
  - Lain- lain : .....
8. Kesulitan apa sajakah yang adik hadapi pada saat latihan *reading*? (Jawaban boleh lebih dari satu)
- Kurangnya perbendaharaan kosa kata
  - Tidak paham dengan topik yang telah dibaca

- c) Tidak paham *grammar* dalam text yang dibaca
  - d) Tidak tau mengucapkan *vocabulary* yang ada di dalam text
  - e) Lain- lain : .....
9. Ketika menemukan kesulitan pada saat diberikan tugas teks Bahasa Inggris, apa yang biasanya adik lakukan? (Jawaban boleh lebih dari satu)
- a) Bertanya pada teman
  - b) Bertanya pada guru
  - c) Membaca buku, kamus, atau sumber lain
  - d) Diam saja
  - e) Lain- lain : .....
10. Dalam mengerjakan tugas Bahasa Inggris, adik lebih menginginkan jika guru .....
- a) Memotivasi adik saat mengerjakan setiap soal latihan.
  - b) Mendorong dan mengarahkan para siswa untuk menggunakan kreatifitas mereka dalam mengerjakan soal latihan/ tugas.
  - c) Menciptakan suasana bagi para siswa untuk memberikan pendapat mereka.
  - d) Mengarahkan para siswa untuk mengerjakan soal latihan dan tugas.
  - e) Berkeliling, mengecek setiap pekerjaan dan proses pengerjaan soal latihan/ tugas.
  - f) Selalu mengawasi setiap proses pembelajaran agar bisa tetap berjalan lancar dan efektif.
  - g) Memberi saran, koreksi, dan komentar terhadap setiap hasil kerja siswa.
  - h) Terlibat sebagai partisipan dalam pengerjaan latihan yang dilakukan secara berkelompok.
  - i) Lainnya .....
11. Berapakah panjang text bacaan Bahasa Inggris yang adik harapkan?
- a) < 250 kata
  - b) 251- 350 kata
  - c) 351- 450 kata
  - d) > 450 kata
12. Topik- topik bacaan apa sajakah yang adik rasa penting untuk dipelajari?  
(Jawaban boleh lebih dari satu)
- a) News Articles
  - b) Feature Articles/ Local News
  - c) Editorial

- d) Business and Finance
- e) Political Events and Personalities
- f) Health and Medicine
- g) Sports
- h) Science
- i) Entertainment
- j) Advertisement
- k) Lain-lain ...

## Student Judgment Questionnaire

### Developing Newspaper Based English Reading Material

Adik -adik, lembar evaluasi ini bertujuan untuk menentukan kesesuaian materi belajar yang telah dikembangkan. Maka dari itu, kritik dan saran sangat dibutuhkan. Pada akhir lembar evaluasi, ada dua pertanyaan mengenai pendapat kamu serta kesimpulan . Terimakasih atas waktunya.

*(Students, the aim of this evaluation sheet to determine the suitability learning material developed in this study, get critiques and feedback in the development of the learning material. At the end, there are two questions about general opinion about the designed materials and the conclusion. Thank you)*

Best wishes,

Vinda Karunia Satriavi

### The Student Judgment Questionnaire

Berilah tanda centang (✓) pada jawaban yang menurut kamu paling sesuai

No	Pernyataan	SK (sangat kurang)	K (kurang)	B (baik)	SB (sangat baik)
1	Materi yang dikembangkan dapat mencapai tujuan pembelajaran Bahasa Inggris kamu. <i>The developed material can accomplish the objective of English learning process.</i>				
2	Materi yang dikembangkan dapat meningkatkan pemahaman kamu terhadap bahasa Inggris. <i>The developed materials improve students' understanding toward English.</i>				
3	Materi yang dikembangkan memberikan pengetahuan tentang bahasa Inggris kamu. <i>The developed materials provide the knowledge of English for students.</i>				
4	Materi yang dikembangkan dapat meningkatkan kosakata kamu. <i>The developed materials can improve students' vocabulary.</i>				
5	Materi yang dikembangkan dapat meningkatkan pengetahuan grammar kamu. <i>The developed materials can improve students' grammatical knowledge.</i>				
6	Materi yang dikembangkan dapat meningkatkan pemahaman kamu terhadap teks bahasa Inggris. <i>The developed materials can improve students' understanding toward English text.</i>				
7	Materi yang dikembangkan sesuai dengan tingkat kemampuan Bahasa Inggris kamu. <i>The developed materials are appropriate with students' English proficeency level.</i>				
8	Materi yang dikembangkan berisi pemakaian teks yang menarik. <i>The developed materials contain interesting</i>				

	<i>input text.</i>				
9	Pemakaian teks dapat mendorong kamu dalam mengerjakan materi tersebut. <i>Input texts stimulate activities for student.</i>				
10	Pemakaian teks memberikan contoh penggunaan Bahasa Inggris yang benar. <i>Input texts provide the correct model of English language use.</i>				
11	Tugas yang ada di setiap unit dikembangkan dari yang mudah hingga ke yang sulit. <i>The task in every unit have been developed from easy to difficult.</i>				
12	Kegiatan di dalam materi yang dikembangkan memberikan kesempatan kamu untuk belajar membaca. <i>The activity in the developed materials gives opportunity for students to learn reading.</i>				
13	Kegiatan yang ada di dalam materi menarik. <i>The activity in the developed materials are interesting.</i>				
14	Kegiatan yang ada di dalam materi dikembangkan bermacam-macam jenisnya. <i>The activity in the developed materials are various.</i>				
15	Kegiatan di dalam materi yang dikembangkan bermacam-macam (bekerja secara individu, berpasangan, berkelompok) <i>The activities in the developed materials are various (work individually, in pairs, group)</i>				
16	Pekerjaan secara individu dapat membantu kamu sendiri. <i>The individual work can help students developing their autonomy.</i>				
17	Kegiatan berpasangan dan berkelompok dapat membantu kamu meningkatkan kemampuan bahasa Inggris. <i>The pair and group work can help students improving their English ability.</i>				
18	Setiap kosakata yang diberikan sederhana dan mudah. <i>Every vocabulary given in each task is simple and understandable.</i>				
19	Instruksi dalam setiap tugas jelas.				



## INSTRUMENT FOR MATERIALS ASSESSED BY TEACHER

Kepada Yth.

Bapak/Ibu Guru Bahasa Inggris

di SMA N 2 Ngaglik

Dengan Hormat,

Saya mahasiswa Program Studi Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta sedang melaksanakan penelitian skripsi dengan Judul **“Developing Newspaper Based English Reading Materials for Grade XI”**. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini. Partisipasi dan bantuan Bapak/Ibu sangat bermanfaat dalam memberi masukan yang berarti dalam penelitian ini. Saya sangat berterimakasih atas kesediaan dan partisipasi Bapak/Ibu dalam meluangkan waktu untuk mengisi kuesioner ini.

Atas perhatian dan kerja samanya, saya ucapkan terima kasih.

Hormat saya,

Vinda Karunia Satriavi- 09202241040

### **Data Responden**

Nama :

### **Petunjuk Pengisian**

1. Bacalah dengan seksama setiap pertanyaan sebelum menjawab
2. Bapak/Ibu hanya dapat memberi satu pilihan jawaban dari setiap pertanyaan
3. Berilah tanda centang (√) pada jawaban yang menurut Bapak/Ibu paling sesuai, dengan ketentuan sebagai berikut :

1 = sangat kurang (very poor)

2 = kurang (poor)

3 = baik (good)

4 = sangat baik (very good)

Put a tick (v) in the appropriate box

1. Goals Aspects

No	Statement	Degree of Agreement			
		1	2	3	4
1.	The materials being developed are appropriate to the indicators and course grid.				
2.	The materials being developed are appropriate to students needs.				
3.	The materials being developed are appropriate to students' language acquisition's level.				
4.	The materials being developed related to daily life.				

2. Activities Aspect

No	Statement	Degree of Agreement			
		1	2	3	4
1.	The activities on the tasks encourage knowledge students in English.				
2.	The activities are interesting.				
3.	The activities are varies and not monotones.				
4.	The materials being developed include activities to understand certain language functions.				
5.	The materials being developed include activities that apply understanding in certain language functions.				
6.	The activities in are well developed based on the topics.				
7.	The tasks are developed from the easier to more difficult tasks.				

## 3. Setting Aspect

No	Statement	Degree of Agreement			
		1	2	3	4
1.	The activities cover several settings in class (individuals, pairs, groups).				
2.	The activities in individual tasks are able to encourage students to be independent.				
3.	The activities in pairs and groups tasks are able to increase students' communicative competence.				

## 4. Layout Aspect

No	Statement	Degree of Agreement			
		1	2	3	4
1.	The materials arranged orderly.				
2.	The orders of materials in the media well organized and easy to be followed.				
3.	The layout being developed interesting.				
4.	The layout easy to be understood.				
5.	The size and font in the texts clear and interesting.				
6.	The layout is clear and not too complex.				
7.	The pictures and illustrations in the tasks are interesting.				
8.	The color of the pictures and illustrations are interesting.				

## Comments and suggestions for revision

<b>Comment</b>	<b>Suggestion</b>

## The Result of Students' Judgment Questionnaire

Students	INDICATORS															Total
	Goal			Input			Tasks			Instruction			Layout			
	S	E	P	S	E	P	S	E	P	S	E	P	S	E	P	
1.	4	4	100%	4	4	100%	4	4	100%	4	4	100%	4	4	100%	500%
2.	4	4	100%	4	4	100%	4	4	100%	4	4	100%	4	4	100%	500%
3.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
4.	4	4	100%	4	4	100%	4	4	100%	4	4	100%	4	4	100%	500%
5.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
6.	3	4	75%	3	4	75%	3	4	75%	2	4	50%	3	4	75%	350%
7.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
8.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
9.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
10.	3	4	75%	3	4	75%	3	4	75%	2	4	50%	3	4	75%	350%
11.	3	4	75%	3	4	75%	4	4	100%	4	4	100%	4	4	100%	450%
12.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
13.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
14.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
15.	3	4	75%	3	4	75%	3	4	75%	2	4	50%	3	4	75%	375%
16.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
17.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%

18.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	3	4	75%	375%
19.	3	4	75%	3	4	75%	3	4	75%	4	4	100%	3	4	75%	400%
20.	3	4	75%	3	4	75%	3	4	75%	2	4	50%	4	4	100%	375%
21.	4	4	100%	3	4	75%	4	4	100%	3	4	75%	3	4	75%	425%
22.	3	4	75%	3	4	75%	3	4	75%	3	4	75%	4	4	100%	400%
23.	4	4	100%	3	4	75%	4	4	100%	3	4	75%	4	4	100%	450%
24.	4	4	100%	3	4	75%	3	4	75%	2	4	50%	3	4	75%	375%
Total			1950%			1875%			1950%			1800%			1975%	9575%
Mean			81%			78%			81%			75%			82%	<b>79%</b>

## The Result of Need Analysis

No	Topics of the Questions	Options	Frequency	Percent
1	How are the reading activities in your class?	a) Very Interesting	3	10%
		b) Interesting	12	40%
		c) Neutral	15	50%
		d) Not Interesting	0	0%
2	Is the material as it exists today to support the teaching of English; especially reading has helped you in learning English?	a) Strongly Supporting	5	16%
		b) Supporting	21	70%
		c) Less Supporting	4	13%
		d) Not Supporting at all	0	0%
3	Does it need additional material / different that can help English teaching, especially reading?	a) Strongly Needed	15	50%
		b) Needed	15	50%
		c) Not Needed	0	0%
		d) Not Needed at all	0	0%
4	Where did the desired material in the teaching of English, especially reading? (Answer should more than one)	a) Magazine	10	33%
		b) Newspaper	17	56%
		c) Video	11	36%
		d) other: .....	0	0%
5	When you do a reading activity, how do you expect to finish the task?	a) Alone	9	30%
		b) In Pairs	8	26%
		c) In Groups	17	56%
		d) Whole Class	4	13%
		e) Other:.....		

6	You more comfortable if the learning process is carried out in English language support in....	a) classroom	14	46%
		b) Outside the classroom such as the outskirts of classrooms, school gardens, etc.	17	56%
		c) Library	1	3%
		d) Language lab.	5	16%
		e) Others: .....		
7	What kinds of activities that you want when carrying on a reading task?	a) Reading and then translating the text	25	83%
		b) Reading and then answering the questions	9	30%
		c) Matching	8	26%
		d) Filling in the blanks	4	13%
		e) Discussing	18	60%
		f) True and False	4	13%
		g) Crossword/Word search puzzles	2	6%
		h) Arranging jumbled sentences	2	6%
		i) Arranging jumbled paragraphs	1	3%
		j) Other games	1	3%
8	What are the difficulties you	a) Lack of vocabularies	28	93%
		b) Don't understand	4	13%

	encounter when you do a reading activity?	the topic being read		
		c) Don't know the grammar in the text	6	20%
		d) Don't know how to pronounce the text being read	4	13,33%
9	When you find problem during reading a text, what do you do?	a) Asking my friends	18	60%
		b) Asking my teacher	12	40%
		c) Opening my book, dictionary or other resources	24	80%
		d) Staying silent	2	6%
		e) Other....	0%	0%
10	According to you, when teaching reading, a teacher should:	a) Motivate students when doing any exercises.	6	20%
		b) Encourage and guide their students to use their creativity in doing exercises / assignments.	16	53%
		c) Create an atmosphere for the students to give their opinions.	6	20%
		d) Direct the students	7	23%
		e) Do the exercises and assignments.		
		f) Drive around,	2	6%
		g) Check every job and work-process		

		exercises / assignments.		
		h) Always supervise any learning process in order to keep it running smoothly and effectively.	6	20%
		i) Provide suggestions, corrections, and comments on each student's work.	13	43%
		j) Get involved as a participant in the execution of the exercise is done in groups.	4	13%
		k) Other .....	0	0%
11	How long a text do you like?	a) <250 words	13	43%
		b) 251- 350 words	9	30%
		c) 351- 450 words	5	16%
		d) >450 words	5	16%
12	As a student, what topics do you thought important to study?	a) News Articles	15	50%
		b) Feature Articles/ Local News	4	13%
		c) Editorial	3	10%
		d) Business and Finance	9	30%
		e) Political Events and Personalities	3	10%
		f) Health and Medicine	6	20%

		g) Sports	8	26,67%
		h) Science	15	50%
		i) Entertainment	6	20%
		j) Advertisement	20	66,67%
		k) Others ...		
		Biography	3	10%
		Culture	1	3,33%



### Score of Input Aspect Evaluation by Students

Students	Input			Total	Mean
	1	2	3		
A	4	4	4	12	4
B	4	4	4	12	4
C	3	3	3	9	3
D	4	4	4	12	4
E	4	3	3	10	3
F	3	3	3	9	3
G	3	3	3	9	3
H	2	3	3	8	3
I	2	3	3	8	3
J	2	3	4	9	3
K	3	3	4	10	3
L	3	3	3	9	3
M	3	3	3	9	3
N	3	3	3	9	3
O	2	4	4	10	3
P	2	3	3	8	3
Q	3	2	3	8	3
R	3	3	3	9	3
S	3	2	3	8	3
T	3	3	3	9	3
U	3	4	3	10	3
V	3	3	3	9	3
W	3	4	3	10	3
X	3	2	3	8	3
Total Mean					3,11



**Score of Instruction Aspect Evaluation by Students**

<b>Students</b>	<b>Instruction</b>
A	4
B	4
C	3
D	4
E	3
F	2
G	3
H	3
I	3
J	2
K	4
L	3
M	3
N	3
O	2
P	3
Q	3
R	3
S	4
T	2
U	3
V	3
W	3
X	2
Total Mean	3,00

### Score of Layout Aspect Evaluation by Students

Students	Layout			Total	Mean
	1	2	3		
A	4	4	4	12	4
B	4	4	4	12	4
C	3	3	3	9	3
D	4	4	4	12	4
E	3	3	3	9	3
F	3	3	2	8	3
G	3	3	3	9	3
H	3	3	3	9	3
I	2	4	2	8	3
J	3	3	4	10	3
K	4	4	4	12	4
L	3	3	3	9	3
M	3	3	3	9	3
N	3	3	2	8	3
O	2	4	4	10	3
P	3	3	2	8	3
Q	3	4	2	9	3
R	3	3	3	9	3
S	3	4	2	9	3
T	3	4	4	11	4
U	3	3	4	10	3
V	4	4	3	11	4
W	4	3	4	11	4
X	3	4	1	8	3
Total Mean					3,22

### Score of Goal Aspect Evaluation by Teachers

Teacher	Goal				Total	Mean
	1	2	3	4		
A	4	4	3	4	15	4
B	3	3	3	3	12	3
C	3	3	3	3	12	3
Total Mean						3,25

No	Indicators	Score	Expected Score	Percentage
1.	The appropriateness of the materials to the indicators and course grid	3,33	4	83,25%
2.	The appropriateness of the materials to the student needs	3,33	4	83,25%
3.	The appropriateness of the materials to students' language acquisition's level	3	4	75%
4.	The materials being developed related to daily life	3,33	4	83,25%
Total Score				324,75%
Mean				81,18%

### Score of Activities Aspect Evaluation by Teachers

Teacher	Activities							Total	Mean
	1	2	3	4	5	6	7		
a	3	3	3	3	3	3	4	22	3
b	3	3	3	3	3	3	4	22	3
c	3	3	3	3	3	3	3	21	3
Total Mean									3,10

No	Indicators	Score	Expected Score	Percentage
1.	The activities on the tasks encourage students knowledge in English	3	4	75%
2.	The activities are interesting	3	4	75%
3.	The activities are varied	3	4	75%

	and not monotonous			
4.	The materials being developed include activities to understand certain language functions	3	4	75%
5.	The materials being developed include activities that apply understanding in certain language functions. <sup>3</sup>	3	4	75%
6.	The activities in are well developed based on the topics.	3	4	75%
7.	The tasks are developed from the easier to more difficult tasks.	3,6	4	90%
Total Score				540%
Mean				77,14%

### Score of Setting Aspect Evaluation by Teachers

Teacher	Setting			Total	Mean
	1	2	3		
A	2	3	3	8	3
B	4	3	3	10	3
C	3	3	3	9	3
Total Mean					3

No	Indicators	Score	Expected Score	Percentage
1.	The activities cover several settings in class (individuals, pairs, groups)	3	4	75%
2.	The activities in individual tasks are able to encourage students to be independent	3	4	75%
3.	The activities in pairs and groups tasks are able to increase students' communicative competence	3	4	75%
Total Score				225%
Mean				75%

### Score of Layout Aspect Evaluation by Teachers

Teacher	Layout								Total	Mean
	1	2	3	4	5	6	7	8		
A	3	4	4	4	4	4	4	4	31	4
B	3	3	3	3	3	3	4	3	25	3
C	3	3	4	3	4	3	4	4	28	4
Total Mean										4

No	Indicators	Score	Expected Score	Percentage
1.	The materials are arranged orderly	3	4	75%
2.	The orders of materials in the book are well organized and easy to be followed.	3,3	4	82,5%
3.	The layout being developed is interesting	3,6	4	90%
4.	The layout is easy to be understood.	3,3	4	82,5%
5.	The size and font in the texts are clear and interesting	3,6	4	90%
6.	The layout is clear and not too complex	3,3	4	82,5%
7.	The pictures and illustrations in the tasks are interesting	4	4	100%
8.	The colour of the pictures and illustrations are interesting	3,6	4	90%
Total Score				692,5%
Mean				86,56%

Transcript

Arum.

Rika

Sendi

Researcher.

*Re : hai dek Arum, Rika , Sendi. Gimana tadi mengerjakan bukunya ? susah atau gampang?*

*S : susah- susah gampang Miss. Hehehe*

*Ri : lumayan Miss.*

*A : lumayan Miss.*

*Re : lumayan yaa.. hahaaa.. gimana hasilnya menurut kalian, kalian dapat pengetahuan baru atau kosakata baru tidak ?*

*A : iyaa Miss. Ada beberapa yang aku enggak tau artinya. Terus teksnya juga sesuai dengan berita sehari-hari jadi gampang ngertinya.*

*Ri : aku senang yang unit culturenya Miss, lebih gampang ngerti daripada yang health. Soalnya aku suka jalan-jalan jadi menambah pengetahuan aku.*

*S : teksnya panjang-panjang mbak. Untung ada gambarnya jadi aku tau maksud dari teksnya. Tapi secara keseluruhan ak ngerti maksud dari teksnya Miss.*

*Re : baguslah kalau itu bermanfaat buat kalian. Jadi materi yang Miss berikan sudah dapat meningkatkan kemampuan bahasa Inggris kalian dong ?*

*Ri :iyaa Miss. Apalagi yang culture.*

*S : sudah Miss.*

*A : iya Miss.*

*Re : Hi Arum, Rika, Sendi. How to work on his book do hard or easy?*

*S : Not very difficult yet easy Miss. Hehehe*

*Ri : Easily tolerable Miss.*

*A : Same Miss.*

*Re : Tolerable ya. What the results according to you, do you gain new knowledge or new vocabulary?*

*A : Yes Miss. There are some that i do not know what it means. Then, the text is also in accordance with the daily news so easy to understand it.*

*Ri : I'm happy with the unit culture Miss, more easily understood than that of health. Because I love traveling so add to my knowledge.*

*S : it is long text Miss. Fortunately, there is a picture so i know the purpose of the text. But overall i understand the purpose of the text Miss.*

*Re : Good, if is useful for you. So, do the material that I provide can improve your English language skills?*

*Ri : Yes Miss. Moreover, the culture's text.*

S : Yes Miss.

A : Yes Miss.

Re : *kalau dari teksnya gimana ? menarik ? atau gimana?*

S : *panjang Miss. Tapi menarik kok. Itu berita yang ada di teks udah sering aku denger jadi enggak begitu susah memahaminya. Menarik juga karena ada teks yang tentang jalan-jalan gitu.*

Ri : *iyaa bener Miss. Aku lebih suka yang jalan-jalan itu menarik banget. Yang kesehatan juga menarik. Gampang dipahami karena itu procedure teks.*

A : *yang kesehatan menarik Miss. Karena disitu kita belajar tentang procedure teks. Aku paling suka yang teks "Show me the honey" gampang gitu dipahami karena procedure semua. Hehehehee. Kalau yang culture suka yang teks "ogoh-ogoh" . aku baru tau kalau itu juga ada di NTB.*

Re : *jadi, dari teks yang Miss berikan itu kalian bisa belajar penggunaan bahasa Inggris yang benar dong?*

A/Ri/S : *iyaa Miss*

Re : How with the text whether is interesting or not?

S : Long enough Miss but interesting anyway. That's news in text, I have often heard so not too hard to understand. It is also interesting because there is a text about traveling.

Ri : Yes true Miss. I prefer that culture is very interesting. The health section is also interesting. It is Easy to understand because there is a procedure text.

A : The health section is interesting because, we learned about the procedure text. I particularly like the text "Show me the honey" so easy to understand because all the procedure text. If part of the culture, I love the text "ogoh-ogoh". I just know that it also exists in NTB.

Re : So, from the text that I give it whether you can learn to use correct English?

A/Ri/S: Yes Miss

Re : *sip deh. Kalau dari task-task yang Miss berikan gimana? Gampang atau susah?*

A : *gampang Miss, untung tasknya gampang soalnya teksnya sudah panjang-panjang. Hehehe*

Ri : *gampang Miss suka bagian yang matching. Kalo yang susah harus nyari line di text.*

Re : *yang bagian true-false itu ya?*

Ri : *iya Miss. Aku males nyari linenya. Hahahaha*

S : *gampang yang depannya Miss. Yang belakang-belakang susah.*

Re : *terus, kalau mengerjakan sendiri-sendiri apa berkelompok?*

A : *sendiri Miss. Tapi kalau ada yang enggak tau maksudnya tanya ke teman.*

S : *sama dong kayak aku. Tapi ada yang nyonto dikitlah Miss.*

Ri : *huuuuuuu.. sama temen sebelah Miss diskusi gitu.*

Re : *hahahahahaha... vocabularynya gimana?*

Ri : *selama ada kamus beres Miss.*

S : *sama juga kayak kamu Rik.*  
A : *agak susah Miss untuk sebagian text. Tapi masih bisa dipahami secara keseluruhan.*  
S : *iya juga Miss. Sama kayak Arum. Hehehe...*

Re : Good. How the tasks the Miss give? Is it Easy or hard?  
A : Easy miss, fortunately the task is easy because the text is quite Long.  
Ri : Easy miss. I love the matching section. The difficult part is looking at the text line.  
Re : The part of true-false, right?  
Ri : Yes Miss. I'm lazy to look for the line.  
S : Easy the front Miss, then the back is quite difficult.  
Re : So, you work individually or in groups?  
A : Individual Miss. But if anyone does not understand the point I asked to a friend.  
S : Same. But there is little cheat Miss.  
Ri : I with the friends next to conduct discussions.  
Re : How about vocabulary?  
Ri : Ss long as there is a dictionary.  
S : The same with you.  
A : Tt's rather difficult for most text. But it still can be understood as a whole.  
S : Yes. Just like Arum. Hehehe ...

Re : *nah, dari Instruksinya gimana? Gampang dipahami enggak?*  
A : *ada beberapa yang kurang jelas Miss. Kapan harus mengerjakan sendiri atau kelompok.*  
Ri : *iyaa Miss. Instruksinya kurang jelas.*  
S : *iyaa Miss.*  
Re : *terus kalian mengerjakannya gimana?*  
S : *yaa nanya yang ngerti Miss. Hahahaha..*  
RI : *sama temen sebelah Miss nanya dulu maksudnya gimana baru dikerjakan.*

Re : How about the instruction is it easy to understand or not?  
A : There are some less clear Miss, when to work alone or in groups.  
Ri : Yes Miss. The instruction is less clear.  
S : Yes Miss.  
Re : How do you continue?  
S : Ask a friend who understands.  
Ri : I asked for a friend next to how to do it and then I started working.

*Re : terakir nih.. dari layoutnya cover, font, warnanya gimana?*

*S : bagus Miss. Bukunya harum. Hahahahaa*

*A : bagus Miss. Menarik karena berwarna. Terus simple juga karena kecil. Jadi, enteng bawanya.*

*Ri : iyaa Miss, mungkin ada beberapa yang tulisannya kecil mungkin karena bukunya kecil juga. Tapi bagus kok semuanya. Warnanya, covernya, menarik.*

*Re : okeokee.. terimakasih yaa atas waktunya dek Arum, dek Rika, dek Sendi sudah mau bantu Miss untuk wawancara.*

*A/Ri/S :sama-sama Miss.*

*A : sukses yaa Miss.*

*Re :The last question. How with the layout as cover, the font, the color is what are interesting?*

*S : Nice Miss. The book smells nice.*

*A : Nice Miss. Interesting because of the color. Then, it is simple as well as small. So, easy to carried it.*

*Ri : Yes Miss, there may be some small font may be due to small book as well. But nice everything such as Color, cover, is interesting.*

*Re : Okay thank you for the time Arum, Rika, Sendi already want to help me for the interview.*

*A/Ri/S: my pleasure Miss.*

*A: always successful Miss.*

### DAFTAR PRESENSI KELAS XI-IS3

No	Nama Siswa	L/P
1.	Nurul Hanifah Fatikasari	P
2.	Oktavia Martha Sary	P
3.	Olga Paramita	P
4.	Pandan Arum Wangi	P
5.	Pradita Eli Setyaningrum	P
6.	Pratama Adam Bintoro	L
7.	Puspita Dyah Utami	P
8.	Radha Affina Nuvus	P
9.	Reka Ayu Pangesti Raharjanti	P
10.	Reni Kurniasari	P
11.	Rika Fitriana	P
12.	Riska Cindy Hendri Astuti	P
13.	Rita Ayu Wijayanti	P
14.	Rysky Noviant Pinem	L
15.	Salsabila Tara Melinda	P
16.	Sendy Danarqi	L
17.	Sigel Muhammad Anwar	L
18.	Suci Purnama Sari	P
19.	Syech Muhammad Rizqullah Almepa Yehlevi	L
20.	Tiara Sukma	P
21.	Wanda Setyadi	P
22.	Wida Astuti	P
23.	Yuli Untari	P
24.	Yuyun Nur Azizah Agustin	P

# Be Smart with Newspaper



for Grade XI  
of Senior High School

Vinda Karunia Satriavi



PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA  
2014



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## Holiday Happy Day!

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picture: lifestyle.okezone.com

## UNIT 1

# Let's be healthy!

Grammar Intact  
Present Tense



# Lead-In

## Task 1

Do you live a healthy life now?

How do you maintain the health? With exercise or eat certain foods?



# Reading Activity

Read the text below and answer the question!



## Show me the honey!

Asia News Network (Philippine Daily Inquirer) | Body and Soul | Wed, September 12 2012, 4:43 PM

Honey—whether used as a term of endearment or as a natural food and beverage sweetener—has associations that go beyond our common notion. Its sweet wonders have long been part of ancient cultures.

In the spa world, honey is a fundamental ingredient in various beauty treatments. Honey's antioxidant and antimicrobial properties offer natural protection to repair skin damage and support the skin's ability to rejuvenate.



It also absorbs impurities from skin pores, making it an ideal cleansing agent.

Keeping a bottle of honey at home is an essential part of creating your own spa beauty treatments. Affordable and easy to prepare, the following popular honey-based recipes recommended by websites and honey enthusiasts can go a long way in keeping your skin silky smooth.

### Mild Honey Cleanser

Pampering the skin begins with thorough cleansing.

Mix  $\frac{1}{4}$  cup of honey with 1 tbsp liquid soap and  $\frac{1}{2}$  c glycerin. Apply gently on skin using a face towel, rinse with warm water and pat dry.

### Honey Oats Face Scrub

A face scrub is highly recommended for a more thorough facial cleansing.

Combine 1 tbsp honey, 1 tbsp finely ground almonds, 2 tbsp dry oatmeal, and some lemon juice or yogurt for a luxurious and exfoliating facial scrub. Massage mixture gently onto face, then rinse with warm water. This blend gives a deeply emollient cleansing to the pores of your face. Almonds and oats are superb exfoliants for softening the skin.

### Honey-Apple Toner

Facial toning is essential to bring back moisture to skin after cleansing.

In a blender or food processor, combine 1 peeled, cored apple with a tablespoon of honey and pulse until smooth. Apply mixture to face and allow to stay for 15 minutes, then rinse.

### Honey and Lavender Face Mask

To feed the skin vital nutrients it needs, a facial mask is the sure way to go. For this recipe, you will need 1 tbsp of raw honey nixed with 3 drops of lavender essential oil. Dampen your face with warm water, and smooth on the honey and lavender mixture. Leave the mask on for 15 minutes. Rinse off with warm water. This facial mask mixture is ideal for all skin types.

### Honey Olive Hair Conditioner

Aside from caring for the face, the use of honey can revitalize the hair for healthier scalp and lustrous mane.

Combine  $\frac{1}{2}$  c of honey and  $\frac{1}{4}$  c olive oil. Massage onto scalp and put on a shower cap for 30 minutes. Shampoo and rinse as usual.

These all-natural honey-based spa beauty recipes are simple to make with readily available ingredients that can save you time and a hefty sum.

And the best part is—you might actually enjoy doing this!

## Task 2

State true (T) or false (F) the statement below based on the text above.

Statements	True (T)/ False (F)	Line
1. Honey used as a natural food and beverage sweetener.	T	2
2. Honey is a fundamental ingredient in various beauty treatment especially to repair skin damage and support the skin's ability.		
3. Honey can not absorbs impurities from skin pores.		
4. Honey is not affordable and easy to prepare.		
5. In Mild Honey Cleanser needs $\frac{1}{4}$ cup honey and $\frac{1}{4}$ glycerin.		
6. Face scrub is highly recommended for facial cleansing.		
7. Almond and oats are not superb exfoliants for softening the skin.		
8. Honey and lavender face mask is ideal for all skin types.		
9. Honey also can revitalize the hair for healthier scalp and lustrous mane.		
10. Combine $\frac{1}{2}$ c of honey and $\frac{1}{2}$ c olive oil, then massage and put on a shower cap for 30 minutes.		



### Task 3

Find the meaning words below based on dictionary.

1. Sweet/swi:t/ adjective :
2. Beauty /'bju:.ti/ noun :
3. Popular/ 'pɒp.jʊ.lə r/ adjective :
4. Smooth/smu:ð/ adjective :
5. Warm /wɔ:m/ adjective :

Read the text below and pay attention on its procedure texts.

## LOOK AT THIS!

### The Definition of Procedure Text

- Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.
- This text uses simple present tense, often imperative sentences.
- It also uses the temporal conjunction such as first, second, then, next, finally, etc.

### The Generic Structures of Procedure Text are:

- Goal/aim
- Materials
- Steps

### Language Features of Procedure Text

- Simple present tense
- Use of imperatives
- Use of action verbs
- Use of connectives

### Purpose of a Procedure Text

- An anticipated outcome that is intended or that guides your planned actions.
- A particular course of action intended to achieve a result.

To help us do a task or make something. They can be a set of instructions or directions.



## Task 4

Match the text with the good picture.

### Mild Honey Cleanser

Mix  $\frac{1}{4}$  cup of honey with 1 **tblsp liquid soap** and  $\frac{1}{2}$  c glycerin.

### Honey Oats Face Scrub

Combine 1 tblsp honey, 1 tblsp finely ground almonds, 2 tblsp dry oatmeal, and some lemon juice or yogurt for a luxurious and exfoliating facial scrub.

### Honey-Apple Toner

In a blender or food processor, combine 1 peeled, cored apple with a tablespoon of honey and pulse until smooth.

### Honey and Lavender Face Mask

For this recipe, you will need 1 tblsp of raw honey mixed with 3 drops of lavender essential oil.

### Honey Olive Hair Conditioner

Combine  $\frac{1}{2}$  c of honey and  $\frac{1}{4}$  c olive oil.



## Task 5

Arrange the text into good order.

Look at the example!

Title : Mild Honey Cleanser

Goal : Describe how to make mild honey cleanser

Materials : 1. Honey

2. liquid soap

3. glycerin

4. towel

5. warm water

Steps : First, Mix  $\frac{1}{4}$  cup of honey with 1 tblsp liquid soap and  $\frac{1}{2}$  c glycerin.

Then, Apply gently on skin using a face towel, rinse with warm water and pat dry.



1.

### Honey Oats Face Scrub

A face scrub is highly recommended for a more thorough facial cleansing.

Combine 1 tbsp honey, 1 tbsp finely ground almonds, 2 tbsp dry oatmeal, and some lemon juice or yogurt for a luxurious and exfoliating facial scrub. Massage mixture gently onto face, then rinse with warm water. This blend gives a deeply emollient cleansing to the pores of your face. Almonds and oats are superb exfoliants for softening the skin.

Title :

Goal :

Materials :

Steps :

2.

### Honey-Apple Toner

Facial toning is essential to bring back moisture to skin after cleansing. In a blender or food processor, combine 1 peeled, cored apple with a tablespoon of honey and pulse until smooth. Apply mixture to face and allow to stay for 15 minutes, then rinse.

Title :

Goal :

Materials :

Steps :

3.

### Honey and Lavender Face Mask

To feed the skin vital nutrients it needs, a facial mask is the sure way to go. For this recipe, you will need 1 tbsp of raw honey mixed with 3 drops of lavender essential oil. Dampen your face with warm water, and smooth on the honey and lavender mixture. Leave the mask on for 15 minutes. Rinse off with warm water. This facial mask mixture is ideal for all skin types.



Title :  
 Goal :  
 Materials :  
 Steps :

**4. Honey Olive Hair Conditioner**

Aside from caring for the face, the use of honey can revitalize the hair for healthier scalp and lustrous mane.

Combine ½ c of honey and ¼ c olive oil. Massage onto scalp and put on a shower cap for 30 minutes. Shampoo and rinse as usual.

Title :  
 Goal :  
 Materials :  
 Steps :

**READ THE TEXT!**

**Ways to Improve The Quality of Your Workout**

Ade Rai, Jakarta | Body and Soul | Wed, April 21 2010

**Hi Ade,**  
*I am a fitness enthusiast who likes to workout. In fact, I love working out with weights so much that I do it for two to three hours in one go. But lately, I find that I am not getting anywhere with my workout. I seem to be just going through the motion. Is there anything I can do to improve my workout sessions? I have heard of certain supplements like fat burner or creatine that can help me in that regards. Thank you*  
 R. Benetti  
 Jakarta

**Hi Mr. Benetti,**  
 There are many things you can do to improve your workout quality. Before you resort to any method of supplementation out there, here is a list of things you can do first:  
 • Cut your workout time by half.  
 Workout quality is determined by the intensity level you can achieve during training. So many of mistakenly believe that intensity is doing more sets with more exercise variety. Working out with weights is quite similar to sprinting. You go for an all-out



effort in a short period of time.

- Take at least one or two meals before workout. For you to have the strength, power, and energy for a high-quality workout, you need to have enough fuel. Having had at least one or two meals (especially those that adequately supply complex carbohydrates and proteins) before you step into the gym will allow you workout harder.
- Take enough time to rest between sets.

Some of us also mistakenly assume that workout intensity is achieved through minimum rest between sets, hence leave us huffing and puffing. But that is not the case. When it comes to working out with weights, heavier is better. Just remember to always use good form and techniques. If you loose your form, then the weight is to heavy.

Get a good night sleep.

Sometimes we tend to forget that after working out regularly for a certain period of time, we have actually gained strength by up to 100 percent. But we must also realize that it is virtually impossible to increase 100 percent of our resting time. The more we grow in strength, the more stress we put upon our body, the more disciplined we need to be about our resting time. In other words, very little compromise can be made when it comes to sleep quality and quantity.

Thank you for all the emails. I really appreciate your kind support and encouragement. Please keep them coming in at [ask\\_aderai@yahoo.com](mailto:ask_aderai@yahoo.com) . I will be more than happy to answer them for you.

### Task 6

State true (T) or false (F) the statement below based on the text above.

Sentence	True (T)/ False (F)	Line
1. Benetti hears of certain supplements like fat burner or creatine that can help her.	T	9
2. Workout quality is determined by the intensity level you can achieve during training.		
3. Having had at least two or three meals before you step into the gym will allow you workout harder.		
4. Always use good form and techniques. If you loose your form, then the weight is to heavy.		
5. Aderai said we do not need resting time after workout.		



### Task 7

Match the words as they are used in the passage with their meaning.

- |   |  |   |
|---|--|---|
| <ol style="list-style-type: none"> <li>1. workout /'wɜː.kɑʊt/noun</li> <li>2. supplement /'sʌp.lɪ.mənt/noun</li> <li>3. training /'treɪ.nɪŋ/ noun</li> <li>4. quality /'kwɑː.lə.tɪ/ noun</li> <li>5. quantity /'kwɑː.n.tə.tɪ/ noun</li> </ol> |  | <ol style="list-style-type: none"> <li>a. how good or bad something is</li> <li>b. to exercise a lot and eat particular food in order to prepare yourself for a competition</li> <li>c. the amount or number of something, especially that can be measured or is fixed</li> <li>d. period of physical exercise something which is added to something else in order to improve it or complete it; something extra</li> </ol> |
|---|--|---|

### Task 8

Write lists and reasons about ways to improve your workout quality based text above.

Cut your workout time by half.	.....	.....	Get a good night sleep.
<p>- Workout quality is determined by the intensity level that can achieve during training.</p>			

## LOOK AT THIS!

### ► What Is Headline ?

- Headline is the title or caption of a newspaper article, usually set in large type.
- An important or sensational piece of news. Often used in the plural.
- A line at the head of a page or passage giving information such as the title, author, and page number.

## ► Kinds of HEADLINE

1. Garage Blast Kills Driver  
An elderly man was killed yesterday in an explosion on a garage forecourt.....
2. BT To Slash Calls Cost  
British Telecom announced plans yesterday to reduce the price of international calls by ...
3. PM Woos Reject Tories  
In a suprise move to win the support of Conservative MPs who lost their seats in the General Election,...

## ► What is article ?

- A particular item or object, typically one of a specified type.
- A piece of writing included with others in a newspaper, magazine, or other publication
- Piece of nonfictional writing on a specific topic, identified by its title and often by its author(s), and published with other such literary works.

*Adapted from: Using Newspaper in The Classroom*

## ■ Task 9

Match the titles with the articles.

Numerous studies have suggested that caffeine has many health benefits. Now, new research suggests that a dose of caffeine after a learning session may help to boost long-term memory. This is according to a study published in the journal Nature Neuroscience.

The research team, led by Daniel Borota of the Johns Hopkins University in Baltimore, notes that although previous research has analyzed the effects of caffeine as a cognitive enhancer, whether caffeine can impact long-term memory has not been studied in detail.

The authors suggest turning scientifically supported interventions into game apps offers a new way to attain measurable mental health and behavioral benefits for people who have high levels of anxiety.

Lead author Dr. Tracy Dennis, a clinical psychologist of Hunter College, The City University of New York, says given the huge gap between need and ease of access to mental health services, it is essential to look for alternative ways of delivering treatment in ways that are more affordable, engaging and accessible - hence the idea of a smartphone app.

**Smartphone app reduces stress for anxious people**

**Caffeine may boost long-term memory**



Green tea has been hailed for many health benefits, including its effects against cancer, heart disease and type 2 diabetes. Now, new research suggests the beverage can enhance our brain's cognitive functions, particularly the working memory.

The research team - including Prof. Christoph Beglinger and Prof. Stefan Borgwardt of the University Hospital of Basel in Switzerland - says their findings suggest that green tea could be promising in the treatment of cognitive impairments associated with neuropsychiatric disorders, such as dementia.

They recently published their findings in the journal *Psychopharmacology*.

Past research has associated the beverage with many health benefits. Last year, for example, *Medical News Today* reported on a study suggesting that green tea may reduce stroke risk, while another study found that it could help fight prostate cancer.

**Green tea  
component  
upsets cancer  
cell metabolism**

A new study reveals how an active component of green tea disrupts the metabolism of cancer cells in pancreatic cancer, offering an explanation for its effect on reducing risk of cancer and slowing its progression. The researchers believe the discovery signals a new approach to studying cancer prevention.

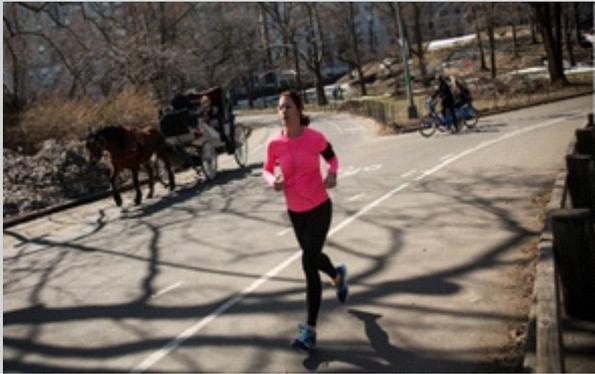
Reported in the journal *Metabolomics*, the study explores the effect of epigallocatechin gallate or "EGCG," an active biological agent of green tea. It shows that EGCG changes the metabolism of pancreatic cancer cells by suppressing the expression of lactate dehydrogenase A or LDHA, a critical enzyme in cancer metabolism.

**Green tea may  
boost our  
working  
memory**

## Task 10

### Preparation

Select several articles, each of which has an accompanying photograph with caption. From each individual article you will need two items: the headlines and the photograph. Together, these two items make up one set of material and you will use them to form a group of two.



### Even a 5-minute run can help prevent heart disease

Good news for runners: A new study published in the Journal of the American College of Cardiology suggests running, even for a few minutes a day, can reduce your risk of dying from heart disease – whether you plod along or go at race speed.

Researchers studied more than 55,000 adults between the ages of 18 and 100 over a 15-year period, looking at their overall health, whether they ran and how long they lived.

### Task 11

#### Preparation

Compile a sheet with introductory paragraph plus the headline from several 'hard news' articles- news of the day which deals with quotations and factual details, and which contains little description, journalistic comment, or analysis. Then answer the question below. In pairs.

- What happened?
- Who did involve?
- Where did it happen?
- When did it happen?
- How did it happen?
- Why did it happen?

### Task 12

Put the following paragraph into good article.

## Caffeine: how does it really affect our health?

When we wake up in the morning, many of us reach for a coffee to kick-start our day. According to the International Coffee Organization, approximately 1.6 billion cups of coffee are consumed world wide everyday.

The US Food and Drug Administration (FDA) state that the average amount of caffeine consumed in the US is approximately 300 mg per person per day - the equivalent to between two and four cups of coffee. This is considered to be a moderate caffeine intake, which according to many studies, can promote a variety of health benefits. But some studies claim otherwise, even suggesting that one or two cups of coffee a day may negatively impact our health. So, what are we to believe?

We analyze the potential health benefits, as well as the negative side effects of caffeine consumption.



## A natural stimulant



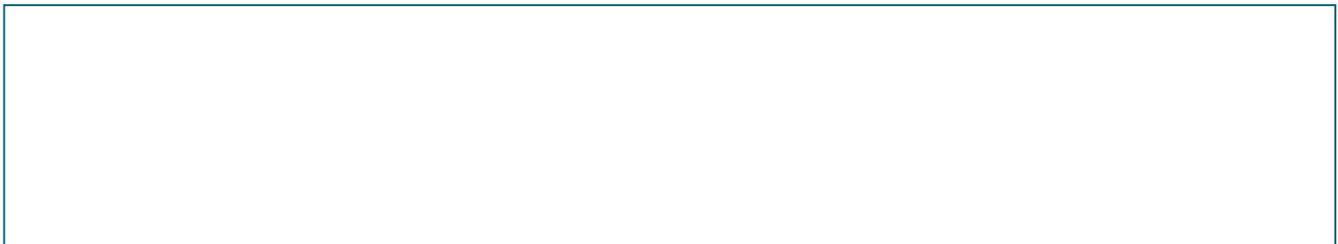
According to the University of Michigan Health Service, the stimulating effects of caffeine can start as early as 15 minutes after consumption and last up to 6 hours. Other than coffee, caffeine is commonly consumed through tea, soft drinks - particularly energy drinks - and chocolate. It is also found in some prescription and non-prescription drugs, such as cold, allergy and pain medication.

### **The potential health benefits**

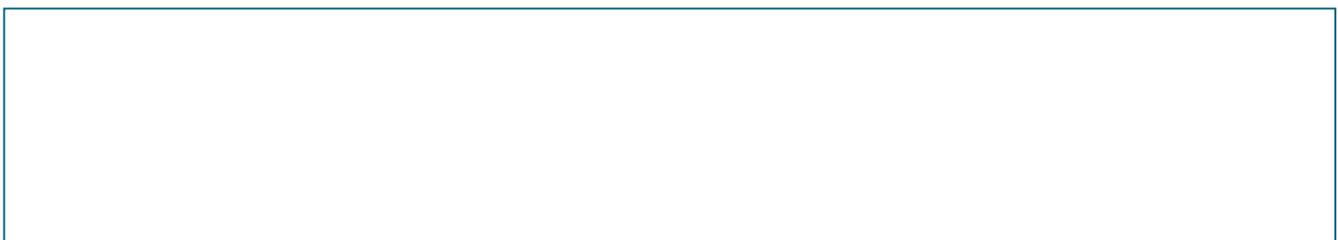
As well as its stimulating effects, caffeine has been heralded for providing an array of health benefits. Last year, Medical News Today reported on a study suggesting that consuming three cups of coffee a day may reduce the risk of liver cancer by 50%, while another study suggests that drinking four cups a day could halve the risk of mouth and throat cancer. Caffeine consumption has also been associated with positive effects on the brain.

Last year, a study from the Harvard School of Public Health suggested that drinking between two and four cups of coffee a day may reduce suicide risk in adults, while more recent research found that ingesting 200 mg of caffeine each day may boost long-term memory.

### **The negative effects of caffeine consumption**



The Mayo Klinik state that consuming more than 500-600 mg of caffeine a day may lead to insomnia, nervousness, restlessness, irritability, an upset stomach, a fast heartbeat and even muscle tremors.



### **Kids and adolescents 'should avoid caffeine consumption'**

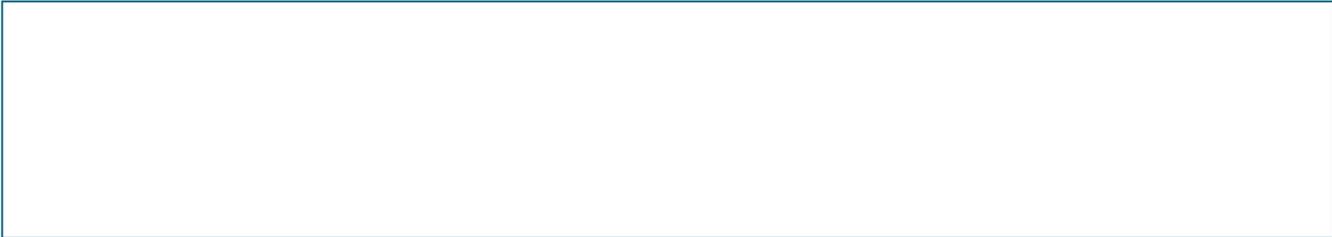
Meredith said that based on the negative side effects caffeine consumption can have, doctors should be discussing caffeine use with their patients to determine whether they are ingesting safe levels of the stimulant.

Furthermore, he warned that this is particularly important for children and adolescents.

The majority of pediatricians recommend that this population should avoid caffeine consumption, particularly since it is unknown as to how excessive caffeine intake impacts the developing brain.



"Notably, caffeine interferes with sleep, and sleep plays a critical role in learning. Some laboratory research suggests that caffeine interferes with sleep and learning among adolescent rodents, which, in turn, hinders normal neurological development that is noticeable into adulthood," said Meredith.



Michael R. Taylor, deputy commissioner for foods and veterinary medicine at the FDA, said: "We're particularly concerned about children and adolescents and the responsibility FDA and the food industry have to protect public health and respect social norms that suggest we shouldn't be marketing stimulants, such as caffeine, to our children."

Meredith told us that studies have shown high caffeine intake may also produce negative side effects in pregnant women and individuals with heart conditions or anxiety disorders. However, he added that the majority of us consume caffeine in moderation without any harmful side effects, so healthy adults should not be overly concerned. "But we should be mindful that when we consume caffeine, we are consuming a psychoactive substance that can cause or exacerbate some health problems," he cautioned. Written by Honor Whiteman.

*Taken from: Medical News Today*

**A**

But of course, there can be negative consequences from caffeine consumption, particularly if ingested in high doses.

**B**

**When we wake up in the morning, many of us reach for a coffee to kick-start our day. According to the International Coffee Organization, approximately 1.6 billion cups of coffee are consumed worldwide every day.**

**C**

The FDA clearly hold a similar view to pediatricians. In May last year, the organization announced it would be investigating the safety of caffeine in food products, particularly products aimed at children and adolescents. The FDA are concerned that many food and drink products, such as jelly beans, waffles, syrup and chewing gum, now have caffeine added to them to enhance their stimulating effect.



## D

However, previous research has linked even moderate amounts of caffeine to negative health effects. Last year, Medical News Today reported on a study suggesting that consuming 300 mg of caffeine a day during pregnancy may increase the risk of low birth weight babies, while other research suggests that drinking four cups of coffee a day may increase the risk of early death.

## E

The main ingredient in coffee is caffeine – a compound that naturally derives from over 60 different plant sources, including coffee beans, tea leaves, cacao seeds and cola nut seeds. Caffeine acts as a stimulant by activating the central nervous system. It can combat tiredness and improve concentration and focus.

# LOOK AT THIS!

In expressing our idea in a written style we need to combine each sentence using a connector. These connectors are used to express relationships between ideas and to combine sentences. In this unit you will learn about some connectors which express addition and cause/effect.

**Notice the sentence connectors which express addition.**

Types of connectors	Connectors	Examples
Coordinating Conjunction	<i>And</i>	<i>High level positions are stressful at times and can be harmful to your health.</i>
Subordinating conjunction	<i>In addition, furthermore, additionally, moreover, also</i>	<i>Food and drink prices in Jakarta are very high; furthermore, renting an apartment is very expensive.</i>
Conjunctive adverbs	<i>Not only... but also</i>	<i>Living in big city is not only exciting but also expensive.</i>
Prepositional phrase	<i>In addition, along with, as well as</i>	<i>Along with being stressful, high level positions can also be harmful to your health.</i>

### NOTES

Here are the other list of sentence connectors which express addition:

- o also, besides, further
- o first (firstly, first of all, to begin with, in the first place, for one thing)
- o secondly (second, in the second place, for another thing)
- o thirdly (third, in the third place)
- o finally, lastly, last of all



## Notice the sentence connectors which express cause/ effect

Types of connectors	Connectors	Examples
Coordinating Conjunction	<i>For (cause) so (effect)</i>	<i>Professionals can sometimes be extremely impatient, for their positions are at times rather stressful.</i>
Subordinating conjunction	<i>Because, since</i>	<i>Since the high positions are rather stressful people can sometimes be extremely impatient.</i>
Conjunctive adverbs	<i>Therefore, as a result, consequently</i>	<i>Many people love to live in a big city; consequently, living in a big city is really expensive.</i>
Preposition	<i>Because of, as a result of, due to</i>	<i>People can sometimes be stressful because of their high position.</i>

### Task 13

Fill in the blanks using on of these sentence connectors however, then, therefore, similarly, eventually, afterwards, nevertheless, after sometime, otherwise. You can use the connectors twice.

- Life in the village may not as exciting as life in a big city. **Therefore**, you are close to nature which provides peace and quietness.
- We are so hungry, but there is no more food left in the refrigerator. \_\_\_\_\_ there are plenty of drinks and snacks.
- Rumah Pintar is one of social organization that devoted its life for the poor. \_\_\_\_\_ other social organizations have done well too.
- The document will be observed by the police. \_\_\_\_\_ they will sent back to the relevant authority.
- The retailer has been making losses. \_\_\_\_\_ he intends to wind up his business.
- Take these potatoes. \_\_\_\_\_ you can peel them.
- It is really difficult to get in touch with her. I have been trying to call her these several days. \_\_\_\_\_ we managed to trace her in her hometown.
- The dog will bark continuously everytime the ice-cream man passed by. \_\_\_\_\_ it will start howling.
- It is still qualifying round; we may not be complacent with ourselves. \_\_\_\_\_ we will lose in final round.
- She has experienced in poverty hardship before. \_\_\_\_\_ she has sympathetic heart towards the poor and the needy.

## Task 14

Find the connectors from the text below. You can make circle the connectors.

### Ebola virus factfile: what you need to know



THE WEEK, wed 26 nov 2014

The World Health Organization describes Ebola as a severe acute viral illness. Early symptoms are similar to malaria include the sudden onset of fever, intense weakness, muscle pain, diarrhoea, vomiting and both internal and external bleeding. There are five known strains of the virus, the one currently spreading across West Africa is known as the Zaire Ebola virus and is one of the most dangerous. Patients who do not survive the disease most often die from blood loss, organ failure or shock.

Scientists believe it was initially present in wild animals such as fruit bats or primates living in tropical rainforests in equatorial Africa. The disease spread to humans when they came into contact with the organs, blood or other bodily fluids from infected animals through hunting.

Ebola can be transmitted through contact with an infected patient's blood or other bodily fluids such as saliva, sweat, breast milk, vomit and semen. This is through direct contact with broken skin or mucous membranes such as those in the mouth, eyes or nose. The disease can also spread through contact with objects contaminated with the fluids such as needles and other medical equipment. Humans are not infectious until they develop symptoms. It can take up to three weeks after infection for symptoms to develop.

There is no known cure or vaccine for the virus and the disease kills between 25 and 90 per cent of its victims. The fatality rate of the current strain appears to be roughly 70 per cent, according to the latest WHO figures. The only routine treatment doctors can currently offer is palliative care such as rehydration and pain relief.

However, there are various experimental treatments and vaccines currently in development, most notably the mapp drug which has been given to several healthcare workers who have contracted the disease. It's effectiveness and long-term safety is yet unknown.

According to Dr Bruce Ribner, director of the infectious disease unit at Emory University Hospital in the US, "There is strong epidemiological evidence that once an individual has resolved an Ebola virus infection, they are immune to that strain,". Doctors believe that the antibodies present in a patient's blood could protect them from that virus, but warn they would still be susceptible to other strains.



### Task 15

State true (T) or false (F) the statement below based on the text above.

Statements	True (T)/ False (F)	Line
<ol style="list-style-type: none"> <li>1. The World Health Organization describes Ebola as a severe acute viral illness.</li> <li>2. There are four known strains of the virus and the one currently spreading across West Africa is known as the Zaire Ebola virus that is the most dangerous.</li> <li>3. Scientists believe it was initially present in wild animals such as fruit bats or primates living in tropical rainforests in Africa that spread to humans when they came into contact with the organs, blood or other bodily fluids.</li> <li>4. Ebola can not be transmitted through contact with an infected patient's blood or other bodily fluids such as saliva, sweat, breast milk, vomit and semen.</li> <li>5. The disease can spread through contact with objects contaminated with the fluids such as needles and other medical equipment.</li> </ol>	T	1

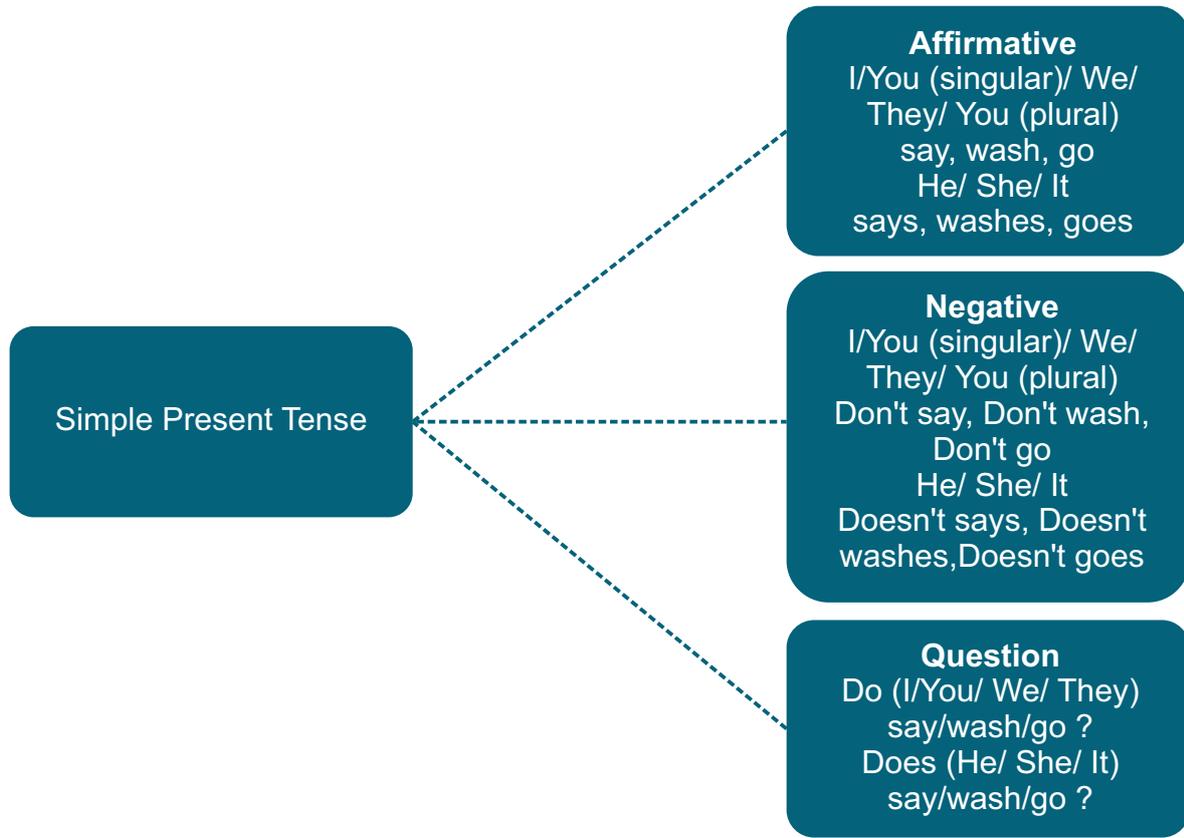
### Task 16

Answer the question in the table based on the text above.

Where did the ebola come from?	How is the ebola spread?	Is there a cure?	What happens to people who survive the disease?
<ul style="list-style-type: none"> <li>- Ebola can be transmitted through contact with an infected patient's blood or other bodily fluids such as saliva, sweat, breast milk, vomit and semen.</li> <li>- .....</li> </ul>			

# LOOK AT THIS!

## SIMPLE PRESENT TENSE



### Task 17

Write the verbs in brackets in the present tense:

1. I always make (make/makes) the bed in the morning.
2. .... (Do/Does) Ana ..... (cook/cooks) lunch everyday?
3. Lia ..... (not work/works) in a bank.
4. ....(Do/Does) you ..... (live/lives) in a big city?
5. She ..... (not cook/cooks) at home.
6. .... (Do/Does)the cat ..... (drink/drinks) milk?
7. Sandra ..... (do/does) the shopping in a supermarket.
8. The man ..... (read/reads) the newspaper every day.
9. Her friend ..... (go/goes) to station at night.
10. .... (Do/Does) the children ..... (play/plays) tennis at school?



# Evaluations

Read the text below and fill in the blanks using simple present tense, then circle the connection sentence, after that answer the question.

## Why Antioxidants Don't Belong in Your Workout

By Gretchen Reynolds

November 26, 2014

Antioxidant vitamins \_\_\_\_\_ (is/are) enormously popular with people who exercise. The supplements \_\_\_\_\_ (is/are) thought to alleviate muscle damage and amplify the effects of exercise. But recent studies \_\_\_\_\_ (have/had raised) questions about whether antioxidants might be counterproductive for runners and other endurance athletes. And now a cautionary new experiment adds to those doubts by finding that antioxidants may also reduce the benefits of weight training.

It \_\_\_\_\_ (is/was) easy to see why people might think that antioxidants like vitamins C and E could be helpful to anyone who works out regularly. Both aerobic exercise and strength training \_\_\_\_\_ (leads/lead) to the production of free radicals, molecules that in concentrated amounts can cause tissue damage. Antioxidants sop up and neutralize free radicals. So, the thinking goes, taking antioxidant should lessen some of the damage and soreness after exercise and allow people to train harder.

But recent experiments with endurance athletes \_\_\_\_\_ (has/had found) that consuming large doses of vitamins C and E actually results in a slightly smaller training response. The athletes taking these vitamins \_\_\_\_\_ (has/had) lower levels of certain enzymes that spur an increase in mitochondria in muscle cells. In addition, Mitochondria \_\_\_\_\_ (help/helps) to create cellular energy, and having more of them allows people to exercise longer and harder. By blunting the creation of mitochondria, the vitamins \_\_\_\_\_ (has/had lessened) the expected increase in fitness.

But those studies looked only at endurance sports such as running and cycling, not weight training, which involves different biochemical processes within muscles.

1. What is the text mainly discussed?
2. What is the writer's intention in writing the text above?
3. What does the writer's argument about antioxidant?



# Vocabularies

1. Achieve /ə'tʃi:v/ verb

2. Endearment  
/ɪn'diə.mənt/noun

3. Impurity /ɪm'pjʊə.rɪ.ti/  
noun

4. Palliative /'pæl.i.ə.tɪv/  
noun

5. Revitalize /,ri:'vɑɪ.t ə  
l.aɪz/ verb

6. Treatment /'tri:t.mənt/  
noun

to succeed in finishing something or reaching an aim, especially after a lot of work or effort.

a word or phrase that you use to show that you love someone.

when a substance is mixed with another substance and makes it dirty or lower in quality.

a drug or medical treatment that reduces pain without curing the cause of the pain.

to give new life, energy, activity or success to something.

the use of drugs, exercises, etc. to cure a person of an illness or injury.



picture: [www.ainisastra.com](http://www.ainisastra.com)

UNIT 2

# Holiday Happy Day!

Grammar Intact  
Modals



## Lead-In



### Task 1

- o Have you gone vacation?
- o Have you read the travel brochures then interested to go there?
- o Have you prepared all your needs before vacation?

## Reading Activity

### NTB celebrates Nyepi 'ogoh-ogoh' Style



Panca Nugraha, The Jakarta Post, Mataram | Archipelago | Sat, March 09 2013

Members of the Hindu communities in Mataram, West Lombok and Central Lombok in West Nusa Tenggara (NTB) have started creating the colorful giant effigies, locally known as ogoh-ogoh, which will be paraded in the carnival a day ahead of the Nyepi Hindu Day of Silence, which falls on March 12 this year.

This year's ogoh-ogoh carnival is expected to be merrier than previous years as not only more ogoh-ogoh figures will be displayed, but it will also be marked by the local wisdom of the inter-ethnic and cultural communities.



“The number of ogoh-ogoh paraded will be three times as many as last year. The ogoh-ogoh characters will also be diverse and reflect acculturation of inter-ethnic culture and religion as a form of tolerance,” Mataram Ogoh-ogoh Council head I Nyoman Artha told The Jakarta Post recently.

Artha said in 2012, as many as 45 area coordinators displayed 109 ogoh-ogoh effigies in the ogoh-ogoh carnival, while 100 area coordinators from Mataram, West Lombok and Central Lombok have registered to take part in the event this year.

A day ahead of the auspicious day, the Hindu community in Lombok, like in Bali, also perform the Pecaruan and Pengerupukan rituals, also called Tawur Kesanga, as the ritual is carried out on Tilem Kesanga, or the ninth month of the Balinese Hindu calendar.

The ritual is aimed at driving away or eradicating the Buta Kala bad influences, or evil spirits that exist in human nature, or to harmonize the universe and its contents again.

The ogoh-ogoh is a symbol of Buta Kala, or negative forces coexisting with humans and nature. Each of the ogoh-ogoh figures is given the name of a Kala according to its shape.

Some of them mean disease, drugs, conflict, greed and corruption. The Hindu community believes the ogoh-ogoh carnival could destroy Buta Kala's inner self and turn it into a better self.

For Hindu followers, life consists of positive and negative forces that coexist. Harmonization is necessary so the negative force, or Buta Kala, does not interfere with life.

This year's ogoh-ogoh carnival theme is “Celebrate Nyepi Saka New Year 1935 by forging friendship ties and inter-religious tolerance in Mataram City that is progressive, religious and cultured”.

“The ogoh-ogoh parade is part of arts and culture in Mataram which is not only owned by the Hindu community but also the multi-ethnic society. So this year, we will present the diverse colors of the inter-ethnic and inter-religious community,” said Artha.

The ogoh-ogoh carnival in Mataram each year goes through Jl. Pejanggik until Jl, Selaparang, which are the main thoroughfares in the city and passes through the business district in the city. The carnival will begin at around 2:30 p.m. local time and usually finishes late in the afternoon.

He added besides the carnival, the event would also present traditional Sasak music as a symbol of harmony among the ethnicities and religions.

In recent years, the ogoh-ogoh carnival in Mataram has served as a tourism and cultural icon for NTB. The NTB Tourism Agency has also promoted the event to the international community in an effort to boost tourist arrivals in NTB.



## Task 2

State true (T) or false (F) the statement below based on the text above.

Sentences	True (T) / False (F)
<ol style="list-style-type: none"> <li>"Ogoh-Ogoh" not only in Bali, but also in Lombok.</li> <li>"Ogoh-Ogoh" was shown in the event of Nyepi.</li> <li>The number of ogoh-ogoh paraded will be three up to four times as many as last year.</li> <li>"Ogoh-ogoh" is symbol of buta kala.</li> <li>The ritual is aimed at driving away or eradicating the Buta Kala bad influences</li> <li>This year's ogoh-ogoh carnival theme is "Celebrate Nyepi Saka New Year 1936".</li> <li>The ogoh-ogoh parade is part of arts and culture in Mataram which is only owned by the Hindu community.</li> <li>The carnival will begin at around 1:30 WIB p.m. and usually finishes late in the afternoon.</li> <li>The event presents traditional Sasak music as a symbol of harmony.</li> <li>The ogoh-ogoh parade is also event to promote icon culture of NTB.</li> </ol>	<b>T</b>

## Task 3

Find the meaning words below based on dictionary.

- Carnival /'kɑ:.nɪ.vəl/ noun :
- Celebrate /'sel.ɪ.breɪt/ verb :
- Traditional /trə'dɪʃ. ə n. ə l/ adjective :
- Community /kə'mju:.nə.ti/ noun :
- Promote /prə'məʊt/ verb :
- Tourist /'tʊə.rɪst/ noun :
- Culture /'kʌl.tʃə r / noun :
- Icon /'aɪ.kɒn/ noun :
- Event /ɪ'vent/ noun :
- Tourist /'tʊə.rɪst/ noun :

## LOOK AT THIS!

### Hortatory text

- o Represent the attempt of the writer to have the reader/listener to do something or act in certain way.
- o The writer persuades the reader's/listener's.
- o There are three parts of hortatory exposition called as rhetorical steps/generic structure. They are thesis, arguments and recommendation.



THESIS	: announcement of issue concern (telling the problems to the reader/ listener).
ARGUMENTS	: reasons for concern, leading to recommendation (the writer provides some evidence for the reader/listener).
RECOMMENDATIONS	: statement of what ought to or ought not to happen (it gives suggestions to the readers or listeners).

In writing hortatory text, we usually use the simple present tense.

The language features:

- o The use of motive words
- o The use of words that link quality statement
- o The use of words that link argument

#### Task 4

Fill the jumbled paragraph into a good text. Work in group.

Look at the example!

TITLE	: NTB celebrates Nyepi 'ogoh-ogoh' style
THESIS	: This year's ogoh-ogoh carnival is expected to be merrier than previous years as not only more ogoh-ogoh figures will be displayed, but it will also be marked by the local wisdom of the inter-ethnic and cultural communities.
ARGUMENTATION 1	: The number of ogoh-ogoh paraded will be three times as many as last year. The ogoh-ogoh characters will also be diverse and reflect acculturation of inter-ethnic culture and religion as a form of tolerance.
ARGUMENTATION 2	: The ogoh-ogoh parade is part of arts and culture in Mataram which is not only owned by the Hindu community but also the multi-ethnic society. So this year, we will present the diverse colors of the inter-ethnic and inter-religious community.
ARGUMENTATION 3	: The event would also present traditional Sasak music as a symbol of harmony among the ethnicities and religions.
RECOMMENDATION	: The ogoh-ogoh carnival in Mataram has served as a tourism and cultural icon for NTB. The NTB Tourism Agency has also promoted the event to the international community in an effort to boost tourist arrivals in NTB.



TITLE : **Lake Toba Festival 2013 to Attract Enthusiasts as Well as Professionals**

THESIS :

ARGUMENTATION 1 :

ARGUMENTATION 2 :

RECOMMENDATION :

**A**

“The Lake Toba area is one of the strategic areas for tourism. Through this event, the exoticism of the landscape and culture can be exposed, be revitalized and promoted more extensively,” Minister of Tourism and Creative Economy Mari Elka Pangestu said. The festival, which ends on Saturday next week, will feature the traditional Tortor dance, ulos (hand-woven cotton cloth unique to the Batak) weaving and wood carving competitions indigenous to the area, as well as a choir competition — an important component of Batak culture.

**B**

The Lake Toba Festival 2013 set to begin this Sunday is expected to attract thousands of people who will be participating in traditional and conventional sports as well as arts, crafts and dances.

**C**

“Not only tourism will grow through this event but with such exhibitions as those at] this event will hopefully also attract investment, increase trade and empower small and medium enterprises,” North Sumatra Governor Gatot Pujo Nugroho said. Four international swimmers from Germany, Greece, Brazil and Italy will participate in a long-distance, 10-stage swimming race to circumnavigate Samosir Island. At 640 square kilometers, it is fifth largest lake island in the world.



**D**

This event will stimulate growth in North Sumatra's tourism sector as well as strengthening the sports sector and promoting the rich culture of the North Sumatran people.

**E**

**Lake Toba Festival 2013 to Attract Enthusiasts as Well as Professionals**

**Read the text below and answer the question!**

Location  
Prambanan , Indonesia  
Telephone  
+62 274 496 408  
More information  
[www.borobudurpark.com](http://www.borobudurpark.com)

## Ramayana Ballet

Held at the outdoor theatre just west of the main temple complex, the famous Ramayana Ballet is Java's most spectacular dance-drama. The story of Rama and Shinta unfolds over four successive nights, twice or three times each month from May to October (the dry season), leading up to the full moon. With the magnificent floodlit Candi Shiva Mahadeva as a backdrop, nearly 200 dancers and gamelan musicians take part in a spectacle of monkey armies, giants on stilts, clashing battles and acrobatics.

Performances last from 7.30pm to 9.30pm. Tickets are sold in Yogyakarta through the tourist information office and travel agencies at the same price that you'll pay at the theatre box office (but they usually



offer packages that include return transport from your hotel for Rp 50.000,00 extra). Tickets cost from Rp 100.000,00 to Rp 250.000,00 or Rp 300.000,00 for VIP seats (padded chairs up the front). All seats are on stone benches except the VIP.

Alternatively, the Ramayana Ballet Full Story is a good two-hour performance (condensing the epic into one night), and alternates with the four-part episodic performances. It's held at the Trimurti Covered Theatre from November to April. Performances start at 7.30pm every Tuesday, Thursday and Saturday.



## Task 5

Answer questions based on the text above

1. What is the story in Ramayana ballet?
2. Where is the Ramayana ballet held?
3. What time the Ramayana ballet held?
4. How many tickets were offered to watch the Ramayana ballet?
5. How do I find out information about the Ramayana ballet?
6. What kind of reading the text above?

## Task 6

Look up the words from the dictionary

1. Famous /'feɪ.məs/ adjective :
2. Magnificent /mæg'nɪf.ɪ.sənt/ adjective :
3. Performance /pə'fɔ:.mənt s/ noun :
4. Theatre /'θi:ə.tə r/ noun :
5. Epic /'ep.ɪk/ noun :

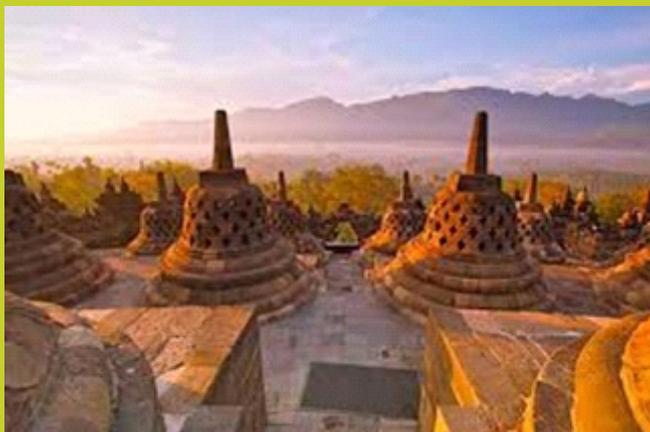
## Task 7

Answer the following question in accordance with the line in the text above

Sentence	Line
- Performances last from 7.30pm to 9.30pm.	<b>13</b>
- The story of Rama and Shinta unfolds over four successive nights, twice or three times each month from May to October (the dry season), leading up to the full moon.	
- Tickets cost from 50,000Rp to 150,000Rp, or 300,000Rp for VIP seats (padded chairs up the front).	
- Performances start at 7.30pm every Tuesday, Thursday and Saturday.	
- More information <a href="http://www.borobudurpark.com">www.borobudurpark.com</a>	

Read the text below and answer the question!

## 2-Day Java Tour from Bali Including Yogyakarta and Borobudur Temple



### Tour description provided by Viator

This 2-day tour from Bali will give you a great artistic, cultural and architectural overview of the island of Java. Tour the city of Yogyakarta, visit UNESCO World Heritage-listed Borobudur Temple and Candi Prambanan, and learn about local fine arts at a textile factory and leather puppet-making center. Overnight accommodation and round-trip airfare are included (if option is chosen).

### What's included?

- Overnight accommodation
- Meals as per itinerary (b=breakfast, l=lunch)
- Entrance fees
- Local guide
- Transport by air-conditioned vehicle
- Round-trip airfare (if option is chosen)

### What isn't included?

- Food and drinks
- Airport departure tax: Bali Rp 40.000,00 (us \$4.50 approx) Yogyakarta Rp 35.000,00 (us\$4.00 approx)
- Round-trip airfare (if option is chosen)

### Itinerary

#### Day 1: Bali – Yogyakarta(L)

You'll be picked up from your hotel in Bali and taken to the Bali Ngurah Rai International Airport (also known as Denpasar International Airport) for your morning flight to the island of Java. When you land in the city of Yogyakarta, your guide will meet you at the airport and take you on a sightseeing tour of the city, during which you'll experience the hustle and bustle of Javanese life. Next, drive 1.5 hours north to Magelang to visit must-see UNESCO World Heritage-listed Borobudur Temple, a 9th-century Mahayana Buddhist temple. Take a walking tour of this historical, religious and architectural gem, and admire the lush mountain backdrop. You'll then visit Candi Prambanan, another 9th-century Hindu temple complex and UNESCO World Heritage Site. Dedicated to the Trimurti -- the expression of God as the Creator (Brahma), the Preserver (Vishnu) and the Destroyer (Shiva) -- Prambanan is one of the largest Hindu temples in Southeast Asia, and will fascinate you with its ruins that still feature fine contours and intricate stone carvings. After



your temple tours, you'll be taken to your hotel. Overnight: Hyatt Regency or similar in Yogyakarta

### Day 2: Yogyakarta – Bali (B)

After breakfast at your hotel, discover Yogyakarta's artistic side on another city tour. Start with a visit to Sultan's Palace, the seat of Java's most powerful royal family. Then, stop by a batik factory to see how these fine Javanese hand-printed textiles are produced. Your last stop is a center where the famous wayang kulit leather puppets are intricately crafted by hand. Your guide will explain how the type of theater that uses these puppets has been designated a UNESCO Masterpiece of Oral and Intangible Heritage of Humanity. Your tour will conclude with a transfer back to the airport for your afternoon flight to Bali. When you land, you'll be picked up and taken back to your hotel. Please note: If you'd like to make flight arrangement on your own, please choose '2-Day Java Tour without Flight' option.

*Adapted from: <http://www.lonelyplanet.com/indonesia>*

### Task 8

State true (T) or false (F) the statement below based on the text above.

Sentence	True (T) / False (F)	Line
1. This tour starts from Bali	T	1
2. All Candi in Java are destination of this tour.		
3. The tourist can choosing local tour guide by itself.		
4. Borobudur and Prambanan are the Buddhist temples.		
5. The tourists can be making flight arrangement by themselves.		

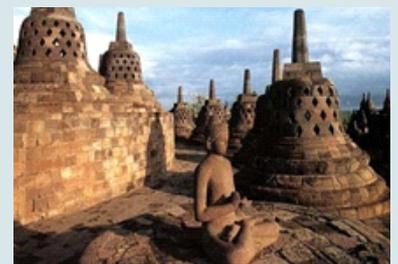


## Task 9

Match the pictures with the texts.

### Day 1

You'll be picked up from your hotel in Bali and taken to the Bali Ngurah Rai International Airport. When you land in the city of Yogyakarta, your guide will meet you at the airport and take you on a sightseeing tour of the city, during which you'll experience the hustle and bustle of Javanese life. Next, drive 1.5 hours north to Magelang to visit must-see UNESCO World Heritage-listed Borobudur Temple, a 9th-century Mahayana Buddhist temple. Take a walking tour of this historical, religious and architectural gem, and admire the lush mountain backdrop. You'll then visit Candi Prambanan, another 9th-century Hindu temple complex and UNESCO World Heritage Site. Dedicated to the Trimurti; the expression of God as the Creator (Brahma), the Preserver (Vishnu) and the Destroyer (Shiva) – Prambanan is one of the largest Hindu temples in Southeast Asia. After your temple tours, you'll be taken to your hotel. Overnight: Hyatt Regency or similar in Yogyakarta



### Day 2

After breakfast at your hotel, discover Yogyakarta's artistic side on another city tour. Start with a visit to Sultan's Palace, the seat of Java's most powerful royal family. Then, stop by a batik factory to see how these fine Javanese hand-printed textiles are produced. Your last stop is a center where the famous wayang kulit leather puppets are intricately crafted by hand. Your tour will conclude with a transfer back to the airport for your afternoon flight to Bali. When you land, you'll be picked up and taken back to your hotel. Please note: If you'd like to make flight arrangement on your own, please choose '2-Day Java Tour without Flight' option.



**Task 10**  
Make the itineraries based the text below

## Itinerary's schedule “goes to JOGJA”

<b>Day 1</b>	<b>07.00 - 09.00</b>	<b>Prepare flight to Jogjakarta</b>
<b>Day 2</b>	<b>07.00 - 09.00</b>	<b>Breakfast time</b>



# LOOK AT THIS!

Type of advertisement	Informations	Vocabulary used
<p><b>1. Sales</b></p>  <p>Cars, houses, products</p>	<p>What is being offered?</p> <ul style="list-style-type: none"> <li>o Price, discount, conditions, detached / semidetached, bungalow / terrace</li> </ul>	<ul style="list-style-type: none"> <li>o 50% discount</li> <li>o Half-price</li> <li>o Clearance sale</li> <li>o Excellent condition</li> <li>o Negotiable</li> <li>o Guarantee, bank loans available</li> </ul>
<p><b>2. Education</b></p>  <p>Courses Twinning programmes</p>	<ul style="list-style-type: none"> <li>o Duration</li> <li>o Fees</li> <li>o Intake</li> <li>o Requirements</li> <li>o Courses available</li> <li>o Scholarship</li> </ul>	<ul style="list-style-type: none"> <li>o Part-time/fulltime</li> <li>o Method of payment</li> <li>o Closing date</li> <li>o Degree / diploma / equivalent certificate</li> </ul>
<p><b>3. Job vacancies</b></p> 	<p>Qualifications</p> <p>Experience</p> <p>Salary</p> <p>Fringe benefits</p> <p>Training</p> <p>Transport</p>	<p>Walk interview</p> <p>Resume, curriculum vitae</p> <p>Essential, necessary</p> <p>Proficient</p> <p>Added advantage</p> <p>Present, current, expected salary; remuneration.</p>



## Task 11

Answer the questions based on the advertisements.

The first ever online daily deal television  
**ChunkyDealsTV**

Deals up to  
**90% off**

As seen on **ROGERS TV**

---

Our first 1,000 subscribers will be credited \$30\*

Enjoy browsing through our various daily deal channels organized to suit your taste. Preview numerous deals in video format from local businesses which appeal to you.

Subscription is **FREE!**  
 \*Promotional code: chunkme121

Subscribe today!  
 Facebook.com/ChunkyDeals  
 Twitter: @ChunkyDealsTV  
**ChunkyDeals.com**

1. What is the purpose of the ads?
2. What is being offered by the ads?
3. What kind of ad is it? A sales, education, or job vacancy ads?
4. When does the customer could get the special promo?
5. How could the customer get the items?
6. What kinds of application that the customer should have in their mobile to get the code?

## Task 12

Fill in the blank about situation below.

1. 
**COMPUTER SLOW?**

Take advantage of our grand opening **50% off sale**. It only happens once.

We offer technology solutions and support for home users, home offices, and small-mid sized businesses.

<b>50% Off</b> <b>All services for home users</b> <small>anti-virus/spyware removal, pc repair, backup wireless networks, hardware upgrades, vista, etc</small>	<b>FREE CONSULTATION</b> <b>For small-mid sized business</b> <small>network setup, new office setup, web design web development, servers, etc</small>
---	---

**trimegatech** 410-280-1780  
<http://www.trimegatech.com> Servicing Anne Arundel and Howard county. We come to you.



Andi : Good morning. I see an advertisement in the newspaper about trimegatech. What is the purpose of this advertisement?  
 Customer service : Good morning. In the framework of the grand opening of the store, we offer a \_\_\_\_\_ discount.  
 Andi : Wow !! What are the discounts?  
 Customer service : We offer technology solutions and support for home users, \_\_\_\_\_ etc. You can see in the advertisement.  
 Andi : Is there a telephone number or website if I want to ask directly.  
 Customer service : Yes. Contact us at \_\_\_\_\_ or our website \_\_\_\_\_  
 Andi : Thank you for the info.  
 Customer service : My pleasure

2.

**DBA**  
*Danielle Bowman Artist*  
**SCHOLARSHIP**  
**CALLING ALL CREATIVES!**

{ MODELS  
 PHOTOGRAPHERS  
 MUSICIANS  
 ARTISTS  
 PERFORMERS  
 DESIGNERS }

**Brooke & Pedro**  
 are giving away a \$1000 scholarship to  
**ONE LUCKY CREATIVE!**

**HOW TO ENTER:**  
 Along with a one page essay  
 about why you deserve this scholarship,  
 submit something artistic that  
 describes you and showcases your talent.  
 There is no specific platform, so **BE CREATIVE!**  
 Write a song, paint a picture, do what you do!

Submit your entry to [brookeandpedro@gmail.com](mailto:brookeandpedro@gmail.com)



Mia : Hi Jessi, would you sign this scholarship?  
 Jessi : Of course, I'm going to sign up. How about you? Is already understand what are the requirements?  
 Mia : Not Jessi, can you tell me?  
 Jessi : This scholarships are for models, \_\_\_\_\_. Brooke and Pedro provide \$ 1,000 for the lucky and creative. How to register, \_\_\_\_\_ Then, submit something artistic that describe you and showcase your talent.  
 Mia : Okay, how about the showcase?  
 Jessi : There is no specific platform. You can write a song, paint a picture, etc. Don't forget to submit to \_\_\_\_\_ For more information you can open the website \_\_\_\_\_  
 Mia : Thank you for the information.  
 Jessi : My pleasure



## Task 13

### Fast reading to answer questions based on advertisements

Fill a sheet with newspaper advertisement which deals with either a variety of subject-matter or one particular theme such as holidays or job vacancies.

### Classifying small ads

Compile a sheet of small ads taken from different classifications you commonly find in this section of the newspaper.



**Bargains**

**BEG, SUPER scooter, 3 wheel, electric wheel-chair. New batteries, and charger £650 excellent condition Bexhill 211611.**

**BED** spread fitted double size pale gold with cushion ex condition as new £16.00 dresses two size 14 good quality clean £8.00 01424 846586

**BELLING** magical electric fire, complete wood surround and hearth, length 60ins, height 28ins, £50.00 ono. 01424 446197.

**BICYCLE** boys orange mountain bike katananda apollo 18: frame 26: wheel 10 gears very good condition £60.00 phone 851676.

**BICYCLE** mans old fashioned heavy frame £10.00. Bexhill 731838.

Could you spare a few hours a week to listen to those in crisis?

**The Samaritans**  
Hastings & Rother Branch  
are currently looking for

**VOLUNTEERS**  
For February Preparation Classes  
Please phone **01424 436666**  
for an application form  
Please support the Samaritans — Regd Charity 233437

**MISSING STOLEN**  
**VERY SUBSTANTIAL REWARD OFFERED**

for any information leading to recovery of silver/grey Bengal cat (male). Last seen Gensing Rd/North Street area, St Leonards on Wed 22nd Oct, 9pm wearing blue collar + I.D tag. He is very distinctive and looks like a baby snow leopard (Spots/stripes).

**IF YOU KNOW ANYTHING CALL IN STRICTEST CONFIDENCE, 24 HRS.**  
**\* 721120 An/Phone**  
NO POLICE NO COMEBACKS

**DRAWFLIGHT LTD**  
Property Management  
**LANDLORDS**  
Are you considering letting your property?

We have a large number of qualified tenants waiting for properties **NOW**  
Phone us or drop in for details of our service  
Let us take the weight from your shoulders

**01424 424030**  
190 Queens Road  
Hastings

Best Western  
Mega Kuningan

For Information & Reservation :  
Jl. Mega Kuningan II No.1 Mega Kuningan Jakarta  
Tel : +62 21 2920 1234 | fax : +62 21 2967 3266 | BB : 2B436D17  
Hp : +62 81218748869 | email : sa@bwmegakuningan.com  
www.bwmegakuningan.com | www.bestwestern.com

**GRAND OPENING**

*Lulu Bells*

GIFTS • FLORAL • HOME DECOR  
THURSDAY AND FRIDAY, NOVEMBER 4 & 5, 10 AM - 7 PM  
SATURDAY, NOVEMBER 6, 9 AM - 4 PM  
REFRESHMENTS AND FREE DRAWINGS

519 SOUTH STATE STREET • JERSEYVILLE, IL  
618 639 1200  
JANE SETTLES, OWNER (FORMER MANAGER OF HICKORY GROVE MERCANTILE)

Best Western  
**PREMIER**  
Sunset Road Kuta

Meeting in Bali  
Rp200,000nett

Contact Number +62 881 3066 030  
Pin BB 82540882  
or visit our website www.bestwestern.com  
www.bestwestern.com  
1407 WESTERN PREMIER Sunset Road @PremierBali



**THE GARDENERS CAFE**  
 SUNDAY ROASTS, TEAS, COFFEES, CAKES.  
 DAILY SPECIALS

**10% OFF WITH THIS ADVERT**  
 UNTIL END OF NOVEMBER

EARLS CROOME GARDEN CENTRE  
 A38 WORC TO UPTON ROAD  
 TEL 01684 594475  
 (CLOSED MONDAYS)

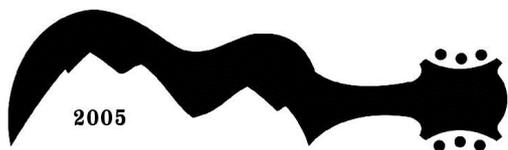
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 Across the Globe

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 Phone : +62 878 7724 4062  
 www.jac-recruitment.co.id

## PORCUPINE MOUNTAINS MUSIC FESTIVAL

FRIDAY, AUGUST 26 - EMBER SWIFT  
 SATURDAY, AUGUST 27 - IRIS DEMENT  
 SUNDAY, AUGUST 28 - KELLY JOE PHELPS  
 AND OVER A DOZEN MORE ARTISTS!  
 BLUEGRASS, FOLK, BLUES, JAZZ, SOUL  
 ONTONAGON COUNTY, MICHIGAN



www.ajlb.co.id

**AJLB**  
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 +62 21 849 76 860

EXPATRIATE EXPERT ; Work & Stay Permit,  
 Legal Sponsorship and Other Services  
 Tech. Support: customer-service@ajlb.co.id

### Task 14

Make a simple advertisements based on these fields. Work in group.

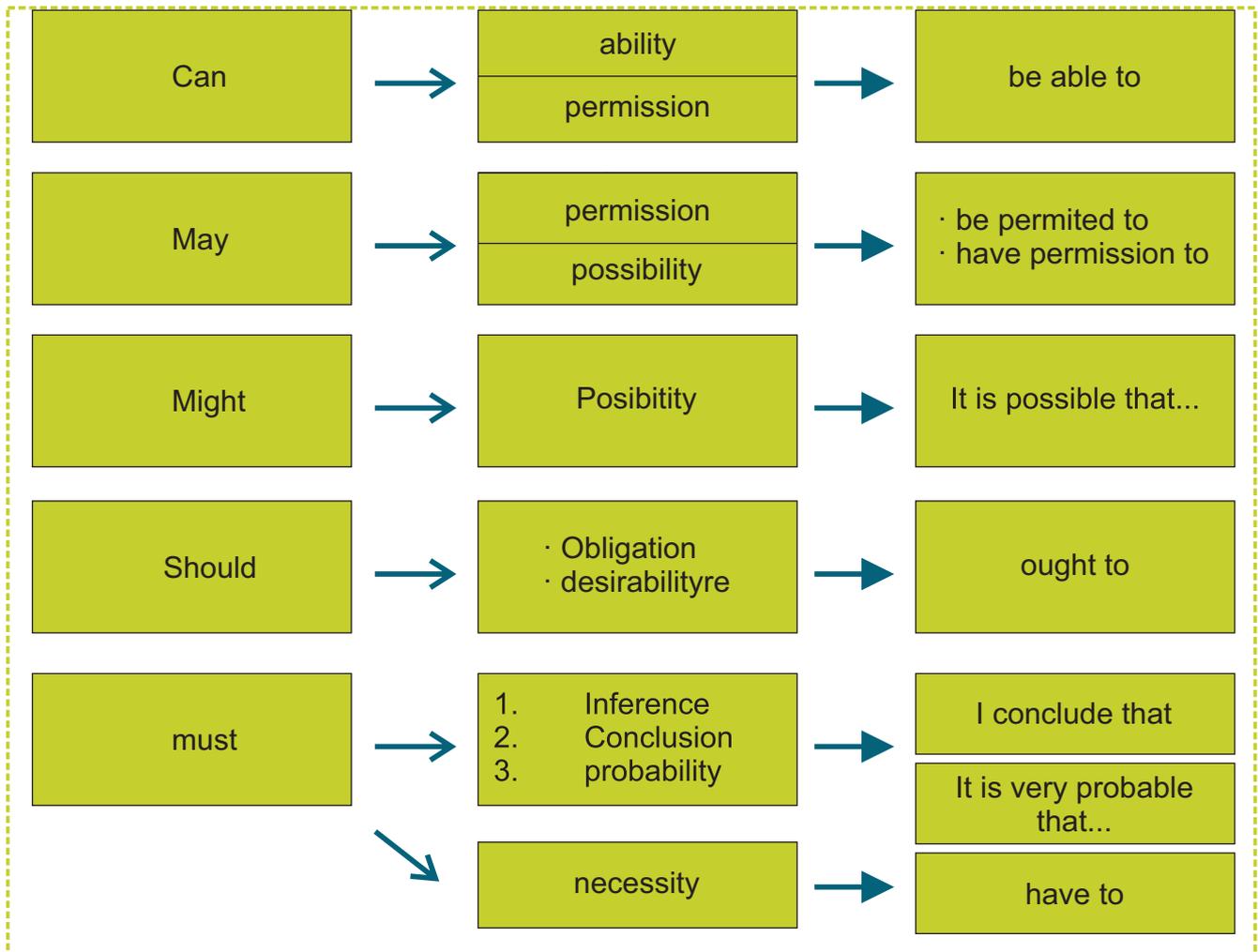
- o Sales (Tour Travel)
- o Education
- o Job vacancies

## LOOK AT THIS!

### MODALS

Notice the forms and meaning of the modal auxiliaries.





Should, ought to, and had better are often used in showing a suggestion or recommendation.

Pay attention in the using of should, ought to, and had better in the sentences below;

- You should study harder  
You ought to study harder
- Drivers should obey the speed limit  
Drivers ought to obey the speed limit
- The gas tank is almost empty. We had better stop at the next service station.

### Task 15

Circle the correct modals for the sentences below.

- I have no time. I (should/may/must) leave or I (would/will/shall) miss the bus.
- I wish I (could/would/can) buy a new car but I don't have enough money.
- (Should/May/Might) we go out tonight, please? Yes, but you (won't/couldn't/musn't) be late.
- She looks tired; she (should/shouldn't/might) takes some day off.
- I never told anyone before where I (will/won't/would) go on my next holiday.
- (Should/Could/Might) you water my plants while I am away? If they don't get enough water they (will/won't/can't) die.
- Mirna's flight to Jakarta took more than 4 hours. She (must/could/will) is exhausted after such a long flight.
- When you have a small child in your house, you (won't/may not/mustn't) leave small objects lying around. Such objects (must/could/had better) be swallowed, causing serious injury.

# Evaluations

Look at the text below and answer the question.

## First time Bangkok: a micro guide to the Thai capital

by Austin Bush · Dec 11 2014

Scratch Bangkok's surface and you will find a city with mega-malls minutes from 200-year-old homes, with temples sharing space with neon-lit strips of sleaze, and where streets lined with food carts are overlooked by restaurants perched on skyscrapers. And best of all, as Bangkok races towards the future, these quirks will continue to supply the city with its unique brand of Thai-ness.

Population : around 8.2 million  
Visitors per year : around 26.5 million  
Daily budget : US\$30 to \$100, plus accommodation

Best time of year to go: December/January is both the coolest time of year in Bangkok as well as the peak tourist season



### Ko Ratanakosin and Thonburi

The artificial island of Ko Ratanakosin is Bangkok's birthplace – a logical starting point for your visit – and the Buddhist temples and royal palaces here, including Wat Phra Kaew & Grand Palace, and the enormous reclining Buddha at Wat Pho, comprise some of the city's most important and most-visited sights. Cross Mae Nam Chao Phraya (the Chao Phraya River) to Thonburi to visit Wat Arun, one of the only Buddhist temple sights in Thailand that visitors are allowed to climb on.

### Banglamphu

Leafy lanes, antique shophouses, hectic wet markets and golden temples convene in Banglamphu – easily the city's most quintessentially 'Bangkok' neighbourhood. It's a quaint postcard picture of the city that used to be, that is until you stumble upon Th Khao San, the intergalactic backpacker melting pot that's anything but traditional. If you're not staying here, come in the cool evenings and hit the Th Khao San Market for backpacker essentials, or grab a beer at one of the strip's fun bars such as Hippie de Bar.

## **Chinatown:**

Although generations removed from the mainland, Bangkok's Chinatown could be a bosom buddy of any Chinese city. The streets are crammed with vendors, gaudy yellow-gold and jade shops, and flashing neon signs in Chinese characters. With this over-the-top vibe, it's hardly a surprise that Chinatown's own Wat Traimit is home to the world's largest solid-gold Buddha statue. And with so much life on the streets, open-air restaurants such as Nai Mong Hoi Thot and the famous Th Phadungdao Seafood Stalls make Chinatown Bangkok's best 'hood for street food feast.

## **Siam Square**

Multi-storey malls, outdoor shopping precincts and neverending markets leave no doubt that Siam Square is the heart of Bangkok's commercial district. In addition to shopping, which hits its overwhelming peak at megamalls such as MBK Center and Siam Paragon, don't miss the charming Thai architecture and art museum that is Jim Thompson House. Riverside, Silom and Lumpini

Although you may not see it behind the office blocks, high-rise condos and hotels, Mae Nam Chao Phraya forms a watery backdrop to these linked neighbourhoods. History is still palpable in the riverside area's crumbling architecture, evident in the nearly 140-year-old Mandarin Oriental, arguably the city's most famous hotel. Heading inland, Th Silom is Bangkok's de facto financial district by day, while after dark it transforms into a nightlife destination with districts such as Bangkok's 'gaybourhood' on Soi 4, Th Silom, and Patpong, one of the most famous red light districts in the world. Nearby Th Sathon is the much more subdued embassy zone, and is home to nahm, arguably Bangkok's best Thai restaurant. And right next door is Lumpini Park, central Bangkok's premier green zone, best visited in the cool morning or afternoon.

## **Sukhumvit**

Japanese enclaves, French restaurants, Middle Eastern nightlife zones, tacky bars: it's all here along Th Sukhumvit, Bangkok's unofficial international zone. This is modern, cosmopolitan Bangkok, manifest in fun bars such as Badmotel and WTF, and excellent international restaurants such as Jidori-Ya Kenzou and Little Beast.

## **Other areas**

You can hardly say you've been to Bangkok without a visit to Chatuchak Weekend Market, located north of the city. Allegedly one of the world's largest markets, it's an overwhelming assemblage of vendors that unites commerce ranging from exotic fish to vintage sneakers.

What to Pack Cool, yet modest clothing. Bring a scarf or sarong to cover legs and arms when entering temples.

## **Getting Around**

Bangkok has two airports. Suvarnabhumi International Airport is Bangkok's primary international air hub and is located 25km east of the city centre. From/to Suvarnabhumi, transport options include metred taxis, the Airport Link train and city buses. Don Muang International Airport, Bangkok's low-cost terminal, is north of the city. From here, transport options include metred taxis and two airport bus lines.

Bangkok's public transportation network is continually growing, but it is still relatively young, and getting to certain parts of the city – particularly the older areas such as Ko Ratanakosin and Banglamphu – remains extremely time-consuming. The best strategy is usually to combine a longer trip on the BTS or MRT with a short taxi ride.

Bangkok's river boats, the Chao Phraya River Express ([chaophrayaexpressboat.com.th](http://chaophrayaexpressboat.com.th)) are a slow but steady way to visit the tourist sights in older parts of town.

## Safety

Bangkok is generally a safe city and incidents of violence against tourists are rare. Commit the following to memory and you'll most likely enjoy a scam-free visit:

- o If you aren't a gem trader or expert, then resist the urge to buy unset stones in Thailand. Otherwise, you'll find yourself getting sucked into a complicated scam in which you'll pay an exorbitant price for costume jewellery.
- o Ignore any 'friendly' local who tells you that an attraction is closed for a Buddhist holiday or for cleaning. These are set-ups for trips to a bogus gem sale.
- o Say goodbye to your day's itinerary if you decide to go with any tuk-tuk driver willing to take you around for 20B. These alleged 'tours' bypass all the sights and instead cruise to all the fly-by-night gem and tailor shops that pay commissions.

- o Refuse any taxi driver who quotes a flat fare, which will usually be three times more expensive than the reasonable meter rate. Walking beyond the tourist area will usually help you find an honest driver.

## Etiquette

- o Don't say anything critical about the Thai royal family.
- o Do dress respectfully at royal buildings and temples.
- o Don't wear your shoes indoors.
- o Do try to avoid conflict or raising your voice with locals.
- o Don't touch another person's head

## Booking Ahead

- o Book a room at a boutique hotel a couple months in advance, especially for December/January.
- o One month before you leave, apply for a visa at the Thai embassy or consulate in your home country if you plan to stay longer than 30 days.
- o A couple weeks beforehand, book a table at naam or lessons at a Thai cooking school.

Adapted from: <http://www.lonelyplanet.com/indonesia>

1. What is the writer's intention in writing the brochure?
  - a. To persuade the readers to visit Thailand.
  - b. To persuade the readers to aware about environment in Thailand.
  - c. To inform the readers about tips in Thailand as a traveller.
  - d. To describe to the readers what are Thailand's landmark.
  - e. To inform the readers that Thailand is safe country.
2. How much budget accommodation in Thailand?
  - a. \$100- \$150
  - b. \$50- \$300
  - c. \$30- \$100
  - d. \$10- \$100
  - e. More than \$200
3. What time is the best to visit Thailand?
  - a. January
  - b. December
  - c. March
  - d. June
  - e. August



4. Make a list about destination in each area.

Ko Ratanakosin and Thonburi	Banglamphu	Chinatown	Sukhumvit	Riverside, Silom and Lumphini

5. Find the modals in the text above and make a circle.



# Vocabularies

1. Culture /'kʌl.tʃə r /noun

The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.

2. Heritage /'her.ɪ.tɪdʒ/ noun

Features belonging to the culture of a particular society, such as traditions, languages or buildings, which still exist from the past and which have a historical importance.

3. Tourism /'tʊə.rɪ.z ə m/ noun

The business of providing services such as transport, places to stay or entertainment for people who are on holiday.

4. Tourist /'tʊə.rɪst/ noun

Someone who visits a place for pleasure and interest, usually while they are on holiday.

5. Scholarship /'skɒl.ə.ʃɪp/ noun

An amount of money given by a school, college, university or other organization to pay for the studies of a person with great ability but little money.

6. Vacation /veɪ'keɪ.ʃ ə n/ noun

A holiday, especially when you are travelling away from home for pleasure.



# References



# Be Smart with Newspaper



for Grade XI  
of Senior High School

Vinda Karunia Satriavi



PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA  
2015



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picture: lifestyle.okezone.com

## UNIT 1

# Let's be healthy!

Grammar Intact  
Present Tense



# Lead-In

## Task 1

Do you live a healthy life now?

How do you maintain the health? by doing exercise or eating certain foods?



# Reading Activity

Read the text below and answer the question!



## Show me the honey!

Asia News Network (Philippine Daily Inquirer) | Body and Soul | Wed, September 12 2012, 4:43 PM

Honey—whether used as a term of endearment or as a natural food and beverage sweetener—has associations that go beyond our common notion. Its sweet wonders have long been part of ancient cultures.

In the spa world, honey is a fundamental ingredient in various beauty treatments. Honey's antioxidant and antimicrobial properties offer natural protection to repair skin damage and support the skin's ability to rejuvenate.



It also absorbs impurities from skin pores, making it an ideal cleansing agent.

15 Keeping a bottle of honey at home is an essential part of creating your own spa beauty treatments. Affordable and easy to prepare, the following popular honey-based recipes recommended by websites and honey enthusiasts can go a long way in keeping your skin silky smooth.

### Mild Honey Cleanser

Pampering the skin begins with thorough cleansing.

25 Mix ¼ cup of honey with 1 tbsp liquid soap and ½ c glycerin. Apply gently on skin using a face towel, rinse with warm water and pat dry.

### Honey Oats Face Scrub

30 A face scrub is highly recommended for a more thorough facial cleansing.

Combine 1 tbsp honey, 1 tbsp finely ground almonds, 2 tbsp dry oatmeal, and some lemon juice or yogurt for a luxurious and exfoliating facial scrub. Massage mixture gently onto face, then rinse with warm water. This blend gives a deeply emollient cleansing to the pores of your face. Almonds and oats are superb exfoliants for softening the skin.

### Honey-Apple Toner

Facial toning is essential to bring back moisture to skin after cleansing.

In a blender or food processor, combine 45 1 peeled, cored apple with a tablespoon of honey and pulse until smooth. Apply mixture to face and allow to stay for 15 minutes, then rinse.

### Honey and Lavender Face Mask

50 To feed the skin vital nutrients it needs, a facial mask is the sure way to go. For this recipe, you will need 1 tbsp of raw honey nixed with 3 drops of lavender essential oil. Dampen your face with warm water, 55 and smooth on the honey and lavender mixture. Leave the mask on for 15 minutes. Rinse off with warm water. This facial mask mixture is ideal for all skin types.

### Honey Olive Hair Conditioner

Aside from caring for the face, the use of honey can revitalize the hair for healthier scalp and lustrous mane.

Combine ½ c of honey and ¼ c olive oil. 65 Massage onto scalp and put on a shower cap for 30 minutes. Shampoo and rinse as usual.

70 These all-natural honey-based spa beauty recipes are simple to make with readily available ingredients that can save you time and a hefty sum.

And the best part is—you might actually enjoy doing this!

## Task 2

State true (T) or false (F) the statement below based on the text above.

Statements	True (T)/ False (F)	Line
1. Honey used as a natural food and beverage sweetener.	T	2
2. Honey is a fundamental ingredient in various beauty treatment especially to repair skin damage and support the skin's ability.		
3. Honey can not absorbs impurities from skin pores.		
4. Honey is not affordable and easy to prepare.		
5. In Mild Honey Cleanser needs ¼ cup honey and ¼ glycerin.		
6. Face scrub is highly recommended for facial cleansing.		
7. Almond and oats are not superb exfoliants for softening the skin.		
8. Honey and lavender face mask is ideal for all skin types.		
9. Honey also can revitalize the hair for healthier scalp and lustrous mane.		
10. Combine ½ c of honey and ½ c olive oil, then massage and put on a shower cap for 30 minutes.		



### Task 3

Find the meaning words below based on dictionary.

1. Sweet/swi:t/ adjective :
2. Beauty /'bju:.ti/ noun :
3. Popular/ 'pɒp.jʊ.lə r/ adjective :
4. Smooth/smu:ð/ adjective :
5. Warm /wɔ:m/ adjective :

Read the text below and pay attention on its procedure texts.

## LOOK AT THIS!

### The Definition of Procedure Text

- Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.
- This text uses simple present tense, often imperative sentences.
- It also uses the temporal conjunction such as first, second, then, next, finally, etc.

### The Generic Structures of Procedure Text are:

- Goal/aim
- Materials
- Steps

### Language Features of Procedure Text

- Simple present tense
- Use of imperatives
- Use of action verbs
- Use of connectives

### Purpose of a Procedure Text

- An anticipated outcome that is intended or that guides your planned actions.
- A particular course of action intended to achieve a result.

To help us do a task or make something. They can be a set of instructions or directions.



## Task 4

Match the text with the correct picture!

### Mild Honey Cleanser

Mix  $\frac{1}{4}$  cup of honey with 1 **tbsp liquid soap** and  $\frac{1}{2}$  c glycerin.

### Honey Oats Face Scrub

Combine 1 tbsp honey, 1 tbsp finely ground almonds, 2 tbsp dry oatmeal, and some lemon juice or yogurt for a luxurious and exfoliating facial scrub.

### Honey-Apple Toner

In a blender or food processor, combine 1 peeled, cored apple with a tablespoon of honey and pulse until smooth.

### Honey and Lavender Face Mask

For this recipe, you will need 1 tbsp of raw honey mixed with 3 drops of lavender essential oil.

### Honey Olive Hair Conditioner

Combine  $\frac{1}{2}$  c of honey and  $\frac{1}{4}$  c olive oil.



## Task 5

Arrange the text into good order.

Look at the example!

Title : Mild Honey Cleanser

Goal : Describe how to make mild honey cleanser

Materials : 1. Honey

2. liquid soap

3. glycerin

4. towel

5. warm water

Steps : First, Mix  $\frac{1}{4}$  cup of honey with 1 tbsp liquid soap and  $\frac{1}{2}$  c glycerin.

Then, Apply gently on skin using a face towel, rinse with warm water and pat dry.



1.

### Honey Oats Face Scrub

A face scrub is highly recommended for a more thorough facial cleansing.

Combine 1 tbsp honey, 1 tbsp finely ground almonds, 2 tbsp dry oatmeal, and some lemon juice or yogurt for a luxurious and exfoliating facial scrub. Massage mixture gently onto face, then rinse with warm water. This blend gives a deeply emollient cleansing to the pores of your face. Almonds and oats are superb exfoliants for softening the skin.

Title :

Goal :

Materials :

Steps :

2.

### Honey-Apple Toner

Facial toning is essential to bring back moisture to skin after cleansing. In a blender or food processor, combine 1 peeled, cored apple with a tablespoon of honey and pulse until smooth. Apply mixture to face and allow to stay for 15 minutes, then rinse.

Title :

Goal :

Materials :

Steps :

3.

### Honey and Lavender Face Mask

To feed the skin vital nutrients it needs, a facial mask is the sure way to go. For this recipe, you will need 1 tbsp of raw honey mixed with 3 drops of lavender essential oil. Dampen your face with warm water, and smooth on the honey and lavender mixture. Leave the mask on for 15 minutes. Rinse off with warm water. This facial mask mixture is ideal for all skin types.



Title :  
 Goal :  
 Materials :  
 Steps :

**4. Honey Olive Hair Conditioner**

Aside from caring for the face, the use of honey can revitalize the hair for healthier scalp and lustrous mane.

Combine ½ c of honey and ¼ c olive oil. Massage onto scalp and put on a shower cap for 30 minutes. Shampoo and rinse as usual.

Title :  
 Goal :  
 Materials :  
 Steps :

**READ THE TEXT!**

**Ways to Improve The Quality of Your Workout**

Ade Rai, Jakarta | Body and Soul | Wed, April 21 2010

**Hi Ade,**  
 I am a fitness enthusiast who likes to workout. In fact, I love working out with weights so much that I do it for two to three hours in one go. But lately, I find that I am not getting anywhere with my workout. I seem to be just going through the motion. Is there anything I can do to improve my workout sessions? I have heard of certain supplements like fat burner or creatine that can help me in that regards. Thank you  
 R. Benetti  
 Jakarta

**Hi Mr. Benetti,**  
 There are many things you can do to improve your workout quality. Before you resort to any method of supplementation out there, here is a list of things you can do first:

- Cut your workout time by half.

Workout quality is determined by the intensity level you can achieve during training. So many of mistakenly believe that intensity is doing more sets with more exercise variety. Working out with weights is quite similar to sprinting. You go for an all-out



effort in a short period of time.

35 · Take at least one or two meals before workout. For you to have the strength, power, and energy for a high-quality workout, you need to have enough fuel. Having had at least one or two meals (especially those that adequately supply complex carbohydrates and proteins) before you step into the gym will allow you workout harder.

40 · Take enough time to rest between sets. Some of us also mistakenly assume that workout intensity is achieved through minimum rest between sets, hence leave us huffing and puffing. But that is not the case. When it comes to working out with weights, heavier is better. Just remember to always use good form and techniques. If you loose your form, then the weight is to heavy.

45

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55

60 · Get a good night sleep. Sometimes we tend to forget that after working out regularly for a certain period of time, we have actually gained strength by up to 100 percent. But we must also realize that it is virtually impossible to increase 100 percent of our resting time. The more we grow in strength, the more stress we put upon our body, the more disciplined we need to be about our resting time. In other words, very little compromise can be made when it comes to sleep quality and quantity.

65

70

75

80 Thank you for all the emails. I really appreciate your kind support and encouragement. Please keep them coming in at [ask\\_aderai@yahoo.com](mailto:ask_aderai@yahoo.com). I will be more than happy to answer them for you.

## Task 6

State true (T) or false (F) the statement below based on the text above.

Sentence	True (T)/ False (F)	Line
1. Benetti hears of certain supplements like fat burner or creatine that can help her.	T	9
2. Workout quality is determined by the intensity level you can achieve during training.		
3. Having had at least two or three meals before you step into the gym will allow you workout harder.		
4. Always use good form and techniques. If you loose your form, then the weight is to heavy.		
5. Aderai said we do not need resting time after workout.		



### Task 7

Match the words as they are used in the passage with their meaning.

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"> <li>1. workout /'wɜː.kɑʊt/noun</li> <li>2. supplement /'sʌp.lɪ.mənt/noun</li> <li>3. training /'treɪ.nɪŋ/ noun</li> <li>4. quality /'kwɑː.lə.tɪ/ noun</li> <li>5. quantity /'kwɑːn.tə.tɪ/ noun</li> </ol> |  | <ol style="list-style-type: none"> <li>a. how good or bad something is</li> <li>b. to exercise a lot and eat particular food in order to prepare yourself for a competition</li> <li>c. the amount or number of something, especially that can be measured or is fixed</li> <li>d. period of physical exercise something which is added to something else in order to improve it or complete it; something extra</li> </ol> |
|--|--|---|

### Task 8

Write lists and reasons about ways to improve your workout quality based text above.

Cut your workout time by half.	.....	.....	Get a good night sleep.
<p>- Workout quality is determined by the intensity level that can achieve during training.</p>			

## LOOK AT THIS!

### ► What Is Headline ?

- Headline is the title or caption of a newspaper article, usually set in large type.
- An important or sensational piece of news. Often used in the plural.
- A line at the head of a page or passage giving information such as the title, author, and page number.

## ► Kinds of HEADLINE

1. Garage Blast Kills Driver  
An elderly man was killed yesterday in an explosion on a garage forecourt.....
2. BT To Slash Calls Cost  
British Telecom announced plans yesterday to reduce the price of international calls by ...
3. PM Woos Reject Tories  
In a suprise move to win the support of Conservative MPs who lost their seats in the General Election,...

## ► What is article ?

- A particular item or object, typically one of a specified type.
- A piece of writing included with others in a newspaper, magazine, or other publication
- Piece of nonfictional writing on a specific topic, identified by its title and often by its author(s), and published with other such literary works.

*Adapted from: Using Newspaper in The Classroom*

## ■ Task 9

Match the titles with the articles.

Numerous studies have suggested that caffeine has many health benefits. Now, new research suggests that a dose of caffeine after a learning session may help to boost long-term memory. This is according to a study published in the journal Nature Neuroscience.

The research team, led by Daniel Borota of the Johns Hopkins University in Baltimore, notes that although previous research has analyzed the effects of caffeine as a cognitive enhancer, whether caffeine can impact long-term memory has not been studied in detail.

The authors suggest turning scientifically supported interventions into game apps offers a new way to attain measurable mental health and behavioral benefits for people who have high levels of anxiety.

Lead author Dr. Tracy Dennis, a clinical psychologist of Hunter College, The City University of New York, says given the huge gap between need and ease of access to mental health services, it is essential to look for alternative ways of delivering treatment in ways that are more affordable, engaging and accessible - hence the idea of a smartphone app.

**Smartphone app reduces stress for anxious people**

**Caffeine may boost long-term memory**



Green tea has been hailed for many health benefits, including its effects against cancer, heart disease and type 2 diabetes. Now, new research suggests the beverage can enhance our brain's cognitive functions, particularly the working memory.

The research team - including Prof. Christoph Beglinger and Prof. Stefan Borgwardt of the University Hospital of Basel in Switzerland - says their findings suggest that green tea could be promising in the treatment of cognitive impairments associated with neuropsychiatric disorders, such as dementia.

They recently published their findings in the journal *Psychopharmacology*.

Past research has associated the beverage with many health benefits. Last year, for example, *Medical News Today* reported on a study suggesting that green tea may reduce stroke risk, while another study found that it could help fight prostate cancer.

**Green tea  
component  
upsets cancer  
cell metabolism**

A new study reveals how an active component of green tea disrupts the metabolism of cancer cells in pancreatic cancer, offering an explanation for its effect on reducing risk of cancer and slowing its progression. The researchers believe the discovery signals a new approach to studying cancer prevention.

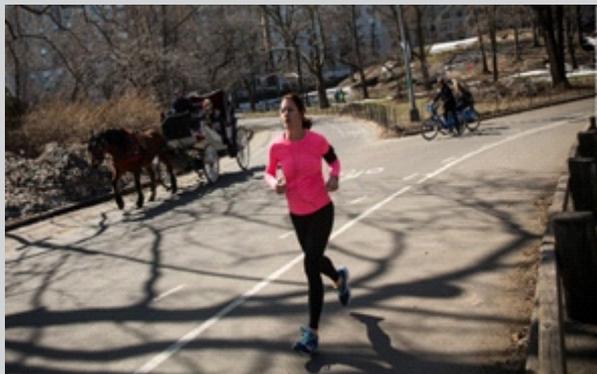
Reported in the journal *Metabolomics*, the study explores the effect of epigallocatechin gallate or "EGCG," an active biological agent of green tea. It shows that EGCG changes the metabolism of pancreatic cancer cells by suppressing the expression of lactate dehydrogenase A or LDHA, a critical enzyme in cancer metabolism.

**Green tea may  
boost our  
working  
memory**

## Task 10

### Preparation

Select several articles, each of which has an accompanying photograph with caption. From each individual article you will need two items: the headlines and the photograph. Together, these two items make up one set of material and you will use them to form **a group of two**.



### Even a 5-minute run can help prevent heart disease

Good news for runners: A new study published in the Journal of the American College of Cardiology suggests running, even for a few minutes a day, can reduce your risk of dying from heart disease – whether you plod along or go at race speed.

Researchers studied more than 55,000 adults between the ages of 18 and 100 over a 15-year period, looking at their overall health, whether they ran and how long they lived.

### Task 11

#### Preparation

Compile a sheet with introductory paragraph plus the headline from several 'hard news' articles- news of the day which deals with quotations and factual details, and which contains little description, journalistic comment, or analysis. Then answer the question below. **In pairs.**

- What happened?
- Who did involve?
- Where did it happen?
- When did it happen?
- How did it happen?
- Why did it happen?

### Task 12

Put the following paragraph into good article.

## Caffeine: how does it really affect our health?

When we wake up in the morning, many of us reach for a coffee to kick-start our day. According to the International Coffee Organization, approximately 1.6 billion cups of coffee are consumed world wide everyday.

The US Food and Drug Administration (FDA) state that the average amount of caffeine consumed in the US is approximately 300 mg per person per day - the equivalent to between two and four cups of coffee. This is considered to be a moderate caffeine intake, which according to many studies, can promote a variety of health benefits. But some studies claim otherwise, even suggesting that one or two cups of coffee a day may negatively impact our health. So, what are we to believe?

We analyze the potential health benefits, as well as the negative side effects of caffeine consumption.



## A natural stimulant



According to the University of Michigan Health Service, the stimulating effects of caffeine can start as early as 15 minutes after consumption and last up to 6 hours. Other than coffee, caffeine is commonly consumed through tea, soft drinks - particularly energy drinks - and chocolate. It is also found in some prescription and non-prescription drugs, such as cold, allergy and pain medication.

### **The potential health benefits**

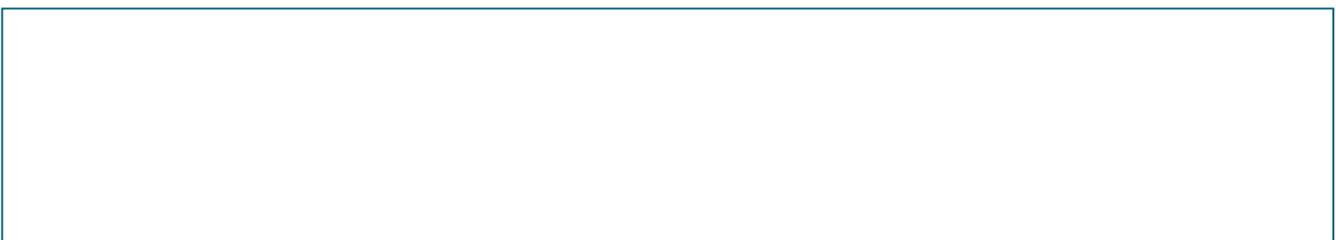
As well as its stimulating effects, caffeine has been heralded for providing an array of health benefits. Last year, Medical News Today reported on a study suggesting that consuming three cups of coffee a day may reduce the risk of liver cancer by 50%, while another study suggests that drinking four cups a day could halve the risk of mouth and throat cancer. Caffeine consumption has also been associated with positive effects on the brain.

Last year, a study from the Harvard School of Public Health suggested that drinking between two and four cups of coffee a day may reduce suicide risk in adults, while more recent research found that ingesting 200 mg of caffeine each day may boost long-term memory.

### **The negative effects of caffeine consumption**



The Mayo Klinik state that consuming more than 500-600 mg of caffeine a day may lead to insomnia, nervousness, restlessness, irritability, an upset stomach, a fast heartbeat and even muscle tremors.



### **Kids and adolescents 'should avoid caffeine consumption'**

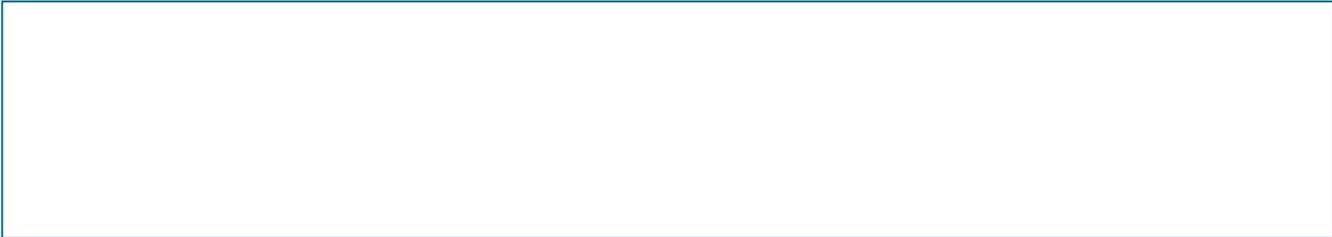
Meredith said that based on the negative side effects caffeine consumption can have, doctors should be discussing caffeine use with their patients to determine whether they are ingesting safe levels of the stimulant.

Furthermore, he warned that this is particularly important for children and adolescents.

The majority of pediatricians recommend that this population should avoid caffeine consumption, particularly since it is unknown as to how excessive caffeine intake impacts the developing brain.



"Notably, caffeine interferes with sleep, and sleep plays a critical role in learning. Some laboratory research suggests that caffeine interferes with sleep and learning among adolescent rodents, which, in turn, hinders normal neurological development that is noticeable into adulthood," said Meredith.



Michael R. Taylor, deputy commissioner for foods and veterinary medicine at the FDA, said: "We're particularly concerned about children and adolescents and the responsibility FDA and the food industry have to protect public health and respect social norms that suggest we shouldn't be marketing stimulants, such as caffeine, to our children."

Meredith told us that studies have shown high caffeine intake may also produce negative side effects in pregnant women and individuals with heart conditions or anxiety disorders. However, he added that the majority of us consume caffeine in moderation without any harmful side effects, so healthy adults should not be overly concerned. "But we should be mindful that when we consume caffeine, we are consuming a psychoactive substance that can cause or exacerbate some health problems," he cautioned. Written by Honor Whiteman.

*Taken from: Medical News Today*

**A**

But of course, there can be negative consequences from caffeine consumption, particularly if ingested in high doses.

**B**

**When we wake up in the morning, many of us reach for a coffee to kick-start our day. According to the International Coffee Organization, approximately 1.6 billion cups of coffee are consumed worldwide every day.**

**C**

The FDA clearly hold a similar view to pediatricians. In May last year, the organization announced it would be investigating the safety of caffeine in food products, particularly products aimed at children and adolescents. The FDA are concerned that many food and drink products, such as jelly beans, waffles, syrup and chewing gum, now have caffeine added to them to enhance their stimulating effect.



## D

However, previous research has linked even moderate amounts of caffeine to negative health effects. Last year, Medical News Today reported on a study suggesting that consuming 300 mg of caffeine a day during pregnancy may increase the risk of low birth weight babies, while other research suggests that drinking four cups of coffee a day may increase the risk of early death.

## E

The main ingredient in coffee is caffeine – a compound that naturally derives from over 60 different plant sources, including coffee beans, tea leaves, cacao seeds and cola nut seeds. Caffeine acts as a stimulant by activating the central nervous system. It can combat tiredness and improve concentration and focus.

# LOOK AT THIS!

In expressing our idea in a written style we need to combine each sentence using a connector. These connectors are used to express relationships between ideas and to combine sentences. In this unit you will learn about some connectors which express addition and cause/effect.

**Notice the sentence connectors which express addition.**

Types of connectors	Connectors	Examples
Coordinating Conjunction	<i>And</i>	<i>High level positions are stressful at times and can be harmful to your health.</i>
Subordinating conjunction	<i>In addition, furthermore, additionally, moreover, also</i>	<i>Food and drink prices in Jakarta are very high; furthermore, renting an apartment is very expensive.</i>
Conjunctive adverbs	<i>Not only... but also</i>	<i>Living in big city is not only exciting but also expensive.</i>
Prepositional phrase	<i>In addition, along with, as well as</i>	<i>Along with being stressful, high level positions can also be harmful to your health.</i>

### NOTES

Here are the other list of sentence connectors which express addition:

- o also, besides, further
- o first (firstly, first of all, to begin with, in the first place, for one thing)
- o secondly (second, in the second place, for another thing)
- o thirdly (third, in the third place)
- o finally, lastly, last of all



## Notice the sentence connectors which express cause/ effect

Types of connectors	Connectors	Examples
Coordinating Conjunction	<i>For (cause) so (effect)</i>	<i>Professionals can sometimes be extremely impatient, for their positions are at times rather stressful.</i>
Subordinating conjunction	<i>Because, since</i>	<i>Since the high positions are rather stressful people can sometimes be extremely impatient.</i>
Conjunctive adverbs	<i>Therefore, as a result, consequently</i>	<i>Many people love to live in a big city; consequently, living in a big city is really expensive.</i>
Preposition	<i>Because of, as a result of, due to</i>	<i>People can sometimes be stressful because of their high position.</i>

### Task 13

Fill in the blanks using on of these sentence connectors however, then, therefore, similarly, eventually, afterwards, nevertheless, after sometime, otherwise. You can use the connectors twice.

- Life in the village may not as exciting as life in a big city. **Therefore**, you are close to nature which provides peace and quietness.
- We are so hungry, but there is no more food left in the refrigerator. \_\_\_\_\_ there are plenty of drinks and snacks.
- Rumah Pintar is one of social organization that devoted its life for the poor. \_\_\_\_\_ other social organizations have done well too.
- The document will be observed by the police. \_\_\_\_\_ they will be sent back to the relevant authority.
- The retailer has been making losses. \_\_\_\_\_ he intends to wind up his business.
- Take these potatoes. \_\_\_\_\_ you can peel them.
- It is really difficult to get in touch with her. I have been trying to call her these several days. \_\_\_\_\_ we managed to trace her in her hometown.
- The dog will bark continuously everytime the ice-cream man passed by. \_\_\_\_\_ it will start howling.
- It is still qualifying round; we may not be complacent with ourselves. \_\_\_\_\_ we will lose in final round.
- She has experienced in poverty hardship before. \_\_\_\_\_ she has sympathetic heart towards the poor and the needy.

## Task 14

Find the connectors from the text below. You can make circle the connectors.

### Ebola virus factfile: what you need to know



THE WEEK, wed 26 nov 2014

The World Health Organization describes Ebola as a severe acute viral illness. Early symptoms are similar to malaria. 5  
of fever, intense weakness, muscle pain, diarrhoea, vomiting and both internal and external bleeding. There are five known strains of the virus, the one currently spreading across West Africa is known as the Zaire Ebola virus and is one of the most dangerous. Patients who do not survive the disease most often die from blood loss, organ failure or shock. 10

Scientists believe it was initially present in wild animals such as fruit bats or primates living in tropical rainforests in equatorial Africa. The disease spread to humans when they came into contact with the organs, blood or other bodily fluids from infected animals through hunting. 15  
20

Ebola can be transmitted through contact with an infected patient's blood or other bodily fluids such as saliva, sweat, breast milk, vomit and semen. This is through direct contact with broken skin or mucous membranes such as those in the mouth, eyes or nose. The disease can also spread through contact with objects contaminated with the fluids such as needles and other medical equipment. Humans are not infectious until they develop symptoms. It can take up to three weeks after infection for symptoms to develop. 25  
30

There is no known cure or vaccine for the virus and the disease kills between 25 and 90 per cent of its victims. The fatality rate of the current strain appears to be roughly 70 per cent, according to the latest WHO figures. The only routine treatment doctors can currently offer is palliative care such as rehydration and pain relief. 35  
40

However, there are various experimental treatments and vaccines currently in development, most notably the mapp drug which has been given to several healthcare workers who have contracted the disease. It's effectiveness and long-term safety is yet unknown. 45

According to Dr Bruce Ribner, director of the infectious disease unit at Emory University Hospital in the US, "There is strong epidemiological evidence that once an individual has resolved an Ebola virus infection, they are immune to that strain,". Doctors believe that the antibodies present in a patient's blood could protect them from that virus, but warn they would still be susceptible to other strains. 50  
55



### Task 15

State true (T) or false (F) the statement below based on the text above.

Statements	True (T)/ False (F)	Line
<ol style="list-style-type: none"> <li>1. The World Health Organization describes Ebola as a severe acute viral illness.</li> <li>2. There are four known strains of the virus and the one currently spreading across West Africa is known as the Zaire Ebola virus that is the most dangerous.</li> <li>3. Scientists believe it was initially present in wild animals such as fruit bats or primates living in tropical rainforests in Africa that spread to humans when they came into contact with the organs, blood or other bodily fluids.</li> <li>4. Ebola can not be transmitted through contact with an infected patient's blood or other bodily fluids such as saliva, sweat, breast milk, vomit and semen.</li> <li>5. The disease can spread through contact with objects contaminated with the fluids such as needles and other medical equipment.</li> </ol>	T	1

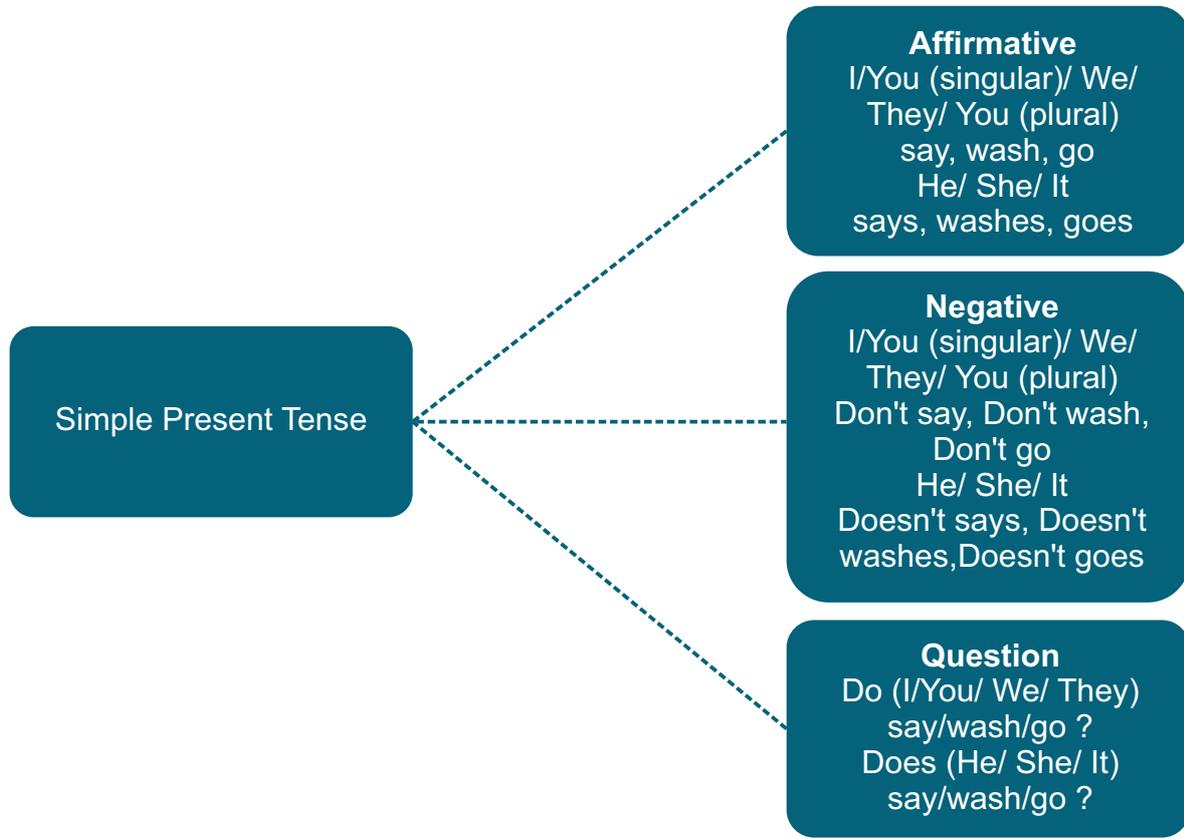
### Task 16

Answer the question in the table based on the text above.

Where did the ebola come from?	How is the ebola spread?	Is there a cure?	What happens to people who survive the disease?
<ul style="list-style-type: none"> <li>- Ebola can be transmitted through contact with an infected patient's blood or other bodily fluids such as saliva, sweat, breast milk, vomit and semen.</li> <li>- .....</li> </ul>			

# LOOK AT THIS!

## SIMPLE PRESENT TENSE



### Task 17

Write the verbs in brackets in the present tense:

1. I always make (make/makes) the bed in the morning.
2. .... (Do/Does) Ana ..... (cook/cooks) lunch everyday?
3. Lia ..... (not work/works) in a bank.
4. ....(Do/Does) you ..... (live/lives) in a big city?
5. She ..... (not cook/cooks) at home.
6. .... (Do/Does)the cat ..... (drink/drinks) milk?
7. Sandra ..... (do/does) the shopping in a supermarket.
8. The man ..... (read/reads) the newspaper every day.
9. Her friend ..... (go/goes) to station at night.
10. .... (Do/Does) the children ..... (play/plays) tennis at school?



# Evaluations

Read the text below and fill in the blanks using simple present tense, then circle the connection sentence, after that answer the question.

## Why Antioxidants Don't Belong in Your Workout

By Gretchen Reynolds

November 26, 2014

Antioxidant vitamins \_\_\_\_\_ (is/are) enormously popular with people who exercise. The supplements \_\_\_\_\_ (is/are) thought to alleviate muscle damage and amplify the effects of exercise. But recent studies \_\_\_\_\_ (have/had raised) questions about whether antioxidants might be counterproductive for runners and other endurance athletes. And now a cautionary new experiment adds to those doubts by finding that antioxidants may also reduce the benefits of weight training.

It \_\_\_\_\_ (is/was) easy to see why people might think that antioxidants like vitamins C and E could be helpful to anyone who works out regularly. Both aerobic exercise and strength training \_\_\_\_\_ (leads/lead) to the production of free radicals, molecules that in concentrated amounts can cause tissue damage. Antioxidants sop up and neutralize free radicals. So, the thinking goes, taking antioxidant should lessen some of the damage and soreness after exercise and allow people to train harder.

But recent experiments with endurance athletes \_\_\_\_\_ (has/had found) that consuming large doses of vitamins C and E actually results in a slightly smaller training response. The athletes taking these vitamins \_\_\_\_\_ (has/had) lower levels of certain enzymes that spur an increase in mitochondria in muscle cells. In addition, Mitochondria \_\_\_\_\_ (help/helps) to create cellular energy, and having more of them allows people to exercise longer and harder. By blunting the creation of mitochondria, the vitamins \_\_\_\_\_ (has/had lessened) the expected increase in fitness.

But those studies looked only at endurance sports such as running and cycling, not weight training, which involves different biochemical processes within muscles.

1. What is the text mainly discussed?
2. What is the writer's intention in writing the text above?
3. What does the writer's argument about antioxidant?



# Vocabularies

1. Achieve /ə'tʃi:v/ verb

2. Endearment  
/ɪn'diə.mənt/noun

3. Impurity /ɪm'pjʊə.rɪ.ti/  
noun

4. Palliative /'pæl.i.ə.tɪv/  
noun

5. Revitalize /,ri:'vɑɪ.t ə  
l.aɪz/ verb

6. Treatment /'tri:t.mənt/  
noun

to succeed in finishing something or reaching an aim, especially after a lot of work or effort.

a word or phrase that you use to show that you love someone.

when a substance is mixed with another substance and makes it dirty or lower in quality.

a drug or medical treatment that reduces pain without curing the cause of the pain.

to give new life, energy, activity or success to something.

the use of drugs, exercises, etc. to cure a person of an illness or injury.



picture: [www.ainisastra.com](http://www.ainisastra.com)

UNIT 2

# Holiday Happy Day!

Grammar Intact  
Modals



# Lead-In



## Task 1

- o Have you gone vacation?
- o Have you read the travel brochures then interested to go there?
- o Have you prepared all your needs before vacation?

# Reading Activity

## NTB celebrates Nyepi 'ogoh-ogoh' Style



Panca Nugraha, The Jakarta Post, Mataram | Archipelago | Sat, March 09 2013

Members of the Hindu communities in Mataram, West Lombok and Central Lombok in West Nusa Tenggara (NTB) have started creating the colorful giant effigies, locally known as ogoh-ogoh, which will be paraded in the carnival a day ahead of the Nyepi Hindu Day of Silence, which falls on March 12 this year.

This year's ogoh-ogoh carnival is expected to be merrier than previous years as not only more ogoh-ogoh figures will be displayed, but it will also be marked by the local wisdom of the inter-ethnic and cultural communities.



15 “The number of ogoh-ogoh paraded will be three times as many as last year. The ogoh-ogoh characters will also be diverse and reflect acculturation of inter-ethnic culture and religion as a form of tolerance,”  
20 Mataram Ogoh-ogoh Council head I Nyoman Artha told The Jakarta Post recently.

Artha said in 2012, as many as 45 area coordinators displayed 109 ogoh-ogoh effigies in the ogoh-ogoh carnival, while 100 area coordinators from Mataram, West Lombok and Central Lombok have registered to take part in the event this year.

30 A day ahead of the auspicious day, the Hindu community in Lombok, like in Bali, also perform the Pecaruan and Pengerupukan rituals, also called Tawur Kesanga, as the ritual is carried out on Tilem Kesanga, or the ninth month of the Balinese Hindu calendar.

The ritual is aimed at driving away or eradicating the Buta Kala bad influences, or evil spirits that exist in human nature, or to harmonize the universe and its contents again.

The ogoh-ogoh is a symbol of Buta Kala, or negative forces coexisting with humans and nature. Each of the ogoh-ogoh figures is given the name of a Kala according to its shape.

Some of them mean disease, drugs, conflict, greed and corruption. The Hindu community believes the ogoh-ogoh carnival could destroy Buta Kala's inner self and turn it into a better self.

For Hindu followers, life consists of positive and negative forces that coexist. Harmonization is necessary so the negative force, or Buta Kala, does not interfere with life.

This year's ogoh-ogoh carnival theme is “Celebrate Nyepi Saka New Year 1935 by forging friendship ties and inter-religious tolerance in Mataram City that is progressive, religious and cultured”.

“The ogoh-ogoh parade is part of arts and culture in Mataram which is not only owned by the Hindu community but also the multi-ethnic society. So this year, we will present the diverse colors of the inter-ethnic and inter-religious community,” said Artha.

The ogoh-ogoh carnival in Mataram each year goes through Jl. Pejanggik until Jl, Selaparang, which are the main thoroughfares in the city and passes through the business district in the city. The carnival will begin at around 2:30 p.m. local time and usually finishes late in the afternoon.

He added besides the carnival, the event would also present traditional Sasak music as a symbol of harmony among the ethnicities and religions.

In recent years, the ogoh-ogoh carnival in Mataram has served as a tourism and cultural icon for NTB. The NTB Tourism Agency has also promoted the event to the international community in an effort to boost tourist arrivals in NTB.



## Task 2

State true (T) or false (F) the statement below based on the text above.

Sentences	True (T) / False (F)
<ol style="list-style-type: none"> <li>1. "Ogoh-Ogoh" not only in Bali, but also in Lombok.</li> <li>2. "Ogoh-Ogoh" was shown in the event of Nyepi.</li> <li>3. The number of ogoh-ogoh paraded will be three up to four times as many as last year.</li> <li>4. "Ogoh-ogoh" is symbol of buta kala.</li> <li>5. The ritual is aimed at driving away or eradicating the Buta Kala bad influences</li> <li>6. This year's ogoh-ogoh carnival theme is "Celebrate Nyepi Saka New Year 1936".</li> <li>7. The ogoh-ogoh parade is part of arts and culture in Mataram which is only owned by the Hindu community.</li> <li>8. The carnival will begin at around 1:30 WIB p.m. and usually finishes late in the afternoon.</li> <li>9. The event presents traditional Sasak music as a symbol of harmony.</li> <li>10. The ogoh-ogoh parade is also event to promote icon culture of NTB.</li> </ol>	<b>T</b>

## Task 3

Find the meaning words below based on dictionary.

1. Carnival /'kɑ:.nɪ.vəl/ noun :
2. Celebrate /'sel.ɪ.breɪt/ verb :
3. Traditional /trə'dɪʃ. ə n. ə l/ adjective :
4. Community /kə'mju:.nə.ti/ noun :
5. Promote /prə'məʊt/ verb :
6. Tourist /'tʊə.rɪst/ noun :
7. Culture /'kʌl.tʃə r / noun :
8. Icon /'aɪ.kɒn/ noun :
9. Event /ɪ'vent/ noun :
10. Tourist /'tʊə.rɪst/ noun :

# LOOK AT THIS!

## Hortatory text

- o Represent the attempt of the writer to have the reader/listener to do something or act in certain way.
- o The writer persuades the reader's/listener's.
- o There are three parts of hortatory exposition called as rhetorical steps/generic structure. They are thesis, arguments and recommendation.



THESIS	: announcement of issue concern (telling the problems to the reader/ listener).
ARGUMENTS	: reasons for concern, leading to recommendation (the writer provides some evidence for the reader/listener).
RECOMMENDATIONS	: statement of what ought to or ought not to happen (it gives suggestions to the readers or listeners).

In writing hortatory text, we usually use the simple present tense.

The language features:

- o The use of motive words
- o The use of words that link quality statement
- o The use of words that link argument

### Task 4

Fill the jumbled paragraph into a good text. Work in group.

Look at the example!

TITLE	: NTB celebrates Nyepi 'ogoh-ogoh' style
THESIS	: This year's ogoh-ogoh carnival is expected to be merrier than previous years as not only more ogoh-ogoh figures will be displayed, but it will also be marked by the local wisdom of the inter-ethnic and cultural communities.
ARGUMENTATION 1	: The number of ogoh-ogoh paraded will be three times as many as last year. The ogoh-ogoh characters will also be diverse and reflect acculturation of inter-ethnic culture and religion as a form of tolerance.
ARGUMENTATION 2	: The ogoh-ogoh parade is part of arts and culture in Mataram which is not only owned by the Hindu community but also the multi-ethnic society. So this year, we will present the diverse colors of the inter-ethnic and inter-religious community.
ARGUMENTATION 3	: The event would also present traditional Sasak music as a symbol of harmony among the ethnicities and religions.
RECOMMENDATION	: The ogoh-ogoh carnival in Mataram has served as a tourism and cultural icon for NTB. The NTB Tourism Agency has also promoted the event to the international community in an effort to boost tourist arrivals in NTB.



TITLE : **Lake Toba Festival 2013 to Attract Enthusiasts as Well as Professionals**

THESIS :

ARGUMENTATION 1 :

ARGUMENTATION 2 :

RECOMMENDATION :

**A**

“The Lake Toba area is one of the strategic areas for tourism. Through this event, the exoticism of the landscape and culture can be exposed, be revitalized and promoted more extensively,” Minister of Tourism and Creative Economy Mari Elka Pangestu said. The festival, which ends on Saturday next week, will feature the traditional Tortor dance, ulos (hand-woven cotton cloth unique to the Batak) weaving and wood carving competitions indigenous to the area, as well as a choir competition — an important component of Batak culture.

**B**

The Lake Toba Festival 2013 set to begin this Sunday is expected to attract thousands of people who will be participating in traditional and conventional sports as well as arts, crafts and dances.

**C**

“Not only tourism will grow through this event but with such exhibitions as those at] this event will hopefully also attract investment, increase trade and empower small and medium enterprises,” North Sumatra Governor Gatot Pujo Nugroho said. Four international swimmers from Germany, Greece, Brazil and Italy will participate in a long-distance, 10-stage swimming race to circumnavigate Samosir Island. At 640 square kilometers, it is fifth largest lake island in the world.

**D**

This event will stimulate growth in North Sumatra's tourism sector as well as strengthening the sports sector and promoting the rich culture of the North Sumatran people.

**E**

**Lake Toba Festival 2013 to Attract Enthusiasts as Well as Professionals**

Read the text below and answer the question!

Location  
 Prambanan , Indonesia  
 Telephone  
 +62 274 496 408  
 More information  
[www.borobudurpark.com](http://www.borobudurpark.com)

## Ramayana Ballet

Held at the outdoor theatre just west of the main temple complex, the famous Ramayana Ballet is Java's most spectacular dance-drama. The story of Rama and Shinta unfolds over four successive nights, twice or three times each month from May to October (the dry season), leading up to the full moon. With the magnificent floodlit Candi Shiva Mahadeva as a backdrop, nearly 200 dancers and gamelan musicians take part in a spectacle of monkey armies, giants on stilts, clashing battles and acrobatics.

Performances last from 7.30pm to 9.30pm. Tickets are sold in Yogyakarta through the tourist information office and travel agencies at the same price that you'll pay at the theatre box office (but they usually



offer packages that include return transport from your hotel for Rp 50.000,00 extra).

20 Tickets cost from Rp 100.000,00 to Rp 250.000,00 or Rp 300.000,00 for VIP seats (padded chairs up the front). All seats are on stone benches except the VIP.

Alternatively, the Ramayana Ballet Full Story is a good two-hour performance (condensing the epic into one night), and alternates with the four-part episodic performances. It's held at the Trimurti Covered Theatre from November to April.

30 Performances start at 7.30pm every Tuesday, Thursday and Saturday.



## Task 5

Answer questions based on the text above

1. What is the story in Ramayana ballet?
2. Where is the Ramayana ballet held?
3. What time the Ramayana ballet held?
4. How many tickets were offered to watch the Ramayana ballet?
5. How do I find out information about the Ramayana ballet?
6. What kind of reading the text above?

## Task 6

Look up the words from the dictionary

1. Famous /'feɪ.məs/ adjective :
2. Magnificent /mæg'nɪf.ɪ.sənt/ adjective :
3. Performance /pə'fɔ:.mənt s/ noun :
4. Theatre /'θi:ə.tə r/ noun :
5. Epic /'ep.ɪk/ noun :

## Task 7

Answer the following question in accordance with the line in the text above

Sentence	Line
- Performances last from 7.30pm to 9.30pm.	<b>13</b>
- The story of Rama and Shinta unfolds over four successive nights, twice or three times each month from May to October (the dry season), leading up to the full moon.	
- Tickets cost from 50,000Rp to 150,000Rp, or 300,000Rp for VIP seats (padded chairs up the front).	
- Performances start at 7.30pm every Tuesday, Thursday and Saturday.	
- More information <a href="http://www.borobudurpark.com">www.borobudurpark.com</a>	

Read the text below and answer the question!

## 2-Day Java Tour from Bali Including Yogyakarta and Borobudur Temple



### Tour description provided by Viator

This 2-day tour from Bali will give you a great artistic, cultural and architectural overview of the island of Java. Tour the city of Yogyakarta, visit UNESCO World Heritage-listed Borobudur Temple and Candi Prambanan, and learn about local fine arts at a textile factory and leather puppet-making center. Overnight accommodation and round-trip airfare are included (if option is chosen).

### What's included?

- Overnight accommodation
- Meals as per itinerary (b=breakfast, l=lunch)
- 10 · Entrance fees
- Local guide
- Transport by air-conditioned vehicle
- Round-trip airfare (if option is chosen)

### What isn't included?

- 15 · Food and drinks
- Airport departure tax: Bali Rp 40.000,00 (us \$4.50 approx) Yogyakarta Rp 35.000,00 (us\$4.00 approx)
- Round-trip airfare (if option is chosen)

### Itinerary

#### 20 Day 1: Bali – Yogyakarta(L)

You'll be picked up from your hotel in Bali and taken to the Bali Ngurah Rai International Airport (also known as Denpasar International Airport) for your morning flight to the island of Java. When you land in the city of Yogyakarta, your guide will meet you at the airport and take you on a sightseeing tour of the city, during which you'll experience the hustle and bustle of Javanese life. Next, drive 1.5 hours north to Magelang to visit must-see UNESCO World Heritage-listed Borobudur Temple, a 9th-century Mahayana Buddhist temple. Take a walking tour of this historical, religious and architectural gem, and admire the lush mountain backdrop. You'll then visit Candi Prambanan, another 9th-century Hindu temple complex and UNESCO World Heritage Site. Dedicated to the Trimurti -- the expression of God as the Creator (Brahma), the Preserver (Vishnu) and the Destroyer (Shiva) – Prambanan is one of the largest Hindu temples in Southeast Asia, and will fascinate you with its ruins that still feature fine contours and intricate stone carvings. After



your temple tours, you'll be taken to your hotel. Overnight: Hyatt Regency or similar in Yogyakarta

35 **Day 2: Yogyakarta – Bali (B)**

After breakfast at your hotel, discover Yogyakarta's artistic side on another city tour. Start with a visit to Sultan's Palace, the seat of java's most powerful royal family. Then, stop by a batik factory to see how these fine Javanese hand-printed textiles are produced. Your last stop is a center where the famous wayang kulit leather puppets are intricately crafted by hand. Your guide will explain how the type of theater that uses these puppets has been designated a UNESCO Masterpiece of Oral and Intangible Heritage of Humanity. Your tour will conclude with a transfer back to the airport for your afternoon flight to Bali. When you land, you'll be picked up and taken back to your hotel. Please note: If you'd like to make flight arrangement on your own, please choose '2-Day Java Tour without Flight' option.

*Adapted from: <http://www.lonelyplanet.com/indonesia>*

**Task 8**

State true (T) or false (F) the statement below based on the text above.

Sentence	True (T) / False (F)	Line
1. This tour starts from Bali	T	1
2. All Candi in Java are destination of this tour.		
3. The tourist can choosing local tour guide by itself.		
4. Borobudur and Prambanan are the Buddhist temples.		
5. The tourists can be making flight arrangement by themselves.		

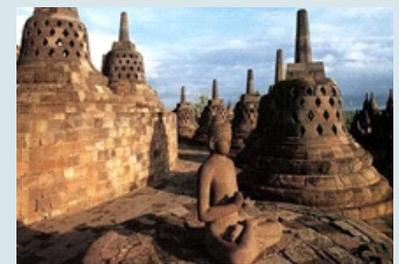


## Task 9

Match the pictures with the texts.

### Day 1

You'll be picked up from your hotel in Bali and taken to the Bali Ngurah Rai International Airport. When you land in the city of Yogyakarta, your guide will meet you at the airport and take you on a sightseeing tour of the city, during which you'll experience the hustle and bustle of Javanese life. Next, drive 1.5 hours north to Magelang to visit must-see UNESCO World Heritage-listed Borobudur Temple, a 9th-century Mahayana Buddhist temple. Take a walking tour of this historical, religious and architectural gem, and admire the lush mountain backdrop. You'll then visit Candi Prambanan, another 9th-century Hindu temple complex and UNESCO World Heritage Site. Dedicated to the Trimurti; the expression of God as the Creator (Brahma), the Preserver (Vishnu) and the Destroyer (Shiva) – Prambanan is one of the largest Hindu temples in Southeast Asia. After your temple tours, you'll be taken to your hotel. Overnight: Hyatt Regency or similar in Yogyakarta



### Day 2

After breakfast at your hotel, discover Yogyakarta's artistic side on another city tour. Start with a visit to Sultan's Palace, the seat of Java's most powerful royal family. Then, stop by a batik factory to see how these fine Javanese hand-printed textiles are produced. Your last stop is a center where the famous wayang kulit leather puppets are intricately crafted by hand. Your tour will conclude with a transfer back to the airport for your afternoon flight to Bali. When you land, you'll be picked up and taken back to your hotel. Please note: If you'd like to make flight arrangement on your own, please choose '2-Day Java Tour without Flight' option.



**Task 10**  
Make the itineraries based the text below

## Itinerary's schedule “goes to JOGJA”

<b>Day 1</b>	<b>07.00 - 09.00</b>	<b>Prepare flight to Jogjakarta</b>
<b>Day 2</b>	<b>07.00 - 09.00</b>	<b>Breakfast time</b>



# LOOK AT THIS!

Type of advertisement	Informations	Vocabulary used
<p><b>1. Sales</b></p>  <p>Cars, houses, products</p>	<p>What is being offered?</p> <ul style="list-style-type: none"> <li>o Price, discount, conditions, detached / semidetached, bungalow / terrace</li> </ul>	<ul style="list-style-type: none"> <li>o 50% discount</li> <li>o Half-price</li> <li>o Clearance sale</li> <li>o Excellent condition</li> <li>o Negotiable</li> <li>o Guarantee, bank loans available</li> </ul>
<p><b>2. Education</b></p>  <p>Courses Twinning programmes</p>	<ul style="list-style-type: none"> <li>o Duration</li> <li>o Fees</li> <li>o Intake</li> <li>o Requirements</li> <li>o Courses available</li> <li>o Scholarship</li> </ul>	<ul style="list-style-type: none"> <li>o Part-time/fulltime</li> <li>o Method of payment</li> <li>o Closing date</li> <li>o Degree / diploma / equivalent certificate</li> </ul>
<p><b>3. Job vacancies</b></p> 	<p>Qualifications</p> <p>Experience</p> <p>Salary</p> <p>Fringe benefits</p> <p>Training</p> <p>Transport</p>	<p>Walk interview</p> <p>Resume, curriculum vitae</p> <p>Essential, necessary</p> <p>Proficient</p> <p>Added advantage</p> <p>Present, current, expected salary; remuneration.</p>



## Task 11

Answer the questions based on the advertisements.

The first ever online daily deal television  
**ChunkyDealsTV**

Deals up to  
**90% off**

As seen on **ROGERS TV**

---

Our first 1,000 subscribers will be credited \$30\*

Enjoy browsing through our various daily deal channels organized to suit your taste. Preview numerous deals in video format from local businesses which appeal to you.

Subscription is **FREE!**  
 \*Promotional code: chunkme121

Subscribe today!  
 Facebook.com/ChunkyDeals  
 Twitter: @ChunkyDealsTV  
**ChunkyDeals.com**

1. What is the purpose of the ads?
2. What is being offered by the ads?
3. What kind of ad is it? A sales, education, or job vacancy ads?
4. When does the customer could get the special promo?
5. How could the customer get the items?
6. What kinds of application that the customer should have in their mobile to get the code?

## Task 12

Fill in the blank about situation below.

1. 
**COMPUTER SLOW?**

Take advantage of our grand opening **50% off sale**. It only happens once.

We offer technology solutions and support for home users, home offices, and small-mid sized businesses.

<b>50% Off</b> <b>All services for home users</b> <small>anti-virus/spyware removal, pc repair, backup wireless networks, hardware upgrades, vista, etc</small>	<b>FREE CONSULTATION</b> <b>For small-mid sized business</b> <small>network setup, new office setup, web design web development, servers, etc</small>
---	---

**trimegatech** 410-280-1780  
<http://www.trimegatech.com> Servicing Anne Arundel and Howard county. We come to you.



Andi : Good morning. I see an advertisement in the newspaper about trimegatech. What is the purpose of this advertisement?  
 Customer service : Good morning. In the framework of the grand opening of the store, we offer a \_\_\_\_\_ discount.  
 Andi : Wow !! What are the discounts?  
 Customer service : We offer technology solutions and support for home users, \_\_\_\_\_ etc. You can see in the advertisement.  
 Andi : Is there a telephone number or website if I want to ask directly.  
 Customer service : Yes. Contact us at \_\_\_\_\_ or our website \_\_\_\_\_  
 Andi : Thank you for the info.  
 Customer service : My pleasure

2.

**DBA**  
*Danielle Bowman Artist*  
**SCHOLARSHIP**  
**CALLING ALL CREATIVES!**

{ MODELS  
 PHOTOGRAPHERS  
 MUSICIANS  
 ARTISTS  
 PERFORMERS  
 DESIGNERS }  
 Brooke & Pedro  
 are giving away a \$1000 scholarship to  
 ONE LUCKY CREATIVE!

**HOW TO ENTER:**

Along with a one page essay about why you deserve this scholarship, submit something artistic that describes you and showcases your talent. There is no specific platform, so BE CREATIVE! Write a song, paint a picture, do what you do!

Submit your entry to [brookeandpedro@gmail.com](mailto:brookeandpedro@gmail.com)



Mia : Hi Jessi, would you sign this scholarship?  
 Jessi : Of course, I'm going to sign up. How about you? Is already understand what are the requirements?  
 Mia : Not Jessi, can you tell me?  
 Jessi : This scholarships are for models, \_\_\_\_\_. Brooke and Pedro provide \$ 1,000 for the lucky and creative. How to register, \_\_\_\_\_ Then, submit something artistic that describe you and showcase your talent.  
 Mia : Okay, how about the showcase?  
 Jessi : There is no specific platform. You can write a song, paint a picture, etc. Don't forget to submit to \_\_\_\_\_ For more information you can open the website \_\_\_\_\_  
 Mia : Thank you for the information.  
 Jessi : My pleasure



## Task 13

### Fast reading to answer questions based on advertisements

Fill a sheet with newspaper advertisement which deals with either a variety of subject-matter or one particular theme such as holidays or job vacancies.

### Classifying small ads

Compile a sheet of small ads taken from different classifications you commonly find in this section of the newspaper.



**Bargains**

**BEG, SUPER scooter, 3 wheel, electric wheel-chair. New batteries, and charger £650 excellent condition Bexhill 211611.**

**BED** spread fitted double size pale gold with cushion ex condition as new £16.00 dresses two size 14 good quality clean £8.00 01424 846586

**BELLING** magical electric fire, complete wood surround and hearth, length 60ins, height 28ins, £50.00 ono. 01424 446197.

**BICYCLE** boys orange mountain bike katananda apollo 18: frame 26: wheel 10 gears very good condition £60.00 phone 851676.

**BICYCLE** mans old fashioned heavy frame £10.00. Bexhill 731838.

Could you spare a few hours a week to listen to those in crisis?

**The Samaritans**  
Hastings & Rother Branch  
are currently looking for

**VOLUNTEERS**  
For February Preparation Classes  
Please phone **01424 436666**  
for an application form  
Please support the Samaritans — Regd Charity 233437

**MISSING STOLEN**  
**VERY SUBSTANTIAL REWARD OFFERED**

for any information leading to recovery of silver/grey Bengal cat (male). Last seen Gensing Rd/North Street area, St Leonards on Wed 22nd Oct, 9pm wearing blue collar + I.D tag. He is very distinctive and looks like a baby snow leopard (Spots/stripes).

**IF YOU KNOW ANYTHING CALL IN STRICTEST CONFIDENCE, 24 HRS.**  
**\* 721120 An/Phone**  
NO POLICE NO COMEBACKS

**DRAWFLIGHT LTD**  
Property Management

**LANDLORDS**  
Are you considering letting your property?

We have a large number of qualified tenants waiting for properties **NOW**  
Phone us or drop in for details of our service  
Let us take the weight from your shoulders

**01424 424030**  
190 Queens Road  
Hastings

Best Western  
Mega Kuningan

For Information & Reservation :  
Jl. Mega Kuningan II No.1 Mega Kuningan Jakarta  
Tel : +62 21 2920 1234 | fax : +62 21 2967 3266 | BB : 2B436D17  
Hp : +62 81218748869 | email : sa@bwmegakuningan.com  
www.bwmegakuningan.com | www.bestwestern.com

**GRAND OPENING**

*Lulu Bells*

GIFTS • FLORAL • HOME DECOR

THURSDAY AND FRIDAY, NOVEMBER 4 & 5, 10 AM - 7 PM  
SATURDAY, NOVEMBER 6, 9 AM - 4 PM  
REFRESHMENTS AND FREE DRAWINGS

519 SOUTH STATE STREET • JERSEYVILLE, IL  
618 639 1200  
JANE SETTLES, OWNER (FORMER MANAGER OF HICKORY GROVE MERCANTILE)

Best Western  
**PREMIER**  
Sunset Road Kuta

Meeting in Bali

Rp200,000nett

Contact Number +62 881 3066 030  
Pin BB 82540882  
or visit our website www.bestwestern.com  
www.bestwestern.com



**THE GARDENERS CAFE**  
 SUNDAY ROASTS, TEAS, COFFEES, CAKES.  
 DAILY SPECIALS

**10% OFF WITH THIS ADVERT**  
 UNTIL END OF NOVEMBER

EARLS CROOME GARDEN CENTRE  
 A38 WORC TO UPTON ROAD  
 TEL 01684 594475  
 (CLOSED MONDAYS)

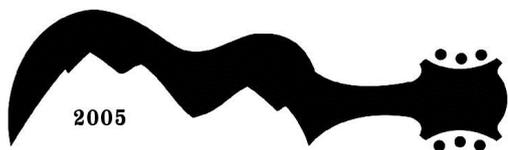
**JAC Recruitment**

Recruitment Specialist  
 Across the Globe

Email : tjp@jac-recruitment.co.id  
 Phone : +62 878 7724 4062  
 www.jac-recruitment.co.id

## PORCUPINE MOUNTAINS MUSIC FESTIVAL

FRIDAY, AUGUST 26 - EMBER SWIFT  
 SATURDAY, AUGUST 27 - IRIS DEMENT  
 SUNDAY, AUGUST 28 - KELLY JOE PHELPS  
 AND OVER A DOZEN MORE ARTISTS!  
 BLUEGRASS, FOLK, BLUES, JAZZ, SOUL  
 ONTONAGON COUNTY, MICHIGAN



www.ajlb.co.id

**AJLB**  
 PT. ANEKAJASA LIMABENUA  
 +62 21 849 76 860

EXPATRIATE EXPERT ; Work & Stay Permit,  
 Legal Sponsorship and Other Services  
 Tech. Support: customer-service@ajlb.co.id

### Task 14

Make a simple advertisements based on these fields. Work in group.

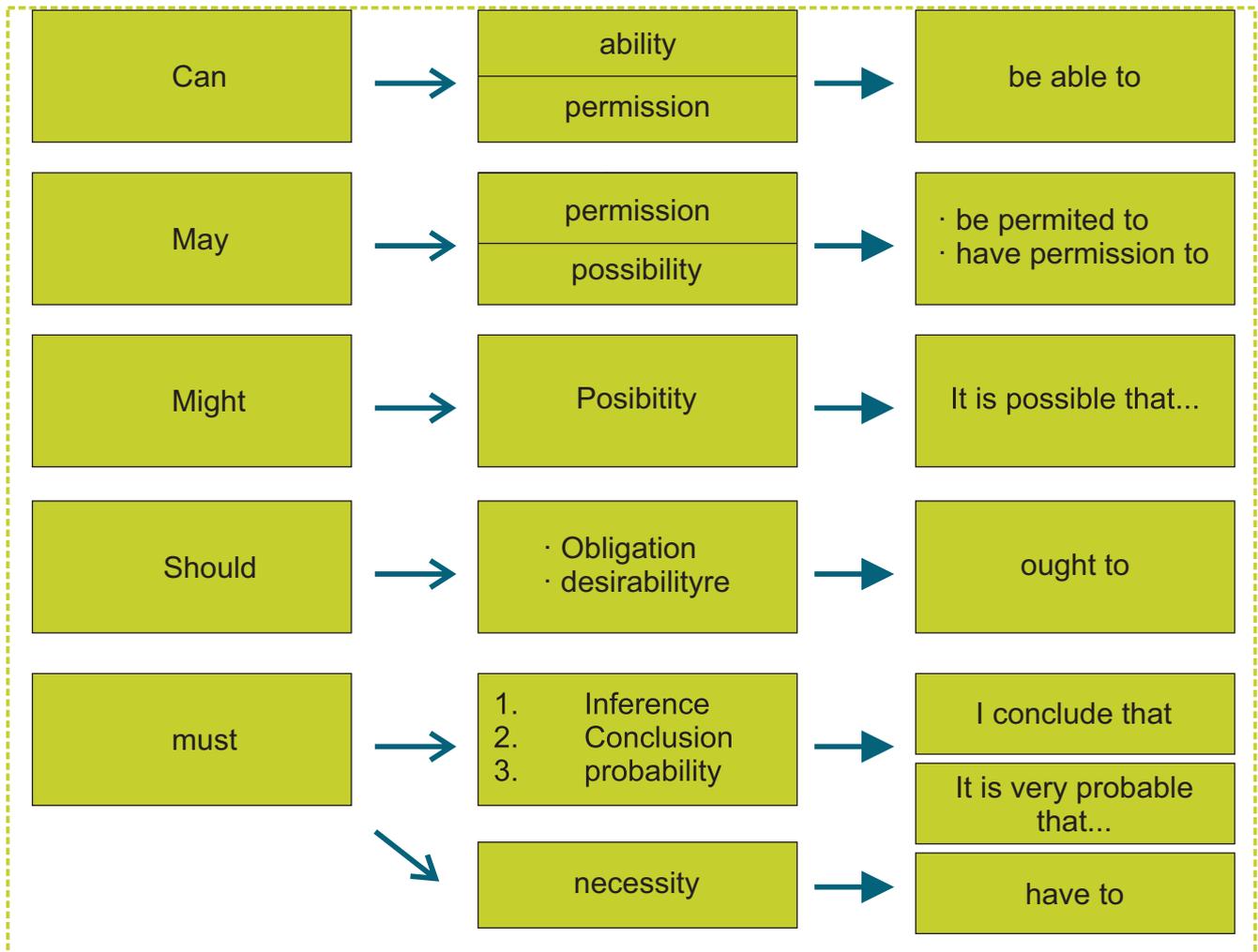
- o Sales (Tour Travel)
- o Education
- o Job vacancies

## LOOK AT THIS!

### MODALS

Notice the forms and meaning of the modal auxiliaries.





Should, ought to, and had better are often used in showing a suggestion or recommendation.

Pay attention in the using of should, ought to, and had better in the sentences below;

- You should study harder  
You ought to study harder
- Drivers should obey the speed limit  
Drivers ought to obey the speed limit
- The gas tank is almost empty. We had better stop at the next service station.

### Task 15

Circle the correct modals for the sentences below.

- I have no time. I (should/may/must) leave or I (would/will/shall) miss the bus.
- I wish I (could/would/can) buy a new car but I don't have enough money.
- (Should/May/Might) we go out tonight, please? Yes, but you (won't/couldn't/musn't) be late.
- She looks tired; she (should/shouldn't/might) takes some day off.
- I never told anyone before where I (will/won't/would) go on my next holiday.
- (Should/Could/Might) you water my plants while I am away? If they don't get enough water they (will/won't/can't) die.
- Mirna's flight to Jakarta took more than 4 hours. She (must/could/will) is exhausted after such a long flight.
- When you have a small child in your house, you (won't/may not/mustn't) leave small objects lying around. Such objects (must/could/had better) be swallowed, causing serious injury.

# Evaluations

Look at the text below and answer the question.

## First time Bangkok: a micro guide to the Thai capital

by Austin Bush · Dec 11 2014

Scratch Bangkok's surface and you will find a city with mega-malls minutes from 200-year-old homes, with temples sharing space with neon-lit strips of sleaze, and where streets lined with food carts are overlooked by restaurants perched on skyscrapers. And best of all, as Bangkok races towards the future, these quirks will continue to supply the city with its unique brand of Thai-ness.

Population : around 8.2 million  
Visitors per year : around 26.5 million  
Daily budget : US\$30 to \$100, plus accommodation

Best time of year to go: December/January is both the coolest time of year in Bangkok as well as the peak tourist season



### Ko Ratanakosin and Thonburi

The artificial island of Ko Ratanakosin is Bangkok's birthplace – a logical starting point for your visit – and the Buddhist temples and royal palaces here, including Wat Phra Kaew & Grand Palace, and the enormous reclining Buddha at Wat Pho, comprise some of the city's most important and most-visited sights. Cross Mae Nam Chao Phraya (the Chao Phraya River) to Thonburi to visit Wat Arun, one of the only Buddhist temple sights in Thailand that visitors are allowed to climb on.

### Banglamphu

Leafy lanes, antique shophouses, hectic wet markets and golden temples convene in Banglamphu – easily the city's most quintessentially 'Bangkok' neighbourhood. It's a quaint postcard picture of the city that used to be, that is until you stumble upon Th Khao San, the intergalactic backpacker melting pot that's anything but traditional. If you're not staying here, come in the cool evenings and hit the Th Khao San Market for backpacker essentials, or grab a beer at one of the strip's fun bars such as Hippie de Bar.

## **Chinatown:**

Although generations removed from the mainland, Bangkok's Chinatown could be a bosom buddy of any Chinese city. The streets are crammed with vendors, gaudy yellow-gold and jade shops, and flashing neon signs in Chinese characters. With this over-the-top vibe, it's hardly a surprise that Chinatown's own Wat Traimit is home to the world's largest solid-gold Buddha statue. And with so much life on the streets, open-air restaurants such as Nai Mong Hoi Thot and the famous Th Phadungdao Seafood Stalls make Chinatown Bangkok's best 'hood for street food feast.

## **Siam Square**

Multi-storey malls, outdoor shopping precincts and neverending markets leave no doubt that Siam Square is the heart of Bangkok's commercial district. In addition to shopping, which hits its overwhelming peak at megamalls such as MBK Center and Siam Paragon, don't miss the charming Thai architecture and art museum that is Jim Thompson House. Riverside, Silom and Lumpini

Although you may not see it behind the office blocks, high-rise condos and hotels, Mae Nam Chao Phraya forms a watery backdrop to these linked neighbourhoods. History is still palpable in the riverside area's crumbling architecture, evident in the nearly 140-year-old Mandarin Oriental, arguably the city's most famous hotel. Heading inland, Th Silom is Bangkok's de facto financial district by day, while after dark it transforms into a nightlife destination with districts such as Bangkok's 'gaybourhood' on Soi 4, Th Silom, and Patpong, one of the most famous red light districts in the world. Nearby Th Sathon is the much more subdued embassy zone, and is home to nahm, arguably Bangkok's best Thai restaurant. And right next door is Lumpini Park, central Bangkok's premier green zone, best visited in the cool morning or afternoon.

## **Sukhumvit**

Japanese enclaves, French restaurants, Middle Eastern nightlife zones, tacky bars: it's all here along Th Sukhumvit, Bangkok's unofficial international zone. This is modern, cosmopolitan Bangkok, manifest in fun bars such as Badmotel and WTF, and excellent international restaurants such as Jidori-Ya Kenzou and Little Beast.

## **Other areas**

You can hardly say you've been to Bangkok without a visit to Chatuchak Weekend Market, located north of the city. Allegedly one of the world's largest markets, it's an overwhelming assemblage of vendors that unites commerce ranging from exotic fish to vintage sneakers. What to Pack Cool, yet modest clothing. Bring a scarf or sarong to cover legs and arms when entering temples.

## **Getting Around**

Bangkok has two airports. Suvarnabhumi International Airport is Bangkok's primary international air hub and is located 25km east of the city centre. From/to Suvarnabhumi, transport options include metred taxis, the Airport Link train and city buses. Don Muang International Airport, Bangkok's low-cost terminal, is north of the city. From here, transport options include metred taxis and two airport bus lines.

Bangkok's public transportation network is continually growing, but it is still relatively young, and getting to certain parts of the city – particularly the older areas such as Ko Ratanakosin and Banglamphu – remains extremely time-consuming. The best strategy is usually to combine a longer trip on the BTS or MRT with a short taxi ride.

Bangkok's river boats, the Chao Phraya River Express ([chaophrayaexpressboat.com.th](http://chaophrayaexpressboat.com.th)) are a slow but steady way to visit the tourist sights in older parts of town.

## Safety

Bangkok is generally a safe city and incidents of violence against tourists are rare. Commit the following to memory and you'll most likely enjoy a scam-free visit:

- o If you aren't a gem trader or expert, then resist the urge to buy unset stones in Thailand. Otherwise, you'll find yourself getting sucked into a complicated scam in which you'll pay an exorbitant price for costume jewellery.
- o Ignore any 'friendly' local who tells you that an attraction is closed for a Buddhist holiday or for cleaning. These are set-ups for trips to a bogus gem sale.
- o Say goodbye to your day's itinerary if you decide to go with any tuk-tuk driver willing to take you around for 20B. These alleged 'tours' bypass all the sights and instead cruise to all the fly-by-night gem and tailor shops that pay commissions.

- o Refuse any taxi driver who quotes a flat fare, which will usually be three times more expensive than the reasonable meter rate. Walking beyond the tourist area will usually help you find an honest driver.

## Etiquette

- o Don't say anything critical about the Thai royal family.
- o Do dress respectfully at royal buildings and temples.
- o Don't wear your shoes indoors.
- o Do try to avoid conflict or raising your voice with locals.
- o Don't touch another person's head

## Booking Ahead

- o Book a room at a boutique hotel a couple months in advance, especially for December/January.
- o One month before you leave, apply for a visa at the Thai embassy or consulate in your home country if you plan to stay longer than 30 days.
- o A couple weeks beforehand, book a table at naam or lessons at a Thai cooking school.

Adapted from: <http://www.lonelyplanet.com/indonesia>

1. What is the writer's intention in writing the brochure?
  - a. To persuade the readers to visit Thailand.
  - b. To persuade the readers to aware about environment in Thailand.
  - c. To inform the readers about tips in Thailand as a traveller.
  - d. To describe to the readers what are Thailand's landmark.
  - e. To inform the readers that Thailand is safe country.
2. How much budget accommodation in Thailand?
  - a. \$100- \$150
  - b. \$50- \$300
  - c. \$30- \$100
  - d. \$10- \$100
  - e. More than \$200
3. What time is the best to visit Thailand?
  - a. January
  - b. December
  - c. March
  - d. June
  - e. August



4. Make a list about destination in each area.

Ko Ratanakosin and Thonburi	Banglamphu	Chinatown	Sukhumvit	Riverside, Silom and Lumphini

5. Find the modals in the text above and make a circle.



# Vocabularies

1. Culture /'kʌl.tʃə r/ noun

The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.

2. Heritage /'her.ɪ.tɪdʒ/ noun

Features belonging to the culture of a particular society, such as traditions, languages or buildings, which still exist from the past and which have a historical importance.

3. Tourism /'tʊə.rɪ.z ə m/ noun

The business of providing services such as transport, places to stay or entertainment for people who are on holiday.

4. Tourist /'tʊə.rɪst/ noun

Someone who visits a place for pleasure and interest, usually while they are on holiday.

5. Scholarship /'skɒl.ə.ʃɪp/ noun

An amount of money given by a school, college, university or other organization to pay for the studies of a person with great ability but little money.

6. Vacation /veɪ'keɪ.ʃ ə n/ noun

A holiday, especially when you are travelling away from home for pleasure.



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