

**DEVELOPING ENGLISH WRITING MATERIALS FOR YEAR-NINE
STUDENTS OF SMPN 1 KARANGMOJO THROUGH THE GENRE-
BASED TEACHING**

A THESIS

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



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YOGYAKARTA STATE UNIVERSITY**

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THE GENRE-BASED TEACHING**

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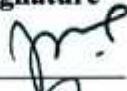


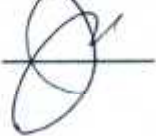
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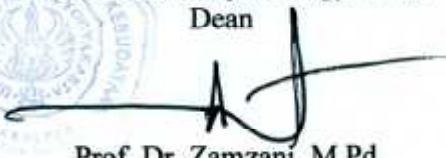
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Mottos

- *To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded.*

(Ralph Waldo Emerson)

- *I walk slowly, but I never walk backward.*

(Abraham Lincoln)

- *I have not failed. I've just found 10.000 ways that won't work.*

(Thomas Alva Edison)

- *If you never try, you'll never know what you are capable of.*

(John Barrow)

Dedications

This thesis is mostly dedicated to:

- **My beloved parents, Kasiyar and Istiyati, for their endless love, supports and cares.
Thank you for giving me love, raising me up and always believing me.**
- **My beloved brother, Angga.
It is amazing to have a brother like you. You are always ready when I need help.**
- **My wonderful aunt. Suwarni, for her help and supports throughout the process of writing my thesis. THANK YOU.**

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Finally, although I have made a total effort, I realize that this thesis is still far from being perfect. Therefore, I invite any 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, December 2014

The Writer

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ABSTRACT

The objectives of this study are to develop writing materials through the Genre-Based Teaching and to identify the characteristics of the suitable writing materials for Year-Nine students of SMPN 1 Karangmojo.

This study is categorized as Research and Development (R&D) type. The steps in this study were conducting needs analysis, writing the course grid, writing the first draft of the materials, trying out or implementing the materials, evaluating the materials, revising the materials, and writing the final draft of the developed materials. The instruments were questionnaires, interviews, and documentations. The questionnaires were given in two separate times. The first questionnaire was distributed in the early stage of the study to find out the students' need toward the English writing materials. The second was carried out in order to get the feedback or the opinions from the respondents and to obtain the evaluation for the developed materials. The result of the second questionnaire and the interview were used to revise the developed materials. Besides, they were also used to identify the characteristics of suitable materials for year-nine students.

The developed materials consist of three units, each of which represents the different genres. The units are (1) Advertisement, (2) Procedure, and (3) Report. Furthermore, each unit was presented in the four stages namely Building knowledge of Field (Let's begin), Modeling of the text (Let's Move further), Join construction of the Text (Find Your partner), and Independent Construction of the text (try to Do It). The average score or the mean of the respondents' agreement toward the statements in the second questionnaire is 4.54 to 3.96 for Unit 1, 4.54 to 3.96 for Unit 2, and 4.46 to 3.75 for Unit 3. All of the average scores were in the range of ideal one, i.e. $\bar{X} > 4.2$ represented 'very good' category and $3.4 < \bar{X} < 4.2$ represented 'good' category. The average score and the respondents' opinions indicate that the students agreed with the developed writing materials. Additionally, the developed materials were suitable with the year-nine students of SMPN 1 Karangmojo. The research finding of this study indicates that the developed materials through the Genre-Based Teaching give a good contribution to the improvement of the students' writing skill. Therefore, it is recommended that the teachers should have to apply the Genre-Based Teaching in developing English materials for teaching.

CHAPTER I INTRODUCTION

A. Background of the Problem

English, as one of the subjects in almost all of educational levels, is given a greater attention by every educational level since it becomes a compulsory subject needed by the students to face the globalization and free market era. In teaching English at Junior High Schools, teachers equip their students with four language skills, namely listening, speaking, reading, and writing.

Writing is one of the important and productive skills. It needs its own methods and principles to teach it. Writing skill is more complex and difficult to teach. There are many reasons for teaching writing in school. Harmer (1998: 79) states that writing as a skill in its own right. It is as a basic language skill, just as important as speaking, listening, and reading. According to Harmer (2004: 3), since societies grew larger and more industrialized, the need for citizens to be able to write became vital in order for bureaucratic organization to be successful.

Among the four skills of English, writing is the most difficult skill. River (1981: 291) states that writing a language comprehensibly is much more difficult than speaking it. In regard to this case, the teacher must encourage the students to improve their writing skill.

There are several reasons as the basis why writing should be mastered by the students. First, being able to write is a vital skill for ‘speakers’ of a foreign language as much as for everyone using their own first language (Harmer, 2004:

3). Second, writing has always been used as a means of reinforcing language that has been taught (Harmer, 2004: 32). Third, Richards and Renandya (2002: 303) state that writing is the most difficult skill for the second language or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.

Based on the reasons above, a way that makes the students interested in writing has to be considered. One way that can help the students appreciate and to be more interested in writing is by providing suitable writing materials. To fulfill the needs of learning materials, most of schools in Indonesia usually use coursebooks. However, they still give a problem because there are so many coursebooks which are designed by someone or published by the Indonesia's Ministry of National Education as a compulsory handbook that can be used as sources of materials in English teaching and learning process. It is quite confusing because the schools have to choose, classify, and combine those sources to get the suitable materials to be used.

Although there are so many coursebooks that can be used as a source of materials, teachers consider that sometimes the coursebooks do not suit the students' need and are not presented in an easy way to be understood and, of course, can increase students' writing ability. The materials in the coursebooks, furthermore, should be more challenging, interesting, and the newest ones to facilitate their students in doing their writing activities.

The explanation of some problems above makes the researcher realize that providing the English writing materials are still needed since the materials provided in coursebooks or other source that are used in the teaching learning process are still inappropriate. Furthermore, the writing materials are not developed based on the students' need. For those reason, the researcher wants to develop the English writing materials through the Genre-Based Teaching. The materials developed, then, will help improve the students' writing ability.

B. Problem Identification

Writing, basically, can be stated as an extremely complex cognitive activity that requires the writer to control several variables at once (Nunan, 1991: 6). It implies that writing includes several elements such as grammar, vocabulary, sentence structure, cohesion, and so on. They should be combined or applied by students when they deal with writing.

Moreover, Harmer (2004: 4-5) proposes the four main stages in writing that can provide environment for writing in the classroom activity. The four stages are (1) planning, (2) drafting, (3) editing, and (4) final draft. Those stages should also be mastered by students when they do their writing activities.

Having all of the skills in writing is not an easy thing for the students because writing is really difficult for foreign language learners. In regard with the writing competency, teachers realize that it is important to supply the students with both of basic skills and cognitive skills. They have to try hard to make the students achieve the aims of learning English, especially in writing.

Based on the observation done by the researcher, the availability of writing materials is still inappropriate. Thus, teachers must develop the materials in order to get the materials which are appropriate and suit their students' need. By considering that the main purpose of writing should be seen as achieving effective communication, the teachers must have an understanding that the materials should also be designed or developed as communicatively as possible. Further, the materials should meet the students' need.

Again, teachers may also get a difficulty when they have to develop or design the writing materials. The teachers must understand well about the principles of developing the materials. In other words, they must understand how the materials are developed. The materials should achieve impact, help learners to feel at ease, help the learners to develop confidence, require and facilitate students' self-investment, expose the learners to language in authentic use, provide the students with opportunities to use the target language to achieve communicative purposes, and take into account that learners differ in the learning style (Tomlinson, 1998: 7-14).

Based on the explanation of some problems above, it is clear that providing the writing materials is not an easy thing to do. The materials should be provided and developed in accordance with the students' need and interest. The materials help students to achieve their functional level by improving their writing skill. Realizing that writing plays an important role for students' future, teachers need to design suitable writing materials or to develop available materials.

C. Limitation of the Problem

Having ability to communicate in English by using the written language is as important as the spoken language. The students should have an idea that the written language or writing can be a means of communication. Consequently, the students have to have writing proficiency that can be used in their communication. Considering that writing proficiency is really needed, and the fact that the students' writing ability is still low, the researcher realizes that several ways to increase students' writing proficiency should be conducted. One of the ways in increasing the students' writing ability is by developing English writing materials.

Due to the limitation of the time, the researcher limits his study by only focusing on developing writing materials for year-nine students of SMP N 1 Karangmojo through the Genre-Based Teaching. The research also focuses on three kinds of texts; they are Short Functional Text (advertisement), Procedure text, and the Report Text.

The researcher tried to use the Genre-Based Teaching in developing English writing materials. It will be used to teach writing because it can be the appropriate materials that can improve the writing ability of Grade IX students of SMPN 1 Karangmojo. It provides more texts in explaining the material, so the students are easier to get the point of the lesson. Besides, they were expected to be more motivated and understood about writing related to their program.

D. Formulation of the Problems

The background, the identification, and the limitation of the problems above have guided the researcher to formulate the problems of the study as follows:

1. What are the characteristics of the suitable writing materials for year-nine students of SMP N 1 Karangmojo based on the Genre-Based Teaching?
2. How are the writing materials which are suitable with Genre-Based Teaching for the year-nine students of SMP N 1 Karangmojo developed or designed?

E. Objectives of the Development

Based on the formulation of the problem above, the objectives of this study are:

1. to identify the characteristics of the suitable writing materials for the year-nine students of SMP N 1 Karangmojo through the Genre-Based Teaching, and
2. to develop the English writing materials which are suitable with the Genre-Based Teaching for the year-nine students of SMP N 1 Karangmojo.

F. Specification of Product

The writer chooses the Genre-Based Teaching in developing English writing materials in order to improve students' writing ability in grade IX at SMP N 1 Karangmojo. It is chosen by the researcher because it covers the unit works

that focus on developing skills in relation to the whole texts, discusses about grammatical features and structures of spoken and written text.

The product development consists of course grid, which is written in accordance with the data obtained from the needs analysis. Then, it was used as a guideline in developing writing materials. The researcher designed three units in which each unit represented the different text genres: Short Functional Text (advertisement), Procedure Text, and Report Text.

The developed main teaching materials were completed with indicators, the language focus, the key structure, the key vocabulary, the input, the assessment, the source of materials and activities being conducted in teaching learning process.

Moreover, the activities are covered in four stages proposed by Hammonds et al. (1992). The stages are *Building Knowledge of Field, (BKOF)*, *Modeling of the Text (MOT)*, *Joint Construction of Text (JCOT)*, and *Independent Construction of Text (ICOT)*.

G. Significances of the Development

1. The research findings of this study are expected to give a motivation to the English teachers either at SMP N 1 Karangmojo or at other schools to develop better English writing materials which are suitable with Genre-Based Teaching and make students achieve the learning objectives as stated in the curriculum.

2. It is expected that the result of the study may give some input for other researchers to their research.

H. Development Assumption and Constraints

The researcher tried to use the Genre-Based Teaching in developing writing materials. It was used to teach writing because It can be the appropriate instruction that meets the problems in writing at Grade IX students of SMPN 1 Karangmojo. It provides more texts in explaining the material, so the students get the point of the lesson. Besides, they were expected to be more motivated and understand about writing.

CHAPTER II

A. Theoretical Review

1. Teaching English as a Foreign Language

Brown (2000: 193) suggests that English as a foreign language can mean that the language (English) is learned in one's own culture with few immediate opportunities to use the language environment of that culture. Similar to what Brown says, Richards (1985: 2) confirms that although English is not regarded as an official language, it may still have important roles in some countries such as China, Japan, France, Germany, Mexico, and Israel. In those countries, English may be the language of certain courses at a university, and/or the language of a large percentage of the students' textbooks. It may be a significant school subject to pass the examination to enter a university. It may also be needed for people who work for tourism, business, and some section for civil service. Hence, the position of English in those countries is as the foreign language, not as the second language.

In Indonesia English is also regarded as a foreign language. Therefore, children know English by lesson at school, while adults may have it in college or courses. As in other countries mentioned before, English is considered to be important. In our country the National Education Department put it as one of the compulsory subject in Junior and Senior High School levels.

In brief we can conclude that in EFL setting, English is not used for formal and/or daily communication. It is restricted only in the academic context, varied from each level, for example from the elementary school until university level.

2. Genre-Based Teaching

a. The Definition of the Genre-Based Teaching

The Genre-Based teaching is one of the methodologies in the teaching and learning English. According to Richards (2005:40), the Genre-Based Teaching or known as genre based approach, sees communicative competence as involving the mastery of different types of texts. The Genre-Based Teaching design is primarily concerned with what learners do with language, e.g. what they do with whole texts in a context. A Genre-Based Teaching is concerned with unit of discourse called texts (Feez and Joyce, 1998: 4). The objectives of the implementation of the Genre-Based teaching are always related to the use of whole texts in context. Actually, the core units of planning in The Genre-Based Teaching are text types. Text-types are used in a relevant real-life context or according to increasing levels of technicality, abstraction or rhetorical challenge.

b. The Characteristics of the Genre-Based Teaching

There are some characteristics in the Genre-Based Teaching. According to Feez and Joyce (1998: 3) the characteristics of a Genre-Based Teaching are it consists of several aspects. The first aspect is syllabus type. A Genre-Based Teaching can be thought of as a type of mixed syllabus. It is because all the elements of various other syllabus types can constitute a repertoire from which a

text based syllabus can be designed. The second is the view of language. It occurs as whole texts which are embedded in the social contexts in which they are used. The third is the view of language learning. Here, the people learn language through working with whole texts. The fourth is syllabus elements. All the elements of a Genre-Based Teaching are given unity and direction by being organized with reference to holistic models of content and methodology. The fifth is the content. The content of a Genre-Based Teaching is based on whole texts which are selected in relation to learner needs and the social contexts which learners wish to access. The last is the methodology. The methodology which supports a Genre-Based Teaching is based on a model of teaching and learning in which the learner gradually gains increasing control of text types. Using this model, it is possible to develop sound principles for selecting and sequencing the content elements of the syllabus and for determining the methodology to implement the syllabus.

c. The Methodology for Genre-Based Teaching

There are many methodologies to guide the teaching and learning of English. One of them is Genre-Based Teaching. According to Feez and Joyce (1998: 24), the most effective methodology for implementing a Genre-Based Teaching is the Genre Approach. It offers students the freedom to say and write what they want effectively. It makes it possible for the teacher to meet the learners' need within a framework which facilitates progress toward the students' potential instead of abandoning them permanently at entry level. Moreover, approaching language learning from the perspective of texts can enable students to

develop the knowledge and skills to deal with spoken and written texts in social contexts.

In addition, according to Feez and Joyce in Richards (2005:4), Genre-Based Teaching is thus based on an approach to teach language which involves the teaching explicitly about the structures and grammatical features of spoken and written texts, link spoken and written texts to the cultural context of their use, design units of work which focus on developing skills in relation to whole texts, and provide students with guided practice as they develop language skills for meaningful communication through whole texts. This methodology can help the students in learning English because they learn using media, especially media text. It makes them understand better.

d. The Advantages of the Genre-Based Teaching

There are some advantages in every types of instruction. According to Feez and Joyce (1998: v), there are some advantages in the Genre-Based Teaching, such as:

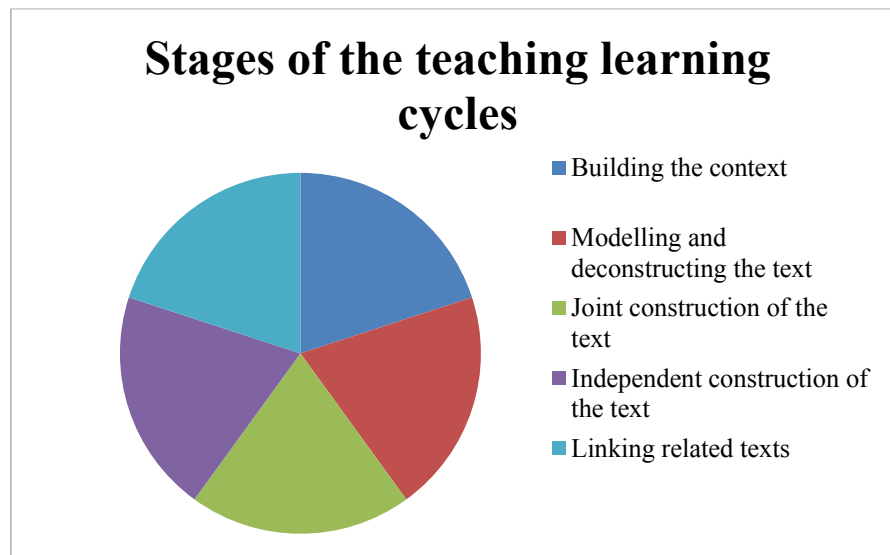
- a. It teaches explicitly about the structures and grammatical features of spoken and written texts.
- b. It links spoken and written texts to the social and cultural contexts of their use.
- c. It allows for the design of units of work that focus on developing skills in relation to whole texts.
- d. It provides students with guided practice as they develop language skills for meaningful communication through texts.

Basically, the Genre-Based Teaching can cover several instructions such as content-based, task-based, genre-based, and so on. It is not only discusses about the text but also the concept, the structure and grammatical features in the text. It teaches the students the whole texts and its content. It also provides a guided practice as they develop language skill for meaningful communication through text. This instruction can be one of references that can be applied in teaching English whether spoken or written context. In addition, it is one of the effective tools to correlate the students' knowledge between the knowledge that they have known and the knowledge that they needs to learn. In this case, the knowledge is related to the text in order to support the improvement of students' writing ability.

e. The Teaching/ Learning Cycle in The Genre-Based Teaching

The cycle of teaching and learning activities in the Genre-Based Teaching consist of a number of stages which the teacher and the students go through so students gradually gain independent control of a particular text-type. The following is the diagram of stages in the Text-Based Instruction.

Figure 1: **The Stages of Teaching Learning in the Genre-Based Teaching**



(adapted from Callaghan and Rothery 1988, Green 1992, Cornish 1992 in Feez and Joyce: 1998)

Here are the processes of teaching-learning cycle according to Feez and Joyce (1998):

1. Building the context

In this step, the activities are presenting the context through pictures, realia, field-trips, audio-visual material, etc.; establishing the social purpose through discussions or surveys etc.; comparing the model text with other texts of the same or contrasting type, for example comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in service encounter.

2. Modeling and Deconstructing the Text

In this step, the activities are undertaken at the whole text, clause, and expression levels. It is also presenting the relations of the text that being studied, the social purpose being achieved and the meanings being made.

3. Joint Construction of the Text

In this step, the activities are discussing, questioning and editing whole class construction, skeleton texts, jigsaw, small group construction of texts, dictogloss, and self-assessment or peer assessment activities.

4. Independent Construction of the Text

In this step, the activities are reading tasks e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, and answering question. Besides, the other activity is writing task which demand that students draft and present whole texts. In addition, the main point in this stage is the students work independently with the text.

5. Linking related Texts

In this step, the activities are comparing spoken and written models of the same text-type, researching other text-types used in the same field, comparing the use of the text-type across different fiends, and researching how a key language feature used in this text-type is used in other text-types. Practically, it is optional.

All of those steps are used as guidance in applying the instruction for teaching English especially writing skills. Basically, the teaching using the Genre-Based Teaching is like scaffolding. The teacher guides the students part by part

until they understand better about the material and also they can do the exercises independently.

Hammond et al. (1992: 17) also suggest four stages that can be applied in a Teaching-Learning Cycle which are aimed at providing support for learners as they move from spoken to written text. They involve the selection and sequencing of classroom tasks and activities and are related to starting points of text or type of text. The four stages of the Teaching-Learning Cycle according to Hammond et al. (1992: 17) are:

a. Building Knowledge of Field (BKOF).

This step is used to introduce a new genre or new topic to be talking about. It is an interactive activity between teacher and students, and among the students themselves. The activities in BKOF consist of cultural context (learners are able to explore cultural similarities and differences related to the topic), shared experience, control of relevant vocabulary (learners try to build up an extend vocabulary relevant to the topic or text type), and grammatical pattern (learners practice grammatical patterns relevant to the topic or text type). In this step, listening comprehension begin (Hammond et al, 1992: 19).

b. Modeling of Text (MOT)

It is recommended that teachers concentrate mainly on the context of schematic structure with minimal attention being given to language features. The activities in MOT consist at least: Cultural context, social function, schematic structure, linguistic features, and using spoken language to focus on written text. In this step, reading is dominant. It is focused on analyzing the genre through a

model text related to the course topic. In this stage, learners read the model of text with the teacher, with other students or alone, develop an understanding of social function and purpose of the text, and overall organization and development of the text (Hammond et al, 1992: 20).

c. Joint Construction of a Text (JCOT)

JCOT use to reinforce generic purpose and structure, depending on the student ability to understand and gain control of these aspect of genre, it may be advisable to back to modeling stages and focus more closely on the genre's language features and grammar.

Classroom task and activities at this stages according to Hammond et al, (1992: 22) enable learners to: (1) investigate the relation between the topic of field to the purpose of the genre, (2) contribute knowledge of the field in the shared construction of the text, (3) negotiate with teacher and other students regarding the most appropriate organization of knowledge about topic into a written text, (3) represent on knowledge of schematic structure and linguistic features of the genre, and (4) enlarge an understanding of some of the differences between talking about a topic and writing about it.

d. Independent Construction of the text (ICOT)

Before moving to this stage, the teacher needs to assess if the learners are ready to construct the text independently. According to the need of the learners, it may necessary to recycle some of the tasks and activities at earlier stages. In this stage, students are prepared for independent construction of text in the same genre, such as research, note making, observation, interviews, and reading.

Classroom task and activities at this stages enable learners to: (1) incorporate knowledge of schematic structure and grammatical patterns into their own writing, (2) produce written text that approximate control of the genre, (3) read other examples of the genre in context outside the classroom, and (4) feel confident about writing the genre in context outside the classroom (Hammond et al, 1992: 24).

Each of these stages comprises numbers of activities. This curriculum model is cyclical and as such it can be entered at any point. It is useful when introducing a new genre for the first time, however to begin with – stage one - Building Knowledge of Field, stage two - Modeling before attempting, stage three - Joint Negotiation, and stage four is independent construction of text according to Hammond et al (1992: 17). The curriculum cycle can be seen in Figure 2.

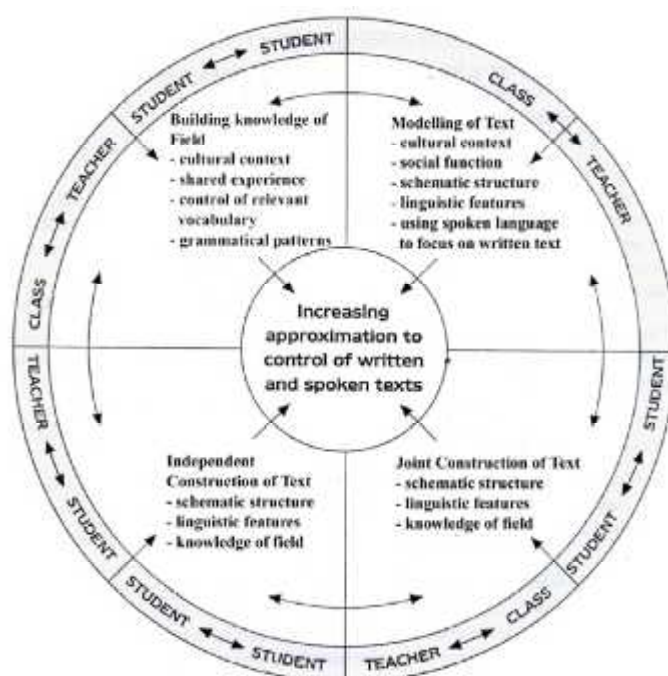


Figure 2: Cycles and Stages of Learning (Hammond et al. 1992: 17)

3. Writing

a. Definition of Writing

Writing is a language skill which involves the activity of producing the language. That is why writing skill tends to be considered more active than the receptive skills (Harmer 2007: 265). During the process of producing the language, language activation occurs in which the all and/or any language knowledge already mastered are used (Harmer 2007: 67). According to Harmer (2004: 6-11) the characteristics of written language are as follows:

- 1) The written language is permanent and its use exceeds time and space.
- 2) The audience, i.e. the readers, is likely to be more general than those in spoken communication. They may also be represented as a type rather than as an individual.
- 3) There is a writing process which includes repetitive and multiple drafting. This gives the writer a chance to plan and modify his/her writing before being presented as a final product.
- 4) The writing products involve the use of the typical paragraph construction which consists of a topic sentence, exemplification, perhaps exception or further exemplification, and a resolution or conclusion. It meant that the writings follow a defined discourse organization.
- 5) The sentences produced in written language are more complex than those in spoken language. Most writings are made up of fully developed sentences, or complete sentences, rather than smaller chunks of language such as words and phrases.

- 6) Different from spoken language in which some paralinguistic features, i.e. gestures, stress, intonation and variation of tone or speed, are used to support the speakers' communication, written language uses punctuation, capital letters, underlining, and changing the order of clauses to show sentences and groups of words that are meaningful.
- 7) The language is usually well-organized. It consists of the use of correct spelling, accurate grammatical forms, and punctuation and layout that obey certain conventions. There is also no tolerance of error and reformulations since the writing usually develop as a finish product. Thus, it should be absolutely clear and unambiguous.

In relation to approach in writing, Nunan (1999: 272) stated that there are two approaches in the nature of writing, i.e., product-oriented approach and process-approach. The product approach is focused on the final product, the coherent and error-free text. He also states that the product-oriented approach to writing focuses on task in which the learners imitate, copy, and transform model provided by the teacher and/or the textbook (Nunan, 1999: 272). The process-approach, meanwhile, is an approach which focuses on the means whereby the completed text was created as on the end of product itself. In other words, the process-approach emphasizes on the way the writers arrive at their final product. Harmer (2003: 257) stated that the process-approach aims at getting to the heart of the various skills that should be employed in writing when the writers spend the time on pre-writing phases, editing, re-drafting, and finally 'publishing' their work.

Successful writing, according to Nunan (1991: 7), involves mastering the mechanics of letter information and obeying conventions of spelling and punctuation using the grammatical system to convey one's intended meaning, organizing content at the level of paragraphs and the complete text to reflect given or new information and topic/comment structure.

b. Characteristic of Written Language

Written language, like oral language, has several characteristics. Brown (2001: 303-305; 341-342) proposes some characteristics of written language both from the writer's and reader's viewpoints. First, writing could be said as a permanent product in which the reader has an opportunity to return again and again, if necessary, to a word or phrase or sentence, or even a whole text. The writer, meanwhile, abdicates the certain power such as power to emend, to clarify, and to withdraw something which is written down and delivered in its final form to its intended audience.

Second, written language is related to a production of time. It means that written language makes the writers aware to the time limitation because a writer can indeed become a "good" writer by developing efficient process for achieving the final product with the stretches of time. Next, written language allows messages to be sent across physical distance and temporal distance. In this case, the writers are able to predict the audience's general knowledge, cultural and literary schemata, specific subject-matter knowledge, and how their choice of language will be interpreted (Brown, 2001: 342).

Fourth, related to the orthography, written language capture everything from simple greeting to extremely complex ideas. It means that the written language is began with the easier and the basic ideas and then followed with the more complex ideas which are wanted to be produced. Fifth, written language has a complexity that the writers must learn how to move redundancy, how to combine sentence, how to make reference to other elements in a text, how to create systematic and lexical variety.

Sixth, in relation to the vocabulary, written language place a heavier demand on vocabulary use than speaking and each word used in the written language presents certain meaning. Consequently, in written language, the use of words is usually adjusted with the context. Last, related to formality, the written language gives formal features of a written text such as rhetorical, organizational, paragraph topics, etc. which will ensue the difficulty faced by the readers when they understand a written text. The information, then, can be used by them when they produce a written language.

c. Micro-and Macroskills for Writing

When writing is applied in the teaching-learning process and done by the students, they must have several micro and macroskills in order to improve their writing skills. Richards (1983) in Brown (2001), states that microskills are very useful since they help teachers to break down just what it is that their learners need to actually perform as they acquire writing strategies. Through microskills, teacher can get a good idea of what their techniques need to cover in the domain

of writing skills. Furthermore, Brown (2004: 220) states that micro- and macroskills will help teachers in defining the main criterion of an assessment procedure since the microskills apply appropriately to imitate and intensive types of writing, while macroskills are essential for the successful mastery of responsive and extensive writing.

Brown (2004: 220-221) proposes the micro- and macroskills of writing which are mentioned as follows.

Microskills

- 1) Produce grapheme and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word patterns.
- 4) Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules.
- 5) Express particular meanings in different grammatical forms.
- 6) Use cohesive device in written discourse.

Macroskills

- 1) Use the rhetorical forms and convention of written discourse.
- 2) Appropriately accomplish the communicative functions of written text according to form and purpose.
- 3) Convey links and connection between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.

- 5) Correctly convey culturally specific reference in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately in accessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. Types of Classroom Writing Performance

Brown (2001: 343-346) proposes five major categories of classroom writing performance presented as follows.

1) Imitative or writing down

According to Brown (2001: 343-344), imitative or writing down means that students simply "write down" English letter, words, and possibly sentences in order to learn the conventions of the orthographic code. The dictation is usually done in this type of writing performance. The steps which are usually applied such as a teacher reads a short paragraph once or twice at normal speed, a teacher reads the paragraph in short phrase units of three or four words, and each unit is followed by a pause and during the pause, students write exactly what they hear, and so on.

2) Intensive or controlled

Brown (2001: 344) states that in writing activity, intensive writing can be done by presenting a paragraph to students in which they have to alter a given structure throughout. Brown (2004: 225) states that in this stage, the students are

intended to produce language to display their competence in grammar, vocabulary, or sentence formation, than to convey meaning for an authentic purpose.

3) Self-writing

As states by Brown (2001: 344), self-writing is a writing with only the self in mind as an audience. The activities included in it are note-taking and diary or journal writing. In note-taking activity, the students take notes during a lecture for the purpose of latter recall.

4) Display writing

For all language students, short answer exercises, essay examinations, and even research report will involved in element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5) Real writing

The example of real writing activities can be seen in the form of academic, vocational/technical, and personal activities. In the academic activities, the language experience approach gives groups of students opportunities to convey genuine information to each other. Content-based instruction encourage the exchange of useful information, while group problem-solving tasks may have writing components in which information is genuinely sought and conveyed. The last one, peer editing work at to what would otherwise be an audience of one and provide real writing opportunity.

In vocational/technical activities, a variety of real writing can take place in classes of students studying English for advancement in their occupation. In this case, a real letter can be written, genuine directions for some operations or assembly might be given, and actual forms can be filled out. For the personal activity, the things such as diaries, letters, post cards, notes, personal message, and other informal writing can take place, as especially within the context of an interactive classroom.

e. Types of Writing Tasks

Brown (2004: 221-237) describes the types of writing tasks that may be applied in the teaching learning process of writing. The tasks are presented in the following table.

Table 1: The Types of Writing Task Proposed by Brown (2004)

Types of Writing	Types of Tasks	Example of task
Imitative Writing	a. Tasks in (hand) writing letters, word, and punctuation	<ul style="list-style-type: none"> • Copying the letters or words. • Listening to selection closed tasks. • Picture-cued tasks (the students write down the word that the picture represents). • Form completion tasks. • Converting numbers and abbreviation to words.
	b. Spelling Tasks and Detecting Phoneme-Grapheme Correspondence	<ul style="list-style-type: none"> • Spelling tests. • Picture-cued tasks (pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable). • Multiple choice techniques (presenting word

Types of Writing	Types of Tasks	Example of task
		and phrase in multiple choice tasks). <ul style="list-style-type: none"> Matching phonetic symbols.
Intensive/ Controlled Writing	a. Dicto-Comp	A paragraph is read at a normal speed, and then the teacher asks the students to rewrite the paragraph from the best of their recollection.
	b. Grammatical Transformational Tasks	Changing tense in a paragraph, changing statements into yes/no or WH-questions, combining two sentences, etc.
	c. Picture-cued tasks	<ul style="list-style-type: none"> Short sentences (writing a brief sentence based on the simple action shown by the pictures). Picture description. Picture sequence description.
	d. Vocabulary assessment tasks e. Ordering tasks f. Short answer and Sentence Completion tasks.	<p>Defining and using words in a sentence.</p> <p>Ordering or reordering a scrambled set of words into a correct sentence.</p> <p>Complementing the sentences based on the provided clues.</p>
Responsive and Extensive Writing	a. Paraphrasing b. Guided Question and Answer c. Paragraph Construction Tasks	<p>A series of question that essentially serve as an outline of the emergent written text.</p> <ul style="list-style-type: none"> Topic sentence writing Topic development within a paragraph. Development of main and supporting ideas across paragraph.

Besides Brown, Mc Donough (2003: 155) proposes six types of writing that can be applied in the classroom. The six types and the examples will be presented as follows.

- (1) Personal writing such as diaries, shopping list, packing list, recipes, journals, reminders for oneself, and addresses.
- (2) Public writing such as letters, form filling, and applications.
- (3) Creative writing such as poem, stories, rhymes, dramas, song, and autobiography.
- (4). Social writing such as invitations, notes and telephone messages.
- (5) Study writing such as making notes while reading, taking notes from lectures, summary, synopsis, reviews, reports of experiments, workshops, essays, and bibliographies.
- (6) Instructional writing such as agendas, memoranda, reports, reviews, contract business letters, advertisements, posters, curriculum vitae, and application.

f. Writing in Junior High School

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000: 7) who proposes that “teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning”. It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically. Hence, teaching writing depends on the teacher’s ability how to teach writing effectively which can make students’ ability being improved.

Kimble and Garnezy in Brown (2000: 7) claim that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced

practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing, and make students to understanding how to write effectively.

Teaching writing for students of junior high school is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high school level. Learning English in junior high school is targeted to develop the potential of students to have communicative competence in interpersonal discourse, transactional, and functional, using various texts in English both spoken and written, coherently with accurate use of language elements and acceptable, on various factual and procedural knowledge, as well as instilling the values of noble character of the nation, in the context of life in the home environment, school, and community. (Government regulation no 58/2014)

One scope of English learning at junior high schools is that students can understand and produce a short simple spoken and written procedure text the form of recipe and manual, factual scientific text (factual report), about person, animal, thing, natural and social phenomenon, related with other subjects in nine grader, considering about the social function and the structure of the text, and the correct language feature based on the context, and short simple advertisement text about product and service. (Government regulation no 58/2014)

In producing the text, students of junior high schools still make some mistakes in their writing. Edge (1989) as quoted by Harmer (2007: 99) suggests that mistakes can be divided into three broad categories. Firstly, “slips” is mistakes which

students can correct by themselves when the mistake has been pointed out to them. Secondly, “errors” means mistakes which cannot correct by the students themselves and need explanation. The last, “attempts” is when a student tries to say something but does not know yet the correct way of saying it. To respond to student’s mistake, teachers can use feedback that contains specific criteria for writing task and criteria that have been taught and communicated to the learners.

Writing in junior high schools is in the form of short functional text using many types of language style. Students will also make some shopping lists, advertisements, announcements, greeting cards, instructions and label. Writing covers some aspects such as, vocabulary, grammar, spelling, punctuation, written expression, make sentences, make paragraphs, and text models.

Students in the junior high school have to know about some kinds of text. Some texts that the teacher uses in their lesson are descriptive, recount, narrative, procedure, and report. The purpose of descriptive text is to describe something in specific. The purpose of the recount text is to retell a series of events, usually in the order they occurred. The purpose of the narrative text is to construct a view of the world that entertains or informs the reader or listener. The purpose of the procedure text is to instruct someone on how something can be done and the purpose of report text is to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment.

4. English Textbooks for Junior High School

The teaching and learning process cannot be separated from the teaching materials. It is known that teaching materials is information, tools, and text which

are really needed by teachers or instructors to plan and to research the teaching implementation. Teaching materials are also used to help teachers or instructors in conducting the teaching learning process in a class. There are many kinds of teaching materials that can be used in the teaching learning process. One of them is a textbook.

A textbook can be simply defined as a book someone uses to learn. It is usually supplied in classrooms from primary schools to secondary schools and most people usually use it to learn about a certain subject (<http://en.wikipedia.org/wiki/Textbook>). A textbook is a source of information which is structurally and sequentially designed based on a certain science. It consists of four skills which are covered in two cycles, the oral cycle and the written cycle and also presents materials (input text, language function, grammar, and vocabulary), tasks, review, summary and reflection. It is used by every level of education such as in junior high schools.

English textbooks for junior high schools are designed and developed by many material developers based on the policy stated in the Curriculum. Besides this kind of books, the English textbooks are also published by the Ministry of National Education which is usually used as an obligatory textbook. In conducting the teaching learning process, a junior high school may use several textbooks, such as a textbook published by the Ministry of National Education or a textbook written by material developers and published by a certain publisher.

The textbooks will be used as enrichment materials, meaning that the school used them as a resource to facilitate their teaching learning process. The

materials provided in the textbooks, then, will be developed by each school based on their needs, and characteristics.

5. Material Design

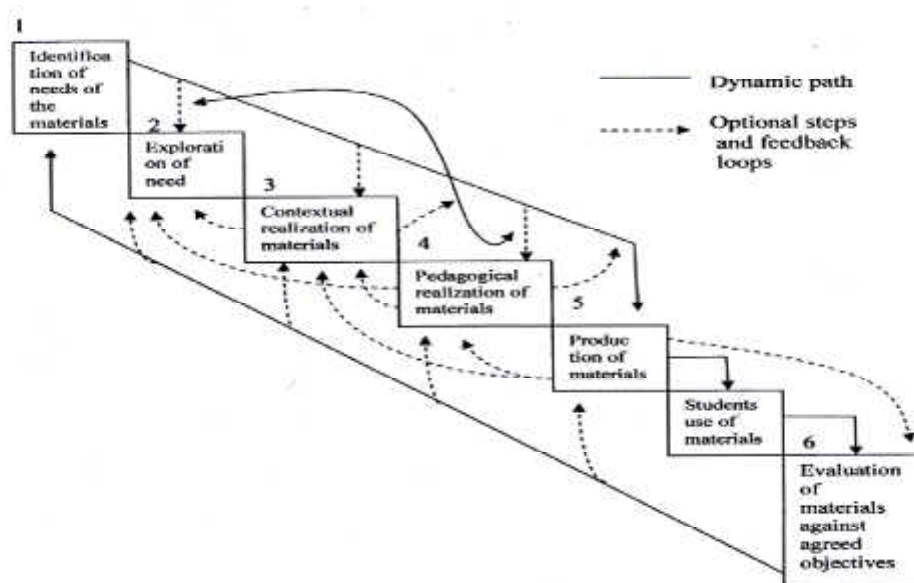
Materials are very important element within curriculum and the most concrete and visible aspect of it. Richards and Rodgers in Nunan (1991: 208) say that instructional materials can provide detailed specification of the content of the curriculum, even in the absence of the syllabus. They give guidance to the teachers on both the intensity of the coverage and the amount of the attention demanded by particular pedagogical task. It is very important to match the materials used in the classroom with the goals and the objectives that have been set up by the curriculum. It is also important to make sure that the learning materials are consistent with the beliefs on the nature of language and learning.

Nunan (1991: 210) states that the way materials organized and presented as well as the types of the content and activities will help to shape the students' view of the target language. He (Nunan, 1991: 216) proposed the steps of material design as follows:

- Step 1. Select the topic
- Step 2. Collect data
- Step 3. Determine what students will need to do in relation to the texts
- Step 4. Create pedagogical activities / procedures
- Step 5. Analyze texts and activities to determine the language elements
- Step 6. Create activities focusing on language elements
- Step 7. Create activities focusing on learning skills/strategies
- Step 8. Create application tasks.

Meanwhile, Jolly and Bolitho (Tomlinson, 1998: 97) emphasize the importance of recognizing the students' need, exploring the language required to

meet the need and finding the reasonable context for practice. In other words, in designing materials it is important to pay attention to appropriate contextual realization for the materials. Jolly and Bolitho (Tomlinson, 1998: 97) propose a framework for material design as follows:

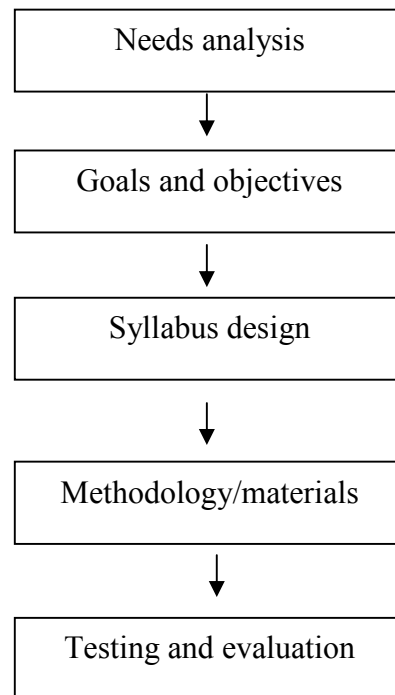


Jolly and Bolitho (Tomlinson, 1998:97)

Figure 3: A teacher's Path through the Production of Materials

Dubin and Olshtain, Johnson and Richards as quoted by Masuhara (Tomlinson, 1998: 247) state that material cannot be separated with syllabus design and it is crucial to see how the relationship between them. There are various different models of the process of course designs that suggest that material design or material selection should come at a later stage of the process of the course design. There are three approaches to course design i.e. a language-centered approach, a skill-centered approach, and a learning-centered approach

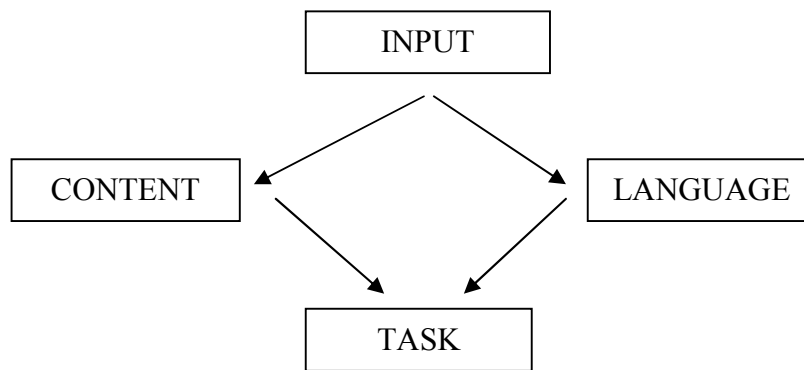
(Hutchinson and Waters, 1987: 73). In relation to this, Masuhara (Tomlinson, 1988: 248) says that the sequence of course design recommended by experts can be summarized as the linear Model X as follows:



Masuhara (Tomlinson, 1992:248)

Figure 4: **Course Design Model**

Meanwhile, Hutchinson and Waters (1987: 108) state that a material design model consists of four elements namely: input, content focus, language focus and task. They argue that a task is the most important element in the material. The material design model can be seen in the following figure.



Hutchinson and Waters (1987:108)

Figure 5: **A Material Design Model**

Below are the descriptions of each of the four elements.

a. Input

The input may be in a form of a text, dialogue, video recording, diagram or any piece of information data. This input depends on the needs that have been defined in the needs analysis. According to them (Hutchinson and Waters, 1987: 108-109) the input provides: (1) stimulus material for activities; (2) new language items; (3) correct models of language use; (4) a topic for communication; (5) opportunities for learner to use their information processing skills; and (6) opportunities for students to use their existing knowledge both of the language and the subject matter.

b. Content Focus

Language is a means of conveying information and feeling about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

c. Language Focus

The aim of the English teaching and learning process is to enable students to use language. However, it is not fair to give the students communicative tasks and activities for which they do not have enough of the necessary language knowledge. In language focus, students have a chance for analyzing the language. It means that they can study how the language works.

d. Tasks

Nunan (1999: 10) says that tasks involve communication language use in which the learners' attention is focused on meaning rather than linguistic structure. Tasks are the primary focus of a material.

B. Review of Related Studies

Another researcher had done her research in the area of writing to improve the students' writing ability. The research study was conducted by Midika Devy Satriani (2012). She developed writing materials by using Genre-Based Approach to solve the students' problem in writing in SMPN 4 Playen Gunungkidul. The result was the implementation of the designed materials based on Genre-Based Approach in teaching writing could improve the students' writing skill.

C. Conceptual Framework

The writing ability cannot be separated from the teaching and learning of English in classroom because it is one of the important aspect abilities that have to be mastered by the student who learn English. In fact, practically, sometimes the

implementation of writing practice in classroom is still not maximal. The portion for this ability is still inadequate. Consequently, the student's writing ability becomes not well-trained.

Developing writing material through the Genre-Based Teaching is the appropriate writing material to solve the problem of writing in this case because it is closely related to the text which can support the writing exercises. The Genre-Based Teaching is one of alternative instructions to teach writing English because it can cover several instructions such as Task-Based and Genre-Based so that it can be implied to improve students' writing ability.

Considering the aims of teaching English stated in the Curriculum that the students should be able to communicate both in written or oral language, the researcher is convinced that the students should master the four English skills. In regard with this statement, writing which is included as a written language, becomes one of the basic skills should be mastered by the students. Writing is usually considered as a complex activity because there are many elements included in it, such as grammar, sentence structure, vocabularies, and the type of text that should also be understood by the students.

Realizing that writing is a complex activity, the researcher conclude that there is a way that should be done to make students interested in doing writing activity. It is by providing good writing materials. Good materials do not teach but they encourage the learner to learn. The materials, furthermore, should represent the students' need. Besides, the materials have to meet students' interest, experiences and future, and policy stated in the Curriculum. Hence developing the

materials is an important point since it helps the students to reach the purposes in teaching learning process.

Based on the theories in point A, the basis for researcher to develop the materials is the procedure in developing the materials themselves. The steps of course designed proposed by Masuhara (Tomlinson, 1998:248). Meanwhile, for the process of evaluating the designed task, the researcher referred to the steps of evaluation of a task proposed by Ellis (Tomlinson, 1998:228). First the researcher needs to understand and comprehend the Genre-Based Teaching and the theories of developing or sequencing the materials. Then, a needs survey is needed to be conducted in order to find the students' need. A needs survey is followed by the needs analysis which is aimed at finding the objectives of language teaching.

Next, the result of comprehending the Genre-Based Teaching, the theories of developing materials, and the analysis of students' need and interest are used as a basis in developing the course grid, writing the materials, and designing the task as an activity. The researcher concerns at the content of the Curriculum and the theories in developing the materials. When the materials have been designed, they are used in teaching and learning process.

The materials, however, must be tried out first in the school in order to know whether they are suitable or not with the students. Besides conducting try-outs, the evaluation is also conducted by the researcher through giving questionnaires or interviewing some respondents to get the feedback from the students and teaches. Finally, the result of the try-out and the questionnaires or interviews is used as the evaluation to revise the materials.

D. RESEARCH QUESTIONS

1. What are the characteristics of the suitable writing materials for year-nine students of SMP N 1 Karangmojo based on the Genre-Based Teaching?
2. How are the writing materials which are suitable with Genre-Based Teaching for the year-nine students of SMP N 1 Karangmojo?

CHAPTER III RESEARCH METHOD

A. Model Development

This research study is classified as Research and Development (R&D) category (Borg, 1983: 772), since the purpose of the study is to develop a finished product that can be used effectively in an educational program. Research and Development is a way to bridge the existing gap between research and practice. In this case, the researcher's study is about developing English writing materials for year-nine students in SMPN 1 Karangmojo and the practice is the English teaching in this school. Research and Development is a process to develop and validate educational products. Here, the term "product" not only refers to material objects (e.g. textbooks, modules etc) but also refers to established procedures and processes (e.g. a method of teaching or a method of organizing instructions).

The steps of the process in R&D research referred to as Research and Development cycles. Borg and Gall (1983: 775) proposes a series of steps that must be taken in this approach, namely "research and information collecting, planning, develop a preliminary form of the product, preliminary field testing, the main product revision, playing field testing, operational product revision, operational field testing, the final product revision, and dissemination and implementation ". In this case the researcher only takes five cycles to develop and validate his product, so the product suits with the students' need and can be used to improve the students' writing competence.

B. Procedure of Development

1. Conducting the Needs Analysis

The needs analysis was the first stage conducted in this study. The stage was aimed at obtaining information about the students' need and interests in learning English. The information collected was about the materials they used to have to be interested in, their opinion about the writing, materials (about the input, the task, the topic they prefer etc.), the difficulties that might be encountered, the process of doing writing activities (task) individually, in pairs, in a small group, and so on- and the guidance needed in doing writing activities in the materials. This analysis, then, used as a basis on developing the writing materials which were suitable to what students really need.

2. Writing the Course Grid

In this stage, the researcher designed the course grid of the writing materials. It was developed based on the result of the needs analysis. The researcher was going to design three units of writing materials which represent the three types of text (text genre), i.e. Short functional text (advertisement), Procedure text, and Report text.

The course grid contained all of the materials and activities that would be conducted in writing. The researcher presented the selected topics based on the students' interest. The theme were graded and followed by basic competencies, key grammatical structures, vocabularies, input texts, and tasks. The materials were presented in four steps, i.e. *Building Knowledge of Field (BKOF)*, *Modeling of Text (MOT)*, *Joint Construction of Text (JCOT)*, and *Independent Construction*

of Text (ICOT) with the activities and task in each step. The materials also included the grammar, information about genre text, and the vocabulary list.

3. Writing the First Draft of the Developed materials

Organizing or writing materials was the next step of this study. It is also said that the next step was developing materials. At this stage, the researcher developed the materials based on the course grid that had been developed.

4. Conducting Try-Out/Implementing the materials

To make sure that the designed materials were suitable and effective for the writing teaching learning process, the materials must be tried out. Here, the materials were tried out to the year-nine students of SMPN 1 Karangmojo in order to obtain feedback used in revising the materials. Before the researcher tried out the materials, he consulted her first draft to his thesis supervisor.

5. Evaluating the Materials

After conducting the try-outs, the researcher should do the next activity that was evaluating the writing materials. For revising the materials, the researcher needed the feedback of the students as well as the teacher about the implemented writing materials. To obtain the feedback, the researcher distributed the second questionnaire for the students and did the interview to both students and the teacher. The feedback given by respondents in answering the questionnaires and the interview, and the reflections during the try-outs gave the information to the researcher about the writing materials which had been implemented. Then, he had an evaluation or analysis again to identify the deficiencies of the materials and how would to overcome.

6. Revising the materials

The next step of this study was revising the writing materials. At this stage, the researcher revised the materials so that it could be more suitable, useful, and meet students' need. The revision was done as suggested by the feedback. The result of revision was consulted to the researcher's thesis supervisor and also the English teacher in order to find the suitability of the developed materials themselves. Then, the final result was a set of English writing materials for year-nine students of SMPN 1 Karangmojo through the Genre-Based Teaching.

7. Writing the Final draft

In this final stage, the results of the revision of developed materials were written as the final draft of the developed writing materials. In other words, the final result of the revision is the writing materials for Year-Nine students of SMPN 1 Karangmojo in the academic year of 2014/2015 in the first semester.

C. Design of Product Testing

1. Testing Design

There are two types of data collected in this research study. The first was taken from the closed questions of the questionnaires. The data were intended to assess students' opinions about task. The other type of data was taken from the interviews and observations. They were in the form of observation field notes and recording transcript that gained from interview.

The researcher used questionnaires to conduct the needs analysis, followed by some observations and interviews. It, then, was called the first questionnaire. It

was used to obtain the data about the characteristic of the students and their needs. It had passed through several examinations by the expert, the researcher's consultant. It also had been revised according to her suggestions before being distributed to the students. The organization of the first questionnaire is presented in the table below.

Table 2: The Organization of the First Questionnaire (Needs Analysis)

No	Question number	The purpose of the questions
1	1,2,3,4,5,6	To find out some information about students' interest in learning English.
2	7	To find out what kind of input topic that the students like most.
3	8,9	To find out what kind of task activity that the students like most.
4	10	To find out some information whether the students like to study English in the classroom or outside the classroom.
5	11,12,13	To find out some information about the students opinion regarding the purposes they want to achieve in learning English.
6	14,15	To find out what kind of input performance that the students like most.
7	16	To find out some information about the importance of grammar.
8	17,18	To find out the students' opinion about the task in their textbooks.
9	19	To find out some information regarding the setting of the students work (whether individually, in pairs, or small group, or team)
10	20,21	To find out some information whether the writing materials in their textbooks can improve their writing ability.
11	22,23,24,25	To find out some information about the students' performance of learning activities.

The researcher also used questionnaire to get general opinions and suggestions about the developed task from the students, followed by some observations and interviews. The questionnaire then was called the second questionnaire. The data were used to revise the task. The organization of the second questionnaire can be seen in the following table.

Table 3: The Organization of the Second Questionnaire.

No	Question number	The purpose of the questions
1	1	To find out some information whether the designed materials fit the goals of English teaching and learning based on Standard of Content in the Curriculum.
2	6	To find some information if the materials fit the students' characteristics.
3	22	To find out what kind of task activity that the students like most.
4	19	To find out the role of teacher to the task.
5	2,13, 14, 26	To find out some information about the students opinion regarding the purposes they want to achieve in learning English.
6	7, 8, 9, 10	To find out what kind of input performance that the students like most.
7	4, 5,	To find out some information about the importance of grammar.
8	11, 12, 15, 17, 18	To find out the students' opinion about the task in the designed materials.
9	25	To find out some information regarding the setting of the students work (whether individually, in pairs, or small group, or team)
10	3, 20, 23	To find out some information whether the writing materials in the designed materials can improve their writing ability.
11	16, 21, 24	To find out some information about the students' performance of learning activities.

2. Subject

This study had the subject of year-nine students of SMPN 1 Karangmojo in the academic year 2014/2015. There are six classes which each of it consist of 24 students. In this study, the researcher took three classes which were considered to have similar characteristics as the sample of the study.

3. Technique and Instrument of Data Collection

The instruments of data collection were by giving questionnaires, observation, doing interviews, using documentations, and conducting try-outs. In this research, the researcher collected the data in two separated times. First, he collected the data by distributing the first type of questionnaire which was done at the early stage of this study, namely needs analysis. It was to know the profile of year-nine students of SMPN 1 Karangmojo and their needs in learning English, especially for writing. The collected data, then, were used to formulate a type of English writing materials which are appropriate for the students.

Then, the second type of questionnaire was distributed to collect the data about the appropriateness of the materials designed. The feedback of the try-out of materials designed, students' and English teachers' comment were obtained in this section. The feedback then was used to revise the designed materials. This activity was done at the end of the study. The interview was also conducted to get the data for evaluating the implemented materials. Several students who had joined the try-out and the English teachers were interviewed. It was aimed at finding deeper

information about the suitability of the materials with the learners' needs and interests.

4. The Technique of Data Analysis

After the data had been collected, the further step which had to be done was analyzing the data. He used descriptive analysis in analyzing the data obtained from the second questionnaire. Descriptive statistics was used as a means to present and to describe some of the data in the second questionnaire. For this purpose, the researcher used the *central tendency* measure. Seliger and Shohamy (1989:215) states that *Central Tendency* is also part of the descriptive statistics which provides information about the average and the typical behavior of subjects in respect of the specific phenomenon. The phenomenon in this research was the material designed. Additionally, the mean, median, and mode were used as a measure in this study. The mean is the sum of scores of all subjects in a group divided by a number of subjects while median is the score that divides the group into 2, where the half of the score is above it and half is below it. The mode, furthermore, is the score that has been obtain by the largest number of subjects. The assessment of students' opinion on the second questionnaire used ordinal scales in the form of five points of agreements:

1 or SD if you strongly disagree with the statements.

2 or D you disagree with the statements.

3 or ID if you neither agree or disagree or doubt with the statement.

4 or A if you agree with the statements.

5 or SA if you strongly agree with the statements.

In analyzing the data obtained from the second questionnaire, the researcher used the *Quantitative Data Conversion* which consist of the scale and the categorization of the quantitative data conversion it self. In this case, the researcher conversed the quantitative data, taken from the result of distributing the second questionnaire, into the interval mean values on scale 5 to 1. It aimed at making the quantitative data become easier to read. Additionally, it provides the formula of the interval of mean values and the computation of the formula which contains the \bar{X} (the average value of each statement), the X_i (the ideal mean values), and the $S_{\bar{X}_i}$ (the ideal standard deviation). Future, the ideal mean and the ideal standard deviation were used to obtain the computation. In this case, the ideal average score can be acquired by doing the following computation.

$$XI \text{ (Ideal average)} = \frac{1}{2} \times (\text{maximum score} + \text{minimum score})$$

It was known that the maximum score was 5 and the minimum score was 1 so, the ideal average value can be obtained as follows.

$$\begin{aligned}\bar{X} &= \frac{1}{2} \times (5 + 1) \\ &= 3\end{aligned}$$

The ideal standard deviation, meanwhile, can be obtained as follows.

$$\begin{aligned}S_{\bar{X}_i} &= \frac{1}{6} \times (\text{maximum score} - \text{minimum score}) \\ &= \frac{1}{6} \times (5 - 1) \\ &= 0.67\end{aligned}$$

After obtaining the ideal average and ideal standard deviation, the researcher did the computation. The result of the computation then was presented in the following table.

Table 4: **Quantitative Data Conversion**

Scale	Categories	Interval of Mean Values	
		Formula	Computation
5	Very good	$\bar{X} > \bar{X}_i + (1.8 \times S_{\bar{X}_i})$	$\bar{X} > 4.2$
4	Good	$\bar{X}_i + (0.6 \times S_{\bar{X}_i}) < \bar{X} \leq \bar{X}_i + (1.8 \times S_{\bar{X}_i})$	$3.4 < \bar{X} \leq 4.2$
3	Fair	$\bar{X}_i - (0.6 \times S_{\bar{X}_i}) < \bar{X} \leq \bar{X}_i + (0.6 \times S_{\bar{X}_i})$	$4.6 < \bar{X} \leq 3.4$
2	Poor	$\bar{X}_i - (1.8 \times S_{\bar{X}_i}) < \bar{X} \leq \bar{X}_i - (0.6 \times S_{\bar{X}_i})$	$1.8 < \bar{X} \leq 2.6$
1	Very Poor	$\bar{X}_i \leq \bar{X} - (1.8 \times S_{\bar{X}_i})$	$\bar{X} \leq 1.8$

The result of the computation in table 6 was used by the researcher as the standard to analyze the average value of each statement in the second questionnaire. The result of the analysis, then, would be used as a basis to decide whether the developed materials were good and met the students' need or not. It was done by consulting the result of the average score of each statement in the second questionnaire. The complete result of the computation and the descriptive analysis of the quantitative data were presented in Appendix D.

5. Validity and Reliability

According to Seliger and Shohamy (1989:188), validity refers to the degree to which the data collection procedure measure what it suppose to measure. To check the validity of the data gained, the researcher used the *content validity*, *item validity*, and *construct validity*. Item validity, content validity, and construct validity were used for measuring the validity of the questionnaire. Still according to Seliger and Shohamy (1989: 188), content validity is intended to find out whether the data collected are a good representation of the content that needs to be measured. Thus he measures the data about the task to determine whether they follow the students' characteristics and needs and with the indicator and goals they want to achieve.

In relation to construct validity, the task was analyzed whether they were a good representation and consistent with the theories related to the procedure of task development. To check the item validity, the researcher used *Product Moment Formula*. Meanwhile, for checking the reliability of the data gained from the questionnaires, *Cronbach Alpha Method* was used. Because the data of this research were also in the form of interview transcript and field notes, the whole data of the research study were validated with triangulation technique through observation, questionnaires and interviews. It was done by comparing the data from observations with the data from the interview and the questionnaires.

CHAPTER IV

RESULT OF DEVELOPMENTS AND ANALYSIS

This chapter is divided in five parts. First it represents the result of the development, and the second one represents the result of product testing which gives detailed description about the try-outs of the three designed units, the evaluations, and the revisions which are done based on the feedback after the researcher did the implementations. Third, product revision, which presenting the final draft of the developed materials and the fourth is Analysis of the latest product. It gives the description about the characteristics of suitable writing materials for year-nine students of SMPN 1 Karangmojo in general. The last is research constrain.

A. Result of the Development

1. The Result of Needs Analysis

In the following section, the researcher wants to give the explanation or description about the data collected from the first questionnaire distributed to the year-nine students of SMPN 1 Karangmojo. This section is divided into two parts. First is about the description of the students, and the second is about the learning needs.

a. The Description of the Students

There were three classes considered to have similar characteristics which were used as the sample of the research. They were IX B, IX C and IX E. Since each class consists of 24 students, there were 72 students used as the sample of the

research study. Most of the students are from the middle up class of society since most of their parents are governmental employees or businessmen. Some others students' parents have varied occupations such as farmers, vendors or others.

b. The Description of the Students' Need

Based on the data obtained from the questionnaire, there are four types of students' need. They are related to the students' need and interest in learning English, purposes that students want to achieve, the preference in doing writing activities or task, and the students' opinion related to the text books. The explanation of the students' need will be delivered as follows.

1) The students' need and interest in learning English

The result of the students' need analysis indicated that most of the students were interested and to be motivated in studying English. Sometimes they like to buy English books to improve their English competence. They like to discuss and communicate with their friends using English especially on Saturdays.

Since the aim of this study was to develop the suitable English writing materials or year-nine students of SMPN 1 Karangmojo, the analysis of students' need and interest related to the writing materials was the most important point. From the students' need analysis, the researcher could know what kind of writing materials were really needed by the students. This point included the students' opinion regarding the topic of writing materials, the input need for writing, the authenticity of inputs, and the importance of grammar in writing.

According to the analysis of the students' need, it indicated that the students were interested in the topics which were related their daily life context, science and technology, education and health. For the input in writing materials, they preferred pictures, articles taken from internet, jumbled sentences, jumbled paragraphs, and a few of them like closed text. In relation to the authenticity of the input, the students preferred the authentic inputs than non-authentic ones. It means that the students really preferred the materials which contain the topics and inputs related to the daily life of context and could be find in their real life.

For additional information, this section also includes the result of the students' opinion related to the importance of grammar in writing. Most of the students agreed that the understanding of grammar was important for them when they started to write, and finally they could produce a text or other writing products.

2) The Students' opinion related to the purposes they want to achieve

Most of the students stated that they study English in order to be able to express meaning in the form of simple short functional written text using written language accurately, fluently and acceptable to interact in the daily life context. Further more, they stated that they study English because they want to be able to communicate both passive and actively so they can understand the content of books, magazines or newspapers which are written in English.

3) The Students' preference in doing activities

Discussing about material cannot be separated from the activities or task included in it. From the data gathered, the activities which are needed by the students in writing class are writing text related to the genre which they have learnt, arranging the jumble sentence, analyze the text structure, arranging the jumble paragraph, and writing mind mapping. And, to perform the writing activities or task, the students preferred to do in pairs, individually and in a small group. Most of the students like to do the task or activity both in the classroom and outside of the classroom. Further more, they like fun learning. They felt enjoy the learning. It can be done by using game, story, pictures, and song.

4) The students' opinion about text books

The data from the first questionnaire show that most students prefer to choose a coloured textbook. It is more interesting so it can motivate them to read. They also stated that they wanted to improve their writing ability through the text book.

In fact, as additional information, the researcher also gave the students some questions related to the tasks in the materials in the textbooks that they use. Most students agreed that the difficulty of the book was relatively acceptable. Furthermore, the text can also improve their vocabulary.

2. Writing the Course Grid

The next step which had been done by the researcher was writing the course grid. The course grid was written in accordance with the data obtained

from the needs analysis. Then, it was used as a guideline in developing writing materials. The researcher designed three units in which each unit represented the different text genres: Short Functional Text (advertisement), Procedure Text, and Report Text which have to be taught for year-nine students in the first semester. Each unit intended to be carried out in four forty minutes (4x40 minutes).

As it was stated before, the researcher developed the course grid. In this case, the researcher developed the main teaching material, indicators, the language focus, the key structure, the key vocabulary, the input, the assessment, the source of materials and activities being conducted in teaching learning process. Moreover, the activities are covered in four stages proposed by Hammonds et al. (1992). The stages are *Building Knowledge of Field, (BKOF)*, *Modeling of the Text (MOT)*, *Joint Construction of Text (JCOT)*, and *Independent Construction of Text (ICOT)*. The course grid is presented below.

a. Unit 1

The material in unit 1 is advertisement and the main teaching materials of unit one are advertisement and eye catching expression used in advertisement. The indicators for this unit are identifying the characteristic of an Advertisement, recognizing the grammar used in the advertisement, mention the characteristics and communicative objectives of advertisement, completing eye catching expression, finding the similar meaning of the words based on the context, revising the provided advertisement so that it can catch eye easily, and writing short functional text in the form of an advertisement.

Realizing that the text to be discussed is advertisement, hope someone to do the action, the researcher decided that the language focus used is imperative sentence. The pattern of the key structure is verb 1 + O.

The vocabulary used in this unit is related to words which are included in the learning material. The inputs used are some pictures of advertisements, information related to the advertisement, and eye catching expression.

The learning activities are divided into four stages: they are from BKOF to ICOT. Every stage has several activities or task given to the students to practice their writing skill. The task given varied such as reading the advertisement about Computer Repair and answer the questions, doing writing project based on the questions related to the advertisement, reading an advertisement about restaurant to identify the characteristic of advertisement, building deeper understanding about the advertisement, doing the task about the vocabulary related to the advertisement, matching the words in column A with the similar meaning of the words in column B, revising the advertisement so that it can catch eye easily and make the readers take action, and writing an advertisement about business product or service. The assessment for the activities s conducted as individual and pair work. The complete information of the course grid of unit 1 is presented in Appendix C.

b. Unit 2

The genre of this unit is Procedure. The developed indicators are writing imperative sentence based on the situation given, identifying the characteristic and the communicative function of Procedure Text, identifying the characteristic of

procedure text, recognizing the elements used in the procedure text, identifying the use of imperative, matching the instructions on how to make butterfly card with the pictures, writing directions on how to cook rice using *Magic Com* based on the series of pictures and cue words.

The key vocabulary used in Unit 2 is the words that are used in the procedure text which are given to the students during the learning process. The inputs used in the materials for unit 2 are procedure text about how to make an under water volcano, how to make blueberry-rum milkshake, information about procedure text, series of pictures showing the steps to do something. The media used further more, the students' work sheet, series of pictures to make a draft of procedure text, and a set of writing material.

Like Unit 1, this unit also contains the four stages from BKOF–ICOT, with different activities/tasks, for example reading the procedure text about how to make under water volcano and answer the questions, doing writing project based on the elements of procedure text, reading a procedure about how to make blueberry-rum milkshake to identify the characteristic of procedure text, doing the task about imperative sentence based on the situation, building deeper understanding about Procedure Text, matching the instructions on how to make butterfly card with the pictures, writing directions on how to cook rice using *Magic Com* based on the series of pictures and cue words. The complete information of the course grid of unit 2 is presented in Appendix C.

c. Unit 3

The genre of unit 3 is Report. The main teaching materials of this unit are the reading materials about Report Text, the information related to the Report Text, and simple present tense.

The indicators of Unit 3 are identifying the characteristic of Report Text, understanding various information of the text, identifying the characteristic and the communicative function of Report Text, using simple present tense, describing a picture, arranging the jumbled paragraph into coherent text, writing monologue text in the form of Report.

Since the genre is Report, the tense use in this unit is the simple present tense. The pattern or the key structure of the tense is S+V1+s/es+(O). The key vocabularies used in this unit are the vocabularies related to the topic itself used for writing Report text. The example of vocabularies used are *grow, marsupials, born, solar flare, extravagant, universe, rapid, brightness, occur, release, heated, accelerated, view, staring, womb, twilight, reflects, glow, darkness, diffused*. Beside the key vocabulary, this unit also includes the inputs, these are two authentic text related to report, simple present tense, some pictures to be described, and jumbled paragraph. The media used, further more, are the students' worksheet, and the set of writing materials.

Like the two previous units, Unit 3 also has activities or tasks which are covered in the four stages. The task that have to be done or performed by the students are Studying the Report Text about kangaroo and find the meaning of vocabulary based on the context, decide whether the statements are true (T) or

false (F) based on the text and correct the false statements, reading a Report Text about Solar Flare to identify the characteristic of Report Text, building deeper understanding about Report Text, state the sentence in the simple present tense true (T) or false (F) and correct the wrong one, writing a paragraph to describe a picture, arranging the jumbled paragraph into the correct order, writing outlined information in the form of mind mapping as a draft. The complete information of the course grid of unit 3 is presented in Appendix C.

3. Developed Materials

a. The Framework of the Developed Materials

In designing writing materials, the researcher applied the course grid which had been design before. The teaching learning process is conducted in the four stages. The first is The Building Knowledge of Field (BKOF) also called warming up. The researcher changes this term with "*Let's Begin*". In this stage, the apperception would be given to the students by distributing the pictures and several questions to activate the students' mind and guide them to have a depiction about the topic being discussed. It also arouses the students' interest about the topic being discussed during the teaching-learning process. Moreover, this stage also included the activities used as a warming-up before the students do other activities, especially in doing writing task.

The second, Modeling of the Text (MOT) is the core of the teaching-learning process. In this section, the input (usually a text or other information related to the writing skill) is given to the students as a model and/or an example.

The teacher, meanwhile, facilitates the students by giving the materials or giving the explanation about the writing materials. In this stage, the researcher also gives the information about the generic structure of the text genre to students, but the teacher only explain them in a glance. The information could be found in the “*Focus In*” column. Some activities also included in this stage as the exercises in which the students have also been changed by the researcher into “*Let’s Move Further*”.

The third is Joint Construction of the text (JCOT) which includes some activities as media to practice students’ understanding and knowledge about what they have learned. The researcher named this stage as “*Find Your Partner*”. This stage is conducted in order to make the students can do their activities by sharing their knowledge with their partner or classmates. On the other hand, the students share and perform their understanding of the given materials to each other and try to cooperate with their classmates.

The last one is Independent Construction of Text (ICOT) which has been named as “*Try to Do It*”. This stage also called independent task or activities for the students. It means that the students have to perform and implement their understanding and their writing skills independently and also give their creativity. Several tasks or given projects are given to the students in this stage, and they have to finish the task without getting the guidance from the teacher again but they are only given several rules to do their tasks or projects. Indeed, they work and try to find many references by themselves and use their own creativities in finishing the tasks or projects.

The materials also include information about grammar (Grammar Zone) and list of the vocabulary (Word List). From the explanation above, the framework of the developed materials can be drawn as follows.

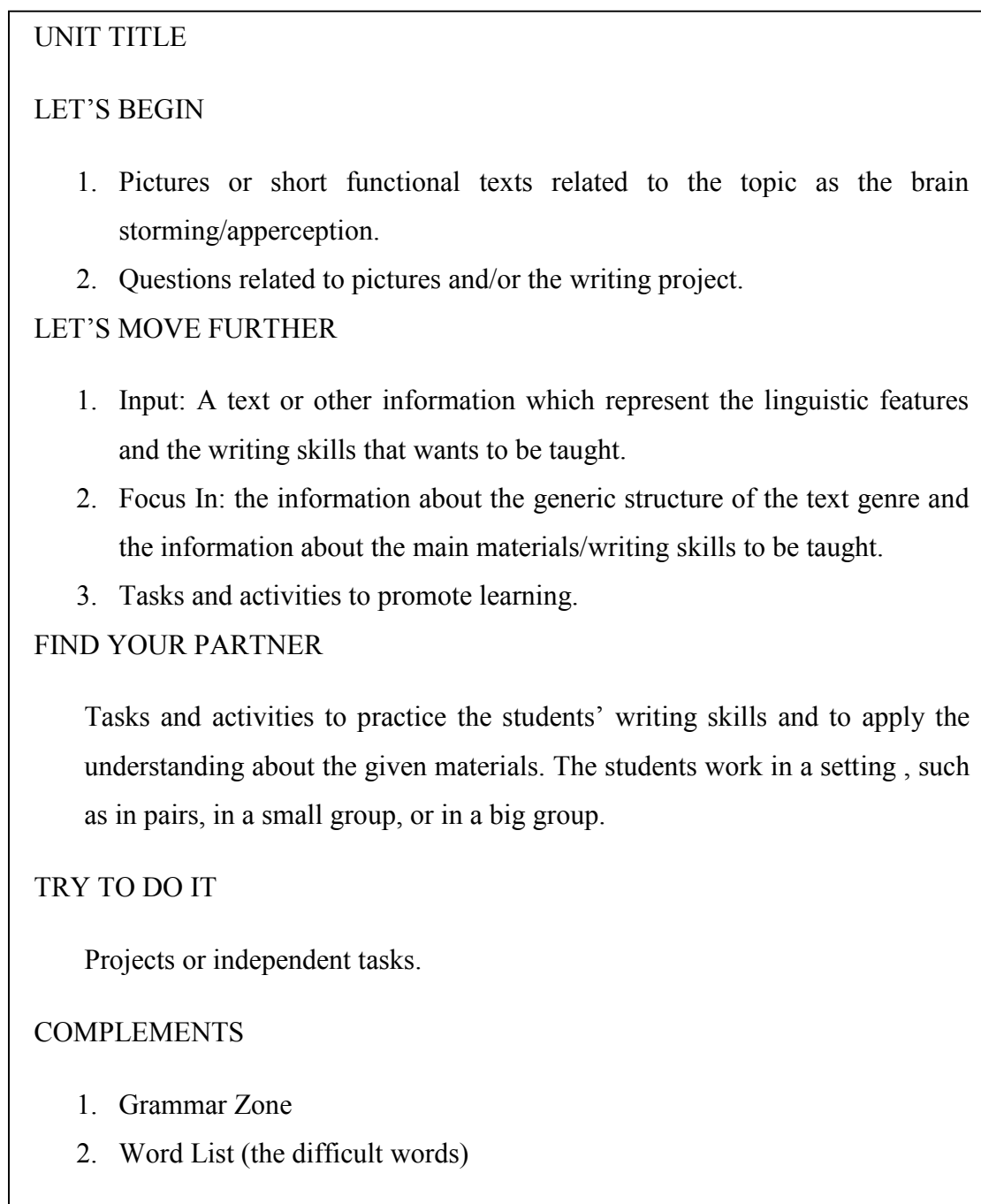


Figure 6: **The Framework of the Developed Materials**

b. The Description of the Units

In this part, the researcher gives the descriptions about the units of writing materials and the tasks and activities which are included in each unit. The detail descriptions are as follows.

1) The Description of Unit 1

The main teaching of this unit is about advertisement, and eye catching expressions, those are the expressions used to get the readers' attention. The eye catching expressions in this case, are used in writing an advertisement. Consequently, at the end of this unit, the students are hope to be able to understand short functional texts in the form of advertisements and write short and simple functional texts in the form of advertisements. There are 8 tasks/activities designed by the researcher to promote the learning. The organization of the tasks is presented in the following table.

Table 5: The Task in Unit 1

No	Task	Stage	Function
1	Task 1: Writing Project	Let's Begin	<ul style="list-style-type: none">• As an apperception for the students about advertisement.
	Task 2: Understanding parts of advertisement	Let's Begin	<ul style="list-style-type: none">• Recalling the students' knowledge and understanding about advertisement.
2	Task 3: a. Reading an input Text b. Checking students'	Let's Move Further	<ul style="list-style-type: none">• Giving a model of advertisement.• Improving students' understanding about the text.

No	Task	Stage	Function
	understanding related to the text		
	Task 4: Building understanding about advertisement	Let's Move Further: Focus In	<ul style="list-style-type: none"> • Giving information and building students' understanding about advertisement.
	Task 5: Checking students' understanding related to eye catching	Let's Move Further: Focus In	<ul style="list-style-type: none"> • Giving a chance to the students to practice eye catching expression.
3	Task 6 : Vocabulary projects	Find Your Partner	<ul style="list-style-type: none"> • Improving students' vocabulary by finding the similar meaning of the words.
	Task 7: Revise the advertisement (pair work)	Find Your Partner	<ul style="list-style-type: none"> • As a media for the students to make a good advertisement.
4	Task 8: Writing an advertisement	Try to Do It	<ul style="list-style-type: none"> • Performing the writing skill by applying all of the materials which have been learned in unit 1 (independent project).

Besides, the material is also completed with word list which is used in unit 1. It is aimed to make the students feel at ease when they are learning this unit. The complete information about unit 1 is presented in the presentation of the first draft of developed material in appendix D.

2) The Description of Unit 2

In Unit 2, the students are intended to learn about how to use simple instruction in writing procedure text. As a consequence, the main material given in this unit is imperative sentence that is a type of sentence that gives advice or

instructions or that expresses a request or command. Further more, this unit also offers series of pictures as a media to write a procedure text. In relation with this, at the end of this unit, the students are expected to be able to use imperative in writing report text. There are 8 tasks/included in this unit as a media to promote the learning. The organization of all the tasks included in Unit 2 is presented in the following table.

Table 6: The Task in Unit 2

No	Task	Stage	Function
1	Task 1: reading the procedure text on how to make underwater volcano.	Let's Begin	<ul style="list-style-type: none"> • As an apperception for the students about the procedure text.
	Task 2: Vocabulary project	Let's Begin	<ul style="list-style-type: none"> • Recalling the students' knowledge and understanding about the element of procedure text.
2	Task 3: Reading an input text.	Let's Move Further	<ul style="list-style-type: none"> • Giving a model of procedure text and giving information about imperative.
	Task 4: Making imperative sentence based on the context.	Let's Move Further	<ul style="list-style-type: none"> • Giving a chance to the students to practice imperative sentence.
	Task 5: Building students' understanding Related to procedure text.	Let's Move Further: Focus In	<ul style="list-style-type: none"> • Giving information and building students' understanding about procedure text.
3	Task 6 : Vocabulary projects(pair work)	Find Your Partner	<ul style="list-style-type: none"> • Improving students' understanding about vocabulary by finding the meaning of the words used in the text.

	Task 7: matching the instruction on how to make butterfly card with the picture. (pair work)	Find Your Partner	<ul style="list-style-type: none"> • As a media for the students to make a good procedure text.
4	Task 8: Writing a procedure text.	Try to Do It	<ul style="list-style-type: none"> • Performing the writing skill by applying all of the materials which have been learned in unit 2 based on the pictures and cue words. (independent project).

To make the students feel at ease when they are learning this unit, they can review the Grammar Corner (which contains the information about imperative sentence), and word list which contains the words which are used in unit 2. The complete information about unit 2 is presented in the presentation of the first draft of developed material in appendix D.

3) The Description of Unit 3

Unit 3 is focused in teaching a report text. A Report Text describes the way things are, with reference to a range of natural, manmade and social phenomena in our environment. It also describes something in general. The text which will be discussed in this unit related with animal and science. Since the genre of the text is report, it is important that the students know and understand about the used of simple present tense. In this case, the use of simple present tense can help them to write or describe the thing in general. On the other hand, at the end of this unit, the students are hoped to be able to apply their understanding about simple present tense and use it in writing a report text. There are 8

tasks/included in this unit as a media to promote the learning. The organization of all the tasks included in Unit 2 is presented in the following table.

Table 7: **The task in Unit 3**

No	Task	Stage	Function
1	Task 1: reading the report text about kangaroo.	Let's Begin	<ul style="list-style-type: none"> • As an apperception for the students about the procedure text. • Recalling the students' knowledge and understanding about the report text and the vocabulary related to kangaroo.
	Task 2: State the statement true or false based on the text.	Let's Begin	<ul style="list-style-type: none"> • Understanding the content of the text.
2	Task 3: Reading an input text.	Let's Move Further	<ul style="list-style-type: none"> • Giving a model of report text • Giving information about the characteristic of the genre text.
	Task 4: Studying information about Report.	Let's Move Further: Focus In	<ul style="list-style-type: none"> • Giving information and building students' understanding about report text.
	Task 5: Building students' understanding Related to simple present tense.	Let's Move Further	<ul style="list-style-type: none"> • Giving a chance to the students to build their deeper understanding about the simple present tense.
3	Task 6 : Writing Project (pair work).	Find Your Partner	<ul style="list-style-type: none"> • As a media for the students to perform their writing skills and understanding about given materials by describing some pictures with their partner.

No	Task	Stage	Function
	Task 7: jumble paragraph (pair work).	Find Your Partner	<ul style="list-style-type: none"> • As an input for students for writing a report text with their partner.
4	Task 8: Writing a procedure text.	Try to Do It	<ul style="list-style-type: none"> • Performing the writing skill by applying all of the materials which have been learned in unit 3 by observing the things outside the classroom. (independent project).

As it was discussed in the previous points, the developed materials have the complements of grammar corner and word list. The Grammar Corner in this unit, contains the information about the simple present tense which is used to describe something in general in report texts. The detailed information of Unit 3 could be found in its presentation in Appendix D.

B. Result of Product Testing

This part gives the detailed description about the try-outs of the three designed units, the evaluations, and the revisions which are done based on the feedback after the researcher did the implementations. Since the materials were designed for two meetings, the try-out of each unit was conducted in the first and second meeting. On the other hand, the materials were used for both meetings. Because of the time limit, the three developed materials were tried out in three classes, meaning that each class had the different unit to be tried out. Here are the descriptions of each unit.

1. The Try-Outs, Evaluations, and Revisions of Unit 1(Advertisement)

a. The Description of Try-Out

The try-out of unit 1, advertisement, was conducted on September 25, 2014 and September 29, 2014 in IX B which has 24 students. The researcher decided that this unit should be tried out in this class because the result of needs analysis in this class indicated that most of the students chose the topic which is related with daily life, so he was convinced that the material in unit 1 was the suitable writing material to be tried out in this class. There are 8 tasks in this unit as the activities in the teaching learning process. As it stated before, the material was designed for two meetings. Consequently, the try-out was conducted in the first and second meetings. It implied that the try-out was conducted in two separated times. In addition, the materials were implemented by the English teacher and the researcher observes the students' activity during the learning process. The description of the implementations is as follows.

1) The First Meeting

The first meeting was conducted on September 25, 2014, started at 07.00 a.m. All the students came to the class. They were very enthusiastic since it was the first lesson they had on that day. During the try-out, the teacher gave all the designed tasks in the first draft. In dealing task I, *Let's Begin*, the teacher asked the students to read the advertisement and answer the questions. The teacher guided the students to understand the text.

Then, she moved to the next task to recognize the part of advertisement. In this case, the students had to give a tick in the right column. Most students had no

problem in doing this task. She continued to the next Task, *Let's Move Further*, to give another model of advertisement which is followed by four questions.

The teacher, then, moved to next task, focus in understanding advertisement. The teacher explained about the function of the advertisement and how to make the advertisement get the readers' attention. To check the students' understanding, the teacher asked them to do the next task, completing the sentences using eye catching expression. The detailed about the teaching and learning process in the first meeting is included in Appendix E/ Field Note 5-The first Meeting.

2) The Second Meeting

The second meeting was conducted on September 29, 2014. The class was started at 10.10 p.m. All of the students came to the class. The activity was begun by reviewing the previous material. After that, the teacher guided them to do Task 6 *Find Your Partner* where they had to work with their partner. In pairs, the students did task 6. They had to read the advertisement and matched the words with their equivalent.

Then the teacher moved to the next task. The students revised the advertisement to make it more interesting and get the readers' interest. In this part, the students needed more guidance because of their limited vocabulary. The teacher helped by researcher had to give their assistance when the students performed the task. It took much time to check their work.

The last stage, *Try to Do It*, was also implemented in this meeting. The students imagined as a businessman and wanted to put the product or service on the advertisement. In this stage the students asked to the teacher to find the reference from internet. The teacher agreed but they had not picked out the advertisement from internet.

The detailed description about the teaching and learning process in this meeting is presented in Appendix E/Field Note 6-The second meeting.

3) The Reflection of the Try-Out

The students really enjoyed the activities given during the teaching-learning process. They were interested and quite enthusiastic during the teaching-learning process. Almost all of the students gave good response to the teacher in delivering the task. From the observation field note, it can be seen that in general, the students were interested in the task given. The main material could be delivered successfully. The input text, in this case advertisement, was interesting and could facilitate them in building understanding about advertisement. The task also helped them to understand the material. They really enjoyed performing the tasks, especially Task 7 in *Find Your Partner*, because they could work with their partner and shared their opinion for revising the advertisement.

Although the implementation was well conducted, the researcher still found several problems. First, some of the students still had low mastery in vocabulary. Second, the teacher helped by researcher had to give their assistance when the students performed the task, especially task 8. It took much time to check their work.

b. The Evaluation

As it was stated in the previous section, the implemented materials should be evaluated. The evaluation aims at identifying whether the developed materials were suitable with the students' need and interest or not. The evaluation, moreover, also gives the flaws of the developed materials. The result of the evaluation, then, is used as the basis for revising the developed materials. To obtain the data for the evaluation, the researcher used two instruments conducting the evaluation; those were the second questionnaire distributed to the students and the result of interview with the English teacher and five students of IX B. In regard to the second questionnaire the researcher distributed the second questionnaire on September 29, 2014. All of the students attended the class, meaning that all of the students gave the feedback.

From the data obtained through the second questionnaire, the highest average score of respondents' (students) agreement towards the questionnaire is 4,54, that is statement no 26 related to the students' purposes they want to achieve in learning English, (related vocabulary), and the lowest is 3,96, that is statement no 23 related to students' motivation to write. On the other hand, the average scores of the data obtained from the second questionnaire distributed to the IX B students ranges from 4.54 to 3.96.

Based on the computation of Quantitative Data conversion, as presented in table 4 Chapter III, the highest average score falls into 'very good' or the average value is greater than 4.2 ($\bar{X} > 4.2$), and the lowest belongs to 'good category' as the average value is greater than 3.4 but less than or equals to 4.2 ($3.4 < \bar{X}$).

4,2). Thus, it can be concluded that the students agreed with the developed materials and the material itself is suitable with the students' need and interest. As additional information, the average scores of each statement belong to "very good" and 'good category'. The detailed result of the analysis of the second questionnaire is presented in Appendix H, table 1.

Besides the result of computation, the justification is also taken from the result of interview with the English teacher and five students. The complete data analysis from the interview is presented in Appendix G. There are some opinions and suggestions got from the result of the interview. Those are presented as follows.

1) Opinion

- (a) The developed materials fit the students' need related to the purposes they want to achieve.
- (b) The developed materials fit the students' characteristics to learn writing.
- (c) The developed materials facilitate the students in learning writing.
- (d) The developed materials are interesting.
- (e) The topic and input chosen are interesting.
- (f) The tasks are able to build up students' understanding, facilitate the students to practice their writing skill and feasible to do.
- (g) The tasks give a chance to the students to interact and share their opinion or knowledge with their partner.
- (h) The tasks are quite interesting because of the variation of activity.
- (i) The instructions on the task or activities are quite clear.
- (j) The students have difficulty related to the material, vocabulary, and task but they have found the solution.

The English teacher also gave their opinion related to Task 3, *Lets Move Further*. They stated the question must be added to give a chance to the students to explore the content of the advertisement. The justification of the opinion of the students and English teacher opinions could be found in Appendix G.

2) Suggestion

It was stated the students and the English teacher gave their opinions. They did not only give their opinion or even some critics related to the developed materials but also gave their suggestions to be used by the researcher as the basis for revising the developed materials. Here are the suggestions related to the developed materials.

- (a) Related to the task content, the question in Task 3 had to be added to give a chance to the students to explore the content of the advertisement.
- (b) Giving a chance to the students to find the reference from internet or other sources for doing Task 7. It can be stated in the instruction.
- (c) The vocabulary list should be arranged alphabetically so the students can find a certain word easily.

c. The Revision

After collecting the information about the implemented task, the researcher revised the tasks. The revisions of the tasks were based on the input gained from the questionnaire result, the observation field note, and the opinions and suggestions from the students and the English teacher (interview result). The revision of the developed material (unit 1: Advertisement) is presented as follows.

- 1) The number of questions in Task 3 was added with 2 questions to explore the content of the advertisement. The revision was based to the result of interview with the English teacher.

R: *Menurut ibu, apakah task/kegiatan yang ada pada materi pembelajaran yang saya buat sudah memfasilitasi siswa untuk memahami tentang advertisement, yang selanjutnya siswa dapat membuat iklan?* (Did the activities that had been designed facilitated the students in understanding the advertisement and later they can write the advertisement?)

T: *Saya pikir untuk Task 3, pada kegiatan Let's Move Further, pertanyaannya ditambah 2 pertanyaan lagi sehingga siswa bisa lebih memahami isi iklan.*

Nah kalau mereka sudah memahami tentang iklan, harapannya bisa membuat suatu iklan dengan baik. (I think it is better if the question in Task 3 is added with 2 questions more so it can explore the students' understanding about the content of the text. If they understand the advertisement well, hopefully they can create advertisement well.)

(Appendix G, *interview Teacher/interview 1*)

The result of interview with the students in class IX B shows that they still have a problem with vocabulary. They stated that they found some difficulties to write in English because they are lack of vocabulary. They wanted to find the reference from internet, especially in doing Task 8. The instruction must state that the students could find reference from internet. The justification is noted as follows.

R: *Ada masukan untuk Task yang sudah dibuat?* (Is there any suggestion for the designed material?)

S: *Untuk Task 8 kan sulit mas ngerjainnya jadi mohon kami diberi kesempatan untuk cari referensi dari internet.* (In doing Task 8, we found some difficulty related to the vocabulary. Please give us a chance to find the reference from internet.)

(Appendix G/*Interview Student/Interview 1.3*)

- 2) Arrange the vocabulary list alphabetically to make it easier to find a certain word.

2. The Try-Outs, Evaluations, and Revisions of Unit 2 (procedure)

a. The Description of the Try-Out

The try-out of unit 2, Procedure Text, was conducted on September 24, 2014 and September 29, 2014 in IX C which has 24 students. The researcher decided that this unit should be tried out in this class because the result of needs analysis in this class indicated that most of the students choose the topic which is related with daily life and science. So, the researcher was convinced that the material in unit 2 was the suitable writing material to be tried out in this class. There were 8 tasks in this unit as the activities in the teaching learning process. As it stated before, the material was designed for two meetings. Consequently, the try-out was conducted in the first and second meetings. It implied that the try-out was conducted in two separated times. In addition, the materials were implemented by the teacher and the researcher observes the students' activity during the learning process. The description of the implementations is as follows.

1) The First Meeting

The first meeting was started at 10.10 a.m. All of the students are present. After the students had been ready, the teacher told them about the purpose of the meeting. Further, she also told them about the activities and rules being applied in the writing class. The activities started after the researcher distributed a set of writing material to the students. The focus of the learning process in this meeting was writing simple instruction (imperative sentence).

In delivering the first task, the teacher asked the students to read the direction on how to make underwater volcano and answer the questions based on

the text. As there were only five questions in this task, the discussion on the best answer of the questions in the task lasted within fifteen minutes. This task, then, was followed by discussing about elements of procedure. The class moves to the next task, classifying words into their categories. The teacher let the students try to classify the words without guidance. Most students could easily do the task.

In introducing the imperative sentence (structure), the students were asked to read the text about how to make blueberry rum milkshake. After reading the text, the teacher and the students discussed about imperative sentence. To check the students' understanding, they were asked to do task 4 (make imperative based on the situation). Most of the students could do the task well.

The last activity was building students' understanding about procedure text. The teacher explained about the features of the procedure text. The detailed about the teaching and learning process in the first meeting is included in Appendix E/ Field Note 3 -The first Meeting.

2) The Second Meeting

The second meeting was conducted on September 29, 2014. The class was started at 10.10 a.m. All of the students came to the class. The activity was begun by reviewing the previous material related to imperative sentence. After that, the teacher guided them to do Task 6 *Find Your Partner* where they had to work with their partner. In pairs, the students find the meaning of the words by matching. The words will be used in the next task, task 7.

Then the teacher moved to the next task. The students arranged the jumbled paragraph into the correct arrangement. The last stage, *Try to Do It*, was also implemented in this meeting. The students write the procedure text based on the series of picture and cue words.

The detailed description about the teaching and learning process in this meeting is presented in Appendix E/Field Note 4 - The second meeting.

3) The Reflection of the Try-Out

The students really enjoyed the activities given during the teaching–learning process. Both the teacher and the students played their role well. The students were interested in the developed materials. It could be seen when they could perform all of the tasks and gave their contribution during the teaching learning process. They also used their creativity when performing the task. The input text, in this case Procedure Text was interesting and could facilitate them in building understanding about the Procedure text of how to do something. The task also helped them to understand the material. They really enjoyed performing the tasks, especially Task 7 in *Find Your Partner*, because they could work with their partner to arrange the jumble instruction on ‘*How to Make Butterfly Card*’. Although the implementation was well conducted, the researcher still found several problems. First, some of the students still had low mastery in vocabulary. Second, there were two students who liked to disturb their friends, so the teacher had to advise them.

b. The Evaluation

After implementing the materials, the researcher conducted an evaluation by distributing the second questionnaire on September 29, 2014. It was aimed at getting the feedback from the students, as the respondents, about the developed materials. The result of the questionnaire then had been analyzed and the computation was done to find out the average score of the students' agreement of the developed materials.

From the data obtained through the second questionnaire, the highest average score of respondents' (students) agreement towards the questionnaire is 4.54, that is statement 2 and 10 related to the purposes wanted to be achieved and input performance, and the lowest is 3.96, that is statement 24 related to students' performance in learning English. On the other hand, the average scores of the data obtained from the second questionnaire distributed to the IX C students ranges from 4.54 to 3.96.

Based on the computation of Quantitative Data conversion, as presented in table 4 Chapter III, the highest average score falls into 'very good' or the average value is greater than 4.2 ($\bar{X} > 4.2$), and the lowest belongs to 'good category' as the average value is greater than 3.4 but less than or equals to 4.2 ($3.4 < \bar{X} \leq 4.2$). Thus, it can be concluded that the students agreed with the developed materials and the material itself is suitable with the students' need and interest. As additional information, the average scores of each statement belong to "very good" and 'good category'. The detailed result of the analysis of the second questionnaire is presented in Appendix H, table 2.

Beside the result of computation, the justification is also taken from the result of interview with the English teacher and five students. The complete data analysis from the interview is presented in Appendix G. There are some opinions and suggestions got from the result of the interview. Those are presented as follows.

1) **Opinion**

- (1) The developed materials fit the students' need related to the purposes they want to achieve.
- (2) The developed materials fit the students' characteristics to learn writing.
- (3) The developed materials facilitate the students in learning writing.
- (4) The developed materials are interesting.
- (5) The topic and input chosen are interesting.
- (6) The tasks are able to build up students' understanding, facilitate the students to practice their writing skill and feasible to do.
- (7) The tasks give a chance to the students to interact and share their opinion or knowledge with their partner.
- (8) The tasks are quite interesting because of the variation of activity.
- (9) The instructions on the task or activities are quite clear.
- (10) The students have difficulty related to the material, vocabulary, and task but they have found the solution.

2) **Suggestion**

Although the teacher and the students have agreed with the developed material, they still have several suggestions related to the designed materials. Here are the suggestions related to the developed materials.

- (a) The vocabulary list should be arranged alphabetically so the students can find a certain word easily.
- (b) Writing the element of Procedure Text in the input text in BKOF stage/*Lets Begin* is necessary to give experience to students about Procedure Text.
- (c) Giving a task that totally explores their writing skill, especially imperative sentence.

c. The Revision

Since the data obtained shows that the average of the second questionnaire distributed to IX C students ranged from 4.54 to 3.96, it can be concluded that the students agreed with the developed materials. In line with this statement, the researcher concludes that the material is suitable with the students' need.

The result of interview with 5 students in class IX C shows that they still have a problem with vocabulary. They stated that they still found some difficult words in the material and it influences their understanding. And for writing, moreover, they stated that sometimes it is difficult to write in English because they are lack of vocabulary. The justification of this statement is noted as follows.

R: *Untuk pemahaman materinya ada kesulitan tidak?* (Is there any difficulties in understanding the material?)

S: *Ya, ada beberapa kosa kata yang baru mas sehingga sulit untuk dipahami, terus saya buka alfalink* (There some new vocabularies and difficult to understand, so I opened a dictionary.)

R: *OK berarti adik bisa paham materinya kan?* (Ok. It means that you understood the materials don't you?)

(Appendix G, *interview Student/Interview 2.2*)

From the students' statement, they also found the way to solve their problem. They stated that it was better if the difficult words were written in the vocabulary list alphabetically.

Another revision is about writing elements of Procedure text in the input text in 'Lets Begin' stage. It aimed to give understanding to the students about the Procedure Text.

Another revision is about the '*Imperative Sentence*' task. The students said that they needed more exercise about imperative sentence both positive and negative imperative. The tasks will explore their writing skill so later they can write procedure text correctly. The justification is noted as follows.

R: *Kalau untuk task writingnya gimana? ada masukan tidak?* (How about the writing task? Do you have any suggestions?)

S: *Yang untuk imperative sentence itu mas. latihannya perlu ditambah agar melatih menulis kalimat imperative baik yang positif maupun negative imperative.* (It is better to give more exercise about imperative sentence, both positive and negative imperative to explore the writing skill.)

(Appendix G, *interview Student/Interview 2.5*)

In regard to this statement, the researcher had to give additional sentences as input to make imperative sentences in Task 4 both positive and negative imperative.

3. The Try-Outs, Evaluations, and Revisions of Unit 3 (Report)

a. The Description of the Try-Out

The try-out of Unit 3 was conducted on September 23, 2014 and September 24, 2014. The result of the first questionnaire distributed in class IX E indicated that the students preferred the material related to flora fauna and science to other topics offered by the researcher. Basically, the material in this unit was focused on teaching report text/describing thing for writing skill. There were 8 tasks provided by the researcher to facilitate the students in understanding the material.

As the material was designed for 4x40 minutes, the teacher implemented the materials in two meetings. In the first meeting, the students did the activities in *Let's Begin* and *Let's Move Further*, whereas in the second meeting the activity starts with *Find Your Partner* and *Try to Do It*. Like the previous implementation, the material is implemented by the English teacher and the researcher played his role as observer. Below is the description of the implementation on both meetings.

1) The First Meeting

The implementation was started on the first meeting on September 23, 2014. There were 24 students in this class. The activity was started at 12.10. The class was quite noisy since they just had a break time. After they had been ready to do the activities, the teacher told them about the purpose of the meeting. Further, she also told them about the activities and rules being applied in the writing class. The activities started after the researcher distributed a set of writing material to the students. The focus of the learning process in this meeting was writing the description of pictures provided.

In delivering the first task, the teacher asked the students to read the report text about Kangaroo and then discussed the meaning of the vocabulary based on the context followed by deciding the statements are true or false based on the context. The teacher discussed the text with the students related the content of the text.

Then she moved to the next part of the task, by giving another text as a model. The Students read the text and they tried to understand the generic structure and the grammatical feature of report text with the guidance of teacher.

Since the Report Text is written using Simple Present Tense, the teacher explained about the Simple Present Tense. Some of the students still confused about the verb which was used in the Simple Present Tense. To check their understanding about this tense the teacher continued to activity 5.

The detailed description about the teaching and learning process in this meeting is presented in Appendix E/Field Note 1- The first meeting.

2) The Second Meeting

The second meeting was conducted September 24, 2014. The class was started at 12.10 p.m. All of the students came to the class. The activity was begun by reviewing the previous material. After that, the teacher guided them to do Task 6 *Find Your Partner* where they had to work with their partner. They were very enthusiastic since the first task (task 6) is “*who am I game*”. In pairs, the students make a puzzle about the description of a picture after that asked another pairs to guess.

Then the teacher moved to the next task. The students arranged the jumbled paragraph into the correct arrangement. The last stage, *Try to Do It*, was also implemented in this meeting. The students observed outside the classroom and find an object to be described.

The detailed description about the teaching and learning process in this meeting is presented in Appendix E/Field Note 2-The second meeting.

3) The Reflection of the Try-Out

The try-out was done successfully. The students were really cooperative during the teaching learning process so that the interaction could be built up. The

students could also understand the materials well. They were quite interested in learning writing by using the kinds of materials. The material was more interested for them in learning and improving their writing skill. Furthermore, all of the tasks could be done by the students. They were able to perform their writing skills to every task and activity conducted during the try-out. Moreover, each stage could help the students in understanding the materials. The input text and the chosen topic were also interesting for them. The teacher, meanwhile, could handle the students when the material was implemented.

However, there were some problems encountered in the class. Some students seemed that they were still confused with the given material and said that it was because of the limited vocabulary. Another problem was about doing the tasks. The students still needed guidance when they did the task. The students also had a problem with grammar. Therefore, a problem was encountered when the teacher had to analyze the students' work whether they had used the correct grammar or not.

b. The Evaluation

On September 24, 2014 the researcher distributed the second questionnaire to the students in order to get the feedback. All of the students attended the class, meaning that all of the students gave the feedback. From the students' statement, the researcher then did the computation to find out the average score of students' agreement about the developed material.

From the data obtained through the second questionnaire, the highest average score of respondents' (students) agreement towards the questionnaire is

4.46, that is statement no 2 related to the purposes wanted be achieve, and the lowest is 3.75, that is statement no 7 related to the input text used in the material. On the other hand, the average scores of the data obtained from the second questionnaire distributed to the IX B students ranges from 4.46 to 3.75.

After consulting each statement to the result of the average mean values of the computation of Quantitative Data conversion, as presented in table 4 Chapter III, the highest average score falls into ‘very good’ or the average value is greater than 4.2 ($\bar{X} > 4.2$), and the lowest belongs to ‘good category’ as the average value is greater than 3.4 but less than or equals to 4.2 ($3.4 < \bar{X} \leq 4.2$). Thus, it can be concluded that the students agreed with the developed materials and the material itself is suitable with the students’ need and interest. As additional information, the average scores of each statement belong to “very good” and ‘good category’. The detailed result of the analysis of the second questionnaire is presented in Appendix H, table 3.

Besides the data obtained from questionnaire, the result of the interview to the students and to the English teacher also shows that the developed material is suitable for nine year students. Both the students and the English teacher (the respondents) gave their opinion and suggestion related to the developed material. The opinion and suggestion are presented as follows.

1) Opinion

- (a) The developed materials fit the students’ need related to the purposes they want to achieve.
- (b) The developed materials fit the students’ characteristics to learn writing.
- (c) The developed materials facilitate the students in learning writing.

- (d) The developed materials are interesting.
- (e) The topic and input chosen are interesting.
- (f) The tasks are able to build up students' understanding, facilitate the students to practice their writing skill and feasible to do.
- (g) The tasks give a chance to the students to interact and share their opinion or knowledge with their partner.
- (h) The tasks are quite interesting because of the variation of activity.
- (i) The instructions on the task or activities are quite clear.
- (j) The students have difficulty related to the vocabulary and task but they have found the solution.

The students and the teacher also gave their opinions related to grammar used in materials. They stated that grammar is still important to be discussed, but it just in a glance. It is because the students had had the knowledge about grammar. The justification of the opinion of the students and English teacher opinions could be found in Appendix G.

2) Suggestion

Although the teacher and the students have agreed with the developed materials, they still have several suggestions related to the developed material as the basis for revising the developed materials. Here are the suggestions related to the developed materials.

- (1) Checking students' understanding about the text is needed on *Lets Move Further* stage.
- (2) Grammar is still needed to be discussed but it is only in a glance.
- (3) The number of sentences for describing pictures in "Who am I game" must be reduced.
- (4) The instruction for task 8 must be changed to make it not having ambiguous meaning with *Descriptive Text*.
- (5) The vocabulary list should be arranged alphabetically.

The detailed information about the suggestion from the students and the English teacher is presented in appendix G.

c. The Revision

From the data obtained through the questionnaire, the interview, and the observation during the teaching and learning process, the researcher realizes that there should be some revisions. Besides using the obtained data, the researcher also had a consultation with his thesis advisor when he did the revision on the developed material. The revision of the developed material (Unit 3: Report) is presented as follows.

- a) The input text in Task 3, *Let's Move Further*, must be followed by some questions to check the students' understanding about the text. The questions should be recalling the students' knowledge about Report. The researcher also revised the instruction for Task 3 so that there were two projects in Task 3. The first project was about reading the text and answers the questions and the second one understood the information about the Report Text. The revision was based on the result of the interview with the English teacher.

T: *Saya pikir untuk Task 3 lebih baik diberi pertanyaan bacaan untuk mengecek pemahaman siswa tentang bacaan dan juga mengetahui pemahaman siswa tentang teks Report.* (I think it is better if the Task 3 is followed by some questions to check the students' understanding about the text and to recall their knowledge about Report text.)

(Appendix G, *interview teacher/Interview 3*)

- b) The students found difficulties in describing a picture using ten statements. In relation with it, the instruction in Task 6 in "Who Am I Game" must be changed. They said that five statements are enough and the other students were able to guess the answer.

S: *Mendesripsikan gambar dengan sepuluh kalimat tu terlalu banyak mas. Dengan lima kalimat aja kami udah bisa nebak jawabannya. Disamping kami kesulitan buat kalimat, nanti baru saya bacakan beberapa kalimat aja teman-teman udah pada tahu jawabannya.* (Describing a picture with ten sentences is too many. Five sentences are enough and we can guess the answer. Besides, we have some difficulties for making sentences.)

(Appendix G, *interview Student/Interview 3.1*)

- c) To make the instruction in Task 8 not confusing the students, it must be change with “Every one of you observes outside of your classroom and finds an object/thing around you that you are interested in. Write a **report (general description)** about it. Put them in your portfolios or send them to the wall magazine in your school.” The teacher’s suggestion was noted as follows.

T: *Untuk kegiatan/tasknya sudah bagus dan banyak variasi, tapi untuk task 9 sebaiknya instruksinya diubah sedikit agar siswa tidak rancu dengan teks Descriptive. Dari “write a description about it” diganti dengan “write a report (general description) about it.* (The task or activities are good enough and varying. For Task 9 it is better if it is changed to make it clearer for students. From “write a description about it” to be changed with “Write a Report (general description) about it.)

(Appendix G, *Interview teacher/Interview 3*)

- d) The vocabulary list is arranged alphabetically so the students can find the difficult words easily.

C. Product Revision

The last step of doing the development was presenting the final draft of the developed materials. The final drafts were designed based on the suggestion and opinions delivered by the students and the English teacher. On the other hand, the revision of each unit, as it was described in point 4, is used as the basis in revising the first draft into the final draft. Before presenting the final draft of the developed materials, the researcher consulted the developed materials to his thesis supervisor. By considering the limitation of the space, the researcher decided to present the final draft of the materials in different section that is in Appendix J.

D. Analysis of the Final Materials

In this section, the researcher gives the description about the characteristics of suitable writing materials for year-nine students of SMPN 1 Karangmojo in general. The description is based on the research finding in Point A. Basically, all of the students agree with the developed materials. It could be shown from the average scores of each implementation in each class are in “very good” categories, because some of the scores fulfill the requirement that the average value is greater than 4.2 ($\bar{X} > 4.2$). Besides, some of the scores also belong to “good” category as the average value is greater than 3.91 but less than and/or equals to 4.2 ($3.4 < \bar{X} \leq 4.2$). The result of computation on the average score also gives a conclusion that the developed materials are suitable with year-nine students of SMPN 1 Karangmojo.

Besides the result of computation, the interview with both students and English teacher give an illustration about the suitable writing materials for year-nine students. The result of interview and data categorization of the interview is presented in Appendix G. In relation to the content, the students agreed with the content of materials since the materials were developed based on their needs. The materials could facilitate them in learning to write. Further, in regard with the principle of materials proposed by Hutchinson and waters (1987), the developed writing materials have also made the students feel at ease in learning to write.

The suitable materials, moreover, should have a main material that can be really used or applied when the students are writing. On the other hand, the main teaching materials give new information for the students and they can apply the information in their writing. Another characteristic is that the materials should have interesting topics. The students appreciate more with the interesting topics since they can understand what are being discussed in the teaching-learning process and they can also give their full participation. In addition, the materials with the interesting layout can increase the students' appreciation in learning to write.

From the language, the materials can be said as suitable material if the language used is on the level of students' knowledge. The suitable materials should use unpretentious language. It means that the language used facilitates the students in understanding the materials itself. The vocabulary, grammar, and other language aspects should also be included in the materials.

Next, in relation to the input, the suitable materials have to have an interesting input. Besides, the input should represent students' interest. The presented input, moreover, should be as authentic as possible, meaning that the input given in the materials could be found in their real life or related to the daily life context. The pictures, short functional text (such as advertisement), or other types of input help the students to understand the materials easily because the materials are presented in an interesting way.

The suitable materials, then, have varied tasks and activities. The tasks are provided and designed based on the students' need. The suitable materials should provide the tasks which really explore the students' writing skill. The suitable materials must have graded tasks, meaning that the tasks are developed from guided to free activities, and developed from easy to the difficult one. Hence, the students are able to practice their writing skill and to produce a good writing through the tasks.

Further, the activities which are conducted in an interesting way should be provided in a material. The tasks and activities, then, should be completed with the clear instruction that makes the students understand what they have to do in the teaching-learning process. The setting of doing the tasks have also to be varied such as individually, in pairs, or in groups. The varied settings make the students are able to perform the task either in an independent way or in group (Where they can share and discuss their knowledge with their partner or classmates).

Besides, the content, language, input, and the tasks, the suitable materials can make the teacher and the students involved actively in the teaching-learning process. The teacher, in this case, plays her role as the facilitator, the controller, and the learning partner. Further, she has to be able to deliver the materials as clearly as possible and give her assistance during the teaching-learning process. The students, meanwhile, play their role as the performer. It means that by learning the writing materials which are suitable with their needs and interests, they can truly improve their writing skill.

E. Research Constraints

Having ability to communicate in English by using the written language is as important as the spoken language. The students should have an idea that the written language or writing can be a means of communication. Consequently, the students have to have writing proficiency that can be used in their communication. Considering that writing proficiency is really needed, and the fact that the students' writing ability is still low, the researcher realizes that several ways to increase students' writing proficiency should be conducted. One of the ways in increasing the students' writing ability is by developing English writing materials.

Due to the limitation of the time, the researcher limits his study by only focusing on developing writing materials for year-nine students of SMP N 1 Karangmojo through the Genre-Based Teaching.

He tried to use the Genre-Based Teaching in developing English writing materials. It will be used to teach writing because it can be the appropriate materials that can improve the writing ability of Grade IX students of SMPN 1 Karangmojo. It provides more texts in explaining the material, so the students are easier to get the point of the lesson. Besides that, they were expected to be more motivated and understood about writing related to their program.

CHAPTER V

CONCLUSION AND RECOMENDATION

Chapter 5 consists of two parts, the first part presents the conclusion about the product, the second one deals with the recommendation of product use, in this case to the English teachers in junior high school (especially for the English teachers in SMPN 1 Karangmojo), material designers/developers, and other researchers who are interested in developing materials and want to do such a study.

A. Conclusion About the Product

As it was stated in the formulation of the problem, this research is intended to identify the characteristics of suitable writing materials for year-eleven of SMPN 1 Karangmojo through the Genre-Based Teaching and how the materials are designed. In regard with the formulation, the researcher gets four conclusions. They are the steps conducted in developing writing materials, the developed materials themselves, the suitability of the developed materials with the students' need, and the characteristics of suitable writing materials for year- nine of SMPN 1 Karangmojo. The detailed explanations about the four conclusions are presented as follows.

1. The Steps in Developing the Writing Materials

Since this research belongs to the Research and Development (R&D), there are several theories that should be understood and/or comprehended by the researcher. Then, the understanding of the theories is used as the basis in conducting the research. Indeed, the researcher used the procedure of developing materials proposed by Masuhara (Tomlinson, 1998:248). Meanwhile, for the process of evaluating the designed task, the researcher referred to the steps of evaluation of a task proposed by Ellis (Tomlinson, 1998:228). On the other hand, in conducting this research, the researcher followed a sequence of procedure in materials development's process. There were six steps conducted in this research, i.e. doing the needs analysis, writing the course grid, writing the first draft of the materials, conducting the try-outs/implementing the materials, evaluating the materials, revising the materials, and writing the final draft of the developed materials.

In order to get the data in this research, the researcher conducted two kinds of instruments. The first instruments were the questionnaires which were distributed in two separated time. The first questionnaire was distributed in order to get the students' need and interest in writing materials. The result of the first questionnaire, then, was analyzed by the researcher to find the students' need related to the writing materials. The result of needs analysis, additionally, was used as a basis to develop the writing materials. The second questionnaire, meanwhile, was to get the feed back from the students' and used as the basis to evaluate the materials. Besides the first instrument, the researcher also conducted

the interview, which was intended to find the deeper information about the developed materials, and to get opinions and/or suggestions from the English teacher and the students toward the materials implementation.

2. The Developed Materials

As was stated before, the result of needs analysis was used as the basis to develop the materials. Based on the result of needs analysis, the researcher decided to design three units which represent the different genres. The genres were *short functional text* for unit 1, *Procedure* for unit 2, and *Report* for unit 3. All of units, then, were designed as a set of writing materials which were organized based on the framework consisting four stages. Those steps were Building Knowledge of Field (BKOF), which had been named as *Let's Begin*, Modeling of the Text (MOT) as *Let's Move Further*, Joint Construction of text (JCOT) as *Find Your Partner*, and Independent Construction of Text (ICOT) as *Try to Do It*.

The materials consist of several activities and tasks in every stage to facilitate the teaching learning process. Additionally, the materials were also completed with Grammar Zone which provided the information about the grammar used in the materials and the Word List which presented some difficult words found in the materials. Each material, furthermore, has different main materials which had to be delivered by the teacher. In Unit 1, the main material was advertisement, and eye catching expression used in advertisement, in Unit 2

was imperative sentence which is used in writing procedure text, and in Unit 3 was reading materials about Report Text, the information related to the Report Text, and simple present tense.

3. The Suitability of Developed Materials with the Students' Need

The next step conducted by the researcher after designing materials was to find whether the designed materials suited the students' need or not. Indeed, the researcher implemented the materials in the teaching learning process. The three materials were implemented in three classes, they were unit 1 was tried out in Class IX B, Unit 2 in Class IX C, and Unit 3 in Class IX E. The implementations were successfully done. All of the students in three classes appreciated with the try-out and gave their contribution in every teaching learning process.

After trying-out the materials, the researcher conducted the evaluations. He distributed his second questionnaire to all of the students in three classes. The result of the questionnaire then was analyzed by doing a computation to know the suitability of the developed materials. The computation was done to measure the average score of the questionnaire. The result indicated that the average score of each unit, implemented in each class, fulfilled the computation of the Quantitative Data Conversion. The average score of each unit was 4.54 to 3.96 for Unit 1, 4.54 to 3.96 for Unit 2, and 4.46 to 3.75 for Unit 3. The result of computation indicated that the students agreed with the developed materials and the developed materials met the students' need.

Beside the computation, the interview both English teacher and the students were also conducted. The result of the interview, as it was presented in Appendix G, indicated that the students and the English teacher agreed that the developed materials were suitable with the year-nine students of SMPN 1 Karangmojo.

4. The Characteristics of Suitable Materials for Year-Nine Students of SMPN 1 Karangmojo

The result of this research was the set of English writing materials, the researcher also found several characteristics of suitable materials for the year-nine students of SMPN 1 Karangmojo. First, the content of the materials should be developed as the realization of the students' need. It means that the materials truly facilitate the students to practice their writing skill. Furthermore, the materials have to contain an interesting input and it should be presented in a clear way. Second, the language used must be appropriate with the students' language level. On the other hand, the language can help the students to understand the materials as easily as possible.

Third, materials should contain the interesting input which represents the students' interest. The input, moreover, should be as authentic as possible and/or related to students' real life. It is aimed at giving a model and a guideline to the students to do the given tasks or activities, and helping the students to understand the materials. Next, the materials have to have varied activities and tasks. The

tasks, furthermore, should really explore the students' ability, so that the students can truly practice their skills and use their creativity in performing the activities and/or tasks. The setting of doing the task should also be varied since the students wanted to perform their tasks and activities individually, in pairs, or in groups.

Additionally, the year-nine students of SMPN 1 Karangmojo still need the teachers' assistance when they are performing their tasks and activities. It could be said that the students really need the teacher to play his/her role as a facilitator, a controller, and a learning partner while the students place themselves as the performer.

B. Recommendation of Materials Use

On the ground of the findings of the study, some suggestions are presented. These suggestions are directed to the English teachers in junior high schools (especially for the English teachers in SMPN 1 Karangmojo), material designers/developers, and other researchers.

1. To English teachers in junior high school (especially for the English teachers in SMPN 1 Karangmojo).
 - a. It is important to the teacher/instructor to have suitable tasks for his/her students since they facilitate the students to practice their English skills, especially writing.
 - b. Realizing that writing plays an important role for students' future, teachers need to design suitable writing materials or to develop available materials.

The writing materials should contain the main purpose of writing that is, achieving effective communication, not just producing correct English.

- c. Realizing that the developed materials through the Genre-Based teaching give a good contribution to the improvement of students' writing skill, it is recommended that the teachers should have to apply the Genre-Based teaching in developing English materials for teaching.

2. Material designers/developers

As a task is an element of materials, the material designers need to consider what the characteristics of the suitable writing materials for year-nine students through the Genre-Based Teaching look like. They, then, should make sure that the students' need and characteristics are taken into account when they develop the materials.

3. Other researchers

Deciding to work in research and development should be followed by the responsibility to finish the research as completely as the steps of developing materials proposed by several scientists. It means that the researcher, who works on materials development, has to understand or comprehend the theories for developing the materials, and they should realize that the materials should be suitable with the students' need. In this case, the researchers should have an understanding about the characteristics of the suitable materials. Furthermore, an observation should also be done by the researchers in order to find the effectiveness of the developed

materials. It means that they should observe whether the materials could improve the English ability of the students or not.

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Appendices



Appendix A

FIRST QUESTIONNAIRE (NEEDS ANALYSIS)

The Organization of First Questionnaire for Pupils

Theory	Information	Items Number	Number of Items
getting information about pupils' profile (Tomlinson, 1998:240)	<ul style="list-style-type: none"> • age • sex • educational background • linguistic background • cultural background • social background 	7	Part A
getting information about pupils' motivation toward learning English (Harmer, 2001:51 and Hutchinson and Waters, 1986:62)	<ul style="list-style-type: none"> • pride • achievement • communication • friends • reward 	6	Part B 1 2,3 4 5 6
getting information about pupils' interest toward learning English (Tomlinson, 1998:240)	<ul style="list-style-type: none"> • topic of the material • writing activities • learning style • opportunities of class activity • learning goals and expectations • input of the learning material 	10	7 8 9 10 11,12,13 14,15,16
getting information about the course book (Hutchinson and Waters 1986:63)	<ul style="list-style-type: none"> • setting • goal • input 	5	17,18 19 20,21
getting information about the teaching aids (Hutchinson and Waters 1986:63)	<ul style="list-style-type: none"> • resources • learning media 	4	22, 23, 24 25
	TOTAL	25	

ANGKET UNTUK SISWA

Angket ini bertujuan untuk memperoleh informasi tentang kebutuhan adik-adik dalam belajar bahasa Inggris. Selanjutnya informasi tersebut akan digunakan untuk menyusun materi pembelajaran bahasa Inggris. Oleh karena itu, saya mengharapkan kesediaan adik-adik untuk meluangkan waktu mengisi angket berikut.

Angket ini tidak dimaksudkan untuk menguji adik-adik. Jawaban yang adik-adik berikan tidak akan mempengaruhi nilai. Harapan saya adik-adik menjawab tiap pertanyaan dalam questioner dengan jujur.

Angket ini terdiri dari dua bagian, bagian (A) berisi data pribadi adik-adik.

Contoh:

Umur	: 15 tahun
Jenis kelamin	: Perempuan
Sekolah	: SMPN 1 Karangmojo
Kelas	: IX A
Bahasa	: Indonesia
Suku	: Jawa
Pekerjaan orang tua	
• Ayah	: PNS
• Ibu	: Wiraswasta

bagian (B) berisi pertanyaan-pertanyaan yang harus dijawab dengan memilih satu jawaban dengan melingkari(O) pada jawaban yang dipilih.

Contoh:

1. Apakah adik-adik menyukai belajar Bahasa Inggris?
☒ a. Ya
b. Tidak
c. Biasa saja
2. Apakah adik-adik pernah mengikuti les/kursus Bahasa Inggris?
a. Ya
☒ b. Tidak

Atas perhatian dan bantuan dari adik-adik, saya ucapkan terimakasih

ANGKET UNTUK SISWA

Angket ini bertujuan untuk mengetahui kebutuhan siswa tentang pembelajaran Bahasa Inggris.

A. PROFIL SISWA

Umur : _____
Jenis kelamin : _____
Sekolah : _____
Kelas : _____
Bahasa : _____
Suku : _____
Pekerjaan orang tua : _____
 • Ayah : _____
 • Ibu : _____

B. KEBUTUHAN SISWA

Jawablah pertanyaan-pertanyaan di bawah ini dengan melingkari (O) pada jawaban yang sesuai dengan pendapat adik-adik.

1. Apakah adik-adik menyukai belajar Bahasa Inggris?
 - a. Ya
 - b. Tidak
 - c. Biasa saja
2. Apakah adik-adik pernah mengikuti les/kursus Bahasa Inggris?
 - c. Ya
 - d. Tidak
3. Apakah adik-adik suka membeli buku-buku berbahasa Inggris?
 - a. Ya
 - b. Tidak
 - c. Kadang-kadang
4. Apakah adik-adik belajar berbahasa Inggris agar bisa berkomunikasi?
 - a. Ya
 - b. Tidak
5. Apakah adik-adik belajar Bahasa Inggris bersama teman adik-adik?
 - a. Ya
 - b. Tidak
6. Apakah adik-adik senang/termotivasi belajar Bahasa Inggris apabila diberi hadiah/reward?
 - a. Ya
 - b. Tidak
7. Topik dalam input pembelajaran Bahasa Inggris, khususnya menulis, yang adik-adik sukai adalah.... (jawaban boleh lebih dari satu)
 - a. topik-topik yang berhubungan dengan kehidupan sehari-hari di lingkungan keluarga, sekolah, dan masyarakat
 - b. topik-topik yang berhubungan dengan kesehatan
 - c. topik-topik yang berhubungan dengan alam
 - d. topik-topik yang berhubungan dengan ekonomi dan sosial budaya
 - e. topik-topik yang berhubungan dengan dunia pendidikan

- f. topik-topik yang berhubungan dengan dunia ilmu pengetahuan (misalnya tentang tumbuhan, binatang, planet atau tata surya, penemuan baru dibidang iptek)
8. Jenis kegiatan apa yang adik-adik inginkan pada saat menulis (*writing*)? (*jawaban boleh lebih dari satu*)
 - a. membuat *mind mapping* sebelum menulis suatu teks
 - b. membuat analisa tentang suatu teks yang diberikan oleh guru berdasarkan bentuk teksnya
 - c. menyusun paragraf-paragraf yang tidak berurutan agar menjadi suatu teks yang utuh
 - d. menyusun kata acak menjadi suatu kalimat
 - e. menyusun kalimat acak menjadi paragraf yang padu
 - f. membuat esei dengan topik yang telah ditentukan
 - g. membuat suatu teks sesuai dengan genre atau bentuk teks yang sudah dipelajari
9. Aktifitas apa yang paling adik-adik sukai dalam belajar Bahasa Inggris?
 - a. mencatat
 - b. latihan soal
 - c. diskusi
 - d. permainan
 - e. *fun learning*
10. Apakah adik-adik senang belajar Bahasa Inggris di dalam kelas atau di luar kelas?
 - a. di dalam kelas
 - b. di luar kelas
 - c. di dalam dan di luar kelas
11. Apakah adik-adik belajar Bahasa Inggris dengan tujuan agar dapat berkomunikasi secara aktif dan pasif?
 - a. Ya
 - b. Tidak
12. Apakah adik-adik belajar Bahasa Inggris agar dapat mengungkapkan makna dalam teks fungsional dan esei yang sesuai dengan *genre*/bentuk teks yang telah dipelajari (misalnya *Short Functional Text*, *Report* dan *Procedure*) dalam konteks kehidupan sehari-hari?
 - a. Ya
 - b. Tidak
13. Apakah adik-adik belajar Bahasa Inggris dengan tujuan agar dapat membaca buku/majalah/koran berbahasa Inggris?
 - a. Ya
 - b. Tidak
14. *Input* pembelajaran apa saja yang adik-adik sukai untuk melakukan aktifitas menulis? (*jawaban boleh lebih dari satu*)
 - a. gambar
 - b. artikel dari internet
 - c. kalimat acak
 - d. kata acak
 - e. paragraf acak
 - f. teks rumpang
15. *Input* materi pembelajaran Bahasa Inggris, khususnya menulis, yang adik-adik sukai adalah:
 - a. Otentik yaitu hal-hal yang biasanya adik-adik jumpai dalam kehidupan sehari-hari/yang berhubungan dengan kehidupan sehari-hari (misalnya iklan, jadwal, undangan, surat, resep masakan, artikel yang berhubungan dengan iptek, alam, dan binatang).
 - b. Tidak otentik (cerita rakyat atau hal yang tidak ada hubungannya dengan kehidupan sehari-hari).

16. Apakah pengajaran *grammar* (tata bahasa) sangat diperlukan sebelum adik-adik mulai untuk menulis suatu teks?
 - a. Ya
 - b. Tidak
17. Apakah adik-adik suka buku pelajaran Bahasa Inggris yang tampilannya berwarna?
 - a. Ya
 - b. Tidak
18. Apakah instruksi/perintah untuk mengerjakan tugas yang ada di buku paket mudah untuk dimengerti?
 - a. Ya
 - b. Tidak
19. Tugas/aktifitas dalam buku paket yang adik-adik sukai adalah:
(*jawaban boleh lebih dari satu*)
 - a. individu
 - b. berpasangan
 - c. kelompok kecil
 - d. tim (kelompok besar)
20. Apakah materi menulis (*writing*) dalam buku paket dapat meningkatkan kemampuan menulis adik-adik?
 - a. Ya
 - b. Tidak
21. Apakah teks bacaan dalam buku paket meningkatkan kosa kata (*vocabulary*) adik-adik?
 - a. Ya
 - b. Tidak
22. Apakah adik-adik senang belajar Bahasa Inggris melalui permainan untuk meningkatkan kemampuan menulis adik-adik?
 - a. Ya
 - b. Tidak
23. Apakah adik-adik senang belajar Bahasa Inggris melalui lagu/musik untuk meningkatkan kemampuan menulis adik-adik?
 - a. Ya
 - b. Tidak
24. Apakah adik-adik senang belajar Bahasa Inggris melalui cerita untuk meningkatkan kemampuan menulis adik-adik?
 - a. Ya
 - b. Tidak
25. Apakah adik-adik senang belajar Bahasa Inggris melalui gambar/kartu untuk meningkatkan kemampuan menulis adik-adik?
 - a. Ya
 - b. Tidak

Appendix B

THE QUESTIONNAIRE RESULT

TABEL PERSENTASE DARI RESPON SISWA

1. Apakah adik-adik menyukai belajar bahasa Inggris?

Pilihan		
A	B	C
ya	tidak	biasa saja
56 %	2 %	42 %

2. Apakah adik-adik pernah mengikuti les/kursus bahasa Inggris?

Pilihan	
A	B
ya	tidak
52 %	48 %

3. Apakah adik-adik suka membeli buku-buku berbahasa Inggris?

Pilihan		
A	B	C
ya	tidak	kadang-kadang
10 %	38 %	52 %

4. Apakah adik-adik belajar berbahasa Inggris agar bisa berkomunikasi?

Pilihan	
A	B
ya	tidak
88 %	13 %

5. Apakah adik-adik belajar bahasa Inggris bersama teman adik-adik?

Pilihan	
A	B
ya	tidak
69 %	31 %

6. Apakah adik-adik senang/termotivasi belajar bahasa Inggris apabila diberi hadiah/reward?

Pilihan	
A	B
ya	tidak
75 %	25 %

7. Topik dalam input pembelajaran bahasa Inggris, khususnya menulis, yang adik-adik sukai adalah

Pilihan			
A	B	C	D
berhubungan dengan kehidupan sehari-hari	berhubungan dengan kesehatan	berhubungan dengan alam	berhubungan dengan ekonomi, sosbud
67 %	15 %	42 %	19 %

Pilihan	
E	F
yang berhubungan dengan dunia pendidikan	berhubungan dengan iptek
25%	40 %

8. Jenis kegiatan apa yang adik-adik inginkan pada saat menulis (*writing*)

Pilihan			
A	B	C	D
membuat mind mapping	membuat analisa teks sesuai bentuknya	menyusun paragraf yang tak berurutan	menyusun kata acak menjadi kalimat
29 %	31 %	17 %	40%

Pilihan		
E	F	G
menyusun kalimat acak menjadi paragraf	membuat Essay dengan topik tertentu	membuat teks sesuai dengan genre yang telah dipelajari
17 %	19 %	49 %

9. Aktifitas apa yang paling adik-adik sukai dalam belajar bahasa Inggris?

Pilihan				
A	B	C	D	E
mencatat	latihan soal	diskusi	permainan	fun learning
0 %	8 %	19 %	25 %	50 %

10. Apakah adik-adik senang belajar bahasa Inggris di dalam kelas atau di luar kelas?

Pilihan		
A	B	C
di dalam kelas	di luar kelas	di dalam dan di luar kelas
21 %	15 %	65 %

11. Apakah adik-adik belajar bahasa Inggris dengan tujuan agar dapat berkomunikasi secara aktif dan pasif?

Pilihan	
A	B
ya	tidak
92 %	8 %

12. Apakah adik-adik belajar bahasa Inggris agar dapat mengungkapkan makna dalam teks fungsional dan esei yang sesuai dengan genre/bentuk teks yang telah dipelajari (misalnya Short Functional Text, Report dan Procedure) dalam konteks kehidupan sehari-hari?

Pilihan	
A	B
ya	tidak
85 %	15 %

13. Apakah adik-adik belajar bahasa Inggris dengan tujuan agar dapat membaca buku/majalah/koran berbahasa Inggris?

Pilihan	
A	B
ya	tidak
90 %	10 %

14. Input pembelajaran apa saja yang adik-adik sukai untuk melakukan aktifitas menulis?

Pilihan			
A	B	C	D
gambar	artikel dari internet	kalimat acak	kata acak
71 %	42 %	15 %	2 %

Pilihan	
E	F
paragraph acak	teks rumpang
23 %	19 %

15. Input materi pembelajaran bahasa Inggris, khususnya menulis, yang adik-adik sukai adalah

Pilihan	
A	B
otentik	tidak otentik
75 %	25 %

16. Apakah pengajaran *grammar* (tata bahasa) sangat diperlukan sebelum adik-adik mulai untuk menulis suatu teks?

Pilihan	
A	B
ya	tidak
94 %	6 %

17. Apakah adik-adik suka buku pelajaran bahasa Inggris yang tampilannya berwarna?

Pilihan	
A	B
ya	tidak
96 %	4 %

18. Apakah instruksi/perintah untuk mengerjakan tugas yang ada di buku paket mudah untuk dimengerti?

Pilihan	
A	B
ya	tidak
75 %	25 %

19. Tugas/aktifitas dalam buku paket yang adik-adik sukai adalah

Pilihan			
A	B	C	D
individu	berpasangan	kelompok kecil	tim
46 %	48 %	40 %	8 %

20. Apakah materi menulis (*writing*) dalam buku paket dapat meningkatkan kemampuan menulis adik-adik?

Pilihan	
A	B
ya	tidak
90 %	10 %

21. Apakah teks bacaan dalam buku paket meningkatkan kosa kata (*vocabulary*) adik-adik?

Pilihan	
A	B
ya	tidak
96 %	4 %

22. Apakah adik-adik senang belajar bahasa Inggris melalui permainan untuk meningkatkan kemampuan menulis adik-adik?

Pilihan	
A	B
ya	tidak
90 %	10 %

23. Apakah adik-adik senang belajar bahasa Inggris melalui lagu/musik untuk meningkatkan kemampuan menulis adik-adik?

Pilihan	
A	B
ya	tidak
90 %	10 %

24. Apakah adik-adik senang belajar bahasa Inggris melalui cerita untuk meningkatkan kemampuan menulis adik-adik?

Pilihan	
A	B
ya	tidak
85 %	15 %

25. Apakah adik-adik senang belajar bahasa Inggris melalui gambar/kartu untuk meningkatkan kemampuan menulis adik-adik?

Pilihan	
A	B
ya	tidak
88 %	12 %


Appendix C

THE COURSE GRID


THE COURSE GRID OF WRITING MATERIALS FOR YEAR-NINE STUDENTS OF SMPN 1 KARANGMOJO

Core Competency 3: To understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related with factual phenomenon and event.


Core Competency 4: To process, present and think logically in concrete domain (to apply, analyze, string up, modify, and create) and abstract domain (writing, reading, counting, drawing, and arrange) related with what they studied at school and other sources at the same view/theoritical.

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
4.16 To get the meaning of short simple advertisement text about product and service	1. Advertisement text 	<ol style="list-style-type: none"> To identify the characteristic of an Advertisement. To recognize the grammar used in the advertisement. To mention the characteristics and communicative objectives of 	<p>Building Knowledge of Field (BKOF)</p> <ol style="list-style-type: none"> Reading the advertisement about Computer Repair and answer the questions. Doing writing project based on the questions related to the advertisement. <p>Modelling of Text (MOT)</p> <ol style="list-style-type: none"> Reading an advertisement about restaurant to identify the characteristic of advertisement. 	Written test	Incomplete advertisement	Work in pairs and complete the following advertisement.	<ol style="list-style-type: none"> http://targeteads.com/newsletter/?p=1343 http://www.octopusinc.in/images/advertisement/Exp-o-Ad-16.8x24.4.jpg http://www.whitesmoke.com/5-tips-for-writing-an-advertisement

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
	<ul style="list-style-type: none"> Nobody serves food like us. A hotel that makes you feel at home. <p>4. Vocabulary</p> <ul style="list-style-type: none"> repair spread expanded unique budget seeking franchises satisfy hospitality environment opportunity requirement excellent cooperate generate achieve look for candidate 	<p>advertisement.</p> <p>4. To complete eye catching expression.</p> <p>5. To find the similar meaning of the words based on the context.</p> <p>6. To revise the provided advertisement so that it can catch eye easily.</p> <p>7. To write short functional text in the form of an</p>	<p>2. Building deeper understanding about the advertisement.</p> <p>3. Doing the task about the vocabulary related to the advertisement.</p> <p>Joint Construction of Text (JCOT)</p> <p>1. Matching the words in column A with the similar meaning of the words in column B.</p> <p>2. Revising the advertisement so that it can catch eye easily and make the readers take action.</p> <p>Independent construction of text (ICOT)</p> <p>1. Writing outlined information in the form of mind mapping as a</p>			<p>English newspaper.</p> <p>Individually, write a good one for your business.</p>	<p>4. http://2.bp.blogspot.com/_5mJCOEXGKQ/UDt8Y1sqv7I/AAAAAIIg/CAvqWGanxP8/s1600/Recruit+Ad+for+Tele+Secretary.JPG</p>

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
4.8 To develop short simple spoken and written procedure text in the form of recipe and	1. Procedure Text 	advertisement.	draft to write advertisement.				1. http://www.letstalkscience.ca/hands-on-activities/chemistry/how-can-i-make-an-underwater-volcano.html 2. <i>English K-6 Modules</i> 3. http://www.foodnetworkasia.com/recipes/blueberry-rum-milkshake.html
	2. Series of pictures 3. Jumble sentences 4. Imperative: <u>Place the ingredients</u> into a blender 5. Generic Structure	1. To identify the characteristic of procedure text. 2. To recognize the elements used in the procedure text. 3. To identify the use of imperative.	2. Writing an advertisement about business product or service. Building Knowledge of Field (BKOF) 1. Reading the procedure text about how to make underwater volcano and answers the questions. 2. Doing writing project based on the elements of procedure text. Modelling of Text (MOT) 1. Reading a procedure about how to make blueberry-rum milkshake to identify				

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
manual, considering about the social function and the structure of the text, and the correct language feature based on the context.	<ul style="list-style-type: none"> • Goal • Material • Steps <p>6. Language features</p> <ul style="list-style-type: none"> • Imperatives • Time words or numbers that show the order for carrying out the procedure. • Adverbs • Precise terms and technical language. • A sequence of steps; first, second <p>7. Vocabulary</p> <ul style="list-style-type: none"> • tie • loop • sprinkle • braise • cheese • garnish • knead • roast • remove • pour • boil • Soften • blend • decorate 	<p>4. To write imperative sentence based on the situation given.</p> <p>5. To identify the characteristic and the communicative function of Procedure Text.</p> <p>6. To match the instructions on how to make butterfly card with the pictures.</p> <p>7. To write directions on how to cook rice using Magic</p>	<p>the characteristic of procedure text.</p> <p>2. Doing the task about imperative sentence based on the situation.</p> <p>3. Building deeper understanding about Procedure Text.</p> <p>Joint Construction of Text (JCOT)</p> <p>1. Match the instructions on how to make butterfly card with the pictures.</p> <p>Independent construction of text (ICOT)</p> <p>1. Writing directions on how to cook rice using Magic Com based on the series of pictures</p>	Written test	Jumble sentence	<p>In pairs, match the instructions on how to make butterfly card with the pictures.</p> <p>Work individually. Write directions on how to cook rice using Magic Com</p>	<p>4. http://grammar.about.com/od/il/g/impercent09.htmse rvations</p> <p>5. http://enchantedlearning.com/crafts/butterfly/card/index.shtml</p> <p>6. Yong Ma Magic Com: Operating Instructions</p>

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
4.15 To develop short , simple spoken written factual scientific text (factual report), about people, animal, object, natural and social	<ul style="list-style-type: none">• flip• punch <div>1. Report Text</div>  <div>2. The structure of a Report Text is:</div> <div>1. General classification</div> <div>2. Description</div>	<p>Com based on the series of pictures and cue words.</p> <div>1.To identify the characteristic of Report Text.</div> <div>2.To understand various informations of the text.</div> <div>3.To identify the the characteristic and the communicative function of Report Text.</div>	<p>and cue words.</p> <div>Building Knowledge of Field (BKOF)</div> <div>1. Study the Report Text about kangaroo and find the meaning of vocabulary based on the context.</div> <div>2. State whether the statements are true (T) or false (F) based on the text and correct the false statements.</div> <div>Modelling of Text (MOT)</div> <div>1. Reading a Report Text about Solar Flare to identify the characteristic of Report Text.</div>	Written test	Write Procedure Text.	<p>based on the following series of pictures and cue words.</p> <div>1. http://www.worldstory.net/en/kangaroo.html</div> <div>2. http://hesperia.gsfc.nasa.gov/sftheory/flare.htm</div> <div>3. K-6 Modules</div> <div>4. Understanding and Using English Grammar(Azar,1993)</div>	

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
phenomenon, related with other subjects in nine graders, considering about the social function and the structure of the text, and the correct language feature based on the context	<p>3. The significance feature of a Report Text are:</p> <ul style="list-style-type: none"> Focus on generic participants Use of the simple present tense Use noun phrases, Use Technical vocabulary or scientific term for certain report, <ul style="list-style-type: none"> Use verbs of being and having (are, is, am, have, has) rather than action verb (release, observe etc) Use descriptive language (factual rather than imaginative) <p>4. Simple present tense</p> <ul style="list-style-type: none"> The form of simple present tense 	<p>4. To use simple present tense.</p> <p>5. To describe a picture.</p> <p>6. To arrange the jumbled paragraph Into coherent text.</p> <p>7. To write monologue text in the form of Report.</p>	<p>2. Building deeper understanding about Report Text.</p> <p>3. State the sentence in the simple present tense true (T) or false (F) and correct the wrong one.</p> <p>Joint Construction of Text (JCOT)</p> <p>1. Writing a paragraph to describe a picture.</p> <p>2. Arranging the jumbled paragraph into the correct order.</p> <p>Independent Construction of Text (ICOT)</p> <p>1. Writing outlined information in the form of mind mapping as a draft to write Report Text.</p>	Written test	Jumble paragraph	<p>Work in pairs, arrange the jumble paragraph to form a meaningful text.</p> <p>Every one of you observe outside of your classroom and find an</p>	5. http://earthsky.org/space/twilight-2

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
	Subject + Verb + O Subject + Verb + (-s) + O 5. Some pictures to be described 6. Vocabulary <ul style="list-style-type: none"> • tail • sitting • jumping • forward • grow • marsupials • born • solar flare • extravagant • universe • rapid • brightness • occur • release • heated • accelerated • view • staring 		2. Writing a Report Text about thing/object that students interested in.	Written test		object/thing around you that you are interested in. Write a description about it .Put them in your portfolios or send them to the wall magazine in your school.	

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
	<ul style="list-style-type: none"> • womb • twilight • reflects • glow • darkness • diffused 						

Appendix D

THE FIRST DRAFT OF THE DESIGNED MATERIALS

1

ADVERTISEMENT

In this unit you will learn about how to:

- ✚ understand short functional texts in the form of advertisements;
- ✚ write short and simple functional texts in the form of advertisements.

LET'S BEGIN

TASK 1



Read the following advertisement carefully and answer the questions.

at your
HOME/OFFICE
or Visit Us

COMPUTER REPAIRS

We undertake to
repair any type of..

Computers, Printers, Notebooks
UPS, Monitors or any other
Computer Peripherals

Virus Cleaning
Software Installation

Annual Maintenance Contract

MICRONET INFORMATION SYSTEMS

#141/7B, 3rd Floor, Vauxhall Street, Colombo 02. (Parking Available)

011 3090209
075 9319887

Adapted from: <http://targeteads.com/newsletter/?p=1343>

1. What is the main reason for people making advertisements?
2. What is being advertised?
3. Who writes the advertisement?
4. Whom is the advertisement for?
5. What do you expect to find in an advertisement?
6. “We undertake to repair any type of....” What does the underlined word mean?

TASK 2



Which of the following parts of an advertisement do you think you would probably miss? Tick (v) them.

PARTS OF ADVERTISEMENT	
1. Name of company	.....
2. Address of company	.....
3. Product to sell or service to offer	.....
4. Special characteristics of the product or services	.....
5. Picture of the company's owner	.....
6. Phone number	.....



TASK 3



Read the following advertisement carefully and answer the questions that follow.

Pizza by the slice. Profits, by the hour.

Introducing **Pizza by the Slice**

We are an international quick service restaurant chain with over 1400 outlets, spread across 40 countries. Having entered India in 2006, we have expanded to 13 locations in the N.C.R. area. Sbarro is the only chain in India to offer Pizza by the Slice, a unique budget-friendly offering. Given our old world recipes, the choicest imported ingredients, and fast efficient service, you are bound to grow with Sbarro.

We are now seeking franchisees, with investment budgets ranging from Rs. 18 lac to Rs. 75 lac, required shop space being 200 to 3000 sq. ft.

sbarro
Fresh Italian Cooking™

• Contact: Samiran Kundu
• Email: skundu.rac@sbarro.co.in
• Mobile: 91-98733 36821

Adapted from: <http://www.octopusinc.in/images/advertisement/Expo-Ad-16.8x24.4.jpg>

1. What is being advertised?
2. "Pizza by the slice" What does this expression mean?
3. Is there anything that is eye catching?
4. If you want to get more information about the product, what will you do?

Focus In

TASK 4



Study the following information about Advertisement.

- ✚ Advertisement is used to advertise or promote events, product or service to public. It uses persuasive words to persuade the readers to use or buy the product, service or join the events being advertised.
- ✚ Advertisement should get the readers' attention. (colour, size, eye catching headline/expressions)
- ✚ Advertisement should get the readers to take action after reading the text.
(post your toll- free number, show your address/web site, mention your satisfaction guarantee etc.)

TASK 5



Complete the following eye catching-expressions with the words in the box.

1. All in service
2. A housing area that is friendly.
3. We do not sell We sell solutions.
4. No, no money.
5. A hotel that makes you feel at
6. A car that your different needs
7. Everybody cannow.
8. Fly me and feel our
9. Try our one day
10. Nobody food like us.

satisfies	hospitality	satisfaction	home	serves
one	environment	computers	service	fly

FIND YOUR PARTNER

TASK 6



Read the advertisement carefully. Then, in pairs find the similar meaning of the following words. Match each word in column A with its similar meaning in column B.

PART TIME TELESECRETARIES WITH EXCELLENT REMUNERATION: Basic Salary \$10 - \$12/hour

Expanding Financial and Insurance Agency looking for dynamic individuals to fill the position as Tele Secretary and join our big family!

Responsibilities:

- Generate business opportunities and appointments through telephone-prospecting
- Cooperate closely with Manager to achieve overall sales targets
- Consolidation of clients Information and records of communication

Requirements:

- Singaporean / PR
- Minimum A Levels or Diploma
- Excellent inter-personal and communication skills
- Can Speak both Mandarin and English



Interested candidates please send your resume to celiang@pacific.net.sg, or sms to 96629768 or 97451677.

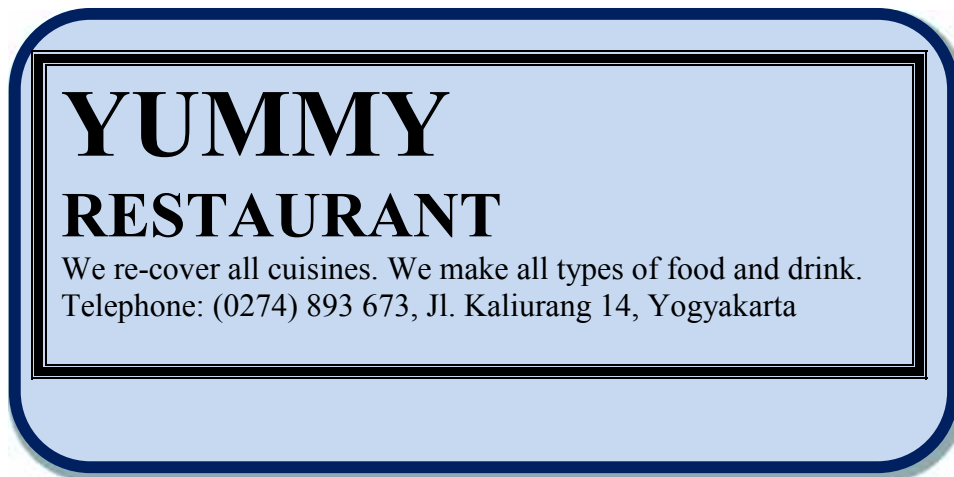
Adapted from: http://2.bp.blogspot.com/_5mJCOEXGKQ/UDt8Y1sqv7I/AAAAAAAAI1g/CAvqWGanxP8/s1600/Recruit+Ad+for+Tele+Secretary.JPG

A	B
1. looking for	a. extremely good
2. opportunities	b. fulfill
3. achieve	c. chance
4. requirement	d. qualification
5. excellent	e. seeking

TASK 7



Work in pairs and revise the following advertisement so that it can catch readers' Eye easily and make them to take action.



TASK 8



Imagine you run a business. You want to put an advertisement about your business (product or service) on the English newspaper. Individually, write good one for your business.

Make sure you write:

- 1. your business' name*
- 2. your business matter*
- 3. your business' specification*
- 4. your business' address*
- 5. your phone number/Web site*
- 6. Your product's special characteristics*



VOCABULARY LIST

- repair (kkt) : memperbaiki
- spread (kb) : penyebaran
- expanded (kki) : memperluas
- unique (ks) : unik
- budget (kb) : keuangan
- seeking (kkt) : mencari
- franchises (kb) : hak, monopoli
- satisfy (kkt) : memuaskan
- hospitality (kb) : keramah tamahan
- environment (kb) : lingkungan
- opportunity(kb) : kesempatan
- requirement (kb) : persyaratan
- excellent (ks) : bagus sekali
- cooperate (kki) : bekerja sama
- generate (kkt) : membangkitkan
- achieve (kkt) : mencapai
- look for (kkt) : mencari
- candidate (kb) : calon

2

PROCEDURE TEXT

In this unit you will learn about how to:

- ✚ write a simple instruction;
- ✚ arrange an instruction into a good order of procedure text;
- ✚ write procedure texts

LET'S BEGIN

TASK 1



Read the direction on how to make an underwater volcano carefully and answer the questions.

How to make an Underwater Volcano

You will need :

- 2L pop bottle with top cut off
- Baby food jar (or small plastic bottle with marbles for weight)
- food colouring
- Cold water
- Hot water



Picture 2.1 Underwater volcano

1. Firstly, fill the 2L pop bottle 2/3 full with cold water.
2. Tie string around the neck of the small bottle to form a handle. This will be used to lower the bottle to the bottom of the large container so make sure it is long enough.
3. Add a few drops of red food colouring to the small bottle and fill it with hot water from the tap.
4. Gently lower the small bottle to the bottom of the large container and watch what happens.
5. Finally, the coloured hot water rises out of the small jar like a volcano and floats to the top of the large container.

Adapted from: <http://www.letstalkscience.ca/hands-on-activities/chemistry/how-can-i-make-an-underwater-volcano.html>

1. Can you mention the purpose of the text?
2. What materials do we need to do the experiment?
3. How many procedures that we can find? Please explain.
4. How many imperatives are there? Mention it.
5. How many sentence connectors are there? Mention.

Elements of Procedure

1. Goal/Title, introducing the aim of the procedure:
How to Make an Underwater Volcano
2. List of materials needed: 2L pop bottle with top cut off, Baby food jar (or small plastic bottle with marbles for weight), food colouring, cold water , hot water
3. Technical words: loop, firm
4. Sentence connector: firstly
5. Numbers showing the order to do the steps: Numbers 1 – 5
6. Sentences like commands/imperative, beginning with the actions: fill, tie, add, lower.

Adapted from: English K-6 Modules

TASK 2



Classify these words into their categories in the following table.

- next
- cheese
- sugar
- boil
- then
- *butter*
- mix
- after that
- *first*
- chocolate
- roast
- flour
- milk
- finally
- *remove*
- add
- sprinkle
- garnish
- pour
- egg
- braise
- knead

Material	Method	Sentence Connector
butter	remove	first
.....
.....
.....
.....
.....
.....
.....

LET'S MOVE FURTHER

TASK 3



Read the recipe on how to make blueberry-rum milkshake carefully. It gives you information about imperative.

How to Make Blueberry-Rum Milkshake

The ingredients that you need to make milkshake are:

- 250ml ripe blueberries, plus more for garnish
- 50g caster sugar
- 60ml cup dark rum
- ½ vanilla pod, seeds scraped
- 60ml whole milk
- 330ml premium vanilla ice cream (make sure that it is really well)



Picture 2.2 Blueberry-Rum milkshake

Now follow these steps to make a milkshake

1. Combine the blueberries, caster sugar, rum and vanilla pod seeds in a bowl, and leave to sit at room temperature for 10 minutes.
2. Lightly mash the mixture with a fork and leave to sit 10 minutes longer.
3. Put the milk and the blueberry mixture in a blender and blend until smooth.
4. Add the ice cream and blend until smooth.
5. Divide between 2 tall glasses and serve with a straw.
6. Garnish with a few blueberries

Adapted from: <http://www.foodnetworkasia.com/recipes/blueberry-rum-milkshake.html>

IMPERATIVE

1. Imperative is a type of sentence that gives advice or instructions or that expresses a request or command.
2. An imperative sentence typically begins with the **base form of a verb** (verb 1), as in **Go now!** The implied subject *you* is said to be "understood" (or elliptical): (*You*) *go now!* (See *You Understood*).
3. To make a negative imperative, put "do not" or "don't" before the verb:
For example: Don't go! Do not walk on the grass.
4. The imperatives used in the above text are: combine, leave, mash, put, blend, add, divide, garnish.

Adapted from: <http://grammar.about.com/od/il/g/impersent09.htm>servations

TASK 4



Make imperative sentences based on the situations given.

1. Your brother is writing an essay. He cannot concentrate his mind well. The volume of the television is too loud. What will your brother say?
2. Miss Rina will not come into the classroom because it is very dirty. What will he/she say?
3. There is no sugar in the kitchen. What will your mother say?
4. It is 6 a.m. You are still sleeping when your mother comes into your bedroom. What will your mother say?
5. Mr Andre never comes on time. He is always late although his wife often warns him. What will Mr Andre's wife say to him?

Focus in

TASK 5



Build your understanding about the Procedure Text by reading the following information about it.




FEATURES OF A PROCEDURE

Social Purpose

Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behaviour.

Structure

A procedure is usually organized to include:





-  the goal of the activity;
-  any materials needed to achieve the goal;
-  steps to accomplish the goal.

Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure from those which give instructions to make something.

Grammar

Common grammatical patterns of a procedure include:

the use of commands (i.e. the imperative form of the verb), eg 'put', 'don't mix';

-  the use of action verbs, e.g. 'turn', 'pick up', 'don't run';
-  the use of precise vocabulary, e.g. 'whisk', 'lukewarm';
-  the use of connectives to sequence the actions in time, e.g. 'then', 'while';
-  the use of adverbials to express details of time and place, manner, and so on, e.g. 'for five minutes', '2 centimetres from the top', 'carefully'.

Adapted from: English K-6 Modules

FIND YOUR PARTNER

TASK 6



In pairs, match the words on the left column with the meaning of the words on the right column. These words will be used in task 7.

1. fold	a. melubangi
2. punch	b. lem
3. edge	c. tepi
4. glue	d. melipat
5. flip	e. menghiasi
6. draw	f. membalik
7. hole	g. menggambar
8. decorate	h. lubang

TASK 7



In pairs, match the instructions on how to make butterfly card below with the pictures.



a.

Put the two folded cards together (one inside the other). Along the fold of one of them, draw half a butterfly.



b.

Using the hole punch, make a series of holes along the edges of the two pieces you just cut.



c.

Cut a black or brown body for your butterfly. Glue it onto the inside of your butterfly.

4.



d.

Construction paper, pencil, scissors, hole punch, glue stick, markers or crayons, optional: glitter glue or glitter.

5.



e.

You now have a nice butterfly card. Write a message on your card. Optional: Decorate your butterfly with crayons, markers, glitters glue, or glitter.

6.



f.

Keeping the two cards together, cut along the line you just drew. You will now have two butterflies.

7.



g.

Fold two pieces of construction paper in half, making two card shapes.

8.



h.

Glue one of these pieces onto the larger, uncut butterfly. Flip the large butterfly over, and glue on the other cut piece.

9.



i.

On only one of the butterflies, fold it in half again and draw a smaller butterfly within it. Cut along the line you just drew.

Adapted from: <http://enchantedlearning.com/crafts/butterfly/card/index.shtml>

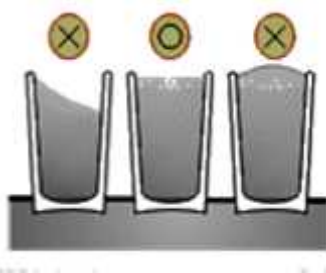
TRY TO DO IT

TASK 8



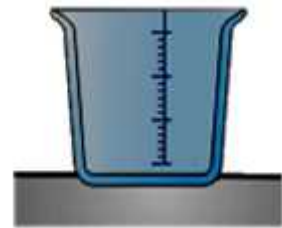
Work individually. Write directions on how to cook rice using *Magic Com* based on the following series of pictures and clue words.

1.



weight – rice – not more

2.



wash – inner pot

3.



at the same time - cook
button

4.



plug – the cooking

5.



open – mingle

Adapted from: Yong Ma Magic Com: Operating Instructions



VOCABULARY LIST

• tie (kkt)	: menalikan
• loop (kb)	: putaran
• sprinkle (kkt)	: menaburkan
• braise (kkt)	: memasak daging dengan menutup rapat
• cheese (kb)	: keju
• garnish (kkt)	: menghias
• knead (kkt)	: mengadoni meremas,
• roast (kb)	: daging panggang
• remove (kk)	: memindahkan
• pour (kkt)	: menuangkan
• boil (kki)	: merebus
• soften (kkt)	: melunakkan
• blend (kkt)	: mencampurkan
• decorate (kkt)	: menghiasi
• flip (kkt)	: membalik, menjentikkan
• punch (kkt)	: melubangi
• weight (kkt)	: timbang
• wash (kkt)	: cuci
• mingle (kkt)	: campur

3

REPORT TEXT

In this unit you will learn about how to:

- ✚ identify the characteristic of the Report Text;
- ✚ arrange the jumble paragraph;
- ✚ write Report Texts.

LET'S BEGIN

TASK 1



Read the report about the Kangaroo carefully and then discuss the meanings of the vocabulary based on its context.



A Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Picture 3.1 Kangaroo New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adults grow to a length of 1.60 metres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Adapted from: <http://www.worldstory.net/en/kangaroo.html>

General
Classification

Description

Description

Description

1. forward :
2. leap across :
3. adult :
4. marsupials :
5. pouch :
6. tiny :
7. spend :

TASK 2



Decide whether the statements are true (T) or false (F) based on the text in activity 1. Correct the false statements.

Statements	T	F	Corrections
1. Kangaroos and wallabies are indigenous animals of Australia.			
2. Kangaroos' front legs are long.			
3. Male kangaroos have pouch at the front of the body.			
4. Kangaroos can run very fast.			
5. A baby kangaroo spends its first five months of life in the pouch.			

LET'S MOVE FURTHER

TASK 3



Read the below text carefully. It gives you some information about the Report Text.

A Solar Flare



Picture 3.2 Solar flare

A solar Flare is an extravagant phenomenon in the universe. A flare is defined as a sudden, rapid and intense variation in brightness. A solar flare occurs when magnetic energy that has built up in the solar atmosphere is suddenly released. Radiation is emitted virtually across the entire electromagnetic spectrum. The amount of the energy released is the equivalent of millions of 100-megaton hydrogen bomb exploding at the same time.

As the magnetic energy is being released, particles are heated and accelerated into the solar atmosphere. The energy released during a flare is typically in the order of 10^{27} ergs per seconds. Large flares can emit up to 10^{32} ergs energy. This energy is ten million times greater than the energy released from a volcanic explosion.

A person cannot view a solar flare by simply staring at the sun. Flares are in fact difficult to see against the bright emission from the photosphere. Instead people use specialized scientific instruments to detect the radiation signatures emitted during a flare. The radio and optical emissions from flares can be observed with telescopes on earth.

TASK 4



Build your understanding about the Report Text by reading the following information.

The text is a Report Text. A Report Text describes the way things are, with reference to a range of natural, manmade and social phenomena in our environment. It also describes something in general.

The structure of a Report Text is:

1. General classification: introducing the thing that will be talked about. (e.g. Solar flare)
2. Description: elaborating and reporting on the subject in detail. (term of parts, qualities, habit, or behavior)

The significance features of a Report Text are:

- Focus on generic participants, such as a solar flare.
- Use of the simple present tense to indicate “timeless” nature of information, such as *A Solar Flare is an extravagant phenomenon in the universe.*
- Use noun phrases, such as *extravagant phenomenon.*
- Use Technical vocabulary or scientific term for certain Report, such as **radiations, electromagnetic, spectrum.**
- Use verbs of being and having (**are, is, am, have, has**) rather than action verb (**release, observe** etc).
- Use descriptive language (factual rather than imaginative e.g. language for describing color, size, shape, parts, habit, behaviors, function etc).

Adapted from: K-6 Modules

Simple Present Tense

Study the following sentences.

1. Lightning occurs in hot, wet storms.
2. Whales *are* sea-living mammals.
3. Kangaroos *eat* grass and plants.
4. An iceberg *is* an enormous piece of ice floating in the sea.
5. A tiger is a wild animal. The tiger eats meat.

The tense that are used in a report text is the simple present tense. The simple present tense is used to give general truths and habitual actions. The sentences above tell you about the general truth: It says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truth.

🚩 Verbs that are used in the simple present tense are to be (is, am, are) and verb (eat, occurs, etc.) or the verbs are usually named as infinitive verbs.

🚩 The form of simple present tense:

Subject + Verb + O —————→ Kangaroos eat grass and plants.

Subject + Verb + (-s) + O —————→ The tiger eats meat.

🚩 The use of simple present tense in a report text is to define something.

🚩 Verb 1 is used for subject: I, You, We, They.

🚩 Verb 1+s/es is used for subject: He, She, It.

🚩 To make negative and interrogative sentence we need auxiliary verb do and does and the verb back to the stem (verb 1).

TASK 5



State the sentence in the simple present tense true (T) or false (F) and correct the false one.

Statements	T	F	Corrections
1. Amphibian is an animal that has moist, hairless skin.			
2. Marsupial mothers has a pouch on the front of their bodies.			
3. Snakes have a scaly skin and no legs.			
4. Dolphins carries their young in their wombs for about 12 months.			
5. Most jellyfish live in salt water.			

FIND YOUR PARTNER

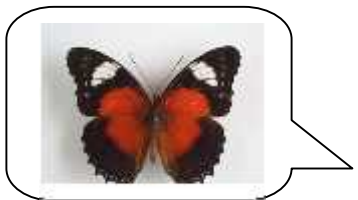
TASK 6



This is a 'Who am I?' game. In pairs, make a puzzle about the description of a picture (size, shape, parts, habit, behaviors, function etc) Choose three of the pictures provided. Write 10 statements to describe the picture of animal, plant or object. After that, give to your friends to guess.



Picture 3.3 Cat



Picture 3.4 Butterfly



Picture 3.5 Lemon

Handwriting practice area with five horizontal dashed lines.



Picture 3.6 Elephant

Handwriting practice area with five horizontal dashed lines.



Picture 3.7 Rose

Handwriting practice area with five horizontal dashed lines.



Picture 3.8 Borobudur temple

Handwriting practice area with five horizontal dashed lines.



Picture 3.9 Allovera

Handwriting practice area with five horizontal dashed lines.



Picture 3.10 Mobile phone

Handwriting practice area with five horizontal dashed lines.

TASK 7



Work in pairs, arrange the jumble paragraph to form a meaningful text.

1. **Civil twilight starts just after the sun goes down. There is enough light to see, but people turn on their lights to drive a car and the streetlights start to come on. It ends when the sun's centre is 6 degrees below the horizon.**
2. **We have twilight because the earth's atmosphere reflects and reflects sunlight, so there's still light in the sky even after the sun has gone down.**
3. **Nautical twilight is when it's fairly dark outside. It ends when the sun is 12 degrees below the horizon. Finally, there's what is called astronomical twilight. It ends when all traces of sky glow are gone. It ends when the sun is 18 degrees below the horizon.**
4. **Twilight is the time of day between day light and darkness, whether it's after sunset or before sunrise. It's a time when the light from the sky appears diffused and often pinkish. The sun is below the horizon, but its rays are scattered by earth's atmosphere to create the colors of twilight.**
5. **There are three types of twilight, namely civil, nautical and astronomical. Each is defined by how far the sun's center is below the horizon.**

Adapted from: <http://earthsky.org/space/twilight-2>

TRY TO DO IT

TASK 8



Every one of you observes outside of your classroom and finds an object/thing around you that you are interested in. Write a description about it. Put them in your portfolios or send them to the wall magazine in your school.

Before you write, follow the steps below

Step 1 Choose a topic.

Step 2 Collect information for your report. Observe the real animal /plant/object. You may also need to come to someone or to read a book to get useful information about it.

Step 3 Plan what to include in the definition, and what to include in the description section.

Step 4 Write the first draft.

Step 5 Revise the first draft and make sure you have the right grammar, vocabulary, spelling and punctuation.

Step 6 Show the second draft to the teacher or to a friend. Ask them for their comments and evaluation. They may be useful for you. Improve your draft.

Step 7 Write the last draft and put this in your portfolio.



VOCABULARY LIST

• tail (kb)	: ekor
• sitting (kkt)	: duduk
• jumping (kki)	: melompat
• forward (ks)	: depan
• grow (kki)	: tumbuh
• marsupials (kb)	: binatang berkantong
• born (ks)	: dilahirkan
• solar flare	: gerhana matahari
• extravagant (ks)	: berlebihan
• universe (kb)	: alam semesta
• rapid (ks)	: cepat
• brightness (kb)	: kecemerlangan
• occur (kki)	: terjadi
• release (kkt)	: melepaskan
• heated (kkt)	: dipanaskan
• accelerated (ks)	: yang dipercepat
• view (kk)	: memandang
• staring (kk)	: menatap
• womb (kb)	: kandungan
• twilight (kb)	: senjakala
• reflects (kkt)	: memantulkan
• glow (kb)	: cahaya
• darkness (kb)	: kegelapan
• diffused (kkt)	: menyebarkan

Appendix E

THE FIELD NOTES

FIELD NOTE 1

Date : Tuesday, 23 September 2014
Time : 12.10 – 13.30
Class : IX E
Students : 24
Teacher : Class teacher
Genre : Report Text (first meeting)

The lesson took place in IX E classroom. The classroom lies on the ground floor. It is about 6x8 m². There are 24 chairs and tables for students and a set of table and chair for the teacher. The classroom is equipped with an LCD and a screen which is placed upper the white board. On the left and the right side of the room, there are electric fans.

There were 24 students in this class. The activity was started at 12.10. The class was quite noisy since they just had a break time. The teacher and researcher entered the classroom and greeted them. After they had been ready to do the activities, the teacher told them about the purpose of the meeting. Further, she also told them about the activities and rules being applied in the writing class. The activities started after the researcher distributed a set of writing material to the students. The focus of the learning process in this meeting was writing the description of pictures provided.

In delivering the first task, at 12.15, the teacher shows a picture of kangaroo on the screen and asked some questions. Almost all of the students answered the teacher's questions enthusiastically.

The next activity, the teacher asked the students to read the report text about Kangaroo and then discussed the meaning of the vocabulary based on the context followed by deciding the statements are true or false. This activity took 20 minutes. The teacher discussed the answers with the students based the content of the text. To make the students understand about the report text, the teacher explained the part of the text as stated in the input text.

At 12.40 then she moved to the next part of the task, by giving another text as a model. The Students read the text and they tried to understand the generic structure and the grammatical feature of report text with the guidance of teacher. Some of the students found some difficult words from the text. They said that the text was more difficult to understand than the first text. Later they could understand the text since the teacher and the researcher helped them.

The teacher continued to the next activity, grammar corner at 13.10. Since the Report text is written using Simple Present Tense, the teacher explained about the Simple Present Tense. Some of the students still confused about the verb which was used in the Simple Present Tense. To check their understanding about this tense the teacher continued to activity 5. The students should decided whether the sentence true or false and corrected the false one.

The teaching and learning process ended at 13.30 .The teacher and researcher left the classroom.

FIELD NOTE 2

Date : Wednesday, 24 September 2014
Time : 12.10 – 13.30
Class : IX E
Students : 24
Teacher : Class teacher
Genre : Report Text (second meeting)

The second meeting was conducted September 24, 2014. The class was started at 12.10 p.m. All of the students came to the class. The activity was begun by reviewing the previous material, Simple Present Tense. The teacher wrote some sentences on the white board and asked the students whether the sentences true or false. Almost all of the students raised their hands wanted to answer.

At 12.20, the teacher guided the students to do Task 6 “*Find Your Partner*” where they had to work with their partner. They were very enthusiastic since the first task (task 6) is “*who am I game*”. In pairs, the students make a puzzle about the description of a picture after that asked another pairs to guess. There are eight pictures and each pair had to choose three pictures. Some of the students could do the task well but some others found difficulties after they wrote five sentences for describing a picture. They said that describing a picture with ten sentences is very difficult. The teacher gave a solution and agreed with the students that are describing a picture using at least five sentences. At 12.40 the teacher asked each pair to come forward the class in turn to read the description and gave a chance to another pair to guess.

Then the teacher moved to the next task at 13.00. The students arranged the jumbled paragraph into the correct arrangement. The last stage, Try to Do It, was also implemented in this meeting. The students observed outside the classroom and find an object to be described (general description). First of all, the students choose the topic, and then collect information by observing the real object. The next step was planning what to include in general classification and what to include in the description section. After that they had to make the first draft. Because the time was almost up, so the teacher asked the students to continue their task in the next meeting.

The researcher asked the students to answer the questionnaire and thanked them for their help.

FIELD NOTE 3

Date : Wednesday, 24 September 2014
Time : 10.10 – 11.40
Class : IX C
Students : 24
Teacher : Class teacher
Genre : Procedure Text (first meeting)

The lesson took place in IX C classroom. The classroom lies on the second floor. It is about 6x8 m². There are 24 chairs and tables for students and a set of table and chair for the teacher. The classroom is equipped with an LCD and a screen which is placed upper the white board. On the left and the right side of the room, there are electric fans.

The English teaching and learning in the first meeting for Unit 2 was began at 10.10 up to 11.40. The researcher distributed the writing materials to the students. The class was started by the very beginning stage, Lets Begin, or Building knowledge of field (BKOF). In delivering the first task, the teacher asked the students to read the direction on how to make underwater volcano and answer the questions based on the text. As there were only five questions in this task, the discussion on the best answer of the questions in the task lasted within fifteen minutes. At 10.25, this task, then, was followed by discussing about elements of procedure. The students followed the teacher's explanation and answered the teacher's questions enthusiastically. At 10 50, the class moved to the next task, classifying words into their categories, that is material, method, or sentence connector. The teacher let the students try to classify the words without guidance. Most students could easily do the task. About 11 o'clock, the class checked the answers of the task. The students competed to give their answer. Almost all of the students raised their hands.

In introducing the imperative sentence (structure), the students were asked to read the text about how to make blueberry rum milkshake. Some of the students found the difficult words and asked to the teacher. The teacher gave the equivalent of certain word used in the text. After reading the text, the teacher and the students discussed about imperative sentence for twenty minutes. To check the students' understanding, they were asked to do task 4 (make imperative based on the situation). Most of the students could do the task well. To arouse the students' motivation, the teacher asked the students to make imperative sentence in turn.

The last activity was building students' understanding about procedure text, was held at 11.30. The teacher explained about the features of the procedure text. The students understood well because they could respond the teacher's questions correctly. Finally the teaching and learning process ended at 11.40. The researcher thanked the students for their help and said good bye.

FIELD NOTE 4

Date : Monday, 29 September 2014
Time : 10.10 – 11.40
Class : IX C
Students : 24
Teacher : Class teacher
Genre : Procedure Text (second meeting)

The lesson took place in IX C classroom. The classroom lies on the second floor. It is about 6x8 m². There are 24 chairs and tables for students and a set of table and chair for the teacher. The classroom is equipped with an LCD and a screen which is placed upper the white board. On the left and the right side of the room, there are electric fans.

The second meeting was conducted on September 29, 2014. The class was started at 10.10 a.m. All of the students came to the class. The activity was begun by reviewing the previous material related to imperative sentence. The teacher gave some situations and asked the students to respond by using imperative sentence. After that, at 10.25, the teacher guided them to do Task 6 *Find Your Partner* where they had to work with their partner. In pairs, the students find the meaning of eight words by matching. The words will be used in the next task, task 7. The students can do the task well. They competed to answer the questions.

Then the teacher moved to the next task. At 10.40, the students arranged the jumbled paragraph into the correct arrangement based on the pictures. The text was about "how to make butterfly card". The students discussed the arrangement of the text with their partner. Researcher and the teacher observed the students' work and moved around the class. At 11.05 the class discussed the best arrangement.

The last stage, Try to Do It, was also implemented in this meeting. The students write the procedure text based on the series of picture and cue words. The students work individually. Some of the students find difficulty related with the vocabulary. Then the teacher and the researcher helped them. At 11.30, the class discussed about the task 8 by asking some students to write their sentences on the white board related to the pictures and discussed them.

At 10.40, the tasks were completed. The researcher asked the students to answer the questionnaire and thanked them for their help.

FIELD NOTE 5

Date : Thursday, 25 September 2014
Time : 07.00-08.20.
Class : IX B
Students : 24
Teacher : Class teacher
Genre : Advertisement Text (first meeting)

The lesson took place in IX B classroom. The classroom lies on the second floor. It is about 6x8 m². There are 24 chairs and tables for students and a set of table and chair for the teacher. The classroom is equipped with an LCD and a screen which is placed upper the white board. On the left and the right side of the room, there are electric fans.

The first meeting was conducted on September 25, 2014, started at 07.00 a.m. All the students came to the class. There were 24 students in this class. After they had been ready to do the activities, the teacher told them about the purpose of the meeting. Further, she also told them about the activities and rules being applied in the writing class. The activities started after the researcher distributed a set of writing material to the students. The focus of the learning process in this meeting was writing the advertisement.

They were very enthusiastic since it was the first lesson they had on that day. During the try out, the teacher gave all the designed tasks in the first draft. In dealing task I, *Let's Begin*, the teacher asked the students to read the advertisement and answer the questions. The teacher guided the students to understand the text. The teacher checked the students' answer. Almost all of the students raised their hands wanted to answer.

Then, at 07.20 she moved to the next task to recognize the part of advertisement. In this case, the students had to give a tick in the right column. Most students had no problem in doing this task. They competed to answer the questions. At 07.30, she continued to the next Task, *Let's Move Further*, to give another model of advertisement which is followed by four questions.

The teacher, moved to next task at 07. 40, focus in understanding advertisement. The teacher explained about the function of the advertisement and how to make the advertisement get the readers' attention. To check the students' understanding, the teacher asked them to do the next task, completing the sentences using eye catching expression.

FIELD NOTE 6

Date : Monday, 29 September 2014
Time : 10.10-11.40
Class : IX B
Students : 24
Teacher : Class teacher
Genre : Advertisement Text (second meeting)

The lesson took place in IX B classroom. The classroom lies on the second floor. It is about 6x8 m². There are 24 chairs and tables for students and a set of table and chair for the teacher. The classroom is equipped with an LCD and a screen which is placed upper the white board. On the left and the right side of the room, there are electric fans.

The second meeting was conducted on September 29, 2014. The class was started at 10.10 p.m. All of the students came to the class. The activity was begun by reviewing the previous material. After that, the teacher guided them to do Task 6, *Find Your Partner* where they had to work with their partner. In pairs, the students did task 6. They had to read the advertisement and matched the words with their equivalent. Some of the students found difficulties and the teacher helped them.

Then, at 10.25, the teacher moved to the next task. The students revised the advertisement to make it more interesting and get the readers' interest. In this part, the students needed more guidance because of their limited vocabulary. The teacher helped by researcher had to give their assistance when the students performed the task. It took much time to check their work.

The last stage, *Try to Do It*, was also implemented in this meeting at 11.00. The students must do the activity individually. The students imagined as a businessman and wanted to put the product or service on the advertisement so they had to write an advertisement. In this activity, they asked for the teacher to give a chance to look for the reference from internet. The teacher agreed, but they had not to pick out the advertisement from internet. All of the students tried to do the task well, but because of the limited time the teacher could not check their work in the classroom, so they submitted their work.

Before the researcher left the classroom, he asked the students to answer the questionnaire and thanked them for their help.

Appendix F

THE SECOND QUESTIONNAIRE

The Organization of Second Questionnaire for Pupils

Theory	Information	Items Number	Number of Items
getting information about pupils' motivation toward learning English (Harmer, 2001:51 and Hutchinson and Waters, 1986:62)	<ul style="list-style-type: none"> • achievement • communication • participation 	4	3 1,23 24
getting information about pupils' interest toward learning English (Tomlinson, 1998:240)	<ul style="list-style-type: none"> • topic of the material • writing activities • learning style • opportunities of class activity • learning goals and expectations • input of the learning material 	13	9 13,15,20 25 12,14,21 2,4,5,6 7
getting information about the course book (Hutchinson and Waters 1986:63)	<ul style="list-style-type: none"> • setting • goal • input 	6	16,17,18 22 19,26
getting information about the teaching aids (Hutchinson and Waters 1986:63)	<ul style="list-style-type: none"> • resources • learning media 	3	8 11,10
	TOTAL	26	

QUESTIONNAIRE

THE ENGLISH WRITING MATERIALS FOR YEAR-NINE STUDENTS

Petunjuk pengisian: Berilah tanda (☐) pada salah satu jawaban yang sesuai dengan pendapat anda.

Petunjuk:

SS : sangat setuju

S : setuju

R : ragu-ragu

TS : tidak setuju

STS : sangat tidak setuju

NO	PERNYATAAN	SS	S	R	TS	STS
1	Materi yang disajikan membuat saya dapat mengungkapkan makna dalam teks fungsional dan essai yang sesuai dengan <i>genre</i> /bentuk teks yang telah dipelajari (misalnya <i>short functional text</i> , <i>report</i> , dan <i>procedure</i>) dalam konteks kehidupan sehari-hari.					
2	Materi yang disajikan memberi saya kesempatan untuk berlatih ketrampilan <i>writing</i> dan <i>reading</i> secara terpadu.					
3	Materi yang disajikan dapat membuat saya mampu menulis dengan menggunakan ragam bahasa tulis secara akurat dan lancar serta dengan tata bahasa yang benar.					
4	Materi yang disajikan dapat memberi pengetahuan tentang tata bahasa/ <i>grammar</i> baru bagi saya.					
5	Materi yang disajikan dapat meningkatkan pengetahuan saya tentang tata bahasa dan struktur kalimat yang digunakan untuk menulis.					
6	Materi yang diberikan sudah sesuai					

NO	PERNYATAAN	SS	S	R	TS	STS
	dengan tingkat kemampuan saya.					
7	Input materi (gambar, artikel dari internet, paragraph acak) yang disajikan sudah sesuai dengan minat saya.					
8	Input materi pembelajaran yang disajikan diambil dari sumber otentik.					
9	Topik yang disajikan dalam materi sudah sesuai dengan minat saya, yaitu berhubungan dengan dunia ilmu pengetahuan, alam, dan kehidupan sehari-hari.					
10	Materi yang disajikan dilengkapi dengan media.					
11	Tampilan dan design dalam materi yang disajikan sangat menarik.					
12	Materi yang disajikan berisi aktivitas yang beragam (game, menjodohkan, mengurutkan, true false, mengklasifikasikan).					
13	Aktivitas/latihan dalam materi diberikan secara bertahap dan menuntut pemahaman saya sampai ke kemampuan saya untuk berlatih menulis dan menghasilkan tulisan yang baik.					
14	Aktivitas/latihan disajikan secara bertahap mulai dari tingkat yang lebih mudah ke tingkat yang lebih sulit.					
15	Aktivitas yang disajikan memberi kesempatan bagi saya untuk mempelajari lebih dari satu ketrampilan menulis.					

NO	PERNYATAAN	SS	S	R	TS	STS
16	Latihan yang ada dalam materi dapat saya kerjakan dengan baik.					
17	Latihan yang disajikan dalam materi disertai dengan instruksi yang jelas.					
18	Latihan-latihan yang ada pada materi pembelajaran disajikan secara menarik.					
19	Guru memberikan penjelasan materi secara jelas sehingga saya mampu memahami materi tersebut.					
20	Aktivitas dan latihan yang saya kerjakan membantu mengembangkan kemampuan menulis saya.					
21	Cara mengerjakan aktivitas/latihan secara individu dan kelompok kecil sudah sesuai dengan keinginan saya.					
22	Aktivitas dan latihan yang disajikan dalam materi sudah mengarah pada aktivitas pembelajaran yang menyenangkan.					
23	Materi dan latihan yang disediakan membuat saya termotivasi untuk menulis (berkomunikasi dalam bentuk tulisan).					
24	Materi dan latihan yang disajikan membuat saya mampu berpartisipasi secara aktif di kelas.					
25	Aktivitas pembelajaran yang disajikan dalam materi meliputi aktivitas pembelajaran yang dapat dilakukan di dalam maupun di luar kelas.					
26	Bacaan yang disajikan dalam materi dapat meningkatkan kosa kata saya sehingga					

NO	PERNYATAAN	SS	S	R	TS	STS
	sangat membantu dalam kegiatan menulis.					

***** THANK YOU *****

Appendix G

THE INTERVIEW TRANSCRIPTS AND DATA CATEGORIZATION ON THE SUITABILITY OF THE DEVELOPED MATERIAL

INTERVIEW 1.1

Hari/tgl: Selasa, 30 September 2014
Tempat: Lab Bahasa

Responden : Siswa 1 Kelas IX B
Interviewer : Ristyawan Yudhi

- R: "Menurut Adik, materi tentang *Advertisement* yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?"
- S: "Menurut saya sudah sesuai."
- R: "Memang yang diinginkan adik yang seperti apa? Bagian mana yang sudah sesuai?"
- S: "Ya pembelajaran yang materinya banyak variasinya seperti itu...saya suka dan asyik."
- R: "Apa materinya menarik menurut adik?"
- S: "Menarik"
- R: "Apanya yang menarik, topiknya, tampilannya atau lainnya?"
- S: "Tampilannya menarik karena penuh warna juga teksnya menarik."
- R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?"
- S: "Ya tentu mas, kan jadi nggak bosenin."
- R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"
- S: "Bisa dipahami tapi ada juga kata yang masih baru dan belum pernah mengenal jadi merasa kesulitan."
- R: "Menurut adik, dengan mengerjakan *task*/kegiatan yang ada pada materi *Advertisement* itu, apakah bisa meningkatkan kemampuan adik dalam menulis?"
- S: "Ya tentu saja, karena dalam mengerjakan kegiatannya kita selalu menulis kalimat."
- R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"
- S: "Ada mas, pas kita ngerjakan revisi iklan agar menarik."
- R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"
- S: "Ada, karena kalau ada kesulitan bisa kita pecahkan bersama."
- R: "Nah untuk pemahaman materinya ada kesulitan tidak?"
- S: "Ada sedikit mas, pas materi yang merevisi iklan tu sulit buat kalimat yang *eye catching*."
- R: "Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"
- S: "Ada sedikit kesulitan *vocab* terus saya buka kamus."
- R: "Berarti sudah teratasi kesulitannya kan. Mungkin dari adik ada saran untuk perbaikan materinya?"
- S: "Gak ada mas sudah bagus kok materinya."

INTERVIEW 1.2

Hari/tgl: Selasa, 30 September 2014

Responden : Siswa 2 Kelas IX B

Tempat: Lab Bahasa

Interviewer : Ristyawan Yudhi

R: "Menurut Adik, materi tentang *Advertisement* yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?"

S: "Menurut saya sudah sesuai."

R: "Memang yang diinginkan adik yang seperti apa?"

S: "Ya pembelajaran yang materinya tidak terlalu sulit, terus banyak variasinya seperti itu...saya suka."

R: "Apa materinya menarik menurut adik?"

S: "Cukup menarik."

R: "Yang mana yang menarik, topiknya, tampilannya atau lainnya?"

S: "Tampilannya menarik karena penuh warna juga topiknya menarik."

R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah adik termotivasi untuk belajar bahasa Inggris?"

S: "Ya mas."

R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"

S: "Bisa dipahami, tapi ada juga beberapa kata yang masih baru jadi merasa kesulitan."

R: "Terus apa yang adik lakukan?"

S: "saya nanya teman dan buka kamus."

R: "Bagus berarti masalahnya sudah bisa diatasi."

S: "Iya mas."

R: "Menurut adik, dengan mengerjakan *task*/kegiatan yang ada pada materi *Advertisement* itu, apakah bisa meningkatkan kemampuan adik dalam menulis?"

S: "Ya tentu saja, karena dalam mengerjakan tugasnya kita selalu menulis kalimat."

R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"

S: "Iya mas, pas kita merevisi iklan itu lo ...agar menarik."

R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"

S: "Ada, karena kalau ada kesulitan bisa kita pecahkan bersama."

R: "Untuk perintah dalam mengerjakan tugas apa mudah dipahami?"

S: "Mudah mas, saya tahu tentang apa yang harus saya kerjakan."

R: "Nah untuk pemahaman materinya ada kesulitan tidak?"

S: "Tidak mas."

R: "Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"

S: "Ada sedikit mas, pas materi yang merevisi iklan tu sulit buat kalimat yang *eye catching*. Ada sedikit kesulitan *vocab* terus saya buka kamus."

R: "Berarti sudah teratasi kesulitannya kan? Mungkin dari adik ada saran untuk perbaikan."

S: "Gak ada mas sudah cukup bagus kok materinya."

INTERVIEW 1.3

Hari/tgl: Selasa, 30 September 2014

Responden : Siswa 3 Kelas IX B

Tempat: Lab Bahasa

Interviewer : Ristyawan Yudhi

R: "Menurut Adik, materi tentang *Advertisement* yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?"

S: "Menurut saya sudah sesuai."

R: "Memang yang diinginkan adik yang seperti apa?"

S: "Ya pembelajaran menyenangkan dan materinya tidak terlalu sulit, terus *activity*nya banyak variasinya."

R: "Apa materinya menarik menurut adik?"

S: "Menarik mas"

R: "Apanya yang menarik, kegiatannya, tampilannya atau lainnya?"

S: "Kegiatannya variasi dan tampilannya menarik karena penuh warna."

R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu, apakah memotivasi adik untuk tertarik belajar bahasa Inggris?"

S: "Ya mas."

R: "Apakah *task* atau tugas yang ada pada materi bisa dipahami?"

S: "Bisa dipahami, tapi ada juga beberapa kosa kata yang baru yang belum tahu artinya."

R: "Terus apa yang adik lakukan?"

S: "Saya nanya teman."

R: "Bagus berarti masalahnya sudah bisa diatasi."

S: "Iya mas."

R: "Menurut adik, dengan mengerjakan *task*/kegiatan yang ada pada materi *Advertisement* itu, apakah bisa meningkatkan kemampuan adik dalam menulis?"

S: "Ya lumayan mas, karena dalam mengerjakan tugasnya kita selalu berlatih menulis kalimat."

R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"

S: "Iya mas, pas kita merevisi iklan itu lho... agar menarik."

R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"

S: "Ada, karena kalau ada kesulitan bisa kita pikirkan bareng."

R: "Nah untuk pemahaman materinya ada kesulitan tidak?"

S: "Tidak mas."

R: "Untuk instruksi dalam mengerjakan tugas apa sudah jelas?"

S: "Sudah mas."

R: "Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"

S: "Ada sedikit mas, pas materi yang merevisi iklan dan membuat iklan itu sulit buat kalimatnya. Tapi saya nanya sama bu guru."

R: "Berarti sudah teratasi kesulitannya kan. Mungkin dari adik ada saran untuk perbaikan materinya."

S: "Untuk *task* 8 kan sulit mas ngerjainnya, jadi mohon kami diberi kesempatan untuk cari referensi dari internet."

R: "Baik, tapi jangan niru persis yang ada di internet ya."

S: "Iya mas."

INTERVIEW 1.4

Hari/tgl: Selasa, 30 September 2014

Responden : Siswa 4 Kelas IX B

Tempat: Lab Bahasa

Interviewer : Ristyawan Yudhi

R: "Bagaimana dengan materi tentang *Advertisement* yang telah digunakan untuk pembelajaran di kelas adik? Apakah sudah sesuai dengan keinginan adik?"

S: "Kayaknya sudah sesuai."

R: "Materi pelajaran yang seperti apa yang diinginkan adik?"

S: "Saya menginginkan materinya yang mudah, terus *activity*nya banyak jenisnya."

R: "Menurut adik apakah materinya menarik?"

S: "Menarik mas"

R: "Apanya yang menarik?"

S: "Kegiatannya variasi dan tampilan iklannya menarik karena *full color*."

R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu, apakah memotivasi adik untuk belajar bahasa Inggris?"

S: "Ya mas, kami jadi berebut dalam menjawab pertanyaan yang ada pada materi itu."

R: "Apakah *task* atau tugas yang ada pada materi bisa dipahami?"

S: "Bisa mas, tapi ada juga beberapa kata yang belum tahu artinya."

R: "Terus gimana cara mengatasinya?"

S: "Saya buka kamus."

R: "Bagus berarti masalahnya sudah bisa diatasi."

S: "Iya mas."

R: "Menurut adik, dengan mengerjakan *task*/kegiatan yang ada pada materi *Advertisement* itu, apakah bisa meningkatkan kemampuan adik dalam menulis?"

S: "Bisa mas, karena kami diharapkan bisa untuk menulis iklan."

R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"

S: "Iya mas."

R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"

S: "Ada, kita jadi bisa kerja sama dengan teman."

R: "Nah untuk pemahaman materinya ada kesulitan tidak?"

S: "Tidak mas."

R: "Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"

S: "Nah, pas materi yang merevisi iklan dan membuat iklan itu agak kesulitan buat kalimatnya."

R: "Tapi kemarin kami bantu juga kan?"

S: "Eh.. iya mas." Jadinya saya dapat mengerjakan tugasnya."

INTERVIEW 1.5

Hari/tgl: Selasa, 30 September 2014
Tempat: Lab Bahasa

Responden : Siswa 5 Kelas IX B
Interviewer : Ristyawan Yudhi

- R: "Menurut Adik, materi tentang *Advertisement* yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?"
- S: "Menurut saya sudah sesuai."
- R: "Memang yang diinginkan adik yang seperti apa?"
- S: "Ya pembelajaran yang kegiatannya banyak variasinya seperti itu...."
- R: "Apa materinya menarik menurut adik?"
- S: "Menarik"
- R: "Apanya yang menarik, topiknya, tampilannya atau lainnya?"
- S: "Tampilannya menarik karena penuh warna juga teksnya menarik karena diambil dari internet."
- R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik?"
- S: "Ya tentu mas, kan saya jadi nggak bosan."
- R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"
- S: "Bisa mas."
- R: "Menurut adik, dengan mengerjakan *task*/kegiatan yang ada pada materi *Advertisement* itu, apakah bisa meningkatkan kemampuan adik dalam menulis?"
- S: "Ya tentu saja, karena dalam mengerjakan kegiatannya kita juga menulis kalimat."
- R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"
- S: "Iya mas, pas kita ngerjakan revisi iklan itu."
- R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"
- S: "Ada, Karena kalau ada kesulitan bisa kita pikirkan bersama."
- R: "Untuk pemahaman materinya ada kesulitan tidak?"
- S: "Ada sedikit mas, pas materi yang merevisi iklan tu sulit buat kalimat *eye catching*."
- R: "Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"
- S: "Ada sedikit kesulitan, terus saya buka kamus."
- R: "Berarti kesulitannya sudah teratasi. Mungkin dari adik ada saran untuk perbaikan materinya?"
- S: "Gak ada mas sudah bagus kok materinya."

INTERVIEW 1.6

Hari/tgl: Senin, 29 september 2014 Responden: Guru Bahasa Inggris Kelas IX
Waktu : 13.30-13.40 Tempat : Perpustakaan

- R: "Menurut Ibu, bagaimana dengan materi yang sudah diimplementasikan tadi?"
G: "Materinya sudah bagus dan dapat diimplementasikan dengan lancar."
R: "Bagaimana dengan waktu yang disediakan untuk kegiatan *writing*, kurang atau kebanyakan?"
G: "Untuk waktunya saya rasa sudah standar mas karena untuk pertemuan pertama semuanya bisa dilakukan tepat waktu. Untuk yang pertemuan kedua sudah bisa digunakan dengan baik dan siswa bisa menghasilkan suatu teks berbentuk iklan."
R: "Menurut Ibu bagaimana dengan penerapan *Genre-Based Teaching* dalam materi pembelajaran tadi?"
G: "Untuk *Genre-Based Teaching* bisa dilaksanakan karena dimulai dari BKOF kemudian MOT, kemudian JCOT kemudian dilanjutkan ke ICOT sehingga bisa terlaksana sesuai dengan materi yang sudah *didesign*, bagus."
R: "Apakah materi *writing* yang telah digunakan dalam pembelajaran tadi sudah memenuhi kebutuhan belajar siswa, terutama dalam menulis?"
G: "Ya sudah karena dalam mengajarkan iklan yang ada materi tadi sudah dijelaskan unsur-unsur yang ada pada iklan itu apa saja, sehingga siswa tahu kalau membuat iklan itu unsur-unsur apa yang harus ada di dalam iklan terutama diterapkan untuk *activity* yang terakhir yaitu memproduksi suatu iklan secara individual."
R: "Menurut ibu, apakah *task*/kegiatan yang ada pada materi pembelajaran yang saya buat sudah memfasilitasi siswa untuk memahami tentang *Advertisement*, yang selanjutnya siswa dapat membuat *Advertisement* sendiri?"
G: "Saya pikir untuk *task* 3, pada kegiatan *Let's Move Further*, pertanyaannya ditambah 2 pertanyaan lagi sehingga siswa bisa lebih memahami isi iklan. Nah kalau mereka sudah memahami tentang iklan, harapannya bisa membuat suatu iklan dengan baik"
R: "Mengenai input materinya dan kegiatannya bagaimana bu?"
G: "Untuk input materinya sudah bagus karena semuanya diambilkan dari *authentic texts*, sangat menarik tampilanya dengan penuh warna sehingga membuat siswa menjadi bersemangat untuk belajar. Kemudian untuk kegiatannya juga sudah bervariasi sehingga siswa tidak merasa bosan."
R: "Apakah instruksinya mudah dipahami?"
G: "Instruksinya mudah dipahami, sehingga siswa dengan jelas tau apa yang harus mereka lakukan."

INTERVIEW 2.1

Hari/tgl: Senin, 29 September 2014
Tempat: Di kelas IX C

Responden : Siswa 1 Kelas IX C
Interviewer : Ristyawan Yudhi

R: "Menurut Adik, materi tentang *Procedure* yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?"

S: "Sudah sesuai."

R: "Terus yang diinginkan adik yang seperti apa?"

S: "Pembelajaran dengan materi yang lengkap seperti itu."

R: "Apa materinya menarik menurut adik?"

S: "Menarik."

R: "Apanya yang membuat menarik, topiknya, tampilannya atau lainnya?"

S: "Semua mas. Tampilannya menarik karena penuh warna, kegiatannya bervariasi, juga teksnya banyak gambar."

R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?"

S: "Ya tentu mas, kan jadi nggak merasa bosan."

R: "Menurut Adik, apakah materi tentang *Procedure* yang telah diimplementasikan di kelas adik sudah sesuai dengan keinginan adik?"

S: "Kayaknya sudah sesuai."

R: "Memang yang diinginkan adik yang seperti apa?"

S: "Pembelajaran dengan materi yang lengkap dan berwarna seperti itu."

R: "Menurut adik, apakah setelah mengerjakan *task*/kegiatan yang ada pada materi *Procedure* itu bisa meningkatkan kemampuan adik dalam menulis?"

S: "Ya tentu saja, karena kami juga belajar buat kalimat imperative buat nulis teks *Procedure* itu."

R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"

S: "Iya mas, pas kita mengurutkan kalimat agar sesuai dengan gambar."

R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"

S: "Ada, karena bisa saling membantu."

R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"

S: "Mudah dipahami mas."

R: "Mungkin dari adik ada saran untuk perbaikan materinya?"

S: "Yang buat kalimat imperative latihannya minta ditambah lagi."

R: "Baiklah."

INTERVIEW 2.2

Hari/tgl: Senin, 29 September 2014
Tempat: Di kelas IX C

Responden : Siswa 2 Kelas IX C
Interviewer : Ristyawan Yudhi

- R: "Menurut Adik, materi tentang *Procedure* yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?"
- S: "Sudah sesuai mas."
- R: "Terus yang diinginkan adik yang seperti apa?"
- S: "Materi yang kegiatannya macam-macam seperti itu."
- R: "Apa materinya menarik menurut adik?"
- S: "Menarik."
- R: "Apanya yang membuat menarik, topiknya, tampilannya atau lainnya?"
- S: "Tampilannya menarik karena penuh warna, kegiatannya juga bervariasi, juga teksnya banyak gambar jadi bisa nambah semangat."
- R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?"
- S: "Ya tentu mas, kan tadi saya bilang bisa nambah semangat gitu."
- R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"
- S: "Bisa dipahami."
- R: "Apakah sudah jelas tentang bagian-bagian kalimat dalam teks *Procedure*?"
- S: "Sudah mas. Gurunya sudah menerangkan dengan jelas."
- R: "Menurut adik, apakah setelah mengerjakan *task*/kegiatan yang ada pada materi *Procedure* itu bisa meningkatkan kemampuan adik dalam menulis?"
- S: "Ya. Dalam mengerjakan soal yang ada pada materi kami diberi kesempatan untuk menulis kalimat."
- R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"
- S: "Iya mas."
- R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"
- S: "Ada, karena bisa saling membantu dan saling tanya kalau ada kesulitan."
- R: "Untuk pemahaman materinya ada kesulitan tidak?"
- S: "Ya, ada beberapa kosa kata yang baru mas sehingga sulit untuk dipahami, terus saya buka alfalink."
- R: "Ya bagus berarti masalahnya sudah bisa diatasi. Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"
- S: "Tidak mas, saya bisa mengerjakan kok."
- R: "Mungkin dari adik ada saran untuk perbaikan materinya?"
- S: "Tidak ada mas, sudah bagus kok."
- R: "Ok Baiklah."

INTERVIEW 2.3

Hari/tgl: Senin, 29 September 2014
Tempat: Di kelas IX C

Responden : Siswa 3 Kelas IX C
Interviewer : Ristyawan Yudhi

- R: "Bagaimana dengan materi tentang *Procedure* yang telah diimplementasikan di kelas adik? Apakah sudah sesuai dengan keinginan adik?"
- S: "Sudah sesuai mas, materinya bagus."
- R: "Apa materinya menarik menurut adik?"
- S: "menarik."
- R: "Apanya yang membuat menarik?"
- S: "Tampilan materinya menarik karena berwarna, kegiatannya juga bermacam-macam, juga teksnya banyak gambar."
- R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?"
- S: "Ya tentu mas, bisa nambah semangat dan nggak membosankan."
- R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"
- S: "Mudah dipahami mas."
- R: "Tentang bagian-bagian kalimat dalam teks *Procedure* juga fungsi kebahasaan apakah sudah jelas?"
- S: "Sudah mas. Penjelasannya juga sudah jelas."
- R: "Dengan mengerjakan *task*/kegiatan yang ada pada materi *Procedure* itu apa bisa meningkatkan kemampuan menulis adik?"
- S: "Ya mas."
- R: "Apakah ada materi yang dikerjakan berpasangan?"
- S: "Iya mas."
- R: "Apakah ada manfaatnya dengan bekerja bersama teman?"
- S: "Ada, kita jadi bisa saling membantu kalau ada kesulitan dan ada variasi gitu."
- R: "Nah untuk pemahaman materinya ada kesulitan tidak?"
- S: "Tidak mas, saya bisa mengerjakan semua soalnya."
- R: "Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"
- S: "Ada sedikit kesulitan menyusun kalimatnya."
- R: "Apa sebabnya?"
- S: "Kadang merangkai kata-katanya suka kebalik."
- R: "Terus solusinya gimana?"
- S: "Nanya sama guru."
- R: "Mungkin dari adik ada saran untuk perbaikan materinya?"
- S: "Tidak ada mas, sudah bagus."
- R: "Baiklah. Terima kasih ya."

INTERVIEW 2.4

Hari/tgl: Senin, 29 September 2014
Tempat: Di kelas IX C

Responden : Siswa 4 Kelas IX C
Interviewer : Ristyawan Yudhi

- R: "Menurut Adik, bagaimana dengan materi *Procedure* yang telah diimplementasikan di kelas adik? Apakah sudah sesuai dengan keinginan adik?"
- S: "Sudah bagus mas dan sudah sesuai yang saya inginkan."
- R: "Memang yang diinginkan adik yang seperti apa?"
- S: "Materi yang kegiatannya lengkap seperti itu."
- R: "Apa materinya menarik menurut adik?"
- S: "Menarik karena berwarna dan teknya diambil dari sumber internet."
- R: "Itu namanya *authentic text* dik."
- S: "*Authentic text* itu apa mas?"
- R: "Teks yang ditulis seseorang untuk keperluan yang sebenarnya. Terus menurut adik, dengan materi yang tampilannya seperti itu, apakah memotivasi adik untuk tertarik belajar bahasa Inggris?"
- S: "Ya tentu mas, kami jadi semakin ingin tahu *task* yang berikutnya."
- R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"
- S: "Lumayan bisa dipahami."
- R: "Apakah sudah jelas tentang bagian-bagian kalimat dalam teks *Procedure*?"
- S: "Sudah mas."
- R: "Menurut adik, apakah dengan mengerjakan *task*/kegiatan yang ada pada materi *Procedure* itu bisa meningkatkan kemampuan adik dalam menulis?"
- S: "Ya tentu saja, karena kami juga belajar nulis kalimat *imperative* buat nulis teks *Procedure*."
- R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk bekerja dengan teman?"
- S: "Iya mas, pas kita menjodohkan kalimat agar sesuai dengan gambar."
- R: "Apakah ada manfaatnya dengan bekerja bersama teman?"
- S: "Ada, karena bisa saling membantu kalau ada kesulitan."
- R: "Untuk pemahaman materinya ada kesulitan tidak?"
- S: "Gak ada mas."
- R: "Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"
- S: "Tidak mas, saya bisa mengerjakan semuanya."
- R: "Mungkin dari adik ada saran untuk perbaikan materinya?"
- S: "Baiknya daftar kosa kata dirutkan alphabet mas, biar mudah nyarinya."
- R: "Baiklah."

INTERVIEW 2.5

Hari/tgl: Senin, 29 September 2014
Tempat: Di kelas IX C

Responden : Siswa 5 Kelas IX C
Interviewer : Ristyan Yudhi

- R: "Menurut Adik, apakah materi tentang *Procedure* yang telah diimplementasikan di kelas adik sudah sesuai dengan keinginan adik?"
- S: "Kayaknya sudah sesuai."
- R: "Memang yang diinginkan adik yang seperti apa?"
- S: "Pembelajaran dengan materi yang lengkap dan berwarna seperti itu."
- R: "Apa materinya menarik menurut adik?"
- S: "Menarik."
- R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik?"
- S: "Ya tentu mas, kan kami jadi berebut menjawabnya."
- R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"
- S: "Bisa dipahami."
- R: "Apakah sudah jelas tentang bagian-bagian kalimat dalam teks *Procedure*?"
- S: "Sudah mas."
- R: "Menurut adik, apakah dengan mengerjakan *task*/kegiatan yang ada pada materi *Procedure* itu bisa meningkatkan kemampuan adik dalam menulis?"
- S: "Ya tentu saja, karena kami juga belajar menulis kalimat imperative yang sering dipakai dalam teks *Procedure* buat nulis teks *Procedure*."
- R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"
- S: "Iya mas, pada saat kita menguarutkan kalimat agar sesuai dengan gambar."
- R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"
- S: "Ada, karena bisa saling membantu kalau ada kesulitan."
- R: "Untuk pemahaman materinya ada kesulitan tidak?"
- S: "Ada sedikit mas, kadang saya menemukan kata baru yang nggak tahu artinya. Terus saya cari dari kamus."
- R: "Ya bagus, berarti kan masalahnya sudah teratasi."
- R: "Kalau untuk *task writing*nya gimana? Ada masukan tidak?"
- S: "Yang untuk imperative sentence itu mas, latihannya perlu ditambah agar melatih menulis kalimat imperative baik yang positif maupun negative imperative."
- R: "Baiklah."

INTERVIEW 2.6

Hari/tgl: Senin, 29 September 2014 Responden: Guru Bahasa Inggris Kelas IX
Waktu : 13.40-13.50 Interviewer : Ristyawan Yudhi

- R: "Menurut Ibu, bagaimana dengan materi yang diimplementasikan tadi?"
- G: "Untuk materi yang baru saja diimplementasikan berhubungan dengan materi *Procedure* itu saya rasa sudah cukup bagus dan tadi bisa diimplementasikan dengan lancar."
- R: "Mengenai input materi apakah sudah sesuai dengan kebutuhan siswa?"
- G: "Mengenai input materi saya rasa sudah sesuai dengan kebutuhan siswa karena materi ini kan disusun berdasarkan kebutuhan siswa ketika dulu diberi angket untuk sebelum penyusunan materi."
- R: "Menurut Ibu, bagaimana dengan penerapan *Genre-Based Teaching* dalam materi pembelajaran tadi?"
- G: "Untuk penerapan *Genre-Based Teaching* sudah diterapkan dengan baik karena materi disusun mulai dari BKOF, kemudian MOT, kemudian JCOT kemudian yang terakhir kali yaitu ICOT." jadi semuanya sudah diterapkan berdasarkan *Genre-Based Teaching*."
- R: "Apakah materi *writing* yang digunakan dalam pembelajaran sudah memenuhi kebutuhan siswa, terutama dalam menulis teks *Procedure*?"
- G: "Sudah, karena di dalam pembelajaran tadi diberikan bagaimana cara membuat kalimat *imperative* yang mana kalimat itu nantinya akan digunakan di dalam menulis suatu teks *Procedure*. Jadi itu sudah sangat membantu dalam kegiatan menulis."
- R: "Bagaimana dengan waktu yang disediakan untuk mengerjakan tugas apakah sudah sesuai?"
- G: "Untuk waktunya sudah sesuai karena bisa diterapkan dengan baik dan tadi anak sudah bisa menghasilkan suatu teks *Procedure* sesuai dengan gambar dan *clue* yang sudah dicantumkan dalam materi yang di design."
- R: "Input dari ibu kira-kira apa yang perlu diperbaiki?"
- G: "Sebagai masukan untuk *task* 1 itu sebaiknya diberi *Generic Structure* ataupun bagian-bagian teks untuk mengingatkan kembali kepada para siswa tentang bagian-bagian dalam teks *Procedure*, sehingga nantinya diharapkan siswa memahami betul apabila akan menyusun suatu teks *Procedure*."

INTERVIEW 3.1

Hari/tgl: Kamis, 25 September 2014

Responden : Siswa 1 Kelas IX E

Tempat: Lab Bahasa

Interviewer : Ristyawan Yudhi

R: "Menurut Adik, materi tentang *Report* yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?"

S: "Kalau menurut saya sudah sesuai dengan keinginan saya."

R: "Memang yang diinginkan adik yang seperti apa? Bagian mana yang sudah sesuai?"

S: "Ya pembelajaran seperti itu...saya suka dan asyik."

R: "Menurut adik, apakah materinya menarik?"

S: "Menarik."

R: "Apanya yang menarik, topiknya, tampilannya atau lainnya?"

S: "Tampilannya menarik karena penuh warna, juga teksnya banyak gambar dan isinya bagus."

R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?"

S: "Ya tentu mas, kan jadi nggak bosenin."

R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"

S: "Bisa dipahami, tapi ada juga kata yang masih baru dan belum pernah mengenal jadi agak berfikir dikit."

R: "Menurut adik, dengan mengerjakan *task*/kegiatan yang ada pada materi *Report* itu bisa meningkatkan kemampuan adik dalam menulis?"

S: "Ya tentu saja, karena kegiatannya dimulai dari yang mudah sampai yang sulit. Kami juga belajar simple present yang kita pakai untuk membuat teks *Report*."

R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"

S: "Iya mas, pas kita ngerjakan *jumble sentences* dan mendiskripsikan gambar dengan *game*."

R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"

S: "Ada, karena kalau ada kesulitan kita pecahkan bersama gitu."

R: "Nah untuk pemahaman materinya ada kesulitan tidak?"

S: "Ada sedikit mas, pas materi yang *jumble sentences* itu ada kata yang nggak tahu artinya terus saya buka kamus."

R: "Ya bagus, berarti kan masalahnya sudah teratasi. Kalau untuk kegiatan *writing*nya ada kesulitan tidak?"

S: "Tidak, kan kami boleh cari referensi dari perpustakaan ataupun dari sumber lain."

R: "Mungkin dari adik ada saran untuk perbaikan materinya?"

S: "Ada mas, itu pas mendiskripsikan gambar. Mendeskripsikan gambar dengan sepuluh kalimat tu terlalu banyak mas. Dengan lima kalimat aja kami udah bisa nebak jawabannya. Disamping kami kesulitan buat kalimat, nanti baru saya bacakan beberapa kalimat aja teman-teman udah pada tahu jawabannya."

R: "Jadi saran adik bagaimana?"

S: "Lima kalimat saja sudah cukup mas."

INTERVIEW 3.2

Hari/tgl: Kamis, 25 September 2014

Responden : Siswa 2 Kelas IX E

Tempat: Lab Bahasa

Interviewer : Ristyawan Yudhi

- R: "Menurut Adik, materi tentang *Report* yang telah diimplementasikan di kelas adik apakah sudah sesuai dengan keinginan adik?"
- S: "Kalau menurut saya sudah lumayan bagus. Kan materinya dimulai dari yang mudah dulu baru dilanjutkan ke yang lebih sulit. Dengan pertanyaan yang ada materi memacu teman-teman untuk menjawab."
- R: "Yang memacu yang mana?"
- S: "Ya pertanyaan yang ada pada lembar kerja. Kami rebutan untuk menjawabnya sehingga jadi aktif kan mas?"
- R: "Apa materinya menarik menurut adik?"
- S: "Menarik kok mas, kan banyak yang berwarna, terus *activity*nya bervariasi."
- R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?"
- S: "Ya mas, kan jadi semakin tertarik dengan tampilan materinya."
- R: "Apakah *task* atau tugas yang ada pada materi mudah dipahami?"
- S: "Lumayan mas, tapi yang simple present tu masih agak bingung dikit. Tapi setelah diterangkan akhirnya sudah bisa kok."
- R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"
- S: "Ya mas, ketika kami menyusun paragraph acak dan mendeskripsikan gambar."
- R: "Apakah ada manfaatnya dengan bekerja bersama *partner*?"
- S: "Ya tentu ada dong mas, kan kami bisa berbagi, kalau ada kesulitan bisa saling nanya gitu."
- R: "Nah untuk pemahaman materinya ada kesulitan tidak?"
- S: "Kayaknya gak ada mas, semua bisa saya kerjakan."
- R: "Apakah instruksi untuk mengerjakan *task*nya mudah dipahami?"
- S: "Mudah mas."
- R: "Menurut adik, apakah topik yang ada pada materi menarik, misalnya berhubungan dengan flora fauna ataupun ilmu pengetahuan dan alam?"
- S: "Topiknya menarik, kan topiknya lengkap mas."
- R: "Ada saran atau masukan untuk perbaikan teksnya?"
- S: "Untuk yang *task* 3 apa gak sebaiknya diberi pertanyaan mas biar kami paham tentang isi teksnya."
- R: "Ok jadi biar lebih paham tentang teks *Report*nya gitu ya?"
- S: "Iya mas."

INTERVIEW 3.3

Hari/tgl: Kamis, 25 September 2014

Responden : Siswa 3 Kelas IX E

Tempat: Lab Bahasa

Interviewer : Ristyan Yudhi

R: "Menurut adik, bagaimana dengan materi *Report* yang telah diimplementasikan dalam pembelajaran di kelas adik?"

S: "Menarik mas."

R: "Apanya yang menarik?"

S: "Tampilan materinya dan isi materinya."

R: "Mengenai *activity*nya terlalu sulit enggak?"

S: "Enggak."

R: "Bagaimana mengenai kosa kata yang digunakan dalam teks?"

S: "Mayoritas aku sudah tahu artinya. Tapi yang sulit aku buka kamus kok."

R: "Mengenai penjelasan tentang bagian teks *Report* apa sudah jelas?"

S: "Sudah mas."

R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"

S: "Ya."

R: "Contohnya pada kegiatan yang mana?"

S: "Ketika mengerjakan deskripsi gambar dengan *game* dan mengurutkan paragraf acak."

R: "Apakah instruksi untuk mengerjakan *task*nya mudah dipahami?"

S: "Ya mas."

R: "Mengenai topik dalam materi menarik tidak?"

S: "Menarik, dan sudah sesuai dengan yang saya inginkan."

R: "Emang yang diinginkan yang seperti apa topiknya?"

S: "Ya yang banyak variasinya gitu topiknya."

R: "Apakah materi yang telah dikerjakan dapat meningkatkan kemampuan menulis?"

S: "Ya tentu, kan dalam *activity*nya sudah ada latihan-latihan tentang bagaimana untuk membuat kalimat dalam teks *Report*."

R: "Untuk tugas individunya gimana, bisa enggak?"

S: "Ya lumayan lah mas, kan bisa nanya ke guru buat referensi atau cari info dari perpustakaan."

R: "Ada saran enggak buat perbaikan materinya?"

S: "Saya rasa gak ada mas, udah bagus."

INTERVIEW 3.4

Hari/tgl: Kamis, 25 September 2014
Tempat: Lab Bahasa

Responden : Siswa 4 Kelas IX E
Interviewer : Ristyawan Yudhi

R: "Adik kan telah belajar teks *Report* dengan materi yang kakak buat. Menurut adik, materinya sudah menarik belum?"

S: "Menurut saya sudah menarik."

R: "Apanya yang menarik?"

S: "Ya tampilannya, materinya terus kegiatannya ..."

R: "Terus materinya sudah sesuai dengan minat adik belum?"

S: "Sudah mas, menurut saya sudah sesuai dengan yang saya inginkan."

R: "Terus ada kesulitan enggak dengan materinya?"

S: "Kalau untuk pemahaman materinya lumayan. Cuma ada beberapa *vocab* yang sulit."

R: "Tapi bisa menemukan solusinya enggak?"

S: "Bisa mas, kan saya punya kamus alfalink,.....jadinya saya buka kamus."

R: "Ok, kalau untuk input teksnya gimana?"

S: "Udah bagus mas, karena diambil dari sumber internet ya mas?"

R: "Ya, itu namanya *authentic texts*. Dalam mengerjakan tugas kan ada yang dikerjakan bersama *partner*. Apakah ada manfaatnya itu?"

S: "Ada dong mas, kan kami bisa bekerja sama, jadi kalau ada kesulitan bisa didiskusikan."

R: "Apakah materi yang telah dikerjakan dapat meningkatkan kemampuan menulis?"

S: "Bisa, kan tiap mengerjakan *tasknya* kita juga menulis."

R: "Mengenai penjelasan tentang bagian teks *Report* apa sudah jelas?"

S: "Sudah mas."

R: "Apakah instruksi untuk mengerjakan *tasknya* mudah dipahami?"

S: "Mudah mas. Sudah cukup jelas kok."

R: "Untuk tugas individunya ada kesulitan enggak?"

S: "Ya biasa lah mas, kalau ada kosa yang sulit tapi saya buka kamus dan cari referensi."

R: "Ada masukan buat perbaikan materinya?"

S: "Itu lo mas untuk *activity* 6. Mendiskripsikan gambar kalimatnya jangan sepuluh biar gak sulit."

R: "Emang baiknya berapa kalimat?"

S: "Lima saja cukup."

INTERVIEW 3.5

Hari/tgl: Kamis, 25 September 2014
Tempat: Lab Bahasa

Responden : Siswa 5 Kelas IX E
Interviewer : Ristyan Yudhi

- R: "Menurut adik, bagaimana dengan materi *Report* yang telah diimplementasikan dalam pembelajaran di kelas adik?"
- S: "Bagus dan menantang mas."
- R: "Apanya yang menantang?"
- S: "Materinya sehingga kami berebut untuk menjawab pertanyaan."
- R: "Mengenai *activity*nya terlalu sulit enggak?"
- S: "Biasa aja mas...eh tapi yang bagian akhir agak sulit dikit."
- R: "Bagaimana mengenai kosa kata yang digunakan dalam teks?"
- S: "Kebanyakan aku sudah tahu artinya, tapi kalau yang sulit aku buka kamus."
- R: "Mengenai penjelasan tentang bagian teks *Report* apa sudah jelas?"
- S: "Sudah mas."
- R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?"
- S: "Ya."
- R: "Contohnya pada kegiatan yang mana?"
- S: "Ketika mengerjakan deskripsi gambar dengan *game* dan mengurutkan paragraf acak."
- R: "Apakah instruksi untuk mengerjakan *task*nya mudah dipahami?"
- S: "Ya mudah."
- R: "Mengenai topik dalam materi menarik tidak?"
- S: "Menarik, karena tentang hewan, alam dan ilmu pengetahuan. Dan topiknya sudah sesuai dengan yang saya inginkan."
- R: "Emang yang diinginkan yang seperti apa topiknya?"
- S: "Ya yang topiknya banyak variasinya gitu."
- R: "Apakah materi yang telah dikerjakan dapat meningkatkan kemampuan menulis?"
- S: "Ya tentu, kan dalam *activity*nya sudah ada latihan-latihan dari yang mudah sampai yang sulit."
- R: "Untuk tugas individunya gimana, bisa enggak?"
- S: "Ya lumayan lah mas kan bisa nanya ke guru buat referensi atau cari info dari perpustakaan."
- R: "Ada saran enggak buat perbaikan materinya?"
- S: "Saya rasa gak ada mas, udah bagus."

INTERVIEW 3.6

Hari/tgl: Rabu, 24 September 2014 Responden: Guru Bahasa Inggris Kelas IX
Waktu : 13.40-13.50 Tempat : Ruang Aula

- R: "Menurut Ibu, bagaimana dengan materi yang sudah diimplementasikan tadi?"
G: "Materinya sudah bagus dan dapat diimplementasikan dengan lancar."
R: "Bagaimana dengan *design* materi dan input materinya?"
G: "Untuk *design* materinya sangat menarik sehingga membuat anak-anak antusias untuk mengerjakan *task-task* yang ada pada materi yang telah *didesign*, karena *didesign* dengan penuh warna. Kemudian untuk *input* materinya juga sudah bagus karena diambilkan dari *authentic* teks."
R: "Menurut Ibu bagaimana dengan keaktifan siswa dalam pembelajaran tadi?"
G: "Seperti yang tadi kamu lihat siswanya cukup aktif dan antusias, karena memang untuk kelas yang disasar ini yaitu kelas IX E itu kebetulan siswa-siswanya aktif sehingga mereka sangat antusias sekali."
R: "Untuk penerapan *Genre-Based Teaching* bagaimana bu?"
G: "Untuk penerapan *Genre-Based Teaching* sudah sesuai karena sudah dimulai dengan *step- stepnya* sesuai dengan yang ada disitu, dimulai dari BKOF sampai pada akhirnya ke ICOT."
R: "Apa materi yang diimplementasikan tadi memenuhi kebutuhan belajar siswa dalam pembelajaran *writing*?"
G: "Saya rasa itu sudah memenuhi karena anak sudah diberi pembelajaran bagaimana cara menuliskan suatu teks. Sebelum pada kegiatan menulis anak diberi pengetahuan tentang bagaimana menuliskan teks dengan menggunakan kalimat yang benar melalui *Simple Present Tense*."
R: "Apa ada masukan dari Ibu untuk perbaikan materinya?"
G: "Saya pikir untuk *task 3* lebih baik diberi pertanyaan bacaan untuk mengecek pemahaman siswa tentang bacaan dan juga untuk mengetahui pemahaman siswa tentang teks *Report*."
R: "Mengenai kegiatan atau instruksi untuk mengerjakan tugas apakah mudah untuk dipahami?"
G: "Untuk instruksinya mayoritas mudah dipahami sehingga anak bisa mengerjakan dengan jelas. Kemudian untuk tugas atau kegiatannya juga sudah bagus karena banyak variasi, tapi untuk *task 9* sebaiknya instruksinya diubah sedikit agar siswa tidak rancu dengan teks *Descriptive*. Dari "*write a description about it*" diganti dengan "*write a Report (general description) about it*. Sehingga siswa tidak bingung yang mau didiskripsikan itu berbentuk teks *Report* atau teks *Descriptive*."
R: "Apakah ada masukan untuk materi pembelajaran yang sudah saya buat ini bu?"
G: "Materinya itu sudah cukup bagus. Pada akhir materi itu sudah diberikan kosa kata namun untuk mempermudah siswa dalam mencarinya alangkah baiknya kalau kosa kata itu diurutkan secara alfabet sehingga siswa lebih mudah dalam mencari kosa kata yang mereka inginkan."

DATA CATEGORIZATION ON THE SUITABILITY OF THE DEVELOPED MATERIAL OF UNIT 1 (ADVERTISEMENT) WITH THE STUDENTS

I. The Students' Opinion

A. The Students' Opinion Related to the Developed Materials

1. The designed materials fit the students' needs related to the purpose they want to achieve.

NO	DATA	SOURCE
1	R: "Menurut Adik, materi tentang <i>Advertisement</i> yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?" S: "Menurut saya sudah sesuai."	Appendix G Interview 1.1
2	R: "Menurut Adik, materi tentang <i>Advertisement</i> yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?" S: "Menurut saya sudah sesuai." R: "Memang yang diinginkan adik yang seperti apa?" S: "Ya pembelajaran yang materinya tidak terlalu sulit, terus banyak variasinya seperti itu...saya suka."	Appendix G Interview 1.2
3	R: "Menurut Adik, materi tentang <i>Advertisement</i> yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?" S: "Menurut saya sudah sesuai." R: "Memang yang diinginkan adik yang seperti apa?" S: "Ya pembelajaran menyenangkan dan materinya tidak terlalu sulit, terus <i>activity</i> nya banyak variasinya."	Appendix G Interview 1.3
4	R: "Bagaimana dengan materi tentang <i>Advertisement</i> yang telah digunakan untuk pembelajaran di kelas adik? Apakah sudah sesuai dengan keinginan adik?" S: "Kayaknya sudah sesuai." R: "Materi pelajaran yang seperti apa yang diinginkan adik?" S: "Saya menginginkan materinya yang mudah, terus <i>activity</i> nya banyak jenisnya."	Appendix G Interview 1.4
5	R: "Menurut Adik, materi tentang <i>Advertisement</i> yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?" S: "Menurut saya sudah sesuai." R: "Memang yang diinginkan adik yang seperti apa?" S: "Ya pembelajaran yang kegiatannya banyak variasinya seperti itu..."	Appendix G Interview 1.5
6	R: "Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?" S: "Bisa dipahami tapi ada juga kata yang masih baru dan belum pernah mengenal jadi merasa kesulitan."	Appendix G Interview 1.1
7	R: "Apakah <i>task</i> atau tugas yang ada pada materi bisa dipahami?" S: "Bisa dipahami."	Appendix G Interview 1.3

NO	DATA	SOURCE
8	R: "Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?" S: "Bisa mas."	Appendix G Interview 1.5

2. The designed materials fit the students' characteristics to learning writing.

NO	DATA	SOURCE
1	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Tidak mas." R: "Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Ada sedikit mas, pas materi yang merevisi iklan tu sulit buat kalimat yang <i>eye catching</i> . Ada sedikit kesulitan <i>vocab</i> terus saya buka kamus."	Appendix G Interview 1.2
2	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Tidak mas."	Appendix G Interview 1.3
3	R: "Menurut Adik, materi tentang <i>Advertisement</i> yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?" S: "Menurut saya sudah sesuai." R: "Memang yang diinginkan adik yang seperti apa?" S: "Ya pembelajaran yang kegiatannya banyak variasinya seperti itu...."	Appendix G Interview 1.3

3. The designed materials facilitate and motivate the students in learning writing.

NO	DATA	SOURCE
1	R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?" S: "Ya tentu mas, kan jadi nggak bosennin."	Appendix G Interview 1.1
2	R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah adik termotivasi untuk belajar bahasa Inggris?" S: "Ya mas."	Appendix G Interview 1.2
3	R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu, apakah memotivasi adik untuk tertarik belajar bahasa Inggris?" S: "Ya mas."	Appendix G Interview 1.3
4	R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu, apakah memotivasi adik untuk belajar bahasa Inggris?" S: "Ya mas, kami jadi berebut dalam menjawab pertanyaan yang ada pada materi itu."	Appendix G Interview 1.4

4. The topics are interesting.

NO	DATA	SOURCE
1	R: "Apa materinya menarik menurut adik?" S: "Menarik" R: "Apanya yang menarik, topiknya, tampilannya atau lainnya?" S: "Tampilannya menarik karena penuh warna juga teksnya menarik."	Appendix G Interview 1.1
2	R: "Yang mana yang menarik, topiknya, tampilannya atau lainnya?" S: "Tampilannya menarik karena penuh warna juga topiknya menarik."	Appendix G Interview 1.2
3	R: "Apa materinya menarik menurut adik?" S: "Menarik mas." R: "Apanya yang menarik, kegiatannya, tampilannya atau lainnya?" S: "Kegiatannya variasi dan tampilannya menarik karena penuh warna."	Appendix G Interview 1.3
4	R: "Menurut adik apakah materinya menarik?" S: "Menarik mas." R: "Apanya yang menarik?" S: "Kegiatannya variasi dan tampilan iklannya menarik karena <i>full color</i> ."	Appendix G Interview 1.4
5	R: "Apanya yang menarik, topiknya, tampilannya atau lainnya?" S: "Tampilannya menarik karena penuh warna juga teksnya menarik karena diambil dari internet."	Appendix G Interview 1.5

5. The inputs are interesting.

NO	DATA	SOURCE
1	R: "Apa materinya menarik menurut adik?" S: "Menarik."	Appendix G Interview 1.1
2	R: "Apa materinya menarik menurut adik?" S: "Menarik mas."	Appendix G Interview 1.3
3	R: "Apanya yang menarik, topiknya, tampilannya atau lainnya?" S: "Tampilannya menarik karena penuh warna juga teksnya menarik karena diambil dari internet."	Appendix G Interview 1.5

B. The Students' Opinion Related to the Designed Materials.

1. The tasks are able to build up students' understanding facilitate the students to practice their writing skill and feasible to do.

NO	DATA	SOURCE
1	R: "Menurut adik, dengan mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Advertisement</i> itu, apakah bisa meningkatkan	Appendix G Interview 1.1

NO	DATA	SOURCE
	kemampuan adik dalam menulis?" S: "Ya tentu saja, karena dalam mengerjakan kegiatannya kita selalu menulis kalimat."	
2	R: "Menurut adik, dengan mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Advertisement</i> itu, apakah bisa meningkatkan kemampuan adik dalam menulis?" S: "Ya tentu saja, karena dalam mengerjakan tugasnya kita selalu menulis kalimat."	Appendix G Interview 1.2
3	R: "Menurut adik, dengan mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Advertisement</i> itu, apakah bisa meningkatkan kemampuan adik dalam menulis?" S: "Bisa mas, karena kami diharapkan bisa untuk menulis iklan."	Appendix G Interview 1.4
4	R: "Menurut adik, dengan mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Advertisement</i> itu, apakah bisa meningkatkan kemampuan adik dalam menulis?" S: "Ya tentu saja, karena dalam mengerjakan kegiatannya kita juga menulis kalimat."	Appendix G Interview 1.5

2. The task gives chance to the students to interact and share their opinion or knowledge with their partners.

NO	DATA	SOURCE
1	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Ada mas, pas kita ngerjakan revisi iklan agar menarik." R: "Apakah ada manfaatnya dengan bekerja bersama <i>partner</i> ?" S: "Ada, karena kalau ada kesulitan bisa kita pecahkan bersama."	Appendix G Interview 1.1
2	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Iya mas, pas kita merevisi iklan itu lo ... agar menarik." R: "Apakah ada manfaatnya dengan bekerja bersama <i>partner</i> ?" S: "Ada, karena kalau ada kesulitan bisa kita pecahkan bersama."	Appendix G Interview 1.2
3	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Iya mas, pas kita merevisi iklan itu lho... agar menarik." R: "Apakah ada manfaatnya dengan bekerja bersama <i>partner</i> ?" S: "Ada, karena kalau ada kesulitan bisa kita pikirkan bareng."	Appendix G Interview 1.3
4	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Iya mas." R: "Apakah ada manfaatnya dengan bekerja bersama <i>partner</i> ?" S: "Ada, kita jadi bisa kerja sama dengan teman."	Appendix G Interview 1.4
5	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Iya mas, pas kita ngerjakan revisi iklan itu." R: "Apakah ada manfaatnya dengan bekerja bersama <i>partner</i> ?"	Appendix G Interview 1.5

NO	DATA	SOURCE
	S: "Ada, Karena kalau ada kesulitan bisa kita pikirkan bersama."	

3. The tasks are interesting.

NO	DATA	SOURCE
1	R: "Apa materinya menarik menurut adik?" S: "Menarik mas" R: "Apanya yang menarik, kegiatannya, tampilannya atau lainnya?" S: "Kegiatannya variasi dan tampilannya menarik karena penuh warna."	Appendix G Interview 1.3
2	R: "Menurut adik apakah materinya menarik?" S: "Menarik mas." R: "Apanya yang menarik?" S: "Kegiatannya variasi dan tampilan iklannya menarik karena <i>full color</i> ."	Appendix G Interview 1.4

4. The instruction on the tasks or activities are clear enough.

NO	DATA	SOURCE
1	R: "Untuk instruksi dalam mengerjakan tugas apa sudah jelas?" S: "Sudah mas."	Appendix G Interview 1.3
2	R: "Untuk instruksi dalam mengerjakan tugas apa sudah jelas?" S: "sudah mas."	Appendix G Interview 1.4

C. The Students' Opinion Related to the Difficulties That They Have Found.

1. The difficulties found by the students such as materials, vocabulary, task, and so on.

NO	DATA	SOURCE
1	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Ada sedikit mas, pas materi yang merevisi iklan tu sulit buat kalimat yang <i>eye catching</i> ." R: "Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Ada sedikit kesulitan <i>vocab</i> terus saya buka kamus."	Appendix G Interview 1.1
2	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Tidak mas." R: "Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Ada sedikit mas, pas materi yang merevisi iklan tu sulit buat kalimat yang <i>eye catching</i> ."ada sedikit kesulitan <i>vocab</i> terus saya buka kamus."	Appendix G Interview 1.2
3	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Tidak mas."	Appendix G Interview 1.3

NO	DATA	SOURCE
4	S: "Bisa mas, tapi ada juga beberapa kata yang yang belum tahu artinya." R: "Terus gimana cara mengatasinya?" S: "Saya buka kamus." R: "Bagus berarti masalahnya sudah bisa diatasi." S: "Iya mas."	Appendix G Interview 1.4
5	R: "Untuk pemahaman materinya ada kesulitan tidak?" S: "Ada sedikit mas, pas materi yang merevisi iklan tu sulit buat kalimat <i>eye catching</i> ." R: "Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Ada sedikit kesulitan, terus saya buka kamus." R: "Berarti kesulitannya sudah teratasi."	Appendix G Interview 1.5

II. The Suggestion Delivered by the Students.

NO	DATA	SOURCE
1	R: "Berarti sudah teratasi kesulitannya kan. Mungkin dari adik ada saran untuk perbaikan materinya." S: "Untuk Task 8 kan sulit mas ngerjainnya, jadi mohon kami diberi kesempatan untuk cari referensi dari internet." R: "Baik, tapi jangan niru persis yang ada di internet ya." S: "Iya mas."	Appendix G Interview 1.3

DATA CATEGORIZATION ON THE SUITABILITY OF THE DEVELOPED MATERIAL OF UNIT 2 (PROCEDURE) WITH THE STUDENTS

I. The Students' Opinion

A. The Students' Opinion Related to the Developed Materials.

1. The designed materials fit the students' needs related to the purpose they want to achieve.

NO	DATA	SOURCE
1	R: "Menurut Adik, materi tentang <i>Procedure</i> yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?" S: "Sudah sesuai." R: "Terus yang diinginkan adik yang seperti apa?" S: "Pembelajaran dengan materi yang lengkap seperti itu."	Appendix G Interview 2.1
2	R: "Menurut Adik, materi tentang <i>Procedure</i> yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?" S: "Sudah sesuai mas." R: "Materi pelajaran yang diinginkan adik yang seperti apa?"	Appendix G Interview 2.2

NO	DATA	SOURCE
	S: "Materi yang kegiatannya macam-macam seperti itu."	
3	R: "Bagaimana dengan materi tentang <i>Procedure</i> yang telah diimplementasikan di kelas adik? Apakah sudah sesuai dengan keinginan adik?" S: "Sudah sesuai mas, materinya bagus."	Appendix G Interview 2.3
4	R: "Menurut Adik, bagaimana dengan materi <i>Procedure</i> yang telah diimplementasikan di kelas adik? Apakah sudah sesuai dengan keinginan adik?" S: "Sudah bagus mas dan sudah sesuai yang saya inginkan." R: "Memang yang diinginkan adik yang seperti apa?" S: "Materi yang kegiatannya lengkap seperti itu."	Appendix G Interview 2.4
5	R: "Menurut Adik, apakah materi tentang <i>Procedure</i> yang telah diimplementasikan di kelas adik sudah sesuai dengan keinginan adik?" S: "Kayaknya sudah sesuai." R: "Memang yang diinginkan adik yang seperti apa?" S: "Pembelajaran dengan materi yang lengkap dan berwarna seperti itu."	Appendix G Interview 2.5
6	R: "Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?" S: "Bisa dipahami." R: "Apakah sudah jelas tentang bagian-bagian kalimat dalam teks <i>Procedure</i> ?" S: "Sudah mas. Gurunya sudah menerangkan dengan jelas."	Appendix G Interview 2.2
7	R: "Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?" S: "Mudah dipahami mas." R: "Tentang bagian-bagian kalimat dalam teks <i>Procedure</i> juga fungsi kebahasaan apakah sudah jelas?" S: "Sudah mas. Penjelasannya juga sudah jelas."	Appendix G Interview 2.3
8	R: "Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?" S: "Lumayan bisa dipahami." R: "Apakah sudah jelas tentang bagian-bagian kalimat dalam teks <i>Procedure</i> ?" S: "Sudah mas."	Appendix G Interview 2.4

2. The designed materials fit the students' characteristics to learning writing.

NO	DATA	SOURCE
1	R: "Untuk pemahaman materinya ada kesulitan tidak?" S: "Ada sedikit mas, kadang saya menemukan kosa kata baru yang nggak tahu artinya, tapi saya bukak kamus." R: "Ya bagus, berarti masalahnya sudah bisa diatasi. Untuk	Appendix G Interview 2.1

NO	DATA	SOURCE
	kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Tidak mas, semua bisa saya kerjakan kok."	
2	R: "Untuk pemahaman materinya ada kesulitan tidak?" S: "Ya, ada beberapa kosa kata yang baru mas sehingga sulit untuk dipahami, terus saya buka alfalink." R: "Ya bagus berarti masalahnya sudah bisa diatasi. Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Tidak mas, saya bisa mengerjakan kok."	Appendix G Interview 2.2
3	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Tidak mas, saya bisa mengerjakan semua soalnya." R: "Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Ada sedikit kesulitan menyusun kalimatnya." R: "Apa sebabnya?" S: "Kadang merangkai kata-katanya suka kebalik." R: "Terus solusinya gimana?" S: "Nanya sama guru."	Appendix G Interview 2.3
4	R: "Untuk pemahaman materinya ada kesulitan tidak?" S: "Ada sedikit mas, kadang saya menemukan kata baru yang nggak tahu artinya. Terus saya cari dari kamus." R: "Ya bagus, berarti kan masalahnya sudah teratasi."	Appendix G Interview 2.5

3. The designed materials facilitate and motivate the students in learning writing.

NO	DATA	SOURCE
1	R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?" S: "Ya tentu mas, kan jadi nggak merasa bosan."	Appendix G Interview 2.1
2	R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?" S: "Ya tentu mas, kan tadi saya bilang bisa nambah semangat, gitu."	Appendix G Interview 2.2
3	R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?" S: "Ya tentu mas, bisa nambah semangat dan nggak membosankan."	Appendix G Interview 2.3
4	R: "Teks yang ditulis seseorang untuk keperluan yang sebenarnya. Terus menurut adik, dengan materi yang tampilannya seperti itu, apakah memotivasi adik untuk tertarik belajar bahasa Inggris?" S: "Ya tentu mas, kami jadi semakin ingin tahu <i>task</i> yang berikutnya."	Appendix G Interview 2.4
5	R: "Menurut adik, dengan materi yang telah disampaikan dengan	Appendix G

NO	DATA	SOURCE
	tampilan seperti itu apakah memotivasi adik?" S: "Ya tentu mas, kan kami jadi berebut menjawabnya."	Interview 2.5

4. The topics are interesting.

NO	DATA	SOURCE
1	R: "Apa materinya menarik menurut adik?" S: "Menarik." R: "Apanya yang membuat menarik, topiknya, tampilannya atau lainnya?" S: "Semua mas. Tampilannya menarik karena penuh warna, kegiatannya bervariasi, juga teksnya banyak gambar."	Appendix G Interview 2.1
2	R: "Apanya yang membuat menarik, topiknya, tampilannya atau lainnya?" S: "Tampilannya menarik karena penuh warna, kegiatannya juga bervariasi, juga teksnya banyak gambar jadi bisa nambah semangat."	Appendix G Interview 2.2

5. The inputs are interesting.

NO	DATA	SOURCE
1	R: "Apanya yang membuat menarik, topiknya, tampilannya atau lainnya?" S: "Semua mas. Tampilannya menarik karena penuh warna, kegiatannya bervariasi, juga teksnya banyak gambar."	Appendix G Interview 2.1
2	S: "Tampilan materinya menarik karena penuh warna, kegiatannya juga bervariasi, juga teksnya banyak gambar jadi bisa nambah semangat."	Appendix G Interview 2.2
3	R: "Apanya yang membuat menarik?" S: "Tampilan materinya menarik karena berwarna, kegiatannya juga macem-macem, juga teksnya banyak gambar."	Appendix G Interview 2.3
4	R: "Apa materinya menarik menurut adik?" S: "Menarik karena berwarna dan teknya diambil dari sumber internet." R: "Itu namanya <i>authentic text</i> dik." S: " <i>Authentic text</i> itu apa mas?" R: "Teks yang ditulis seseorang untuk keperluan yang sebenarnya."	Appendix G Interview 2.4

B. The Students' Opinion Related to the Designed Materials.

1. The tasks are able to build up students' understanding facilitate the students to practice their writing skill and feasible to do.

NO	DATA	SOURCE
1	R: "Menurut adik, apakah setelah mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Procedure</i> itu bisa meningkatkan kemampuan adik dalam menulis?" S: "Ya tentu saja, karena kami juga belajar buat kalimat imperative buat nulis teks <i>Procedure</i> itu."	Appendix G Interview 2.1
2	R: "Menurut adik, apakah setelah mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Procedure</i> itu bisa meningkatkan kemampuan adik dalam menulis?" S: "Ya. Dalam mengerjakan soal yang ada pada materi kami diberi kesempatan untuk menulis kalimat."	Appendix G Interview 2.2
3	R: "Dengan mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Procedure</i> itu apa bisa meningkatkan kemampuan menulis adik?" S: "Ya mas."	Appendix G Interview 2.3
4	R: "Menurut adik, apakah dengan mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Procedure</i> itu bisa meningkatkan kemampuan adik dalam menulis?" S: "Ya tentu saja, karena kami juga belajar nulis kalimat <i>imperative</i> buat nulis teks <i>Procedure</i> ."	Appendix G Interview 2.4

2. The task gives chance to the students to interact and share their opinion or knowledge with their partners.

NO	DATA	SOURCE
1	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Iya mas, pas kita mengurutkan kalimat agar sesuai dengan gambar." R: "Apakah ada manfaatnya dengan bekerja bersama <i>partner</i> ?" S: "Ada, karena bisa saling membantu."	Appendix G Interview 2.1
2	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Iya mas." R: "Apakah ada manfaatnya dengan bekerja bersama <i>partner</i> ?" S: "Ada, karena bisa saling membantu dan saling tanya kalau ada kesulitan."	Appendix G Interview 2.2
3	R: "Apakah ada materi yang dikerjakan berpasangan?" S: "Iya mas." R: "Apakah ada manfaatnya dengan bekerja bersama teman?" S: "Ada, kita jadi bisa saling membantu kalau ada kesulitan dan ada variasi gitu."	Appendix G Interview 2.3
4	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk bekerja dengan teman?" S: "Iya mas, pas kita menjodohkan kalimat agar sesuai dengan gambar."	Appendix G Interview 2.4

NO	DATA	SOURCE
	R: “Apakah ada manfaatnya dengan bekerja bersama teman?” S: “Ada, karena bisa saling membantu kalau ada kesulitan.”	
5	R: “Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?” S: “Iya mas, pada saat kita menguarutkan kalimat agar sesuai dengan gambar.” R: “Apakah ada manfaatnya dengan bekerja bersama <i>partner</i> ?” S: “Ada, karena bisa saling membantu kalau ada kesulitan.”	Appendix G Interview 2.5

3. The tasks are interesting.

NO	DATA	SOURCE
1	R: “Apanya yang membuat menarik, topiknya, tampilannya atau lainnya?” S: “Semua mas. Tampilannya menarik karena penuh warna, kegiatannya bervariasi, juga teksnya banyak gambar.”	Appendix G Interview 2.1
2	R: “Apanya yang membuat menarik, topiknya, tampilannya atau lainnya?” S: “Semua mas. Tampilannya menarik karena penuh warna, kegiatannya bervariasi, juga teksnya banyak gambar.”	Appendix G Interview 2.2
3	R: “Apanya yang membuat menarik?” S: “Tampilan materinya menarik karena berwarna, kegiatannya juga macem-macam, juga teksnya banyak gambar.”	Appendix G Interview 2.3

4. The instructions on the tasks or activities are clear enough.

NO	DATA	SOURCE
1	R: “Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?” S: “Mudah dipahami mas.”	Appendix G Interview 2.3
2	R: “Apakah <i>instruksi</i> yang ada pada materi mudah dipahami?” S: “Mudah dipahami mas.”	Appendix G Interview 2.4

C. The Students’ Opinion Related to the Difficulties That They Have Found.

1. The difficulties found by the students such as materials, vocabulary, task, and so on.

NO	DATA	SOURCE
1	R: “Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?” S: “Mudah dipahami mas.”	Appendix G Interview 2.1
2	S: “Ya, ada beberapa kosa kata yang baru mas sehingga sulit untuk dipahami, terus saya buka alfalink.”	Appendix G Interview 2.2

NO	DATA	SOURCE
	R: "OK berarti adik bisa paham materinya kan. Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Tidak mas, saya bisa mengerjakan kok."	
3	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Tidak mas, saya bisa mengerjakan semua soalnya." R: "Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Ada sedikit kesulitan menyusun kalimatnya." R: "Apa sebabnya?" S: "Kadang merangkai kata-katanya suka kebalik." R: "Terus solusinya gimana?" S: "Nanya sama guru."	Appendix G Interview 2.3
4	R: "Untuk pemahaman materinya ada kesulitan tidak?" S: "Gak ada mas." R: "Kalau untuk kegiatan <i>writing</i> nya ada kesulitan tidak?" S: "Tidak mas, saya bisa mengerjakan semuanya."	Appendix G Interview 2.4
5	R: "Untuk pemahaman materinya ada kesulitan tidak?" S: "Ada sedikit mas, kadang saya menemukan kata baru yang nggak tahu artinya. Terus saya cari dari kamus." R: "Ya bagus, berarti kan masalahnya sudah teratasi."	Appendix G Interview 2.5

II. The Suggestion Delivered by the Students.

NO	DATA	SOURCE
1	R: "Mungkin dari adik ada saran untuk perbaikan materinya?" S: "Yang buat kalimat imperative latihannya minta ditambah lagi." R: "Baiklah."	Appendix G Interview 2.1
2	R: "Mungkin dari adik ada saran untuk perbaikan materinya?" S: "Baiknya daftar kosa kata dirutkan alphabet mas, biar mudah nyarinya." R: "Baiklah."	Appendix G Interview 2.4
3	R: "Ada masukan tidak?" S: "Yang untuk imperative sentence itu mas, latihannya perlu ditambah agar melatih menulis kalimat imperative baik yang positif maupun negative imperative."	Appendix G Interview 2.5

**DATA CATEGORIZATION ON THE SUITABILITY OF THE DEVELOPED
MATERIAL OF UNIT 3 (REPORT) WITH THE STUDENTS**

I. The Students' Opinion.

A. The Students' Opinion Related to the Developed Materials.

1. The designed materials fit the students' needs related to the purpose they want to achieve.

NO	DATA	SOURCE
1	R: "Menurut Adik, materi tentang <i>Report</i> yang telah diimplementasikan di kelas adik bagaimana? Apakah sudah sesuai dengan keinginan adik?" S: "Kalau menurut saya sudah sesuai dengan keinginan saya." R: "Memang yang diinginkan adik yang seperti apa? Bagian mana yang sudah sesuai?" S: "Ya pembelajaran seperti itu...saya suka dan asyik."	Appendix G Interview 3.1
2	R: "Menurut Adik, materi tentang <i>Report</i> yang telah diimplementasikan di kelas adik apakah sudah sesuai dengan keinginan adik?" S: "Kalau menurut saya sudah lumayan bagus. Kan materinya dimulai dari yang mudah dulu baru dilanjutkan ke yang lebih sulit. Dengan pertanyaan yang ada materi memacu teman-teman untuk menjawab." R: "Yang memacu yang mana?" S: "Ya pertanyaan yang ada pada lembar kerja. Kami rebutan untuk menjawabnya sehingga jadi aktif kan mas?"	Appendix G Interview 3.2
3	R: "Terus materinya sudah sesuai dengan minat adik belum?" S: "Sudah mas, menurut saya sudah sesuai dengan yang saya inginkan."	Appendix G Interview 3.4
4	R: "Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?" S: "Bisa dipahami, tapi ada juga kata yang masih baru dan belum pernah mengenal jadi agak berfikir dikit."	Appendix G Interview 3.1
5	R: "Apakah <i>task</i> atau tugas yang ada pada materi mudah dipahami?" S: "Lumayan mas, tapi yang simple present tu masih agak bingung dikit. Tapi setelah diterangkan akhirnya sudah bisa kok."	Appendix G Interview 3.2
6	R: "Terus ada kesulitan enggak dengan materinya?" S: "Kalau untuk pemahaman materinya lumayan. Cuma ada beberapa <i>vocab</i> yang sulit." R: "Tapi bisa menemukan solusinya enggak?" S: "Bisa mas, kan saya punya kamus alfalink,.....jadinya saya buka kamus."	Appendix G Interview 3.4
7	R: "Mengenai <i>activity</i> nya terlalu sulit enggak?" S: "Biasa aja mas...eh tapi yang bagian akhir agak sulit dikit."	Appendix G Interview 3.5

2. The designed materials fit the students' characteristics to learning writing.

NO	DATA	SOURCE
1	R: "Menurut adik, dengan mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Report</i> itu bisa meningkatkan kemampuan adik dalam menulis?" S: "Ya tentu saja, karena kegiatannya dimulai dari yang mudah sampai yang sulit. Kami juga belajar simple present yang kita pakai untuk membuat teks <i>Report</i> ."	Appendix G Interview 3.1
2	R: "Untuk tugas individunya gimana, bisa enggak?" S: "Ya lumayan lah mas, kan bisa nanya ke guru buat referensi atau cari info dari perpustakaan."	Appendix G Interview 3.3
3	R: "Menurut Adik, materi tentang <i>Report</i> yang telah diimplementasikan di kelas adik apakah sudah sesuai dengan keinginan adik?" S: "Kalau menurut saya sudah lumayan bagus. Kan materinya dimulai dari yang mudah dulu baru dilanjutkan ke yang lebih sulit. Dengan pertanyaan yang ada materi memacu teman-teman untuk menjawab." R: "Yang memacu yang mana?" S: "Ya pertanyaan yang ada pada lembar kerja. Kami rebutan untuk njawabnya sehingga jadi aktif kan mas?"	Appendix G Interview 3.2
4	R: "Mengenai <i>activity</i> nya terlalu sulit enggak?" S: "Enggak."	Appendix G Interview 3.3
5	R: "Terus ada kesulitan enggak dengan materinya?" S: "Kalau untuk pemahaman materinya lumayan. Cuma ada beberapa <i>vocab</i> yang sulit." R: "Tapi bisa menemukan solusinya enggak?" S: "Bisa mas, kan saya punya kamus alfalink,.....jadinya saya buka kamus."	Appendix G Interview 3.4

3. The designed materials facilitate and motivate the students in learning writing.

NO	DATA	SOURCE
1	R: "Menurut adik, dengan materi yang telah disampaikan dengan tampilan seperti itu apakah memotivasi adik untuk tertarik belajar bahasa Inggris?" S: "Ya tentu mas, kan jadi nggak bosenin."	Appendix G Interview 3.1
2	R: "Apakah materi yang telah dikerjakan dapat meningkatkan kemampuan menulis?" S: "Bisa, kan tiap mengerjakan <i>task</i> nya kita juga menulis."	Appendix G Interview 3.4
3	R: "Apakah materi yang telah dikerjakan dapat meningkatkan kemampuan menulis?" S: "Ya tentu, kan dalam <i>activity</i> nya sudah ada latihan-latihan dari	Appendix G Interview 3.5

NO	DATA	SOURCE
	yang mudah sampai yang sulit.”	

4. The topics are interesting.

NO	DATA	SOURCE
1	R: “Apanya yang menarik, topiknya, tampilannya atau lainnya?” S: “Tampilannya menarik karena penuh warna, juga teksnya banyak gambar dan isinya bagus.”	Appendix G Interview 3.1
2	R: “Menurut adik, apakah topik yang ada pada materi menarik, misalnya berhubungan dengan flora fauna ataupun ilmu pengetahuan dan alam?” S: “Topiknya menarik, kan topiknya lengkap mas.”	Appendix G Interview 3.2
3	R: “Mengetahui topik dalam materi menarik tidak?” S: “Menarik, dan sudah sesuai dengan yang saya inginkan.” R: “Emang yang diinginkan yang seperti apa topiknya?” S: “Ya yang banyak variasinya gitu topiknya.”	Appendix G Interview 3.3
4	R: “Mengetahui topik dalam materi menarik tidak?” S: “Menarik, karena tentang hewan, alam dan ilmu pengetahuan. Dan topiknya sudah sesuai dengan yang saya inginkan.” R: “Emang yang diinginkan yang seperti apa topiknya?” S: “Ya yang topiknya banyak variasinya gitu.”	Appendix G Interview 3.5

5. The inputs are interesting.

NO	DATA	SOURCE
1	R: “Menurut adik, apakah materinya menarik?” S: “Menarik.” R: “Apanya yang menarik, topiknya, tampilannya atau lainnya?” S: “Tampilannya menarik karena penuh warna, juga teksnya banyak gambar dan isinya bagus.”	Appendix G Interview 3.1
2	R: “Apa materinya menarik menurut adik?” S: “Menarik kok mas, kan banyak yang berwarna, terus <i>activity</i> nya bervariasi.”	Appendix G Interview 3.2
3	R: “Ok, kalau untuk input teksnya gimana?” S: “Udah bagus mas, karena diambil dari sumber internet ya mas?” R: “Ya, itu namanya <i>authentic texts</i> .”	Appendix G Interview 4.4
4	R: “Menurut adik, bagaimana dengan materi <i>Report</i> yang telah diimplementasikan dalam pembelajaran di kelas adik?” S: “Bagus dan menantang mas.” R: “Apanya yang menantang?” S: “Materinya sehingga kami berebut untuk menjawab pertanyaan.” R: “Mengetahui <i>activity</i> nya terlalu sulit enggak?”	Appendix G Interview 3.5

NO	DATA	SOURCE
	S: "Biasa aja mas...eh tapi yang bagian akhir agak sulit dikit."	

B. The Students' Opinion Related to the Designed Materials.

1. The tasks are able to build up students' understanding facilitate the students to practice their writing skill and feasible to do.

NO	DATA	SOURCE
1	R: "Menurut adik, dengan mengerjakan <i>task</i> /kegiatan yang ada pada materi <i>Report</i> itu bisa meningkatkan kemampuan adik dalam menulis?" S: "Ya tentu saja, karena kegiatannya dimulai dari yang mudah sampai yang sulit. Kami juga belajar simple present yang kita pakai untuk membuat teks <i>Report</i> ."	Appendix G Interview 3.1
2	R: "Apakah materi yang telah dikerjakan dapat meningkatkan kemampuan menulis?" S: "Ya tentu, kan dalam <i>activity</i> nya sudah ada latihan-latihan tentang bagaimana untuk membuat kalimat dalam teks <i>Report</i> ."	Appendix G Interview 3.3
3	R: "Apakah materi yang telah dikerjakan dapat meningkatkan kemampuan menulis?" S: "Bisa, kan tiap mengerjakan <i>task</i> nya kita juga menulis."	Appendix G Interview 3.4

2. The task gives chance to the students to interact and share their opinion or knowledge with their partners.

NO	DATA	SOURCE
1	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Iya mas, pas kita ngerjakan <i>jumble sentences</i> dan mendiskripsikan gambar dengan <i>game</i> ."	Appendix G Interview 3.1
2	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Ya mas, ketika kami menyusun paragraph acak dan mendeskripsikan gambar."	Appendix G Interview 3.2
3	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan untuk berinteraksi dengan teman?" S: "Ya." R: "Contohnya pada kegiatan yang mana?" S: "Ketika mengerjakan deskripsi gambar dengan <i>game</i> dan mengurutkan paragraf acak."	Appendix G Interview 3.3
4	R: "Apakah dalam mengerjakan materi itu adik diberi kesempatan	Appendix G

NO	DATA	SOURCE
	<p>untuk berinteraksi dengan teman?”</p> <p>S: “Ya mas.”</p> <p>R: “Contohnya pada kegiatan yang mana?”</p> <p>S: “Pas buat deskripsi gambar dengan <i>game</i> dan mengurutkan paragraf acak.”</p>	Interview 3.5

3. The tasks are interesting.

NO	DATA	SOURCE
1	<p>R: “Menurut adik, apakah materinya menarik?”</p> <p>S: “Menarik.”</p> <p>R: “Apanya yang menarik, topiknya, tampilannya atau lainnya?”</p> <p>S: “Tampilannya menarik karena penuh warna, juga teksnya banyak gambar dan isinya bagus.”</p>	Appendix G Interview 3.1
2	<p>R: “Apa materinya menarik menurut adik?”</p> <p>S: “Menarik kok mas, kan banyak yang berwarna, terus <i>activity</i>nya bervariasi.”</p>	Appendix G Interview 3.2
3	<p>R: “Menurut adik, bagaimana dengan materi <i>Report</i> yang telah diimplementasikan dalam pembelajaran di kelas adik?”</p> <p>S: “Menarik mas.”</p> <p>R: “Apanya yang menarik?”</p> <p>S: “Tampilan materinya dan isi materinya.”</p>	Appendix G Interview 3.3
4	<p>R: “Apanya yang menarik?”</p> <p>S: “Ya tampilannya, materinya terus kegiatannya ...”</p>	Appendix G Interview 3.4
5	<p>R: “Menurut adik, bagaimana dengan materi <i>Report</i> yang telah diimplementasikan dalam pembelajaran di kelas adik?”</p> <p>S: “Bagus dan menantang mas.”</p> <p>R: “Apanya yang menantang?”</p> <p>S: “Materinya sehingga kami berebut untuk menjawab pertanyaan.”</p>	Appendix G Interview 3.5

4. The instructions on the tasks or activities are clear enough.

NO	DATA	SOURCE
1	<p>R: “Apakah instruksi untuk mengerjakan <i>task</i>nya mudah dipahami?”</p> <p>S: “Mudah mas.”</p>	Appendix G Interview 3.2
2	<p>R: “Apakah instruksi untuk mengerjakan <i>task</i>nya mudah dipahami?”</p> <p>S: “Ya mas.”</p>	Appendix G Interview 3.3
3	<p>R: “Apakah instruksi untuk mengerjakan <i>task</i>nya mudah dipahami?”</p>	Appendix G Interview 3.4

NO	DATA	SOURCE
	S: "Mudah mas. Sudah cukup jelas kok."	
4	R: "Apakah instruksi untuk mengerjakan <i>tasknya</i> mudah dipahami?" S: "Ya mudah."	Appendix G Interview 3.5

C. The Students' Opinion Related to the Difficulties That They Have Found.

1. The difficulties found by the students such as materials, vocabulary, task, and so on.

NO	DATA	SOURCE
1	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Ada sedikit mas, pas materi yang <i>jumble sentences</i> itu ada kata yang nggak tahu artinya terus saya buka kamus." R: "Ya bagus, berarti kan masalahnya sudah teratasi. Kalau untuk kegiatan <i>writingnya</i> ada kesulitan tidak?" S: "Tidak, kan kami boleh cari referensi dari perpustakaan ataupun dari sumber lain."	Appendix G Interview 3.1
2	R: "Nah untuk pemahaman materinya ada kesulitan tidak?" S: "Kayaknya gak ada mas, semua bisa saya kerjakan." R: "Apakah instruksi untuk mengerjakan <i>tasknya</i> mudah dipahami?" S: "Mudah mas."	Appendix G Interview 3.2
3	R: "Untuk tugas individunya ada kesulitan enggak?" S: "Ya biasa lah mas, kalau ada kosa yang sulit tapi saya buka kamus dan cari referensi."	Appendix G Interview 3.4

II. The Suggestion Delivered by the Students.

NO	DATA	SOURCE
1	R: "Mungkin dari adik ada saran untuk perbaikan materinya?" S: "Ada mas, itu pas mendiskripsikan gambar. Mendeskripsikan gambar dengan sepuluh kalimat tu terlalu banyak mas. Dengan lima kalimat aja kami udah bisa nebak jawabannya. Disamping kami kesulitan buat kalimat, nanti baru saya bacakan beberapa kalimat aja teman-teman udah pada tahu jawabannya." R: "Jadi saran adik bagaimana?" S: "Lima kalimat saja sudah cukup mas."	Appendix G Interview 3.1

Appendix H

THE CENTRAL TENDENCY MEASURE AND THE DESCRIPTION

TRY OUT 1

STATEMENT NUMBER

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MEAN	4.29	4.42	4	4.38	4.21	4.13	4.04	4.04	4.29	4.29	4.25	4.29	4.25	4.08	4.33	4.25	4.13	4.29	4.63	4.13	4.13	4.42	3.96	4.17	4.13	4.54
MEDIAN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5
MODE	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5
SD	0.62	0.5	0.78	0.49	0.59	0.74	0.55	0.46	0.62	0.62	0.68	0.55	0.53	0.65	0.56	0.68	0.74	0.62	0.58	0.61	0.54	0.58	0.81	0.56	0.68	0.51

UNIT : 2
CLASS : IX C

DATE : 24, 29 SEPT 2014
STUDENT: 24

TRY OUT 2

STATEMENT NUMBER

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24	4	4	5	4	5	5	5	4	4	5	4	5	4	4	4	4	5	4	5	4	4	4	5	4	4	5
MEAN	4.33	4.54	4.17	4.42	4.42	4.04	4.29	4.38	4.38	4.54	4.38	4.13	4.29	4.25	4.33	4.29	4.29	4.29	4.21	4.25	4.08	4.08	4.42	3.96	4.29	4.29
MEDIAN	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
MODE	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
SD	0.56	0.51	0.56	0.58	0.58	0.75	0.69	0.49	0.49	0.59	0.49	0.74	0.55	0.61	0.56	0.62	0.62	0.46	0.72	0.53	0.65	0.5	0.58	0.55	0.62	0.62

UNIT : 3
CLASS : IX E

DATE : 23, 24 SEPT 2014
STUDENT : 24

TRY OUT 3

STATEMENT NUMBER

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5	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	2	4	4	4	4	4	5	5	5
6	5	5	4	5	4	5	4	5	4	4	4	4	4	5	3	3	4	5	5	4	5	5	3	4	4	4
7	4	5	4	5	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	4	5	4	5	5	5
8	5	5	5	5	5	5	4	4	5	4	5	5	5	4	5	5	5	4	4	5	5	5	4	5	5	5
9	5	5	4	4	4	3	3	4	5	4	5	4	5	4	5	5	4	4	5	4	4	5	4	4	4	4
10	4	4	4	4	4	4	4	5	4	5	4	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5
11	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	3	3	4	4
12	4	5	4	3	4	5	5	5	5	4	5	5	4	5	3	4	4	5	5	5	5	5	5	4	5	4
13	5	4	4	4	4	4	4	5	5	5	5	5	5	5	4	5	4	5	5	5	5	4	4	4	5	4
14	4	5	4	5	5	5	4	5	4	5	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4
15	4	4	3	4	4	4	3	4	4	5	3	4	4	4	4	4	5	4	5	4	3	4	4	3	4	4
16	5	5	5	4	4	4	4	4	5	4	5	5	4	5	4	4	4	4	5	5	5	4	4	4	5	5
17	4	4	4	5	4	5	4	5	4	5	4	5	5	4	4	4	4	4	5	4	4	4	4	4	5	5
18	5	5	4	5	5	4	4	5	4	5	5	5	4	4	5	5	4	4	4	4	5	4	5	4	5	4
19	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4
20	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	4	5	5	5	5	5	4
21	5	4	5	5	5	4	4	5	5	5	5	5	5	4	4	4	4	5	5	5	4	5	5	5	5	5
22	4	4	4	3	4	4	3	3	4	3	4	4	4	4	3	5	4	4	5	5	4	4	4	4	4	4
23	4	4	3	4	4	3	3	3	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4
24	4	3	3	4	4	4	3	3	5	3	4	5	3	4	3	3	3	3	3	3	4	4	3	5	4	4
MEAN	4.42	4.46	4.04	4.33	4.25	4.21	3.75	4.25	4.42	4.25	4.29	4.46	4.25	4.29	4.04	4.25	4.13	4.08	4.54	4.29	4.29	4.46	4.04	4.25	4.5	4.33
MEDIAN	4	4.5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4.5	4
MODE	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4
SD	0.5	0.59	0.62	0.64	0.44	0.66	0.61	0.74	0.5	0.68	0.69	0.51	0.53	0.62	0.69	0.61	0.54	0.72	0.59	0.55	0.69	0.51	0.55	0.61	0.51	0.48

The Descriptive Statistic of Data

The following table present the data of students' responses obtained from the second questionnaire of each unit. They include the number of the respondents or number of cases (N), the sum of scores of all subjects in a group (ΣX), the mean or the average (\bar{X}).

The Descriptive Statistics of Students' Responses of Unit 1

NO	STATEMENT	N	ΣX	\bar{X}	Computation Explanation 1. $\bar{X} > 4,2$ (very good) 2. $4 < \bar{X} \leq 4,2$ (good)
1	The material makes me able to express the functional texts and essays in accordance with the genre/form of text that have been studied (e.g. short functional text, reports, and procedures) in the daily life context.	24	103	4.29	very good
2	The material presented gave me the opportunity to practice writing and reading skills in an integrated manner.	24	106	4.42	very good
3	The material presented can make me able to write using a variety of written language accurately and fluently with correct grammar.	24	96	4.00	good
4	The material presented can provide knowledge of grammar/new grammar for me.	24	105	4.38	very good
5	The material presented can improve my knowledge of grammar and sentence structure used for writing.	24	101	4.21	very good
6	The material provided is in accordance with the level of my ability.	24	99	4.13	good
7	Input material (pictures, articles on the internet, random paragraph) that are presented are in accordance with my interests.	24	97	4.04	good
8	Input learning materials presented are taken from authentic sources.	24	97	4.04	good
9	Topics are presented in the materials are in accordance with my interest, which relate to the world of science, nature, and everyday life.	24	103	4.29	very good
10	The material presented is equipped with media.	24	103	4.29	very good
11	The design of the material presented is very interesting.	24	102	4.25	very good
12	The material presented contains diverse activities (games, match, sort, true false, and classify).	24	103	4.29	very good

NO	STATEMENT	N	ΣX	\bar{X}	Computation Explanation 1. $\bar{X} > 4,2$ (very good) 2. $4 < \bar{X} \leq 4,2$ (good)
13	Activities or exercise in the material provided in stages and demanded my understanding.	24	102	4.25	very good
14	Activity/exercise is presented in stages starting from easier to more difficult levels.	24	98	4.08	good
15	Activities are presented give an opportunity for me to learn more than one writing skills.	24	104	4.33	very good
16	I can do all of the exercises.	24	102	4.25	very good
17	Exercises are presented with clear instructions.	24	99	4.13	good
18	The material is presented in an interesting way.	24	103	4.29	very good
19	Teachers provide a clear explanation of the material so that I was able to understand the material.	24	111	4.63	very good
20	Activities and exercises that I do help me to develop my writing skills.	24	99	4.13	good
21	How to do the activity/exercise individual and small groups are in accordance with my wishes.	24	99	4.13	good
22	Activities and exercises presented in the materials has led to a fun learning activity.	24	106	4.42	very good
23	Materials and exercises provided keep me motivated to write (to communicate in written form).	24	95	3.96	good
24	Material and exercises presented made me able to participate actively in class.	24	100	4.17	good
25	Learning activities presented in the materials include learning activities that can be done inside and outside the classroom.	24	99	4.13	good
26	The text can help me to improve the vocabulary and help in writing activity.	24	109	4.54	very good

The Descriptive Statistics of Students' Responses of Unit 2

NO	STATEMENT	N	ΣX	\bar{X}	Computation Explanation 1. $\bar{X} > 4,2$ (very good) 2. $4 < \bar{X} \leq 4,2$ (good)
1	The material makes me able to express the functional texts and essays in accordance with the genre/form of text that have been studied (eg short functional text, reports, and procedures) in the daily life context.	24	104	4.33	very good
2	The material presented gave me the opportunity to practice writing and reading skills in an integrated manner.	24	109	4.54	very good
3	The material presented can make me able to write using a variety of written language accurately and fluently with correct grammar.	24	100	4.17	good
4	The material presented can provide knowledge of grammar/new grammar for me.	24	106	4.42	very good
5	The material presented can improve my knowledge of grammar and sentence structure used for writing.	24	106	4.42	very good
6	The material provided is in accordance with the level of my ability.	24	97	4.04	good
7	Input material (pictures, articles on the internet, random paragraph) that are presented are in accordance with my interests.	24	103	4.29	very good
8	Input learning materials presented are taken from authentic sources.	24	105	4.38	very good
9	Topics are presented in the materials are in accordance with my interest, which relate to the world of science, nature, and everyday life.	24	105	4.38	very good
10	The material presented is equipped with media.	24	109	4.54	very good
11	The design of the material presented is very interesting.	24	105	4.38	very good
12	The material presented contains diverse activities (games, match, sort, true false, and classify).	24	99	4.13	good
13	Activities or exercise in the material provided in stages and demanded my understanding.	24	103	4.29	very good
14	Activity/exercise is presented in stages starting from easier to more difficult levels.	24	102	4.25	very good
15	Activities are presented give an opportunity for me to learn more than one writing skills.	24	104	4.33	very good

NO	STATEMENT	N	ΣX	\bar{X}	Computation Explanation 1. $\bar{X} > 4,2$ (very good) 2. $4 < \bar{X} \leq 4,2$ (good)
16	I can do all of the exercises.	24	103	4.29	very good
17	Exercises are presented with clear instructions.	24	103	4.29	very good
18	The material is presented in an interesting way.	24	103	4.29	very good
19	Teachers provide a clear explanation of the material so that I was able to understand the material.	24	101	4.21	very good
20	Activities and exercises that I do help me to develop my writing skills.	24	102	4.25	very good
21	How to do the activity/exercise individual and small groups are in accordance with my wishes.	24	98	4.08	good
22	Activities and exercises presented in the materials has led to a fun learning activity.	24	98	4.08	good
23	Materials and exercises provided keep me motivated to write (to communicate in written form).	24	106	4.42	very good
24	Material and exercises presented made me able to participate actively in class.	24	95	3.96	good
25	Learning activities presented in the materials include learning activities that can be done inside and outside the classroom.	24	103	4.29	very good
26	The text can help me to improve the vocabulary and help in writing activity.	24	103	4.29	very good

The Descriptive Statistics of Students' Responses of Unit 3

NO	STATEMENT	N	ΣX	\bar{X}	Computation Explanation 1. $\bar{X} > 4,2$ (very good) 2. $4 < \bar{X} \leq 4,2$ (good)
1	The material makes me able to express the functional texts and essays in accordance with the genre/form of text that have been studied (eg short functional text, reports, and procedures) in the daily life context.	24	106	4.42	very good
2	The material presented gave me the opportunity to practice writing and reading skills in an integrated manner.	24	107	4.46	very good
3	The material presented can make me able to write using a variety of written language accurately and fluently with correct grammar.	24	97	4.04	good
4	The material presented can provide knowledge of grammar/new grammar for me.	24	104	4,33	very good
5	The material presented can improve my knowledge of grammar and sentence structure used for writing.	24	102	4.25	very good
6	The material provided is in accordance with the level of my ability.	24	101	4.21	very good
7	Input material (pictures, articles on the internet, random paragraph) that are presented are in accordance with my interests.	24	90	3.75	good
8	Input learning materials presented are taken from authentic sources.	24	102	4.25	very good
9	Topics are presented in the materials are in accordance with my interest, which relate to the world of science, nature, and everyday life.	24	106	4.42	very good
10	The material presented is equipped with media.	24	102	4.25	very good
11	The design of the material presented is very interesting.	24	103	4.29	very good
12	The material presented contains diverse activities (games, match, sort, true false, and classify).	24	107	4.46	very good
13	Activities or exercise in the material provided in stages and demanded my understanding.	24	102	4.25	very good
14	Activity/exercise is presented in stages starting from easier to more difficult levels.	24	103	4.29	very good
15	Activities are presented give an opportunity for me to learn more than one writing skills.	24	97	4.04	good

NO	STATEMENT	N	ΣX	\bar{X}	Computation Explanation 1. $\bar{X} > 4,2$ (very good) 2. $4 < \bar{X} \leq 4,2$ (good)
16	I can do all of the exercises.	24	102	4.25	very good
17	Exercises are presented with clear instructions.	24	99	4.13	good
18	The material is presented in an interesting way.	24	98	4.08	good
19	Teachers provide a clear explanation of the material so that I was able to understand the material.	24	109	4.54	very good
20	Activities and exercises that I do help me to develop my writing skills.	24	103	4.29	very good
21	How to do the activity/exercise individual and small groups are in accordance with my wishes.	24	103	4.29	very good
22	Activities and exercises presented in the materials has led to a fun learning activity.	24	107	4.46	very good
23	Materials and exercises provided keep me motivated to write (to communicate in written form).	24	97	4.04	good
24	Material and exercises presented made me able to participate actively in class.	24	102	4.25	very good
25	Learning activities presented in the materials include learning activities that can be done inside and outside the classroom.	24	108	4.50	very good
26	The text can help me to improve the vocabulary and help in writing activity.	24	104	4.33	very good

Appendix I

VALIDITY AND RELIABILITY

1. Kelas IX B

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
b1	105.7500	76.457	.564	.912
b2	105.6250	77.027	.647	.911
b3	106.0417	76.216	.453	.915
b4	105.6667	78.667	.466	.914
b5	105.8333	77.536	.494	.913
b6	105.9167	75.645	.528	.913
b7	106.0000	77.478	.539	.913
b8	106.0000	78.870	.474	.914
b9	105.7500	76.543	.555	.912
b10	105.7500	77.500	.465	.914
b11	105.7917	76.781	.487	.914
b12	105.7500	77.065	.583	.912
b13	105.7917	78.433	.455	.914
b14	105.9583	77.172	.470	.914
b15	105.7083	78.042	.465	.914
b16	105.7917	76.868	.479	.914
b17	105.9167	75.297	.556	.912
b18	105.7500	77.413	.473	.914
b19	105.4167	78.080	.451	.914
b20	105.9167	76.428	.579	.912
b21	105.9167	78.080	.488	.913
b22	105.6250	76.592	.594	.912
b23	106.0833	73.645	.629	.911
b24	105.8750	76.114	.666	.911
b25	105.9167	76.341	.522	.913
b26	105.5000	77.565	.577	.912

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha
.916	.26

2. Kelas IXC

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
c1	107.0000	74.957	.454	.919
c2	106.7917	73.389	.695	.916
c3	107.1667	74.058	.549	.918
c4	106.9167	73.210	.617	.916
c5	106.9167	72.341	.708	.915
c6	107.2917	71.781	.579	.917
c7	107.0417	73.520	.483	.919
c8	106.9583	75.259	.490	.919
c9	106.9583	75.346	.480	.919
c10	106.7917	73.737	.557	.917
c11	106.9583	75.433	.469	.919
c12	107.2083	72.085	.562	.918
c13	107.0417	74.563	.510	.918
c14	107.0833	74.688	.443	.919
c15	107.0000	73.913	.564	.917
c16	107.0417	73.346	.559	.917
c17	107.0417	72.998	.593	.917
c18	107.0417	74.303	.649	.917
c19	107.1250	73.245	.482	.919
c20	107.0833	75.471	.428	.919
c21	107.2500	74.543	.420	.920
c22	107.2500	75.761	.422	.920
c23	106.9167	72.341	.708	.915
c24	107.3750	74.679	.497	.918
c25	107.0417	73.346	.559	.917
c26	107.0417	73.868	.508	.918

Reliability Statistics

Cronbach's Alpha	N of Items
.921	26

3. Kelas IX E

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
e1	106.4583	78.781	.510	.923
e2	106.4167	77.906	.514	.923
e3	106.8333	76.493	.615	.921
e4	106.5417	78.433	.421	.924
e5	106.6250	79.201	.533	.923
e6	106.6667	77.275	.509	.923
e7	107.1250	76.201	.662	.920
e8	106.6250	74.071	.708	.919
e9	106.4583	78.694	.520	.923
e10	106.6250	75.984	.607	.921
e11	106.5833	74.775	.699	.919
e12	106.4167	79.123	.465	.923
e13	106.6250	77.549	.615	.921
e14	106.5833	77.123	.555	.922
e15	106.8333	77.014	.504	.923
e16	106.6250	77.984	.488	.923
e17	106.7500	78.543	.500	.923
e18	106.7917	75.737	.588	.921
e19	106.3333	77.884	.516	.923
e20	106.5833	79.210	.417	.924
e21	106.5833	76.254	.569	.922
e22	106.4167	78.601	.524	.922
e23	106.8333	78.058	.538	.922
e24	106.6250	78.592	.430	.924
e25	106.3750	76.505	.764	.919
e26	106.5417	79.476	.452	.923

Reliability Statistics

Cronbach's Alpha	N of Items
.925	26

Appendix J

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1217c/UN.34.12/DT/X/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

16 Oktober 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**DEVELOPING ENGLISH WRITING MATERIALS FOR YEAR - NINE STUDENTS OF SMP NEGERI 1
KARANGMOJO BASED ON GENRE BASED TEACHING**

Mahasiswa dimaksud adalah :

Nama : V. RISTYAWAN YUDHI A.
NIM : 06202244081
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober - Desember 2014
Lokasi Penelitian : SMP Negeri 1 Karangmojo Gunungkidul

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19670704 199312 2 001

Tembusan:

1. Kepala SMP Negeri 1 Karangmojo
Gunungkidul



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/VI/294/10/2014

Membaca Surat : KASSUBAG PENDIDIKAN FBS Nomor : 1217C/UN.34.12/DT/X/2014
Tanggal : 16 OKTOBER 2014 Perihal : IJIN PENELITIAN/RISET

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2008 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : V RISTYAWAN YUDHI A NIP/NIM : 06202244081
Alamat : FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA
Judul : DEVELOPING ENGLISH WRITING MATERIALS FOR YEAR-NINE STUDENTS OF SMP NEGERI 1 KARANGMOJO BASED ON GENRE BASED TEACHING
Lokasi : DINAS PENDIDIKAN, PEMUDA DAN OLAHRAHA DIY
Waktu : 20 OKTOBER 2014 s.d 20 JANUARI 2015

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 20 OKTOBER 2014
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAHA DIY
4. KASSUBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN

Nomor : 672/KPTS/X/2014

Membaca : Surat dari Sekretariat Daerah DIY., Nomor : 070/REG/V/294/10/2014, hal
: Izin Penelitian

Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang
Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang
Pedoman Penyelenggaraan Pelaksanaan Penelitian dan
Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor
38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah
Istimewa Yogyakarta;

Dijinkan kepada :
Nama : **V. RISTYAWAN YUDHI A NIM : 06202244081**
Fakultas/Instansi : Bahasa dan Seni / Universitas Negeri Yogyakarta
Alamat Instansi : Karangmalang, Yogyakarta.
Alamat Rumah : Purwosari RT 11, RW 01, Befeharjo, Wonosari, Gunungkidul.
Keperluan : Ijin penelitian dengan judul: " DEVELOPING ENGLISH WRITING MATERIALS
FOR YEAR-NINE STUDENTS OF SMPN 1 KARANGMOJO BASED ON GENRE-
BASED TEACHING ".
Lokasi Penelitian : SMPN 1 Karangmojo.
Dosen Pembimbing : Nury Supriyanti, M.A.
Waktunya : Mulai tanggal : 24/10/2014 sd. 24/01/2015
Dengan ketentuan :

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.

1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul).
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari

Pada Tanggal 22 Oktober 2014

An. BUPATI GUNUNGKIDUL

KEPALA



Drs. AZIS SALEH

19660603 198602 1 002

Tembusan disampaikan kepada Yth.

1. Bupati Kab. Gunungkidul (Sebagai Laporan) ;
2. Kepala BAPPEDA Kab. Gunungkidul ;
3. Kepala Kantor KESBANGPOL Kab. Gunungkidul ;
4. Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Gunungkidul ;
5. Kepala sekolah SMPN 1 Karangmojo Kab. Gunungkidul. ;
6. Arsip. ;



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA

SMP N 1 KARANGMOJO

Alamat: Gedangrejo, Karangmojo, Gunungkidul, DIY. (0274)392379

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Menerangkan bahwa

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Program	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Instansi	: Universitas Negeri Yogyakarta

Telah melaksanakan penelitian karya ilmiah guna penulisan skripsi dengan judul "DEVELOPING ENGLISH WRITING MATERIALS FOR YEAR-NINE STUDENTS OF SMPN 1 KARANGMOJO BASED ON GENRE-BASED TEACHING" pada tanggal 24 Oktober sampai dengan 29 Nopember 2014 di SMPN 1 Karangmojo Gunungkidul Yogyakarta.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Karangmojo, 29 Nopember 2014
Kepala SMPN 1 karangmojo

Agus Suryono, M.Pd
NIP.19590823198103005d

Appendix K

THE PRODUCTS OF DEVELOPMENT



Teachers' guide

GENRE-BASED TEACHING

WRITING MATERIALS
FOR JUNIOR HIGH SCHOOL STUDENTS OF
GRADE IX



V. Ristyawan Yudhi A
06202244081

The English Writing materials have been revised and validated by the consultant so it can be used as Teachers' guide in teaching writing for Junior High School Students.



PREFACE

The materials were developed to facilitate for teachers in teaching writing in Junior High School and for students in junior high school (SMP) to communicate in English according to the context of the language use. The necessity of English as one of the foreign languages studied in Indonesian schools brings this book forward.

The writer has made an effort to develop students' writing ability in English use through these materials. The content of the materials is focused in one language skill, i.e. writing. It aims to improve the writing skill and help them understand English and use it as the media of communication. This book also presents theories as well as activities that are closely familiar to the students. The activities will explore their creativity and encourage them to use their language skill in English.

Last but not least, the writer is very grateful to all people who have helped and given their input, support and encouragement. I also would like to appreciate Mrs. Dra. Nury Supriyanti, MA who gives the support and guidance so that the materials can be used as teachers' guidance and writing materials by the young learners in junior High School (SMP). Hopefully, this book will help the students to develop their writing ability and facilitate the teachers for teaching writing.

Yogyakarta, December 2014

The Writer



An Overview of This Book

The writing materials for Grade IX comprise 3 units. Each of which represents the different genre. The units are (1). Advertisement, (2) Procedure, and (3) Report. Furthermore, each unit was presented in the four stages namely Building knowledge of Field (Let's begin), Modeling of the text (Let's Move further), Join construction of the Text (Find Your partner), and Independent Construction of the text (try to Do It).

Below are the characteristics featured in the writing materials for Grade IX

1. **Title** introduces the genre of the unit.
2. **The Goal of Unit** represents the objective of unit.
3. **Text** presents a genre related to the theme of the chapter.
4. **Focus In** shows you the generic structure of related genre.
5. **Grammar Corner** focuses on a grammar structure in texts of a certain genre.
6. **Englishclub.com** gives some information from the Internet and encouraging you to know more.
7. **Activity** encourages you to perform a project to enhance your skill.
8. **Vocabulary List** provides a list of terms and words from the learning materials in alphabetical order.

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THE COURSE GRID OF WRITING MATERIALS FOR YEAR-NINE STUDENTS OF SMPN 1 KARANGMOJO

Core Competency 3: To understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related with factual phenomenon and event.


Core Competency 4: To process, present and think logically in concrete domain (to apply, analyze, string up, modify, and create) and abstract domain (writing, reading, counting, drawing, and arrange) related with what they studied at school and other sources at the same view/theoretical.

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
4.16 To get the meaning of short simple advertisement text about product and service	<p>5. Advertisement text</p>  <p>6. Imperative sentence</p> <ul style="list-style-type: none"> Visit us. <p>7. Eye catching expression used in advertisement</p>	<p>8. To identify the characteristic of an Advertisement.</p> <p>9. To recognize the grammar used in the advertisement.</p> <p>10. To mention the characteristics and communicative objectives of</p>	<p>Building Knowledge of Field (BKOF)</p> <p>3. Reading the advertisement about Computer Repair and answer the questions.</p> <p>4. Doing writing project based on the questions related to the advertisement.</p> <p>Modelling of Text (MOT)</p> <p>4. Reading an advertisement about restaurant to identify the characteristic of</p>	<p>Written test</p> <p>Written test</p>	<p>Incomplete advertisement</p> <p>Elaboration</p>	<p>Work in pairs and complete the following advertisement.</p> <p>Imagine you run a business. You want to put an advertisement about your business (product or service) on the</p>	<p>5. http://targeteads.com/newsletter/?p=1343</p> <p>6. http://www.octopusinc.in/images/advertisement/Exp-o-Ad-16.8x24.4.jpg</p> <p>7. http://www.whitesmoke.com/5-tips-for-writing-an-advertisement</p>

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
	<ul style="list-style-type: none"> All in one service. Nobody serves food like us. A hotel that makes you feel at home. <p>8. Vocabulary</p> <ul style="list-style-type: none"> repair spread expanded unique budget seeking franchises satisfy hospitality environment opportunity requirement excellent cooperate generate achieve look for candidate 	<p>advertisement.</p> <p>11. To complete eye catching expression.</p> <p>12. To find the similar meaning of the words based on the context.</p> <p>13. To revise the provided advertisement so that it can catch eye easily.</p> <p>14. To write short functional text in the form of an</p>	<p>advertisement.</p> <p>5. Building deeper understanding about the advertisement.</p> <p>6. Doing the task about the vocabulary related to the advertisement.</p> <p>Joint Construction of Text (JCOT)</p> <p>3. Matching the words in column A with the similar meaning of the words in column B.</p> <p>4. Revising the advertisement so that it can catch eye easily and make the readers take action.</p> <p>Independent construction of text (ICOT)</p> <p>3. Writing outlined</p>			<p>English newspaper.</p> <p>Individually, write a good one for your business.</p>	<p>8. http://2.bp.blogspot.com/_5mJCOEXGKQ/UDt8Y1sqv7I/AAAAAIIg/CAvqWGanxP8/s1600/Recruit+Ad+for+Tele+Secretary.JPG</p>

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
4.8 To develop short simple spoken and written procedure text in the form of	8. Procedure Text 	advertisement.	information in the form of mind mapping as a draft to write advertisement.				
		8. To identify the characteristic of procedure text. 9. To recognize the elements used in the procedure text. 10. To identify the use of imperative.	4. Writing an advertisement about business product or service. Building Knowledge of Field (BKOF) 3. Reading the procedure text about how to make underwater volcano and answers the questions. 4. Doing writing project based on the elements of procedure text. Modelling of Text (MOT) 4. Reading a procedure about how to make				7. http://www.letstalkscience.ca/hands-on-activities/chemistry/how-can-i-make-an-underwater-volcano.html 8. English K-6 Modules 9. http://www.foodn

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
recipe and manual, considering about the social function and the structure of the text, and the correct language feature based on the context.	<p>into a blender</p> <p>12. Generic Structure</p> <ul style="list-style-type: none"> • Goal • Material • Steps <p>13. Language features</p> <ul style="list-style-type: none"> • Imperatives • Time words or numbers that show the order for carrying out the procedure. • Adverbs • Precise terms and technical language. • A sequence of steps; first, second <p>14. Vocabulary</p> <ul style="list-style-type: none"> • tie • loop • sprinkle • braise • cheese • garnish • knead • roast • remove • pour • boil 	<p>11. To write imperative sentence based on the situation given.</p> <p>12. To identify the characteristic and the communicative function of Procedure Text.</p> <p>13. To match the instructions on how to make butterfly card with the pictures.</p> <p>14. To write directions on how to cook rice using Magic</p>	<p>blueberry-rum milkshake to identify the characteristic of procedure text.</p> <p>5. Doing the task about imperative sentence based on the situation.</p> <p>6. Building deeper understanding about Procedure Text.</p> <p>Joint Construction of Text (JCOT)</p> <p>2. Match the instructions on how to make butterfly card with the pictures.</p> <p>Independent construction of text (ICOT)</p> <p>2. Writing directions on</p>	Written test	Jumble sentence	<p>In pairs, match the instructions on how to make butterfly card with the pictures.</p> <p>Work individually. Write directions on how to cook rice using Magic Com</p>	<p>etworkasia.com/recipes/blueberry-rum-milkshake.html</p> <p>10. http://grammar.about.com/od/illg/impersent09.htm</p> <p>11. http://enchantedlearning.com/rafts/butterfly/card/index.shtml</p> <p>12. Yong Ma <i>Magic Com: Operating Instructions</i></p>

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
4.15 To develop short , simple spoken written factual scientific text (factual report), about people, animal,	<ul style="list-style-type: none">• Soften• blend• decorate• flip• punch <p>7. Report Text</p>  <p>8. The structure of a Report Text is:</p>	<p>Com based on the series of pictures and cue words.</p> <p>8.To identify the characteristic of Report Text.</p> <p>9.To understand various informations of the text.</p> <p>10. To identify the the characteristic and the communicative function of Report Text.</p>	<p>how to cook rice using Magic Com based on the series of pictures and cue words.</p> <p>Building Knowledge of Field (BKOF)</p> <p>3. Study the Report Text about kangaroo and find the meaning of vocabulary based on the context.</p> <p>4. State whether the statements are true (T) or false (F) based on the text and correct the false statements.</p> <p>Modelling of Text (MOT)</p> <p>4. Reading a Report Text about Solar Flare to identify the</p>	Written test	Write Procedure Text.	<p>based on the following series of pictures and cue words.</p> <p>6. http://www.worldstory.net/en/kangaroo.html</p> <p>7. http://hesperia.gsfc.nasa.gov/sftheory/flare.htm</p> <p>8. K-6 Modules</p>	

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
object, natural and social phenomenon, related with other subjects in nine graders, considering about the social function and the structure of the text, and the correct language feature based on the context	3. General classification 4. Description 9. The significance feature of a Report Text are: <ul style="list-style-type: none"> Focus on generic participants Use of the simple present tense Use noun phrases, Use Technical vocabulary or scientific term for certain report, <ul style="list-style-type: none"> Use verbs of being and having (are, is, am, have, has) rather than action verb (release, observe etc) Use descriptive language (factual rather than imaginative) 10. Simple present tense	11. To use simple present tense. 12. To describe a picture. 13. To arrange the jumbled paragraph into coherent text. 14. To write	characteristic of Report Text. 5. Building deeper understanding about Report Text. 6. State the sentence in the simple present tense true (T) or false (F) and correct the wrong one. Joint Construction of Text (JCOT) 3. Writing a paragraph to describe a picture. 4. Arranging the jumbled paragraph into the correct order. Independent Construction of Text (ICOT) 3. Writing outlined information in the form	Written test	Jumble paragraph Write a Report Text	Work in pairs, arrange the jumble paragraph to form a meaningful text. Every one of you observe outside of your classroom and	9. <i>Understanding and Using English Grammar</i> (Azar, 1993) 10. http://earthsky.org/space/twilight-2

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
	<ul style="list-style-type: none"> The form of simple present tense Subject + Verb + O Subject + Verb + (-s) + O <p>11. Some pictures to be described</p> <p>12. Vocabulary</p> <ul style="list-style-type: none"> tail sitting jumping forward grow marsupials born solar flare extravagant universe rapid brightness occur release heated 	monologue text in the form of Report.	<p>of mind mapping as a draft to write Report Text.</p> <p>4. Writing a Report Text about thing/object that students interested in.</p>	Written test		<p>find an object/thing</p> <p>around you that you are interested in. Write a description about it .Put them in your portfolios or send them to the wall magazine in your school.</p>	

Basic Competence	Learning Material	Indicators	Learning Activity	Assessment			Learning Resources
				Techniques	Types of Instrument	Examples of Instrument	
	<ul style="list-style-type: none"> • accelerated • view • staring • womb • twilight • reflects • glow • darkness • diffused 						

1

ADVERTISEMENT

In this unit you will learn about how to:

- ✚ understand short functional texts in the form of advertisements;
- ✚ write short and simple functional texts in the form of advertisements.

TASK 1



Read the following advertisement carefully and answer the questions.

at your
HOME/OFFICE
or Visit Us

COMPUTER REPAIRS

We undertake to
repair any type of..

Computers, Printers, Notebooks
UPS, Monitors or any other
Computer Peripherals

Virus Cleaning
Software Installation

Annual Maintenance Contract

MICRONET INFORMATION SYSTEMS

#141/7B, 3rd Floor, Vauxhall Street, Colombo 02. (Parking Available)

011 3090209
075 9319887

Adapted from: <http://targeteads.com/newsletter/?p=1343>

1. What is the main reason for people making advertisements?
2. What is being advertised?
3. Who writes the advertisement?
4. Whom is the advertisement for?
5. What do you expect to find in an advertisement?
6. “We undertake to repair any type of....” What does the underlined word mean?

TASK 2



Which of the following parts of an advertisement do you think you would probably miss? Tick (v) them.

PARTS OF ADVERTISEMENT	
1. Name of company	.....
2. Address of company	.....
3. Product to sell or service to offer	.....
4. Special characteristics of the product or services	.....
5. Picture of the company's owner	.....
6. Phone number	.....



TASK 3



Read the following advertisement carefully and answer the questions that follow.

Pizza by the slice. Profits, by the hour.

Introducing **Pizza by the Slice**

We are an international quick service restaurant chain with over 1400 outlets, spread across 40 countries. Having entered India in 2006, we have expanded to 13 locations in the N.C.R. area. Sbarro is the only chain in India to offer Pizza By the Slice, a unique budget-friendly offering. Given our old world recipes, the choicest imported ingredients, and fast efficient service, you are bound to grow with Sbarro.

We are now seeking franchisees, with investment budgets ranging from Rs. 18 lac to Rs. 75 lac, required shop space being 200 to 3000 sq. ft.

sbarro
Fresh Italian Cooking™

• Contact: Samiran Kundu
• Email: skundu.rsc@sbarro.co.in
• Mobile: 91-98733 36821

Adapted from: <http://www.octopusinc.in/images/advertisement/Expo-Ad-16.8x24.4.jpg>

1. What is being advertised?
2. "Pizza by the slice" What does this expression mean?
3. What is the meaning of the word 'profit'?
4. Is there anything that is eye catching?




5. If you want to get more information about the product, what will you do?
6. What is the telephone number?

Focus In

TASK 4



Study the following information about advertisement.

-  Advertisement is used to advertise or promote events, product or service to public. It uses persuasive words to persuade the readers to use or buy the product, service or join the events being advertised.
-  Advertisement should get the readers' attention. (colour, size, eye catching headline/expressions)
-  Advertisement should get the readers to take action after reading the text.
(post your toll- free number, show your address/web site, mention your satisfaction guarantee etc.)

TASK 5



Complete the following eye catching-expressions with the words in the box.

1. All in service
2. A housing area that is friendly.
3. We do not sell We sell solutions.
4. No, no money.
5. A hotel that makes you feel at
6. A car that your different needs
7. Everybody cannow.
8. Fly me and feel our
9. Try our one day
10. Nobody food like us.

satisfies	hospitality	satisfaction	home	serves
one	environment	computers	service	fly

FIND YOUR PARTNER

TASK 6



Read the advertisement carefully. Then, in pairs find the similar meaning of the following words. Match each word in column A with its similar meaning in column B.

PART TIME TELESECRETARIES WITH EXCELLENT REMUNERATION: Basic Salary \$10 - \$12/hour

Expanding Financial and Insurance Agency looking for dynamic individuals to fill the position as Tele Secretary and join our big family!

Responsibilities:

- Generate business opportunities and appointments through telephone-prospecting
- Cooperate closely with Manager to achieve overall sales targets
- Consolidation of clients information and records of communication

Requirements:

- Singaporean / PR
- Minimum A Levels or Diploma
- Excellent inter-personal and communication skills
- Can Speak both Mandarin and English



Interested candidates please send your resume to celiang@pacific.net.sg, or sms to 96629768 or 97451677.

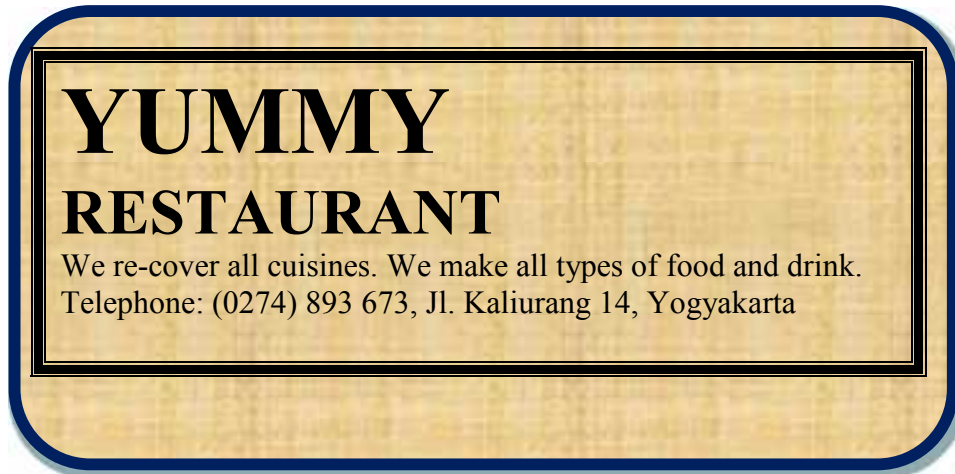
Adapted from: http://2.bp.blogspot.com/_5mJCOEXGKQ/UDt8Y1sqv7I/AAAAAAAAA1g/CAvqWGanxP8/s1600/Recruit+Ad+for+Tele+Secretary.JPG

A	B
1. looking for	f. extremely good
2. opportunities	g. fulfill
3. achieve	h. chance
4. requirement	i. qualification
5. excellent	j. seeking

TASK 7



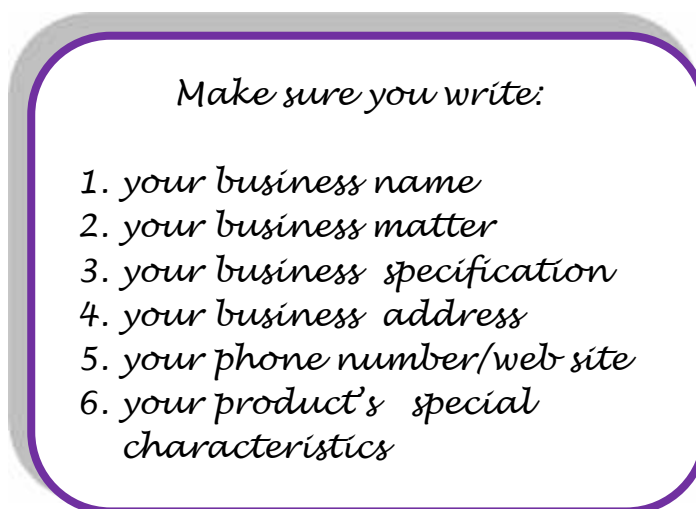
Work in pairs and revise the following advertisement so that it can catch readers' eye easily and make them to take action. You can find the reference from another source.



TASK 8



Imagine you run a business. You want to put an advertisement about your business (product or service) on the English newspaper. Individually, write good one for your business.





VOCABULARY LIST

- achieve (kkt) : mencapai
- budget (kb) : keuangan
- candidate (kb) : calon
- cooperate (kki) : bekerja sama
- environment (kb) : lingkungan
- excellent (ks) : bagus sekali
- expanded (kki) : memperluas
- franchises (kb) : hak, monopoli
- generate (kkt) : membangkitkan
- hospitality (kb) : keramah tamahan
- look for (kkt) : mencari
- opportunity(kb) : kesempatan
- repair (kkt) : memperbaiki
- requirement (kb) : persyaratan
- seeking (kkt) : mencari
- spread (kb) : penyebaran
- unique (ks) : unik

2

PROCEDURE TEXT

In this unit you will learn about how to:

- ✚ write a simple instruction;
- ✚ arrange an instruction into a good order of procedure text;
- ✚ write procedure texts

LET'S BEGIN

TASK 1



Read the direction on how to make an underwater volcano carefully and answer the questions.

GOAL

How to make an Underwater Volcano

You will need:

- 2L pop bottle with top cut off
- baby food jar (or small plastic bottle with marbles for weight)

MATERIALS

- food colouring
- cold water
- hot water



Picture 2.1 underwater volcano

STEPS

1. Firstly, fill the 2L pop bottle 2/3 full with cold water.
2. Tie string around the neck of the small bottle to form a handle. This will be used to lower the bottle to the bottom of the large container so make sure it is long enough.
3. Add a few drops of red food colouring to the small bottle and fill it with hot water from the tap.
4. Gently lower the small bottle to the bottom of the large container and watch what happens.
5. Finally, the coloured hot water rises out of the small jar like a volcano and floats to the top of the large container.

Adapted from: <http://www.letstalkscience.ca/hands-on-activities/chemistry/how-can-i-make-an-underwater-volcano.html>

1. Can you mention the purpose of the text?
2. What materials do we need to do the experiment?
3. How many procedures can we find? Please explain.
4. How many imperatives are there? Mention.
5. How many sentence connectors are there? Mention.

Elements of Procedure

7. Goal/Title, introducing the aim of the procedure:
How to Make an Underwater Volcano
8. List of materials needed: 2L pop bottle with top cut off, baby food jar (or small plastic bottle with marbles for weight), food colouring, cold water, hot water
9. Technical words: loop, firm
10. Sentence connector: firstly
11. Numbers showing the order to do the steps: Numbers 1 – 5
12. Sentences like commands/imperative, beginning with the actions: fill, tie, add, lower.

TASK 2



Classify these words into their categories in the following table.

- | | | | | |
|-----------------|----------|-----------------|--------------|------------|
| • next | • then | • <i>first</i> | • milk | • sprinkle |
| • braise | • cheese | • <i>butter</i> | • chocolate | • finally |
| • garnish | • knead | • sugar | • mix | • roast |
| • <i>remove</i> | • pour | • boil | • after that | • flour |
| • add | • egg | • fold | • jar | |

Material	Method	Sentence Connector
butter	remove	first
.....
.....
.....
.....
.....
.....
.....

LET'S MOVE FURTHER

TASK 3



Read the recipe on how to make blueberry-rum milkshake carefully. It gives you information about imperative.

How to Make Blueberry-Rum Milkshake

The ingredients that you need to make milkshake are:

- 250ml ripe blueberries, plus more for garnish
- 50g caster sugar
- 60ml cup dark rum
- ½ vanilla pod, seeds scraped
- 60ml whole milk
- 330ml premium vanilla ice cream (make sure that it is really well)



Picture 2.2 blueberry-rum milkshake

Now follow these steps to make a milkshake

1. Combine the blueberries, caster sugar, rum and vanilla pod seeds in a bowl, and leave to sit at room temperature for 10 minutes.
2. Lightly mash the mixture with a fork and leave to sit 10 minutes longer.
3. Put the milk and the blueberry mixture in a blender and blend until smooth.
4. Add the ice cream and blend until smooth.
5. Divide between 2 tall glasses and serve with a straw.
6. Garnish with a few blueberries

Adapted from: <http://www.foodnetworkasia.com/recipes/blueberry-rum-milkshake.html>

Grammar corner

IMPERATIVE

5. Imperative is a type of sentence that gives advice or instructions or that expresses a request or command.
6. An imperative sentence typically begins with the **base form of a verb** (verb 1), as in **Go now!** The implied subject *you* is said to be "understood" (or elliptical): (*You*) *go now!* (See *You Understood*).
7. To make a negative imperative, put "do not" or "don't" before the verb:
For example: Don't go! Do not walk on the grass.
8. The imperatives used in the above text are: combine, leave, mash, put, blend, add, divide, garnish.

Adapted from: <http://grammar.about.com/od/il/g/impersent09.htm>servations

TASK 4



Make imperative sentences based on the situations given.

6. Your brother is writing an essay. He cannot concentrate his mind well. The volume of the television is too loud. What will your brother say?
7. Miss Rina will not come into the classroom because it is very dirty. What will she say?
8. There is no sugar in the kitchen. What will your mother say?
9. It is 6 a.m. You are still sleeping when your mother comes into your bedroom. What will your mother say?
10. Mr Andre never comes on time. He is always late although his wife often warns him. What will Mr Andre's wife say to him?
11. The children play in the yard noisily. Their grandma is sleeping. What does mother say to the children?
12. The students do an experiment in the laboratory. There is a flammable substance on the table. What does the teacher say to the students?

Focus in

TASK 5



Build your understanding about the Procedure Text by reading the following information about it.




FEATURES OF A PROCEDURE

Social Purpose

Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behaviour.

Structure

A procedure is usually organized to include:





-  the goal of the activity;
-  any materials needed to achieve the goal;
-  steps to accomplish the goal.

Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure from those which give instructions to make something.

Grammar

Common grammatical patterns of a procedure include:

the use of commands (i.e. the imperative form of the verb), eg *'put'*, *'don't mix'*;

-  the use of action verbs, e.g. *'turn'*, *'pick up'*, *'don't run'*;
-  the use of precise vocabulary, e.g. *'whisk'*, *'lukewarm'*;
-  the use of connectives to sequence the actions in time, e.g. *'then'*, *'while'*;
-  the use of adverbials to express details of time and place, manner, and so on, e.g. *'for five minutes'*, *'2 centimetres from the top'*, *'carefully'*.

Adapted from: English K-6 Modules

FIND YOUR PARTNER

TASK 6



In pairs, match the words on the left column with the meaning of the words on the right column. These words will be used in task 7.

1. fold	i. melubangi
2. punch	j. lem
3. edge	k. tepi
4. glue	l. melipat
5. flip	m. menghiasi
6. draw	n. membalik
7. hole	o. menggambar
8. decorate	p. lubang

TASK 7



In pairs, match the instructions on how to make a butterfly card below with the pictures.

1.



a.

Put the two folded cards together (one inside the other). Along the fold of one of them, draw half a butterfly.

2.



b.

Using the hole punch, make a series of holes along the edges of the two pieces you just cut.

3.



c.

Cut a black or brown body for your butterfly. Glue it onto the inside of your butterfly.



d.

Construction paper, pencil, scissors, hole punch, glue stick, markers or crayons, optional: glitter glue or glitter.



e.

You now have a nice butterfly card. Write a message on your card. Optional: Decorate your butterfly with crayons, markers, glitters glue, or glitter.



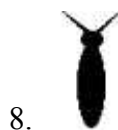
f.

Keeping the two cards together, cut along the line you just drew. You will now have two butterflies.



g.

Fold two pieces of construction paper in half, making two card shapes.



h.

Glue one of these pieces onto the larger, uncut butterfly. Flip the large butterfly over, and glue on the other cut piece.



i.

On only one of the butterflies, fold it in half again and draw a smaller butterfly within it. Cut along the line you just drew.

Adapted from: <http://enchantedlearning.com/crafts/butterfly/card/index.shtml>

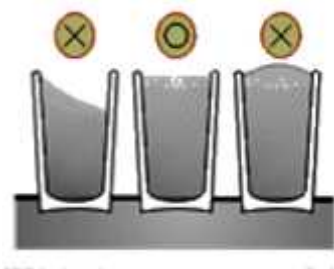
TRY TO DO IT

TASK 8



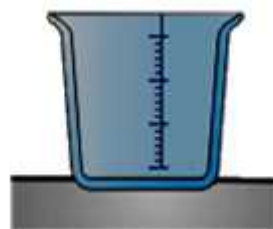
Work individually. Write directions on how to cook rice using *Magic Com* based on the following series of pictures and clue words.

1.



weight - rice- not more

2.



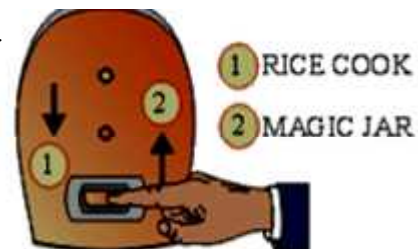
wash – inner pot

3.



at the same time - cook -steam pot

4.



plug – the cooking button

5.



open – ming

Adapted from: Yong Ma Magic Com: Operating Instructions



VOCABULARY LIST

• boil (kki)	: merebus
• blend (kkt)	: mencampurkan
• braise (kkt)	: memasak daging dengan menutup rapat
• cheese (kb)	: keju
• decorate (kkt)	: menghiasi
• flip (kkt)	: membalik, menjentikkan
• garnish (kkt)	: menghias
• knead (kkt)	: mengadoni, meremas
• loop (kb)	: putaran
• pour (kkt)	: menuangkan
• punch (kkt)	: melubangi
• remove (kk)	: memindahkan
• roast (kb)	: daging panggang
• soften (kkt)	: melunakkan
• sprinkle (kkt)	: menaburkan
• tie (kkt)	: menalikan
• wash (kkt)	: cuci
• weight (kkt)	: timbang, takar

3

REPORT TEXT

In this unit you will learn about how to:

- ✚ identify the characteristic of the Report Text;
- ✚ arrange the jumble paragraph;
- ✚ write Report Texts.

LET'S BEGIN

TASK 1



Read the report about the Kangaroo carefully and then discuss the meanings of the vocabulary based on its context.



Picture 3.1 kangaroo

A Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adult grow to a length of 1.60 metres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Adapted from: <http://www.worldstory.net/en/kangaroo.html>

General
Classification

Description

Description

Description

1. forward :
2. leap across :
3. adult :
4. marsupials :
5. pouch :
6. tiny :
7. spend :

TASK 2



Decide whether the statements are true (T) or false (F) based on the text in activity 1. Correct the false statements.

Statements	T	F	Corrections
6. Kangaroos and wallabies are indigenous animals of Australia.			
7. Kangaroos' front legs are long.			
8. Male kangaroos have pouch at the front of the body.			
9. Kangaroos can run very fast.			
10. A baby kangaroo spends its first five months of life in the pouch.			

LET'S MOVE FURTHER

TASK 3



Read the below text carefully and answer the questions. It also gives you some information about the Report Text.



Picture 3.2 solar flare

A Solar Flare

A solar flare is an extravagant phenomenon in the universe. A flare is defined as a sudden, rapid and intense variation in brightness. A solar flare occurs when magnetic energy that has built up in the solar atmosphere is suddenly released. Radiation is emitted virtually across the entire electromagnetic spectrum. The amount of the energy released is the equivalent of millions of 100-megaton hydrogen bomb exploding at the same time.

As the magnetic energy is being released, particles are heated and accelerated into the solar atmosphere. The energy released during a flare is typically in the order of 10^{27} ergs per seconds. Large flares can emit up to 10^{32} ergs energy. This energy is ten million times greater than the energy released from a volcanic explosion.

A person cannot view a solar flare by simply staring at the sun. Flares are in fact difficult to see against the bright emission from the photosphere. Instead people use specialized scientific instruments to detect the radiation signatures emitted during a flare. The radio and optical emissions from flares can be observed with telescopes on earth.

Adapted from: <http://hesperia.gsfc.nasa.gov/sftheory/flare.htm>

3. How much is the energy which is released by a solar flare?
4. How much energy can be emitted by large flares?
5. How can people view a solar flare?



TASK 4



Build your understanding about the Report Text by reading the following information.

The text is a Report Text. A Report Text describes the way things are, with reference to a range of natural, manmade and social phenomena in our environment. It also describes something in general.

The structure of a Report Text is:

3. General classification: introducing the thing that will be talked about. (e.g. Solar flare)
4. Description: elaborating and reporting on the subject in detail. (term of parts, qualities, habit, or behavior)

The significance features of a Report Text are:

- Focus on generic participants, such as a solar flare.
- Use of the simple present tense to indicates “timeless “nature of information, such as *A Solar Flare is an extravagant phenomenon in the universe.*
- Use noun phrases, such as *extravagant phenomenon.*
- Use Technical vocabulary or scientific term for certain Report, such as **radiations, electromagnetic, spectrum.**
- Use verbs of being and having (**are, is, am, have, has**) rather than action verb (**release, observe** etc).
- Use descriptive language (factual rather than imaginative e.g. language for describing color, size, shape, parts, habit, behaviors, function etc).

Adapted from: K-6 Modules

Simple Present Tense

Study the following sentences.

6. Lightning occurs in hot, wet storms.
7. Whales *are* sea-living mammals.
8. Kangaroos *eat* grass and plants.
9. An iceberg *is* an enormous piece of ice floating in the sea.
10. A tiger is a wild animal. The tiger eats meat.

The tense that are used in a report text is the simple present tense. The simple present tense is used to give general truths and habitual actions. The sentences above tell you about the general truth: It says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truth.

- ✚ Verbs that are used in the simple present tense are to be (is, am, are) and verb (eat, occurs, etc.) or the verbs are usually named as infinitive verbs.
- ✚ The form of simple present tense:
Subject + Verb + O → Kangaroos eat grass and plants.
Subject + Verb + (-s) + O → The tiger eats meat.
- ✚ The use of simple present tense in a report text is to define something.
- ✚ Verb 1 is used for subject: I, You, We, They.
- ✚ Verb 1+s/es is used for subject: He, She, It.
- ✚ To make negative and interrogative sentence we need auxiliary verb do and does and the verb back to the stem (verb 1).

Adapted from: Understanding and Using English Grammar (Azar, 2002)

TASK 5



State the sentence in the simple present tense true (T) or false (F) and correct the false one.

Statements	T	F	Corrections
1. Amphibian is an animal that has moist, hairless skin.			
2. Marsupial mothers has a pouch on the front of their bodies.			
3. Snakes have a scaly skin and no legs.			
4. Dolphins carries their young in their wombs for about 12 months.			
5. Most jellyfish live in salt water.			



TASK 6



This is a 'Who am I?' game. In pairs, make a puzzle about the description of a picture (size, shape, parts, habit, behaviors, function etc). Choose three of the pictures provided. Write at least 5 statements to describe the picture of animal, plant or object. After that, give to your friends to guess.



Picture 3.3 Cat



Picture 3.4 Butterfly



Picture 3.5 Lemon

A blue rectangular box with rounded corners and a dashed blue border. Inside the box are five horizontal dashed lines for writing.



Picture 3.6 Elephant

A blue rectangular box with rounded corners and a dashed blue border. Inside the box are five horizontal dashed lines for writing.



Picture 3.7 Rose

A blue rectangular box with rounded corners and a dashed blue border. Inside the box are five horizontal dashed lines for writing.



Picture 3.8 Borobudur temple

A blue rectangular box with rounded corners and a dashed blue border. Inside the box are five horizontal dashed lines for writing.



Picture 3.9 Aloe vera

A blue rectangular box with rounded corners and a dashed blue border. Inside the box are five horizontal dashed lines for writing.



Picture 3.10 Mobile

A blue rectangular box with rounded corners and a dashed blue border. Inside the box are five horizontal dashed lines for writing.

TASK 7



Work in pairs, and arrange the jumbled paragraphs to form a meaningful text.

1.

Civil twilight starts just after the sun goes down. There is enough light to see, but people turn on their lights to drive a car and the streetlights start to come on. It ends when the sun's centre is 6 degrees below the horizon.
2.

We have twilight because the earth's atmosphere reflects and reflects sunlight, so there's still light in the sky even after the sun has gone down.
3.

Nautical twilight is when it's fairly dark outside. It ends when the sun is 12 degrees below the horizon. Finally, there's what is called astronomical twilight. It ends when all traces of sky glow are gone. It ends when the sun is 18 degrees below the horizon.
4.

Twilight is the time of day between day light and darkness, whether it's after sunset or before sunrise. It's a time when the light from the sky appears diffused and often pinkish. The sun is below the horizon, but its rays are scattered by earth's atmosphere to create the colors of twilight.
5.

There are three types of twilight, namely civil, nautical and astronomical. Each is defined by how far the sun's center is below the horizon.

Adapted from: <http://earthsky.org/space/twilight-2>

TRY TO DO IT

TASK 8



Every one of you observes outside of your classroom and finds an object/thing around you that you are interested in. Write a report (general description) about it. Put them in your portfolios or send them to the wall magazine in your school.

Before you write, follow the steps below

Step 1 Choose a topic.

Step 2 Collect some information for your report. Observe the real animal /plant/object. You may also need to come to someone or to read a book to get useful information about it.

Step 3 Plan what to include in the definition, and what to include in the description section.

Step 4 Write the first draft.

Step 5 Revise the first draft and make sure you have the right grammar, vocabulary, spelling and punctuation.

Step 6 Show the second draft to the teacher or to a friend. Ask them for their comments and evaluation. They may be useful for you. Improve your draft.

Step 7 Write the last draft and put this in your portfolio.



VOCABULARY LIST

- accelerated (ks) : yang dipercepat
- born (ks) : dilahirkan
- brightness (kb) : kecermerlangan
- darkness (kb) : kegelapan
- diffused (kkt) : menyebarkan
- extravagant (ks) : berlebihan
- forward (ks) : depan
- glow (kb) : cahaya
- grow (kki) : tumbuh
- heated (kkt) : dipanaskan
- jumping (kki) : melompat
- marsupials (kb) : binatang berkantong
- occur (kki) : terjadi
- rapid (ks) : cepat
- reflects (kkt) : memantulkan
- release (kkt) : melepaskan
- sitting (kkt) : duduk
- solar flare (kb) : badai matahari
- staring (kk) : menatap
- tail (kb) : ekor
- twilight (kb) : senjakala
- universe (kb) : alam semesta
- view (kk) : memandang
- womb (kb) : kandungan



UNIT 1 ADVERTISEMENT

Task 1

1. to promote the product or service
2. computer repair
3. the owner of 'computer repair' service
4. public
5. product or service to offer

Task 2

1. yes
2. yes
3. yes
4. no
5. yes

Task 3

1. pizza
2. We can buy a pizza only a slice.
3. Yes, there are
4. international quick service, profit by the hour
5. contact Samiran Kundhu or send an email
6. 91-98733 36821

Task 5

1. one
2. environment
3. computers
4. satisfaction
5. home
6. satisfies
7. fly
8. hospitality
9. service
10. serves

Task 6

1. seeking
2. chance
3. fulfill
4. qualification
5. very good

Task 7

Example:

come, grab some cuisine, refresh yourself with delicious food

Task 8 : -

UNIT 2 PROCEDURE

Task 1

1. To tell how to make underwater volcano.
2. We need 2L pop bottle with top cut off , baby food jar (or small plastic bottle with marbles for weight), food colouring, cold water, hot water.
3. 5. Fill the 2L pop bottle 2/3 full with cold water, Tie string around the neck of the small bottle to form a handle, Add a few drops of red food colouring to the small bottle and fill it with hot water from the tap, Gently lower the small bottle to the bottom of the large container, Finally, the coloured hot water rises out of the small jar like a volcano and floats to the top of the large container.
4. 5 imperatives. They are : fill, tie, add, lower, watch
5. 2. firstly, finally

Task 2

Material : cheese, sugar, butter, chocolate, flour, milk, egg, jar

Method : boil, mix, roast, remove, add, sprinkle, garnish,
pour, braise, knead, fold

Sentence Connector : next, then, after that, first, finally

Task 3 :**Task 4**

1. Turn down the TV volume
2. Clean the classroom
3. Buy me some sugar
4. Get up
5. Come on time
6. Don't be noisy
7. Don't touch it

Task 5: -**Task 6**

9. fold	d. melipat
10. punch	a. melubangi
11. edge	c. tepi
12. glue	b. lem
13. flip	f. membalik
14. draw	g. menggambar
15. hole	h. lubang
16. decorate	e. menghiasi

Task 7

1. Construction paper, pencil, scissors, hole punch, glue stick, markers or crayons, optional: glitter glue or glitter.
2. Fold two pieces of construction paper in half, making two card shapes.
3. Put the two folded cards together (one inside the other). Along the fold of one of them, draw half a butterfly.
4. Keeping the two cards together, cut along the line you just drew. You will now have two butterflies.
5. You now have a nice butterfly card. Write a message on your card. Optional: Decorate your butterfly with crayons, markers, glitters glue, or glitter.
6. Using the hole punch, make a series of holes along the edges of the two pieces you just cut.
7. Glue one of these pieces onto the larger, uncut butterfly. Flip the large butterfly over, and glue on the other cut piece.
8. Cut a black or brown body for your butterfly. Glue it onto the inside of your butterfly.

9. You now have a nice butterfly card. Write a message on your card. Optional: Decorate your butterfly with crayons, markers, glitters glue, or glitter.

Task 8

Example :

1. Weight the amount of rice that will be cooked. It should be not more than 1 measure cup.
2. Wash the rice. Put it in the inner pot and adjust the quantity of water.
3. At the same time you can cook another meal. Put them in the inner pot.
4. Plug in the cable into the electricity shocked and push cooking button. A light red will turn on.
5. After cooking, open the cover and mingle the cooked rice for a while.

UNIT 3 REPORT

Task 1

1. depan
2. melompat
3. dewasa
4. binatang berkantong
5. kantong
6. sangat kecil
7. menghabiskan

Task 2

1. T
2. F The kangaroos' front legs are short.
3. F The female kangaroos have pouch at the front of the body.
4. T
5. T

Task 3

1. A flare is defined as a sudden, rapid and intense variation in brightness.
2. A solar flare occurs when magnetic energy that has built up in the solar atmosphere is suddenly released.

3. The amount of the energy released is the equivalent of millions of 100-megaton hydrogen bomb exploding at the same time.
4. Large flares can emit up to 10^{32} ergs energy.
5. People use specialized scientific instruments to detect the radiation signatures emitted during a flare.

Task 4 :-

Task 5

1. T
2. F. Marsupial mothers have pouch on the front of their bodies.
3. T
4. F. Dolphins carry their young in their wombs for about 12 months.
5. T

Task 6

Example of description:

I am tame. My face looks like a tiger. I have soft fur. I like to eat salty fish. I like to sleep in the sofa.

Task 7

The best arrangement:

Twilight is the time of day between day light and darkness, whether it's after sunset or before sunrise. It's a time when the light from the sky appears diffused and often pinkish. The sun is below the horizon, but its rays are scattered by earth's atmosphere to create the colors of twilight.

We have twilight because the earth's atmosphere reflects and reflects sunlight, so there's still light in the sky even after the sun has gone down.

There are three types of twilight, namely civil, nautical and astronomical. Each is defined by how far the sun's center is below the horizon.

Civil twilight starts just after the sun goes down. There is enough light to see, but people turn on their lights to drive a car and the streetlights start to come on. It ends when the sun's centre is 6 degrees below the horizon.

Nautical twilight is when it's fairly dark outside. It ends when the sun is 12 degrees below the horizon. Finally, there's what is called astronomical twilight. It ends when all traces of sky glow are gone. It ends when the sun is 18 degrees below the horizon.