

**DEVELOPING ENGLISH LEARNING MATERIALS FOR
GRADE VIII STUDENTS AT MTs N YOGYAKARTA I**

A Thesis

**Submitted as a partial fulfillment of the Requirements for the attainment of the
degree of Sarjana Pendidikan in English Language Education**



by

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YOGYAKARTA STATE UNIVERSITY
2014**

APPROVAL SHEET

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE VIII
STUDENTS AT MTs NEGERI YOGYAKARTA 1**

A Thesis



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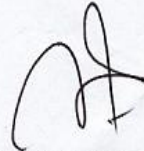
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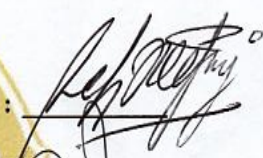
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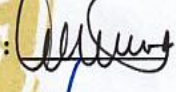
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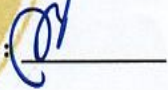
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan saya tidak benar, sepenuhnya menjadi tanggung jawab saya

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Aprilia Fitri Rachmani

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Yogyakarta, January 2014

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MOTTOS

What you get today is the result of what you did yesterday.

(My own words)

No one can help you to reach your dream, but yourself

(My own words)

**Whatever other people say about you, just believes that
they will change their bad opinion and become respect you
when you are succeed.**

(My own words)

DEDICATIONS

**I DEDICATE THIS THESIS TO:
MY PARENTS WHO NEVER GIVE UP ON ME IN FINISHING MY
THESIS
AND
ALL OF PEOPLE WHO ALWAYS CHALLENGE ME BY ASKING,
“WHEN WILL YOU FINISH YOUR THESIS?”**

DEVELOPING ENGLISH LEARNING MATERIALS FOR VIII GRADE STUDENTS AT MTs N YOGYAKARTA I

By

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Abstract

The objectives of this study were: (1) to identify the target needs and learning needs of the eight grade students at MTs N Yogyakarta I and (2) to develop English learning materials which appropriate to eight grade students at MTs N Yogyakarta I.

This research was a research and development (R&D) study. The steps in this study were researching and collecting the information, planning, developing the materials, reviewing the materials, and writing the final draft of the materials. There were two types of data: the quantitative and qualitative data. The quantitative data were the students' needs and the experts' assessment which were collected by using questionnaires. The data were analyzed using the descriptive statistics. The qualitative data were the expert's opinions about the content, the presentation, the language, and the graphic design units of the developed materials.

Three units were developed in this study. Parts of the units are Lead- In, Lesson Proper, Homework, and Reflection. Every unit consists of language functions, grammar, and vocabulary. Based on the expert judgment, the content, the presentation, the language, and the graphic design of the materials were appropriate as shown by the mean value g 2.8.

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CHAPTER I INTRODUCTION

A. Background to the Study

English has an important position as a communication tool among countries. One of the requirements for a country to compete with other countries is having human resources who have a good ability in English. To fulfill one of the requirements, nowadays, English has been taught as one of the compulsory subjects at schools in Indonesia. Based on the Indonesian government regulation, English is taught from the junior high school level.

In the junior high schools, English is one of the essential subjects because in this level, it is firstly taught and influenced – whether students will go to the next level of education or not. In addition, English is one of the compulsory subjects tested in the national examination.

The ultimate goals of learning English in the junior high school are written in the Content Standard. Those are communication tools to give and receive information, relate interpersonal relation, exchange information, and enjoy the English language aesthetic in the daily life context. Based on the content standard of materials, junior high school students are supposed to master the four language skills of English. Those are listening, speaking, reading, and writing.

In Indonesia, there are some types of junior high school. Some of them are state junior high schools and junior high schools which tend to accommodate a certain religion. One of them is Madrasah Tsanawiyah Negeri or state MTs that concerns Muslim religion. On the side of legality, MTs Negeri is equal to the state junior high schools. Although the name is different, the government decides that the English materials, school curriculum, syllabus, etc., are the same as those of state junior high schools. Although based on the government regulation the English materials in the MTs N are the same as those in the state junior high schools, the materials taught in the MTs N are different from the number of materials which are taught in the MTs N. Generally, the materials in the state junior high schools are Maths, Social, Civic, Science, Indonesian, local language, and English, while materials in the MTs N are Maths, Social, Civic, Science, Indonesian, Local language, English, Fiqih, Aqidah Akhlak, Arabic, and Qur'an/Hadits. Since those materials tend to accommodate Muslim religion, English cannot be separately taught from the Muslim environment and context.

Looking at the number of meetings, the English subject in the MTs N has quite a big portion, about three meetings a week for each grade and every meeting consists of two hours. Based on the number of meetings, students of MTs N are supposed to have a good mastery in English, but, unfortunately, they still lack English mastery. One of the significant reasons is that English materials for the state junior high school context are not appropriate with the

MTs N context. The English materials in MTs N are still the same as those of the state junior high schools. Those English materials involve cultural gap and are inappropriate for the student of MTs N. As a result, the students of MTs N cannot comprehend the English materials.

To reach the goal of the English teaching and learning process, the students of MTs N need English learning materials which are relevant with the language learning context in the MTs N which tend to be Muslim environment oriented. The Indonesian government gives flexibility to the teachers for making their own learning materials. Indeed, teachers have the flexibility in developing their own learning materials. The English teachers are supposed to develop English learning materials that are more appropriate for students of MTs N. As a result, the students of MTs N can comprehend English well.

B. Identification of the Problems

The English course book, learning kits such as flash cards, role play cards, some supplementary books, etc made by the teachers have some weaknesses.

The first weakness is the course book. In the MTs N, the English teachers are still using 'Let's Talk' book as the course book which is one kind of out of date course books that should be replaced by the new one such as BSE books. There are some English BSE (Buku Sekolah Elektronik) books in

the MTs N but the teachers rarely use those books because these books are only a few BSE books which are not enough for all of the students. Although MTs N uses BSE books, these are still not appropriate for the students because those are not relevant with the students' learning context which is based on the Muslim religion. The teachers should use course books which are relevant to the students' context.

The second weakness is English learning kits. MTs N has used good learning kits as the learning media. In the teaching learning process, the teachers use some learning kits which are made by the teachers, such as flash cards, role play cards, greeting cards, etc. The learning kits may help the students' comprehension of the English materials. Learning kits are really helpful for the students and effective in building the students' knowledge. Although the teachers use and make good learning kits, the teachers mostly use inappropriate learning kits. The learning kits used by the teachers are usually quite different from the situation that the students meet or do, or they usually only give learning kits that involve the authentic culture and miss the students' culture and context. The teachers should use learning kits that are appropriate for the students' culture and context or they may combine both the authentic culture and context with the students' culture and context which tend to be Muslim religion oriented. The teachers usually make learning kits in the form of birthday cards or New Year cards, but they forget to make

learning kits that are relevant to the students' context, for example, *Idul fitri* cards, Muslim New Year cards, etc.

The third weakness is in regard to some supplementary books. Supplementary books are needed by junior high schools students. Supplementary books will complete English materials that are not included in the course books. In MTs N Yogyakarta I, the English teachers use the BSE books as the supplementary books because they rarely use those books and usually use LKS as supplementary books instead. The limited number of books also becomes one of the reasons why the teachers use those books as supplementary books. Although the English teachers of MTs N use the BSE books as the supplementary book, the BSE books are also inappropriate for the students of MTs N. The BSE books use themes and topics that are irrelevant with the students' context and culture and so are the LKS. There are some ways that teachers can do to make supplementary materials: adapting, omitting, adding, replacing, and etc. The teachers who have an opportunity and duty to make their own or to choose the most appropriate supplementary book for their students. Therefore, the teachers should develop the supplementary book that are more appropriate for their students by those ways namely, adapting, omitting, adding, replacing, and etc.

C. Limitations of the Problem

Due to the limitations of the time, fund, and knowledge of the researcher, the study focuses on developing English learning materials for grade VIII students at MTs N Yogyakarta I, an English text book which is relevant to the students' needs for the eight-grade students of MTs N Yogyakarta I.

D. Formulations of the Problem

Based on the limitation of the problems above, the problems of this study can be formulated as follows.

1. What are the target needs of grade VIII students at MTs N Yogyakarta I in developing their English skills?
2. What are the learning needs of the grade VIII students at MTs N Yogyakarta I in developing their English skills?
3. What are the English language learning materials that are suitable for grade VIII students at MTs N Yogyakarta I in developing their English skill like?

E. Objectives of the Research

Based on the formulation of the problem, the objectives of the research are presented below.

1. To find out the target needs of the grade VIII students at MTs N Yogyakarta I in developing their English skills.
2. To find out the learning need of the grade VIII students at MTs N Yogyakarta I in developing their English skills.
3. To develop effective English learning materials that are relevant to the students' needs of the grade VIII students at MTs N Yogyakarta I.

F. Significance of the Research

1. The result of the study is useful for the grade VIII students of MTs N Yogyakarta I
2. The result of the study is useful for the English teachers of MTs N Yogyakarta I in developing spoken and written cycles.
3. The result of this study encourages other students of the English Language Education Department to conduct similar research in different fields of study.
4. The result of this study encourages materials developers to develop materials that are appropriate for the students' needs of English.

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES AND CONCEPTUAL FRAMEWORK

A. Literature Review

There are some related theories based on the aim of the study to develop the English learning materials for the grade VIII students at MTs N Yogyakarta I. Those are English for the MTs, the school based curriculum in MTs N, and developing learning materials for MTs N.

1. English for the MTs

MTs N is a formal institution that is under two ministries based on the government regulation. Those are the Education Ministry and Religion Ministry – referring to the National Government Regulation No. 17 article 1 verse 11 of 2010 stating that Madrasah Tsanawiyah which is abbreviated as MTs is one form of formal education institutions controlled by the Religion Ministry that promotes general education with the peculiarity in basic education level for continuing elementary school or MI or other forms which are equal or sustainable of study result that is approved equal or the same as elementary school or MI by the government. This government regulation strengthens the situation in MTs

N Yogyakarta I which is religious and the English materials in MTs N Yogyakarta I must be in line with the Muslim religion.

a. Position of English in MTs N

In MTs, English is in the second position after Muslim religion subjects and English is the same as other subjects. The English subject becomes important when the government decides English as one of the subjects which is tested in the national examination. If the students cannot pass the standard score of the national exam, they will fail in the national exam and cannot continue their study to the next level.

b. Objectives of English in MTs N

Every educational institution definitely has objectives in the teaching and learning process. These are significant parts of the educational institution to improve and develop their institutions. The objectives of the English subject in MTs N Yogyakarta I are mentioned in the content standard of English; the students are supposed to have the following abilities:

1. Developing communicative competence in the form of oral and written competences in order to reach functional literacy.

2. Having the awareness of the importance for improving people's competitions in the global era.
3. Developing understanding about the relation between language and culture.

To reach the objectives of English teaching in MTs N Yogyakarta I based on the English content standard, English should be taught through literature, situational context, and teaching context considering the competition in the global era and relation between language and culture. Therefore, those objectives of teaching English in MTs N Yogyakarta I are specified through certain characteristics and implemented in the school based curriculum.

2. The School Based Curriculum in MTs N

The handbook of the school-based curriculum mentions that a curriculum is a set of plans and arrangements which contain aims, contents, and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes (BSNP, 2006:4). Developing English learning materials cannot be separated from the school based-curriculum in MTs N Yogyakarta I. As a government regulation, it gives authority to schools and teachers to make their own materials based on the school based curriculum in MTs N Yogyakarta I. The school based curriculum itself consists of standard

competency and basic competency. The content of standard competency and basic competency are the whole English materials that students have to learn to have a good mastery of English during the semester. Those standard competencies and basic competencies are

Grade VIII, Semester 2

Table 1: A list of standard competency and basic competency

Standard competency	Basic competency
<p>Listening</p> <p>1. Understanding the meaning of conversations in the form of short and simple transactional and interpersonal texts for the interaction with the environment.</p>	<p>1.1 Responding to meanings in short transactional conversations (<i>to get things done</i>) and short simple interpersonal conversations (socialization) accurately, and appropriately to interact with the surrounding that involve speaking: asking, giving, refusing help, asking, giving, refusing thing, and asking, giving and rejecting information, asking, giving, and refusing opinion, and offering/accepting/refusing something.</p> <p>1.2 Respond to meanings in transactional conversations (<i>to get things done</i>) and interpersonal conversations (socialization) and short simple texts accurately, fluently, and acceptably to interact with the surrounding that involve speaking: asking, giving agreement, responding statement, giving attention to speaker, opening, lengthening, closing conversation, and opening, lengthening, and closing</p>

Standard competency	Basic competency
	conversations on the telephone.
<p>2. Understanding meanings of spoken functional and monolog texts which are short and simple in the form of narrative and recount texts to interact with the surrounding</p>	<p>2.1 Responding to meanings in the spoken functional texts that are short and simple accurately, fluently, and appropriately to interact with the surrounding.</p> <p>2.2 Responding to meanings in the short simple monolog accurately, fluently, and appropriately to interact with the surrounding in the forms of narrative and recount text.</p>
<p>Speaking</p> <p>3. Expressing meanings in transactional and interpersonal spoken texts that are short and simple to interact with the surrounding.</p>	<p>3.1 Expressing meanings in short and simple transactional conversations (<i>to get things done</i>) and interpersonal conversations (socialization) using various spoken language accurately, fluently, and appropriately to interact with the surrounding that involve speaking: asking, giving, refuse help, asking, giving, refusing things, asking, giving, and rejecting information, asking, giving, and refusing opinion, and offering/accepting/refusing something</p> <p>3.2 Expressing meanings in short simple transactional conversations (to get things done) and interpersonal conversations (socialization) using various spoken language accurately, and appropriately to interact with the surrounding that involve speaking: asking, giving agreement, responding statements, giving attention to</p>

Standard competency	Basic competency
	speaker, opening, lengthening, and closing conversations, and also opening, lengthening, and closing telephone conversations.
4. Expressing meanings in functional spoken texts and short simple monologs in the forms of recount, and narrative to interact with the surrounding	<p>4.1 Expressing meanings in short simple spoken functional texts using various spoken language accurately, fluently, and appropriately to interact with the surrounding</p> <p>4.2 Expressing meanings in short simple monolog texts using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the forms of recount and narrative texts.</p>
<p>Reading</p> <p>5. Understanding meanings in short simple essays in the forms of recount, and narrative text to interact with the surrounding</p>	<p>5.1 Reading aloud meaningful functional texts and short simple essays in the forms of recount and narrative texts with speaking, stress, and intonation acceptable related with the surrounding</p> <p>5.2 Responding to meanings in short simple written functional texts accurately, fluently, and appropriately related to the surrounding</p> <p>5.3 Responding to meanings and rhetorical steps in short simple essays accurately, fluently, and appropriately that relate to the surrounding in the forms of recount and narrative texts</p>

Standard competency	Basic competency
<p>Writing</p> <p>6. Expressing meanings in functional written texts and short simple essays in the forms of <i>recount</i> and <i>narrative</i> text to interact with the surrounding</p>	<p>6.1 Expressing meanings in the form of short functional written texts using various written languages accurately, fluently, and appropriately to interacting with the surrounding.</p> <p>6.2 Expressing meanings and rhetorical steps in short simple essays using various written languages accurately, fluently, and appropriately to interact with the surrounding the form of <i>recount</i> and <i>narrative</i> texts</p>

Regarding the content of standard competency and basic competency, the English learning materials in the MTs is the same as the content of standard competency and basic competency in the general junior high school in Indonesia, but limitation of the English learning materials' context and criteria of appropriate English learning materials are clear that English learning materials should be in the Muslim religious context and criteria referring to the National Government Regulation No. 17 article 1 verse 11 of 2010.

3. Task Design

The approach in designing the tasks was Task Based Language Teaching (TBLT). Completing Task Based Language Teaching in the task design includes: definition of task, components of task, a framework for task, task principles, and unit design development.

a. Task Based Language Teaching

From the term task based language teaching, it can be concluded that the approach uses tasks as the basic components in teaching language. Nunan (2004) proposes six principles and practices that strengthen task based language teaching, namely:

- 1) A needs-based approach to content selection
- 2) An emphasis on learning to communicate through interaction in the target language
- 3) The introduction of authentic text into the learning situation
- 4) The provision of opportunities for learners to focus not only on language but also on the learning process itself
- 5) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
- 6) The linking of classroom language learning with language use outside the room.

b. Definition of Task

Task is an important element in developing English learning materials, designing unit and course grid for grade VIII at MTs N Yogyakarta I. Moreover, tasks for task based language teaching that all of the teaching learning process activities in the class depend on the tasks. Nunan (2004) defines task as real-world or target tasks: as

the name implies, refers to uses of language in the world beyond the classroom, and classroom or pedagogical tasks: are those that occur in the classroom. Long in Nunan (1985:89) argues that a target task is:

a piece of work undertaken for oneself or for others, freely or some reward. Thus examples of tasks include painting a fence. Dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between.

From the definitions above, we should notice first that task is non-technical and non-linguistic. Another thing to notice is that target task is focused on the purpose of learners in learning or the reason why they learn the language. For example, if we ask why they are attending an English course, they are more likely to say, "So I can pass the English national examination".

The Pedagogical task, according to Nunan (2004:4), is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

The definition above is emphasized on involving communicative language use in which the user's attention is focused

on meaning rather than grammatical form. In addition, Nunan's definition above refers to the deployment of grammatical knowledge to express meanings, highlighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings.

In developing tasks for English language materials for grade VIII MTs the researcher has to consider a number of different factors according to Spratt, Pulvernes, and William (2005); (1) the teaching aim, (2) the learning style of the students, (3) the ability and level of the students, (4) personality of the students, (5) the class size, (6) the previous experience of the students, (7) the activities that researcher have choose, (8) the balance of interaction patterns in a lesson, (9) the group dynamics of the class. There are also three typical activities that Richard states (2001:16) the researcher can use to develop communicative tasks. Those are mechanical, meaningful, and communicative practice.

c. The Components of Tasks

In the task components, there are six elements referring to Shavelson and Stern (1981:478) in Nunan (2004). Those elements are (a) content: the subject matter to be taught, (b) materials: the things that learners can observe/manipulate, (c) activities: the things that

learners and teachers will be doing during a lesson, (d) goals; the teachers' general aims for the task (these are much more general and vague than objectives), (e) students: their abilities, needs, and interests are important, (f) social community: the class as a whole and its sense of 'groupness'.

Candlin, Wright and others (1987) in Nunan (2004) state that task components are; (a) Goals, (b) Input, (c) Procedures, (d) Teacher role, (d) Learner role, and (e) Setting.

Task components based on some experts have similar forms: goals, input, procedures, teacher role, and setting although the experts mention those components in different terms.

d. A Framework for Task

A framework for task is a design formed by the task components which are adapted and taken from the real-world or target tasks. A framework for task is proposed for materials design and consideration in planning lessons, materials and units of work. It is underpinned on the real-world or target tasks. Referring to Nunan in the task-based language teaching, it is stated that a framework for task is to create learning opportunities in the classroom; the researcher (teachers) must transform these real-world tasks into pedagogical tasks.

Based on Nunan (2004), the following schema is a framework for task process:

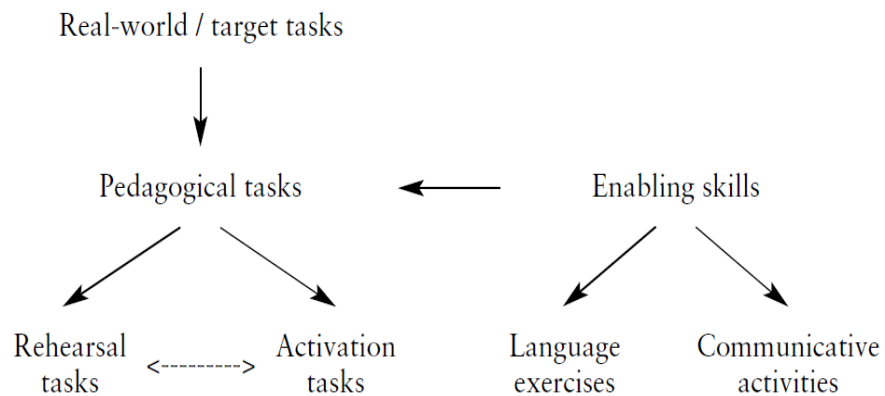


Figure 1: Schema framework of task

Pedagogical tasks which have been transformed from the real-world task consist of some activities such as rehearsal tasks, activation task, and enabling skills which are formed from language exercises and communicative activities.

e. Task Principles

In Task Based Language Teaching (TBLT) there are six principles and practice. Nunan (2004) states that pedagogically task based language teaching has strengthened the following principles and practices:

- 1) A needs-based approach to content selection
- 2) An emphasis on learning to communicate through interaction in the target language
- 3) The introduction of authentic text into the learning situation
- 4) The provision of opportunities for learners to focus not only on language but also on the learning process itself
- 5) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
- 6) The linking of classroom language learning with language use outside the room.

Those principles are implemented in the unit design development. They are used as the basic principles in developing the unit design.

f. Unit Design Development

The unit design development consists of two sections. Those are instructional sequences of task development and task grading and sequences.

1) Instructional Sequences of Task Development

In this section, the researcher describes how instructional sequences around tasks are developed. There are six-step procedures proposed by Nunan (2004:31) and this is set out below:

a) Step 1: Schema building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set of context for

the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

b) Step 2: Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions.

c) Step 3: Authentic listening practice

The next step is to involve learners in intensive listening practice.

d) Step 4: Focus on linguistic elements

The students now get to take part in a sequence of exercises in which the focus is on one or more linguistic elements.

e) Step 5: Provide freer practice

At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation.

f) Step 6: Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself.

2) Task Grading and Sequencing

This is the grading and sequencing section for examining the unit design development which has been discussed in the previous section. Grading is the arrangement of the content of course or textbook presented in a helpful way (Richards, Platt and Weber 1986:125 in Nunan (2004)). Brindley (1987) in Nunan (2004) states some questions that need to be considered in relation to the learner factors (confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge/awareness, and linguistic knowledge). Those questions and learners factors are as follows:

Table 2: A List of Questions for Task Grading and Sequencing

Factor	Question
Confidence	<ul style="list-style-type: none"> • How confident does the learner have to be to carry out the task? • Does the learner have the necessary level of confidence?
Motivation	<ul style="list-style-type: none"> • How motivating is the task?
Prior learning experience	<ul style="list-style-type: none"> • Does the task assume familiarity with certain learning skills? • Does the learner's prior learning experience provide the necessary learning skills/strategies to carry out the task?
Learning pace	<ul style="list-style-type: none"> • How much learning material has the learner shown he/she is capable of handling? • Is the task broken down into manageable parts?

Observed ability in language skills	<ul style="list-style-type: none"> • What is the learner's assessed ability in the skills concerned? • Does this assessment conform to his/her observed behavior in class? • In the light of the teacher's assessment, what overall level of performance can reasonably be expected?
Cultural knowledge / awareness	<ul style="list-style-type: none"> • Does the task assume cultural knowledge? • If so, can the learner be expected to have it? • Does the task assume knowledge of a particular subject?
Linguistic knowledge	<ul style="list-style-type: none"> • How much linguistic knowledge does the learner have? • What linguistic knowledge is assumed by the task?

4. Developing Learning Materials for Grade VIII of MTs N Yogyakarta

I Students

In developing learning materials there are three aspects that should be discussed. Those are needs analysis, syllabus, and learning materials design.

a. Needs Analysis

Needs analysis are procedures used to collect information about learners' needs (Richards, 2001:51). Richards adds that the discipline of needs analysis is to determine the kinds of communication learners would need to master when they are in specific occupational or educational role, and the language features of particular settings.

When the focus of a language is used for specific rather than general purposes such difference, it might include:

- 1) difference in vocabulary choice
- 2) difference in grammar
- 3) difference in the kinds of text
- 4) difference in functions
- 5) difference in the need for particular skills

(Richards, 2001:52)

Needs analysis in language teaching may be used for a number of different purposes, for example:

- 1) to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students;
- 2) to help determine if an existing course adequately addresses the needs of potential students;
- 3) to determine which students from a group are most in need of training in particular language skills;
- 4) to identify a change or direction that people in a reference group feel is important;
- 5) to identify a gap between what students are able to do and what they need to be able to do;

(Richards, 2001:52)

In needs analysis, the quality of the data collected depends on the appropriate data collection techniques. Accordingly, teachers need to be selective about what type of data to be collected. Needs analysis offers detail information about linguistic and cognitive challenges students face in academic settings through analyzing data collected from questionnaire, analysis of text books, classroom observation, and interviews with students to develop English for Academic Purposes (EAP), Syllabi and instruction appropriate for particular context (Benesch, 2008:57)

b. The Syllabus

One of the fundamental questions for language teaching is what language to be taught is. In order to specify what language will be taught, items are typically listed and referred to as the syllabus (Basturkemen, 2006:20-21)

Richards (2001:38) points out ten components of syllabus.

They are

- 1) the purposes
- 2) the setting
- 3) the role of the learners and the role of their interlocutors
- 4) the communicative events
- 5) the language functions
- 6) the notions
- 7) the discourse and rhetorical skills
- 8) the variety or varieties of the target language
- 9) the grammatical content
- 10) the lexical content

c. Learning Materials

The first step in developing learning materials for MTs N students is knowing and understanding what materials are. The core of developing learning materials is the materials themselves.

The essences of materials are to facilitate the students in the language learning process and also facilitate the students to reach the goals of the teaching and learning. Tomlinson (1998) states materials are used to help to teach language learners and these can be in the form of a textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or

anything which presents or informs about the language being learned.

It can be concluded that the forms of materials can be many things and anything that help teachers to teach the public MTs students and make them understand what their teachers are teaching.

d. Learning Materials Design

After knowing about what materials are, learning materials design is the next step in developing learning materials. Learning materials design consists of three parts. Those are material development, criteria of good materials, and materials evaluation.

1. Materials Development

To reach appropriate English materials for MTs N Yogyakarta I students, developing English materials cannot be avoided. In developing materials, there are some points that should be implemented in materials. Masuhara (2008) states the points that should be implemented:

- a) Introduce interesting people and their views and opinions from different ethnic groups (e.g. novels, articles, news reports) as well as from British or American points of view.
- b) Offer opportunities for language/culture/critical awareness that helps learners to reflect on their own use of language as well as those of others (Material 6 Culture corner and Language Awareness sections seemed to me to be an attempt in this direction)
- c) Explore different varieties of language (e.g. social, ethnic, gender, age)
- d) Offer opportunities to consider effective ways of communication with people with various backgrounds and sense of values

- e) Help teaches and learners to realize that there are no neutral, correct and perfect language users.

Completing the statement of Masuhara (2008) about the points that should be implemented in the materials, the following is a list of factors in developing materials which also cannot be avoided as proposed by Graves (2000). Those are

- a) Learners
 - 1) Make relevant to their experience and background
 - 2) Make relevant to their target needs (outside of class)
 - 3) Make relevant to their affective
- b) Learning
 - 1) Engage in discovery, problem solving, analysis
 - 2) Develop specific skills and strategies
- c) Language
 - 1) Target relevant aspects (grammar, functions, vocabulary, etc.)
 - 2) Integrate four skills of speaking, listening, reading, and writing
 - 3) Use / understand authentic texts
- d) Social context
 - 1) Provide intercultural focus
 - 2) Develop critical social awareness
- e) Activity / task types
 - 1) Aim for authentic tasks
 - 2) Vary roles and groupings
 - 3) Vary activities and purposes
- f) Materials
 - 1) Authentic (texts, realia)
 - 2) Varied print, visual, audio, etc)

2. The Principles of Good Materials

The second part in learning materials design is the principles of good materials. Principles of good materials are needed for selecting and choosing the appropriate materials for MTs N Yogyakarta I students. According to Masuhara and Tomlinson (2008:24), there are fourteen questions to be included in the

criteria of good learning materials that we can use to examine materials:

- 1) To what extent do the materials provide exposure to English in authentic use?
- 2) To what extent is the exposure to English in use likely to be meaningful to the target learners?
- 3) To what extent are the texts likely to interest the learners?
- 4) To what extent are the activities likely to provide achievable challenges to the learners?
- 5) To what extent are the activities likely to engage the learners affectively?
- 6) To what extent are the activities likely to engage the target learners cognitively?
- 7) To what extent do the activities provide opportunities for learners to make discoveries about how English is used?
- 8) To what extent do the activities provide opportunities for meaningful use of English?
- 9) To what extent do the materials provide opportunities for the learners to gain feedback on the effectiveness of their use of English?
- 10) To what extent are the materials likely to sustain positive impact?
- 11) To what extent do the materials help the learners to make use of the English-speaking environment outside the classroom?
- 12) To what extent do the materials help the learners to operate effectively in the English-speaking environment outside the classroom?
- 13) To what extent do the materials treat English as an international language?
- 14) To what extent do the materials provide opportunities for cultural awareness?

In line with Mashura and Tomlinson (2008), according to Tomlinson (1988: 7-22), criteria of good learning materials are

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistic features of the input.

- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.
- 12) Materials should take into account that learners are differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

Those principles of good materials are selected and chosen in the content of the materials for general junior high school. Considering the basic education of MTs N is Muslim religion, those principles of good materials should be completed with principles of good materials for MTs N. Based on the Government Regulation No. 17 article 1 verse 11. The researcher proposes principles of good materials for English MTs materials as follows:

- 1) all of the theme and topic of materials do not against Muslim religion.
- 2) the materials can be implemented and found in their daily activity as Muslim.
- 3) if the materials use authentic text, the materials should use Muslim authentic texts.
- 4) the pictures, examples, video, and other Medias should be in Muslim context.
- 5) the materials consist of cultural Muslim values.

After the materials have been developed, the next section is materials evaluation to evaluate the materials.

3. The Materials Evaluation

The materials made must be evaluated and edited to get the best whole package of materials not only the content, but also all of parts of the materials, are related to each other and meaningful and communicative. To reach the goal of materials evaluation, there are ten criteria for evaluating materials as follows.

a. Criteria for Evaluating Materials

According to Tomlinson (2008:77), he lists criteria for evaluating materials in questions namely,

1. Do the materials provide exposure to English in authentic use?
2. Is the exposure to English in use likely to be meaningful to the target learners?
3. Are the texts likely to interest the learners?
4. Are the activities likely to provide achievable challenges to the learners?
5. Are the activities likely to engage the learner affectively?
6. Are the activities likely to engage the learner cognitively?
7. Do the activities provide opportunities to make discoveries about how English is used?
8. Do the activities provide opportunities for meaningful use of English?
9. Do the activities provide opportunities to gain feedback on effective use of English?
10. Are the materials likely to sustain positive impact?

B. Conceptual Framework

The main purpose of this research is to develop appropriate English learning materials for the grade VIII students at MTs N Yogyakarta I. To reach the purpose of this research, the school background should be analyzed. Referring to the National Government Regulation No. 17 article 1 verse 11 of 2010 stating that Madrasah Tsanawiyah which is abbreviated as MTs is one form of formal education institutions controlled by the Ministry of Religion that promotes general education with peculiarity in basic education level for continuing elementary school or MI or other forms which are equal or sustainable of study result that is approved equal or the same as elementary or MI by the government. From the government regulation the appropriate learning materials for the grade VIII at MTs N Yogyakarta I should be relevant with Muslim religion. Since there are no English learning materials relevant with Muslim religion as the school background, the English learning materials are developed.

In developing the English learning materials for the VIII grade of MTs N Yogyakarta I, some factors are worth to be considered. Those factors are needs analysis and syllabus for grade VIII students of MTs N Yogyakarta I. Needs analysis are procedures used to collect information about learners' needs (Richards, 2001:51). In addition, needs analysis is not only procedure to collect information about learners' needs but also target needs and input for

the learners'. One of the fundamental questions for language teaching is what to be taught is. In order to specify what language will be taught, items are typically listed and referred as the syllabus (Basturkmen, 2006:20-21). Completing understanding about syllabus, Richards (2001:38) points out ten components of syllabus which are derived from needs analysis and school based curriculum. A curriculum is a set of plans and arrangements which contains aims, contents, and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes (BNSP, 2006:4). Based on the definition of curriculum, the school based curriculum is a curriculum formed from school's obligation including standard competence and school competence. Based on the second semester of the grade VIII of MTs N Yogyakarta I, genres which are taught, are recount and narrative texts. Needs analysis and syllabus are used to develop task design. Based on Nunan (2004) task is defined as (1) real-world or target tasks: as the name implies, refers to the use of language in the world beyond the classroom, and (2) classroom or pedagogical tasks: are those that occur in the classroom. In the task design development there are task components based on Shavelson and Stern (1981, schema of framework of task based on Nunan (2004), and task principles based on Nunan (2004)). The last section after task design development is learning materials design which consists of points that should be implemented in the materials points that should be implemented in material (Masuhara, 2008), principles of good

materials (Hitomi Masuhara and Brian Tomlinson, 2008:24) that completing with principles good materials for MTs (government regulation PP No. 17 1 verse 11), material evaluation about criteria for evaluating materials (Tomlinson, 2008:77).

CHAPTER III

RESEARCH METHOD

A. Type of Study

This research was categorized as Research and Development (R&D). This model is proposed by Gall, Gall, and Borg (2003). The findings of the research were used to design new products and procedures. Then, those were systematically field tested, evaluated, and refined until they met specified criteria of the effectiveness, quality or similar standard. The product of this research was English learning materials for grade VIII at MTs N Yogyakarta I

B. Setting of Time and Place

The research was conducted within the second semester of the 2012/2013 academic year at MTs N Yogyakarta I. The researcher got the permission from school and university in the second semester. The research was conducted for three days, starting from surveying the school, making an appointment with the teacher and vice principal for asking permission, and collecting the data. It was conducted in three days because the study of the research was only the needs analysis. There was no implementation of the materials.

C. The Subjects of the Study

The subjects were the students of grade VIII who were chosen by using semi random sampling. Because it was impossible to use random sampling that reconstructed the class only for the research and after the research the class was like the class before and it also took too much time to do random sampling was too much. Semi randomly sampling was conducted by random sampling the five class of VIII grade of MTs N Yogyakarta I; class A, B, C, D, E and then the class that have been chosen got materials that developed by the researcher.

D. Data Collection Techniques and Research Instruments

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

Table 3 : The Organization of the Needs Analysis Questionnaire.

Aspect	The purpose of the questions	Items numbers	Reference
Goal	To find out the reasons of learning English	1	Hutchinson and Waters (1987)
Input	To find out the suitable input for the English materials that the students like the most	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,	Nunan (2004)

Procedures	To find out the suitable activities / procedures used that the students want the most	14, 15, 16, 17, 18, 19, 20, 21	Nunan (2004)
Teacher's Role	To find out the role of the teachers in the learning process	22	Nunan (2004)
Learner's Role	To find out the role of the students in the learning process	23	Nunan (2004)
Setting	To find out the setting of the tasks (individual, in pairs, or in group)	24	Nunan (2004)

Table 4: The Organization of the Expert Judgment Questionnaire.

Aspect	The purpose of the questions	Items numbers	Reference
Content	To validate the content of the materials	1 – 8	Pusbuk 2007
Presentation	To validate the presentation of the materials	9 – 15	Pusbuk 2007
Language	To validate the language of the materials	16 – 18	Pusbuk 2007
Graphic Design	To validate the graphic design of the materials	19 – 26	Pusbuk 2007

E. Research Procedure

This research followed the model of developing materials and the major steps of Research and Development stages. As a basis for developing the materials, the researcher used the system approach model from Dick and Carey (in Gall, Gall, and Borg (2003)).

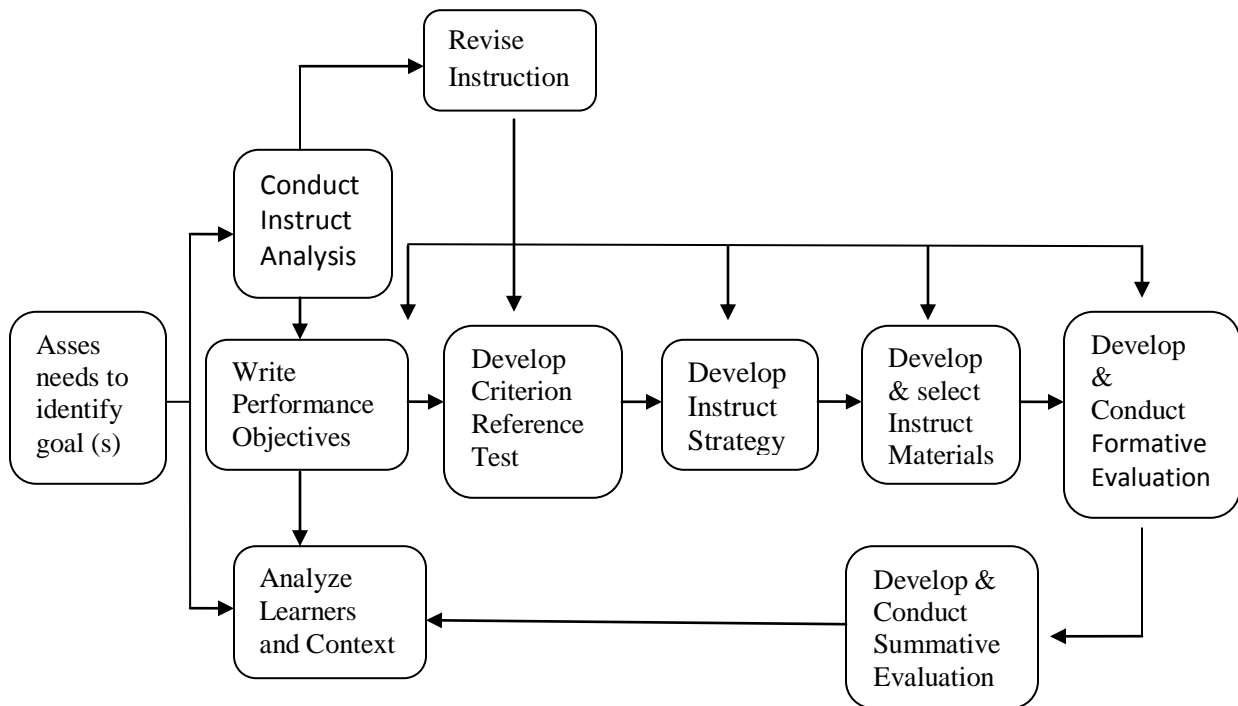


Figure 2: The steps of the Systems Approach Model of Educational Research and Education (R&D)

1) Step 1: Assess needs to identify goal(s)

Step 1 involves the definition of goals for the instructional program or product, which often includes a needs assessment

2) Step 2: Conduct instructional analysis

Step 2 involves an instructional analysis to identify the specific skills, procedures, and learning tasks that are involved in reaching the goals of the instruction.

3) Step 3: Analyze learners and contexts

Step 3 involves the identification of the learners' entry skills and attitudes, the characteristics of the instructional setting, and the characteristics of the settings in which the new knowledge and skills will be used.

4) Step 4: Write performance objectives

Step 4 involves the translating of the needs and goals of instruction into specific performance objectives.

5) Step 5: Develop instrument assessments

Step 5 involves the developing of assessment instruments that are directly related to the knowledge and skills specified in the performance objectives of the instruction.

6) Step 6: Develop instructional strategy

Step 6 involves the developing of a specific instructional strategy for assisting learners with their efforts to achieve each performance objective.

7) Step 7: Develop and select instructional materials

Step 7 involves the developing of instructional materials, which may include print materials such as textbooks and teacher training

manuals, or other media such as audiocassettes or interactive video systems.

8) Step 8: Design and conduct formative evaluation of instruction

Step 8 involves the evaluation done by the developers during the program.

9) Step 9: Revise instruction

Step 9 involves the revising of the instruction based on the results of formative evaluation.

10) Step 10: Design and conduct summative evaluation

Step 10 involves the evaluation of final program or product. The evaluation here is done by individuals other than the materials developer,.

However, the model is simplified by selecting only some steps to be applied in the study. It is in order to shorten the research time. The simplified model is illustrated below.

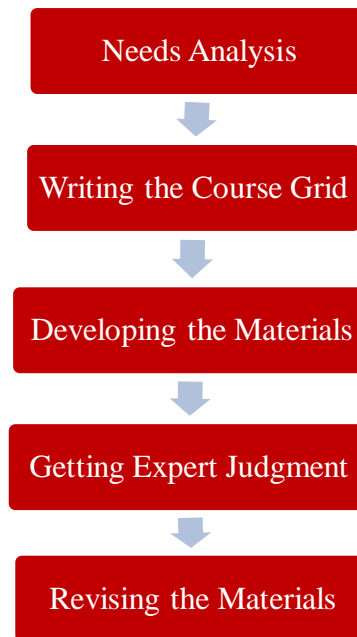


Figure 3: The Simplified Model of Educational Research and Education (R&D)

1) Step 1: Needs Analysis

In this step, needs analysis and curriculum analysis were conducted and analyzed. It was to gather the information of the target and learners' needs. The data were obtained by distributing the questionnaire to the grade VIII students of MTs N Yogyakarta I.

2) Step 2: Writing the Course Grid

In this step, the results of needs analysis and curriculum analysis were used to write the course grid that was used as the framework to develop the materials. The course grid consisted of learning objectives, language functions, key expressions, language

focuses, key grammatical structures, key vocabulary, input texts, media, and learning activities.

3) Step 3: Developing the Materials

In this step, the materials based on the course grid were started to be developed by the researcher.

4) Step 4: Getting the Experts Judgment

After the English learning materials have been developed, the English learning materials were reviewed by the experts. Feedbacks and suggestions for the materials were given by the experts.

5) Step 5: Writing the Final Draft of the Materials

The feedbacks and suggestions from the experts were analyzed and the materials were evaluated. The revised materials were then called the final draft.

F. Data Analysis Technique

There are two types of data in this study: quantitative and qualitative data. The quantitative data are the result of the needs analysis and the expert judgment while the qualitative data are the comments or opinions from the experts related to their assessment of materials.

In order to make the above quantitative data easier to read, these data were converted into interval of mean values on a scale of 1 to 4 using a range of the factual score. Based on Suharto (2006: 52-53) the range of score can be

used to create score conversion by dividing the range with the objected category as follows:

$$R = \frac{X_h - X_l}{4}$$

R = range (interval value)

X_h = highest score

X_l = lowest score

4 = likert scale (the amount)

Based on the data obtained from this research, the highest score was 4 and the lowest score was 1. The calculation was as follows:

$$R = \frac{X_h - X_l}{4}$$

$$R = \frac{4 - 1}{4} = 0.75$$

Therefore, based on the calculation of the formula, the class interval can be seen as follows:

Table 5: Quantitative data conversion

Scale	Interval of the means values	Category
1	≥ 3.28	Very good
2	2.52 – 3.27	Good
3	1.76 – 2.51	Poor
4	≥ 2.53	Very poor

Suharto (2006: 52-53)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the findings and discussions of the research which was conducted from 8 to 11 March 2013. The research findings concern the needs analysis, the course grid, the unit design, the first draft, the validation by experts, the revisions of the draft, and the final draft of the developed English learning materials for grade VIII at MTs N Yogyakarta I.

A. Research Findings

1. The Results of the Needs Analysis

The complete table that shows the result of needs analysis can be seen in Appendix B.

a. Target Needs

The first question in the questionnaire was about the students' goal in learning English. Below is the table that shows the students' goal.

Table 6: The Target Needs (goal)

Aspect	Students' Needs	N	Total Answer Per Item	Percentage
Goal	I hope the English materials will help me for			
	a. learning English well in communication	34	27	79.5%
	b. completing world's demand in English	34	1	2.9%
	c. passing the national examination	34	3	8.8%

There were 27 students who hoped the English materials could help them to communicate well in English; one student who hoped that the English materials could help them to compete in the global world; three students who hoped the English materials can help them to pass the national examination; and three students who chose other options. From the results of the questionnaire above, it can be seen that most of the students (79.5 %) chose or wanted “their English materials could help them communicate well in English”, it means that they should master the four skills of English.

b. Learning Needs

Table 7: Learning Needs (Listening, Speaking, Reading, and writing input)

Aspect	Students' Needs	N	Total Answer Per Item	Percentage
Listening Input	In learning English, listening input that I want to listen is			
	monolog/dialog which religious related to Muslim religion including new vocabulary in the form of recording.	34	19	55.9%
	In learning English, the length of listening input that I want is			
	50 words – 100 words	34	11	32.4%
	In learning English, listening topic that I want is			
	my experiences	34	12	35.3%
Speaking Input	In learning English, speaking input that I want is			
	vocabulary related to the monolog/dialog that will be heard.	34	14	44.1%
	In learning English, the length of speaking input that I want is			
	50 words – 100 words	34	13	38.2%
	In learning English, speaking topic that I want is			
	Ramadan and Eid al fitr holiday	34	14	41.1%

Aspect	Students' Needs	N	Total Answer Per Item	Percentage
Reading Input	In learning English, reading input that I want to listen is			
	vocabulary related to the monolog/dialog that will be read.	34	21	61.8%
	In learning English, the length of reading input that I want is			
	100 words – 150 words	34	9	26.5%
	In learning English, reading topic that I want is			
	personal religious experience	34	12	50%
Writing Input	In learning English, writing input that I want is			
	vocabulary related to the text that will be written.	34	13	38.2%
	In learning English, the length of writing input that I want is			
	50 words – 100 words	34	14	41.2%
	In learning English, writing topic that I want is			
	story about Muslim legend	34	17	47.1%

Based on the needs analysis's questionnaire data, there are some kinds of input which can be used for grade VIII students of MTs N Yogyakarta I. Those are monolog, dialog, pictures, and recording that can be used as input for listening, speaking, reading, and writing. Firstly, about the listening inputs, most of the students (55.9%) chose the listening input in the form of recorded dialog/monolog about Muslim religion completed by new

vocabulary taken from the dialog/ monolog. The length of the listening input is around 50 – 100 words (32% students) and the topic of the listening input was about my idol appearance (35% students). The second was speaking input. Most of the students (44.1%) chose vocabulary of monolog/dialog that would be used by them. Then, the length of the speaking input was about 50 – 100 words which was chosen by the students (38.2%) and the topic was about Muslim's special places. Thirdly, the reading input was about vocabulary that would be read by the students (61.8%). The length of the reading input was about 100 – 150 word (26% students) and the topic was personal religious experiences (50%). Fourthly, the writing input was about vocabulary words that they would use in writing (38.2% students). The length of the writing input was about 50 – 100 words (41.2%) and the topic of the writing input was about story is such as, legends, myths, folktales, etc (47.1%).

Table 8: Learning Needs (Activity)

Aspect	Students' Needs	N	Total Answer Per Item	Percentage
Listening Activity	In learning English, the listening activity that I like is			
	answering recorded question based on spoken texts.	34	9	26.5%
Speaking Activity	In learning English, the speaking activity that I like is			
	pair or group discussion.	34	9	26.5%
Reading Activity	In learning English, the reading activity that I like is			
	answering questions of a text in the form of true or false questions	34	14	41.2%
Writing Activity	In learning English, the writing activity that I like is			
	using paraphrasing a text by my own words.	34	9	26.4%
Vocabulary Activity	In learning English, vocabulary activity that I like is			
	matching the words with the definition.	34	14	41.2%
Grammar Activity	In learning English, the grammar activity that I like is			
	doing grammar assignment by completing blank spaces.	34	10	29.4%
Pronunciation Activity	In learning English, the pronunciation activity that I like is			
	listening to dialog and practicing in front of the class with my partner.	34	20	58.8%
Task Activity	In learning English, the numbers of tasks that I like is			
	10 -15 tasks	34	20	58.8%

Referring to the needs analysis's questionnaire data, there were some activities that can be used as input covering listening, speaking, reading, and writing. In the listening, the activity that was chosen by the students was answering recorded question based on spoken texts (26.5%). Then, the chosen speaking activity was discussing in a group (26.5%). Next, the reading activity was answering question of a text in the form of true or false questions (41.2%). The last, the writing activity was paraphrasing a text (26.4%). While, activity that students for improving their vocabulary is matching the words with the definition (41.2%). Then, for improving grammar and pronunciation they liked doing grammar assignment by completing blank spaces (29.4%) and listening to dialog and practicing in front of the class with a partner (58.8%). The last, the number of tasks that would be effective in one unit is 10-15 tasks (58.8%).

Table 9: Learning Needs (setting)

Aspect	Students' Needs	N	Total Answer Per Item	Percentage
Setting	In learning English, I will enjoy doing English assignment			
	a. by my self	34	7	20.5%
	b. in pair	34	7	20.5%
	c. in group	34	20	58.9%

Based on Table 9 about the setting in the teaching and learning process for VIII grade at MTs N Yogyakarta I, the setting which was chosen by the students were mostly in groups (20 students) while, seven students chose the setting in pairs and also seven students chose setting in individual. Therefore, most of the students were comfortable in doing the English assignments in groups rather than in pairs or individually.

Table 10: Learning Needs (students' role)

Aspect	Students' Needs	N	Total Answer Per Item	Percentage
Students' role	In learning English, the role that I want is. . . .			
	as a listener when the teacher is explaining in front of the class.	34	7	20.5%
	as a listener and then did what teacher asked to them.	34	4	11.8%
	as active participants who respond explanation or question from teacher	34	4	11.8%
	as an active participant which not only responded to the explanation/teacher's explanation but also gave suggestions, criticisms, and opinions to the teacher.	34	15	44.1%
	as an active participant who is involve in social activities with the teacher and classmates	34	4	11.8%

Based on the results of needs analysis questionnaire about the students' role, there were five options which were chosen by the students. The students who chose students' role as active

participants who not only responded to the explanation / teacher's explanation but also gave suggestions, criticisms, and opinions were 15 students (44.1%). Then, the students chose the students' role as listener when the teacher was explaining in front of the class. Other students chose the students' role as a listener. Then, did what the teacher asked them to do and as active participants who were involved in the social activities with the teacher and classmates

Table 11: Learning Needs (teacher role)

Aspect	Students' Needs	N	Total Answer Per Item	Percentage
Students' role	In learning English, I want the teacher to be. . . .			
	the center of the teaching and learning in the class.	34	4	11.8%
	the resource who help students in the class.	34	10	29.4%
	the facilitator and controller in the class.	34	4	11.8%
	motivator in the class.	34	12	35.2%
	someone who gave criticisms, suggestion, and advice to students in the class.	34	3	8.9%

Based on the results of needs analysis questionnaire about teacher's role, those are options about teacher's role which have been chosen by the students. Teacher's role as a motivator was chosen by the 12 students (35.2%) and teacher's role as the resource that helped students in the class were chosen by ten students (29%). Four students chose the teacher role as the facilitator and controller in the class (11.8%) and the others chose teacher as someone criticisms giving suggestion, and advice for students in the class (8.9%).

2. The Course Grid

The course grid is intended for listing the components of English learning materials. Course grid was derived from students' needs and target needs which were developed from the results of needs analysis questionnaire that have been discussed above.

In the course grid, the data of the needs analysis were processed and arranged for making the teaching and learning schema. The schema can be seen in Appendix C.

The procedures involved in developing the course grid included the learning goals and objectives, caring them in terms of priorities, and then, determining the input of language functions, language focus, and text type which consisted of vocabulary and grammar, activities as

well as setting. The learning goals and objectives were derived from standard competence and basic competence.

The next section in developing the course grid is developing materials. Materials were divided into three unit lessons..

The units in the materials were divided into four parts. Each part is based on the learning stage of teaching learning process. They are lead in, lesson proper, home work, and reflection. The objective of lead in is building students' knowledge by giving stimulus in the form of pictures and guided questions to lead in the higher stage of learning. Then, the objective of lesson proper is the higher stage for students to learn in the spoken cycle and written cycle. Here students are given inputs and tasks to improve their mastery in all four skills, speaking – listening and reading-writing and work in pairs and individually. The further stage is homework. In this stage the students are given homework related to the materials. The objective of this stage is to explore the students' understanding in learning the materials. The last stage is reflection. Here, students' understandings of the materials are evaluated by using honesty checklist.

3. Unit Design

After writing a course grid, the next step was to develop the materials. The English learning materials consist of three units. They are *What is your opinion?*, *Do you agree or disagree?*, *What is your experience?*. Every unit consists of 18 to 25 tasks. The description of the units can be seen from the tasks in the following table.

Table 12: The Description of Unit 1

A. Lead-In	
Task	Description
Task 1	Instruction : Study the following pictures. Then, answer the questions that follow orally.
B. Lesson Proper (Focus on Listening and Speaking)	
Task 2	Instruction: Listen to the dialog below and answer the questions that follow.
Task 3	Instruction: Study the dialog in Task 2 once again. Then, pay attention to the explanation below. The expressions are presented in the table. In addition, you can use the following expressions to ask for and give opinions.
Task 4	Instruction: Listen to a recording about the expressions used for asking for and giving opinions. While you are listening, in pairs match the expressions in column A to those in column B based on what you hear.

Task 5	<p>Instruction:</p> <p>Listen to your teacher's intonation when asking for and giving opinions.</p>
Task 6	<p>Instruction:</p> <p>In pairs, act out the following short dialogs. Use a correct intonation.</p>
Task 7	<p>Instruction:</p> <p>Study the following pictures. What do you think about those pictures?</p> <p>In groups, express your opinions orally about those pictures Say whether you agree or disagree. Then, present your opinions in front of the class.</p>
Task 8	<p>Instruction:</p> <p>Study the following structure used to ask for and give opinions.</p>
Task 9	<p>Instruction:</p> <p>Listen to the recording. While listening, arrange the following jumbled words into a good sentence of asking for and giving opinions for asking giving opinion.</p>
Task 10	<p>Instruction:</p> <p>If you find difficulties in doing Task 9, try to use the following table to help you in arranging the words into a sentence.</p>
Task 11	<p>Instruction:</p> <p>Study the following vocabulary list.</p> <p>In asking for and giving opinions, you need words that can support your opinions. The examples of vocabulary to support the expressions of asking for and giving opinions that you may use in Task 12 can be seen below.</p>
Task 12	<p>Instruction:</p> <p>In pairs, have a dialogue with your classmate. Ask him/her to give opinions about something. Look at the example.</p>

Focus on Reading and Writing	
Task 13	Instruction: Read the text below. Then, find the meaning of the words that follow based on the context.
Task 14	Instruction: After reading the text in Task 11, answer the questions below.
Task 15	Instruction: Study the chronological pattern of a story below.
Task 16	Instruction: Study the following explanation to get more information about narrative texts.
Task 17	Instruction: Based on the explanation in Task 13, label each part of this story.
Task 18	Instruction: Study the text in Task 17 again. Then, complete the following form using the detailed information in the text.
Task 19	Instruction: Study the following diagram of the grammar in a narrative text.
Task 20	Instruction: In pairs, decide what tenses are used in the following sentences. Look at the grammar patterns presented in the previous task.
Task 21	Instruction: Arrange the jumbled paragraphs below into a correct narrative text.
Task 22	Instruction: In pairs, make a simple narrative text that is familiar to you by using the following chart.
Homework	
Task 23	Instruction: Complete the following dialog with the suitable expressions.

Task 24	Instruction: Write a narrative text which you have ever heard. Then, read it in front of the class without reading the text title. Let your friends guess it.
Reflection	
Task 25	Instruction: Reflect and write what you have learned in this unit.

Table 13: Description of unit 2

A. Lead-In	
Task	Description
Task 1	Instruction: Look at the following pictures. Then, answer the questions that follow orally.
B. Lesson Proper (Focus on Listening and Speaking)	
Task 2	Instruction: Listen to the dialogue below and answer the questions that follow.
Task	Description
Task 3	Instruction: Study the dialog above once again. Then, pay attention to the explanation below. In the dialog above, you find some expressions that show different functions. Those expressions are presented in the table below. In addition, you can use the following expressions to ask for express agreement and disagreement.
Task 4	Instruction: Listen to a recording about the expressions used for asking for and giving opinions. While you are listening, in pairs, match the expressions in column A to those in column B based on what you hear.

Task 5	<p>Instruction: Look at the following pictures. Do you agree or disagree about those actions?</p> <p>In groups, discuss your agreement or disagreement orally about the actions showed in those pictures Then, speak out your opinion in front of the class.</p>
Task 6	<p>Instruction: Listen to the dialog below. While listening, fill in the blanks. Then, act the dialog out with your partners in front of the class.</p>
Task 7	<p>Instruction: Read the dialog in Task 6 once again. Then, read the following statements. Write T if the statement is true and F if the statement is false. Do not forget to correct the statement if it is false. Number one has been done for you.</p>
Task 8	<p>Instruction: Study the following vocabulary to help you do Task 9</p> <p>In asking for and giving opinions, you need words that can support your opinion. The examples of vocabulary to support in asking for and giving opinions that you may use in Task 9 can be seen below.</p>
Task 9	<p>Instruction: In pairs, have a dialog with your friends. Ask him/her to give their agreement or disagreement about the situations below. You can use the words presented in the previous task. Number one has been done for you.</p>
Focus on Reading and Writing	
Task 10	<p>Instruction: In pairs, read the text below and discuss the answers to the questions that follow.</p>
Task 11	<p>Instruction: Read the text in Task 10 once again. Then, study the following explanation.</p>

Task 12	<p>Instruction:</p> <p>In pairs, try to analyze and classify verbs into infinitive, past, and past participle verb form based on the text in Task 10. You may open your dictionary.</p>
Task 13	<p>Instruction:</p> <p>Read and study the irregular verbs below. Then, continue and complete the list. You may use your dictionary or other sources to help you.</p>
Task 14	<p>Instruction:</p> <p>Complete the following narrative text by using the correct verb form. The verbs are provided in the box below.</p>
Task 15	<p>Instruction:</p> <p>Arrange these jumbled sentences into a good narrative paragraph.</p>
Task 16	<p>Instruction:</p> <p>Write down a narrative text about a famous story or legend in your book without writing the title of the story or legend. Then, let one of your friends try to guess what the title of the story or legend is in front of the class.</p>
Home work	
Task 17	<p>Instruction:</p> <p>Ask your parents about a legend or story that they have ever heard. Then, make a narrative text based on it.</p>
Reflection	
Task 18	<p>Instruction:</p> <p>Reflect on what you have learned in the teaching and learning process</p>

Table 14: Description of Unit 3

A. Lead-In	
Task	Description
Task 1	Instruction: Study the following pictures. Then, answer the questions that follow orally.
Task 2	Instruction: In pairs, study the following pictures and match them with the possible questions in the box below. Look at the example.
B. Lesson Proper (Focus on Listening and Speaking)	
Task 3	Instruction: Listen carefully to the dialog. Then, answer the questions that follow.
Task 4	Instruction: In the dialog Task 3 you find some expressions that show different functions. Those expressions are presented in the table below. In addition, you can use the following expressions to ask for and give information.
Task 5	Instruction: In pairs, study the following intonation marks below to ask for and give information.
Task 6	Instruction: Listen to the following dialog. While listening, complete the dialog. Then, act the dialog out with your partners in front of the class.
Task 7	Instruction: Based on the dialog in Task 6, list the expressions used for asking for and giving information. You can see the example.

Task 8	<p>Instruction: Read the dialog in Task 5. Then, read the following statements. Write T if the statement is TRUE and F if the statement is FALSE. Don't forget to correct the statement if it is false. Number one has been done for you.</p>
Task 9	<p>Instruction: Study the following vocabulary list.</p> <p>In asking for and giving information, you need words that can support your information. The examples of vocabulary to support in asking for and giving information that you may use in Task 10 can be seen below.</p>
Task 10	<p>Instruction: In pairs, have a dialog with your friends. Ask him/her information about the situations below. You can use the words presented in the vocabulary corner. Number one has been done for you.</p>
Focus on Reading and Writing	
Task 11	<p>Instruction: Read the text below and discuss the answer of the questions that follow in pairs.</p>
Task 12	<p>Instruction: Read the text in Task 11 once again and guess the meaning of the following words based on the context.</p>
Task 13	<p>Instruction: Read the text below. Then, read the following statements. Write T if the statement is True and F if the statement is False. Do not forget to correct the statement if it is false. Number one has been done for you.</p>
Task 14	<p>Instruction: In pairs, study and discuss the following recount text.</p>

Task 15	Instruction: Study the generic structure of a recount text below.
Task 16	Instruction: Based on the explanation in Task 15, label each part of this recount text.
Task 17	Instruction: Study the grammar spot below with your partner.
Task 18	Instruction: In pairs, based on the previous task, classify the following sentences into active or passive.
Task 19	Instruction: In pairs, do the direction in the following games and study the example.
Task 20	Instruction: Complete the following narrative text by using the correct verb form. The verbs are provided in the box below.
Task 21	Instruction: In pairs, arrange the jumbled sentences below into a good recount text.
Task 22	Instruction: Make your own simple recount text based on your unforgettable moment. Use the following recount worksheet to help you.
Homework	
Task 23	Instruction: Ask your parents or brother/sister about his/her experience in Ramadan or Ied al Fitr/Lebaran day. Then, make a recount text about it.
Reflection	
Task 24	Instruction: Reflect on and write what you have learned in the teaching and learning process.

4. Expert Judgment

Expert judgment was needed to validate the materials which were developed by the researcher. It was conducted by two experts in the English field. The experts gave their expert judgment by using expert judgment checklist. The checklist derived from *pusbuk 2007* and the table could be seen in Appendix F. The expert judgment checklist consisted of 26 statements which gave four options for the experts' opinion about the statements. Those options are *strongly agree, agree, disagree, and strongly disagree* and the experts should also give their feedbacks about the materials if they disagree.

The validation of the materials is derived from the descriptive statistic analysis of the expert judgment checklist data in which the results were in the form of number. The table of the descriptive statistic analysis of materials expert validation could be seen below.

a. Validation of Unit 1

Table 15: The Descriptive Statistics of Materials Expert Validation of Unit 1

No	Components	n	Mean	Comment
A. The appropriateness of the content				
1	The materials are appropriate with standard competence/basic competence and syllabus	12	3	Good
2	The materials contain short and simple interpersonal/monolog texts related to learners' daily life.	11	2.75	Good
3	The materials contain text types which are relevant and appropriate for the learners	21	2.6	Good
B. Appropriateness of the presentation				
1	Materials and tasks, communicative actions, illustrations, and symbols that are presented using organized pattern and arrangement are appropriate with the characteristic of material. (opening, content, and closing)	12	3	Good
2	The materials contain the guidance that make learners unlead produce spoken or written texts for reaching social functions that are relevant with related text types.	17	2.8	Good
3	Materials and tasks, communicative actions, illustrations, and symbols are balance in every unit.	12	3	Good

C. The appropriateness of the language				
1	The language used in explanation and instruction are appropriate with the learners' cognitive development level.	18	3	Good
D. The appropriateness of the graphic				
1	The book size is appropriate with the standard of general course book.	44	2.75	Good

From the table of validation of Unit 1, it shows that the material of Unit 1 is good. It can be concluded from the average of every aspect of the components. The average of mean in the appropriateness of the content, the appropriateness of the presentation, the appropriateness of the language, the appropriateness of the graphic is 2.8 which means good.

b. Validation of Unit 2

Table 16: The Descriptive Statistics of Materials Expert Validation of Unit 2

No	Components	n	Mean	Comment
A. The appropriateness of the content				
1	The materials are appropriate with standard competence/basic competence and syllabus	12	3	Good
2	The materials contain short and simple interpersonal/monolog texts related to learners' daily life.	11	2.75	Good
3	The materials contain text types which are relevant and appropriate for the learners	21	2.6	Good
B. Appropriateness of the presentation				
1	Materials and tasks, communicative actions, illustrations, and symbols that are presented using organized pattern and arrangement are appropriate with the characteristic of material. (opening, content, and closing)	12	3	Good
2	The materials contain the guidance that make learners unleded produce spoken or written texts for reaching social functions that are relevant with related text types.	17	2.8	Good
3	Materials and tasks, communicative actions, illustrations, and symbols are balance in every unit.	12	3	Good

C. The appropriateness of the language				
1	The language used in explanation and instruction are appropriate with the learners' cognitive development level.	18	3	Good
D. The appropriateness of the graphic				
1	The book size is appropriate with the standard of general course book.	44	2.75	Good

From the table of validation of Unit 1, it shows that the material of Unit 1 is good. It can be concluded from the average of every aspect of the components. The average of mean in the appropriateness of the content, the appropriateness of the presentation, the appropriateness of the language, the appropriateness of the graphic is 2.8 which means good.

c. Validation of Unit 3

Table 17: The Descriptive Statistics of Materials Expert Validation of Unit 3

No	Components	n	Mean	Comment
A. The appropriateness of the content				
1	The materials are appropriate with standard competence/basic competence and syllabus	12	3	Good
2	The materials contain short and simple interpersonal/monolog texts related to learners' daily life.	11	2.75	Good
3	The materials contain text types which are relevant and appropriate for the learners	21	2.6	Good
B. Appropriateness of the presentation				
1	Materials and tasks, communicative actions, illustrations, and symbols that are presented using organized pattern and arrangement are appropriate with the characteristic of material. (opening, content, and closing)	12	3	Good
2	The materials contain the guidance that make learners unleded produce spoken or written texts for reaching social functions that are relevant with related text types.	17	2.8	Good
3	Materials and tasks, communicative actions, illustrations, and symbols are balance in every unit.	12	3	Good

C. The appropriateness of the language				
1	The language used in explanation and instruction are appropriate with the learners' cognitive development level.	18	3	Good
D. The appropriateness of the graphic				
1	The book size is appropriate with the standard of general course book.	44	2.75	Good

From the table of validation of Unit 1, it shows that the material of Unit 1 is good. It can be concluded from the average of every aspect of the components. The average of mean in the appropriateness of the content, the appropriateness of the presentation, the appropriateness of the language, the appropriateness of the graphic is 2.8 which means good.

Table 18: The Evaluation and Revisions of Unit 1

Task	Expert 1	Expert 2	Revision
1	Good	Good	No revision
2	Good	Please change the question. Use a better expression	The question has been replaced with better expressions.
3	Good	Change the word expression	The word expression was changed into expressions.
4	Good	Good	No revision
5	Good	Good	No revision
6	Good	After apostrophe, don't a put space.	“ Wahid, what do you think about our new friend” was changed into “Wahid, what do you think about our new

			friend?"
7	Good	Good	No revision
8	Don't put a dot after question mark.	Good	"How do you give opinions?". Was replaced with "How do you give opinions?"
9	Good	Good	No revision
10	Good	Good	No revision
11		Don't use capital alphabet at every words and meaning	Truant and Bolos were replaced into truant and bolos
12	Good	Good	No revision
13	Good	Good	No revision
14	Good	Good	No revision
15	Good	Good	No revision
16	Good	Good	No revision
17	Good	Good	No revision
18	Good	Good	No revision
19	Good	Good	No revision
20	Good	Good	No revision
21	Good	Good	No revision
22	Good	Good	No revision
23	Good	Good	No revision
24	Good	Good	No revision
25	Good	Simplify the instruction	<p>"Check the checklist below based on what you've gotten in the teaching and learning process" was replaced with "Give a tick (✓) in the right column based on what you have learned honestly".</p> <p>The words "The teaching and learning process" has been replaced by word "This unit".</p>

Table 19: The Evaluation and Revisions of Unit 2

Task	Expert 1	Expert 2	Revision
1	Good	Good	No revision
2	Omit the word	Good	The word “were” was omitted
3	Good	Good	No revision
4	Good	Good	No revision
5	Good	Good	No revision
6	Good	Good	No revision
7	The word “Abu Nawas book” should be added with “a book on Abu Nawas”	Good	The word “Abu Nawas book” has been added with “a book on Abu Nawas”.
8	Good	Good	No revision
9		Replaced the word “law” with the word “rule”	The word “law” was replaced by “rule”
10	Good	Good	No revision
11	Good	Good	No revision
12	Good	Good	No revision
13	Good	Good	No revision
14	Good	Good	No revision
15	Good	Good	No revision
16	Good	Good	No revision
17	Good	Good	No revision
18	The words “the teaching and learning process” should be replaced by word “this unit”	Simplify the instruction	<p>“Check the checklist below based on what you’ve gotten in the teaching and learning process” was replaced with “Give a tick (√) in the right column based on what you have learned honestly”.</p> <p>The words “the learning process” has been replaced by word “this unit”.</p>

Table 20: The Evaluation and Revisions of Unit 3

Task	Expert 1	Expert 2	Revision
1	Good	Good	No revision
2	Good	Good	No revision
3	Good	Good	No revision
4	Good	Good	No revision
5	Good	Good	No revision
6	Good	Good	No revision
7	Good	Good	No revision
8	Good	Good	No revision
9	Good	Good	No revision
10	Good	Good	No revision
11	Good	Good	No revision
12	Good	Good	No revision
13	Good	Good	No revision
14	Good	Good	No revision
15	Good	Good	No revision
16	Good	Good	No revision
17	Good	Good	No revision
18	Good	Good	No revision
19	Good	Good	No revision
20	Good	Good	No revision
21	Good	Good	No revision
22	Good	Good	No revision
23	Good	Good	No revision
24	The words “the teaching and learning process” should be replaced by word “this unit”	Simplify the instruction	<p>“Check the checklist below based on what you’ve gotten in the teaching and learning process” was replaced with “Give a tick (√) in the right column based on what you have learned honestly”.</p> <p>The words “the learning process” has been replaced by word “this unit”.</p>

B. Discussion

Based on the results of needs analysis, it can be seen that learners need to have good English language skills. They need to improve their English language skills to communicate in English. In junior high schools, the students need to learn language function, grammar, and text types.

From the results of expert judgment validation, it can be seen that the materials developed were valid and appropriate for the learners. It is shown from the mean for appropriate which is 2.8 as the minimum score.

In short, the materials presented were accepted by the experts. The materials were developed in a three unit design. The materials were developed based on task based language teaching. There are 4 stages in every unit and completed with the vocabulary list and grammar.

Regarding the components in the tasks developed in the materials, there are some tasks which are effective and less effective. The tasks in which all the components are good and have high score are categorized as the effective task. However, there are some tasks in which one of the components or more are less effective and needed to be revised based on the data obtained from the experts in the expert judgment stage.

The first component is goal. Goals are the vague, general intention behind any learning task and it is not always explicitly stated (Nunan, 2004: 40-42). The goal of the task in the materials is to communicate in English well. The second component is input. As noted by Nunan (2004: 47), inputs refer to the spoken, written, and visual data the learners work within the course of completing the task. The next are activities or procedures. Activities are what learners will actually do with the input that forms the point of departure for the learning task (Nunan, 2004: 52). Regarding this, activities should be authentic as the learners' situational context. The other components are teacher and learners' roles. Role as Nunan (2004: 64) notes, refers to the part that learners and teacher are expected to play in carrying out the learning tasks as well as the social interpersonal relationship between the participants. The last component is setting. Nunan (2004: 70) notes that setting refers to the classroom arrangements implied in the tasks.

In having the effective materials, the researcher used the feedbacks from the experts in the expert judgment checklist to revise the materials. The tasks are mostly done to the input and activity of the tasks. The input and activity should be revised since they are not comprehensible.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The objectives of this study are to identify the learners' needs and to develop the effective English learning materials for grade VIII students of MTs N Yogyakarta I. The English learning materials were designed based on some steps of task based language teaching. Based on the results of the research finding, the conclusion of the study can be drawn as follows:

1. The Target Needs

In terms of the target needs, the goals for grade VIII students of MTs N Yogyakarta I is to communicate in English well.

2. The Learning Needs

The learning needs of the learners were the input, activity, setting, learners' role, and teacher's role.

In the listening input, there is a dialog that is spoken by the teacher and in the speaking input there is vocabulary of dialog that will be used by the learners. While, the input for reading and writing are vocabulary that will be read by the learners and vocabulary words that they will use in writing.

The lengths of the texts for input are 50 – 100 words for listening, speaking, and writing: while the length of reading input is 100 – 150 words.

The second is activities. There are activities of matching the sentence with the expression based on the recording the learners hear, listening to teacher's intonation in pronouncing certain expression and arranging words into a good sentence based on the recording the learners hear. In the speaking activities, there are activities of acting out a dialog in correcting intonation, and asking other learners using certain expression. In reading activities, there are activities of answering guided questions to understand the content of the text, and analyzing the chronological of a text. The last, in writing activities, there are labeling each part of a text based on the example, completing form using detailed information, arranging the jumbled sentences into a good paragraph and the jumbled paragraph into a good text, and making a simple text based on a chart.

In doing the activities, students do the activities in groups and become active participants (not only respond to the teacher's explanation but also gave suggestions, criticisms, and opinions to the teacher). In the activities, the teacher is a motivator.

3. The Appropriate English Learning Materials for grade VIII at MTs N

a. Title of unit

The title of every unit derived from language function of standard competence and basic competence for grade VIII students of MTs in the second semester.

b. Lead in

It consists of appropriate pictures and questions which introduce and lead the students to the materials.

c. Lesson Proper

It consists of two cycles. Those are spoken cycle (listening and speaking) and written cycle (reading and writing). Every cycle consists of appropriate activities that involve and lead students to the production activities: speaking and writing.

d. Homework

It consists of students' work at home which consists of assignment based on the materials given in the class. The assignment is proposed to analyze the students' understanding of materials and the problems solving they face.

e. Reflection

It is the way to measure how far the students understand the materials. In addition, the reflection can also be used as a simple summary of materials which the students have learned.

B. SUGGESTION**1) For the Teachers**

It is suggested to the teachers make their lesson plan and materials up to date based on their observation in the class. The teachers should also use learning kits and media which are appropriate with the learning context and learners' daily life to make learners understand English.

2) For the Other Materials Designers

Developing English learning materials in MTs is a quiet large field to be searched. It is suggested to other materials designers who want to develop materials in the same field with the research for developing materials in different grade and subjects to enrich the materials and knowledge.

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APPENDIX A
NEEDS ANALYSIS DATA



JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA

Angket Analysis Kebutuhan Siswa

Kepada siswa kelas VIII MTsN Yogyakarta I yang berbahagia

Dalam rangka pengembangan materi pembelajaran bahasa Inggris bagi siswa-siswa kelas VIII MTs, saya meminta kesediaan para siswa untuk mengisi angket berikut ini.

Angket ini tidak bertujuan untuk menguji atau menilai para siswa, melainkan untuk mencari gambaran tentang materi pembelajaran bahasa Inggris yang sesuai bagi siswa kelas VIII MTs. Untuk itu pada halaman-halaman berikut, para siswa diminta untuk menyatakan pendapatnya atas pernyataan-pernyataan mengenai mata pelajaran bahasa Inggris dan berbagai cara pengajarannya dengan cara memilih salah satu jawaban yang menurut kalian paling sesuai dengan keadaan di MTsN Yogyakarta I dari empat alternative jawaban yang ada dan apabila tidak terdapat pilihan jawaban yang sesuai silahkan mengisi pada pilihan lain-lain.

Angket ini dijamin tidak akan mempengaruhi nilai kalian, sehingga kalian akan saya minta untuk jujur dan dalam memberikan jawaban.

Akhirnya, atas bantuanya dan kesediaannya para siswa mengisi angket ini saya ucapkan terima kasih.

Yogyakarta, 26 Januari 2013

Peneliti

DATA RESPONDEN

Nama (Boleh tidak diisi) :.....
Kelas :.....

Pilihlah jawaban-jawaban di bawah ini yang paling sesuai menunjukkan keadaan kalian. Pilihlah dan isilah pilihan lain-lain apabila tidak terdapat jawaban yang sesuai dengan keadaan kalian.

1. Materi dalam pembelajaran bahasa Inggris ini saya harapkan akan membantu saya untuk...
 - a. belajar berkomunikasi dengan baik dalam bahasa Inggris baik secara lisan maupun tulisan.
 - b. memenuhi tuntutan dunia akan bahasa Inggris.
 - c. lulus dalam UAN.
 - d. lain-lain, sebutkan _____
2. Dalam pembelajaran bahasa Inggris input mendengarkan (listening) yang saya inginkan berupa
 - a. monolog/dialog tentang agama islam dari penutur asli (native speaker) dalam bentuk rekaman.
 - b. monolog/dialog yang religius berkaitan dengan agama islam yang disertai daftar kosa kata baru yang terkait dalam bentuk rekaman
 - c. lagu – lagu bahasa Inggris yang religious berkaitan tentang agama islam.
 - d. lain-lain,sebutkan _____
3. Dalam pembelajaran bahasa Inggris panjang input teks listening yang saya inginkan adalah
 - a. 50 kata – 100 kata
 - b. 100 kata – 150 kata
 - c. 150 kata – 200 kata
 - d. 200 kata – 250 kata
 - e. 250 kata – 300 kata
 - f. Lain-lain,selanjutnya _____
4. Dalam pembelajaran bahasa Inggris topic listening yang saya inginkan adalah
 - a. tentang nabi Muhammad.
 - b. sejarah dan perkembangan islam.
 - c. lagu – lagu religious islam.
 - d. lain-lain.....
5. Input pembelajaran berbicara (speaking) yang saya inginkan berupa
 - a. model monolog/dialog yang disampaikan guru secara lisan.
 - b. model monolog/dialog dari penutur asli (native speaker) berupa video.
 - c. kosa kata yang berkaitan dengan monolog/dialog yang akan disimak.

- d. ungkapan – ungkapan (spoken languages) yang berkaitan dengan monolog/dialog yang akan disimak.
- e. lain-lain,sebutkan_____
6. Dalam pembelajaran bahasa Inggris panjang input teks berbicara (speaking) yang saya inginkan adalah
- | | |
|------------------------|------------------------------|
| a. 50 kata – 100 kata | d. 200 kata – 250 kata |
| b. 100 kata – 150 kata | e. 250 kata – 300 kata |
| c. 150 kata – 200 kata | f. Lain – lain,sebutkan_____ |
7. Dalam pembelajaran bahasa Inggris topic berbicara (speaking) yang saya inginkan adalah
- berita – berita baru seputar islam.
 - adab / tata cara islam dalam kehidupan sehari - hari .
 - tokoh – tokoh islam yang berpengaruh terhadap ilmu pengetahuan.
 - tempat – tempat islam istimewa yang berpengaruh bagi dunia.
 - lain-lain.....
8. Input pembelajaran membaca (reading) yang saya ingin kan berupa
- artikel dari majalah atau Koran tentang islam.
 - kosa kata yang berkaitan dengan teks yang akan disimak.
 - ungkapan-ungkapan yang berkaitan dengan teks yang akan disimak.
 - lain-lain,sebutkan_____
9. Dalam pembelajaran bahasa Inggris panjang input teks membaca (reading) yang saya inginkan adalah
- | | |
|------------------------|----------------------------|
| a. 50 kata – 100 kata | d. 200 kata – 250 kata |
| b. 100 kata – 150 kata | e. 250 kata – 300 kata |
| c. 150 kata – 200 kata | f. Lain-lain,sebutkan_____ |
10. Dalam pembelajaran bahasa Inggris topic membaca (reading) yang saya inginkan urutannya adalah
- diskripsi dari tokoh – tokoh islam di Indonesia.
 - pengalaman religious pribadi seseorang.
 - sejarah dan perkembangan islam.
 - adab / tata cara wudhu dan shalat dalam islam.
 - lain-lain.....
11. Input pembelajaran menulis (writing) yang saya inginkan berupa
- contoh terlebih dahulu teks materi dari guru.
 - kosa kata yang berkaitan dengan teks yang akan ditulis.
 - struktur kalimat yang berkaitan dengan teks yang akan ditulis.
 - lain-lain, sebutkan _____

12. Dalam pembelajaran bahasa Inggris panjang input teks menulis (writing) yang saya inginkan adalah
- a. 50 kata – 100 kata
 - b. 100 kata – 150 kata
 - c. 150 kata – 200 kata
 - d. 200 kata – 250 kata
 - e. 250 kata – 300 kata
 - f. Lain-lain, sebutkan _____
13. Dalam pembelajaran bahasa Inggris topic menulis (writing) yang saya inginkan
- a. tokoh – tokoh idola ku dalam islam.
 - b. tempat wisata religi berkesan yang pernah dikunjungi.
 - c. kehidupan nabi yang bisa diteladani.
 - d. hobi ku.
 - e. lain-lain.....
14. Dalam pembelajaran bahasa Inggris jenis kegiatan mendengarkan (listening) yang saya sukai adalah
- a. menjawab pertanyaan berdasarkan teks lisan yang direkam dalam bentuk pilihan ganda
 - b. menjawab pertanyaan berdasarkan teks lisan dalam bentuk isian essay.
 - c. mendengarkan teks lisan dan mencatat informasi – informasi pentingnya.
 - d. mendengarkan teks lisan kemudian memilih pertanyaan benar dan salah.
 - e. melengkapi paragraf berdasarkan teks lisan yang didengar.
 - f. mendengarkan teks lisan kemudian mengambil / mencatat intisari teks.
 - g. Lain-lain,sebutkan bila ada _____
15. Dalam pembelajaran bahasa Inggris jenis kegiatan berbicara (speaking) yang saya sukai adalah
- a. dialog berpasangan dan bermain peran (role play).
 - b. menginterview teman lain dengan panduan pertanyaan (guided question).
 - c. diskusi berpasangan / kelompok.
 - d. menceritakan kembali isi teks yang sudah dibaca (story telling).
 - e. membuat dialog / memberikan opini, saran, kritik, dan pertanyaan terhadap situasi / gambar, kemudian mempresentasikan ke depan kelas.
 - f. saling bertukar informasi dengan teman yang belum diketahui.
 - g. mendiskripsikan gambar, benda, atau orang yang ditunjukkan guru.
 - h. Lain-lain, sebutkan _____
16. Dalam pembelajaran bahasa Inggris jenis kegiatan membaca (reading) yang saya sukai adalah
- a. menjawab pertanyaan berdasarkan bacaan dalam bentuk pilihan ganda.
 - b. menjawab pertanyaan berdasarkan bacaan dalam bentuk essay.
 - c. menentukan sinonim dan antonym suatu kata yang terdapat dalam bacaan.
 - d. mencari informasi – informasi / poin – poin penting dalam bacaan.

- e. merespon pernyataan benar / salah berdasarkan bacaan.
 - f. menjodohkan dua buah pernyataan berdasarkan bacaan (matching).
 - g. membuat ringkasan dari suatu bacaan.
 - h. Lain-lain, sebutkan _____
17. Dalam pembelajaran bahasa Inggris jenis kegiatan menulis (writing) yang saya sukai adalah
- a. menuliskan kembali cerita dengan kata – kata sendiri (paraphrasing).
 - b. membuat cerita berdasarkan tema yang telah ditentukan.
 - c. membuat cerita berdasarkan gambar, table, grafik, dll.
 - d. melengkapi kalimat rumpang berdasarkan pilihan kata yang disediakan.
 - e. menyusun kalimat acak menjadi suatu paragraph yang baik.
 - f. membetulkan paragraph dengan menggunakan kata – kata, tanda baca, dan kapitalisasi yang tepat.
 - g. menulis cerita bebas dengan topik dan tema cerita sesuai keinginan sendiri (free writing).
 - h. Lain-lain, sebutkan _____
18. Dalam pembelajaran bahasa Inggris jenis kegiatan meningkatkan kosa – kata (vocabulary) yang saya sukai adalah
- a. mengidentifikasi jenis – jenis kata (nouns, verbs, adjectives, adverbs, dll).
 - b. mencari sinonim dan antonim kata – kata yang sering muncul dalam teks.
 - c. mengerjakan teka – teki silang yang berisi kosa – kata benda (nouns).
 - d. menjodohkan kata – kata dengan definisinya (matching).
 - e. mendengarkan kalimat rumpang dengan kata – kata yang tepat.
 - f. mengelompokkan kata – kata sejenis (hipernim dan hiponim).
 - g. lain – lain, sebutkan bila ada _____
19. Dalam pembelajaran bahasa Inggris jenis kegiatan meningkatkan tata bahasa (grammar) yang saya sukai adalah
- a. menghafalkan rumus – rumus tenses yang sering muncul atau digunakan.
 - b. mengerjakan soal – soal tata bahasa (grammar) dalam bentuk pilihan ganda.
 - c. mengidentifikasi tata bahasa (grammar) yang salah dalam kalimat dan paragraf (error recognition).
 - d. menyusun kata – kata menjadi kalimat dengan tata bahasa (grammar) yang tepat.
 - e. melengkapi kalimat yang salah dengan tata bahasa (grammar) yang tepat.
 - f. membuat contoh – contoh kalimat sesuai dengan materi tata bahasa (grammar) yang sedang diajarkan.
 - g. lain – lain, sebutkan bila ada _____
20. Dalam pembelajaran bahasa Inggris kegiatan meningkatkan pengucapan (pronunciation) bahasa Inggris yang saya sukai adalah

- a. mendengarkan cara pelafalan kata – kata dari native speaker kemudian menirukan.
 - b. menyanyikan lagu – lagu bahasa Inggris.
 - c. lain – lain, sebutkan bila ada _____
21. Dalam pembelajaran bahasa Inggris jumlah task (aktifitas) yang efektif dalam 1 unit menurut saya adalah
- a. < 10 task.
 - b. 10 – 15 task.
 - c. 16 – 20 task.
 - d. > 20 task.
22. Dalam pembelajaran bahasa Inggris saya ingin peran guru adalah....
- a. sebagai pusat kegiatan belajar mengajar di kelas.
 - b. sebagai sumber belajar yang membantu anda belajar di kelas.
 - c. sebagai fasilitator dan pengontrol dalam kegiatan belajar mengajar di kelas.
 - d. sebagai motifator dan pendorong siswa di kelas.
 - e. memberikan saran, kritik, dan masukan terhadap siswa.
 - f. Lain-lain, sebutkan _____
23. Dalam pembelajaran bahasa Inggris peran siswa yang saya inginkan adalah
- a. sebagai pendengar sedangkan guru menerangkan di depan kelas.
 - b. sebagai pendengar, kemudian melaksanakan apa yang diperintahkan oleh guru.
 - c. sebagai partisipan aktif yang merespon penjelasan / pertanyaan guru.
 - d. sebagai partisipan aktif, yang tidak hanya merespon penjelasan / pertanyaan guru tapi juga member saran, kritik, dan masukan kepada guru.
 - e. sebagai partisipan aktif yang terlibat secara langsung dalam kegiatan sosial di kelas baik terhadap guru maupun teman sekelas.
 - f. lain – lain, sebutkan bila ada _____
24. Dalam pembelajaran bahasa Inggris, saya lebih senang mengerjakan tugas bahasa Inggris secara.....
- a. sendiri.
 - b. berpasangan.
 - c. berkelompok.
 - d. lain-lain, sebutkan _____

APPENDIX B
THE RESULT OF NEEDS ANALYSIS

Need Analysis

DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE VIII AT MTsN YOGYAKARTA I

N = 34

NO	Input		
1	Materi dalam pembelajaran bahasa Inggris ini saya harapkan akan membantu saya untuk....		
	a. belajar berkomunikasi dengan baik dalam bahasa Inggris baik secara lisan maupun tulisan.	27	79.5%
	b. memenuhi tuntutan dunia akan bahasa Inggris.	1	2.9%
	c. lulus dalam UAN.	3	8.8%
	d. lain-lain.	3	8.8%
2	Dalam pembelajaran bahasa Inggris input mendengarkan (listening) yang saya inginkan berupa		
	a. monolog/dialog tentang agama islam dari penutur asli (native speaker) dalam bentuk rekaman.	4	11.8%
	b. monolog/dialog yang religius berkaitan dengan agama islam yang disertai daftar kosa kata baru yang terkait dalam bentuk rekaman	19	55,9%
	c. lagu – lagu bahasa Inggris yang religious berkaitan tentang agama islam.	10	29,4%
	d. lain-lain	1	2,9%
3	Dalam pembelajaran bahasa Inggris panjang input teks listening yang saya inginkan adalah		
	a. 50 kata – 100 kata	11	32,4%
	b. 100 kata – 150 kata	7	20,6%
	c. 150 kata – 200 kata	8	23,5%
	d. 200 kata – 250 kata	4	11,7%
	e. 250 kata – 300 kata	2	5,9%
	f. Lain-lain	2	5,9%
4	Dalam pembelajaran bahasa Inggris topic listening yang saya inginkan adalah		
	a. tentang nabi Muhammad.	8	23,5%
	b. sejarah dan perkembangan islam.	11	32,4%
	c. lagu – lagu religious islam.	12	35,3%
	d. lain-lain.....	3	11,7%
5	Input pembelajaran berbicara (speaking) yang saya inginkan berupa		
	a. model monolog/dialog yang disampaikan guru secara lisan.	4	11,8%
	b. model monolog/dialog dari penutur asli (native speaker) berupa video.	7	20,6%
	c. kosa kata yang berkaitan dengan monolog/dialog yang akan disimak.	7	44,1%
	d. ungkapan – ungkapan (spoken languages) yang berkaitan dengan monolog/dialog yang akan disimak.	14	23,5%
	e. lain-lain	2	0

6	Dalam pembelajaran bahasa Inggris panjang input teks berbicara (speaking) yang saya inginkan adalah		
	a. 50 kata – 100 kata	13	38,2%
	b. 100 kata – 150 kata	8	23,5%
	c. 150 kata – 200 kata	6	17,6%
	d. 200 kata – 250 kata	2	5,9%
	e. 250 kata – 300 kata	3	8,9%
	f. Lain – lain	2	5,9%
7	Dalam pembelajaran bahasa Inggris topic berbicara (speaking) yang saya inginkan adalah		
	a. berita – berita baru seputar islam.	4	11,8%
	b. adab / tata cara islam dalam kehidupan sehari - hari .	7	20,6%
	c. tokoh – tokoh islam yang berpengaruh terhadap ilmu pengetahuan.	7	20,6%
	d. tempat – tempat islam istimewa yang berpengaruh bagi dunia.	14	41,1%
	e. lain-lain.....	2	5,9%
8	Input pembelajaran membaca (reading) yang saya ingin kan berupa		
	a. artikel dari majalah atau Koran tentang islam.	7	20,6%
	b. kosa kata yang berkaitan dengan teks yang akan disimak.	21	61,8%
	c. ungkapan-ungkapan yang berkaitan dengan teks yang akan disimak.	4	11,8%
	d. lain-lain	2	5,8%
9	Dalam pembelajaran bahasa Inggris panjang input teks membaca (reading) yang saya inginkan adalah		
	a. 50 kata – 100 kata	7	20,6%
	b. 100 kata – 150 kata	9	26,5%
	c. 150 kata – 200 kata	8	23,5%
	d. 200 kata – 250 kata	6	17,6%
	e. 250 kata – 300 kata	2	5,9%
	f. Lain-lain	2	5,9%
10	Dalam pembelajaran bahasa Inggris topic membaca (reading) yang saya inginkan urutannya adalah		
	a. diskripsi dari tokoh – tokoh islam di Indonesia.	5	14,7%
	b. pengalaman religious pribadi seseorang.	12	50%
	c. sejarah dan perkembangan islam.	9	26,5%
	d. adab / tata cara wudhu dan shalat dalam islam.	1	2,9%
	e. lain-lain.....	2	5,9%
11	Input pembelajaran menulis (writing) yang saya inginkan berupa		
	a. contoh terlebih dahulu teks materi dari guru.	11	32,4%
	b. kosa kata yang berkaitan dengan teks yang akan ditulis.	13	38,2%
	c. struktur kalimat yang berkaitan dengan teks yang akan ditulis.	8	23,5%
	d. lain-lain	2	5,9%
12	Dalam pembelajaran bahasa Inggris panjang input teks menulis (writing) yang saya inginkan adalah		

	a. 50 kata – 100 kata	14	41,2%
	b. 100 kata – 150 kata	11	32,3%
	c. 150 kata – 200 kata	4	11,8%
	d. 200 kata – 250 kata	1	2,9%
	e. 250 kata – 300 kata	2	5,9%
	f. Lain-lain	2	5,9%
13	Dalam pembelajaran bahasa Inggris topic menulis (writing) yang saya inginkan		
	a. tokoh – tokoh idola ku dalam islam.	1	2,9%
	b. tempat wisata religi berkesan yang pernah dikunjungi.	6	17,7%
	c. kehidupan nabi yang bisa diteladani.	10	29,4%
	d. hobi ku.	17	47,1%
	e. lain-lain.....	1	2,9%
14	Dalam pembelajaran bahasa Inggris jenis kegiatan mendengarkan (listening) yang saya sukai adalah		
	a. menjawab pertanyaan berdasarkan teks lisan yang direkam dalam bentuk pilihan ganda	9	26,5%
	b. menjawab pertanyaan berdasarkan teks lisan dalam bentuk isian essay.	4	11,8%
	c. mendengarkan teks lisan dan mencatat informasi – informasi pentingnya.	6	17,6%
	d. mendengarkan teks lisan kemudian memilih pertanyaan benar dan salah.	6	17,6%
	e. melengkapi paragraf berdasarkan teks lisan yang didengar.	6	17,6%
	f. mendengarkan teks lisan kemudian mengambil / mencatat intisari teks.	3	8,9%
	g. Lain-lain.....	0	0%
15	Dalam pembelajaran bahasa Inggris jenis kegiatan berbicara (speaking) yang saya sukai adalah		
	a. dialog berpasangan dan bermain peran (role play).	4	11,8
	b. menginterview teman lain dengan panduan pertanyaan (guided question).	0	0%
	c. diskusi berpasangan / kelompok.	9	26,5%
	d. menceritakan kembali isi teks yang sudah dibaca (story telling).	3	8,8%
	e. membuat dialog / memberikan opini, saran, kritik, dan pertanyaan terhadap situasi / gambar, kemudian mempresentasikan ke depan kelas.	3	8,8%
	f. saling bertukar informasi dengan teman yang belum diketahui.	6	17,6%
	g. mendiskripsikan gambar, benda, atau orang yang ditunjukkan guru.	9	26,5%
	h. Lain-lain.....	0	0%
16	Dalam pembelajaran bahasa Inggris jenis kegiatan membaca (reading) yang saya sukai adalah		
	a. menjawab pertanyaan berdasarkan bacaan dalam bentuk pilihan ganda.	14	41,2%
	b. menjawab pertanyaan berdasarkan bacaan dalam bentuk essay.	2	5,9%
	c. menentukan sinonim dan antonym suatu kata yang terdapat dalam bacaan.	4	11,8%

	d. mencari informasi – informasi / poin – poin penting dalam bacaan.	8	23,5%
	e. merespon pernyataan benar / salah berdasarkan bacaan.	0	0%
	f. menjodohkan dua buah pernyataan berdasarkan bacaan (matching).	5	14,7%
	g. membuat ringkasan dari suatu bacaan.	1	2,9%
	h. Lain-lain.....	0	0%
17	Dalam pembelajaran bahasa Inggris jenis kegiatan menulis (writing) yang saya sukai adalah		
	a. menuliskan kembali cerita dengan kata – kata sendiri (paraphrasing).	9	26,4%
	b. membuat cerita berdasarkan tema yang telah ditentukan.	3	11,8%
	c. membuat cerita berdasarkan gambar, table, grafik, dll.	2	5,9%
	d. melengkapi kalimat rumpang berdasarkan pilihan kata yang disediakan.	4	11,8%
	e. menyusun kalimat acak menjadi suatu paragraph yang baik.	2	5,9%
	f. membetulkan paragraph dengan menggunakan kata – kata, tanda baca, dan kapitalisasi yang tepat.	2	5,9%
	g. menulis cerita bebas dengan topik dan tema cerita sesuai keinginan sendiri (free writing).	11	32,3%
	h. Lain-lain.....	0	0%
18	Dalam pembelajaran bahasa Inggris jenis kegiatan meningkatkan kosa – kata (vocabulary) yang saya sukai adalah		
	a. mengidentifikasi jenis – jenis kata (nouns, verbs, adjectives, adverbs, dll).	12	35,3%
	b. mencari sinonim dan antonim kata – kata yang sering muncul dalam teks.	4	11,8%
	c. mengerjakan teka – teki silang yang berisi kosa – kata benda (nouns).	2	5,9%
	d. menjodohkan kata – kata dengan definisinya (matching).	14	41,2%
	e. mendengarkan kalimat rumpang dengan kata – kata yang tepat.	1	2,9%
	f. mengelompokan kata – kata sejenis (hipernim dan hiponim).	0	0%
	g. lain – lain....	1	2,9%
19	Dalam pembelejaran bahasa Inggris jenis kegiatan meningkatkan tata bahasa (grammar) yang saya sukai adalah		
	a. menghafalkan rumus – rumus tenses yang sering muncul atau digunakan.	6	17,7%
	b. mengerjakan soal – soal tata bahasa (grammar) dalam bentuk pilihan ganda.	10	29,4%
	c. mengidentifikasi tata bahasa (grammar) yang salah dalam kalimat dan paragraf (error recognition).	3	8,8%
	d. menyusun kata – kata menjadi kalimat dengan tata bahasa (grammar) yang tepat.	6	17,6%
	e. melengkapi kalimat yang salah dengan tata bahasa (grammar) yang tepat.	3	8,8%
	f. membuat contoh – contoh kalimat sesuai dengan materi tata bahasa (grammar) yang sedang diajarkan.	6	17,7%
	g. lain – lain....	0	0%

20	Dalam pembelajaran bahasa Inggris kegiatan meningkatkan pengucapan (pronunciation) bahasa Inggris yang saya sukai adalah		
	a. mendengarkan cara pelafalan kata – kata dari native speaker kemudian menirukan.	14	41,2%
	b. menyanyikan lagu – lagu bahasa Inggris.	20	58,8%
	c. lain – lain....	0	0%
21	Dalam pembelajaran bahasa Inggris jumlah task (aktifitas) yang efektif dalam 1 unit menurut saya adalah		
	a. < 10 task.	11	32,4%
	b. 10 – 15 task.	20	58,8%
	c. 16 – 20 task.	2	5,9%
	d. > 20 task.	1	2,9%
22	Dalam pembelajaran bahasa Inggris saya ingin peran guru adalah....		
	a. sebagai pusat kegiatan belajar mengajar di kelas. As the center of teaching and learning in the class.	4	11,8%
	b. sebagai sumber belajar yang membantu anda belajar di kelas. As the resource who help students in the class.	10	29,4%
	c. sebagai fasilitator dan pengontrol dalam kegiatan belajar mengajar di kelas. As facilitator and controller in the class	4	11,8%
	d. sebagai motifator dan pendorong siswa di kelas. As motivator	12	35,2%
	e. memberikan saran, kritik, dan masukan terhadap siswa.	3	8,9%
	f. Lain-lain....	1	2,9%
23	Dalam pembelajaran bahasa Inggris peran siswa yang saya inginkan adalah		
	a. sebagai pendengar sedangkan guru menerangkan di depan kelas. As listener when the teacher is explaining in front of the class.	7	20,5%
	b. sebagai pendengar, kemudian melaksanakan apa yang diperintahkan oleh guru. As listener, then did what teacher ask to them.	4	11,8%
	c. sebagai partisipan aktif yang merespon penjelasan / pertanyaan guru.	4	11,8%
	d. sebagai partisipan aktif, yang tidak hanya merespon penjelasan / pertanyaan guru tapi juga member saran, kritik, dan masukan kepada guru. As active participants which not only responded the explanation / teacher's explanation but also gave suggestion, critics, and opinion for the teacher.	15	44,1%
	e. sebagai partisipan aktif yang terlibat secara langsung dalam kegiatan sosial di kelas baik terhadap guru maupun teman sekelas. As active participants who involve in social activities to teacher and classmates	4	11,8%
	f. lain – lain....	0	0%
24	Dalam pembelajaran bahasa Inggris, saya lebih senang mengerjakan tugas bahasa Inggris secara.....		
	a. sendiri.	7	20,5%
	b. berpasangan.	7	20,6%
	c. berkelompok.	20	58,9%
	d. lain-lain....	0	0%

APPEDIX C
COURSE GRID

COURSE GRID

Name of the School : MTsN YOGYAKARTA I
Subject : English
Class : VIII B

Standard of Competence:

Listening

7. Understanding the meaning of conversation in the form of short and simple transactional and interpersonal texts for the interaction with the environment.

Speaking

9. Express meanings in transactional and interpersonal spoken texts that are short and simple to interact with the surrounding.

Reading

11. Understanding meanings in short simple essays in the forms of recount, and narrative to interact with the surrounding

Writing

12. Express meanings in functional written texts and short simple essays in the forms of *recount* and *narrative* to interact with the surrounding

Basic Competence :

7.1 Responding to meaning in short transactional conversation (*to get things done*) and short simple interpersonal conversations (socialization) accurately, and appropriately to interact with the surrounding that involve speaking: asking, giving, refusing help, asking, giving, refusing thing, and asking, giving and rejecting information, asking, giving, and refusing opinion, and offering/accepting/refusing something.

9.1 Expressing meanings in short and simple transactional conversations (*to get things done*) and interpersonal conversations (socialization) using various spoken language accurately, fluently, and appropriately to interact with the surrounding environment that involve speaking: asking, giving, refuse help, asking, giving, refusing thins, asking, giving, and rejecting information, asking, giving, and refusing opinion, and offering/accepting/refusing something.

11.2 Respond to meanings in short simple written functional texts accurately, fluently, and appropriately related to the surrounding.

12.1 Express meanings in the form of short functional written texts using various written language accurately, fluently, and appropriately to interacting with the surrounding.

Unit	Topic	Unit Title	Language Function	Text Type	Input text	Language Focus		Activities	Achievement Indicators	Character values
						Vocabulary	Grammar			
1	Giving and asking for opinion	What is your opinion?	1. Asking for and giving opinion	Narrative text	<p>Listening:</p> <p>1. Short dialog</p> <p>Speaking:</p> <p>1. Short dialog</p> <p>Reading:</p> <p>1. Short text</p> <p>Writing:</p> <p>1. Filling the cloze text with words</p> <p>2. Arranging the jumbled text.</p> <p>3. Writing a simple descriptive text</p>	<ul style="list-style-type: none"> Noun and adj; hme work (v), careless (adj) Sentences related to the expressions used for giving and asking opinion. For example: think so; I guess; I don't think so. 	<ul style="list-style-type: none"> Simple past tense Phrases 	<p>Lead in:</p> <ul style="list-style-type: none"> Students answer guided questions based on the pictures <p>Lesson proper:</p> <p>Focus on listening and speaking</p> <ul style="list-style-type: none"> Students listen to a dialog about asking and giving opinion Students perform a short dialog <p>Focus on Reading and writing</p> <ul style="list-style-type: none"> Students find some words related to the text Students answer the guided questions 	<p>Students are able to:</p> <p>1. use expressions used for asking for and giving opinion.</p> <p>2. comprehend generic structures of a narrative text.</p> <p>.3. write a simple narrative text</p>	<p>Good intention</p> <p>Co-operation</p>

								<p>about the text.</p> <ul style="list-style-type: none">• Students study the generic structures of a narrative text• Students label each part of a narrative text• Students fill in the cloze text with words about a narrative text• Students arrange the jumbled paragraph about a narrative text• Students make their narrative text. <p>Home work</p> <ul style="list-style-type: none">• Students find example or data from		
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								<p>the real context to make their narrative text.</p> <p>Reflection</p> <ul style="list-style-type: none">• Students reflect the materials that they have learned.		
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COURSE GRID

Name of the School : MTsN YOGYAKARTA I
Subject : English
Class : VIII B

Standard of Competence :

Listening

7. Understanding the meaning of conversation in the form of short and simple transactional and interpersonal texts for the interaction with the environment.

Speaking

9. Express meanings in transactional and interpersonal spoken texts that are short and simple to interact with the surrounding.

Reading

11. Understanding meanings in short simple essays in the forms of recount, and narrative to interact with the surrounding

Writing

12. Express meanings in functional written texts and short simple essays in the forms of *recount* and *narrative* to interact with the surrounding

Basic Competence :

7.2. Respond to meanings in transactional conversations (*to get things done*) and interpersonal conversation (socialization) that short simple texts accurately, fluently, and acceptably to interact with the surrounding that involve speaking: asking, giving agreement, responding statement, giving attention to speaker, opening, lengthening, closing conversation, and opening, lengthening, and closing conversations on the telephone.

9.2. Expressing meanings in short simple transactional conversation (*to get things done*) and interpersonal conversation (socialization) using various spoken language accurately, and appropriately to interact with the surrounding that involve speaking: asking, giving agreement, respond statement, giving attention to speaker, opening, lengthening, and closing conversation, and also opening, lengthening, and closing telephone conversation.

11.3. Respond to meanings and rhetorical steps in short simple essays accurately, fluently, and appropriately that relate to the surrounding in the forms of recount and narrative texts

12.2. Express meanings and rhetorical steps in short simple essays using various written language accurately, fluently, and appropriately to interact with the surrounding the form of *recount* and *narrative*.

	Topic	Unit Title	Language Function	Text Type	Input text	Language Focus		Activities	Achievement Indicators	Character values
						Vocabulary	Grammar			
1	Expressing agreement and disagreement.	Do you agree or disagree?	<ul style="list-style-type: none"> Asking for agreement Expressing agreement and disagreement 	Narrative Text	<p>Listening :</p> <ol style="list-style-type: none"> Short dialog <p>Speaking:</p> <ol style="list-style-type: none"> Short dialog <p>Reading:</p> <ol style="list-style-type: none"> Short text <p>Writing:</p> <ol style="list-style-type: none"> Filling the cloze text with words Arranging the jumbled text. Writing a simple narrative text 	<ul style="list-style-type: none"> Irregular verb. For example: see, saw, seen Regular verb. For example: want, wanted, wanted 	<ul style="list-style-type: none"> Simple past tense 	<p>Lead in:</p> <ul style="list-style-type: none"> Students answer guided questions based on the pictures <p>Lesson proper:</p> <p>Focus on listening and speaking</p> <ul style="list-style-type: none"> Students listen to a dialog about asking for agreement and expressing agreement and disagreement Students perform a short dialog <p>Focus on Reading and writing</p> <ul style="list-style-type: none"> Students find some words related to the text Students answer the guided questions about the text. Students study the 	<p>Students are able to:</p> <ol style="list-style-type: none"> Comprehend transactional conversation in expressing agreement and disagreement comprehend the generic structures of a narrative text write a simple narrative text 	<p>Good intention</p> <p>Co-operation</p>

								<p>tenses in a narrative text</p> <ul style="list-style-type: none">• Students classify sentences into infinitive, past, and past participle based on a text• Students fill in the cloze text with words about a narrative text• Students arrange the jumbled paragraph about a narrative text• Students make their narrative text. <p>Home work</p> <ul style="list-style-type: none">• Students find example or data from the real context to make their narrative text. <p>Reflection</p> <ul style="list-style-type: none">• Students reflect the materials that they		
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								have learned.		
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COURSE GRID

Name of the School : MTsN YOGYAKARTA I
Subject : English
Class : VIII B

Standard of Competence :

Listening

7. Understanding the meaning of conversation in the form of short and simple transactional and interpersonal texts for the interaction with the environment.

Speaking

9. Express meanings in transactional and interpersonal spoken texts that are short and simple to interact with the surrounding.

Reading

11. Understanding meanings in short simple essays in the forms of *recount*, and *narrative* to interact with the surrounding

Writing

12. Express meanings in functional written texts and short simple essays in the forms of *recount* and *narrative* to interact with the surrounding

Basic Competence :

7.2 Responding to meaning in short transactional conversation (*to get things done*) and short simple interpersonal conversations (socialization) accurately, and appropriately to interact with the surrounding that involve speaking: asking, giving, refusing help, asking, giving, refusing thing, and asking, giving and rejecting information, asking, giving, and refusing opinion, and offering/accepting/refusing something.

9.2 Expressing meanings in short and simple transactional conversations (*to get things done*) and interpersonal conversations (socialization) using various spoken language accurately, fluently, and appropriately to interact with the surrounding environment that involve speaking: asking, giving, refuse help, asking, giving, refusing thins, asking, giving, and rejecting information, asking, giving, and refusing opinion, and offering/accepting/refusing something.

11.2 Respond to meanings in short simple written functional texts accurately, fluently, and appropriately related to the surrounding.

12.1 Express meanings in the form of short functional written texts using various written language accurately, fluently, and appropriately to interacting with the surrounding.

Unit	Topic	Unit Title	Language Function	Text Type	Input text	Language Focus		Activities	Achievement Indicators	Character values
						Vocabulary	Grammar			
1	Giving and asking for information	What is your experience?	<ul style="list-style-type: none"> Giving and asking for information 	Recount Text	<p>Listening:</p> <ol style="list-style-type: none"> Short dialog <p>Speaking:</p> <ol style="list-style-type: none"> Short dialog <p>Reading:</p> <ol style="list-style-type: none"> Short text <p>Writing:</p> <ol style="list-style-type: none"> Filling the cloze text with words Arranging the jumble text. Writing a simple recount text 	<p>Noun and adjective in asking for and giving information, for example: Busy, free, Home work, Nothing to do, Many things to do, Appointment, Next time, ill</p>	<ul style="list-style-type: none"> Passive voiced 	<p>Lead in:</p> <ul style="list-style-type: none"> Students answer guided questions based on the pictures <p>Lesson proper:</p> <p>Focus on listening and speaking</p> <ul style="list-style-type: none"> Students listen to a dialog about asking and giving information Students perform a short dialog <p>Focus on Reading and writing</p> <ul style="list-style-type: none"> Students find some words related to the text Students answer the guided questions about the text. Students study the 	<p>Students are able to:</p> <ol style="list-style-type: none"> Mention the generic structure of recount text ask and giving agreement Make a simple recount text. 	<p>Good intention</p> <p>Co-operation</p>

							<p>generic structures of a recount text</p> <ul style="list-style-type: none">• Students label each part of a recount text• Students fill in the cloze text with words about a recount text• Students arrange the jumbled paragraph about a recount text• Students make their recount text. <p>Home work</p> <ul style="list-style-type: none">• Students find example or data from the real context to make their recount text. <p>Reflection</p> <ul style="list-style-type: none">• Students reflect the materials that they have learned.		
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APENDIX D
FIRST DRAFT

UNIT

1

What Do You Think?



(source: [www. Blogs.it.ox.ac.uk](http://www.Blogs.it.ox.ac.uk))

In this unit you will learn how to:

- ✚ use expressions used for asking for and giving opinion.
- ✚ comprehend generic structures of a narrative text.
- ✚ write a simple narrative text.

A. Lead-In

Task 1

Study the following pictures. Then, answer the questions that follow orally.



(Pic. 2)



(Pic. 3)



(Pic. 4)

1. What are they doing?
2. What might they think about?

B. Lesson Proper



Focus on Listening and Speaking

Task 2

Listen to the dialog below and answer the question that follow.

Situation : In the break time, Fatimah and Safira are talking about a car accident happened to Ahmad Dhani's son, Dul.

Fatimah : “Hai Safira, have you heard a news about a car accident happened to Ahmad Dhani's son. Dul?. What do you think about it?”



(source : www.cumi-cumi.com)

Safira : “Hai Fatimah. Yes, I have heard about Dul. I think it was really terrible. Wasn't it?”

Fatimah: “I think so. It was shocking everyone who heard it. People were blaming his silly action in driving a car which made seven people killed.”

Safira : “ I don't think so. In my opinion, it was not only Dul' false but also his father's who gave Dul over facilities which made Dul out of control to drive a car before he is 17.”

Fatimah: “Yeah, you are right I think. We can’t just blame Dul. Many aspects and factors may influence Dul to do such a silly action such as the divorce of his parents.”

Safira : “Yes. That’s right. Fatimah, this conversation makes me hungry. Have you had your breakfast? I missed my breakfast this morning. Would you accompany me to eat in the canteen?”.

Fatima : “No. I have not. Sure. Let’s go to the canteen”.

In pairs, now answer the following questions:

1. When does the conversation take place?
2. What did Dul do?
3. What is Fatimah opinion about the car accident?
4. Does Safira agree with Fatimah’s opinion?
5. Is Dul the only person who is blamed by Safira?
6. Why could Dul do out of control action by driving a car under age?.
7. What is another aspect or factor which makes him did such a silly action?
8. Do Fatimah and Safira finally get an agreement about Dul’s case?
9. What does make Safira hungry?
10. Where do Fatimah and Safira go?

Task 3

Study the dialog in Task 2 once again. Then, pay attention to the explanation below. Expressions are presented in the table.

Expressions	Functions
What do you think about it?	Asking for opinion
I think	Giving opinion
In my opinion	
I think so.	
....,I think.	
I don’t think so.	

In addition, you can use the following expressions to ask for and give opinion.

Expressions	Functions
What do you think of . . . ? Do you think that . . . ? What do you think? What would you say about . . . ?	Asking for opinion
In my humble opinion, To say frankly, To be honest,	Giving opinion (those expressions are sound more polite than the following expressions)
I suppose, , I suppose. I guess, , I guess.	Giving opinion

Task 4

Listen to a recording about expressions used for asking for and giving opinion. While you are listening, in pairs, match the expressions in column A to those in column B based on what you heard.

A	B
What do you think of . . .	helping people?
What would you say about . . .	riding motorcycle under 17 years old?
What do you think about . . .	cheating in final examination?
Do you think that . . .	beggar is a good job?
What do you think	fall asleep in the class?
I think	you are right
In my opinion	it is a good idea
I don't think so	we have to help each other

Task 5

Listen to your teacher's intonation in asking for and giving opinion.

You can use rising intonation in asking for opinion and falling intonation in giving for and refusing opinion.

(?) What do you think about it?

(+) In my humble opinion, . .

(-) I don't think so

Task 6

In pairs, pronounce the following short dialog based on intonation in Task 5

- a. Fajar : "Wahid, what do you think about our new friend?"
Wahid : "I think she is nice and friendly"
Fajar : "I think so"
- b. Mutiara : "What would you say about students drive motorcycle?"
Salma : "I don't think so, students must not drive motorcycle under 17 years old"
- c. Jihan : "Do you think that smoking for students are good?"
Ahmad : "I don't think so, Cigarettes will make our lung and heart damaged"

Task 7

Study the following pictures. What do you think about those pictures?



Pic. 1

(Source : www.girlinl.blogspot.com)



Pic. 2

(source : plus.google.com)



Pic. 3

(source : www.nkkhoo.com)



Pic. 4

(source : www.perigitimur.blogspot.com)



Pic. 5

(source : sweetatiqah747.blogspot)



Pic. 6

(source : www.mondisuherman.wordpress.com)

In groups, discuss your opinion orally about those pictures whether you agree or not. Then, speak out your opinion in front of the class.

Picture	What is Your Opinion?
1	I think
2	
3	

4	
5	
6	

Task 8

Study the following grammar structure used to ask for and give opinion.

How do you express asking for opinion?

The followings are the analysis of expressions used for asking for opinion:

Question word	Auxiliary verb (av) Or modal (m)	Subject	verb	Preposition (p) Or Conjunction (c)	Phrase/clause
What	do (av)	you	think	of (p)	falling asleep in the class? (noun phrase)
	Do (av)	you	think	that (c)	he is smart? (noun clause)

Question words which can be used are:

What, When, Where, Where, Why, Who, and How

Noun Phrase:

How do you give opinion?.

Opinion statement	Subject	Verb	Complement
In my opinion,	it	is	a good idea
I do not think so.	He	is	diligent (adj)

REMEMBER!

After opinion statement, do not forget to put comma.

Task 9

Listen to the recording. While listening, arrange the following jumbled words in to a good sentence for asking giving opinion.

1. I – it – think – dangerous – is
2. Do – I – not – so – think - , - a – good – it – is – idea.
3. What – you – would – about – say – food – fast -?
4. What – you – do – think – about – foot – ball – playing -?
5. In – opinion – my - , - we – to – have – do – our – homework

Task 10

If you find difficulties in doing Task 8, try to use the following table to help you in arranging the words in to a sentence.

Question word	Auxiliary verb (av) or modal (m)	Subject	Verb	Preposition (p) or Conjunction (c)	Phrase/Clause

Opinion statement	Subject	Verb	Complement

Task 11

Study the following vocabulary list.

Vocabulary List

In asking for and giving opinion, you need words that can support your opinion. The examples of vocabulary to support in asking for and giving opinion that you may use in the Task 12 can be seen below.

Words	Part of Speech	Phonetic transcription	Meaning
home work	noun	'həʊmwɜːrk	PR (Pekerjaan Rumah)
truant	noun	'truːənt	bolos
cheat	verb	tʃiːt	mencontek
examination	noun	ɪg,zæmɪ'neɪʃn	ujian/ulangan
ride	verb	raɪd	mengendarai
bring	verb	briŋ	membawa
disturb	verb	dɪ'stɜːrb	mengganggu
careless	adjective	'kerləs	ceroboh
lesson	noun	'lesn	pelajaran
worry	verb	'wɜːri	kuawatir
parents	noun	'perənt	orang tua
emergency	adjective	i'mɜːrdʒənsi	gawat/penting
dangerous	adjective	'deɪndʒərəs	berbahaya

Task 12

In pairs, have a dialogue with your classmate. Ask him/her to give opinion about something. Look at the example.

1. Ask your friend to give his/ her opinion about doing home work in the class.

Ahmad : “ What is your opinion about doing home work in the class?”.

Ghifari : “ I think, it is not good. As students we must do our homework at home”

Ahmad : “ I think so. Thank you Ghifari”.

Ghifari : “ You are welcome”.

2. Ask your friend to give his/ her opinion about playing truant from school.
3. Ask your friend to give his /her opinion about cheating in the examination.
4. Ask your friend to give his / her opinion about riding a motorcycle under the age.
5. Ask your friend to give his /her opinion about bringing cell phone at school.



Focus on Reading and Writing

Task 13

Read the text below. Then, find the meaning of the words that follow based on the context.

Ali Baba, a poor woodcutter was in the forest when he saw forty thieves stop in front of a cave.

The leader said “Open Sesame!” and before Ali Baba’s amazed eyes the sealed mouth of the cave magically opened and the men disappeared inside. To come out and close the entrance, the leader said “Close Sesame” and the cave sealed itself once more. Trembling with excitement Ali Baba waited till the thieves had left and then entered the cave after saying the magic words. To his delight he found lots of treasure.

Ali Baba told his brother Kasim about the wondrous cave. Kasim set off to get some treasure for himself too. Sadly, he forgot the words to leave the cave and the thieves killed him. Ali Baba discovered his brother’s body in the cave. With the help of a slave girl called Morgiana, he was able to take Kasim’s body back home and bury it.

Realising that someone else knew about their cave the thieves tracked Ali Baba down. The leader, disguised as an oil seller stayed with Ali Baba. He had brought along mules loaded with forty oil jars containing the other thieves. Clever Morgiana knew who the oil seller really was and poured boiling oil into the jars killing the other thieves. While dancing in front of the leader of the thieves Morgiana stabbed him. Ali Baba was saved and lived happily ever after.

(www.pitt.edu/~dash/alibaba.html)

a poor woodcutter	:
forest	:
thieves	:
cave	:
leader	:
sealed mouth	:
magic words	:
treasure	:
wondrous	:
slave	:
oil seller	:
mules	:
jars	:

Task 12

After reading the text in Task 11, answer the questions below.

1. What is the main idea of the first paragraph?
2. Who are the characters in the story? Who are the antagonist and protagonist?
3. What moral value that we can learn from the story?
4. How is the ending of the story?
5. What is the suitable title for the story?

Task 13

Study the chronological patterns of a story below.

<p>Ali Baba, a poor woodcutter was in the forest when he saw forty thieves stop in front of a cave.</p>	}	Orientation
<p>The leader said “Open Sesame!” and before Ali Baba’s amazed eyes the sealed mouth of the cave magically opened and the men disappeared inside. To come out and close the entrance, the leader said “Close Sesame” and the cave sealed itself once more. Trembling with excitement Ali Baba waited till the thieves had left and then entered the cave after saying the magic words. To his delight he found lots of treasure.</p>	}	Series of events
<p>Ali Baba told his brother Kasim about the wondrous cave. Kasim set off to get some treasure for himself too. Sadly, he forgot the words to leave the cave and the thieves killed him. Ali Baba discovered his brother’s body in the cave. With the help of a slave girl called Morgiana, he was able to take Kasim’s body back home and bury it.</p>	}	Complication
<p>Realising that someone else knew about their cave the thieves tracked Ali Baba down. The leader, disguised as an oil seller stayed with Ali Baba. He had brought along mules loaded with forty oil jars containing the other thieves. Clever Morgiana knew who the oil seller really was and poured boiling oil into the jars killing the other thieves. While dancing in front of the leader of the thieves Morgiana stabbed him. Ali Baba was saved and lived happily ever after.</p>	}	Resolution

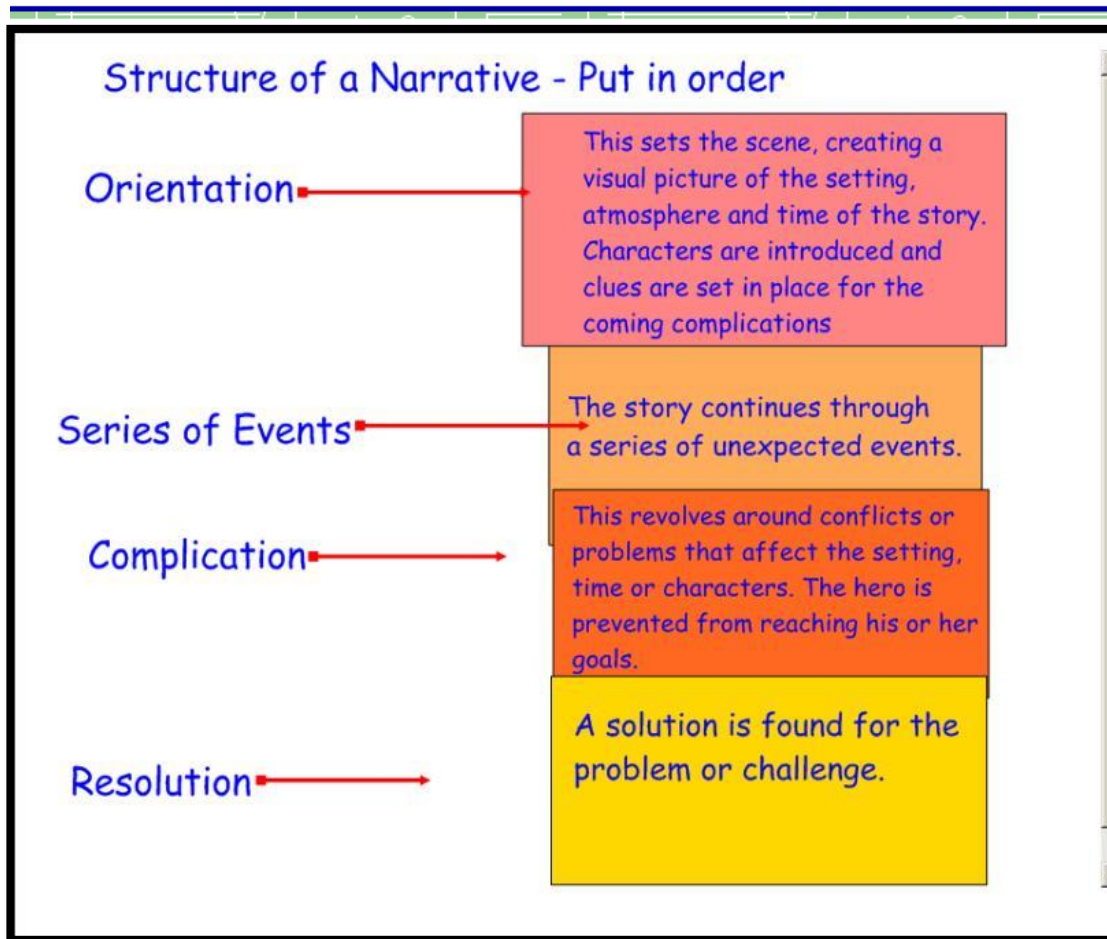
Task 14

Study the following explanation to get more information about narrative text.

NOTE

A narrative text in English consists of several language features which will help reader in understanding the text. Those language features are:

- ✓ The purpose of a narrative text :
In reading a text, a reader must know the purpose of the text, in order to know the writer's purpose and easily understand the content of the text. The purpose of a narrative text is **to entertain or amuse the reader**.
- ✓ Generic structure of a narrative text :
A narrative text consists of four generic structures. Those generic structures are **orientation, series of events, complication, and resolution**. The complete explanation about generic structure of narrative text can be seen in structure of a narrative.
- ✓ Characters of a narrative text :
In a narrative text, there are some characters involved. The characters, in the text, make the text life and have the main position in the text that will give moral value which can be caught by the reader.
- ✓ Moral value of a narrative text :
The main point of a narrative text is the moral value. A narrative text must consist of one or several moral values. The moral values are derived from the characters' attitudes or behaviors which are concluded whether those are good or not by moral value sentence. The moral values of a narrative text may explicit or implicit. They are good example for a reader to be followed unconsciously.



(source : www.schools.nsw.edu.au)

Task 15

Based on the explanation in Task 13, label each part of this story.

Queen of Arabia and Three Sheiks

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheikhs are all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first man gave her some leftover food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheikhs to dinner at her palace. She ordered servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks couldn't share with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

(adapted: <http://www.englishdirection.com>)

Task 16

Study the text in Task 15 again. Then, complete the following form using detail information from the text.

Title : _____

Setting : _____

Characters : _____

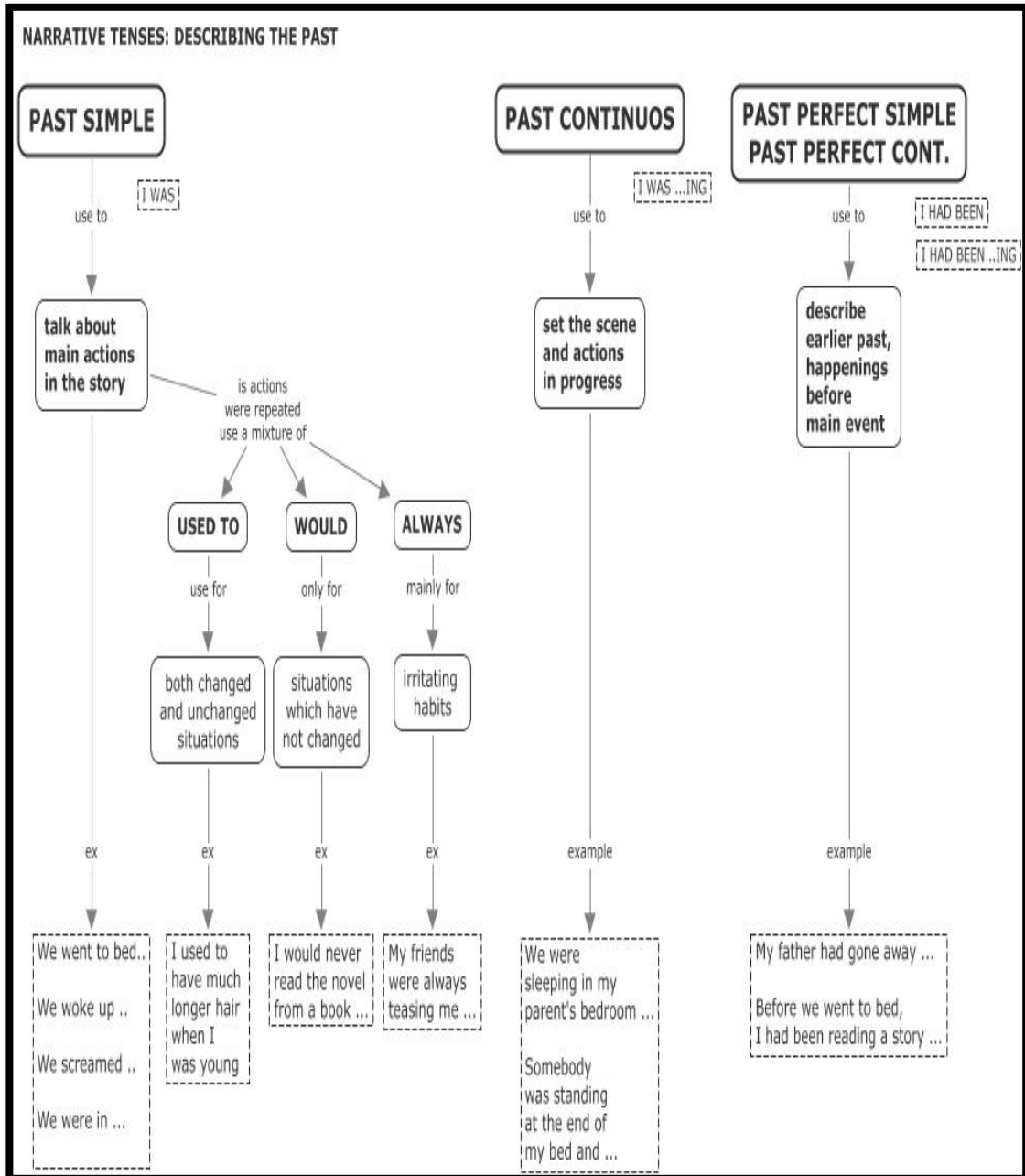
Problem : _____

Events : _____

Solution : _____

Task 17

Study the following diagram of a narrative text's grammar.



(adapted from: debsquickpicks.com)

Task 18

In pairs, decide what tenses are used in the following sentences. Look at the grammar patterns presented in the previous task

Sentences	Type of tenses
Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors.	Past Simple
One by one she discarded them, until her list was reduced to just three sheiks.	
The three sheiks were all equally young and handsome.	
They were also rich and strong.	
It was very hard to decide who would be the best of them.	

From the task above, we can conclude that most of the tenses used in the narrative text are.....

Task 19

Arrange the jumbled paragraph below in to a correct narrative text.

1. A MAN and his son were once going with their Donkey to market. As they were walking along by its side a countryman passed them and said: "You fools, what is a Donkey for but to ride upon?" So the man ordered his boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other, "Shame on that lazy lout to let his poor little son trudge along."
2. So the Man ordered his Boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along." But soon they passed a group of men, one of whom said, "See that lazy youngster, he lets his father walk while he rides."
3. So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides."
4. "That will teach you," said an old man who had followed them: Please all and you will please none".

5. Well, the Man didn't know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passers-by began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: "Aren't you ashamed of yourself for overloading that poor Donkey of yours—you and your hulking son?"

6. The Man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the Donkey's feet to it, and raised the pole and the Donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the Donkey fell over the bridge, and his fore-feet being tied together he was drowned.

(adapted from: <http://www.pitt.edu>)

Task 20

In pairs, make a simple narrative text that is familiar to you by using the following chart.

Narrative Scaffolding

Title : _____

Orientation: <i>When/Where?</i>	Orientation: <i>Who (characters)</i>
Complication: <i>What was the problem?</i>	Action: <i>How did they try to solve the problem?</i>

Resolution: *How was the problem solved? How did the story end ?*

Homework

Task 21

Complete the following dialog with the suitable expressions.

I do not think so	my opinion
What do think about it?	I think so
Think	I guess

Situation: In the class, before the lesson is started, Ilham and Rio are talking about the last night foot ball match between Indonesia and Marocco.

- Ilham : “Assalamu’alaikum Rio. Good morning”.
- Rio : “Wa’alaikum salam Ilham. Good morning. You are almost late. What happens?”.
- Ilham : “yeah. Last night, I watched foot ball match, Indonesia versus Marocco till 11.00 p.m. Did you see it? _____(1)_?”.
- Rio : “yes, I did. In_____ (2), it was a tight match. Both Indonesia and Marocco are strong, although finally the winner is Marocco.
- Ilham :”_____ (3). Indonesia is still stronger than Marocco, although Marocco is the winner. Indonesian foot ball players have fought as best as they could, I _____(4)”.
- Rico :”_____ (5), but we also must appreciate Marroco foot ball players. They had worked hard, too.
- Ilham : “You are right. Listen! The bell is ringing. _____(6) we have to finish our conversation now”.
- Rico : “ Okay. Let’s prepare our book for the lesson”.

Task 22

Write a narrative text which you ever heard. Then, read it in front of the class without reading the text title. Let your friends guess it.

REFLECTION**Task 23**

Reflect and write what you have learned in the teaching and learning process.

SELF REFLECTION

Check the checklist below honestly based on what you've gotten in the teaching and learning process

Statements	YES	NO
1. I can ask for and give opinion in English.	<input type="checkbox"/>	<input type="checkbox"/>
2. I can distinguish between the expressions used for asking for and giving opinion.	<input type="checkbox"/>	<input type="checkbox"/>
3. I can practice the expressions of asking for and giving opinion in the class.	<input type="checkbox"/>	<input type="checkbox"/>
4. I can analyze the generic structures of a narrative text.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can make a simple narrative text.	<input type="checkbox"/>	<input type="checkbox"/>

UNIT
2

Do You Agree or
Disagree?



(source: www.tidewatergolf.com)

In this unit you will learn how to:

- ✚ comprehend transactional conversation in expressing agreement and disagreement.
- ✚ comprehend the generic structures of a narrative text.
- ✚ write a simple narrative text.

C. Lead-In

Task 1

Look at the following pictures. Then, answer the questions that follow orally.



(source: www.bigstockphoto.com)



(source: www.looseleafwriting.blogspot.com)

1. What are they doing?
2. Why do they act like that?

D. Lesson Proper



Focus on Listening and Speaking

Task 2

Listen to the dialogue below and answer the questions that follow.

Situation : In the canteen, Rachma and Siti are discussing about school regulation that forbid students to bring cell phone.

Rachma : “Have you ordered our food?”

Siti : “Yes, I have. Rachma, when I was there, I heard some students were talking about school regulation that forbids us to bring a cell phone. I agree with that regulation. Do you agree with that?”

Rachma : “Oh really? I disagree with that regulation. It is unfair. We need the cell phone for making and receiving emergency calls. Why do you agree with that regulation?”

Siti : “I know that a cell phone is important. But what about cell phone used for cheating? Cell phone for students is not really needed. There are more disadvantages than the advantages. If there is an emergency information, our parents can call our school”.

Rachma : “Yes, I agree with you. Look! Our foods are ready to eat.”

Siti : “Yes. Yummy, Let’s eat!”

Now answer the following questions:

1. When does the conversation take place?
2. Who ordered the food?
3. Who disagree with the school regulation? Why?
4. Does Siti Agree with that regulation? Why?
5. Do Rachma and Siti finally get an agreement about that regulation?

Task 3

Study the dialog above once again. Then, pay attention to the explanation below.

In the dialog above, you find some expressions that show different functions. Those expressions are presented in the table below.

Expressions	Functions
Do you agree with that?	Asking for Agreement
I disagree with the school regulation	Disagreeing
I agree with you	Agreeing

In addition, you can use the following expressions to ask for agreement, expressing agreement and disagreement.

Expressions	Functions
That's a good idea.	Expressing Agreement
That's right.	
I don't agree with you.	Expressing Disagreeing
I disagree.	
That's not a good idea	
I'm sorry. I disagree.	

Agreement and disagreement are almost the same as opinion. Both agreement/disagreement and opinion state a certain position but opinion statement is not as strong as agreement/disagreement. The position of agreement/disagreement is clearer than opinion.

Task 4

Listen to a recording about expressions used for asking for and giving opinion. While you are listening, in pairs, match the expressions in column A to those in column B based on what you heard.

A	B
Do you agree with...	Cheating in the exam? Using cell phone in the class?
That's a good Idea That's right	Having a picnic this weekend. Reading a book is a good idea.
I don't agree with you That's not a good idea	

Task 5

Look at the following pictures. Do you agree or disagree about those actions?



(Source: www.beliefnet.com)

Pic.1



(source: rumahkeluarga-indonesia.com)

Pic.2



(source: dinalistorini.wordpress.com)

Pic. 3



(source: support.pandasecurity.com)

Pic.4

In groups, discuss your agreement or disagreement orally about the actions showed in those pictures Then, speak out your opinion in front of the class.

Picture	Do you agree with that action? Why?
1	I Agree . . .
2	
3	
4	

Task 6

Listen to the dialog below. While listening, fill in the blanks. Then, act the dialog out with your partners in front of the class.

Situation: Yesterday, Nida bought a book. Today at school Nurul wants to know about Nida's book.

Nurul : "Hi, Nida, (1) _____ ?"

Nida : "Hi, Nurul. Oh, I am reading a book about Abu Nawas. (2) _____?"

Nurul : "Wow, Abu Nawas. I know a book about him. (3) _____ ?"

Nida : "(4) _____. It is a good book that you should read. Abu Nawas is a smart person and can always solve his problems".

Nurul : "(5) _____. Although I have never read a book about him, I once heard his story. He is smart but always tricky other people".

Nida : "No, he is not always tricky. Just try to read my book. You will agree with me".

Nurul : "Okay, I will borrow it after you have finished reading the book. Thanks Nida".

Nida : "Of course. You are welcome."

- | | |
|-------------------------------|-----------------|
| a. Do you know Abu Nawas book | d. Do you agree |
| b. What book are you reading | e. Yes I agree |
| c. I disagree with you | |

Task 7

Read the dialog in Task 6 once again. Then, read the following statements. Write T if the statement is true and F if the statement is false. Do not forget to correct the statement if it is false. Number one has been done for you.

No	Statement	T/F	Correction
1	Nurul wants to borrow Nida's book.	T	
2	Nida does not lend Nurul the book.		
3	Nurul is reading a book on Abu Nawas.		
4	Nurul agrees with Nida about Abu Nawas book.		
5	Nurul has read Abu Nawas book.		

Task 8

Study the following vocabulary to help you do Task 9

Vocabulary List

In asking for and giving opinion, you need words that can support your opinion. The examples of vocabulary to support in asking for and giving opinion that you may use in the Task 9 can be seen below.

Words	Part of Speech	Phonetic Transcription	Meaning
discipline	verb	('disəplɪn)	disiplin
must	verb	(mʌst)	harus
study	verb	('stʌdi)	belajar
important	adj	(ɪm'pɔ:tnt)	penting
law	noun	(lɔ:)	aturan
forbid	verb	(fə'bidn)	melarang
agree	verb	(ə'gri:)	setuju
disagree	verb	(disə'gri:)	tidak setuju
fight	verb	(faɪt)	berkelahi
insist	verb	(ɪn'sɪst)	memaksa
freedom	noun	('fri:dəm)	kebebasan
allow	verb	(ə'laʊ)	mengizinkan
ride	verb	(raɪd)	mengendarai

Task 9

In pairs, have a dialog with your friends. Ask him/her to give their agreement or disagreement about the situations below. You can use the words presented in the previous task. Number one has been done for you.

1. Ask your friends to give his/her agreement or disagreements about the school law which forbid students to go to school by riding motorcycle.

Ahmad : "Do you agree if we are forbidden to ride motorcycle to go to school?"

Mahmud : "Yes, I agree with that rule because we are still too young to ride a motor cycle.

Ahmad : "I also agree with you. Thank you."

Mahmud : "You're welcome."

2. Ask your friends to give his/her agreement or disagreement about students who like to play truant from school.
3. Ask your friends to give his/her agreement or disagreement about students who like fighting with students from other schools.
4. Ask your friend to give his/her agreement or disagreement about the school law that regulates the students to do dhuha prayer.



Focus on reading and writing

Task 10

In pairs, read the text below and discuss the answer to the questions that follow.



Saved by the Stilts

One day, the king wanted to test Abu Nawas's intelligence. He invited Abu Nawas to his palace. "I am here, your majesty" greeted Abu Nawas. "Good Abu Nawas. Look!, you have fooled me three times and that's too much. I want you to leave my country or you have to go to jail" said the king. "I will do what you said, my majesty". Abu Nawas Said sadly. "Then, starting from tomorrow you may not step on the ground of my country anymore," the king said seriously. Then, Abu Nawas left the King's palace sadly.

In the following morning the king ordered his two guards to go to Abu Nawas house. The guards were very surprised to find Abu Nawas was still in his house. He has not left the country yet. Instead of leaving the country, Abu Nawas was swimming in a small pool in front of his house. "Hey, Abu Nawas! How dare you! You must leave this country! The king ordered you not to step on the ground of this country anymore, yesterday. Didn't he?. The guards shouted. " Sure, he did" answered Abu Nawas calmly. "But look at me! Am I stepping on the ground of this country? No, I am not stepping on the ground. I am swimming on the water," continued Abu Nawas.

(www.englishdirection.com)

Questions:

1. What did the text tell us about?
2. Why was king upset to Abu Nawas?
3. What was the problem faced by Abu Nawas?
4. How did Abu Nawas solve his problem?
5. What is the moral value that we can learn from the story above?

Task 11

Read the text in Task 10 once again. Then, study the following explanation.

Pay attention to the words printed in bold

The king **wanted** to test Abu Nawas's smartness.

So he **invited** Abu Nawas to the palace.

The words in the bold are called Verb 2 or past. These words change from Verb 1 or infinitive into Verb 2 or past for showing that the activities were done in the past.

Task 12

In pairs, try to analyze and classify verbs into infinitive, past, and past participle verb form based on the text in Task 10. You may open your dictionary.

Infinitive (verb 1)	Past (verb 2)	Past participle (verb 3)
1. Want	1. wanted	1. wanted
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Task 13

Read and study the irregular verbs below. Then, continue and complete the list. You may use your dictionary or other sources to help you.

Infinitive	Past	Past participle
arise	arose	arisen
be	was/were	been
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
come	came	come
cut	cut	cut
dig	dug	dug
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen

Grammar Spot

The special characteristic of a narrative text is that it uses simple past tense:

S + V2 + Complement

Study the following example:
Look at these examples

Subject	V2	Complement
The king	wanted	to test Abu Nawas.
He	invited	Abu Nawas.
The king	ordered	his two guards.

Task 14

Complete the following narrative text by using the correct verb form. The verbs are provided in the box below.

- a. take
- b. has
- c. is
- d. do
- e. teach
- f. tell
- g. cry
- h. kill

Adam _____ two sons called Habil and Qabil. Adam thought that Habil, the younger son, should _____ over after him. But Qabil _____ n't like this idea and _____ very jealous. To settle the argument Adam _____ of an idea. He _____ his sons to think of a present to give to Allah and to leave it on the top _____ of _____ a _____ certain _____ hill.

The one whose present Allah accepted, would win the argument. Allah chose Habil's present because Habil had taken a lot of time and trouble to choose his present.

Qabil was very upset and angry. He was so angry that he _____ his own brother. Afterwards, when he realised what he had done, he _____ and cried but it was too late to be sorry.

(adapted from: <http://www.sekolahoke.com>)

Task 15

Arrange these jumbled sentences into a good narrative paragraph.

1. Allah had rewarded him for keeping his faith despite the terrible afflictions he had tested him with.
2. He became ill and had terrible sores all over his body. However, he never gave up. He spent his time praying. He was very patient and always kept his faith in Allah. Eventually Allah showed mercy.
3. The Prophet Ayyub had been a wealthy man. He was a very good man but he lost his family and wealth.
4. He told Ayyub to strike the earth with his foot and miraculously a fountain appeared. He drank the water and used it to wash his body. All his sores were healed and everything was returned to him like before.

(adapted from: <http://www.sekolahoke.com>)

Task 16

Write down a narrative text about a famous story or legend in your book without writing the title of the story or legend. Then, let one of your friends try to guess what the title of the story or legend is in front of the class.

HOME WORK**Task 17**

Ask your parents about a legend or story that they have ever heard. Then, make a narrative text based on it.

REFLECTION**Task 18**

Reflect what you have learned in the teaching and learning process.

SELF REFLECTION

Check the checklist below honestly based on what you've gotten in the teaching and learning process

Statements	YES	NO
3. I can express agreement and disagreement.	<input type="checkbox"/>	<input type="checkbox"/>
4. I can distinguish between the expressions used for stating agreement or disagreement.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can practice the expressions of agreement and disagreement in the class.	<input type="checkbox"/>	<input type="checkbox"/>
6. I can analyze generic structures of a narrative text.	<input type="checkbox"/>	<input type="checkbox"/>
7. I can make a simple narrative text.	<input type="checkbox"/>	<input type="checkbox"/>

UNIT

3

What is Your Experience?



In this unit you will learn how to:

- ✚ use expressions used for asking and giving information.
- ✚ comprehend generic structures of a recount text.
- ✚ write a simple recount text.

E. Lead-In

Task 1

Study the following pictures. Then, answer the questions that follow orally.



(source: www.123rf.com)

1. What are they doing?
2. What might they ask about?

Task 2

In pairs, study the following pictures and match them with the possible questions in the box below. Look at the example.

- a. When do you usually watch fire work?
- b. Why did you shake hand with your family?
- c. What was your experience in Eid al fitr praying?
- d. Where is your house?



Pic.1



Pic.2

(b)



Pic.3



Pic.4

D. Lesson Proper



Focus on Listening and Speaking

Task 3

Listen carefully to the dialog. Then, answer the questions that follow.

Situation : After praying maghrib, on the way to their house, Husein ask Ahmad about his Ramadan experiences.

1. What does Husein say to ask about Ahmad's Ramadan experiences?
2. What does Ahmad say to answer Husein's question?
3. What Ramadan ritual activities are done by Husein and Ahmad?



Task 4

In the dialog Task 3 you find some expressions that show different functions. Those expressions are presented in the table below.

Asking for Information	Giving for Information
What did you do in the last Ramadan?	I did many things such as making ketupat, watching fire work, takbiran, and so on.

In addition, you can use the following expressions to ask for and give information:

Asking for Information	Giving Information
What is your name?	My name is....
Where do you live?	I live at....
Where is it?	It is near....
What time is it?	It is....
Where do you come from?	I am from

NOTE

There are two types of question used for asking for information. Those are Yes-No Question and W-H Question. In the table below, we will study the example of Yes-No Question and W-H Question.

Yes-No Questions	W-H Questions
Is it ...?	What is ...?
Are they ...?	Where is ...?
Does it ...?	When does it ...?
Do they ...?	How much is it ...?

- **All of W-H words can be used as W-H questions:**
What, When, where, why, who, and how
The answers of W-H questions are in the form of sentence.
- **The answers of Yes-No questions are “yes” or “no”.**

Task 5

In pairs, study the following intonation marks below to ask for and give information.

Oliver: // ¹Are you doing ↗ anything this evening? //

Holly: // ↘ No, // ¹nothing ↘ ↗ special. //

Oliver: // ↘ Well, // we're going to that ¹new Chinese ↘ ↗ restaurant near the station. //
// ¹Would you like to ↗ come? //

Holly: // ↘ Yes, ¹that would be ↘ ↗ nice. // ¹What ↘ time are you going? //

Oliver: // About ↘ 8.00. // Shall we ¹come and pick you ↗ up? //

Holly: // ↘ Yes, // ↘ great. //

Oliver: // O ↘ K, // I'll ¹call for you at ¹7. ↘ 30. // I guess my ¹car is a ↘ ↗ available. //
// But in ¹case it ↘ isn't, // ¹shall we use ↗ yours? //

Holly: // → Mmm... // I'm afraid ↘ ↗ not. // It's been at the me ↘ ↗ chanic // for ¹two
↘ weeks. // And I ¹think it'll stay ↘ ↗ there // until ↘ next week. //

Oliver: // O ↘ K. // ¹Never ↘ ↗ mind. // We'll ↘ manage somehow. //

Task 6

Listen to the following dialog. While listening, complete the dialog. Then, act the dialog out with your partners in front of the class.

Situation: In the morning, Fadila comes to Laila's house. She wants to ask Laila about her Ramadan experience in her grandma's home town.

Fadila : "Assalamu'alaikum".

Laila : "Wa'alaikum salam, Oh hi Fadila. Come in please".

Fadila : "Thanks Laila. (1) _____".

Laila : "I just arrived at home at 06.00 am. I still feel sleepy"

Fadila : "(2) _____ ?"

Laila :” Yes, I enjoyed my Ramadan and felt comfortable there. (3)_____.

Fadila : “ Oh, I see. It must be a wonderful vacation while visiting your grandma.”

Laila : “ Yes, you are right. Oh, wait for a minute. I have some things from my grandma. Here it is”.

Fadila : “Oh, (4)_____. Wow, it looks delicious. Thank you very much Fadila”.

Laila : “ Your are welcome”.

Fadila : “ I think you need to take a rest. I will go home now. Assalamu’alaikum.”

Laila :” Oh, yes Fadila. Wa’alaikum Salam.”

- a. When did you arrive?
- b. I did many things and had a lot of friends there.
- c. What is it?
- d. Did you enjoy at your grandma house?

Task 7

Based on the dialog in Task 6, list the expressions used for asking for and giving information. You can see the example.

Asking for Information	Giving Information
When did you arrive at home?	I just arrived at home at 06.00 am.

Task 8

Read the dialog in the task 5. Then, read the following statements. Write T if the statement is TRUE and F if the statement is FALSE. Don't forget to correct the statement if it is false. Number one has been done for you.

No	Statement	T/F	Correction
1	Laila arrived at 06.00 p.m.	F	Laila arrived at 06.00a.m.
2	Fadila came to Laila's house in the morning.		
3	Fadila just visited her grandma.		
4	Fadila gave a gift to Laila.		
5	Laila felt sleepy		

Task 9

Study the following vocabulary list

Vocabulary List

In asking for and giving opinion, you need words that can support your opinion. The examples of vocabulary to support in asking for and giving opinion that you may use in the Task 10 can be seen below.

Words	Part of Speech	Phonetic transcription	Meaning
busy	adj	'bɪzi	sibuk
free	adj	friː	bebas/kosong
home work	noun	'hoʊmwɜːrk	pekerjaan rumah (PR)
nothing	pronoun	'nʌθɪŋ	tidak ada
many things	noun phrase	'meni θɪŋ	banyak hal
appointment	noun	ə'pɔɪntmənt	janji
next time	noun phrase	neksttaɪm	lain waktu/lain kali
sick	adj	sɪk	sakit

Task 10

In pairs, have a dialog with your friends. Ask him/her information about the situations below. You can use the words presented in the vocabulary corner. Number one has been done for you.

1. Ask your friends about his/her first fasting.

Ahmad : "When did you do your first fasting?"

Mahmud : "I did my first fasting at my first grade of elementary school."

Ahmad : " Oh, I see. That's great."

Mahmud : "Thank you."

Ahmad : " You're welcome."

2. Ask your friends about his/her "*Lebaran*" experience at his/her grandma's house.
3. Ask your friend about his/her "*Takbiran*" experience.
4. Ask your friends about his/her experience in making "*ketupat*".
5. Ask your friends about his/her experience visiting her/his teachers on "*lebaran day*".



Focus on reading and writing

Task 11

Read the text below and discuss the answer of the questions that follow in pairs.

I have a very funny experience. Every time I looked at the Almond London biscuits, I would remember my fasting experience.

One day, my mom baked the Almond London biscuits for the 'Idul fitri' preparation. I couldn't withstand my hunger and desire because of the biscuits' smell. I couldn't look at the biscuits because I really wanted to eat it. I secretly ate the biscuits when my mom was sleeping. I ate too many until my mom found that the quarter of the biscuits had been eaten by me. I had been scolded by my mom and she would not give me the rewards for a week as a punishment to my bad behavior. Every time I remembered that story, I would be smiling. That is how I learned from my mistake .Finally, in the next subsequent years, I didn't skip fasting anymore.

<http://hafizulakmalothman.blogspot.com/2012/07/ramadhan-experience.htm>

Questions:

1. What does the text tell us about?.
2. What does the second paragraph tell us about?.
3. Why was the writer's mother angry to the writer?
4. What is the moral value of the text?
5. What kind of text type is it?

Task 12

Read the text in Task 11 once again and guess the meaning of the following words based on the context.

- 1) funny ('fʌni) (ks) :
- 2) remember (rɪ'membə(r)) (kkt) :
- 3) fasting (fɑst ɪŋ) (kb) :
- 4) biscuit ('bɪskɪt) (kb) :
- 5) scolded (skəʊld) (kkt) :
- 6) learned ('lɜːnɪd) (kki) :
- 7) subsequent ('sʌbsɪkwənt) (ks) :

Task 13

Read the text below. Then, read the following statements. Write T if the statement is True and F if the statement is False. Do not forget to correct the statement if it is false. Number one has been done for you.

Eid al-fitr

My name is Ahmad Fatkhul Arif. I am usually called Afa. I live in a dormitory in Kudus city. When the feast day came, my friends and I of fraternity came back to our hometown.

When the feast day comes, I and my fraternity friends went to the field to perform Eid pray, followed by a lecture Eid. After praying, I went back to the dorm and was picked up by my families to go home.

At home, I shook hands with the other family members. Then, I rested for a while. Then, I went to a neighbour's house until the afternoon. After that, we got back home and rested while preparing and packing our goods, because we planned to celebrate the Eid al fitr with my grandmother's family in village.

The next day, our family went to grandmother's house. We celebrate the Eid day at grandma's house for a week.

I'm very happy at grandma's house.

(adapted from: <http://mrsarniclassblog.blogspot.com/2012/04/eid-al-fitr.html>)

No	Statement	T/F	Correction
1	The writer's name is Afa.	T	
2	The writer planned to celebrate Eid al fitr at home.		
3	The writer spent one week at his grandma's house.		
4	The writer was dissatisfied living in his grandma's house.		
5	The text told us about the grandma's Eid al fitr experience		

Task 14

In pairs, study and discuss the following recount text in Task 14.

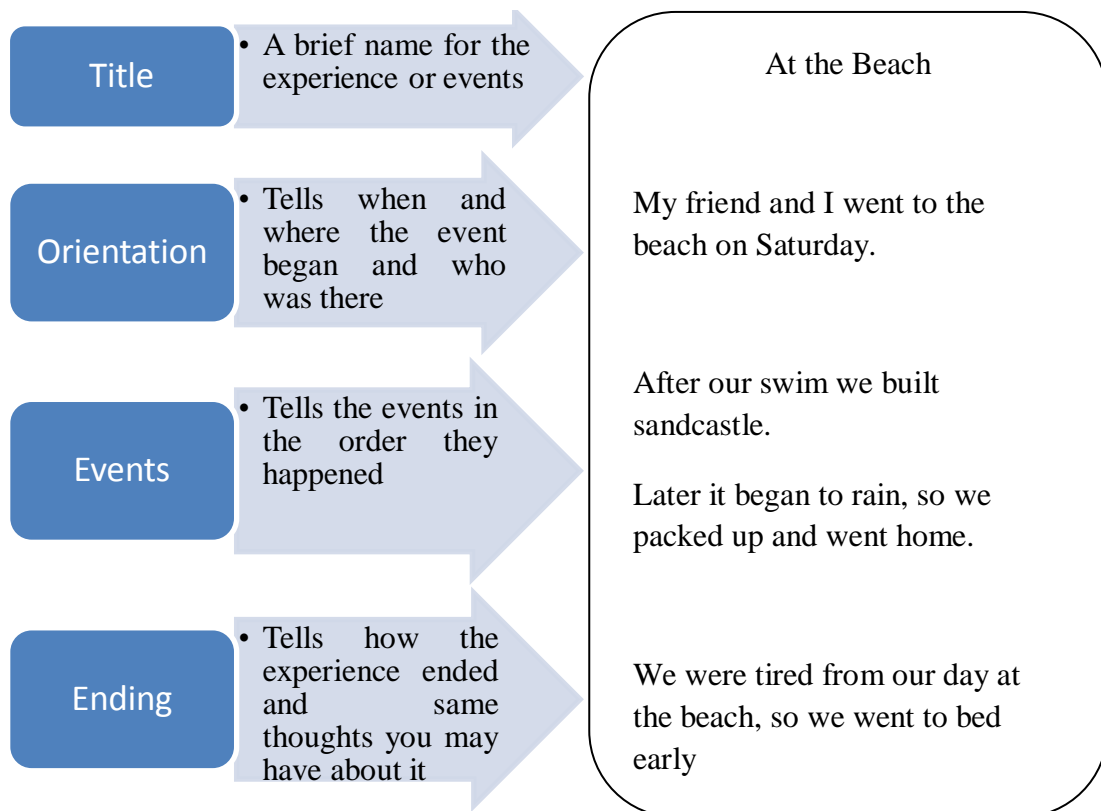
<p>My name is Ahmad Fatkhul Arif. I am usually called Afa. I live in a dormitory in Kudus city. When the feast day arrived, I and my friends of fraternity came back to their hometown.</p> <p>When the feast day comes, I and my fraternity friends went to the field to perform Eid pray, followed by a lecture Eid. Finishing praying, I went back to the dorm and was picked up by my families to return home. After the family arrived, I returned to my hometown with my family.</p> <p>Arriving home, I shook hands with the other family members. Then after that, I rested for a while. Then, I performed friendships with my family, went to a neighbor's house until the afternoon. Then, we got back home and take rest while preparing and packing our goods, because we planned to Eid al fitr with my grandmother's family in village.</p> <p>The next day, our family went to grandmother's house. Getting there, we shook hands with my grandmother's family. We celebrate the Eid day at grandma's house for a week.</p> <p>I'm very happy at grandma's house.</p> <p>(adapted from: http://mrsarniclassblog.blogspot.com/2012/04/eid-al-fitr.html)</p>	<p>} Orientation</p> <p>} Events/records</p> <p>} Events/records</p> <p>} Events/records</p> <p>} Personal comment/evaluation</p>
---	---

Task 15

Study the generic structures of recount text below.

Recount

A recount tells about events that have happened to you or other people.



(source: class4bds.wordpress.com)

Task 16

Based on the explanation in Task 16, label each part of this recount text.

Eid on Different Day

Last year, there were different dates in celebrating Eid. 30th and 31th august 2011 were the days of Eid al-fitr.

Last Eid al-fitr feast was different than usual, because it was celebrated on August 30th and 31th. And at that time I celebrated on August 30th. I celebrated it with enthusiasm.

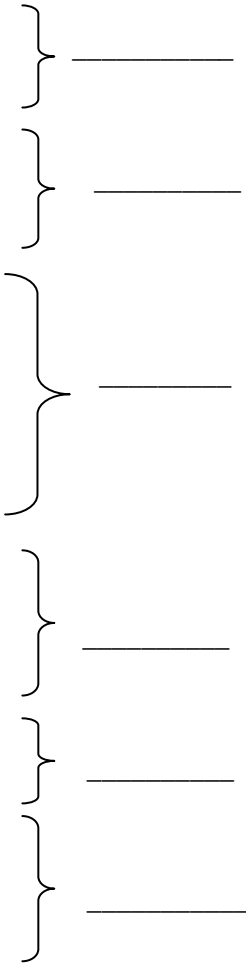
On August 30th morning, my family and I performed Eid praying on the field. After that, we went home. We got home to eat together before my family and I got ready to go to grandma's house. After getting ready we headed straight to grandmother's house on foot, because my grandma's house was close enough from my house, which was about 50 meters. When we got there, there were many brothers and sisters who had come.

In the grandmother's house, there were many jokes. When we would leave, we usually greeted out brothers and sisters. After going to grandmother's house, my family and I went to neighbours' house. My family and I went to neighbors' house to sillaturahmi.

The next day on August 31th my family and I went to neighbours who celebrate Eid that day.

Although celebrating the feast of eid al-fitr in different days, I was still happy. Even though the atmosphere was different, the most important thing was I could gather with my brothers.

http://mrsarniclassblog.blogspot.com/2012/04/eid-on-different-day_25.html



Task 17

Study the grammar spot below with your partner.

PASSIVE VOICE

ENGLISH
&
FUN

The passive voice is used in English when it is more convenient or interesting to stress the thing done than the doer of it, or when the doer is unknown:

My bag was stolen is much more usual than **Thieves stole my bag.**

* The passive of an active tense is formed by putting the verb TO BE into the same tense as the active verb and adding the past participle of the active verb:

Active: He **wrote** a letter.
Passive: A letter **was written**.

In a passive sentence the agent, or doer of the action, is very often not mentioned. When the agent is mentioned it is preceded by **BY**:

Active: My brother has written that poem.
Passive: That poem has been written **by my brother**.


Table of active and their passive equivalents

TENSE	ACTIVE VOICE	PASSIVE VOICE
Simple Present	writes	is written
Present Continuous	is writing	is being written
Simple Past	wrote	was written
Past Continuous	was writing	was being written
Present Perfect	has written	has been written
Past Perfect	had written	had been written
Future	will write	will be written
Conditional	would write	would be written
Present Infinitive	to write	to be written
Perfect Infinitive	to have written	to have been written
Present Participle	writing	being written
Perfect Participle	having written	having been written

www.welcometoenglishandfun.com

Task 18

In pairs, based on the previous Task, classify the following sentences into active or passive.

 **Active or passive?**

ACTIVE

PASSIVE

It was built in 1800.

You will be told what to do.

Police arrested her for dangerous driving.

It is being repaired at the moment.

The technician is repairing the printer now.

James will show you the way.

The meeting has been put back until tomorrow.

Sir Christopher Wren designed St Paul's Cathedral.

They sell shoes and handbags.

She has been arrested for dangerous driving.

Cigarettes are sold in supermarkets now.

George cancelled his appointment.

(source: tx.english-ch.com)

Task 19

In pairs, do the direction in the following games and study the example.

Passive Voice

Direction: Connection the words with horizontal and vertical to form sentences.

the	view	was	obscured	many	the	field
she	was	given	by	goals	can	trip
the	criminal	another	the	fog	Be	was
justice	Was	chance	the	park	accomplished	planned
has	last	seen	near	the	through	in
been	done	been	sold	song	perseverance	advance
many	tickets	have	for	was	the	city
the	world	record	the	played	beautiful	was
this	broken	was	big	game	by	flooded
morning	it	has	been	completed	heavy	rain

(source: freelanguagestuff.com)

Task 20

Complete the following narrative text by using the correct verb form. The verbs are provided in the box below.

- | | | |
|----------|----------|--------------|
| a. come | e. buy | i. forgotten |
| b. is | f. take | j. see |
| c. visit | g. shoot | |
| d. stay | h. ride | |

Idul Fitri Holiday

Holy month of Ramadan (1) _____ nearly over. When the Idul Fitri holiday (2) _____, my family and I went to Klaten by car. After arriving at my grandma's house, we (3) _____ in there.

Me and my family prayed Eid in field near my grandma's house. A few days later, we went to Yogyakarta. We bought many things. We visited Borobudur too. I (4) _____ a photo and (5) _____ many beautiful views in Borobudur. The next day, we (6) _____ Malioboro to buy souvenirs. The traffic was very high in Malioboro, so we (7) _____ pedicab (becak). In Yogyakarta, we (8) _____ a food like gudeg, moaci etc. We visited reptile park too. We (9) _____ many reptiles such as: snake, salamander, etc.

After enjoyed the holiday, we packed and went back to our house in Jakarta. Idul Fitri holiday this time will not be (10) _____.

Task 21

In pairs, arrange the jumbled sentences below into a good recount

1. When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle.
2. She tried to move all of the motorcycles, so that her motorcycle could move from the garage.
3. Last morning, my aunt Dinar woke up late and she had to go to campus.
4. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her.
5. Finally, she could move her motorcycle and rode it to go to campus.

(adapted from: <http://www.englishindo.com>)

Task 22

Make your own simple recount text based on your unforgettable moment. Use the following recount worksheet to help you.

To write a recount

What is your recount about?

Complete the sentences to complete your recount.

First

After that

Following that

Next

Finally

Draw and label a picture that illustrates part of your recount

www.primarytexts.co.uk

HOME WORK

Task 23

Ask your parents or brother/sister about his/her experience in Ramadan or Ied al fitr/Lebaran day. Then, make a recount text about it.

REFLECTION

Task 24

Reflect and write what you have learned in the teaching and learning process.

SELF REFLECTION

Check the checklist below honestly based on what you've gotten in the teaching and learning process

Statements	YES	NO
8. I can ask for and give information in English.	<input type="checkbox"/>	<input type="checkbox"/>
9. I can distinguish between the expressions used for asking for information or giving information.	<input type="checkbox"/>	<input type="checkbox"/>
10. I can practice the expressions used for asking for and giving information in the class.	<input type="checkbox"/>	<input type="checkbox"/>
11. I can analyze the generic structures of a recount text.	<input type="checkbox"/>	<input type="checkbox"/>
12. I can make a simple recount text.	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX

Unit 1

Answer key for jumbled paragraphs and the cloze text:

Task 19

Answer key for Jumbled paragraphs

The Man, the Boy, and the Donkey

A MAN and his son were once going with their Donkey to market. As they were walking along by its side a countryman passed them and said: “You fools, what is a Donkey for but to ride upon?”

So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: “See that lazy youngster, he lets his father walk while he rides.”

So the Man ordered his Boy to get off, and got on himself. But they hadn’t gone far when they passed two women, one of whom said to the other: “Shame on that lazy lout to let his poor little son trudge along.”

Well, the Man didn’t know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passers-by began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: “Aren’t you ashamed of yourself for overloading that poor Donkey of yours—you and your hulking son?”

The Man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the Donkey’s feet to it, and raised the pole and the Donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the Donkey fell over the bridge, and his fore-feet being tied together he was drowned.

“That will teach you,” said an old man who had followed them:

“PLEASE ALL, AND YOU WILL PLEASE NONE.”

Task 21

Answer key for cloze text

Situation: In the class, Ilham and Rio are talking about the last night foot ball match between Indonesia and Marocco before the lesson is started.

- Ilham : “Assalamu’alaikum Rio. Good morning”.
- Rio : “Wa’alaikum salam ilham. Good morning. You are almost late. What happens?”.
- Ilham : “yeah. Last night, I watched foot ball match, Indonesia versus Marocco till 11.00 p.m. Did you see it? What do you think about it?”.
- Rio : “yes, I did. In my opinion, it is a tight match. Both Indonesia and Marocco are strong, although finally the winner is Marocco.
- Ilham :”I do not think so. Indonesia is still stronger than Marocco, although Marocco is the winner. Indonesian foot ball players have fought as best as they could, I think”.
- Rico :”I think so, but we also must appreciate Marroco foot ball players. They have worked hard, too.
- Ilham : “You are right. Listen the bell is ringing. I think we have to finish our conversation now”.
- Rico : “ O.K. Let’s us prepare our book for the lesson”.

APPENDIX

Unit 2

Listening Transcription

Task 6

1. what book are you reading?
2. Do you know Abu Nawas book
3. Do you agree if it is a good book
4. Yes I agree
5. I disagree with you

Answer key for the cloze text and jumble sentences:

Task 14

Answer key for cloze text

"Qabil & Habil"

Adam had two sons called Habil and Qabil. Adam thought that Habil, the younger son, should take over after him. But Qabil didn't like this idea and was very jealous. To settle the argument Adam thought of an idea. He told his sons to think of a present to give to Allah and to leave it on the top of a certain hill.

The one whose present Allah accepted, would win the argument. Allah chose Habil's present because Habil had taken a lot of time and trouble to choose his present.

Qabil was very upset and angry. He was so angry that he killed his own brother. Afterwards, when he realised what he had done, he cried and cried but it was too late to be sorry.

Task 15

Answer key for jumbled sentences.

"Nabi Ayyub"

3. The Prophet Ayyub had been a wealthy man. He was a very good man but he lost his family and wealth.
2. He became ill and had terrible sores all over his body. However, he never gave up. He spent his time praying. He was very patient and always kept his faith in Allah. Eventually Allah showed mercy.
4. He told Ayyub to strike the earth with his foot and miraculously a fountain appeared. He drank the water and used it to wash his body. All his sores were healed and everything was returned to him as before.
1. Allah had rewarded him for keeping his faith despite the terrible afflictions he had tested him with.

APPENDIX

Unit 3

Listening Transcription

Task 3

Situation: After praying maghrib, Husein is asking Ahmad about his Ramadan experiences on the way to their home.

Husein :”Hi Ahmad, How wa your Ramadan experience? Was it fun?”.

Ahmad :”Hi Husein, oh, my Ramadan was fun. I did many things”.

Husein :”What were those?”

Ahmad :” those were making “*ketupat*”, doing “*buka bersama*”, and watching fire work”.

Husein :”wow, awesome. You have a great experience. I think we arrived at my home. It is time to finish our conversation. Assalamu’alaikum”.

Ahmad :”Oh, right. Wa’alaikum salam”.

Task 6

- When did you arrive at home?
- Did you enjoy at your grandma house?
- I did many things and had a lot of friends there.
- What is it?

Answer key for the cloze text and jumbled sentences:

Task 20

Answer key for cloze text

1. was
2. came
3. stayed
4. took
5. shoot
6. visited
7. rode
8. bought
9. saw
10. forgotten

Task 21

Answer key for jumbled sentences

LATENESS

- (3) Last morning, Dinar, my roommate woke up late and she had to go to campus.
- (1) When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle.
- (2) She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it.
- (4) Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

APENDIX E
SECOND DRAFT

UNIT

1

What Do You Think?



(source: [www. Blogs.it.ox.ac.uk](http://www.Blogs.it.ox.ac.uk))

In this unit you will learn how to:

- ✚ use the expressions of asking for and giving opinions.
- ✚ identify the generic structure of a narrative text.
- ✚ write a simple narrative text.

A. Lead-In

Task 1

Study the following pictures. Then, answer the questions that follow orally.



(Pic. 2)

(Pic. 3)



(Pic. 4)

1. What are they doing?
2. How do you ask what they are thinking about?

B. Lesson Proper



Focus on Listening and Speaking

Task 2

Listen to the dialog below and answer the questions that follow.

Situation :In the break time, Fatimah and Safira are talking about a car accident happening to Ahmad Dhani's son,Dul.

Fatimah : “Hi Safira, have you heard the news about a car accident happening to Ahmad Dhani's son,Dul? What do you think about it?”



(source : www.cumi-cumi.com)

Safira : “Hi, Fatimah. Yes, I have heard it. I think it was really terrible, wasn't it?”

Fatimah: “I think so. It was shocking everyone who heard it. People were blaming his silly action in driving a car which made seven people get killed.”

Safira : “I don't think so. In my opinion, it was not only Dul'sfault but also his father's.He gave Dul facilities which made him out of control to drive a car before he was 17.”

Fatimah: “Yeah, you are right I think. We can't just blame Dul. May be one of them factors is the divorce of his parents.”

Safira : “Yes. That’s right. Fatimah, this conversation makes me hungry. Have you had your breakfast? I missed my breakfast this morning. Would you accompany me to eat in the canteen?”.

Fatima : “No. I haven’t. Sure. Let’s go to the canteen”.

In pairs, now answer the following questions:

1. When does the conversation take place?
2. What did Dul do?
3. What is Fatimah’s opinion about the car accident?
4. Does Safira agree with Fatimah’s opinion?
5. Is Dul the only person who is blamed by Safira?
6. Why could Dul drive a car?
7. What made him do such a silly action?
8. Do Fatimah and Safira finally agree about Dul’s case?
9. What did make Safira hungry?
10. Where did Fatimah and Safira go afterwards?

Task 3

Study the dialogin Task 2 once again. Then, pay attention to the explanation below. The expressions are presented in the table.

Expressions	Functions
What do you think about it?	Asking for opinions
I think	Giving opinions
In my opinion	
I think so.	
.... ,I think.	
I don’t think so.	

In addition, you can use the following expressions to ask for and give opinions.

Expressions	Functions
What do you think of . . . ? Do you think that . . . ? What do you think? What would you say about . . . ?	Asking for opinions
In my humble opinion, To say frankly, To be honest, I suppose, , I suppose. I guess, , I guess.	Giving opinions (Those expressions sound more polite than the following expressions) Giving opinions

Task 4

Listen to a recording about the expressions used for asking for and giving opinions. While you are listening, in pairs match the expressions in column A to those in column B based on what you hear.

A	B
What do you think of . . .	helping people?
What would you say about . . .	riding a motorcycle under 17 years old?
What do you think about . . .	cheating in final examination?
Do you think that . . .	beggar is a good job?
What do you think	falling asleep in the class?
I think	you are right
In my opinion	it is a good idea
I don't think so	we have to help each other

Task 5

Listen to your teacher's intonation when asking for and giving opinions.

You can use a rising intonation in asking for opinions and a falling intonation in giving and refusing to opinions.

(?) What do you think about it?

(+) In my humble opinion, . .

(-) I don't think so

Task 6

In pairs, act out the following short dialogs. Use a correct intonation.

- a. Fajar : "Wahid, what do you think about our new friend?"
Wahid : "I think she is nice and friendly."
Fajar : "I think so."
- b. Mutiara : "What would you say about students driving a motorcycle?"
Salma : "I think, students must not drive a motorcycle under 17 years old."
- c. Jihan : "Do you think that smoking for students is good?"
Ahmad : "I don't think so Cigarettes will make our lungs and heart damaged."

Task 7

Study the following pictures. What do you think about those pictures?



Pic. 1

(Source : www.girlinl.blogspot.com)



Pic. 2

(source : plus.google.com)



Pic. 3

(source : www.nkkhoo.com)



Pic. 4

(source : www.perigitimur.blogspot.com)



Pic. 5

(source : sweetatiqah747.blogspot.com)



Pic. 6

(source : www.mondisuherman.wordpress.com)

In groups, express your opinions orally about those pictures. Say whether you agree or disagree. Then, present your opinions in front of the class.

Picture	Opinion?
1	I think
2	
3	
4	
5	
6	

Task 8

Study the following structure used to ask for and give opinions.

How do you ask for opinions?

The followings are the analysis of expressions of asking for opinions:

Question word	Auxiliary verb (av) Or modal (m)	Subject	verb	Preposition (p) Or Conjunction (c)	Phrase/clause
What	do (av)	you	think	of (p)	falling asleep in the class? (noun phrase)
	Do (av)	you	think	that (c)	he is smart? (noun clause)

Question words which can be used are:

What, When, Where, Where, Why, Who, and How

Noun Phrase:

How do you give opinions?

Opinion statement	Subject	Verb	Complement
In my opinion,	it	is	a good idea
I do not think so.	He	is	diligent (adj)

REMEMBER!

After the statement of giving opinions do not forget to put a comma.

Task 9

Listen to the recording. While listening, arrange the following jumbled words into a good sentence of asking for and giving opinions.

1. I – it – think – dangerous – is
2. Do – I – not – so – think - , - a – good – it – is – idea.
3. What – you – would – about – say – food – fast -?
4. What – you – do – think – about – foot – ball – playing -?
5. In – opinion – my - , - we – to – have – do – our – homework

Task 10

If you find difficulties in doing Task 8, try to use the following table to help you arrange the words into a sentence.

Question word	Auxiliary verb (av) or modal (m)	Subject	Verb	Preposition (p) or Conjunction (c)	Phrase/Clause

Opinion statement	Subject	Verb	Complement

Task 11

Study the following vocabulary list.

Vocabulary List

In asking for and giving opinions, you need words that can support your opinions. The examples of vocabulary to support the expressions of asking for and giving opinions that you may use in Task 12 can be seen below.

Word	Part of Speech	Phonetic transcription	Meaning
homework	noun	'həʊmwɜːrk	PR (Pekerjaan Rumah)
truant	noun	'truːənt	bolos
cheat	verb	tʃiːt	mencontek
examination	noun	ɪg,zæmɪ'neɪʃn	ujian/ulangan
ride	verb	raɪd	mengendarai
bring	verb	briŋ	membawa
disturb	verb	dɪ'stɜːrb	mengganggu
careless	adjective	'kerləs	ceroboh
lesson	noun	'lesn	pelajaran
worry	verb	'wɜːri	khawatir
parents	noun	'perənt	orang tua
emergency	adjective	i'mɜːrdʒənsi	gawat/penting
dangerous	adjective	'deɪndʒərəs	berbahaya

Task 12

In pairs, have a dialogue with your classmate. Ask him/her to give opinions about something. Look at the example.

1. Ask your friend to give his/ her opinions about doing homework in the class.

Ahmad : “What is your opinion about doing homework in the class?”

Ghifari : “I think, it is not good as students we must do our homework at home.”

Ahmad : “I think so. Thank you, Ghifari.”

Ghifari : “You are welcome.”

2. Ask your friend to give his/ her opinion about playing truant from school.
3. Ask your friend to give his /her opinion about cheating in the examination.
4. Ask your friend to give his /her opinion about riding a motorcycle under age.
5. Ask your friend to give his /her opinion about bringing cell phone to school.



Focus on Reading and Writing

Task 13

Read the text below. Then, find the meaning of the words that follow based on the context.

Ali Baba, a poor woodcutter was in the forest when he saw forty thieves stop in front of a cave.

The leader said “Open Sesame!” and before Ali Baba’s amazed eyes the sealed mouth of the cave magically opened and the men disappeared inside. To come out and close the entrance, the leader said “Close Sesame” and the cave sealed itself once more. Trembling with excitement Ali Baba waited till the thieves had left and then entered the cave after saying the magic words. To his delight he found lots of treasure.

Ali Baba told his brother Kasim about the wondrous cave. Kasim set off to get some treasure for himself too. Sadly, he forgot the words to leave the cave and the thieves killed him. Ali Baba discovered his brother’s body in the cave. With the help of a slave girl called Morgiana, he was able to take Kasim’s body back home and bury it.

Realising that someone else knew about their cave the thieves tracked Ali Baba down. The leader, disguised as an oil seller stayed with Ali Baba. He had brought along mules loaded with forty oil jars containing the other thieves. Clever Morgiana knew who the oil seller really was and poured boiling oil into the jars killing the other thieves. While dancing in front of the leader of the thieves, Morgiana stabbed him. Ali Baba was saved and lived happily ever after.

(www.pitt.edu/~dash/alibaba.html)

a poor woodcutter	:
forest	:
thieves	:
cave	:
leader	:
sealed mouth	:
magic words	:
treasure	:
wondrous	:
slave	:
oil seller	:
mules	:
jars	:

Task 12

After reading the text in Task 11, answer the questions below.

1. What is the main idea of the first paragraph?
2. Who are the characters in the story? Who are the antagonist and protagonist?
3. What moral value can we learn from the story?
4. How did the story end?
5. What is the suitable title for the story?

Task 13

Study the chronological pattern of a story below.

<p>Ali Baba, a poor woodcutter was in the forest when he saw forty thieves stop in front of a cave.</p>	}	Orientation
<p>The leader said “Open Sesame!” and before Ali Baba’s amazed eyes the sealed mouth of the cave magically opened and the men disappeared inside. To come out and close the entrance, the leader said “Close Sesame” and the cave sealed itself once more. Trembling with excitement Ali Baba waited till the thieves had left and then entered the cave after saying the magic words. To his delight he found lots of treasure.</p>		
<p>Ali Baba told his brother Kasim about the wondrous cave. Kasim set off to get some treasure for himself too. Sadly, he forgot the words to leave the cave and the thieves killed him. Ali Baba discovered his brother’s body in the cave. With the help of a slave girl called Morgiana, he was able to take Kasim’s body back home and bury it.</p>	}	Complication
<p>Realising that someone else knew about their cave the thieves tracked Ali Baba down. The leader, disguised as an oil seller stayed with Ali Baba. He had brought along mules loaded with forty oil jars containing the other thieves. Clever Morgiana knew who the oil seller really was and poured boiling oil into the jars killing the other thieves. While dancing in front of the leader of the thieves, Morgiana stabbed him. Ali Baba was saved and lived happily ever after.</p>		

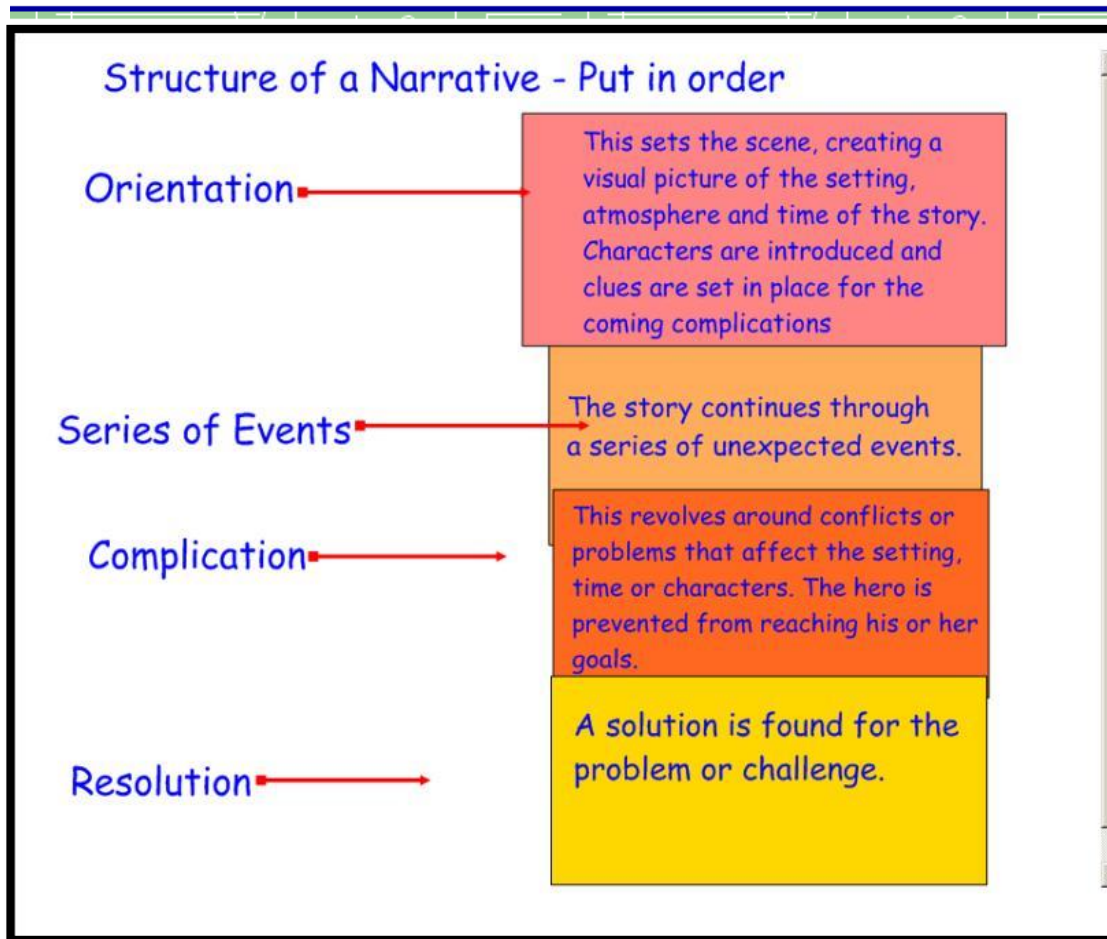
Task 14

Study the following explanation to get more information about narrative texts.

NOTE

The following are some important points about narrative texts.

- ✓ The purpose of a narrative text :
In reading a text, a reader must know the purpose of the text in order to know the writer's purpose and easily understand the content of the text. The purpose of a narrative text is **to entertain or amuse the reader**.
- ✓ Generic structure of a narrative text :
A narrative text consists of **orientation, series of events, complication, and resolution**. The complete explanation about the generic structure of narrative texts can be seen in its structure.
- ✓ Characters in a narrative text :
In a narrative text, there are some characters involved. The characters in the text make the text alive and have the main position in the text that provides the moral value which can be caught by the reader.
- ✓ Moral value of a narrative text :
The main point of a narrative text is the moral value. A narrative text must consist of one or several moral values. The moral values are derived from the characters' attitudes or behaviors which are concluded whether those are good or not by moral value sentence. The moral values of a narrative text may be explicit or implicit. They are good examples for a reader to be followed unconsciously.



(source :www.schools.nsw.edu.au)

Task 15

Based on the explanation in Task 13, label each part of this story.

Queen of Arabia and Three Sheiks

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first man gave her some leftover food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered the servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks couldn't share with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

(adapted: <http://www.englishdirection.com>)

Task 16

Study the text in Task 15 again. Then, complete the following form using the detailed information in the text.

Title : _____

Setting : _____

Characters : _____

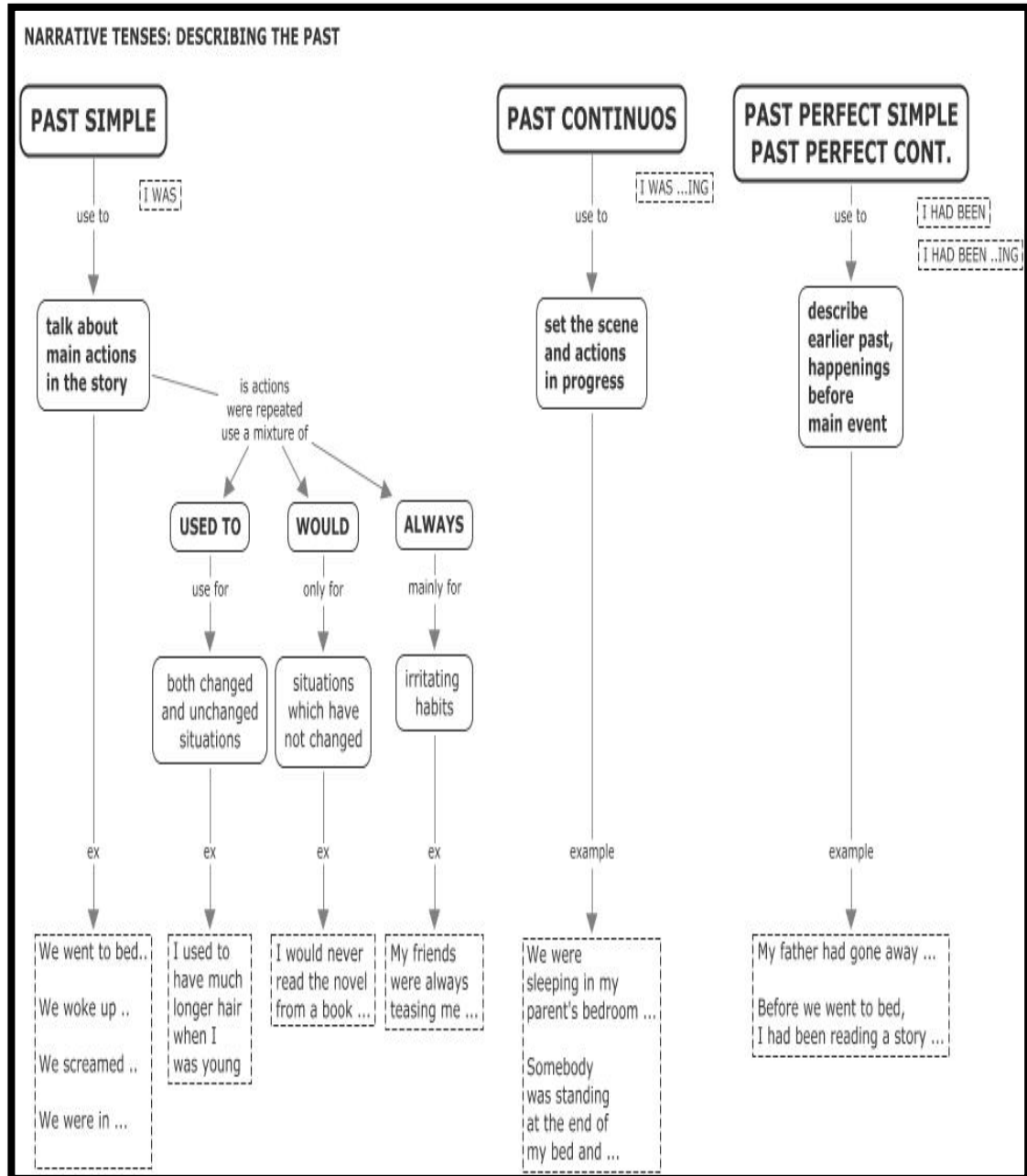
Problem : _____

Events : _____

Solution : _____

Task 17

Study the following diagram of the grammar in a narrative text.



(adapted from: debsquickpicks.com)

Task 18

In pairs, decide what tenses are used in the following sentences. Look at the grammar patterns presented in the previous task

Sentences	Type of tenses
Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors.	Past Simple
One by one she discarded them until her list was reduced to just three sheiks.	
The three sheiks were all equally young and handsome.	
They were also rich and strong.	
It was very hard to decide who would be the best of them.	

From the task above, we can conclude that the tense mostly used in the narrative text is.....

Task 19

Arrange the jumbled paragraphs below into a correct narrative text.

1. A MAN and his son were once going with their Donkey to market. As they were walking along by its side, a countryman passed them and said: "You fools, what is a Donkey for but to ride upon?" So the man ordered his boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other, "Shame on that lazy lout to let his poor little son trudge along."
2. So the Man ordered his Boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along." But soon they passed a group of men, one of whom said, "See that lazy youngster, he lets his father walk while he rides."
3. So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides."
4. "That will teach you," said an old man who had followed them: Please all and you will please none".

5. Well, the Man didn't know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passers-by began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: "Aren't you ashamed of yourself for overloading that poor Donkey of yours—you and your hulking son?"

6. The Man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the Donkey's feet to it, and raised the pole and the Donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole.

(adapted from: <http://www.pitt.edu>)

Task 20

In pairs, make a simple narrative text that is familiar to you by using the following chart.

Narrative Scaffolding

Title : _____

Orientation: *When/Where?*

Orientation: *Who (characters)*

Complication: *What was the problem?* Action: *How did they try to solve the problem?*

Resolution: *How was the problem solved? How did the story end ?*

Homework

Task 21

Complete the following dialog with the suitable expressions.

I do not think so	my opinion
What do you think about it?	I think so
think	I guess

Situation: In the class, before the lesson starts, Ilham and Rio are talking about the last night soccer match between Indonesia and Marocco.

Ilham : “Assalamu’alaikum Rio. Morning.”

Rio : “Wa’alaikumsalam,Ilham. Morning. You are almost late. What happens?”

Ilham : “Yes. Last night, I watched a soccer match, Indonesia versus Marocco till 11.00 p.m. Did you see it? _____(1)_?”

Rio : “Yes, I did. In_____ (2), it was a tight match. Both Indonesia and Marocco were strongalthough finally the winner wasMarocco.”

Ilham :”_____ (3). Indonesia is still stronger than Maroccoalthough Marocco is the winner. Indonesian soccer players have fought as well as they could, I _____(4).”

Rico :”_____ (5), but we also must appreciate Marrocosoccer players. They had worked hard, too.”

Ilham : “You are right. Listen! The bell is ringing. _____(6) we have to finish our conversation now.”

Rico : “Okay. Let’s prepare our book for the lesson.”

Task 22

Write a narrative text which you have ever heard. Then, read it in front of the class without reading the text title. Let your friends guess it.

REFLECTION**Task 23**

Reflect and write what you have learned in this unit.

SELF REFLECTION

Give a tick (√) in the right column based on what you have learned honestly.

Statements	YES	NO
1. I can ask for and give opinions in English.	<input type="checkbox"/>	<input type="checkbox"/>
2. I can distinguish between the expressions used for asking for and giving opinions.	<input type="checkbox"/>	<input type="checkbox"/>
3. I can practice the expressions of asking for and giving opinions in the class.	<input type="checkbox"/>	<input type="checkbox"/>
4. I can analyze the generic structure of a narrative text.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can make a simple narrative text.	<input type="checkbox"/>	<input type="checkbox"/>

UNIT
2

Do You Agree or
Disagree?



(source: www.tidewatergolf.com)

In this unit you will learn how to:

- ✚ comprehend transactional conversations to express agreement and disagreement.
- ✚ comprehend the generic structure of a narrative text.
- ✚ write a simple narrative text.

C. Lead-In

Task 1

Look at the following pictures. Then, answer the questions that follow orally.



(source:

www.bigstockphoto.com)(source: www.looseleafwriting.blogspot.com)

1. What are they doing?
2. Why are they acting like that?

D. Lesson Proper



Focus on Listening and Speaking

Task 2

Listen to the dialogue below and answer the questions that follow.

Situation : In the canteen, Rachma and Siti are discussing the school regulation that forbids students to bring cell phones.

Rachma : “Have you ordered our food?”

Siti : “Yes, I have. Rachma, when I was there, I heard some students talking about the school regulation that forbids us to bring a cell phone. I agree with that regulation. Do you agree with that?”

Rachma : “Oh really? I disagree with that regulation. It is unfair. We need the cell phones for making and receiving emergency calls. Why do you agree with that regulation?”

Siti : “I know that a cell phone is important. But what about cell phones used for cheating? Cell phones for students are not really needed. There are more disadvantages than the advantages. If there is an emergency information, our parents can call our school.”

Rachma : “Yes, I agree with you. Look! Our food is ready to eat.”

Siti : “Yes. Yummy, Let’s eat!”

Now answer the following questions:

1. When does the conversation take place?
2. Who ordered the food?
3. Does Siti Agree with that regulation? Why?
4. Do Rachma and Siti finally get an agreement about that regulation?
5. What about you? Do you agree or disagree about the school regulation?

Task 3

Study the dialog above once again. Then, pay attention to the explanation below.

In the dialog above, you find some expressions that show different functions. Those expressions are presented in the table below.

Expressions	Functions
Do you agree with that?	Asking for Agreement
I disagree with the school regulation	Disagreeing
I agree with you	Agreeing

In addition, you can use the following expressions to ask for agreement, express agreement and disagreement.

Expressions	Functions
That's a good idea.	Expressing Agreement
That's right.	
I don't agree with you.	Expressing Disagreeing
I disagree.	
That's not a good idea	
I'm sorry. I disagree.	

Agreement and disagreement are almost the same as opinions. Both agreement/disagreement and opinion state a certain position but opinion statement is not as strong as agreement/disagreement. The position of agreement/disagreement is clearer than an opinion.

Task 4

Listen to a recording about the expressions used for asking for and giving agreement and disagreement. While you are listening, in pairs, match the expressions in column A to those in column B based on what you hear.

A	B
Do you agree with...	Cheating in the exam? Using cell phone in the class?
That's a good Idea That's right	Having a picnic this weekend. Reading a book is a good idea.
I don't agree with you That's not a good idea	

Task 5

Look at the following pictures. Do you agree or disagree about those actions?



(Source: www.beliefnet.com)

Pic.1



(source: rumahkeluarga-indonesia.com)

Pic.2



(source: dinalistorini.wordpress.com)

Pic. 3



(source: support.pandasecurity.com)

Pic.4

In groups, discuss your agreement or disagreement orally about the actions showed in those pictures Then, speak out your opinion in front of the class.

Picture	Do you agree? Why?
1	I agree . . .
2	
3	
4	

Task 6

Listen to the dialog below. While listening, fill in the blanks. Then, act the dialog out with your partners in front of the class.

Situation: Yesterday, Nida bought a book. Today at school Nurul wants to know about Nida's book.

Nurul : "Hi, Nida, (1) _____ ?"

Nida : "Hi, Nurul. Oh, I am reading a book about Abu Nawas. (2) _____?"

Nurul : "Wow, Abu Nawas. I know a book about him. (3) _____ ?"

Nida : "(4) _____. It is a good book that you should read. Abu Nawas is a smart person and can always solve his problems".

Nurul : "(5) _____. Although I have never read a book about him, I once heard his story. He is smart but always tricky to other people".

Nida : "No, he is not always tricky. Just try to read my book. You will agree with me".

Nurul : "Okay, I will borrow it after you have finished reading the book. Thanks, Nida".

Nida : "Of course. You are welcome."

- | | |
|-------------------------------|-----------------|
| a. Do you know Abu Nawas book | d. Do you agree |
| b. What book are you reading | e. Yes I agree |
| c. I disagree with you | |

Task 7

Read the dialog in Task 6 once again. Then, read the following statements. Write T if the statement is true and F if the statement is false. Do not forget to correct the statement if it is false. Number one has been done for you.

No	Statement	T/F	Correction
1	Nurul wants to borrow Nida's book.	T	
2	Nida does not lend Nurul the book.		
3	Nurul is reading a book on Abu Nawas.		
4	Nurul agrees with Nida about Abu Nawas book.		
5	Nurul has read a book on Abu Nawas.		

Task 8

Study the following vocabulary to help you do Task 9

Vocabulary List

In asking for and giving agreement or disagreement you need words that can support your opinion. The examples of vocabulary to support in asking for and giving agreement or disagreement that you may use in Task 9 can be seen below.

Words	Part of Speech	Phonetic Transcription	Meaning
discipline	verb	('disəplɪn)	disiplin
must	verb	(mʌst)	harus
study	verb	('stʌdi)	belajar
important	adj	(ɪm'pɔ:tnt)	penting
law	noun	(lə:)	aturan
forbid	verb	(fə'brɪd)	melarang
agree	verb	(ə'gri:)	setuju
disagree	verb	(dɪsə'gri:)	tidaksetuju
fight	verb	(faɪt)	berkelahi
insist	verb	(ɪn'sɪst)	memaksa
freedom	noun	('fri:dəm)	kebebasan
allow	verb	(ə'laʊ)	mengizinkan
ride	verb	(raɪd)	mengendarai

Task 9

In pairs, have a dialog with your friends. Ask him/her to give their agreement or disagreement about the situations below. You can use the words presented in the previous task. Number one has been done for you.

1. Ask your friends to give his/her agreement or disagreements about the school rule which forbids students to go to school by riding a motorcycle.

Ahmad : "Do you agree if we are forbidden to ride a motorcycle to go to school?"

Mahmud : "Yes, I agree with that rule because we are still too young to ride a motor cycle.

Ahmad : "I also agree with you. Thank you."

Mahmud : "You're welcome."

2. Ask your friends to give his/her agreement or disagreement about students who like to play truant from school.
3. Ask your friends to give his/her agreement or disagreement about students who like fighting with students from other schools.
4. Ask your friend to give his/her agreement or disagreement about the school law that regulates the students to do the dhuha prayer.



Focus on reading and writing

Task 10

In pairs, read the text below and discuss the answers to the questions that follow.



Saved by the Stilts

One day, the king wanted to test Abu Nawas's intelligence. He invited Abu Nawas to his palace. "I am here, your majesty" greeted Abu Nawas. "Good, Abu Nawas. Look!, you have fooled me three times and that's too much. I want you to leave my country or you have to go to jail" said the king. "I will do what you said, my majesty". Abu Nawas said sadly. "Then, starting from tomorrow you may not step on the ground of my country anymore," the king said seriously. Then, Abu Nawas left the King's palace sadly.

In the following morning the king ordered his two guards to go to Abu Nawas house. The guards were very surprised to find Abu Nawas was still in his house. He has not left the country yet. Instead of leaving the country, Abu Nawas was swimming in a small pool in front of his house. "Hey, Abu Nawas! How dare you! You must leave this country! The king ordered you not to step on the ground of this country anymore, yesterday. Didn't he?. The guard shouted. " Sure, he did" answered Abu Nawas calmly. "But look at me! Am I stepping on the ground of this country? No, I am not stepping on the ground. I am swimming on the water," continued Abu Nawas.

(www.englishdirection.com)

Questions:

1. What does the text tell us about?
2. Why was king upset to AbuNawas?
3. What was the problem faced by Abu Nawas?
4. How did Abu Nawas solve his problem?
5. What is the moral value that we can learn from the story above?

Task 11

Read the text in Task 10 once again. Then, study the following explanation.

Pay attention to the words printed in bold.

The king **wanted** to test Abu Nawas's smartness.

So he **invited** Abu Nawas to the palace.

The words in bold are called Verb 2 or past. These words are change from Verb 1 or infinitive into Verb 2 or past for showing that the activities were done in the past.

Task 12

In pairs, try to analyze and classify verbs into infinitive, past, and past participle verb form based on the text in Task 10. You may open your dictionary.

Infinitive (verb 1)	Past (verb 2)	Past participle (verb 3)
1. want	1. wanted	1. wanted
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Task 13

Read and study the irregular verbs below. Then, continue and complete the list. You may use your dictionary or other sources to help you.

Infinitive	Past	Past participle
arise	arose	arisen
be	was/were	been
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
come	came	come
cut	cut	cut
dig	dug	dug
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen

Grammar Spot

The special characteristic of a narrative text is that it uses simple past tense:

S + V2 + Complement

Study the following example:
Look at these examples

Subject	V2	Complement
The king	wanted	to test Abu Nawas.
He	invited	Abu Nawas.
The king	ordered	his two guards.

Task 14

Complete the following narrative text by using the correct verb form. The verbs are provided in the box below.

- | | |
|----------|---------|
| a. take | f. tell |
| b. has | g. cry |
| c. is | h. kill |
| d. do | |
| e. teach | |

Adam _____ two sons called Habil and Qabil. Adam thought that Habil, the younger son, should _____ over after him. But Qabil _____ n'tlike this idea and _____ very jealous. To settle the argument Adam _____ of an idea. He _____ his sons to think of a present to give to Allah and to leave it on the top of a certain _____ hill.

The one whose present Allah accepted, would win the argument. Allah chose Habil's present because Habil had taken a lot of time and trouble to choose his present.

Qabil was very upset and angry. He was so angry that he _____ his own brother. Afterwards, when he realised what he had done, he _____ and cried but it was too late to be sorry.

(adapted from: <http://www.sekolahoke.com>)

Task 15

Arrange these jumbled sentences into a good narrative paragraph.

1. Allah had rewarded him for keeping his faith despite the terrible afflictions he had tested him with.
2. He became ill and had terrible sores all over his body. However, he never gave up. He spent his time praying. He was very patient and always kept his faith in Allah. Eventually Allah showed mercy.
3. The Prophet Ayyub had been a wealthy man. He was a very good man but he lost his family and wealth.
4. He told Ayyub to strike the earth with his foot and miraculously a fountain appeared. He drank the water and used it to wash his body. All his sores were healed and everything was returned to him like before.

(adapted from: <http://www.sekolahoke.com>)

Task 16

Write down a narrative text about a famous story or legend in your book without writing the title of the story or legend. Then, let one of your friends try to guess what the title of the story or legend is in front of the class.

HOMEWORK**Task 17**

Ask your parents about a legend or story that they have ever heard. Then, make a narrative text based on it.

REFLECTION**Task 18**

Reflect what you have learned in this unit.

SELF REFLECTION

Give a tick (√) in the right column based on what you have learned honestly.

Statements	YES	NO
3. I can express agreement and disagreement.	<input type="checkbox"/>	<input type="checkbox"/>
4. I can distinguish between the expressions used for stating agreement or disagreement.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can practice the expressions of agreement and disagreement in the class.	<input type="checkbox"/>	<input type="checkbox"/>
6. I can analyze generic structure of a narrative text.	<input type="checkbox"/>	<input type="checkbox"/>
7. I can make a simple narrative text.	<input type="checkbox"/>	<input type="checkbox"/>

UNIT

3

Is Your Experience?



In this unit you will learn how to:

- ✚ use the expressions of asking for and giving information.
- ✚ comprehend the generic structure of a recount text.
- ✚ write a simple recount text.

E. Lead-In

Task 1

Study the following pictures. Then, answer the questions that follow orally.



(source: www.123rf.com)

1. What are they doing?
2. What might they ask about?

Task 2

In pairs, study the following pictures and match them with the possible questions in the box below. Look at the example.

- a. When do you usually watch fire work?
- b. Why did you shake hand with your family?
- c. What was your experience in Eid al fitr praying?
- d. Where is your house?



Pic.1



Pic.2

(b)



Pic.3



Pic.4

D. Lesson Proper



Focus on Listening and Speaking

Task 3

Listen carefully to the dialog. Then, answer the questions that follow.

Situation : After praying maghrib, on the way to their house, Husein asks Ahmad about his experiences during Ramadhan.

1. What does Husein say to ask about Ahmad's experiences during Ramadhan?
2. What does Ahmad say to answer Husein's question?
3. What are Husein and Ahmad's ritual activities in Ramadan?



Task 4

In the dialog of Task 3 you find some expressions that show different functions. Those expressions are presented in the table below.

Asking for Information	Giving for Information
What did you do in the last Ramadan?	I did many things such as makingketupat, watching fire work, takbiran, and so on.

In addition, you can use the following expressions to ask for and give information:

Asking for Information	Giving Information
What is your name?	My name is....
Where do you live?	I live at....
Where is it?	It is near....
What time is it?	It is....
Where do you come from?	I am from

NOTE

There are two types of question used for asking for information. Those are Yes-No Question and W-H Question. In the table below, we will study the example of Yes-No Question and W-H Question.

Yes-No Questions	W-H Questions
Is it ...?	What is ...?
Are they ...?	Where is ...?
Does it ...?	When does it ...?
Do they ...?	How much is it ...?

- **All of W-H words can be used as W-H questions:**
What, When, where, why, who, and how
The answers of W-H questions are in the form of sentence.
- **The answers of Yes-No questions are “yes” or “no”.**

Task 5

In pairs, study the following intonation marks to ask for and give information.

Oliver: // ¹Are you doing ↗ anything this evening? //

Holly: // ↘ No, // ¹nothing ↘ ↗ special. //

Oliver: // ↘ Well, // we're going to that ¹new Chinese ↘ ↗ restaurant near the station. //
// ¹Would you like to ↗ come? //

Holly: // ↘ Yes, ¹that would be ↘ ↗ nice. // ¹What ↘ time are you going? //

Oliver: // About ↘ 8.00. // Shall we ¹come and pick you ↗ up? //

Holly: // ↘ Yes, // ↘ great. //

Oliver: // O ↘ K, // I'll ¹call for you at ¹7. ↘ 30. // I guess my ¹car is a ↘ ↗ available. //
// But in ¹case it ↘ isn't, // ¹shall we use ↗ yours? //

Holly: // → Mmm... // I'm afraid ↘ ↗ not. // It's been at the me ↘ ↗ chanic // for ¹two
↘ weeks. // And I ¹think it'll stay ↘ ↗ there // until ↘ next week. //

Oliver: // O ↘ K. // ¹Never ↘ ↗ mind. // We'll ↘ manage somehow. //

Task 6

Listen to the following dialog. While listening, complete the dialog. Then, act it out with your partners in front of the class.

Situation: In the morning, Fadila comes to Laila's house. She wants to ask Laila about her Ramadan experience in her grandma's hometown.

Fadila : "Assalamu'alaikum".

Laila : "Wa'alaikumsalam, Oh, hi, Fadila. Come in please".

Fadila : "Thanks, Laila. (1) _____".

Laila : "I just arrived at home at 06.00 am. I still feel sleepy"

Fadila : "(2) _____ ?".

Laila : "Yes, I enjoyed my Ramadan and felt comfortable there. (3)_____."

Fadila : "Oh, I see. It must be a wonderful vacation while visiting your grandma."

Laila : "Yes, you are right. Oh, wait for a minute. I have some thing from my grandma. Here it is."

Fadila : "Oh, (4)_____. Wow, it looks delicious. Thank you very much Fadila."

Laila : "You are welcome."

Fadila : "I think you need to take a rest. I will go home now. Assalamu'alaikum."

Laila : "Oh, yes Fadila. Wa'alaikum Salam."

- When did Laila arrive?
- I did many things and had a lot of friends there.
- What is it?
- Did you enjoy at your grandma house? Did you have a good time in your grandma's house?

Task 7

Based on the dialog in Task 6, list the expressions used for asking for and giving information. You can see the example.

Asking for Information	Giving Information
When did you arrive at home?	I just arrived at home at 06.00 am.

Task 8

Read the dialog in the task 5. Then, read the following statements. Write T if the statement is TRUE and F if the statement is FALSE. Don't forget to correct the statement if it is false. Number one has been done for you.

No	Statement	T/F	Correction
1	Laila arrived at 06.00 p.m.	F	Laila arrived at 06.00a.m.
2	Fadila came to Laila's house in the morning.		
3	Fadila just visited her grandma.		
4	Fadila gave a gift to Laila.		
5	Laila felt sleepy		

Task 9

Study the following vocabulary list

Vocabulary List

In asking for and giving information, you need words that can support your information. The examples of vocabulary to support in asking for and giving information that you may use in Task 10 can be seen below.

Word	Part of Speech	Phonetic Transcription	Meaning
busy	adj	'bɪzi	sibuk
free	adj	friː	bebas/kosong
homework	noun	'həʊmwɜːrk	pekerjaanrumah (PR)
nothing	pronoun	'nʌθɪŋ	tidakada
many things	noun phrase	'meniθɪŋ	banyakhal
appointment	noun	ə'pɔɪntmənt	janji
next time	noun phrase	neksttaɪm	lain waktu/lain kali
sick	adj	sɪk	sakit

Task 10

In pairs, have a dialog with your friends. Ask him/her information about the situations below. You can use the words presented in the vocabulary corner. Number one has been done for you.

1. Ask your friends about his/her first fasting.

Ahmad : "When did you do your first fasting?"

Mahmud : "I did my first fasting at my first grade of elementary school."

Ahmad : " Oh, I see. That's great."

Mahmud : "Thank you."

Ahmad : " You're welcome."

2. Ask your friends about his/her "*Lebaran*" experience at his/her grandma's house.
3. Ask your friend about his/her "*Takbiran*" experience.
4. Ask your friends about his/her experience in making "*ketupat*".
5. Ask your friends about his/her experience visiting her/his teachers on "*lebaran day*".



Focus on reading and writing

Task 11

Read the text below and discuss the answer of the questions that follow in pairs.

I have a very funny experience. Every time I looked at the Almond London biscuits, I would remember my fasting experience.

One day, my mom baked the Almond London biscuits for the 'Idulfitri' preparation. I couldn't withstand my hunger and desire because of the biscuits' smell. I couldn't look at the biscuits because I really wanted to eat it. I secretly ate the biscuits when my mom was sleeping. I ate too many until my mom found that the quarter of the biscuits had been eaten by me. I had been scolded by my mom and she would not give me the rewards for a week as a punishment to my bad behavior. Every time I remembered that story, I would be smiling. That is how I learned from my mistake .Finally, in the next subsequent years, I didn't skip fasting anymore.

<http://hafizulakmalothman.blogspot.com/2012/07/ramadhan-experience.htm>

Questions:

1. What does the text tell us about?.
2. What does the second paragraph tell us about?.
3. Why was the writer's mother angry with the writer?
4. What is the moral value of the text?

Task 12

Read the text in Task 11 once again and guess the meaning of the following words based on the context.

- 1) funny (ˈfʌni) (ks) :
- 2) remember (rɪˈmembə(r)) (kkt) :
- 3) fasting (ˈfɑːstɪŋ) (kb) :
- 4) biscuit (ˈbɪskɪt) (kb) :
- 5) scolded (skəʊld) (kkt) :
- 6) learned (ˈlɜːnɪd) (kki) :
- 7) subsequent (ˈsʌbsɪkwənt) (ks) :

Task 13

Read the text below. Then, read the following statements. Write T if the statement is True and F if the statement is False. Do not forget to correct the statement if it is false. Number one has been done for you.

Eid al-fitr

My name is Ahmad FatkhulArif. I am usually called Afa. I live in a dormitory in Kudus city. When the feast day came, my friends and I came back to our hometown.

When the feast day comes, I and my friends and I went to the field to perform Eid pray. After praying, I went back to the dorm and was picked up by my families to go home.

At home, I shook hands with the other family members. Then, I rested for a while. Next, I went to a neighbour's house until afternoon. After that, we got back home and rested while preparing and packing our goods, because we planned to celebrate the Eidal fitrwith my grandmother's family in village.

The next day, our family went to grandmother's house. We celebrated the Eid day at grandma's house for a week.

I'm very happy at grandma's house.

(adapted from: <http://mrsarniclassblog.blogspot.com/2012/04/eid-al-fitr.html>)

No	Statement	T/F	Correction
1	The writer's name is Afa.	T	
2	The writer planned to celebrate EidAl Fitr at home.		
3	The writer spent one week at his grandma's house.		
4	The writer was dissatisfied living in his grandma's house.		
5	The text told us about the grandma's Eid Al Fitr experience		

Task 14

In pairs, study and discuss the following recount text in Task 14.

<p>My name is Ahmad FatkhulArif. I am usually called Afa. I live in a dormitory in Kudus city. When the feast day came, my friends and I came back to our hometown.</p>	}	Orientation
<p>When the feast day comes, I and my friends and I went to the field to perform Eid pray. After praying, I went back to the dorm and was picked up by my families to go home.</p>	}	Events/records
<p>At home, I shook hands with the other family members. Then, I rested for a while. Next, I went to a neighbour's house until afternoon. After that, we got back home and rested while preparing and packing our goods, because we planned to celebrate the Eid al fitr with my grandmother's family in village.</p>	}	Events/records
<p>The next day, our family went to grandmother's house. We celebrated the Eid day at grandma's house for a week.</p>	}	Events/records
<p>I'm very happy at grandma's house.</p>	}	Personal comment/evaluation

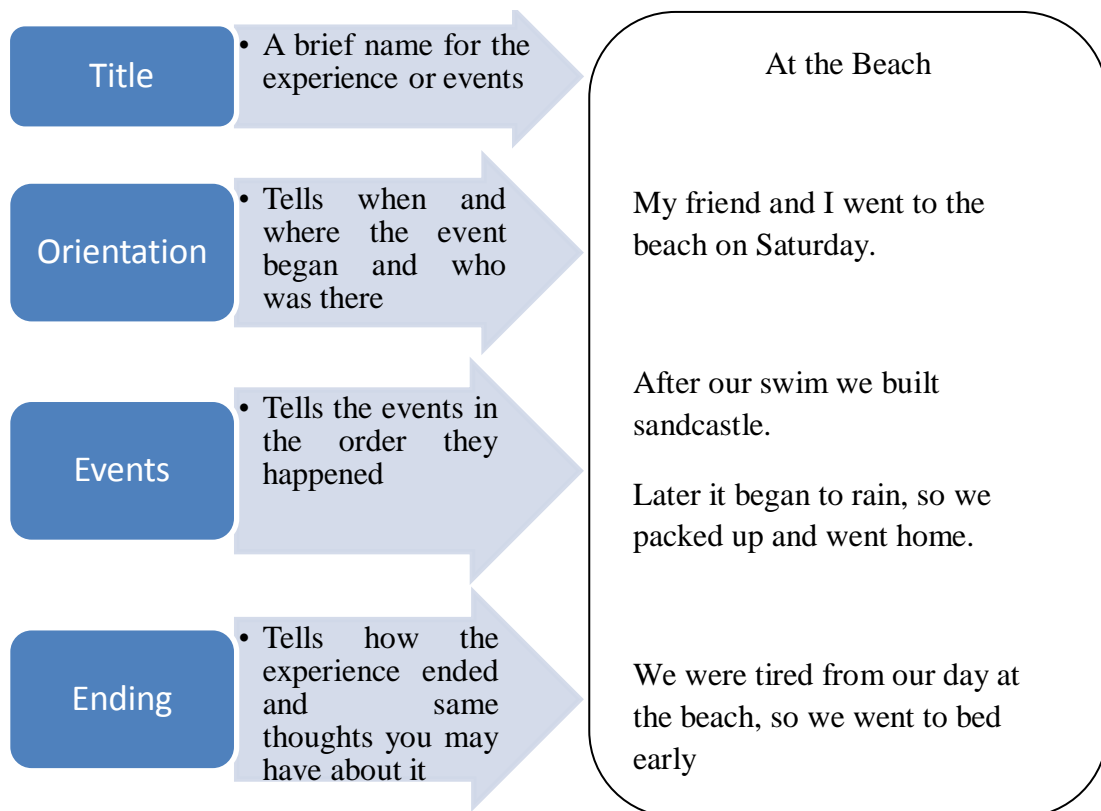
(adapted from:
<http://mrsarniclassblog.blogspot.com/2012/04/eid-al-fitr.html>)

Task 15

Study the generic structure of recount text below.

Recount

A recount tells about events that have happened to you or other people.



(source: class4bds.wordpress.com)

Task 16

Based on the explanation in Task 16, label each part of this recount text.

Eid on Different Day

Last year, there were different dates in celebrating Eid. 30th and 31th August 2011 were the days of Eid Al-Fitr.

Last Eid al-fitr feast was different than usual because it was celebrated on August 30th and 31th. And at that time I celebrated on August 30th. I celebrated it with enthusiasm.

On August 30th morning, my family and I performed Eid praying on the field. After that, we went home. We got home to eat together before my family and I got ready to go to grandma's house. After getting ready we headed straight to grandmother's house on foot, because my grandma's house was close enough from my house, which was about 50 meters. When we got there, there were many brothers and sisters who had come.

In the grandmother's house, there were many jokes. When we would leave, we usually greeted out brothers and sisters. After going to grandmother's house, my family and I went to neighbours' house. My family and I went to neighbors' house to sillaturahmi.

The next day on August 31th my family and I went to neighbourswho celebrate Eid that day.

Although celebrating the feast of Eid Al-Fitr in different days, I was still happy. Even though the atmosphere was different, the most important thing was I could gather with my brothers.

http://mrsarniclassblog.blogspot.com/2012/04/eid-on-different-day_25.html

} _____

} _____

} _____

} _____

} _____

} _____

} _____

Task 17

Study the grammar spot below with your partner.

PASSIVE VOICE



The passive voice is used in English when it is more convenient or interesting to stress the thing done than the doer of it, or when the doer is unknown:

My bag was stolen is much more usual than **Thieves stole my bag.**

* The passive of an active tense is formed by putting the verb TO BE into the same tense as the active verb and adding the past participle of the active verb:

Active: He **wrote** a letter.
Passive: A letter **was written**.

In a passive sentence the agent, or doer of the action, is very often not mentioned. When the agent is mentioned it is preceded by **BY**:

Active: My brother has written that poem.
Passive: That poem has been written **by my brother**.

Table of active and their passive equivalents

TENSE	ACTIVE VOICE	PASSIVE VOICE
Simple Present	writes	is written
Present Continuous	is writing	is being written
Simple Past	wrote	was written
Past Continuous	was writing	was being written
Present Perfect	has written	has been written
Past Perfect	had written	had been written
Future	will write	will be written
Conditional	would write	would be written
Present Infinitive	to write	to be written
Perfect Infinitive	to have written	to have been written
Present Participle	writing	being written
Perfect Participle	having written	having been written

www.welcometoenglishandfun.com

Task 18

In pairs, based on the previous task, classify the following sentences into active or passive.



Active or passive?

ACTIVE

It was built in 1800.

They sell shoes and handbags.

You will be told what to do.

She has been arrested for dangerous driving.

Police arrested her for dangerous driving.

Cigarettes are sold in supermarkets now.

It is being repaired at the moment.

George cancelled his appointment.

The technician is repairing the printer now.

PASSIVE

James will show you the way.

The meeting has been put back until tomorrow.

Sir Christopher Wren designed St Paul's Cathedral.

(source: tx.english-ch.com)

Task 19

In pairs, do the direction in the following games and study the example.

Passive Voice

Direction: Connection the words with horizontal and vertical to form sentences.

the	view	was	obscured	many	the	field
she	was	given	by	goals	can	trip
the	criminal	another	the	fog	Be	was
justice	Was	chance	the	park	accomplished	planned
has	last	seen	near	the	through	in
been	done	been	sold	song	perseverance	advance
many	tickets	have	for	was	the	city
the	world	record	the	played	beautiful	was
this	broken	was	big	game	by	flooded
morning	it	has	been	completed	heavy	rain

(source: freelanguagestuff.com)

Task 20

Complete the following narrative text by using the correct verb forms. The verbs are provided in the box below.

- | | | |
|----------|----------|--------------|
| a. come | e. buy | i. forgotten |
| b. is | f. take | j. see |
| c. visit | g. shoot | |
| d. stay | h. ride | |

IdulFitri Holiday

Holy month of Ramadan (1) nearly over. When the Eid Al Fitri holiday (2), my family and I went to Klaten by car. After arriving at my grandma's house, we (3) in there.

My family and I prayed Eid in the field near my grandma's house. A few days later, we went to Yogyakarta. We bought many things. We visited Borobudur too. I (4) a photo and (5) many beautiful views in Borobudur. The next day, we (6) Malioboro to buy souvenirs. The traffic was very high in Malioboro, so we (7) pedicab (becak). In Yogyakarta, we (8) a food like gudeg, moaci etc. We visited reptile park too. We (9) many reptiles such as: snake, salamander, etc.

After enjoying the holiday, we packed and went back to our house in Jakarta. Eid Al Fitri holiday this time will not be (10).

Task 21

In pairs, arrange the jumbled sentences below into a good recount text.

1. When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle.
2. She tried to move all of the motorcycles, so that her motorcycle could move from the garage.
3. Last morning, my aunt Dinar woke up late and she had to go to campus.
4. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her.
5. Finally, she could move her motorcycle and rode it to go to campus.

(adapted from: <http://www.englishindo.com>)

Task 22

Make your own simple recount text based on your unforgettable moment. Use the following recount worksheet to help you.

To write a recount

What is your recount about?

Complete the sentences to complete your recount.

First

After that

Following that

Next

Finally

Draw and label a picture that illustrates part of your recount

www.primarytexts.co.uk

HOME WORK

Task 23

Ask your parents or brother/sister about his/her experience in Ramadan or Ied al fitr/Lebaran day. Then, make a recount text about it.

REFLECTION

Task 24

Reflect and write what you have learned in this unit

SELF REFLECTION

Give a tick (√) in the right colum based on what you have learned honestly.

Statements	YES	NO
8. I can ask for and give information in English.	<input type="checkbox"/>	<input type="checkbox"/>
9. I can distinguish between the expressions ask for information or give information.	<input type="checkbox"/>	<input type="checkbox"/>
10. I can practice the expressions ask for and give information in the class.	<input type="checkbox"/>	<input type="checkbox"/>
11. I can analyze the generic structure of a recount text.	<input type="checkbox"/>	<input type="checkbox"/>
12. I can make a simple recount text.	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX

Unit 1

Answer key for jumbled paragraphs and the cloze text:

Task 19

Answer key for Jumbled paragraphs

The Man, the Boy, and the Donkey

A MAN and his son were once going with their Donkey to market. As they were walking along by its side a countryman passed them and said: “You fools, what is a Donkey for but to ride upon?”

So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: “See that lazy youngster, he lets his father walk while he rides.”

So the Man ordered his Boy to get off, and got on himself. But they hadn’t gone far when they passed two women, one of whom said to the other: “Shame on that lazy lout to let his poor little son trudge along.”

Well, the Man didn’t know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passers-by began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: “Aren’t you ashamed of yourself for overloading that poor Donkey of yours—you and your hulking son?”

The Man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the Donkey’s feet to it, and raised the pole and the Donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the Donkey fell over the bridge, and his fore-feet being tied together he was drowned.

“That will teach you,” said an old man who had followed them:

“PLEASE ALL, AND YOU WILL PLEASE NONE.”

Task 21

Answer key for cloze text

Situation: In the class, Ilham and Rio are talking about the last night foot ball match between Indonesia and Marocco before the lesson is started.

- Ilham : “Assalamu’alaikum Rio. Good morning”.
- Rio : “Wa’alaikum salam ilham. Good morning. You are almost late. What happens?”.
- Ilham : “yeah. Last night, I watched foot ball match, Indonesia versus Marocco till 11.00 p.m. Did you see it? What do you think about it?”.
- Rio : “yes, I did. In my opinion, it is a tight match. Both Indonesia and Marocco are strong, although finally the winner is Marocco.
- Ilham :”I do not think so. Indonesia is still stronger than Marocco, although Marocco is the winner. Indonesian foot ball players have fought as best as they could, I think”.
- Rico :”I think so, but we also must appreciate Marroco foot ball players. They have worked hard, too.
- Ilham : “You are right. Listen the bell is ringing. I think we have to finish our conversation now”.
- Rico : “ O.K. Let’s us prepare our book for the lesson”.

APPENDIX

Unit 2

Listening Transcription

Task 6

1. what book are you reading?
2. Do you know Abu Nawas book
3. Do you agree if it is a good book
4. Yes I agree
5. I disagree with you

Answer key for the cloze text and jumble sentences:

Task 14

Answer key for cloze text

"Qabil & Habil"

Adam had two sons called Habil and Qabil. Adam thought that Habil, the younger son, should take over after him. But Qabil didn't like this idea and was very jealous. To settle the argument Adam thought of an idea. He told his sons to think of a present to give to Allah and to leave it on the top of a certain hill.

The one whose present Allah accepted, would win the argument. Allah chose Habil's present because Habil had taken a lot of time and trouble to choose his present.

Qabil was very upset and angry. He was so angry that he killed his own brother. Afterwards, when he realised what he had done, he cried and cried but it was too late to be sorry.

Task 15

Answer key for jumbled sentences.

"Nabi Ayyub"

3. The Prophet Ayyub had been a wealthy man. He was a very good man but he lost his family and wealth.
2. He became ill and had terrible sores all over his body. However, he never gave up. He spent his time praying. He was very patient and always kept his faith in Allah. Eventually Allah showed mercy.
4. He told Ayyub to strike the earth with his foot and miraculously a fountain appeared. He drank the water and used it to wash his body. All his sores were healed and everything was returned to him as before.
1. Allah had rewarded him for keeping his faith despite the terrible afflictions he had tested him with.

APPENDIX

Unit 3

Listening Transcription

Task 3

Situation: After praying maghrib, Husein is asking Ahmad about his Ramadan experiences on the way to their home.

Husein :”Hi Ahmad, How wa your Ramadan experience? Was it fun?”.

Ahmad :”Hi Husein, oh, my Ramadan was fun. I did many things”.

Husein :”What were those?”

Ahmad :” those were making “*ketupat*”, doing “*buka bersama*”, and watching fire work”.

Husein :”wow, awesome. You have a great experience. I think we arrived at my home. It is time to finish our conversation. Assalamu’alaikum”.

Ahmad :”Oh, right. Wa’alaikum salam”.

Task 6

- When did you arrive at home?
- Did you enjoy at your grandma house?
- I did many things and had a lot of friends there.
- What is it?

Answer key for the cloze text and jumbled sentences:

Task 20

Answer key for cloze text

1. was
2. came
3. stayed
4. took
5. shoot
6. visited
7. rode
8. bought
9. saw
10. forgotten

Task 21

Answer key for jumbled sentences

LATENESS

- (3) Last morning, Dinar, my roommate woke up late and she had to go to campus.
- (1) When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle.
- (2) She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it.
- (4) Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

APPENDIX F
EXPERT JUDGMENT QUESTIONNAIRE

DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE VIII MTs N
YOGYAKARTA I

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK SISWA KELAS VIII MTs N YOGYAKARTA I

(EXPERT JUDGEMENT)

Angket ini bertujuan untuk menilaikan materi bahasa Inggris untuk kelas VIII MTs N Yogyakarta I kepada ahli pengajaran bahasa Inggris.

A. Data Responden

Nama :

NIP :

Institusi :

Bidang Keahlian: Bahasa Inggris/Pengajaran Bahasa Inggris/Layout (Coret yang tidak perlu)

B. Evaluasi Materi Pembelajaran Bahasa Inggris

Petunjuk pengisian seberapa baik materi dengan membubuhkan tanda centang (✓) pada kolom yang sesuai. Perhatikan keterangan berikut sebagai panduan. Sertakan komentar.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

UNIT I

Judul : WHAT DOES SHE / HE LOOK LIKE?

Materi : Descriptive text

Semester : 2

Standar Kompetensi :

- Memahami makna dari percakapan dalam bentuk pendek dan transaksional sederhana dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi dasar :

- Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

A. Kelayakan Isi					
No		SS	S	TS	STS
1	Materi sesuai dengan SK/KD				
Komentar:					
2	Materi sesuai dengan sylabus				
Komentar:					
3	Materi berisi teks interpersonal pendek dan sederhana yang terkait dengan kehidupan peserta didik sehari-hari.				
Komentar:					
4	Materi berisi teks fungsional dan monolog pendek serta				

	sederhana tentang kehidupan peserta didik sehari-hari.				
Komentar:					
5	Materi berisi jenis-jenis teks yang sesuai untuk peserta didik				
Komentar:					
6	Isi teks materi relevan dan mengeksplorasi kehidupan peserta didik sehari-hari untuk pembiasaan terhadap jenis teks terutama pada segi isi pesan.				
Komentar:					
7	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan.				
Komentar:					
8	Bahan ajar untuk setiap jenis teks diambil dari sumber-sumber yang relevan dengan topic yang dibahas.				
Komentar:					

B. Kelayakan Penyajian					
NO		SS	S	ST	STS
1	Materi dan tugas dalam bentuk teks, tindak komunikatif, ilustrasi, dan lambang yang disajikan dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi (Pendahuluan, Isi, dan Penutup)				
Komentar:					
2	Materi berisi bimbingan agar peserta didik menghasilkan teks				

	lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan secara terbimbing.				
Komentar:					
3	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan secara tidak terbimbing.				
Komentar:					
4	Materi berisi bimbingan dalam pengucapan agar peserta didik menghasilkan pengucapan teks lisan yang sesuai dan dapat diterima.				
Komentar:					
5	Materi berisi bimbingan dalam tata bahasa agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan				
6	Materi dan tugas dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.				
Komentar:					
7	Materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antar peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.				
Komentar:					

C. Kelayakan Bahasa					
No		SS	S	TS	STS

1	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
Komentar:					
2	Pesan yang disajikan jelas dan mudah dipahami				
Komentar:					
3	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraph kalimat harus mencerminkan keruntutan penyampaian makna.				
Komentar:					

D. Kegrafikan					
No		SS	S	TS	STS
1	Ukuran buku sudah sesuai dengan standar buku ajar yang ada				
Komentar:					
2	Penempatan unsur tata letak konsisten berdasarkan pola (judul, subjudul, ilustrasi)				
Komentar:					
3	Jarak antar paragraph jelas dan tidak ada widow atau orphans				
Komentar:					
4	Penempatan judul bab dan yang setara (kata pengantar, daftar isi, dll) seragam/konsisten.				
Komentar:					
5	Bidang cetak dan margin proposional				

Komentar:				
6	Spasi antar teks dan ilustrasi sesuai			
Komentar:				
7	Margin dua halaman yang berdampingan proposional			
Komentar:				
8	Bentuk, warna dan ukuran unsur tata letak sudah sesuai			
Komentar:				

UNIT 2

Judul :A Long Time Ago

Materi : Narrative Text

Semester : 2

Standar Kompetensi :

- Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi dasar :

- Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

A. Kelayakan Isi					
No		SS	S	TS	STS
1	Materi sesuai dengan SK/KD				
Komentar:					
2	Materi sesuai dengan syllabus				
Komentar:					
3	Materi berisi teks interpersonal pendek dan sederhana yang terkait dengan kehidupan peserta didik sehari-hari.				
Komentar:					
4	Materi berisi teks fungsional dan monolog pendek serta sederhana tentang kehidupan peserta didik sehari-hari.				

Komentar:					
5	Materi berisi jenis-jenis teks yang sesuai untuk peserta didik				
Komentar:					
6	Isi teks materi relevan dan mengeksplorasi kehidupan peserta didik sehari-hari untuk pembiasaan terhadap jenis teks terutama pada segi isi pesan.				
Komentar:					
7	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan.				
Komentar:					
8	Bahan ajar untuk setiap jenis teks diambil dari sumber-sumber yang relevan dengan topic yang dibahas.				
Komentar:					

B. Kelayakan Penyajian					
NO		SS	S	ST	STS
1	Materi dan tugas dalam bentuk teks, tindak komunikatif, ilustrasi, dan lambang yang disajikan dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi (Pendahuluan, Isi, dan Penutup)				
Komentar:					
2	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan				

	dengan jenis teks yang bersangkutan secara terbimbing.				
Komentar:					
3	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan secara tidak terbimbing.				
Komentar:					
4	Materi berisi bimbingan dalam pengucapan agar peserta didik menghasilkan pengucapan teks lisan yang sesuai dan dapat diterima.				
Komentar:					
5	Materi berisi bimbingan dalam tata bahasa agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan				
6	Materi dan tugas dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.				
Komentar:					
7	Materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antar peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.				
Komentar:					

C. Kelayakan Bahasa					
1	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				

Komentar:				
2	Pesan yang disajikan jelas dan mudah dipahami			
Komentar:				
3	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraph kalimat harus mencerminkan keruntutan penyampaian makna.			
Komentar:				

D. Kegrafikan				
1	Ukuran buku sudah sesuai dengan standar buku ajar yang ada			
Komentar:				
2	Penempatan unsur tata letak konsisten berdasarkan pola (judul, subjudul, ilustrasi)			
Komentar:				
3	Jarak antar paragraph jelas dan tidak ada widow atau orphans			
Komentar:				
4	Penempatan judul bab dan yang setara (kata pengantar, daftar isi, dll) seragam/konsisten.			
Komentar:				
5	Bidang cetak dan margin proposional			
Komentar:				
6	Spasi antar teks dan ilustrasi sesuai			

Komentar:

7	Marjin dua halaman yang berdampingan proposional				
---	--	--	--	--	--

Komentar:

8	Bentuk, warna dan ukuran unsur tata letak sudah sesuai				
---	--	--	--	--	--

Komentar:

UNIT 3

Judul : My Experience

Materi : Narrative text

Semester : 2

Standar Kompetensi :

- Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi dasar :

- Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

A. Kelayakan Isi					
No		SS	S	TS	STS
1	Materi sesuai dengan SK/KD				
Komentar:					
2	Materi sesuai dengan sylabus				
Komentar:					
3	Materi berisi teks interpersonal pendek dan sederhana yang terkait dengan kehidupan peserta didik sehari-hari.				
Komentar:					
4	Materi berisi teks fungsional dan monolog pendek serta sederhana tentang kehidupan peserta didik sehari-hari.				
Komentar:					

5	Materi berisi jenis-jenis teks yang sesuai untuk peserta didik				
Komentar:					
6	Isi teks materi relevan dan mengeksplorasi kehidupan peserta didik sehari-hari untuk pembiasaan terhadap jenis teks terutama pada segi isi pesan.				
Komentar:					
7	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan.				
Komentar:					
8	Bahan ajar untuk setiap jenis teks diambil dari sumber-sumber yang relevan dengan topic yang dibahas.				
Komentar:					

B. Kelayakan Penyajian					
NO		SS	S	ST	STS
1	Materi dan tugas dalam bentuk teks, tindak komunikatif, ilustrasi, dan lambang yang disajikan dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi (Pendahuluan, Isi, dan Penutup				
Komentar:					
2	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan secara terbimbing.				

Komentar:					
3	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan secara tidak terbimbing.				
Komentar:					
4	Materi berisi bimbingan dalam pengucapan agar peserta didik menghasilkan pengucapan teks lisan yang sesuai dan dapat diterima.				
Komentar:					
5	Materi berisi bimbingan dalam tata bahasa agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks yang bersangkutan				
6	Materi dan tugas dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.				
Komentar:					
7	Materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antar peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.				
Komentar:					

C. Kelayakan Bahasa					
1	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
Komentar:					

2	Pesan yang disajikan jelas dan mudah dipahami				
Komentar:					
3	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraph kalimat harus mencerminkan keruntutan penyampaian makna.				
Komentar:					

D. Kegrafikan					
1	Ukuran buku sudah sesuai dengan standar buku ajar yang ada				
Komentar:					
2	Penempatan unsur tata letak konsisten berdasarkan pola (judul, subjudul, ilustrasi)				
Komentar:					
3	Jarak antar paragraph jelas dan tidak ada widow atau orphans				
Komentar:					
4	Penempatan judul bab dan yang setara (kata pengantar, daftar isi, dll) seragam/konsisten.				
Komentar:					
5	Bidang cetak dan margin proposional				
Komentar:					
6	Spasi antar teks dan ilustrasi sesuai				
Komentar:					

7	Marjin dua halaman yang berdampingan proposional				
Komentar:					
8	Bentuk, warna dan ukuran unsur tata letak sudah sesuai				
Komentar:					