

**DEVELOPING INSTRUCTIONAL READING MATERIALS USING  
AUTHENTIC TEXTS FOR THE FIFTH GRADE OF THE ISLAMIC  
ELEMENTARY SCHOOL (IES) DARUL ULUM BATANG**

**A THESIS**

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



by

**RAISA ADYANA**

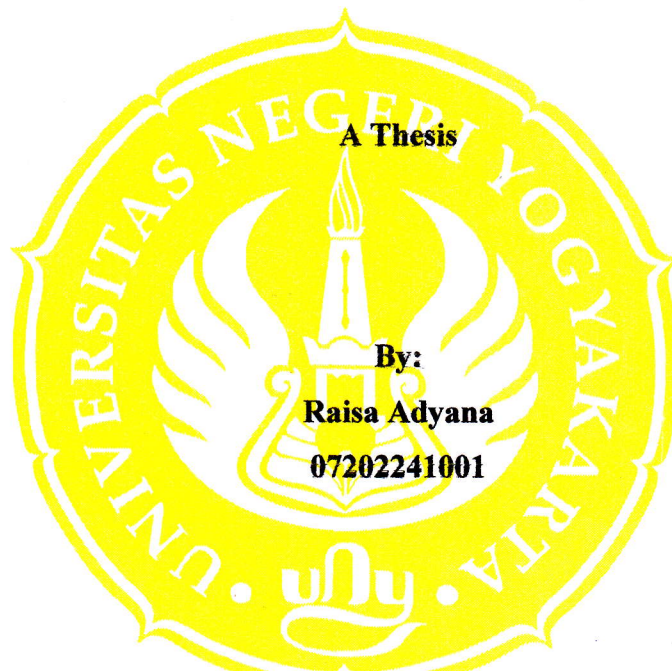
**07202241001**

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

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**APPROVAL**

**DEVELOPING INSTRUCTIONAL READING MATERIALS USING  
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ELEMENTARY SCHOOL (IES) DARUL ULUM BATANG**



**Approved on April, 2013**

**First Consultant,**

A blue ink signature of Bambang Sugeng, consisting of a large, stylized 'B' followed by a horizontal line.

**Bambang Sugeng, Ph. D.  
NIP. 19520122 197603 1 001**

**Second Consultant,**

A blue ink signature of Lusi Nurhayati, featuring a stylized 'L' and 'N'.

**Lusi Nurhayati, M. App. Ling.  
NIP. 19790205 200312 2 001**





## RATIFICATION

### DEVELOPING INSTRUCTIONAL READING MATERIALS USING AUTHENTIC TEXTS FOR THE FIFTH GRADE OF THE ISLAMIC ELEMENTARY SCHOOL (IES) DARUL ULUM BATANG

#### A Thesis

Accepted by the Board of Examiners of the English Education Department,  
Faculty of Languages and Arts, State University of Yogyakarta on July 2013 and  
declared to have fulfilled the requirements to attain the *Sarjana Pendidikan*  
Degree in English Language Education

#### Board of Examiners

Position	Name	Signature	Date
Chairperson	Dr. Agus Widyanoro, M. Pd.		9 / 7 / 2013
Secretary	Lusi Nurhayati, M. App. Ling.		9 / 7 / 2013
First Examiner	Dr. Margana, M. Hum., M. A.		9 / 7 / 2013
Second Examiner	Bambang Sugeng, Ph. D.		10 / 7 / 2013

Yogyakarta, July 2013

Faculty of Languages and Arts

Yogyakarta State University



Dean,

Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

## **PERNYATAAN**

Yang bertanda tangan di bawah ini, saya:

Nama : **Raisa Adyana**

NIM : 07202241001

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Karya Ilmiah : Developing Instructional Reading Materials Using  
Authentic Texts for the Fifth Grade of the Islamic  
Elementary School (IES) Darul Ulum Batang

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

Yogyakarta, Mei 2013

Penulis,



**Raisa Adyana**



## **DEDICATIONS**

This thesis is fully dedicated to:

My Beloved Mother and Father,  
Sri Suharsih and Mohammad Akyas

My Beloved Sister and Brother,  
Atina Rosyada and M. Ilman Nur Alam

Thanks for your love, support, prayer, and patience

## MOTTOS

When the going gets tough, the tough gets going

There can be miracles, when you believe  
You can achieve, when you believe  
Somehow you will, you will when you believe  
(A Song by David Archuleta)

God will answer all of your hard work and spirit. He will give it to you in the  
various ways He likes and at the time He wants.

(Translated from the Novel *5cm*)

When God restrains His gifts, please understand that it is a glory for you, as long  
as you can keep your faith and belief until anything God gives to you becomes big  
gifts to you.

(Ibnu Atha'illah Asakandari)

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Yogyakarta, April 2013

The Writer

Raisa Adyana

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# **DEVELOPING INSTRUCTIONAL READING MATERIALS USING AUTHENTIC TEXTS FOR THE FIFTH GRADE OF THE ISLAMIC ELEMENTARY SCHOOL (IES) DARUL ULUM BATANG**

Raisa Adyana  
07202241001

## **ABSTRACT**

This study was aimed at developing instructional reading materials using authentic texts for the fifth grade students of IES Darul Ulum Batang. The four research questions in the study were (1) what the needs of the students in the instructional reading materials using authentic texts were, (2) how the course grid of the instructional reading materials using authentic texts was organized, (3) how the developed the instructional reading materials using authentic materials were presented, and (4) how the developed the instructional reading materials using authentic texts were evaluated, tried out, and revised.

This study was research and development. The subjects of the study were the fifth grade students of IES Darul Ulum Batang. The study followed eight steps namely conducting needs analysis, selecting the topics and objectives, writing the course grid, developing the first draft, evaluating and revising the first draft, trying out the second draft, evaluating and revising the second draft, and writing the final draft. The study used the questionnaires and the classroom observation guide as the data collection techniques. Hence, the data were analyzed quantitatively for the questionnaires and qualitatively for the classroom observation. Those data were used for obtaining the students' needs analysis, for evaluating, and for revising the developed materials.

Based on the research questions, four findings are obtained. First, the students need instructional reading materials using authentic texts which are suitable for their characteristics, needs, and interests. Second, the course grid of the developed materials consists of six components, i.e. standard of competence and basic competences, topics, indicators, learning materials, activities, and media. The components are used as the bases of the material development. Third, there are four units in the developed materials and have ten to eleven activities in each unit. The units are *It's Time to Watch TV*, *Where is the Museum?*, *Have a Nice Holiday*, and *Let's Cook*. Fourth, the developed materials are evaluated firstly by the respondents. The mean scores of the data range from 2.05 to 3.80 and need some revisions. After having been revised, the materials are tried out to the students and then evaluated by the students. The data are classified as good and very good ranging from 2.75 to 3.81.

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

The Islamic Elementary School (IES) Darul Ulum is a private Islamic elementary school which is located in Jl. A. Yani 114 Kauman Batang. Generally, the school is the same with other state elementary schools. However, the students of IES Darul Ulum get additional subjects such as Islamic subjects and foreign languages. English is one of the two foreign-language subjects, besides Arabic, which the school offers in the curriculum. The school realizes that the students nowadays need English. English is taught to the students of the school from the first until sixth grades once a week for 70 minutes.

The school uses the school-based curriculum. The curriculum is an educational unit level curriculum (*Kurikulum Tingkat Satuan Pendidikan* in Indonesian abbreviated as KTSP). When developing the curriculum, the curriculum staff considers some aspects related to the children, including their characteristics and needs. For example, the students need the theme of numbers to support the mathematic subject and the themes of animals, parts of body, vegetables, etc. to support the science subject. Another example is that the students need the themes of geography, date, day, etc. to support the social subject. The staff also considers things around children to be included in the curriculum, such as the themes with the heading of *at the library, at the school, my family*, etc.

The aims of teaching English in IES Darul Ulum are: (1) to introduce English as a foreign language to the students and (2) to make the students able to communicate using English in the written and spoken forms in the family and school contexts. The first aim expects that the students graduated from the school are familiar with the English subject. Therefore, they will be more prepared when they get English in the junior high school. The second aim expects that the students are able to communicate using English. In communication activities, the students are expected to understand the simple meaning of the spoken or written language and be able to give simple responses if they are needed. The responses can be in the forms of speech, writing, or action. For instance, when they are asked what their name is, they are able to give the response by mentioning their name. As another example, when they read English announcements to submit homework on a certain day, they come to submit it on that day.

From the observation and discussion with the teacher and the principal of the school, the researcher finds that the school seems to have some problems to support the high-motivated students in learning English so that they are able to communicate using English. The first problem is related to the English teacher. When teaching English, the teacher communicates to the students mostly in Indonesian. She also uses Indonesian in giving the students spoken or written instructions. This does not give the students enough opportunities to practice their ability to use and understand English. The second problem is related to the materials used by the teacher in the class. In the English teaching and learning processes, the teacher uses the materials which do not show the students the real



use of English in daily life. The materials consisting of a grammar textbook and an LKS (*Lembar Kerja Siswa* in Indonesian abbreviated as LKS) provide four skills namely listening, speaking, reading, and writing. Nevertheless, the exercises in the LKS, especially in the reading section, do not give opportunities for the students to understand the texts and only give much emphasis on the vocabulary and grammar. Therefore, activities in the class are only reading the sentences, translating the sentences or words from Indonesian into English or English into Indonesian, learning grammar, and doing the grammar exercises. These activities do not support the students a lot to be able to communicate using written English. The third problem is related to media and techniques. When teaching English to the students, the teacher does not use interesting media such as pictures and realia, and interesting techniques such as songs and games to support the English teaching and learning process and to make the lesson interesting. Because of those problems above, the students do not learn English maximally and it is easy for them to get bored in the middle of the lesson.

According to the facts above, the aims of teaching English to the students of IES Darul Ulum Batang, especially the second aim, seem not to be achieved yet. As a result, the school agrees that an effort needs to be done to help improve the existing conditions. The researcher is going to develop instructional reading materials using authentic texts for the fifth grade of IES Darul Ulum Batang so that the school can achieve the aims of the teaching of English and the students can maximally learn English. The outcome of the study will be a set of instructional reading materials using authentic texts.

### **A. Identification of the Problems**

Dealing with the background of the problem above, the researcher identifies some problems. The problems are related to the teacher, the materials, and the media used in the teaching and learning process.

The first problem is about the English teacher. The school has changed the English teachers many times. However, the English teachers generally are not graduated from the English department and do not have much English teaching experience. They are class teachers who are able to teach English. They seldom join English teacher trainings to improve their ability and experiences in teaching English. They seldom communicate in English to the students in the teaching and learning process. They communicate more in Indonesian to the students to give instructions. For example, when they give exercises to the students, they write an Indonesian instruction such as: *'Isilah titik-titik di bawah ini menggunakan kata yang disediakan'*. Moreover, when they speak English, some words are incorrectly pronounced. For instance, the word 'library card' is pronounced as /librari ka:rd/, 'garden' is pronounced as /jirdən/, etc.

The second problem is related to the materials used in the teaching and learning processes. The teachers use a grammar textbook and an LKS which provides exercises for the four language skills and contains varieties of themes such as *my family, at the school, date and day*, etc. Nevertheless, the reading exercises in the LKS emphasize much on vocabulary and grammar. As a result, the students just know single meanings of words without a context. When there is a text and the students are asked to understand it, they will get difficulties to

understand the meaning of the whole text. The materials do not provide the students with the real example of using English in daily life so they cannot see the use of English in their daily life.

The third problem is related to the media. The teacher rarely uses interesting media in the English classroom. The school perhaps does not have a large collection of media such as pictures, realia, dolls, etc., so the teacher rarely uses interesting media in the classroom. Because there is no interesting media used, the class looks silent and not attractive. Actually, media plays an important role in the teaching and learning process. Media can help the teachers when they are explaining the materials and can make it easier for the students to understand.

#### **B. Limitation of the Problem**

From the identification of the problem above, the researcher finds three problems faced by the school in the English teaching and learning process related to the teacher, the materials, and the media. It is impossible for the researcher to conduct the study to cover all the three problems. Therefore, the researcher limits the study to the second problem which is related to the materials. The researcher focuses on developing instructional reading materials using authentic texts for the fifth grade students of Islamic elementary school (IES) Darul Ulum Batang.

The researcher chooses the problem of materials for three reasons. First, the researcher is interested in developing materials. Second, it is easier for the researcher to conduct and handle the study related to materials than that related to the teachers or media. Third, the school needs the materials which can support the students to reach the aims of the teaching and learning processes.

### **C. Formulation of the Problem**

Based on the limitation of the problem above, there is a problem. The problem deals with the appropriate authentic texts for the students. To make the formulation of the problem clearer, it is presented in the question form ‘What are the kinds of the authentic texts which are appropriate to be used in the instructional reading materials for the fifth grade students of IES Darul Ulum Batang?’

### **D. Objective of the Study**

In relation to the problems above, there is an objective that is proposed in this study. The objective is to develop appropriate instructional reading materials using authentic texts. Therefore, the objective of this study is to develop appropriate instructional reading materials using authentic texts for the fifth grade students of IES Darul Ulum Batang.

### **E. Significance of the Study**

This study is expected to give some benefits for the English teacher, the students, and the researcher. For the English teacher, this study can be applied and adapted for the teaching and learning process in the school. For the students, this study hopefully will make them interested in learning English and will help them to learn and understand English. For the researcher, this study will improve her knowledge and experience in developing materials to conduct research in materials development for the elementary school students.

## **CHAPTER II**

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

In this chapter, the researcher presents the theories supporting the understanding of the study and the conceptual framework of the study. The theories are related to authentic materials, English materials development, and teaching of reading for children. The conceptual framework is described after the researcher reviews the related theories.

#### **A. Authentic Materials**

In this sub-chapter, there are four sections which are going to be discussed. The sections are the definition of authentic materials, the characteristics of authentic materials, the categories of authentic materials, and the advantages of using authentic materials in language learning. Below are the discussions.

##### **1. The Definition of Authentic Materials**

Authentic materials refer to printed or digital materials of a real language which show true discourse, are produced by people in the real language setting and community, and are not written for pedagogical purposes, so that they can bring positive attitudes and motivation among the students to learn the language (Gardner et al., 1999: 101; Nuttall, 2000: 173, 177; Richards, 2001: 252; Martinez, 2002; Mishan, 2005: 11; Kilickaya, 2004; Kelly et al., 2002). There are four main points in the definition of authentic materials.

First, authentic materials are meaningful printed or digital products of a real language produced by a real speaker or writer for a real audience because it

has a purpose to communicate information (Gardner et al., 1999: 101; Morrow in Mishan, 2005: 11; Martinez, 2002). Second, authentic materials are not written for pedagogical purposes; therefore they have authentic language and show the real-life uses of language (Richards, 2001: 252, Nuttall, 2000: 177). Third, authentic materials demonstrate the characteristics of real communication, or in other words, they can show the features which are usually found in normal discourse (Nuttall, 2000: 177). Fourth, authentic materials are considered being able to increase students' motivation and create positive attitudes towards learning because they give the students exposures to real life communication purposes (Nuttall, 2000: 173; Guariento and Morley cited in Kilickaya, 2004; Kelly et al., 2002).

## **1. Characteristics of Authentic Materials**

From the definition above, the characteristics of authentic materials can be divided into three points. Those are realness, communicativeness, and naturalness. Those three characteristics should be found in the authentic materials.

### **a. Realness**

The point of realness is related to the source of authentic materials. By realness is meant that authentic materials are not imaginary materials (Morrow in Mishan, 2005: 11). The materials are not imaginary because the materials are taken from the sources which are not prepared for educational purposes, such as magazines, newspapers, and TV (Richards, 2001: 251). The materials are used by people in the world outside the classroom and they are exactly produced for real communication (Jacobson et al., 2003: 43; Oguz and Bahar, 2008: 330).

Moreover, they show real language and real-world uses of language and they do not illustrate particular language points (Alonso, 2011: 109; Richards, 2001: 252; Morrow in Mishan, 2005: 12).



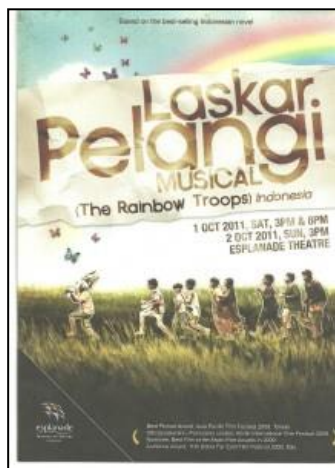
**Figure 1: The Example of Realness of Materials**

Above is the example of an article which shows the realness of materials.

The article is not imaginary because it is found in the kid's magazine *Yak's Corner* edition Thursday, September 23th, 2010 which is not produced for teaching and learning purposes and it reports the existing of an apple orchard in Michigan named *Westview*. Because it is taken from a magazine which can be found in real-life, the article should be used for real communication. Outside-classroom readers who want to get information about the orchard, to enlarge their knowledge, or to get pleasure can find and read this article. The article only shares readers some information about the orchard, such as the owner, the age, the production, and the distribution of the orchard, without illustrating the use of specific language points, such as the present tense, past tense, plural forms, etc.

## b. Communicativeness

Communicativeness is related to the use of authentic materials. The communicativeness in authentic materials means that authentic materials have purposes and are meaningful (Mishan, 2005: 12; Rogers cited in Kilickaya, 2004). Little et al. in Mishan (2005: 12) explain that authentic materials are basically produced to fulfil the social purpose in language community where the authentic materials are produced. Moreover, authentic materials are meaningful because they communicate meaning and they have an intrinsically communicative quality (Lee et al., Swaffar in Mishan, 2005: 12).



**Figure 2: The Example of Communicativeness of Materials**

The picture above shows an example of communicativeness in authentic materials. The picture is a flyer of an event of musical drama *Laskar Pelangi*. The flyer has a purpose and is meaningful. The purpose is to advertise the event so that people who read the flyer are expected to come to the event. In addition, the flyer tells the readers that there will be a musical drama of *Laskar Pelangi*. It



communicates information about the event to the readers, including when, what time, and where the event is hold.

### c. Naturalness

Naturalness is related to the appearance of authentic materials. The materials should not be simplified, so they can show features found in a normal discourse (Nunan cited in Shu-Chin, 2009: 175; Nuttall, 2000: 177). Authentic materials mean that there is nothing changed from the original, including the presentation and layout (Grellet in Mishan, 2005: 13). Because there is no changing in the authentic materials, authentic materials can present the features in a normal discourse, such as social and cultural information and practical application of a language (Alonso, 2011: 109; Duquette, et al., Joiner, Adkins and Eykyn, in Shu-Chin, 2009: 176-177).



***Figure 3: The Example of Naturalness of Materials***

The example above is taken from a film for kids entitled *Narnia: the Voyage of the Dawn Treader*. The film is original because it is not simplified and there are no changes in presentation and layout. In the film, the students can watch many scenes showing social and cultural information and practical application of

a language. The scenes present students the example of spoken practical application of a language, such as *come on, then; it's great to see you; alright, back to work, what's going on?*, etc. Some scenes show social and cultural information. Students can see that people always say *thank you* whenever others help them. In addition, students can learn the way people queue up which is very well-ordered.

## **2. Categories of Authentic Materials**

In this section, there will be some explanation about two main points in the categories of authentic materials. Those are categories of authentic materials according to features and according to resources.

### **a. Categories of Authentic Materials according to Features**

Oguz and Bahar (2008: 330) state four categories of authentic materials according to characteristics. The categories are authentic listening-viewing materials, authentic visual materials, authentic printed materials, and realia (real objects).

#### **1) Authentic Listening-Viewing Materials**

Matsuta in Kilickaya (2004) argues that using audio-visual materials will create an enjoyable classroom environment. The teachers can use authentic listening-viewing materials such as songs, documentaries, radio and TV ads, broadcasts, quiz shows, cartoons, movies, soap operas, sit-coms, professionally audio-taped short stories and novels, and web pages.



***Figure 4: The Example of Authentic Listening-Viewing Materials***

Above is an example of authentic listening-viewing materials. It is such a famous TV advertisement of *Nutrilon Royal 3* version *Life is an Adventure*. The advertisement is very interesting because it shows lovely sceneries, kids playing outside, and beautiful musical back-sound. The narration of the advertisement is clear enough to listen to.

## 2) Authentic Visual Materials

Authentic visual materials include photographs, paintings, postcards, pictures, stamps, stick-figure drawings, wordless street signs, wordless picture books, posters.



***Figure 5: The Example of Authentic Visual Materials***

An example of authentic visual material can be seen above. It is a wordless sign. It tells students that the places are free of cigarette smoke so people are not

allowed to smoke there. The students can find such sign in many public places such as banks, hospitals, supermarkets, etc.

### 3) Authentic Printed Materials

Authentic printed materials consist of newspapers, articles, song lyrics, restaurant menus, tourist information brochures, leaflets, receipts, application forms, schedules, etc (Oguz and Bahar, 2008: 330, Jacobson et al., 2003: 45). However, lots of printed materials can be found any time on the Internet in electronic forms (Kilickaya, 2004).



**Figure 6: The Example of Authentic Printed Materials**

Above is an article in the electronic magazine *Yak's Corner* Edition Thursday, February 10, 2011. It is a weekly magazine. It contains a lot of information and news for kids. In this edition, the magazine tells the kids about the museums especially painting museums, the arts, and the artists. There is also information of how to make valentine crafts and news about animation artists, Chris Savino and Justin Bieber, who play in a movie entitled *Never Say Never*.

#### 4) Realia (Real Objects)

Realia which can be used in EFL-ESL classrooms include masks, dolls, puppets, etc.



*Figure 7: The Example of Realia (Real Objects)*

Here is the example of a doll of Barbie. Barbie is very well-known until now. Barbie is also easy to get and to carry around. Almost all students, male or female, are familiar with the doll because there are many Barbie movies on TV and Barbie dolls are very popular for kids.

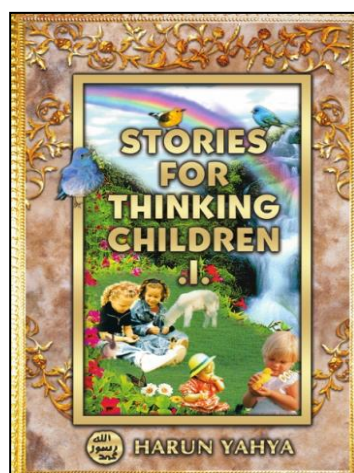
#### **b. Categories of Authentic Materials According to Resources**

There are nine categories of authentic materials according to resources. Those are literatures, broadcast media, newspapers, advertisements, songs, films, ICT, leaflets/brochures/schedules, and manuals (Mishan, 2005: 95; Jacobson et al., 2003: 48; Gardner et al., 1999: 102).

##### 1) Literatures

Literatures are valuable resources of creative language use (Mishan, 2005: 100). In addition, Mishan states that literatures have two important functions in the foreign language teaching and learning. The first function is that literature gives the students examples of discourse types, so that they become familiar with

those. The second function is that the students can get examples of the uses of language in a creative way. Moreover, Krashen (2004) in Shu-Chin (2009: 180) explains that students can use comic books, novels, or popular literatures in the target language to improve their skills in grammar and writing. Some examples of literature are comic books, short stories, poems, and novels (Krashen, 2004 in Shu-Chin, 2009: 180; Martinez, 2002).



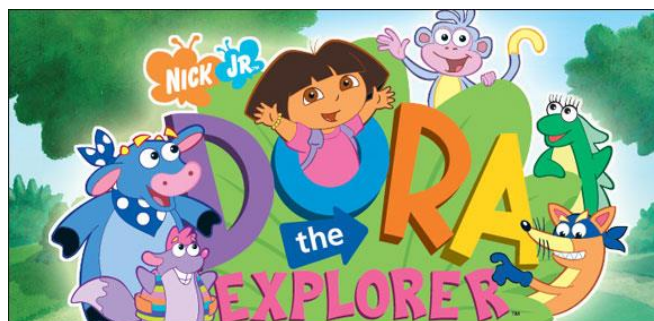
***Figure 8: The Example of Materials from Literature***

An example of literature materials can be seen above. It is a collection of short stories for students. The stories contain a lot of moral values and are completed by pictures which can support the students' comprehension of the stories. The topics of stories are mostly familiar for the students, such as animals and plants. The stories show the students the use of written language in a creative way. For example, there are characters, settings, and plots in the stories. Moreover, the uses of words in the stories are sometimes unusual, so it can improve students' vocabulary. For example, the character in the story says *I'm all ears!* to say that he listens to people who talk to him. In almost all stories, there are direct statements which can show students the discourse in a conversation. For

instance, when students meet someone, they can say *Hello* or *Hi*; or they can say *Good Bye* when they want to leave. The stories also can support students to improve their grammar mastery, such as the use of the past and present tenses.

## 2) Broadcast Media

The examples of broadcasts media are television and radio (Mishan, 2005: 132; Gardner et al., 1999: 103). The media have lots of genres such as news, art reviews, and entertainment programs including plays and quiz shows (Mishan 2005: 132). In the language teaching and learning, the broadcast media provide the learning of language, for example signalling words in a conversation, such as ‘ok’, ‘wait’, ‘come here’, and ‘over there’, and the learning of culture, for example the degree of eye contact, the distance of standing from one another, gestures, etc. (Mishan, 2005: 135).



**Figure 9: The Example of Materials from Broadcast Media**

The example above is a kind of TV shows. It belongs to an entertainment program for children. It is such a famous TV program among children. It is entitled *Dora the Explorer*. The program tells children about the adventure of a girl with a bag and a friend. Dora likes to show the children the things she brings in her bag. Dora mentions the things and lets children repeat the words after her. For example, she says “This is a map” then children can imitate to pronounce

“This is a map”. This can make children learn how to pronounce the words and learn what to say to show something. Dora also gives an example of what to say if she has finished doing something and it is successful. Dora’s expression for that is “We did it, we did it”. Furthermore, children can learn to listen to the spoken English from the TV program.

### 3) Newspapers

Newspapers give students access to up-to-date news in the target language so it can be probably said that newspapers are the best source of information about the contemporary culture of a country (Gardner et al., 1999: 102; Mishan, 2005: 154). The information varies from politics to personal and domestic to international problems. Students can get the access of newspapers by using online or printed editions (Mishan, 2005: 156). Students can learn the discourse types of newspapers which are very different from everyday language (Sanderson, 1999: 30 in Mishan, 2005: 158). Newspapers provide many examples of collocation, clichés, and idiomatic expressions (Mishan, 2005: 160). In the teaching and learning processes, there are some reasons why many teachers and students use newspapers in the classroom. One of the reasons is that students use newspapers to find TV programs that they want to watch (Jacobson et al., 2003: 46).





**Figure 10: The Example of Materials from Newspaper**

This is an example of an article in the kid newspaper 'Time for Kids' edition September 14<sup>th</sup>, 2012. Children can read many articles and news in the newspaper. The article above is related to a new game edition of Mario Tennis Open. From the article, students can learn many new words, such as *pal* (the synonym of *friend*), *ace* (the synonym of *winner*), etc. The sentences are easy to understand so students can practice to understand the idea of the written text. They also can practice to read the words aloud.

#### 4) Advertisements

The language in an advertisement is up-to-date because it reflects trends in current language use (Mishan, 2005: 183). Therefore, the familiarity with advertisements in the native language can improve the comprehension of the target language (Mishan, 2005: 188). Advertisements have their own characteristic language forms. The language of advertisements, for instance, a

slogan, is often simple, but the content is meaningful (Mishan, 2005: 182). Many advertisements use imperatives functioning as encouragement, temptation, and intrigue (Mishan, 2005: 183).



***Figure 11: The Example of Materials from Advertisement***

Above is an example of advertisement material of a restaurant. The restaurant offers a meal packet. There are details of what costumers will get if they take the packet, for example chicken, drinks, rice, fixin, and tumblers. That can be a material for students to learn about names of food. Additionally, students can learn about the amounts of food and their abbreviation which are usually used, such as Pcs. (pieces), Reg. (regular), etc. The advertisement also writes the promo period from August 28 to October 8, 2012 which is useful for students to learn how to write dates and months in English.

## 5) Songs

Songs are media which are often used in the foreign language teaching and learning processes and can attract the young and old students to listen to (Gardner et al., 1999: 104). They present not only the up-to-date language, but the combination of words and music which can engage emotions as well. Furthermore, students enjoy learning with English songs because they believe that songs make a way into English culture (Mishan, 2005: 197). Listening to and

singing English songs over and over can make students familiar with the language and make it easier for students to acquire the language (Mishan, 2005: 198).



**Figure 12: The Example of Materials from Songs**

Above is the example of a song entitled *Sing Along*. The song is a part of *Thomas and Friends* series which are very popular for children. This cheerful song is about a trip by train. The words used in the song are repeated many times so it is possible for students to memorize the words and learn the words from the song. From the song, students indirectly are taught about the grammar of singular and plural nouns and the verbs following them, for example the lyrics of ‘*These are the sounds that the engines make*’, ‘*Whistle blows and the engine roars*’, etc. The most important thing is that they can learn English pronunciation by listening to the song.

#### 6) Films

A film belongs to the audio-visual medium providing lots of cultural information from the implicit to observable aspects (Mishan, 2005: 217, 225). The implicit aspects are such as values and ideals in a community (Mishan, 2005: 225). The observable aspects are such as how people speak, move, and contact to

others (Pulverness in Mishan, 2005: 225). For instance, the dialogues in a film possibly can show the two aspects. Related to the observable aspects, the dialogues have and illustrate linguistic features ranging from articulation of speech, linguistic choices, gestures, and facial expressions, which are usually used in authentic communicative situations (Mishan, 2005: 225). Moreover, the meanings of dialogues show the implicit aspects such as the way the people think. After getting the examples of dialogues from the film, students can use the dialogues to make interactions with others, for example, in the classroom (Tomalin in Mishan, 2005: 227).



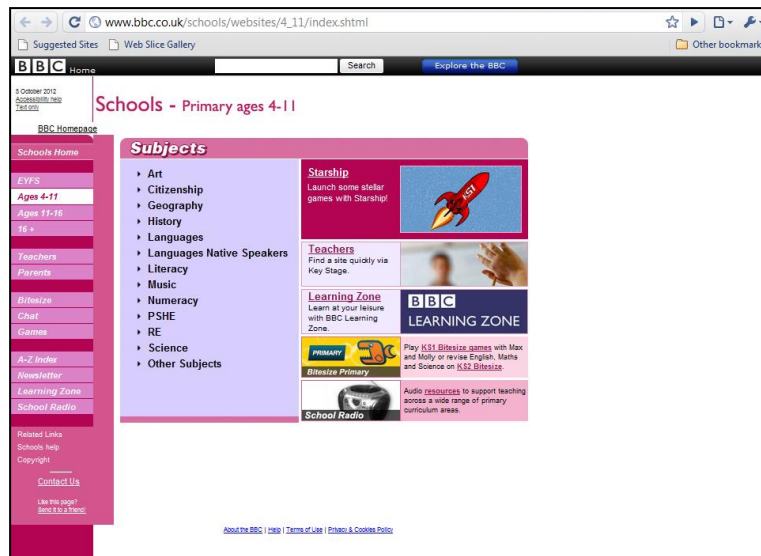
**Figure 13: The Example of Materials from Films**

It is a picture taken from the movie entitled *Barbie: Princess Charm School*. The movie tells students about Blair, a cafe waitress, who wins the competition as a candidate to be a lady royal in the Princess Charm School. There are many expressions which students can learn from the movie, such as ‘*Dance with me*’ to invite someone to dance with her, ‘*Hi, Mom*’ to say hello to moms, ‘*Congratulations to enter the Princess Charm School*’ to congratulate someone getting a success, etc. The movie also provides many cultural values for students.

For example, Blair is a hard-worker and a kind-hearted girl. She works hard and diligently in the cafe to give her sister and mom a better life. She is also a nice girl, especially for her sister and mom.

#### 7) ICT

One of the information and communication technologies which is most commonly used for language pedagogy is the Internet, such as the Web (Mishan, 2005: 242). There are two functions of the Web as resources and media (Conacher and Royall cited in Mishan, 2005: 242). As a resource, according to Mishan (2005: 242), there are three categories of materials in the Internet. The first is related to the materials which are not written for the Internet, but have been transferred to it such as poems, song lyrics, etc. The second is related to the materials which are not written for the Internet, but have been adapted for it, such as online versions of newspapers or journals which have a conjunction with the hard versions. The third is related to the materials which are written specifically for the Internet, such as sites of personal, institutional, and tourist information. The Web functions as a medium for language learning when it offers language practices via exercises and activities (Mishan, 2005: 242). The Web offers up-to-date information and the language used. In addition, the Web demonstrates the using of language learning in the reality (Mishan, 2005: 245).

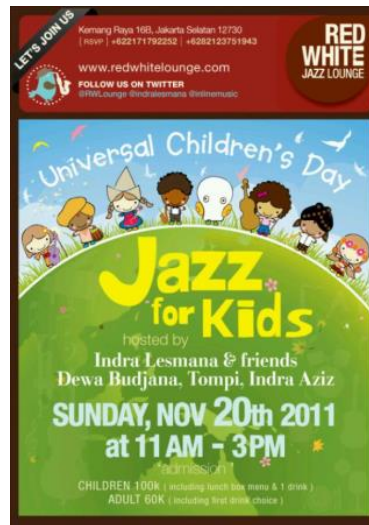


**Figures 14: The Example of Materials from ICT**

Above is an example authentic material from the website. The students can visit the official website of BBC at [www.bbc.co.uk](http://www.bbc.co.uk) to get ICT materials from the website. From the picture, it can be seen that there are many choices for students visiting the page. There are section of games, school radio, subjects in school, chats, and many others. Students can choose activities they like. For instance, if they choose the music section, they will find a lot of English music, especially songs, which are appropriate for their ages and ability.

#### 8) Leaflets/Brochures/Schedules

There are varieties of short texts such as leaflets, brochures, and schedules (Jacobson et al., 2003: 48; Gardner et al., 1999: 102). These texts usually focus on an issue; contain helpful advice; and provide important information in a wide range of subject areas such as government departments, travel agencies, banks, etc. (Jacobson et al., 2003: 48; Gardner et al., 1999: 102). The texts will have motivational values for students if texts are useful for students and/or students are interested in those areas of texts (Gardner et al., 1999: 102).



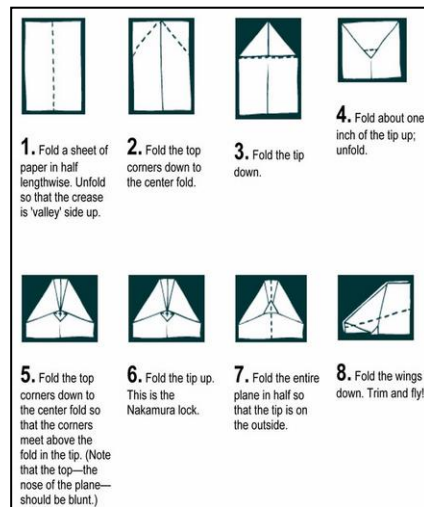
***Figures 15: The Example of Materials from Leaflets***

It is the example of an event brochure. The brochure gives the information that there is an event entitled *Jazz for Kids* to celebrate the Universal Children's Day. Kids and also adults can join this event on the stated time and place. This brochure can motivate students who are interested in music to read it. The brochure also shows the use of everyday language such as *hosted by*, *including lunch and drink*, etc.

#### 9) Manuals

The use of manuals in the language teaching and learning processes provides examples of specific kinds of language, for example imperatives (Gardner et al., 1999: 102). The examples can be seen from manuals of computers, video players, and other kinds of equipments.





**Figures 16: The Example of Materials from Manuals**

It is an example of the manual guide to make a paper plane. Students can find this when they buy a pack of origami paper. The guide uses imperatives, such as *fold the top corners down* and *fold the tip down*. The guide also has the steps of how to make a paper plane which students have to follow. The instructions are good for students because they are not complicated to follow and the words used are simple. Moreover, it is completed with pictures which can help students when they do not understand the words, so they can understand the words by looking at the pictures.

### **3. Advantages of Using Authentic Materials**

There are five advantages of using authentic materials in language learning. They are creating a positive effect on students' motivation, providing authentic cultural information about the target culture, providing exposure to real language, connecting to students' needs more closely, and supporting a more creative approach to teaching (Philips and Shettlesworth, Peacock cited in Richards, 2001: 252-253).



The first advantage is that authentic materials can create great motivation in students. The uses of materials make the teaching and learning processes more enjoyable and interesting compared to those of created materials because they are taken from real sources and media close to students such as the Internet, magazines, etc. (Richards, 2001: 252; Katchen in Shu-Chin, 2009: 176). The materials give the students an awareness of the uses of language in their living entity (Vahid, 2011: 9).

The second advantage is that authentic materials provide authentic cultural information about the target culture. Authentic materials can be a means to communicate information and to understand object here across culture in which it is a helpful tool to make learners feel the need to speak and use the target language (Gebhard, 1996 in Shu Chin, 2009; Kilickaya, 2004). They are very effective ways of bringing the target culture closer. Furthermore, materials can be selected to illustrate many aspects of the target culture, for example both linguistic and non-linguistic behaviours (Richards, 2001: 253).

The third advantage is that authentic materials provide exposure to real language use. Murdoch (1999: 3) argues that authentic materials supply students with many genuine texts which show students the real world intercultural discourse (Peacock in Shu Chin, 2009: 175). In addition, they are useful for students to facilitate and improve students' comprehension skills in oral and written language performance (Murdoch, 1999: 3; Kelly, Kelly, Offner, and Vorland in Shu Chin, 2009).

The fourth advantage is that authentic materials connect what students' needs more closely. Authentic materials introduce life-like situation into the classroom so the materials can help students relate the gap between the classroom and the outside world (Karpova, 1999 in Shu Chin, 2009; Iainiro, 2007). As a result, students' degree of anxiety lowers when they face new situations in the target language (Moya in Shu Chin, 2009: 176).

The fifth advantage is that authentic materials support a more creative approach to teaching. Murdoch (1999: 3) claims that authentic materials may provide an alternative source to outdated textbooks. The teachers can design many language learning activities from authentic materials because the materials have a necessary linguistic and structural basis to create a highly qualified teaching atmosphere (Taylor, et al., 2004 in Oguz and Bahar, 2008: 331). The examples of activities which can be used are practicing mini-skills such as scanning, listening to news reports, identifying the names of people or countries, etc. (Martinez, Peacock cited in Shu Chin, 2009: 175).

### **A. Reading for Children**

In this sub-chapter, there are two sections which are going to be discussed. The sections are children characteristics and reading. There will be some sub-sections in the section of reading. Below are the discussions.

#### **1. Children Characteristics**

Children, in the age of nine to ten, have different characteristics from adolescents and adults (Harmer, 2001: 38). Therefore, the teachers should understand children's characteristics before they teach the children so that they

can provide appropriate learning activities for the children. Children's characteristics in learning a foreign language according to some experts are presented below.

a. Constructing Meaning

In the foreign language learning context, children actively try to construct and respond to meaning even if they do not understand individual words (Cameron, 2001: 19; Harmer, 2001: 38). This is in line with Brewster et al. (2004: 40) who state that children have a natural ability to understand meaning in the mother language by guessing and predicting. Children get the meaning of the written or spoken foreign language by constructing the words they know, making sense of them in terms of their world knowledge, and ignoring the unknown words.

b. Established First Language Literacy

Their first language oracy and literacy are quite firmly established, so they are able to begin learning reading and writing in the foreign language (Cameron, 2001: 138). By having those basic skills in the first language, it will be easier for students to learn foreign language literacy and for teachers of the second/ foreign language to teach literacy to students. From the teachers' side, they can make use of their knowledge and skills in the first language to improve their foreign language skills and knowledge. From the students' side, they will not be confused with the new language they learn because they have strong basic knowledge and skills of the first language and then they are able to understand those two different languages.

c. Like to Learn Issues Around Them

They are generally interested, enthusiastic, and curious to learn something related to themselves, their own lives, and real life issues around them in the classroom (Pinter, 2006: 2; Harmer, 2001: 38). Anything close and related to their real life will make them interested because they think that it is important for them, it is appropriate with their thinking span which is still limited to the world around them, and it is easier to understand and respond well to the issues.

d. Able to Cooperate with Others

They are able to enjoy working with others, both in pairs and in groups, and they are able to learn from others (Scott and Ytreberg, 2004: 4; Pinter, 2006: 15). When learning with others, they are happy and are capable to cooperate with their friends in the group. They can share their knowledge and help the weaker friends. Although they are happy working with others, they sometimes need to work independently.

e. Easy to Get Bored

It is easy for them to get bored and to lose their attention in the classroom if they find that the classroom activities are useless, too easy, or too difficult for them (Harmer, 2001: 38; Brown, 2001: 88). For this reason, teachers should understand the students' ability of the foreign language so that they can design appropriate activities for students to keep students' attention and mood during the lesson.

f. Understanding Language by Using the Language

They can understand the language not only from explanation, but also from what they see, hear, touch, and interact with (Harmer, 2001: 38). They use the language explanation to get information about the language they learn, to build the knowledge, and to understand the language. However, it will be better if they feel the atmosphere of using language by seeing, hearing, touching, and interacting with the language. Therefore, teachers should provide the language activities in the classroom which can illustrate and show the use of language in the real life.

g. Like to Ask Questions

They like to ask questions all the time (Scott and Ytreberg, 2004: 4). In this time, they are still exploring the world and they want to know everything more, especially something new for them such as the foreign language. Thus, they will ask many times about the language, related or unrelated to the material in the classroom.

Based on the children's characteristics above, it can be concluded that there are some aspects students need to support them in learning the foreign language. The aspects which are going to be discussed in the following section are routines, exposures, and motivation.

The first aspect is related to routines. Children in Indonesia, particularly the students in IES Darul Ulum Batang, extremely need routines in the classroom to develop their English ability because they, in general, still are not familiar with English. Their social surrounding does not provide a lot of opportunities to learn

English informally. They do not attend English courses and there is no activity outside the classroom which enables them to use English. Bruner in Cameron (2001: 10-11) states that there are a lot of opportunities to improve the meaningful language development for students by providing routines in the second or foreign language classrooms.

Routines let the children get involved and participate in the process of using the second or foreign language. Furthermore, routines not only provide a context and familiarity of an event in which students can practice to predict the meaning and intention of simple and complex language, but also offer an experience of using a new language which can develop children's language skills. Thus, they are important for students who are still learning the new language.

The second aspect is related to exposures. In the foreign language context, as in the IES Darul Ulum Batang, the opportunities to experience learning, practicing, and interacting in English outside the classroom are very limited. The students only get exposures of English when they are learning English in the classroom which is only several hours in a week. Thus, the teacher can provide exposures to students through language classroom activities (Cameron, 2001: 12). The activities in the classroom should reflect natural language and interaction so that students can experience the language like in the reality (Pinter, 2006: 39).

Moreover, the teacher can make students aware that there are many media available for them to get more exposures of English outside the classroom, such as newspapers, magazines, the internet, etc. The students actually are close to the media; however, they are not aware that they can use them to improve their

English ability. By using the media, students can experience to practice using English in the real world.

The third is related to motivation. There are many factors affecting the students' motivation in learning English as a foreign language. The factors can be internal such as self-esteem, self-determination, and feelings of competence or external such as the factors of friends, family, school, and teachers. The students in the elementary school are generally motivated to learn English because of the external factors. Therefore, the teachers are expected to be able to create a motivational process of learning English in the classroom. For instance, giving various activities in the lesson and creating comfortable situation in the classroom can help the students have good motivation, get pleasure from the process, and have the positive attitude and the learning context (Pinter, 2006: 37).

Students in the IES Darul Ulum Batang do not have good motivation from outside the classroom. There is nothing motivating them. However, the classroom atmosphere gives them good motivation to learn English. Their motivation can be seen from their active participation during the lesson. Thus, the teacher should maintain and keep their motivation by giving various materials and activities.

## **2. Reading**

This section has two sub-sections which are going to be discussed. Those are the definition of reading and teaching reading for children. Below is the discussion of each sub-section.

### **a. The Definition of Reading**

Reading is an active process which consists of word recognition and comprehension skills, a communicative act of receiving and interpreting to understand information in the written texts, and an extremely effective tool of extending the recognition of language (Patel and Jain, 2008: 113; Nuttall, 2000: 30; Kern, 2000: 107; Urquhart and Weir in Ueta, 2005: 4; Pang et al., 2003: 6). There are two important aspects by looking at the definition of reading.

The first aspect is related to word recognition and comprehension skills. Patel and Jain (2008: 113) state that reading is an active process consisting of recognition and comprehension skills. Word recognition refers to the process within which the readers can recognize and determine how the oral is equivalent with the written or printed symbols (Pang et al., 2003: 6). Comprehension is the process of making sense of words, sentences and connected texts (Pang et al., 2003: 6).

The second aspect is a communicative act. Nuttall (2000: 3) states that the reason someone reads is to get the message of the text s/he reads. It means that reading is an action to communicate information which is transferred from a transmitter to a receiver (Smith in Hamra and Syatriana, 2010: 31; Anderson in Ueta, 2005: 4). The action involves the interaction among the transmitter/writer, the receiver/reader, and the printed information/reading materials. Communication begins when the writer expresses the idea using printed pages, then the readers need knowledge and reading skills, such as skills to recognize words, to understand word meaning, to comprehend the reading material, to organize and



memorize object here, to associate information, and to read aloud (Hamra and Syatriana, 2010: 31).

#### **b. Teaching of Reading for Children**

The teaching of reading at the elementary school in Indonesia is already organized by the Ministry of Education and Culture. The Ministry has set the standard of competence and basic competences of the teaching of reading for elementary school students. Those will be presented below.

Table 1: The Standard of Competence and Basic Competences of the Teaching of Reading for the Fifth Grade Elementary Students in the 1<sup>st</sup> and 2<sup>nd</sup> Semester

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
<b>Membaca</b>	
3. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah	3.1. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana. 3.2. Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

The standard competence and basic competences of the teaching of reading for the fifth grade elementary school students are the same for both the first and second semesters. The reading standard competence for students is related to the understanding of written English words, sentences, and simple descriptive texts in the school context. The students are required to be able to read aloud the written texts in the appropriate and correct pronunciation, intonation, and stresses, and also to be able to understand the meaning of what they are reading. Those same standard competence and basic competences are interesting to see because it means that the English teacher of the fifth grade in the two

semesters should have many ideas to give the students various materials with the same competences to keep their good mood and spirit in learning English.

There are some supporting aspects related to the teaching of reading for children in the classroom to realize the standard competence and basic competences. The aspects are reading activities, reading materials, roles of teachers, and principles of teaching reading for children. The discussion of those aspects will be presented below.

### **1) Reading Activities in the Teaching of Reading for Children**

The English teachers in the elementary school should provide various classroom reading activities in which students can practice and acquire their reading abilities. The following are some examples of reading activities related to reading fluency and reading comprehension which can support teachers to teach reading in the classroom.

#### **a) Reading Fluency**

Reading fluency is the ability to read quickly, accurately, and using proper expressions so reading sounds like natural speech (Penner-Wilger, Stahl and Kuhn in Hasbrouck, 2012: 1). It is useful to help students to understand the texts because it is considered as a bridge from decoding to comprehension (Rasinski in Penner-Wilger, 2008: 2). There are two most common activities to develop reading fluency: reading aloud and silent reading.

##### **i) Reading Aloud**

Reading aloud is a common activity in the primary classrooms which is useful and gives benefits for the students (Scott and Ytreberg, 2004: 57; Kindle,

2009). Reading aloud can be performed by either teachers or students. When teachers read aloud the texts, it can be used as a model or example of pronunciation and intonation. Furthermore, when students read the texts aloud, they can show their ability to pronounce the words. The advantages of reading aloud for children are described below.

The advantages of reading aloud for EFL elementary students are:

- (1) It enables the learners to practice reading fluency, pronunciation and intonation (Alshumaimeri, 2011: 186; Kindle, 2009; Scott and Ytreberg, 2004: 58)
- (2) It builds listening skills and improves literacy development (N’Namdi, 2005: 46).
- (3) It is considered as an important vehicle for vocabulary development for students (Kindle, 2009).
- (4) It helps students to comprehend the texts they read (Childress, 2011: 3).
- (5) It builds experience with the written words and a repertoire of spoken words within the English language (Cameron, 2001: 141; Fedyk, 2006).
- (6) It increases students’ confidence in spoken usage of words and develops the ability to speak English (Patel and Jail, 2008: 122; Fedyk, 2006).
- (7) It makes reading very enjoyable while the teachers use reinforcement during reading (Patel and Jail, 2008: 122; Scott and Ytreberg, 2004: 57).

Teachers can perform reading aloud in the reading classroom using various techniques. The following presents some techniques of reading aloud according to Hasbrouck (2012: 1-2).

The first is a choral reading technique. It expects teachers to read aloud to students to give them a model of pronunciation, intonation, and rhythm, and then students, at times, also read aloud to follow what teachers have just read. The teacher can stop at any time to ask questions, comment on the text, discuss a vocabulary term, or remind the class that she expects everyone to be reading.

The second is a peer/partner reading technique. This technique involves students in the reading aloud activity actively. In this technique, students in turn read aloud to their partners. The students are free to choose their reading partners. However, it is better if teachers choose students who are good in reading are paired with those who are poor. It is expected that good students can support, help, correct, and encourage the poor students.

The third is a repeated reading technique. Teachers can use this technique in the classroom by giving students one-minute samples of reading on a text, and then they practice to read the same text independently three to five times. The technique of reading gives students the opportunity to read and re-read the same text and to practice their reading orally to get corrections and guidance. This technique gives immediate, concrete, and positive feedback and offers an enormous motivation to students to keep practicing.

The fourth is a readers' theatre technique. This technique can engage students in a reading performance. Here, students can participate in dramatic readings which give positive values for students. They can get an opportunity to practice reading an enjoyable text, such as a short drama or play, repeatedly. By

having this practice, students will get a motivation to read, and re-read the texts, and will get the real value of practicing reading aloud.

## ii) Silent Reading

Silent reading means reading without labial movements and there is no vibration of vocal cords (Alshumaimeri, 2011: 186). This reading is considered as the natural behaviour of reading and most people use it in their lives to read (Alshumaimeri, 2011: 186; Scott and Ytreberg, 2004: 60). It is useful to increase the students' reading ability, particularly reading for comprehension, because it is carried out to acquire a lot of information from the reading materials (Patel and Jail, 2008: 122-123; Alshumaimeri, 2011: 186).

The advantages of silent reading for EFL elementary students are:

- (1) It is the primary source of vocabulary building (Krashen in Fedyk, 2006).
- (2) It gives students opportunities to read the texts in their own speed and to practice their decoding skills on unknown words (Archer, 2011; Hopkins in Al-Abri, 2011).
- (3) It builds the learners' confidence in their abilities to work through and understand the texts independently (Hopkins in Al-Abri, 2011).
- (4) It makes students very active because all students practice reading (Archer, 2011; Patel and Jail, 2008: 122).
- (5) It is a strategy to prepare students for long life reading (Hopkins in Al-Abri, 2011).
- (6) It saves time because all students participate together in this activity at a time (Patel and Jail, 2008: 122).

## **b) Reading Comprehension**

Comprehension is the heart of the reading process as it is the main goal of reading (Caldwell, 2008: 179; Nation, 2004: 248). According to Shanahan et al. (2010: 5), reading comprehension is a process of constructing and extracting meaning through the interaction and involvement of readers with the written texts. Students in the age of 11 to 12 years begin reading to learn (Brewster et al., 2004: 113). In this reading level, they focus on the meaning construction (Brewster, 2004: 113), or, in other words, they are reading for comprehension. They will more enjoy working in the text level than working in the word or sentence level because it challenges them to understand the meaning of texts (Pinter, 2006: 73). Some related-text-activities which are suitable to elementary school students to foster their reading skills on reading for meaning are presented below.

### **i) Gap Filling**

Gap filling belongs to commonly used activities especially for elementary school students. These activities can be used for vocabulary work and require students to understand the texts. Here, students should use specific reading strategies to fill in blanks with the correct words to construct appropriate meanings. Below is an example of a gap filling activity. The activity asks students to fill in the blanks in each number using the listed words.

**My Plate - Fill in the Blank**

Complete your plate: Fill in the right words to get your plate in shape.

eat

muscles

vitamin C

whole wheat

fruits

vegetables

low fat

1. You should replace your whole milk with fat free or \_\_\_\_\_ milk.

2. Choose \_\_\_\_\_ instead of white bread.

3. Protein helps build new skin, \_\_\_\_\_, and blood.

4. Half of your plate should be filled with \_\_\_\_\_ and \_\_\_\_\_ because they taste great and are high in vitamins and minerals.

5. It's better to \_\_\_\_\_ your fruit than drink it.

Choose **MyPlate.gov**

More Nutrition Fun: [www.ChefSolutions.com](http://www.ChefSolutions.com) Free printable nutrition games and family nutrition activities.  
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**Figure 17: The Example of Gap Filling Activity**

## ii) Table Completing

Students complete deleted items in the table using table categories and texts as sources of reference. There are two variations of activities which can be used in the table completion activities. First, teachers provide texts and the row and/or column headings, and students complete the cells of the table based on the text. Second, students fill in the row and/or column headings in which the cells are already completed. The example of a table completing activity below belongs to the first variation. It provides the column headings and students have to complete the cell of the table.

### YOUR DAILY ROUTINE

What time do you wake up?

Interview some classmates.

I wake up at six o'clock.

Activity	wake up	get up	brush teeth	take a shower	have breakfast	go to school	finish school	have lunch	do homework	have dinner	go to bed
NAME											
Alex	6.30	6.35	6.40	6.45	7.00	7.15	1.00	1.30	3.20	8.00	10.30

Column Headings

Cells of Table

**Figure 18: The Example of Table Completing Exercise**

### iii) Diagram Completing

In this activity, teachers give students un-completed or un-finished diagrams. After that, students have to complete or label the diagram using texts or other diagrams as sources. By completing the diagrams, teachers can see that students have processed the information from the sources for themselves. Below is presented the example of un-complete diagram activity. Students can complete it using the texts as sources.

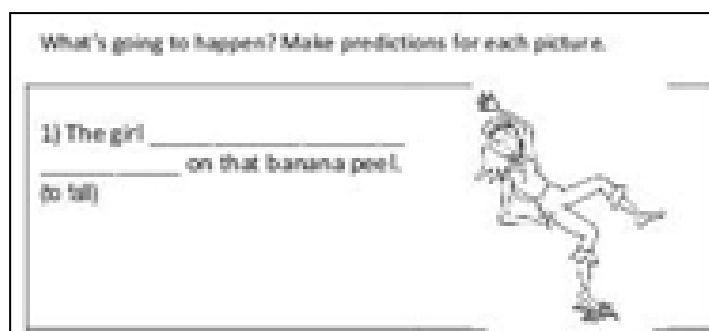


*Figure 19: The Example of Diagram Completing Activity*

### iv) Predicting

The purpose of this exercise is to predict what happens next. Using prediction helps learners to get an idea of the general organisations, major topics and subtopics of a piece of text. This kind of exercise requires them to evaluate and make use of the available information to get a logical conclusion. The picture below presents the example of a predicting activity. In this picture, there are some pictures which students can use to predict what the person is still doing. In this case, the information is provided in the form of pictures, not in a text.






**Figure 20: The Example of Predicting Activity**

v) WH-Questioning

WH-questions refer to questions commonly using *where*, *what*, *why*, *when*, *who*, and *how* (Day et.al, 2005: 66). It is an excellent exercise to help students with literal understanding of the text, with recognizing information in the text, and making evaluations, personal responses and predictions. For beginner students, it is enough to give students questions using *where*, *when*, *what*, and *who*. The questions using *how* or *why* are usually used to help students to become more interactive readers. The example below gives an exercise to students in which there is a text and some WH-questions related to the text students have to answer to check their understanding of the text.

EVELYN'S DAILY ROUTINE	
<p>Evelyn lives in Houston, Texas. She is eleven and studies at Theodore Roosevelt School. She is in sixth grade. Every morning she gets up at 6:00 a.m., takes a shower and has breakfast. At noon, she usually has lunch with her mother. She is a housewife and a web designer too. She designs nice web sites. Her father is a mechanic. In the afternoon, she goes to school and she comes back at 6:00 p.m. Then she does her homework, has dinner and helps her mother wash the dishes. She doesn't watch TV on weekdays. She goes to bed at about 10:00 p.m. On weekends, she usually plays with her friends, listens to music and goes to the movies.</p>	 <p><b>Information Questions</b></p> <ol style="list-style-type: none"> <li>Where does Evelyn live? _____</li> <li>What does she do after she gets up? _____</li> <li>When does she usually play with her friends? _____</li> <li>What does she do at noon? _____</li> <li>Where does she usually go on weekends? _____</li> </ol>

**Figure 21: The Example of WH Questions Activity**

#### vi) Yes-No or True-False Questions

This is a common form of comprehension questions. However, it is a risky exercise because there are only two possible answers in which it is possible for students to guess the answer without understanding the texts. Therefore, teachers should be careful in designing the answers, particularly the *false* or *no* answers, and it is better for teachers to give students following-up questions if the answer is *no* or *false*.



Hi!  
I'm Demi Lovato  
from Camp Rock!  
I'm 16 years old. My  
birthday is on August  
20th.  
I'm from Texas in the United States of  
America. I'm a singer. I can play guitar and  
piano.  
My favourite food is sushi, a typical  
Japanese dish.  
I like going to the cinema with my friends.  
My favourite sport is gymnastics.  
My favourite season is the spring. I love  
flowers, butterflies and the sun shining in the  
sky.  
My favourite flower is the violet, it is a tiny  
flower but very beautiful.  
In the spring I usually go camping with my friends.

**CAMP  
ROCK**

Read the sentences and write **True** or **False** according to the text.

Demi is seventeen years old.	
She is from Texas.	
She is American.	
Sushi is a Japanese dish.	
Demi likes gymnastics.	

**Figure 22: The Example of Yes-No and True-False Questions Activity**

There are two most common-used strategies for reading comprehension (Brown, 2001: 308). Those are skimming and scanning. Below is the explanation of those strategies.

Skimming is used to quickly gather the most important information across a whole text (such as an essay, article, or chapter). The advantage of skimming for

readers is that they are able to predict the purpose of the passage, the main topic, the message, and supporting ideas. According to Beare (2012), there are examples of using skimming such as reading newspapers (quickly to get the general news of the day), reading magazines (quickly to discover which articles you would like to read in more detail), or reading business and travel brochures (quickly to get informed).

Scanning is quickly searching for some particular pieces of information in a text. The purpose of scanning is to get specific information without reading through the whole text. It is important for academic, vocational, and general English. Beare (2012) and Brown (2001: 308) give some example of using scanning in reading the texts, such as reading the "What's on TV" section of the newspaper, reading a train/airplane schedule, looking for names or dates, or finding the definitions or key concepts.

## **2) Reading Materials in the Teaching of Reading for Children**

The reading materials belong to the key component in the reading classroom (Richards, 2001: 252). There are three types of reading materials which can be used in the elementary school classroom. The types are authentic materials, adapted-authentic materials, and created materials (Richards, 2001: 252; Pinter, 2006: 120).

### **a) Authentic Materials**

Authentic materials are written for real-life purposes, not for educational purposes, so when teachers give these kinds of materials to students, they can more easily get the feel of using the language in the real world (Richards, 2001:

254). The materials can create students' imagination of how they will use the language in reality, and as a result it brings good motivation for students to learn the language. Furthermore, the materials can encourage students to use their ability to guess the meaning of texts from the context and illustration (Pinter, 2006: 124). However, the authentic materials often bring some difficulties for foreign language learners in the elementary school; for example they use unfamiliar words and structures which students cannot guess (Pinter, 2006: 120). When using the materials, teachers should consider the level of the difficulties of texts and the ability level of the students so they do not lose their motivation to learn because of the difficulties of the texts. Examples of authentic materials are menus in the restaurant, train schedules, brochures, advertisements, texts/articles in the newspapers/magazines, etc.

#### b) Adapted-Authentic Materials

If the teachers want to use a text, but they know that the language level of the text is too difficult for the students, they can adapt the text into a simpler one to suit the competence level of students (Pinter, 2006: 120). Teachers can use these kinds of materials to keep students interested and motivated in the lesson and the students do not lose the feel of using the language in the real world. Adapting original texts is a way of supporting students and allowing them to access a wider range of materials (Pinter, 2006: 124). The adaptation can be done through changing the unfamiliar words, replacing some difficult phrases, and inserting repetition to make the content more accessible for students. However,

the process of adapting the text does not always work and can destroy the original in some cases (Pinter, 2006: 120).

c) Created Materials

Different from the authentic materials, created materials are especially designed to support the teaching and learning processes (Richards, 2001: 253). By using these kinds of materials, teachers can avoid the distraction and unnecessary vocabulary in the texts. Teachers can design the materials which are suitable and appropriate for students' skills and can illustrate particular grammatical rules or discourse types (Richards, 2001: 253). Because it is developed for pedagogical purposes, it is rather difficult for students to feel the sensation of using the language in the real world which can make students less motivated than using authentic materials.

### **3) The Roles of Teachers in the Teaching of Reading for Children**

According to Brown (2001: 167-168) and Paul (2003: 138-146), the roles of teachers are as facilitators, controllers, directors, managers, and resources in the teaching of reading in the classroom. The five roles can be played depending on the purpose and context of an activity. Each role will be explained below.

a) Teachers as Facilitators

This role is a less directive role. As facilitators, the teachers only provide guidance and a stimulating learning environment for students for example by giving them challenging and interesting texts to read, so that the students' intrinsic motivation increases. Here, students are allowed to learn naturally and discover the understanding of texts in their own way.

b) Teachers as Controllers

The role as a controller means that teachers control both what the students learn and what they do. The control is important and useful for teachers to manage the lesson time well so there is no wasted-time. However, the role of teachers as a controller in the classroom sometimes should be reduced so that students are able to use their reading skills they already have to improve their skills.

c) Teachers as Directors

When playing the role as a director, teachers have a job to keep the processes of teaching and learning to flow smoothly and efficiently. They have to enable students to stay involved in the lesson. These can be realized by developing the appropriate materials for students; for example they decide which language target (words or patterns) students need to learn and practice more.

d) Teachers as Managers

This role requires teachers to manage and plan lessons, modules, and courses, and to organize the larger, longer segments of classroom time. They also allow students to explore their individual ability and creativity. After that, they give evaluation and feedback of what students have done.

e) Teachers as Resources

In this role, the teachers are available for students to give advice and counsel when students seek it. When students are doing the activities, they often have many questions which it is better for teachers to answer. The questions can be related to the activities or their curiosity of English. The more students are involved in the activities or lessons, the more they are to ask the questions.

## **C. English Materials Development**

The researcher discusses two essential points in this subchapter. The points are language learning materials and materials development.

### **1. Language Learning Materials**

This part includes the definition of the language learning materials and the roles of language learning materials. The explanation of each will be presented below.

#### **a. The Definition of Language Learning Materials**

Language learning materials refer to anything created or designed from a variety of sources in which the teachers and students are able to make use of them to facilitate the learning of a language (Tomlinson, 1998: 2; Baxen and Green, 1998: 12). From the definition, there are two important points which can be explored in the following paragraphs.

First, it is stated above that language learning materials are created from many sources. According to Richards (2001: 251), there are four classifications of language learning materials sources including printed, non-printed, combination of printed and non-printed, and authentic sources. Printed sources include notes, documents, published textbooks, LKSs, reference books (Richards, 2001: 251; Baxen and Green, 1998: 12). Non-printed sources consist of cassettes or audio materials, videos, live talks by inviting native speakers, instructions given by a teacher, etc. (Richards, 2001: 251; Tomlinson, 1998: 2). Combinations of printed and non-printed sources may include self-access materials and materials on the Internet (Richards, 2001: 251). The examples of authentic sources are magazines,

newspapers, food packages, photographs, TV materials, etc. (Richards, 2001: 251; Tomlinson, 1998: 2).

Second, the materials facilitate teachers and students in the teaching and learning processes. Materials help teachers to organise the teaching and learning processes (Hutchinson and Waters, 1987: 107). Some teachers use the materials as the primary teaching resources so materials should give them ideas of what they should do in the classroom (Richards, 2001: 252; Allwright in Kitao, 1997). For students, materials provide learning activities which give them the opportunity to learn, to acquire, and to develop their language ability, particularly English (Tomlinson, 2008: 3).

#### **b. The Roles of Language Learning Materials**

The materials are one of the key components in the language teaching and learning processes because they have important roles in the processes (Patel and Jain, 2008: 57, 59; Richards: 2001: 251; Kitao, 1997). Below are presented three roles of language learning materials according to some experts.

##### **1) Language Learning Materials Provide Language Input**

Materials should expose students to the models of correct and appropriate language use including spoken and written forms (Hutchinson and Waters, 1987: 108; Richards, 2001: 251). From those models, students can get comprehensible input in the target language which is necessary and sufficient for them to acquire the target language (Krashen in Tomlinson, 1998: 13). The input involves different genres and text types, grammar, vocabulary, pronunciation, and so on (Tomlinson, 2008: 6; Richards, 2001: 251). Related to input, Tomlinson (1998:



13) states that the input should vary in styles, modes, media, and purposes and should be rich in features which are characteristics of authentic discourses in the target language.

## 2) Language Learning Materials Provide a Learning Support

Language learning materials support both teachers and students in the process of language teaching and learning. For teachers, according to Richards (2001: 251-252), materials play a role as a syllabus which describes the basis content of lessons. They manage the process by giving a clear and coherent step through the very complex parts of language to be learnt and to be practiced by students (Hutchinson and Waters, 1987: 107; Richards, 2001: 252). In addition, particularly for inexperienced teachers, materials function in broadening the basis of teacher training because they offer ideas to plan and teach the lessons and give ideas of new techniques and activity formats they can use in the teaching-learning process (Richards, 2001: 251; Hutchinson and Waters, 1987: 108).

For students, materials provide exposures to the authentic uses of both spoken and written English texts to give students lots of opportunities to experience of using the language (Tomlinson, 2008: 4-5). They serve language practices in the classroom, and outside the classroom. When students are apart from teachers, materials can be used as a resource for self-study and can help students to be independent learners of the language (Richards, 2001: 251-252; Tomlinson, 2008: 6). Those can increase students' awareness to learn the target language, and, as a result, they can achieve a communicative competence (Tomlinson, 2008: 5).

### 3) Language Learning Materials Provide a Stimulus for Learning

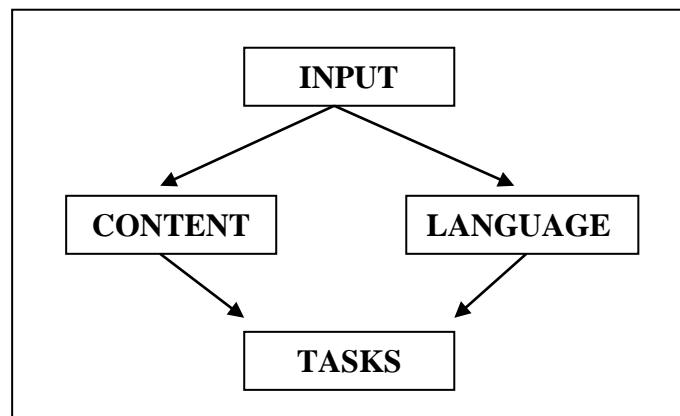
As mentioned before, materials refer to one of important aspects in the teaching-learning process. Thus, Hutchinson and Waters (1987: 107) suggest that it is better that materials do not give the impression that they are teaching students a language, but they are able to encourage students to learn the language. Materials can serve interesting texts, attractive illustrations, achievable contents, and enjoyable challenging activities, to stimulate and to motivate students, and to achieve students' self-esteem to learn the language (Hutchinson and Waters, 1987: 107; Richards, 2001: 252; Tomlinson, 2008: 5).

## **2. Developing Authentic Reading Materials**

This part includes the materials design model, the principles of developing authentic reading materials, and the evaluation of authentic reading materials. The explanation of each will be presented below.

### **a. The Materials Design Model**

Based on Hutchinson and Waters (1987: 108-109), there are four elements which should exist in a materials design model. Those four elements are input, content focus, language focus, and task. The scheme of a materials design model and the explanation of each element are presented below.



***Figure 23: The Scheme of Materials Design Model***

### 1) Input

Input refers to the spoken, written, and visual data from teachers, textbooks, or other sources which students use to support them in completing the tasks (Nunan, 2004: 47). The data can be in the forms of texts, dialogues, video-recordings, diagrams, pieces of communication data, etc., depending on the needs mentioned in the analysis. Inputs in the materials provide stimulus materials for activities, new language items, correct models of language use, topics for communication, and opportunities to use their information processing skills and their existing knowledge both of the language and of the subject matter.

When giving input to students, teachers should consider the authenticity of input. Authentic input can adequately prepare students for the challenge of coping with the language they hear and read in the real world outside the classroom. However, teachers need to think thoroughly in selecting the authentic input so that it is appropriate for the needs, interest, and proficiency level of students.

## 2) Content Focus

Language is a means of conveying information and feelings about something. Non-linguistic contents should be exploited to create meaningful communication in the classroom. It gives students an example in which context the materials can be used so it will be easier for them to learn and to practice the materials. The examples of content focus are conversation in a market, reading the instructions of how to make food, etc.

## 3) Language Focus

Language focus is presented to support students to be able use the language communicatively. It gives foreign language knowledge to students to complete the communicative tasks and activities in the materials and to use the language in the real world because foreign language students sometimes are left in their first language knowledge. In language focus, students have a chance to take the language into pieces, study how it works, and practice putting it back together again. The examples of language focus are passive voices, giving instructions, present and past tenses, etc.

## 4) Tasks

According to Nunan (2004: 4), a task is a piece of classroom work involving students in comprehending, producing, or interacting in the foreign language. Moreover, he adds that when students focus on constructing the grammatical knowledge, they actually aim at trying to express meaning and to understand the meaning rather than to manipulate the form. Hutchinson and Waters (1987: 117) state that the task should provide a clear objective for the

students. In addition, the task in the materials should be designed communicatively so that the purpose of language learning can be achieved and students can use the content and language knowledge they have built through the unit.

Nunan, Shavelson and Stern in Nunan (2004: 40) state that there are some elements which should be considered to create a task. They are goals, activities, learning procedures, teachers' roles, students' roles, and settings. Goals are general intentions behind any learning task. They provide a link between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behaviours. The activities are the things that learners and teachers will be doing during a lesson. The teacher's and students' roles are the parts that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom, and whether it is carried out individually, in pairs, small groups, or whole class.

#### **b. The Principles of Developing Authentic Reading Materials**

Reading is one of the main sources, besides listening, functioning to expand and strengthen the language (Scott and Ytreberg, 1990: 49). Because of this, teachers should provide various reading activities and rich reading materials for students in order that they can carry out the functions of reading. Below are

eight principles for designing reading techniques proposed by Brown (2001: 313-316).

1) Don't Overlook the Importance of Specific Instruction in Reading Skills

Foreign language students who are literate in their first language sometimes are left to their own language when learning reading skills. Therefore, when teaching reading in a foreign language, teachers should consider that students need not only generous offerings of reading opportunities, but also reading skills which are useful for them as foreign language learners. For example, silent reading is an excellent method for self-instruction on the part of the students, or reading aloud becomes the important method for students to practice pronunciation and intonation.

2) Use Materials that are Intrinsically Motivating

Teachers need to choose interesting and relevant reading materials for students to raise students' motivation intrinsically. For example, the materials allow students to encounter in real life and are relevant to students' goal in learning to read English. Teachers also can use other ways to build the intrinsic motivation of students through asking students to create their own reading material, giving choices to students in selecting the materials, or offering opportunities for student to measure their own progress using self-assessment.

3) Balance Authenticity and Readability in Choosing Texts

Related to the authenticity of the texts, it is important for teachers to distinguish between simple texts and simplified texts. Simple texts are original authentic texts which are available grammatically and lexically simple and can be

found in the real world such as ads, labels, reports, essays, etc. Meanwhile, simplified texts are edited texts from the original usually aiming to make them simple and to fit the students' language proficiency level. However, these texts sometimes are not simpler than the original texts because of the lost of the nature of the texts. Related to readability, Nuttall in Brown (2001: 314) states that one of the three criteria for choosing texts for students is readability. It means that texts with lexical and structural difficulty that will challenge students without overwhelming them. Thus, teachers should be careful and wise in choosing the texts for students.

#### 4) Encourage the Development of Reading Strategies

There are ten reading strategies proposed by Brown (2001: 306-311), such as identifying the purpose in reading, using silent reading, skimming the main idea, scanning for specific information, analyzing vocabulary, etc. These reading strategies are able to help students to read the texts efficiently. For example, students can just apply the strategies of skimming to get the main idea of the texts, so they do not need to read the whole texts. Thus, teachers should decide which reading strategies they will use in their reading classrooms to encourage students to the development of reading strategies.

#### 5) Include both Bottom-Up and Top-Down Techniques

When teaching reading to students, teachers can use one or two techniques here to give students benefits from studying the fundamental techniques. In the bottom-up technique, students have to understand linguistic signals (letters, morphemes words, grammatical rules, etc.) firstly to make sense of the text and

then get the meaning of the text. Conversely, the top-down technique requires students to make use of their previous knowledge and experience to understand the text.

6) Follow the 'SQ3R' Sequence

When following the SQ3R process, there are five steps which should be done in the classroom. The first is survey in which teachers ask students to skim the text to get the main idea. The second is question in which students ask questions to themselves what they wish to get out of the text. In this case, teachers provide the questions students should find. The third is read in which students read the text while looking for answers to the previously formulated questions. The fourth is recite in which teachers ask students to reprocess the important points of the text through oral or written language. The fifth is review in which teachers invite students to assess the importance of what one has just read and incorporate it into long-term associations.

7) Subdivide the Techniques into pre-, during-, and after-Reading Phases

To teach the foreign language students, particularly elementary school students, teachers need to carry out the three-part framework for teaching reading. Those are before reading, while reading, and after reading. Teachers can spend some time before reading the texts to introduce the topic to ease them into the texts and to encourage them to activate their reading skills and their previous knowledge related to the texts. While the students read the texts, teachers can give a note or emphasis to something important in the texts to promote students a sense of purpose for reading rather than just reading because the teachers order it. After



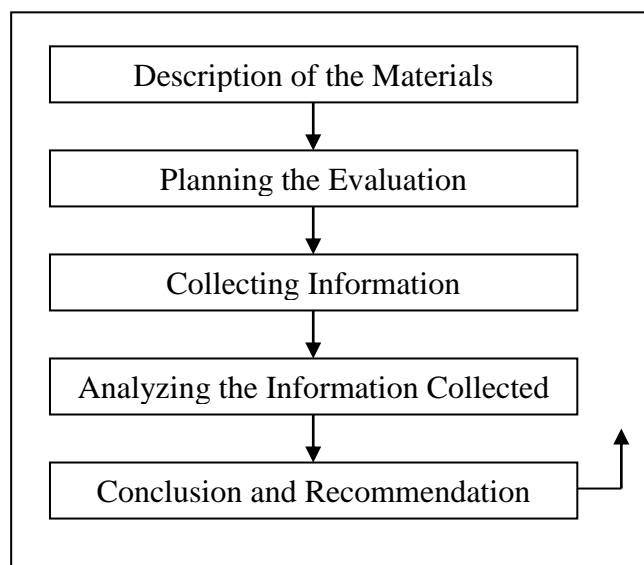
the students read the texts, teachers can give students comprehension questions, study the vocabulary, examine the grammatical structures, or identify the author's purpose.

#### 8) Build in some Evaluative Aspects to the Techniques

Reading comprehension is an unobservable skill, so teachers can assess students' comprehension and development of skills through other behaviours. These nine responses can indicate students' reading comprehension. They are doing (students respond physically to a command), choosing (students select from alternatives posed orally or in writing), transferring (students summarize orally what is read), answering (students answer questions about the text), considering (students outline or take notes on a text), extending (students provide an ending to a story), duplicating (students translate the message into the native language or copies it), modelling (students put together a toy after reading direction texts) and conversing (students engage in a conversation that indicates appropriate processing of information). To assess students' comprehension, teachers can choose which indicators are suitable with their students and appropriate with the reading texts.

#### **c. The Evaluation of Authentic Reading Materials**

Tomlinson (1998: 228) describes five steps to evaluate a material. The steps are the description of the task, planning the evaluation, collecting information, analyzing the information collected, and conclusion and recommendation. The figure of the steps and the explanation of each step will be presented below.



***Figure 24: Steps in Conducting an Evaluation of a Material***

1) Description of the Materials

The evaluation of materials needs a clear description of the materials to be evaluated. This can be completed by considering the contents of materials which are input, procedures, language activity, and outcomes. The input is the information that students are supplied with, for instance: in verbal form (e.g. a conversation in a market), and in non-verbal form (e.g. a television schedule). Procedures are the activities students are to perform in order to accomplish the task, for example: the instructions given in each task or activity in written forms or orally. The language activity describes whether students will work in receptive language activities (listening and reading), or productive language activities (speaking and writing), or both. The last content which needs to be considered is the outcome which shows what students will have done on completing the task. The outcome can be in verbal forms (giving a speech), or non-verbal forms (e.g.

drawing a diagram). Furthermore, the evaluator of the materials also needs to consider the objective of the task in the material.

## 2) Planning the Evaluation

The systematic planning of the materials evaluation gives a useful impact on the choice and design of the material. These three basic things should become a consideration when making the planning. They are what information to collect, when to collect the information, and how to collect the information.

## 3) Collecting Information

The three information needed to be collected when evaluating the materials are related to how the materials were performed, what learning took place as a result of performing the materials, and the opinion of teachers and students about the materials. There are various instruments available to collect information, such as tests, interviews, observations, self-reports, etc. The developer can collect the information of the developed materials before, while, and after the materials are used. The information collected before the materials are used supply data on students' learning experience and language skills, and teachers' problems in teaching. While the materials are used, the developer can evaluate whether the materials can support and give students opportunities in performing the kinds of interactional behaviours which are considered to be important for language acquisition. After the materials are used, the developer can focus on the information related to the outcome and to whether or not students can understand and perform the materials well.

#### 4) Analyzing the Information Collected

One of the major decisions when coming to the stage of evaluation is whether the data will be analyzed quantitatively, or qualitatively, or both. A quantitative analysis involves the use of numbers, and the developer develops a scale for rating the outcome of the materials. This result of this rating then provides a quantitative way of assessing whether the materials are suitable or not for students. Brown in Tomlinson (1998: 231) points out that qualitative data can sometimes be converted into quantitative data. For example, the developer might try to find a way of quantifying students' responses to the questionnaire. This way can serve a technique of checking the reliability of more qualitative analysis.

#### 5) Conclusion and Recommendation

Conclusion is related to what has been discovered as a result of the analysis. For example, 75 percent of students are interested in the materials but 25 percent of them are not. Recommendation concerns proposals and plans for future teaching. It covers such issue as whether the materials should be revised, modified, or ignored. Each recommendation should be supported by reference to relevant conclusion.

### **D. Conceptual Framework and Research Questions**

This section presents the concepts used in this study. Below are the explanations of the conceptual framework and the research questions which become the outline of the discussion in chapter 4.

## **1. Conceptual Framework**

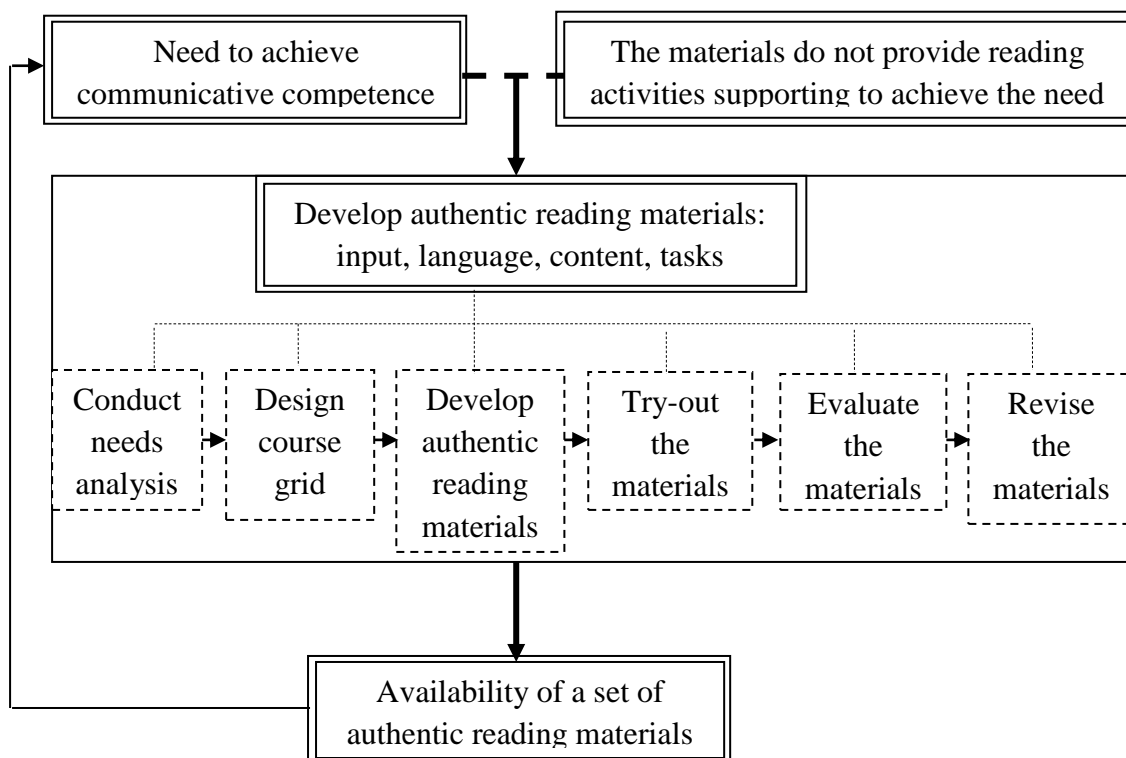
The aim of the study is to develop instructional reading materials using authentic texts for the fifth grade students of IES Darul Ulum Batang. The authenticity of materials given to the students is not specifically mentioned in the 2006 curriculum. However, it becomes important to support them to achieve the communicative competence as stated in the 2006 curriculum. Authentic materials need to be given to students in the classroom to provide a model and an example of how the language is used in the real world. Those actually can give students opportunities, exposures, routines, and motivation which they cannot find outside the classroom.

Since authenticity of materials is not stated in the curriculum, it seems that the English teacher does not seriously consider it. When teaching English to students, the teacher just uses the grammar-book and LKSs (LKS) which contain less reading activities which stimulate students to use English communicatively. The grammar-book and LKSs provide more exercises on grammar, vocabulary, and sentence-level readings. Those kinds of exercises do not give students opportunities to practice and improve their reading skills which are important to achieve communicative competence. They also do not supply various activities which are interesting and suitable with the students' characteristics. If the English reading teaching and learning processes still run as described above, the aim of achieving communicative competence becomes something difficult to realize.

To cope with the problem, it is necessary to develop instructional reading materials using authentic materials. Giving authentic materials to students is one

of the strategies to support students to achieve communicative competence as mentioned in the 2006 curriculum, particularly in reading. Based on the theories of some experts, authentic materials provide some benefits for students such as giving positive motivation, real-life exposures, and cultural information. Before giving authentic materials to students, however, it is necessary to care about the level of students' proficiency, and students' interest and needs, because they like to learn materials related to their life. Moreover, the tasks related to authentic materials also should be appropriately designed for students' characteristics, for example that they are able to learn in pairs or in groups, it is easy for them to lose their motivation to learn, etc.

The model proposed by Hutchinson and Waters (1987: 108-109) is used as the consideration of developing, evaluating, and revising the materials. In the model, there are four elements included namely input, language focus, content focus, and tasks. To produce the developed materials, the researcher follows some steps as suggested by Borg and Gall (1983: 772). The steps are conducting needs analysis, designing the course grid, developing materials, trying-out the materials, evaluating the materials, and revising the materials. The conceptual framework of the study can be visually illustrated in the following chart.



*Figure 25: The Conceptual Framework of the Study*

## 2. Research Questions

Based on the classroom observation, the researcher of the study finds the problem which is related to the materials used in the teaching and learning processes of reading. The reading materials for the fifth grade students of IES Darul Ulum Batang do not provide various activities which can support students to achieve the aim proposed by the 2006 curriculum, that is, communicative competence in reading. The materials do not give opportunities for students to practice and improve their reading skills because they focus mostly on grammar and vocabulary in the sentence level. Because of the problem, it is quite hard for students to achieve the communicative competence in reading. To solve the problem, the researcher has a solution by using the authentic materials in the reading materials for the fifth grade students.

Based on the problem, the researcher formulates questions as guidance to more specific topics of discussion. The research questions are presented below.

1. What are the needs of the students in the instructional reading materials using authentic texts?
2. How is the course grid of the instructional reading materials using authentic texts organized?
3. How are the developed the instructional reading materials using authentic texts presented?
4. How are the developed instructional reading materials using authentic texts evaluated, tried out, and revised?



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study belongs to a Research and Development (R and D) study in that the researcher attempts to develop and validate a particular educational product (Borg and Gall, 1983: 772). The R&D cycle consists of studying research findings related to the product to be developed, developing the product based on these findings, field testing the product in the setting, and revising the product to correct the lacks found in the field testing stage. This cycle is repeated until the field-test data indicate that the products meet the defined objectives.

#### **B. Product**

The main purpose of R&D is to develop a product that can be used effectively in the educational program. In this relation, the product of the present study is a set of instructional reading materials using authentic texts which consist of four units for the fifth grade students of IES Darul Ulum Batang.

#### **C. Subject of the Study**

The subjects of this study are the fifth grade students of IES Darul Ulum Batang in the academic year of 2011/2012. There is only a class of the fifth grade in the school. There are 27 students in the fifth grade. Fourteen students are female and thirteen students are male. The ages of the students vary from ten to twelve years. They have varied family backgrounds. Those are civil servants, merchants, carpenters, and bricklayers.

#### **D. Setting**

The study was conducted in the fifth grade class at IES Darul Ulum Batang. The school is located at 114 Ahmad Yani Street, Batang. The school is a part of the Islamic private school centre. The school has six classrooms for the first to the sixth grades, a teacher and headmaster office, a library, a computer laboratory, a parking area, and a small school-yard.

#### **E. Research Instruments**

This study applied two instruments of data collection. Those were questionnaires and classroom observations. There were three questionnaires used in the study. The first questionnaire was aimed at obtaining data of the students' characteristics and needs. The second questionnaire was used to get data of students' opinions and suggestions about the materials developed. The third questionnaire was aimed at obtaining data of the English teacher's and the respondents' opinions and suggestions about the materials developed. The other instrument was classroom observation with an observation sheet as the guide.

##### **1. First Questionnaire**

The first questionnaire was designed for the students. It was aimed at obtaining data of the students' characteristics and needs of learning English. There were 24 items in the questionnaire.

### a. Validity

This study used construct validity for the validity of the instrument. Below are the descriptions of steps to arrive at the construct validity.

To obtain the construct validity, the researcher developed the outline of the first questionnaire and consulted it to the first consultant to make sure that the questionnaire was capable of giving information of students' characteristics and needs. When constructing the questionnaire, the researcher used some references related to students' profiles, previous knowledge, attitudes to English, motivation, learning styles, learning strategies, learning activities, and learning materials (Tomlinson, 1998; Hutchinson and Waters, 1987; Harmer, 2001; Brown, 2000). The outline of the first questionnaire is shown in Table 2 below.

Table 2: The Outline of the First Questionnaire for Students' Needs Analysis

The Purpose of the Questionnaire	The Component of the Questionnaire	Question Numbers	References
To get information about students' profile	<ul style="list-style-type: none"> <li>• Name</li> <li>• Age</li> <li>• Sex</li> </ul>	PART A	-Tomlinson (1998: 240)
To get information about students' background	<ul style="list-style-type: none"> <li>• Students' previous knowledge</li> <li>• Students' attitude to English</li> <li>• Students' motivation</li> </ul>	-PART B  -PART C 5, 6, 7, 10, 12, 13, 14, 15, 17	-Hutchinson and Waters (1987: 63) -Brown (2000: 162-166) -Harmer (2001: 51-52)
To get information about learning needs and interests	<ul style="list-style-type: none"> <li>• Learning styles</li> <li>• Learning activities</li> <li>• Learning strategies</li> <li>• Learning materials</li> </ul>	-PART C 1, 2, 3, 4, 8, 9, 11, 16, 18, 19, 20, 21, 22, 23, 24  -PART D	-Tomlinson (1998: 204, viii) -Pinter (2006: 38) -Brown (2000: 113, 124) -Brown (2001: 302) --Hutchinson and Waters (1987: 63)

#### b. Reliability

To find out the reliability of the questionnaire, the researcher carried out the steps of a try-out. In the first step, the questionnaire was tried out to 25 students consisting of 11 male and 14 female students. In the second step, the researcher made the recapitulation of the students' answers. The four possible answers were scored as follows: 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SD). In the third step, the researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire. From the calculation, the reliability coefficient of the questionnaire was 0.882.

### 2. Classroom Observation

The observation was designed to get information on what happened in the classroom when the material was implemented. The classroom observation was done by the researcher and the English teacher by using an observation guide. The observation guide contained some instructional aspects such as: how the material could be implemented in the class, the attitudes of the teacher and students when the material was implemented, etc.

#### a. Validity

This study used construct validity for the validity of the instrument. Below are the descriptions of steps to arrive at the construct validity.

To obtain the construct validity, the researcher developed the outline of the classroom observation guide and consulted it to the first consultant to ensure that the guide was capable of giving information about the try-out. The researcher

used references from some books when constructing the observation guide. The books were related to the profile of the observer; the quality of materials including activities and tasks; and systematization and the attitudes of the teacher and students consisting of presentation, reinforcement, behaviour, and attention (Tomlinson, 1998; Nunan, 2004; and Brown, 2001). The outline of the classroom observation guide can be seen in Table 3 below.

Table 3: The Outline of the Classroom Observation Guideline

The Purpose of the Questionnaire	The Component of the Questionnaire	Question Numbers	References
To find information about the observer's profile	Name:	PART A	Masuhara in Tomlinson (1998: 241)
	Age:		
	Sex:		
	English teaching experience:		
To find information about the quality of materials to be applied in the class	-Activities and tasks -Systematization	1, 2, 3, 4	Nunan (2004: 174)
To find information about the attitudes of the students and the teacher during the implementation of the materials	Teachers: -Presentation -Reinforcement	5, 6, 7	Nunan (2004: 174) Brown (2001: 435-436)
	Students: -Behaviour -Attention	8, 9, 10	

#### b. Reliability

To find out the reliability of the observation guide, the researcher used inter-rater reliability. The researcher tried out the classroom observation instrument to two different observers. They were the English teacher and an English Education Department student. After that, the researcher made the recapitulation of the responses. The reliability score was 0.851. Based on that, the classroom observation instrument was reliable.

### 3. Second Questionnaire

The second questionnaire was intended for the students. It was aimed at obtaining data of students' opinions and evaluations about the materials developed. There were 19 items in the questionnaire.

#### a. Validity

This study used construct validity to get the validity of the instrument. To obtain the construct validity, the researcher developed the outline of the second questionnaire and then consulted it to the first consultant to make sure that the questionnaire was capable of giving information of students' opinions and evaluations about the materials. When constructing the questionnaire, the researcher used some references related to activities, instructions, contents, typesetting, illustrations, and layout (Tomlinson, 1998 and Brown, 2000). The outline of the second questionnaire is shown in Table 4 below.

Table 4: The Outline of the Second Questionnaire for the Materials Evaluation for Students

The Purpose of the Questionnaire	The Component of the Questionnaire	Question Numbers	References
To find information about students' profile	<ul style="list-style-type: none"> <li>• Name</li> <li>• Sex</li> <li>• Age</li> </ul>	PART A	Masuhara in Tomlinson (1998: 240)
To get information about students' opinion on the quality of developed materials	• Activities	PART B 1, 4, 5, 7, 8, 12, 15, 19	Ellis in Tomlinson (1998: 235) Brown (2001: 142)
	• Instructions	PART B 2, 10, 17	Ellis in Tomlinson (1998: 235) Brown (2001: 142)
	• Contents	PART B 11, 13, 18	Ellis in Tomlinson (1998: 235) Brown (2001: 142)
To get information about students' opinion on the layout of developed materials	• Typesetting	PART B 9	Brown (2001: 142)
	• Illustrations	PART B 3	Brown (2001: 142)
	• Layout	PART B 6, 14, 16	Brown (2001: 142)

#### b. Reliability

To find out the reliability of the questionnaire, the researcher carried out the steps of a try-out. In the first step, the questionnaire was tried out to 27 students consisting of 14 male and 13 female students. In the second step, the researcher made the recapitulation of the students' answers. The four possible answers were scored as follows: 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SD). In the third step, the researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire. From the calculation, the reliability coefficient of the questionnaire was 0.888.

### 4. Third Questionnaire

The third questionnaire was designed for the teacher and the respondents. It was aimed to obtain data of the teacher's and respondents' opinions and evaluations about the materials. There were 27 items in the questionnaire.

#### a. Validity

This study used construct validity to obtain the validity of the instrument. To obtain the construct validity, the researcher developed the outline of the third questionnaire and consulted it to the first consultant to make sure that the questionnaire was capable of giving information of teacher's and respondents' opinions and evaluations about the materials. When constructing the questionnaire, the researcher used some references related to activities and tasks, instructions, inputs, typesetting, illustrations, layouts, and the relevance of

materials and syllabus (Tomlinson, 1998; Brown, 2001 and Nunan, 2004). The outline of the third questionnaire is shown in Table 5 below.

Table 5: The Outline of the Third Questionnaire for the Materials Evaluation for the Teacher and Respondents

<b>The Purpose of the Questionnaire</b>	<b>The Component of the Questionnaire</b>	<b>Question Numbers</b>	<b>References</b>
To find information about the teacher's and respondents' profile	<ul style="list-style-type: none"> <li>• Name</li> <li>• Age</li> <li>• Sex</li> </ul>	PART A	Masuhara in Tomlinson (1998: 241)
To get information about the teacher's and respondents' opinion on the quality of developed materials	<ul style="list-style-type: none"> <li>• Activities and Tasks</li> </ul>	PART B 1, 3, 4, 5, 6, 7, 8, 9, 13, 22, 26	Ellis in Tomlinson (1998: 235) Brown (2001: 142)
	<ul style="list-style-type: none"> <li>• Instructions</li> </ul>	PART B 10, 12	Ellis in Tomlinson (1998: 235) Brown (2001: 142)
	<ul style="list-style-type: none"> <li>• Input</li> </ul>	PART B 2, 14, 15, 16, 25	Ellis in Tomlinson (1998: 235) Brown (2001: 142) Nunan (2004: 174)
To get information about students' opinion on the layout of developed materials	<ul style="list-style-type: none"> <li>• Typesetting</li> </ul>	PART B 17, 18	Brown (2001: 142)
	<ul style="list-style-type: none"> <li>• Illustrations</li> </ul>	PART B 21, 20	Brown (2001: 142)
	<ul style="list-style-type: none"> <li>• Layout</li> </ul>	PART B 11, 19	Brown (2001: 142)
To find information about the relevance among materials, the curriculum, and the course grid (syllabus).	<ul style="list-style-type: none"> <li>• Goal</li> <li>• Methodology</li> </ul>	PART B 23, 24, 27	Brown (2001: 142)

#### b. Reliability

To find out the reliability of the questionnaire, the researcher carried out the steps of a try-out. In the first step, the questionnaire was tried out to 20 respondents. They were the English teacher, two lecturers, the students, and graduates of the English Department UNY. In the second step, the researcher



made the recapitulation of the respondents' answers. The four possible answers were scored as follows: 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SD). In the third step, the researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire. From the calculation, the reliability coefficient of the questionnaire was 0.871.

#### **F. Research Procedure**

As has been stated before, the study belongs to Research and Development. For the procedure, the researcher used the Research and Development cycle suggested by Borg and Gall (1983: 772). The cycle consisted of eight steps as follows:

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

The researcher conducted a needs analysis to find information about the students and their needs for learning English. The result of the needs analysis was used as a guide for the researcher in developing the materials which were suitable for the students' conditions and needs. The data for the needs analysis were obtained from the first questionnaire.

##### **2. Selecting the Topics and Objectives of the Materials**

The researcher used the needs analysis, the school-based curriculum, and the materials used by the English teacher as the sources for choosing the topics. The researcher was assisted by the English teacher in selecting suitable materials.

### 3. Writing the Course Grid

The course grid was written after the topics for the materials were selected. In creating the course grid, the researcher used several theories by Tomlinson (1998), Nunan (2004), Brown (2000, 2001) and Hutchinson and Waters (1987). The researcher also used the 2006 English curriculum for the elementary school.

### 4. Developing the First Draft of the Materials

The researcher combined some models of materials from many experts as the basis in creating materials, tasks, and activities. She used some references from many English elementary school books, worksheets for children, and authentic texts which were found in the students' environment.

### 5. Evaluating and Revising the First Draft of the Materials

The next step was the evaluation of the first draft of materials from the respondents. They were the English teacher, two lecturers, the students and graduates of English Department UNY. The researcher gave them the third questionnaire to obtain their opinions and suggestions. By considering their opinions and suggestions, the researcher revised the first draft to produce the second draft of the materials. She added some components which could make the students more interested in the lesson such as games and pictures.

### 6. Trying Out the Second Draft of the Materials

After the second drafts of materials had been produced, the researcher tried out the materials to the students. The observer of the implementation

was the English teacher. The English teacher would give the opinions and evaluation for the materials tried out.

#### 7. Evaluating and Revising the Second Draft of the Materials

The researcher distributed the second questionnaire to the students to gain the data of students' opinions and suggestions about the second draft of the materials. After that, she revised the second draft of materials based on the data of the second questionnaire and the classroom observation.

#### 8. Writing the Final Draft of the Materials

From students' opinions and suggestions, the researcher produces the final draft of the materials.

### **G. Data Collection Techniques**

There were two data collection techniques. Those are distributing questionnaires and observing the classroom. The first data are taken from the questionnaires including the first, second, and third questionnaires. The first questionnaire showed the students' characteristics and needs in learning English. The second and third questionnaires were aimed to get students', the English teacher's and respondents' opinions and suggestions towards the materials developed. The second data are from the classroom observation which was carried out in every meeting. In revising the materials, the researcher considered to the respondents' and the students' opinion and suggestions which were supported by the data from classroom observation. The researcher used a 'Likert' scale for the first, second and third questionnaires and the classroom observation. The students and the group of respondents were asked whether they *Strongly Agree* (SA),

*Agree (A), Disagree (D), or Strongly Disagree (SD)* with the statement in the questionnaire and the sheet.

## **H. Data Analysis Techniques**

This study used descriptive statistics in analyzing the data obtained. According to Seliger and Shohamy (1989: 211), descriptive statistics refers to a set of procedures that are used to describe different aspects of the data.

There were two different types of data collected in this study. The first type was collected from the first questionnaire and it was aimed to get the information about students' characteristics and needs in learning English. The researcher applied the 'Likert' scale, so each indication of responses to the statements was assessed with scores. Strongly Agree (SA) gets 4 points; Agree (A) gets 3 points; Disagree (D) gets 2 points; and Strongly Disagree (SD) gets 1 point. The data was analyzed qualitatively. The result of the data was description about the students' characteristics and needs in learning English. The second type of the data was collected from the second and third questionnaires supported by the classroom observation. The classroom observation data were analyzed qualitatively to get the description on what happened in the classroom when the material tried out.

In order to make the quantitative data of the second and third questionnaires easier to read, those data were converted into the interval of mean values using the range of the factual score. Suharto (2006: 52-53) states that the range of the score can be used to create score conversion by dividing the range with the categories as follows:

$$R = \frac{Xh - Xl}{4}$$

Note:

$R$  : Range

$Xh$  : Highest Score

$Xl$  : Lowest Score

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the study about developing authentic reading materials for elementary students. The findings and discussion answer the four research questions as proposed in chapter two. Those are how the needs analysis of the students is conducted, how the course grid of each unit is organized, how the materials are presented, and how the materials are developed, tried out, and revised.

#### **A. Needs Analysis**

The needs analysis was conducted in the first step by the researcher to get data about students' characteristics and needs. The researcher administered the first questionnaire to the students to get data about students' needs. The data of the needs analysis were used as basic consideration in developing the materials.

##### **1. Students' Characteristics**

There were 27 students, 13 male and 14 female, in the fifth grade of Islamic Elementary School (IES) Darul Ulum. The characteristics of students in the class were like other students in the ages of 11–12. The male students were very noisy and liked to move here and there, while the female students looked calmer and shy. However, almost all students were excited and interested in joining the English class. They were active to do the exercises from the teacher and asked the researcher many things related to English. Generally, it was easy to handle them. The family backgrounds of students were varied. The students' parents worked as civil-servants, farmers, workers, carpenters, or merchants.

## 1. Description of Students' Needs

The results of the first questionnaire show the students' characteristics and needs in the process of English teaching learning. It shows the real condition of the students and the materials that the students need to have. The detail information can be seen in the table below.

Table 6: Needs Analysis of the Students' Characteristics and Needs

No.	Variables	Indicators	Mean
1.	Students' backgrounds in learning English	a. Attitudes	3.47
		b. Motivation	3.32
2.	Learning styles	a. Kinaesthetic	3.19
		b. Visual	3.48
		c. Auditory	2.59
		d. Audio visual	2.85
3.	Learning strategies	a. Individual	3.40
		b. In pairs	3.56
		c. In groups	3.15
4.	Learning activities	a. Reading aloud	3.33
		b. Games	3.11
		c. Filling the Blanks	3.37
		d. Puzzles	3.22
5.	Learning materials	a. Content	3.19
		b. Lay out	3.40
		c. Design	3.48

The table presents the data obtained from the first questionnaire which are related to students' interest in English, learning style, learning strategies, learning activities, and learning materials. The data of the mean scores above can be classified into four categories: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). According to the data above, it can be seen that almost all students are interested in learning English. These are shown by the mean scores of the students' attitudes (3.47) and the students' motivation in learning English (3.32). Those two mean scores are classified as very good.

The data also describe the learning styles which students more prefer. There are four styles of learning namely kinaesthetic, visual, auditory, and audio-visual. From those four styles, many students are better to learn visually. This can be seen from the mean score of the visual learning style (3.48). The other learning styles of kinaesthetic, auditory, audio-visual get the mean scores of 3.19, 2.59, and 2.85 respectively. Based on the data, the researcher decides to provide the visual media in the form of materials to support students in learning English.

Based on the data of learning strategies in the table above, it can be said that many students of the fifth grade of IES Darul Ulum Batang prefer learning English in pairs (3.56). This learning strategy gets the highest mean score from the others. However, this high mean score does not mean that students only like to learn English in-pairs, because the mean score of the individual learning strategy which is also high (3.40) provides the information that they actually also like to learn English individually. Meanwhile, the learning strategy of working in groups gets the lowest mean score (3.15). It means that students learn English better when they learn and work in pairs and individually. It, firstly, gives students an opportunity to share and work together with their friend, and, secondly provides them with an opportunity to check their understanding after learning the materials.

Related to the learning activities of reading, there are four activities asked to the students: reading aloud, games, filling in blanks, and puzzles. The data reveal that students preferred using the filling in blank activity (3.37). However, there is no significant difference in the mean scores of the filling in the blank activity and the other activities. The scores of the other activities are reading aloud



(3.33), puzzles (3.22), and games (3.11). Considering the data, the researcher included activities of filling blanks, doing puzzles, and games proportionally in the materials.

The learning materials consist of content and lay-out. In the content, there are topics selected by the students. Based on the data collected, the students choose *Schedules* (74.1%), *Public Places* (66.7%), *Tourism Sites* (63%), and *Foods and Drinks* (55.6%). Further on, the students preferred that the content of the lesson was related to the things that they found outside the classroom (3.19).

In the case of the lay-out, most of the students liked colourful pictures because they would make the students interested in learning English (3.40). The students also thought that it was better if there were examples in each task (3.48).

#### **A. The Course Grid**

The researcher developed the course grid as a guideline in developing the authentic materials. The course grid was developed by considering the data of the needs analysis and the school-based curriculum. The components in the course grid included standard of competence, basic competences, topics, indicators, language focus, activities, and media. The example of a course grid and the descriptions of each component will be presented as follows.

Table 7: The Example of a Course Grid

Standard of Competence	Basic Competences	Topics	Indicators	Learning Materials	Activities	Media
Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana.	Memahami pesan tertulis secara tepat dan berterima.	READING 1: It's Time to Watch TV	The students are able to identify parts of TV schedule.	<ul style="list-style-type: none"> <li>• <b>Parts of TV Schedule</b></li> <li>-Time</li> <li>-Station</li> <li>-TV Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Mentioning the students' favourite TV programs.</li> <li>• Learning parts of TV schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Game boards</li> <li>• Cards</li> <li>• Clocks</li> </ul>

a. Standard of Competence and Basic Competences

The standard of competence and the basic competences of reading in each unit were based on the curriculum used in 2011-2012. There was only one standard of competence and two basic competences for the reading skills. The standard of competence was that students had to understand English writing and very simple pictured-descriptive texts in school contexts. Furthermore, the two basic competences were, first, reading aloud of words, phrases, simple sentences, and simple texts in appropriate and correct stresses and intonation, and, second, understanding sentences, written messages, and very simple pictured-descriptive texts correctly and appropriately. Because of the researcher's constraint and the difficulties to find the authentic materials in the school context, however, the researcher used the materials out of the school context, for example magazines, newspapers, brochures, and food-packs.

b. Topics

In this study, the developed materials consisted of four topics. Those four topics were related to time, addresses and days, descriptive texts, and instructions. Each topic was presented in each unit which had the title *It's Time to Watch TV*,

*Where is the Museum?*, *Have a Nice Holiday*, and *Let's Cook*. The topics in the developed materials were obtained from the needs analysis of the students and the results of the discussion between the researcher and the teacher. They were presented based on the order of the syllabus used by the teacher.

c. Indicators

The indicators in the course grid were points which helped the teachers see whether or not students achieved the standard of competence and basic competences. The indicators were elaborated from the basic competences in each unit. Each topic had around four to five indicators.

d. Learning Materials

As mentioned before, the inputs of the learning materials were taken from the authentic materials which were found outside the classroom and school because it was hard for the researcher to find authentic materials in the classroom and school. However, the input of authentic materials was still close to the students' daily life and in line with the materials proposed in the standard of competence and basic competences. The input of authentic materials was used to enrich students' language experiences about the way the language was used in the real communication to give something new to the elementary school students. The researcher then elaborated the elements of the language focus found in the authentic materials. The elements were, for instance, the grammatical uses of the present tense, singular and plural, vocabulary, etc. Those elements were adjusted to the students' needs and levels.

e. Activities

There were three stages of activities in each unit. Those were presentation, practice, and production. The students could find various activities in each stage, including matching descriptions and pictures, answering questions, completing puzzles, filling in blanks, playing games, etc. The activities, which were designed from the easy level to the more difficult one, gave students opportunities to interact among each other by working in groups or pairs and opportunities to develop and measure their self-ability by working individually.

f. Media

The media in the materials were used to support and make it easier for the teacher to teach the materials and to make the students enjoy and interested in the teaching and learning process. The examples of the media used were cards, board games, authentic materials, and pictures. Those media were classified into three types. The first type was related to media which were originally obtained from the available sources such as the Internet, magazines, or other sources. The second was related to media which were modified from the sources. The third was related to media which were developed by the researcher.

**1. Unit 1 *It's Time to Watch TV***

The title of the first unit was *It's Time to Watch TV*. As mentioned in the previous section, the grid had six components. The description of each component in the title of *It's Time to Watch TV* is presented below.

a. Standard Competence and Basic Competences

The standard competence in this unit was to understand English writing and very simple pictured-descriptive texts in the school context. The basic competence in this unit was to understand written messages correctly and appropriately.

b. Topic

The topic in this unit was related to TV schedules and time. The topic of TV schedules was derived from the needs analysis of the students. This topic was included in the materials because the number of students choosing the topic was categorized high. The topic was then elaborated in the title of *It's Time to Watch TV*.

c. Indicators

There were five indicators developed from the basic competence in this unit. The first indicator was that students were able to recognize types of TV programs. The second was that students were able to identify parts of a TV schedule. The third was that students were able to read the time. The fourth was that students were able to distinguish between 'a.m.' and 'p.m.'. The last was that students were able to recognize the program and the time.

d. Learning Materials

The material in this unit was related to the authentic material of TV schedules taken from the newspaper. The examples of the materials were parts of a TV schedule such as hours, programs, and stations; types of TV programs, for example *news*, *kid reality shows*, *cartoons*, and *sports*; hour details, for example

*Spongebob starts at six o'clock*; learning a.m. and p.m.; and vocabulary related to the material such as *start, finish, cartoon*, etc.

e. Activities

The unit consisted of three stages of activities. Those were presentation, practice, and production. The explanation of each stage can be seen below.

In the presentation stage, there were three main activities, namely the activity of warming-up, the activity of learning the language and content input, and the activities of reading aloud and learning vocabulary. In the warming-up activity, the students were asked to write down their favourite TV programs. The next activity was learning the input. In this activity, students were provided with some inputs which were useful to support them to understand the following activity. The inputs included an authentic material of a TV schedule; parts of a TV schedule such as hours, programs, and stations; types of TV programs, for example *news, kid reality shows, cartoons, and sports*; the expressions to read the time, such as '*Koki Cilik starts at half past two*'; and the use of 'a.m.' and 'p.m.' The last activities in this stage was reading aloud and learning some useful vocabulary words which could help students understand the materials.

The next stage was practice. The activities in this stage were designed to give the students tasks from the materials they had just learned so that they could understand the materials better. In this stage, the students were allowed to share with their friends their difficulties in doing the tasks because they worked more in groups or pairs. The activities included in this stage were completing the table of

TV schedules, mentioning TV programs based on the types and stations given, writing the time, and choosing the programs.

In the last stage or production, the students were encouraged to work individually to see whether or not they had understood the materials. The materials provided students with some activities the concepts of which were similar with those in the practice stage. One of the activities provided in this stage was the activity of playing a guessing game. In this game, the students individually had to guess the program based on the description they got.

f. Media

The media used in this unit were board games and the cards, dices, a TV schedule, and clocks. The media were used to play the game and to make easy the explanation of reading the time.

## **2. Unit 2 *Where is the Museum?***

The second unit had the title of *Where is the Museum?* There were six components in the grid. The explanation of each component in the title of *Where is the Museum?* is presented below.

a. Standard Competence and Basic Competences

The standard competence in this unit was to understand English writing and very simple pictured-descriptive texts in the school context. The basic competences in this unit were to read aloud words and phrases in appropriate and correct stresses and intonations, and to understand written messages correctly and appropriately.

b. Topic

This unit had a topic dealing with brochures, addresses, and days. The topic of the public-places brochures was derived from the needs analysis of students. There were many students who selected the topic to be one of the topics in the materials. The topic was then developed in the title of *Where is the Museum?*

c. Indicators

There were four indicators of the basic competences in this unit. The first indicator was that students were able to mention the names of the days in a week. The second was that students were able to mention specific information found in brochures such as where the place is, when and what time the place opens and closes, etc. The third was that students were able to read aloud the brochures. The fourth was that students were able to change infinitives into present verbs.

d. Learning Materials

The material in this unit was taken from authentic material of brochures. The materials learned in the unit were names of the days; questions related to brochures, such as where, when, and what time; the grammatical rules of the present tense; and vocabulary related to the material such as *open, close, daily, museum, palace, etc.*

e. Activities

There were three stages of activities in unit two. Those were presentation, practice, and production. The description of each stage is presented below.



The first stage was the presentation stage. As in the previous unit, the presentation stage in this unit also covered three main activities which could support the students to understand the material, i.e. the activity of warming-up, the activity of learning the language and content inputs, and the activities of reading aloud and recognizing the vocabulary of the texts. In the warming-up activity, students were asked to answer questions whether they had visited the museum or palace. This activity seemed to be like answering questions; however this activity was actually a strategy to get students involved in the lesson by sharing their experiences. After the students were involved in the lesson, the next activity was to learn the inputs given in the material, for example the names of the days in a week and time; public-place brochures; the present tense; and wh-questions related to brochures such as what time, when, and where. In the last activities in this stage, students read the texts aloud and learned the vocabulary words found in the texts which were important for them to complete the activities in the next two stages.

The second was the practice stage. There were four tasks in this stage namely changing verbs into the present forms, answering true or false to statements according to the texts, completing tables by giving ticks, and completing tables of the three questions of what time, when, and where. In this stage, the instructions in each task allowed and suggested students to do the tasks in pairs or groups. It was aimed that students felt comfortable with the lesson and did not feel afraid because they could interact with others to share their difficulties in doing the tasks.

The third was the production stage. The tasks in this stage expected students to understand the meaning of the authentic materials. Here, the tasks encouraged students to work individually to check whether or not they understood the materials. The tasks in this stage essentially had the same concepts with those in the practice stage. There were various forms of tasks developed in the stage such as playing games, answering questions, and finding the words in the box. The game in this unit was reading a description of a museum/palace, and then drawing a line to link the places in the simple map based on the descriptions given.

f. Media

The media used in this unit were brochures, simple maps, and pictures. The media were used to play the game and to make students enjoy the activity in learning the materials.

### **3. Unit 3 *Have a Nice Holiday***

*Have a Nice Holiday* was the title of the third unit. The unit consisted of six components. The detail of the six components in the grid is described below.

a. Standard Competence and Basic Competences

The standard competence in this unit was to understand English writing and very simple pictured-descriptive texts in school contexts. The basic competences in this unit were to read sentences aloud in appropriate and correct stresses and intonations and to understand sentences and pictured-descriptive texts correctly and appropriately.

b. Topic

The topic in this unit was associated with magazine articles and pictured-descriptive texts of tourism sites in Indonesia. The topic of the third unit was derived from the needs analysis of students. The percentage of students who wanted to learn the topic in the materials was high, so the topic was included in the materials. The topic was then developed in the title of *Have a Nice Holiday*.

c. Indicators

There were five indicators of the basic competences in this unit. The first indicator was that students were able to recognize types of tourism sites. The second was that students were able to recognize singular nouns, plural nouns, and noun phrases. The third was that students were able to read descriptive texts aloud correctly and appropriately. The fourth was that students were able to find specific information from the texts. The fifth indicator was that students were able to guess places based on the information given.

d. Learning Materials

The materials in this unit were related to pictured-descriptive texts which were taken from articles in kid magazines. The materials learned in the unit were kinds of tourism sites such as mountains, lakes, islands, etc.; the grammatical rules of singular and plural nouns; noun phrases such as *beautiful views*, *a large lake*, etc.; and vocabulary related to the material, such as *temple*, *large*, *beautiful*, *mountain*, etc.

e. Activities

Below is the explanation of three stages of activities in this unit. Those stages are presentation, practice, and production.

In the presentation stage, as in the other units, there were three main activities. The first was the warming-up activity. In this activity, students were asked to put a tick in the box of the names of places they knew or were familiar with. Therefore, it was possible that the students would give different answers because they had different experiences. This activity was used to introduce students to the materials they were going to learn in this unit. The second was the activity dealing with the language and content inputs. The inputs consisted of magazine articles of tourism sites; kinds of tourism sites such as lakes, mountains, temples, islands, and beaches; and the grammatical rules of the singular and plural nouns and the noun phrases. The third activities were reading the magazine articles aloud to know how to pronounce the words correctly and how to read the sentence intonation and learning the vocabulary of the articles.

In the practice stage, there were lots of tasks in this stage. They were used to give students practices on the materials they had just learned in the presentation stage. By doing the tasks, the teacher and students were expected to be able to see whether there was something related to the material which made the students confused. In this stage, students were also suggested to work with friends, in groups or pairs, so that they could share with friends the difficulties they found. The exercises included grammatical exercises such as changing nouns into singular or plural, arranging words into correct noun phrases; and comprehending

texts by matching names of places to the statements, completing charts based on texts.

In the production stage, the materials provided some activities for students. The concept of activities was the same with that in the practice stage. However, the students were encouraged to work individually to check whether or not they had understood the materials. In this stage, the tasks were more focused on the reading comprehension, for example filling in blanks or crossword puzzles according to the texts, guessing the names of places based on the descriptions given, and predicting the locations of places in the map.

f. Media

The media used in this unit were a picture of a compass, a map of Indonesia, and magazine articles. The media were used to make students enjoy the activities in learning the materials and to make something new in the materials.

#### **4. Unit 4 *Let's Cook***

The title of the fourth unit was *Let's Cook*. As the three other units, the fourth unit also had six components. The description of each component in the title of *Let's Cook* is presented below.

a. Standard Competence and Basic Competences

The standard competence in this unit was to understand English writing and very simple pictured-descriptive texts in school contexts. The basic competences in this unit were to read sentences aloud in appropriate and correct stresses and intonations, and to understand sentences correctly and appropriately.

b. Topic

The topic in this unit was related to instructions in food and drink packs, while the title which was developed from the topic was called *Let's Cook*. The idea of the topic was derived from the students' needs analysis. Based on the data obtained from the first questionnaire, this topic was included in the materials because the number of students choosing the topic was categorized as high.

c. Indicators

In this unit, there were four indicators of the basic competences. The first indicator was that students were able to recognize different types of foods and drinks. The second was that students were able to read serving instructions aloud correctly. The third was that students were able to recognize the materials, cooking utensils, and instructions in the serving instructions. The fourth was that students were able to find specific information on the instructions.

d. Learning Materials

The material in this unit was related to authentic materials of serving instructions taken from food packs. The examples of the materials were kinds of foods and drinks such as instant foods, fresh foods, instant drinks, and fresh drinks; parts of serving instructions such as materials, cooking utensils and instructions; serving instructions such as *put one tea bag in a cup*; and vocabulary related to the material such as *pour, cup, noodle, etc.*

e. Activities

The unit consisted of three stages of activities. Those were presentation, practice, and production. The explanation of each stage can be seen below.

The presentation stage covered three main activities. Those were the activities of warming-up, the activities of learning the input, and the activities of reading aloud and learning the vocabulary. In the warming-up activity, students were asked to mention their favourite foods and drinks. It was used to make the students involved in the lesson. Then, the next was the activity of learning the language and content inputs. Here, the materials provided some inputs to support the students in doing the tasks. The inputs dealt with authentic materials of serving suggestions in food and drink packs; kinds of foods and drinks such as instant and fresh foods and drinks; the details found in the serving suggestions such as instructions (*put, stir, boil, etc.*), materials (*noodle, water, sugar, etc.*), and cooking utensils (*glass, spoon, bowl, etc.*); and the grammatical learning to make instructions. The last activities in this stage were reading the serving suggestion texts aloud and learning the vocabulary related to the texts.

In the practice stage, there were many tasks focused on the materials the students had just learned in the presentation stage. Here, they were allowed to work together with friends, in groups or pairs, so that they could share with their friends their difficulties in doing the tasks. The tasks included classifying pictures of foods and drinks into kinds of foods and drinks, reading serving suggestions aloud, matching words to pictures, finding some words given in suggestion tables, and giving ticks in the table to show the words, arranging words into good sentences, and saying true or false on statements based on the serving suggestions.

In the production stage, the materials provided some activities for students. The concept of activities was the same with that in the practice stage. However,

the students were encouraged to work individually to check whether or not they had understood the materials. In this stage, there was a shopping game which was similar to the food and drink classifying activity in the second stage, choosing suitable descriptions for the picture, and comprehending texts about the amounts of materials needed in making foods.

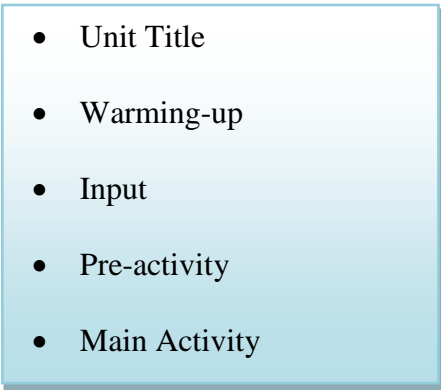
f. Media

The media used in this unit were pictures and food packs. The media were used to provide varied activities and to make something new in the materials.

## **B. Materials Format of the Developed Authentic Reading Materials**

### **1. The Unit Format**

In this study, there were four units of authentic reading materials. Those units were entitled *It's Time to Watch TV*, *Where is the Museum?*, *Have a Nice Holiday*, and *Let's Cook*. Each unit consisted of ten to eleven activities namely FUN ONE, FUN TWO, and so on. The format of the developed authentic reading materials is described below.

- 
- Unit Title
  - Warming-up
  - Input
  - Pre-activity
  - Main Activity

The format of the developed materials above shows that each unit was composed of five major parts. The material began with the unit title which was



taken from a part of the material that students were going to learn. The second part of the material was warming-up aimed at making students ready to join the lesson by giving them some questions related to students' experiences. The third part was input. In this section, the activity focused on the learning of grammatical rules, the language use, the content focus, and the examples of authentic materials. The fourth part of the material was pre-activity. It gave students tasks related to materials they learned. In this part, the students generally had to work together with friends so that they could enjoy the lesson and could help each other. The fifth part was the main activity. This part focused on students' individual tasks aimed at checking whether or not they understood the materials they learned.

## **2. Description of the Authentic Reading Materials**


### **a. Unit 1 *It's Time to Watch TV***

The unit title in unit one was *It's Time to Watch TV*. It was aimed at giving information to the students about what they were going to learn when they looked at the title. The design of the title can be seen below.



**Figure 26: The Unit Title of Unit 1**

The second part was warming-up. It was aimed at making the students interested in the materials so that it could capture their attention. Besides, this part was also used to make students ready to get involved in the lesson and to give background knowledge about the materials they were going to learn. The warming-up activity could make it easier for the teacher to manage the students to learn the materials. The design of the warming-up part in the title *It's Time to Watch TV* is presented below.

 <b>FUN ONE</b>	
<i>Work individually.</i>	
Do you like watching TV? What is your favorite TV program? Write down below.	
1. ....	4. ....
2. ....	5. ....
3. ....	

**Figure 27: The Warming-up Activity in FUN ONE of Unit 1**

The picture above shows an example of the warming-up in this unit. It could be found in the FUN ONE activity. Two simple questions were provided for students. The first question asked the students whether or not they liked watching

TV. The second question asked them to write down their favourite TV programs. The questions functioned to build students' knowledge of the materials related to a TV schedule that they were going to learn in this unit. Here, the students had to answer orally the first question and work individually to write down the titles of their TV programs.

The third part was the language input. It was an important part because they could guide and help students to do tasks in this unit. It presented five kinds of materials, i.e. parts of a TV schedule, an example of a TV schedule, types of TV programs, hour details, and the use of 'a.m. and p.m.'. In this part, the teacher played a part in giving explanation to the students about the materials. This part also presented a list of useful vocabulary words related to or found in the materials. The six figures below display the pictures of the language input in FUN TWO and FUN THREE activities.

SCTV		METRO TV	
5:00	Liputan 6 Pagi	Metro Pagi	
5:30	Kata Ust. Solmed		
6:00	Was-was		
6:30			
7:00	Music Inbox	Berdah Editorial Media	
7:30			
8:00		8 Eleven Show	
8:30			
9:00	Halo Celebrities		
9:30			
10:00	ETV Pagi	Headline News	
10:30			
11:00			
11:30		Metro Siang	
12:00	Liputan 6 Siang		
12:30	ETV Siang		
1:00		Wide Shot	
1:30			
2:00	Liputan 6 Malam	Headline News	
2:30	Buzer	After Hours	
	SCTV Cinema	Advocate of Changes	

**Figure 28: The Input – Parts of TV Schedule in FUN TWO of Unit 1**

The diagram is a hand-drawn poster on a purple background. At the top, a white rounded rectangle contains the title 'Types of T.V. Programs' in red, wavy, underlined text. Below the title, four colored boxes with dotted borders are arranged in a 2x2 grid. Each box contains a category name and a list of examples. The categories are News (pink box), Cartoon (light blue box), Sport (yellow box), and Kids Reality Show (light purple box). The examples are written in a simple, hand-drawn font.

Category	Examples
News	Topik Pagi, Saputara Indonesia Pagi, etc.
Cartoon	Dora the Explorer, Doraemon, Barbie, etc.
Sport	Sports, Highlight MotoGP, Gila Bola, etc.
Kids Reality Show	Dunia Heheans, Laptop di Omel, etc.

**Figure 30: The Input – Types of TV Program in FUN TWO of Unit 1**

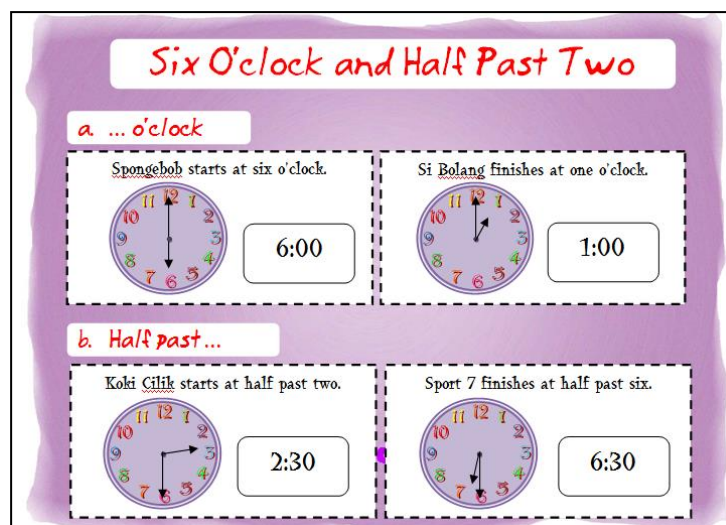


Figure 31: The Input – Six o'clock and Half Past Two in FUN TWO of Unit 1

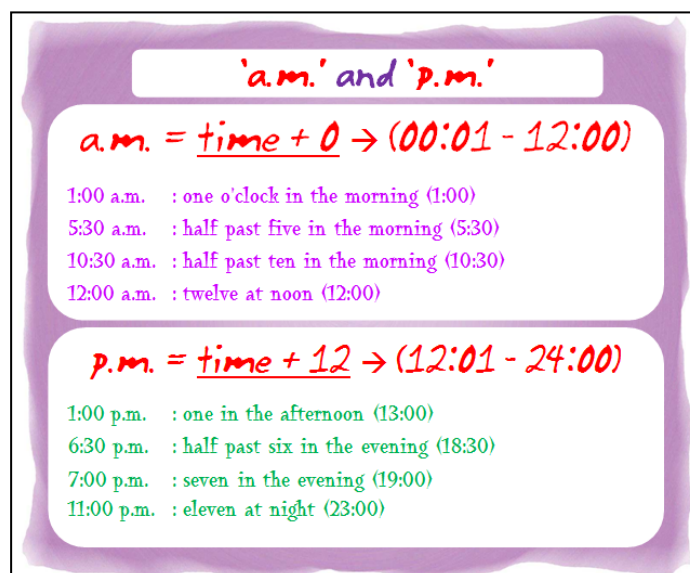


Figure 32: The Input – 'a.m.' and 'p.m.' in FUN TWO of Unit 1

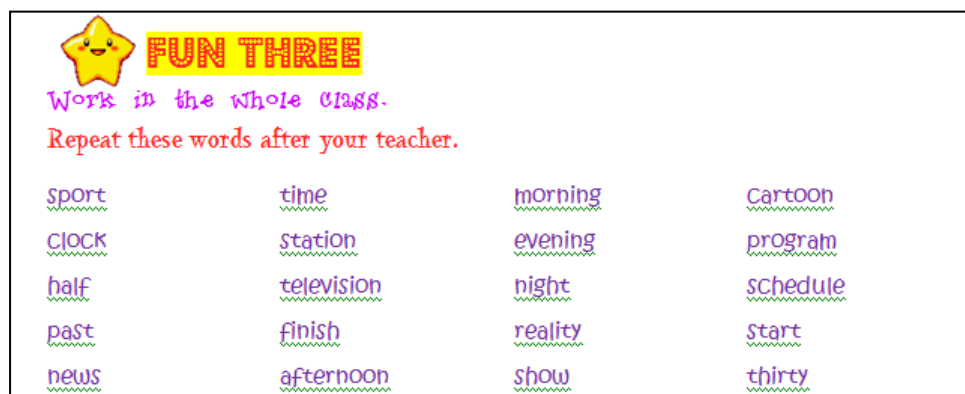



Figure 33: The Input – List of Vocabulary in FUN THREE of Unit 1

Figure 28 displays parts of a TV schedule. It gave introduction to students before they looked at the example of a complete TV schedule. Parts of a TV schedule contained programs, stations, and hours consisting of a.m. and p.m. After that, there was an example of a TV schedule from a newspaper shown in Figure 29. When learning the TV schedule, the students would find lots of TV programs. The next material showed to the students that those programs could be categorized into some types of TV programs. The types of TV programs shown in Figure 30 were determined according to the programs which students liked to watch such as cartoons, news, sports, and kid reality shows.

Figure 31 showed the way to read the time. Here, students would learn how to read the time which was limited to ‘half past ... and ... o’clock’ as stated in the TV schedule. This part was presented in the form of sentences such as *Spongebob starts at six o’clock* in order that students were not only able to read the time, but were also able to use the expressions of reading the time. The next material was shown in Figure 32. It told the students about the use of ‘a.m. and p.m.’. This helped the students to translate the time using a.m. and p.m. into the time they were familiar with. The next picture (Figure 33) showed that students would learn the pronunciation and meaning of words which were useful or related to the materials. It functioned to make students able to pronounce the words correctly and comprehend the words.

The fourth part was pre-activity. In this part, students were engaged in some kinds of tasks intended to check whether or not they had understood the materials presented in the language input. The tasks in the pre-activity had similar

concepts to the tasks in the main activity. In this part, students were suggested to work with friends, in groups, or in pairs so that they could help each other when they did not understand the materials and got difficulties in doing the tasks. As a result, students could understand the materials and complete the tasks individually in the main activity. The four figures below show the examples of pre-activities in the materials.


**FUN FOUR**

Work in group of four.

Classify the TV programs in the boxes below into the table. Look at the TV schedule to complete the TV stations and time. See the example.

Liputan 6 Pagi

Sport 7

Cita-citaku

Dunia Binatang

Dora

Bocah Petualang

Fokus Pagi


Shaun the Sheep

Metro Sports

Laptop si Unyil

Types of Program	Names of Program	Stations	Time
News	▪ ..... ▪ .....		
Sport	▪ ..... ▪ .....		
Cartoon	▪ ..... ▪ .....		
Kids Reality Show	▪ <u>Dunia Binatang</u> ▪ ..... ▪ .....	Trans 7	2.00-2.30 p.m.

**Figure 34: The Pre-activity in FUN FOUR of Unit 1**


**FUN FIVE**

Work in pairs.

Answer the questions. Look at the TV schedule. Number one is done for you.

1. Your brother likes watching sport programs.  
Mention two sport programs on Trans7.  
Sport 7 and Sport 7 Malam
2. Your sister wants to watch kids reality show.  
Write down three kids reality show programs on Trans7.  
.....
3. You love cartoon very much.  
Mention two cartoon programs on Global TV.  
.....

**Figure 35: The Pre-activity in FUN FIVE of Unit 1**

**FUN SIX**  
Work in pairs.  
Draw the clock hands of the descriptions below. Then write down the time.  
See the example.

1. Liputan 6 Pagi starts at five o'clock.  
5:00

2. Sweet Lambs starts at half past six.  
... : ...

3. Lensa Olahraga starts at half past five.  
... : ...

4. Fokus Pagi finishes at seven o'clock.  
... : ...

5. Kuas Ajaib starts at three o'clock.  
... : ...

6. Redaksi Pagi finishes at half past seven.  
... : ...

Figure 36: The Pre-activity in FUN SIX of Unit 1

**FUN SEVEN**  
Work in pairs.  
Write down the time in bold. Circle the programs which start at the same time.  
Check the TV schedule. Look at number one.

1. Circle the programs which start at *one o'clock in the afternoon* (1.00 p.m.).

<u>Laptop si Unyil</u>	Cita-Citaku	Sport 7
<u>Liputan 6 Siang</u>	<u>Bingkai Berita</u>	Shaun the Sheep

2. Circle the programs which start at *half past five in the morning* (.....).

Sport Mania	<u>Lensa Olahraga</u>	<u>Jika Aku Menjadi</u>
<u>Fokus Pagi</u>	Sport 7	<u>Dunia Kartun</u>

3. Circle the programs which start at *six o'clock in the evening* (.....).

<u>Laptop Si Unyil</u>	<u>Jika Aku Menjadi</u>	Dora the Explorer
Shaun the Sheep	<u>Sport 7 Malam</u>	Kabar Petang


Figure 37: The Pre-activity in FUN SEVEN of Unit 1


These four pictures show the tasks in the pre-activity in this unit. In the FUN FOUR activity shown in Figure 34, the students were asked to work in groups of four to classify the provided TV programs. Meanwhile, in the FUN



FIVE activity shown in Figure 35, the students were asked to work in pairs to write down in their books the TV programs in the schedule based on the given types. These two tasks were aimed at seeing whether or not students understand the materials of types of TV programs. In addition, FUN SIX displayed in Figure 36 functioned to check if students had been able to read the description of time. It expected students to read the description of time, draw the clock-hands and write the digital time of the description. In the FUN SEVEN activity shown in Figure 37, students were encouraged to choose the programs starting at the same time. It was aimed at making sure that students understood the use of a.m. and p.m. FUN SIX and FUN SEVEN allowed the students to work in pairs.

The fifth part was the main activity. After completing the pre-activity tasks, in this part, students were requested to complete some tasks individually. It was aimed at measuring how far students' individual comprehension about the materials taught was after they listened to the explanation and finished tasks in the pre-activity together with friends. The tasks in this part were principally similar to those in the pre-activity but they were possibly more difficult or more detailed than those in the pre-activity. The tasks in the main activity can be seen in the pictures below.

 **FUNEIGHT**


Work individually 

Complete the table below. Look at the TV schedule to complete the table.  
Number one is done for you.

No.	TV Stations	Time	Programs	Types of Programs
1.	SCTV	5.00-5.30 a.m.	<u>Liputan 6 Pagi</u>	News
2.	Trans7	6.00-6.30 a.m.	.....	....
3.	RCTI	.....	<u>Seputar Indonesia</u>	.....
4.	Global TV	.....	<u>Penguin of Madagaskar</u>	.....
5.	Trans 7	12.30 -1.00 p.m.	.....	.....

Figure 38: The Main Activity in FUN EIGHT of Unit 1

 **FUN NINE**

Work individually 

Draw a line to match the bold phrases and the time in the boxes.  
Look at the example.

6:30 p.m.

1:30 p.m.

6:00 p.m.

3:00 p.m.

8:00 a.m.

6:30 a.m.

5:30 a.m.

1. Lensa Olahraga starts at **half past five in the morning** on ANTV.
2. Koki Cilik on Trans 7 finishes at **three in the afternoon**.
3. Penguin of Madagascar starts on Global TV at **eight o'clock in the morning**.
4. Jika Aku Menjadi on Trans TV starts at **six o'clock in the evening**.
5. Cita-Citaku starts at **half past one in the afternoon** on Trans7.
6. Redaksi Pagi is on Trans 7 at **half past six in the morning**.
7. Shaun the Sheep finishes at **half past six in the evening** on MNC TV.

Figure 39: The Main Activity in FUN NINE of Unit 1

GAME BOARD				
20	19	18	17	16
TAKE CARD B	TAKE CARD B	TAKE CARD A	TAKE CARD A	TAKE CARD B
11	12	13	14	15
TAKE CARD B	TAKE CARD B	TAKE CARD A	TAKE CARD A	TAKE CARD B
10	9	8	7	6
TAKE CARD A	TAKE CARD A	TAKE CARD B	TAKE CARD B	TAKE CARD A
1	2	3	4	5
TAKE CARD A	TAKE CARD A	TAKE CARD B	TAKE CARD B	TAKE CARD A

**Figure 40 (a): The Main Activity in FUN TEN of Unit 1**

<p>CARD B</p> <p>It is a cartoon program on Global TV. It starts at six o'clock in the morning.</p>	<p>CARD B</p> <p>This is a news program on SCTV. It starts at five o'clock in the morning.</p>	
<p>CARD B</p> <p>This is a news program on Trans TV. It starts at twelve o'clock in the afternoon.</p>	<p>CARD B</p> <p>This is a sport program on MNC TV. It starts at half past five in the morning.</p>	
<p>CARD B</p> <p>It is a kids reality show program on TRANS TV. It starts at six o'clock and finishes at seven o'clock in the evening.</p>	<p>CARD B</p> <p>The type of this program is a kids reality show. It starts in the afternoon at one o'clock on Trans7.</p>	
BOCAH PETUALANG	SHAUN THE SHEEP	LAPTOP SI UNYIL
KABAR PETANG	SPONGEBOB	JIKA AKU MENJADI
KABAR ARENA	LIPUTAN 6 PAGI	CITA-CITAKU

**Figure 40 (b): The Cards for Game in FUN TEN of Unit 1**



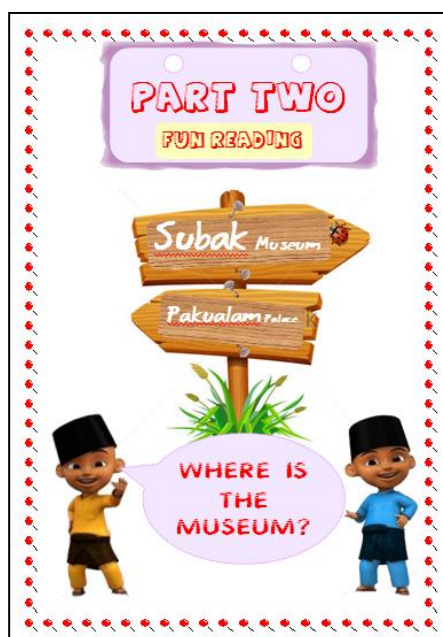
**Figure 41: The Main Activity in FUN ELEVEN of Unit 1**

There were four tasks in this part. In the FUN EIGHT activity shown in Figure 38, students were asked to complete the table of time, programs, and kinds of TV programs. The exercise was similar to that in FUN FOUR. FUN NINE illustrated in Figure 39 required students to match the descriptions and the times using lines. The idea of FUN NINE was obtained from FUN SIX and FUN SEVEN in the pre-activity. FUN TEN was playing a game. The detailed procedure to play the game could be seen above in Figure 40 (a). The game required students to guess the names of TV programs based on the description cards they got. There were three kinds of cards shown in Figure 40 (b) (cards A, cards B, and program cards). Cards A and B contained the description of TV programs while the program cards contained the names of the programs. This game was played in a group of four; however students had to guess the program

written in the card they got individually. After playing the game, students were asked to make a craft (Figure 41). The craft consisted of the picture of a program, the type of the TV program, the TV station, and the time the program was broadcasted. It was aimed at checking whether or not students understood all the materials.

**b. Unit 2 *Where is the Museum?***

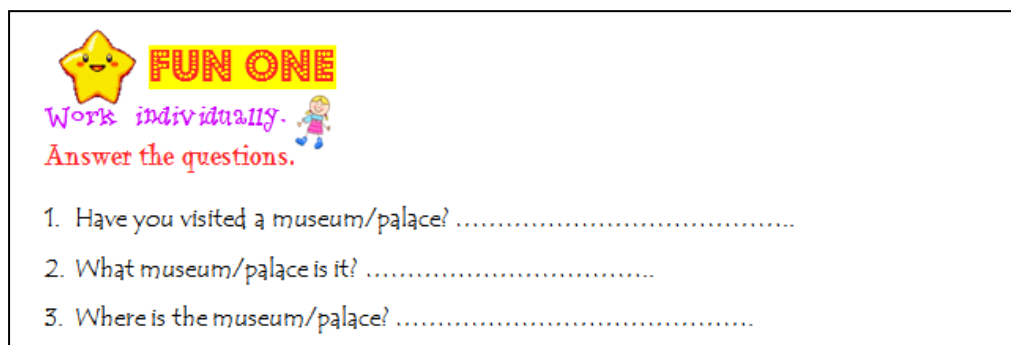
The title of unit 2 was *Where is the Museum?* The title was designed in order that students remembered the expressions to ask about the locations of places. Besides, it was used to inform students about the materials they were going to learn in this unit. The design of the unit title can be seen as follows.



**Figure 42: The Unit Title of Unit 2**

The next was the warming-up part. This part functioned as an attention getter for students to join the lesson from other activities they were still doing. Furthermore, it was used to connect the materials with the students' experiences so that students could feel that the materials were useful for their life. As a result,

they would join and be interested in the lesson. It then would help the teacher to deliver the materials. Below is the picture of the warming-up part in this unit.



**FUN ONE**

Work individually.

Answer the questions.

1. Have you visited a museum/palace? .....
2. What museum/palace is it? .....
3. Where is the museum/palace? .....

**Figure 43: The Warming-up Activity in FUN ONE of Unit 2**

The above picture shows the warming-up part in this unit. As the warming-up part in chapter one, the warming-up part in this unit could be found in the FUN ONE activity. The students had to answer three simple questions based on their experiences. Therefore, each student had different answers for the questions. The questions were related to the theme in this unit which was visiting museums and palaces. Here, the students had to individually write down in their books the answers for each question.

The following part was language input. From the name, it could be seen that this part gave an input for students about the language. The input included the names of days and the use of 'a.m. and p.m.', the example of brochures, the present tense, and the questions related to brochures. The input was useful for students to help to finish the tasks in the pre- and main activity parts. This part also presented a list of words related to the theme of the unit. The following five figures show the language inputs in FUN TWO and FUN THREE.



Figure 44: The Input – Days and Time in FUN TWO of Unit 2



Figure 45: The Input – The Example of Brochures in FUN TWO of Unit 2



Figure 46: The Input – Present Tense in FUN TWO of Unit 2





Figure 47: The Input – Where, When, What Time in FUN TWO of Unit 2



Figure 48: The Input – List of Vocabulary in FUN THREE of Unit 2


Figure 44 shows the names of days and how to use 'a.m. and p.m.'. It was used to give introduction to students about the aspects they would find in the brochures, such as the names of days and the use of 'a.m. and p.m.' which they had learned in the previous unit. Then, there were some examples of brochures which they would find in real life shown in the figure 45.

Figure 46 shows the construction of the present tense and examples of sentences using the present tense. In Figure 47, three questions are presented that are usually asked when students read a brochure. Those are *where*, *when*, and *what time*. Here, students could also learn how to answer those questions and use



the correct prepositions for days, hours, and addresses. Those functioned to make the students able to communicate something after they read the brochures. The next picture in Figure 48 shows that students would learn the pronunciation and meaning of words related to the materials. It functioned to make students able to pronounce the words correctly and able to comprehend and use the words.

The next was the pre-activity part. In this part, there were four kinds of tasks for students which were aimed at seeing students' understanding about the materials in the language input. The tasks in this part had similar ideas to those in the main activity. Here, students were suggested to work in pairs to finish the tasks. It was because working in pairs enabled students who were perhaps still confused with the materials to ask and share with other friends their difficulties so that they could understand the materials better and finish the individual tasks in the main activity. Below are the figures for the pre-activity in unit two.



## FUN FOUR

Work in pairs.



Correct the verbs in the brackets into present verbs. Look carefully at the subjects. See the example.

1. My brothers (go) to the museum.  

My brothers go to the museum.
2. Ating and I (join) the dance training.  

.....
3. Museum Archeology (close) at 3 p.m.  


.....
4. Leather puppet show (perform) every Saturday.  

.....
5. Yusma and you (watch) the gamelan orchestra.  

.....
6. My mother and my father (visit) the Archeology Museum.  

.....
7. I (watch) the puppet show.  

.....

**Figure 49: The Pre-activity in FUN FOUR of Unit 2**

 **FUN FIVE**


Work in pairs. 


Say whether the statements below TRUE (T) or FALSE (F) based on the brochures above. Pay attention to the **bold** words.

Number 1 is done for you.

1. Museum <u>Subak</u> opens <b>everyday</b> .	<del>TRUE</del>	FALSE
2. <u>Pakualam</u> Palace has the gamelan and dance training <b>every Monday and every Thursday</b> .	TRUE	FALSE
3. Leather Puppet Show performs <b>every Saturday</b> .	TRUE	FALSE
4. National Archives Building Museum opens <b>on Tuesday and Sunday</b> .	TRUE	FALSE
5. Gamelan Orchestra performs <b>every Monday and Tuesday</b> .	TRUE	FALSE
6. Archeology Museum opens <b>five days a week</b> .	TRUE	FALSE

*Figure 50: The Pre-activity in FUN FIVE of Unit 2*


 **FUN SIX**


Work in pairs. 

Put a tick (✓) on the days open or put a cross (X) on the days close. Then, write down the time open and close. Look at the example.

No.	Museums /Shows	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Time
1.	Museum <u>Subak</u>	✓	✓	✓	✓	✓	✓	✓	9 a.m. - 16 p.m.
2.	<u>Pakualam</u> Palace: Gamelan & Dance								
3.	Leather Puppet Show								
4.	National Museum								
5.	Gamelan Orchestra								
6.	Archeology Museum								

*Figure 51: The Pre-activity in FUN SIX of Unit 2*

 **FUN SEVEN**

Work in pairs. 

Read the brochures of Kirtya Museum and Le Majeur Museum below.

Fill in the table.

Look at the example.

• Museum Kirtya, museum of Balinese lontar writing, Jl. Veteran, Singaraja, open Monday - Thursday, from 7 a.m. to 2 p.m.


• Museum Le Majeur, painting museum of Le Majeur, famous Bali-style painter, Jl. Hang Tuah, Sanur, open Saturday - Thursday, from 8 a.m. to 5 p.m.

	<u>Kirtya</u> Museum	<u>Le Majeur</u> Museum
Where is the museum?	The museum is in Jl. Veteran, <u>Singaraja</u> .	.....
When does the museum open?	.....	The museum opens on Saturday to Thursday.
When does the museum close?	The museum closes on Friday to Sunday.	.....
What time does the museum open?	The museum opens at seven in the morning.	.....
What time does the museum close?	.....	The museum closes at five in the afternoon.

**Figure 52: The Pre-activity in FUN SEVEN of Unit 2**

The pictures above present the tasks in the pre-activity part. The exercise in FUN FOUR which was shown in Figure 49 focused on grammar inputs for the present tense. This exercise required students to work in pairs to change the verbs in the brackets into present verbs based on the subjects. It was aimed to see whether or not they were able to use the verbs in the present forms. Then, in FUN FIVE shown in Figure 50, students were asked to work in pairs to choose whether the statements in the exercise were true or false. This exercise was related to the names of days. In FUN SIX shown in Figure 51, students were asked to give a tick in the box showing the days the museums or palaces opened and wrote down the time the museums or palaces opened and closed. Those two tasks functioned to see whether students still recognized the names of days if it was applied in the brochures. In addition, FUN SEVEN displayed in Figure 52 functioned to check if students had been able to understand the questions of *where*, *what time*, and *when*, and find the correct answers to the questions based on the given brochures.

The last part was the main activity. In this part, the materials provided tasks which were similar to the tasks in the pre-activity part. However, students had to work individually to finish the tasks. It functioned to see students' individual comprehension to the materials. The tasks in the main activity can be seen in the pictures below.


**FUN EIGHT**

Work individually.

Fill in the blanks based on the brochures in FUN TWO and FUN SEVEN using the provided words. Then, find the words in the boxes.

Number 1 is done for you.


Jakarta      Tuesday      Thursday      two  
Monday      leather puppet show      morning      seven

1. The National Archives Building Museum closes on Monday.
2. Museum Kirtya opens at seven in the .....
3. You can visit the gamelan and dance training in Pakualam Palace on Monday and .....

7. The National Archives Building Museum is in .....

R	H	A	I	R	C	U	T	T	G	E	R	M	S	T	M	T
L	E	A	T	H	E	R	P	U	P	P	E	T	S	H	O	W
Y	V	I	O	L	A	T	H	U	R	S	D	A	Y	U	N	O
M	O	R	N	I	N	G	A	F	T	E	R	N	O	O	D	N
S	E	V	E	N	R	J	A	K	A	R	T	A	T	S	A	I
U	A	S	O	U	V	E	N	I	R	D	A	N	C	D	Y	E


**Figure 53: The Main Activity in FUN EIGHT of Unit 2**


**FUN NINE**

Work individually.

Read aloud the brochure below. Answer the questions.

• **Museum Nasional**, Jl. Medan Merdeka Barat No. 12, Central Jakarta (Tel. 3812346, 3868172), open Tuesday-Thursday from 8:30 a.m. to 4 p.m., Friday, 8:30 a.m. to 11 a.m. and 1 p.m. to 4 p.m., Saturday and Sunday, 8:30 a.m. to 5 p.m.



1. Where is the museum?  
.....
2. When does the museum open?  
.....
3. When does the museum close?  
.....
4. What time does the museum open on Tuesday to Thursday?  
.....
5. What time does the museum close on Saturday and Sunday?  
.....

**Figure 54: The Main Activity in FUN NINE of Unit 2**

## FUN TEN

Work individually.

Read the description below.  
Draw a line to help the person reach the place in the description.  
You can see all brochures above. Look at the example.

1. Upin has a holiday. He goes to Bali. He visits a museum. The museum opens on Monday to Thursday at seven in the morning to two in the afternoon. This is the museum of Balinese Jontar writing.

2. In this place, Aisha can join the dance and gamelan training on Monday and Thursday. The training starts at 5-7 p.m.

**Figure 55: The Main Activity in FUN TEN of Unit 2**

Those three figures present the tasks in the main activity part. It started from FUN EIGHT shown in Figure 53. Here, students were asked to fill in blanks based on the brochures in FUN TWO using the provided words. The blanks contained specific information of the brochures. After the students filled in the blanks, they had to find the words in the boxes. The next exercise was in FUN NINE illustrated in Figure 54. The exercise was similar to that in FUN SEVEN which was related to the three questions usually asked when students read brochures. Students had to write down the answers of each question in their books. In FUN TEN illustrated in Figure 55, students had to read the descriptions of places, and then they had to guess which place it was. After that, they had to draw a line in a simple map connecting the places to the descriptions. It was to make sure that students were able to understand the brochures and find specific information from the brochures.

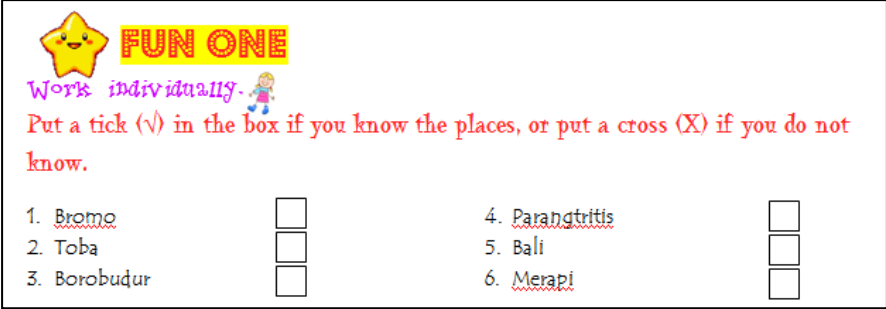
**c. Unit 3 *Have a Nice Holiday***

The unit title of Unit 3 in the developed materials was *Have a Nice Holiday*. The title functioned to indicate the content of materials in the unit. It was designed in an ear-catching manner in order that the students could easily memorize and then applied the materials in the unit. The figure below illustrates the design of the unit title for Unit 3.



**Figure 56: The Unit Title of Unit 3**

After the unit title, there was the warming-up part. The functions of this part were to prepare students' mind before they got into the lesson and to introduce them to the materials they were going to learn in this unit. Because this warming-up section was in the first part of the materials, it was delivered in a simple and easy way with an expectation that students did not feel worried with the materials and they enjoyed the materials. Below is the design of the warming-up part in the title *Have a Nice Holiday*.



**FUN ONE**

Work individually.

Put a tick (✓) in the box if you know the places, or put a cross (X) if you do not know.

1. Bromo	<input type="checkbox"/>	4. Parangtritis	<input type="checkbox"/>
2. Toba	<input type="checkbox"/>	5. Bali	<input type="checkbox"/>
3. Borobudur	<input type="checkbox"/>	6. Merapi	<input type="checkbox"/>

**Figure 57: The Warming-up Activity in FUN ONE of Unit 3**

Above is the picture which shows the warming-up part in Unit 3. The warming-up activity could be found in FUN ONE. The activity provided six familiar and famous tourism sites in Indonesia. The students had to put a mark in the boxes that corresponded to the names of the places. This was used to link students' knowledge and materials they were going to learn. The students had to work individually to finish FUN ONE because each student had different knowledge about the tourism sites.

The next part was related to language inputs. In this part, the students learned the inputs related to the texts about kinds of tourism sites from a magazine. The texts contained grammatical points and vocabulary items such as singular and plural nouns, noun phrases, and vocabulary words. Those inputs were used to give language experiences so that students were able to finish the tasks in the pre- and main activities. The following figures show the materials in the part of the language inputs found in FUN TWO and FUN THREE.





Figure 58: The Input – The Example of Tourism Site Texts in FUN TWO of Unit 3



Figure 59: The Input – Kinds of Tourism Sites in FUN TWO of Unit 3



Figure 60: The Input – a mountain – mountains in FUN TWO of Unit 3





**Figure 61: The Input – a Big Mountain in FUN TWO of Unit 3**



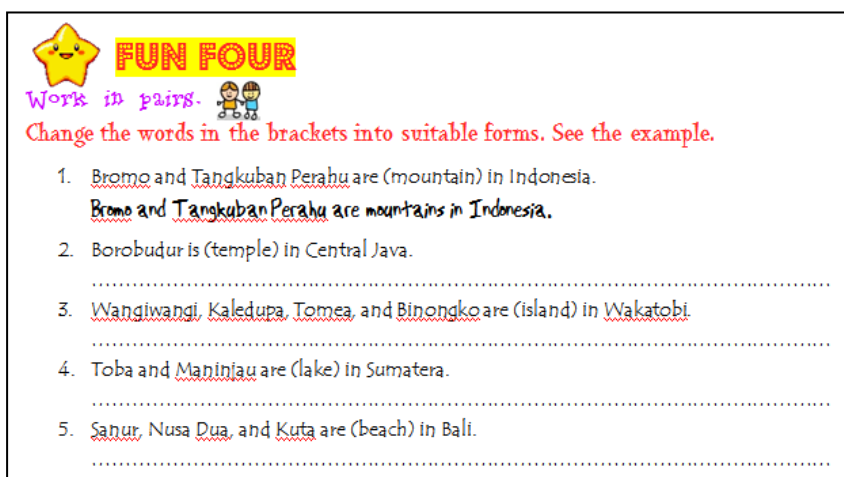
**Figure 62: The Input – List of Vocabulary in FUN THREE of Unit 3**

Figure 58 shows the example of texts describing tourism sites in Indonesia. There were four texts in Unit 3 each about Toba Lake, Bromo Mountain, Borobudur Temple, and Wakatobi Islands. They were used to show students about the examples of descriptive texts. After students read the texts, they learned kinds of tourism sites which could be found in the input shown in Figure 59. There were five kinds of tourism sites presented, i.e. *lake*, *temple*, *mountain*, *island*, and *beach*. This input was used to make students recognize kinds of tourism sites when they read texts about tourism sites.

In Figure 60, the heading of the input was ‘a mountain – mountains’. The input explained the grammar use of singular and plural nouns because there were

many singular and plural nouns in the texts. The input gave some examples of the use of singular and plural nouns so that students could identify which nouns belonged to plural or singular when they read a text and they could understand when they had to use singular or plural forms. The input shown in Figure 61 provided the students with noun phrases which were also often used in descriptive texts. The picture in Figure 62 displayed the vocabulary found in the texts. This input expected the students to be able to pronounce the words correctly and able to comprehend the texts correctly.

The fourth was the pre-activity part. The four kinds of tasks here were intended to check students' comprehension about the language inputs. In this part, students were recommended to finish the tasks in pairs in order that they could enjoy the lesson by working together with their friends. This part also allowed the students to ask questions to the teacher and their friends when they did not understand the exercises. The figures below show the pre-activities.



**FUN FOUR**

Work in pairs.

Change the words in the brackets into suitable forms. See the example.

1. Bromo and Tangkuban Perahu are (mountain) in Indonesia.  
Bromo and Tangkuban Perahu are mountains in Indonesia.
2. Borobudur is (temple) in Central Java.  
.....
3. Wangliwangi, Kaledupa, Tomea, and Binongko are (island) in Wakatobi.  
.....
4. Toba and Maninjau are (lake) in Sumatera.  
.....
5. Sahur, Nusa Dua, and Kuta are (beach) in Bali.  
.....



**Figure 63: The Pre-activity in FUN FOUR of Unit 3**

 **FUN FIVE**  
 Work in pairs. 

Arrange the words below into a correct phrase. See the example.

1. Bromo is (volcano – active) in East Java.  
Bromo is an active volcano in East Java.
2. Wakatobi and Lombok are (famous – island) in Indonesia.  
 .....
3. Toba is (lake – large) in North Sumatera.  
 .....
4. Raja Ampat is (beautiful – island) in Papua.  
 .....
5. Gili Trawangan is (island – small) in Lombok.  
 .....

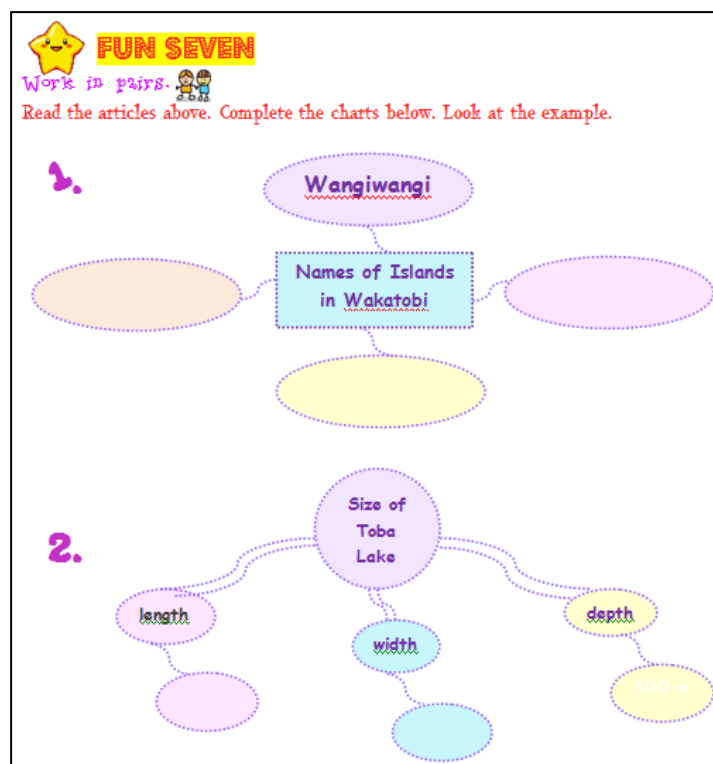
**Figure 64: The Pre-activity in FUN FIVE of Unit 3**

 **FUN SIX**  
 Work in pairs. 

Read the articles above. Draw a line to match the places and the statements.  
 Number 1 is done for you.

<b>BROMO</b>	1. It is located in Central Java.
	2. It is located in North Sumatra.
	3. It is located in East Java.
	4. It is located in Southeast Sulawesi.
	5. It is a lake.
	6. It is a mountain.
	7. It is a temple.
	8. It is a group of islands.
	9. There is a beautiful view of the sea of sand.
	10. It is the greatest Buddhist monument in the world.
	11. It is the largest volcanic lake in the world.
	12. It is the third largest reef area in Indonesia.
<b>TOBA</b>	
<b>BOROBUDUR</b>	
<b>WAKATOBI</b>	

**Figure 65: The Pre-activity in FUN SIX of Unit 3**




**Figure 66: The Pre-activity in FUN SEVEN of Unit 3**

Those four pictures above show the activities in the pre-activity part. FUN FOUR shown in Figure 63 focused on the grammar exercises of singular and plural nouns. This activity required students to change the nouns in the brackets into singular or plural forms based on the subjects. It was aimed at seeing whether or not the students understood and were able to use singular and plural nouns in sentences as what had been explained in the language input part. Then, in FUN FIVE shown in Figure 64, to check their understanding of the noun phrase, students were asked to work in pairs to arrange the adjectives and the nouns into good noun phrases.

In FUN SIX (Figure 65), students were asked to match the names of places and the descriptions by using lines. One place could have more than one description. FUN SEVEN displayed in Figure 66 asked the students to complete

the schemes of the specific information found in the texts. In these two activities, the students were expected to understand the texts because the descriptions and schemes were related to the texts.

The fifth was the main activity part. In this part, there were some activities the concepts of which were similar to those in the pre-activity part. The difference was that students had to work individually to finish the tasks. This was to check students' individual comprehension of the materials. The activities in the main activity part can be seen in the pictures below.


**FUN EIGHT**

Work individually.


Fill in the blanks below. Then, complete the crosswords.

Look at the example.

**a. LOMBOK**

*Lombok*

Lombok is an island in the West Nusa Tenggara province of Indonesia. One of the famous tourist sites in Lombok is Gili Islands (Gili Air, Gili Meno, Gili Trawangan). Gili means small island. These coral reefs are shaped like a ring. In the middle there is a shallow lagoon where the water is shiny blue-green. The beach has powdery white sand. The sunset is very very beautiful!



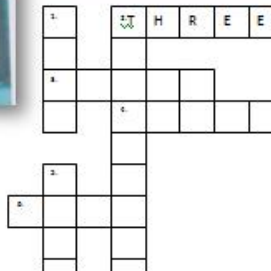
**Across**

- There are three islands in Gili islands.
- Gili means small islands.
- The sand in the beach is powdery.
- The shape of coral reefs is like ring.

**Down**

- Lombok island is located in Nusa Tenggara.
- An island in Gili islands is Gili.
- The famous tourist object in Lombok is islands.

<u>west</u>	<u>small</u>	<u>ring</u>
<u>islands</u>	<u>Gili</u>	<u>powdery</u>
<u>means</u>	<u>means</u>	<u>islands</u>



**Figure 67: The Main Activity in FUN EIGHT of Unit 3**

**FUN NINE**

Work individually.

Answer the questions based on the description given. Choose the places in the articles above.

Look at the example.

- Atina and Alam want to go to the heaven of divers.  
What place can they visit? Wakatobi
- Anisa and Gita want to see the sea of sand surrounding the mountain.  
What place can they visit? .....
- Maila wants to see white sand in a beautiful beach.  
What island can Maila visit? .....
- Risa wants to see a great temple.  
What place can Risa visit? .....
- Keke wants to go to Papua.  
What place can Keke visit? .....
- Echa and Mita want to go to a large lake.  
What place can they visit? .....




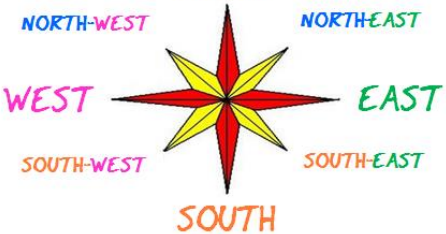
Figure 68: The Main Activity in FUN NINE of Unit 3

**FUN TEN**

Work individually.

Guess the six tourist sites mentioned in the articles on the map. Look at the example. Before that, study the compass below.

**COMPASS**



**MAP OF INDONESIA**




Figure 69: The Main Activity in FUN TEN of Unit 3

Those three figures present the activities in the main activity part. FUN EIGHT (Figure 67) asked the students to fill in blanks related to the texts using the provided words. After the students filled in the blanks, they completed the crossword puzzles. The activity in FUN NINE (Figure 68) required students to guess the names of places people wanted to visit based on the descriptions in each number. FUN TEN (Figure 69) provided the map of Indonesia and a compass. In this activity, students were supposed to guess and write down in their books the locations of the places on the map. It was to ensure that students were able to understand the locations of places in the texts and they could imagine these locations in the map.

#### **d. Unit 4 *Let's Cook***

The unit title was *Let's Cook*. The title was aimed at giving students background knowledge of what they were going to learn when they looked at the title. It was also designed to help students remember and use the expression *Let's cook* in their everyday life. The design of the title page can be seen below.



**Figure 70: The Unit Title of Unit 4**

The second part was warming-up. It emphasized on getting students' attention, making them ready to get involved in the lesson, and giving them background knowledge related to the materials they were going to learn. It could make it easier for the teacher to help the students to learn the materials. Below is the design of the warming-up part in this unit.



**Figure 71: The Warming-up in FUN ONE of Unit 4**

The above picture shows the warming-up activity. It could be found in FUN ONE. In this stage, the students were asked to write down in their books their favourite foods and drinks individually. The purpose of the questions was to make them interested in the material and feel that the material was important because it was related to their life.

The third part was related to language inputs. This part guided and helped students to do activities in this unit. It presented four kinds of the inputs namely kinds of foods and drinks, components in the serving suggestions, the serving suggestion texts, and creating cooking instructions. Furthermore, there was a list of words which was useful for them. In this part, the teacher delivered the explanation about the inputs to students and gave a model in pronouncing the words. The five figures below show the pictures of language inputs in FUN TWO and FUN THREE.





Figure 72: The Input – Foods and Drinks in FUN TWO of Unit 4



Figure 73: The Input – In the Serving Suggestions in FUN TWO of Unit 4

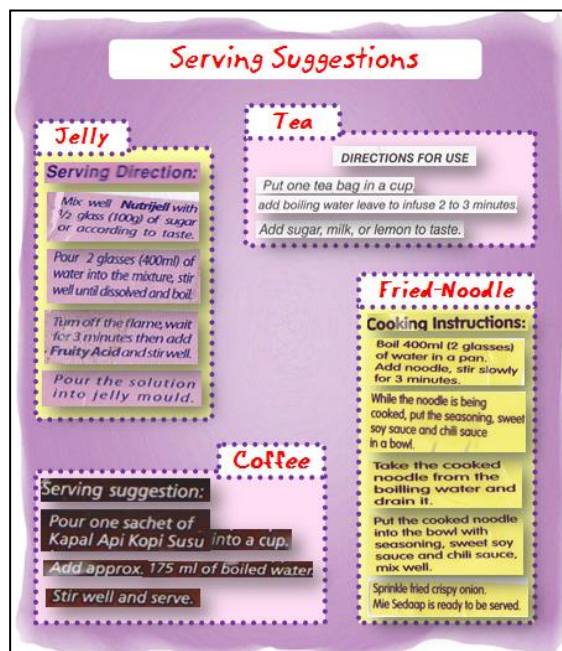


Figure 74: The Input – Serving Suggestions in FUN TWO of Unit 4



Figure 75: The Input –Put One Tea Bag in a Cup in FUN TWO of Unit 4

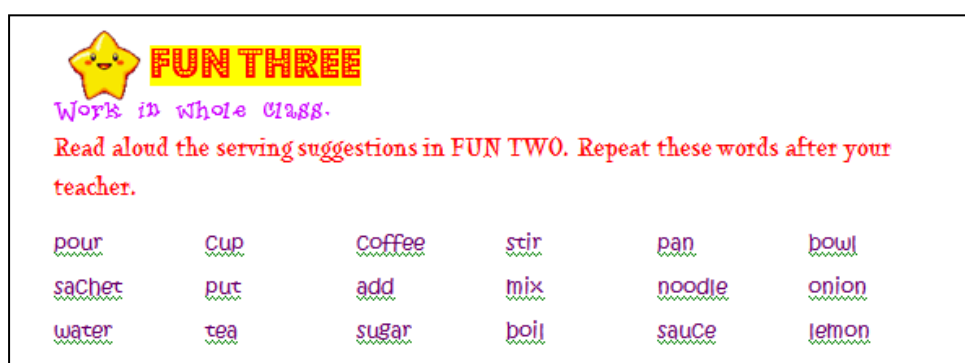


Figure 76: The Input – List of Vocabulary in FUN THREE of Unit 4

Figure 72 displays kinds of the foods and drinks. It told students about fresh and instant foods and drinks so that the students could recognize what kinds of foods and drinks they liked. The next input was related to the components in the serving suggestions (Figure 73). This input showed students that there were some important components in the serving suggestions, i.e. *materials*, *cooking utensils*, and *instructions*. It was used as an introduction for students before they read the serving suggestions.

Figure 74 presented the input of the serving suggestion texts. There were four serving suggestion texts of instant foods and drinks. In the next input (Figure 75), the students learned how to create the instructions as what was used in the serving suggestions. The last input (Figure 76) provided students with some

important and useful words related to serving suggestions. Here, students were going to learn the pronunciation and meaning of those words. It expected students to be able to pronounce the words correctly and to comprehend the words.

The fourth part was pre-activity. In this part, students were engaged in activities aimed at checking whether or not they had understood the materials presented in the language input part. In this part, students were suggested to work in groups or in pairs so that they could help each other when they did not understand the materials or when they found difficulties in doing the activities.

Below are the figures showing the pre-activities in the materials.



*Figure 77: The Pre-activity in FUN FOUR of Unit 4*

**FUN FIVE**

Work in pairs.

Match the words with the pictures. Look at the example.

add

pour

stir

put

boil

INSTRUCTIONS

Figure 78: The Pre-activity in FUN FIVE of Unit 4

**FUN SIX**

Work in pairs.

Read carefully the serving suggestions above. Find the words below in the serving suggestions. Put a tick (✓) if you find.

Look at the example.

No.	Words	COFFEE	TEA	JELLY	NOODLE
1.	add	✓	✓	✓	✓
2.	pour				
3.	stir				
4.	put				
5.	boil				
6.	pan				

Figure 79: The Pre-activity in FUN SIX of Unit 4

**FUN SEVEN**

Work in pairs.

Arrange the words to a good order: instruction, material, and cooking utensil.

See the example.

- put – in a bowl – the noodle  
Put the noodle in a bowl.
- the coffee – into a cup – pour  
.....
- add – sugar  
.....
- two glasses of water – boil – in a pan  
.....
- stir – the noodle  
.....

Figure 80: The Pre-activity in FUN SEVEN of Unit 4

## FUN EIGHT

Work in pairs.

Read the serving suggestions carefully. Cross (X) 'TRUE' if the statement is true or 'FALSE' if the statement is false. Look at the example.

1. Two sachets of coffee need 350 ml of water.	<div style="display: inline-block; background-color: yellow; border-radius: 10px; padding: 2px 10px; text-align: center;"><del>TRUE</del></div> <div style="display: inline-block; background-color: purple; border-radius: 10px; padding: 2px 10px; text-align: center; margin-left: 10px;">FALSE</div>
2. We need 2 glasses of water to boil a pack of noodle.	<div style="display: inline-block; background-color: yellow; border-radius: 10px; padding: 2px 10px; text-align: center;">TRUE</div> <div style="display: inline-block; background-color: purple; border-radius: 10px; padding: 2px 10px; text-align: center; margin-left: 10px;">FALSE</div>
3. There are three steps to make a cup of coffee.	<div style="display: inline-block; background-color: yellow; border-radius: 10px; padding: 2px 10px; text-align: center;">TRUE</div> <div style="display: inline-block; background-color: purple; border-radius: 10px; padding: 2px 10px; text-align: center; margin-left: 10px;">FALSE</div>
4. We need 150 grams of sugar to make a pack of jelly.	<div style="display: inline-block; background-color: yellow; border-radius: 10px; padding: 2px 10px; text-align: center;">TRUE</div> <div style="display: inline-block; background-color: purple; border-radius: 10px; padding: 2px 10px; text-align: center; margin-left: 10px;">FALSE</div>
5. The cooking utensil to make the tea is a cup.	<div style="display: inline-block; background-color: yellow; border-radius: 10px; padding: 2px 10px; text-align: center;">TRUE</div> <div style="display: inline-block; background-color: purple; border-radius: 10px; padding: 2px 10px; text-align: center; margin-left: 10px;">FALSE</div>
6. There are four steps to make the jelly.	<div style="display: inline-block; background-color: yellow; border-radius: 10px; padding: 2px 10px; text-align: center;">TRUE</div> <div style="display: inline-block; background-color: purple; border-radius: 10px; padding: 2px 10px; text-align: center; margin-left: 10px;">FALSE</div>

**Figure 81: The Pre-activity in FUN EIGHT of Unit 4**

Those five pictures above show the activities in the pre-activity. In FUN FOUR (Figure 77), students were asked to work in pairs to classify the foods and drinks based on their kinds. It was used to check students' understanding of the classification of kinds of foods and drinks. Meanwhile, in FUN FIVE (Figure 78), students were asked to work in pairs to match the pictures with the instructions and utensils. FUN SIX (Figure 79) provided the table completed with the words of instructions and utensils. The students were asked to find the words in the serving suggestions and then gave ticks in the columns in the table when they found the words in the serving suggestions. FUN FIVE and FUN SIX were intended to see students' understanding related to the components in the serving suggestions.

In FUN SEVEN (Figure 80), students were asked to work in pairs to arrange the words into good instructions. It was aimed at making sure that students could construct the instructions based on what was explained in the language input part. FUN EIGHT (Figure 81) showed the activity of reading comprehension. The students were asked to read the serving suggestions and the



statements given, and then they had to decide whether the statements were true or false based on the serving suggestions.

The fifth part was the main activity. After completing the pre-activity tasks, in this part, students were expected to complete some activities individually. It was aimed at checking students' individual comprehension about the materials. The activities in this part were principally similar to those in the pre-activity. The activities in the main activity can be seen in the pictures below.

**FUN NINE**

Work individually.  
Play the game 'In the Supermarket'.

How to play:

1. Take the lottery.
2. When you get lottery A, take card A.  
When you get lottery B, take card B.
3. Circle the foods and drinks based on your card.

**A**


Jelly

Tea



**B**

Coffee


Noodle




**Figure 82: The Main Activity in FUN NINE of Unit 4**

<div style="display: flex; align-items: center;"> <b>FUN TEN</b> </div> <p>Work individually.</p> <p>Look at the pictures in the table below. Choose the suitable instruction for the picture. Number 1 is done for you.</p>			
No.	Pictures	Food/Drink	Directions
1.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to serve.
2.		Jelly	a. Pour 2 glasses (400 ml) of water into the mixture, stir well until dissolved and boil. b. Turn off the flame, wait for 3 minutes then add fruity acid and stir well. c. Pour the solution into jelly mould.

**Figure 83: The Main Activity in FUN TEN of Unit 4**



## FUN ELEVEN

Work individually 

Read the serving suggestions above carefully. Answer the questions.

1. Look at the JELLY directions.  
 You make a pack of jelly. How much water do you need?  
**400 ml**
2. Look at COFFEE directions.  
 You pour 175 ml of water. How many sachets of coffee do you need?  
 .....
3. Look at NOODLE directions.  
 What cooking utensils are used to make the noodle? Mention two.  
 .....
4. Look at JELLY directions.  
 You make two packs of the jelly. How much sugar do you need?  
 .....
5. Look at TEA directions.  
 How many steps to serve a cup of tea?  
 .....

***Figure 84: The Main Activity in FUN ELEVEN of Unit 4***

There were three tasks in this part. In FUN NINE (Figure 82), students were asked to play a shopping game. They would get a card containing the kinds of foods and drinks they should buy. In this case, they had to circle the foods and drinks as suggested by the card they got. The idea in FUN NINE was similar to that in FUN FOUR which was aimed at seeing whether or not students could recognize kinds of foods and drinks. In FUN TEN (Figure 83), students were asked to choose the suitable instructions based on the pictures given. They were able to consider the instructions, the utensils, and the materials. The last activity in FUN ELEVEN (Figure 84) was related to reading comprehension. The students had to answer the questions related to the materials, the utensils, etc.

### **C. Evaluation and Revision of the First Draft**

The first draft was the first authentic reading materials which were developed by the researcher before the materials were evaluated and revised.

There were four units in the first draft entitled *Spongebob Starts at Six O'clock*, *Subak Museum Opens on Monday*, *Bromo is a Big Mountain*, and *Put One Tea Bag in a Cup*. The first draft of the materials was then evaluated by the 20 respondents consisting of the English teacher, two lecturers, and seventeen English Department graduates. The evaluated materials were then revised to produce the second draft of materials. However, before the researcher gave the first draft to the respondents to evaluate, she consulted the materials to her first consultant of the thesis to see whether or not the developed materials were suitable for the students' ability, compatible with the curriculum, and viable to be continued to the next step of expert judgments.

### **1. The First Draft of Unit 1 *Spongebob Starts at Six O'clock***

In Unit 1, there were eight activities. The theme of this unit was related to hours and TV schedules. The objective of this unit was that the students were able to read the time and TV schedule.

#### **a. The Evaluation**

As mentioned before, twenty respondents completed the questionnaire for the evaluation of the materials in the unit. The results obtained from the evaluation questionnaire can be seen in Table 8 below.



Table 8: The Mean Scores of the Respondents' Responses on the First Draft of Unit 1 *Spongebob Starts at Six O'clock*

Aspects	N	Statement Numbers	Mean	Statements
Activity	20	22	2.40	The order of activities in the materials is clear: from warming-up, input, pre-activity, and main activity.
		26	2.50	The number of activities in the materials is enough for one meeting.
		6	3.20	The activities in the materials help the students understand the texts.
		13	3.25	The materials are good to motivate the students to learn English.
		4	3.45	There are various activities in the materials.
		3	3.50	The activities in the materials are suitable for the characteristics and the ability of the fifth grade students.
		5	3.50	The activities in the materials are authentic for the students' life.
		8	3.50	The activities in the materials are arranged from the easiest to the most difficult.
		1	3.55	The activities give the students opportunities to work individually, in pairs, or in groups.
		9	3.60	The tongue twister section makes the materials interesting.
		7	3.75	The reading aloud section helps the students recognize the words and pronounce them correctly.
Input	20	15	2.40	The input section provides enough language focus.
		2	2.95	The text types are appropriate for the students' needs
		25	3.35	The inputs help the students to understand the texts.
		14	3.45	The texts in the materials can be found in the students' life.
		16	3.50	The vocabulary in the texts is suitable for the fifth grade students.
Layout	20	21	2.05	The pictures can be clearly seen.
		11	2.20	The colours in the materials are interesting.
		20	2.25	The picture sizes are appropriate.
		18	2.40	The letter types can be clearly read.
		19	3.45	The material decorations do not distract the students to read the content of the materials.
		17	3.75	The letter sizes are suitable for reading.

Instructions	20	10	2.40	The instructions in the materials are simple and clear.
		12	2.90	Instructions need not be translated into Indonesian because there is an example.
Relevance	20	27	2.30	The materials are suitable for the students' needs, backgrounds, cultures, and interests.
		24	2.50	The title is interesting and relevant to the content of the materials.
		23	3.40	The materials are appropriate for the curriculum and the developed course grid.

The table above presented the five aspects used to evaluate the developed materials. The mean scores were classified into four categories: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The parts having fair and poor mean scores were revised. Below is the explanation of the data of each aspect in the questionnaire.

### 1) Activity

The aspects of activity can be seen in statements 1, 3, 4, 5, 6, 7, 8, 9, 13, 22, and 26 in the questionnaire. From those 11 statements, statements 22 and 26 were categorized as fair (2.40 and 2.50). The others received mean scores ranging from 3.20 to 3.75 which were classified as good and very good. Based on statement number 22, the researcher could see that the order of activities in the material was still random. Therefore, the suggestion for the problem was that she should revise the format by grouping each part, for example language input part, pre-activity part, etc. Referring to statement number 26, the respondents thought that the amount in the materials was too much to use in a meeting. They suggested that some numbers in each exercise were deleted and only the TV schedule was retained so that the students were not bored and confused with the materials.

## **2) Input**

The statements of input can be seen in statements 2, 14, 15, 16 and 25. Four statements attained the good and very good mean scores (2.95 to 3.50) and one statement (number 15) gained the fair mean score (2.40). Statement 15 was related to language inputs. The respondents thought that the amount of language input in the materials was not enough to support the students to understand the texts. As a result, they suggested that the language inputs should be added to give students a better knowledge.

## **3) Layout**

The aspect of layout can be seen in statements 11, 17, 18, 19, 20, and 21. There were two statements of the layout aspect (19 and 17) which were classified as very good (3.45 and 3.75). The others obtained the fair category (2.05 to 2.40). The score of statement 11 (2.20) indicated that the colours were not interesting because they were not bright. The suggestion for the problem was to use brighter and more interesting colours in the materials. Moreover, the combination between the background and the letter colours was not compatible so it was hard for the students to read the letters. Therefore, it was good to increase the colour contrasts for the background and letters so that the letters could be more clearly seen.

The score for statement number 20 (2.25) gave the information that the pictures in the materials were too small in sizes. In this case, the pictures needed to be resized bigger. The score of statement 21 (2.05) showed that the pictures could not be clearly seen so that they needed to be revised because they were blurred. In statement 18 (2.40), the respondents considered that the letter types in

the material were interesting and unique but some of the letters were unclear and confusing to read. Related to this problem, it was suggested that, besides the interesting and unique letter types, clearer letters should be used.

#### **4) Instructions**

The aspect of instructions can be seen in statements 10 and 12. Statement 12 was classified as the good category (2.90). Statement 10 received the fair category (2.40). It indicated that the instructions in the materials were neither clear nor simple. Some instructions were too long and these made students confused to do the exercises. To solve the problem, it was suggested that the instructions should be made simpler and clearer.

#### **5) Relevance**

The last aspect in the questionnaire is the relevance between the material and the learning equipments (course grid, needs analysis, and curriculum). The aspect can be seen in statements 23, 24, and 27. From those three statements, one statement obtained the very good mean score (3.40) and two statements (24 and 27) were categorized as fair (2.50 and 2.30). The revision was related to the suitability between the title and the content in this unit (statement 24). Many respondents agreed that the title was relevant with the content. However, they thought that the title was too long and difficult to remember. The respondents suggested that the title should be changed to a simple and interesting title. Furthermore, they thought that many programs in the materials were not suitable for students in the ages of 11 to 12 years (statement 27). The suggestion for the problem was to replace the inappropriate programs with more appropriate ones.

## b. The Revisions

Based on the evaluation presented above, the first draft of unit 1 was revised. The revisions are summarized in Table 9 below.

Table 9: The Revisions of the First Draft of Unit 1  
*Spongebob Starts at Six O'clock*

Aspects	Statement Numbers	Evaluation	Revision
Activity	22	Random-ordering of activities in the materials	Regrouping each stage of the activities in the materials
	26	Too much material for one meeting	Deleting some numbers in each exercise and retaining only the TV schedule
Input	15	Lack of language inputs	Adding language inputs
Layout	11	Too soft and not bright colours	Changing the colours to become brighter
	18	Unclear and confusing letter types	Choosing the clear letter types
	20	Too small pictures	Resizing the pictures bigger
	21	Unclear pictures	Editing the pictures
Instructions	10	Too long and not clear instructions	Making the instructions simpler and clearer
Relevance	24	Too long and difficult-to-remember title	Making the title interesting and simple
	27	Inappropriate TV programs written in the materials for students' age.	Replacing the inappropriate programs for students' age.

## 2. The First Draft of Unit 2 *Subak Museum Opens on Monday*

There were eight activities in this unit. This unit was related to the material of brochures. The objectives of this unit were that the students were able to read brochures and to recognize the components in brochures such as times, days, and addresses.

### a. The Evaluation

The evaluation of the materials was obtained from twenty respondents.

The data from the respondents are presented in Table 10 below.

Table 10: The Mean Scores of the Respondents' Responses on the First Draft of Unit 2 *Subak Museum Opens on Monday*

Aspects	N	Statement Numbers	Mean	Statements
Activity	20	26	2.20	The number of activities in the materials is enough for one meeting.
		1	2.30	The activities give the students opportunities to work individually, in pairs, or in groups.
		22	2.35	The order of activities in the materials is clear: from warming-up, input, pre-activity, and main activity.
		13	2.95	The materials are good to motivate the students to learn English.
		6	3.10	The activities in the materials help the students understand the texts.
		3	3.30	The activities in the materials are suitable for the characteristics and the ability of the fifth grade students.
		8	3.40	The activities in the materials are arranged from the easiest to the most difficult.
		5	3.45	The activities in the materials are authentic for the students' life.
		4	3.50	There are various activities in the materials.
		9	3.55	The tongue twister section makes the materials interesting.
Input	20	7	3.75	The reading aloud section helps the students recognize the words and pronounce them correctly.
		15	2.25	The input section provides enough language focus.
		25	2.50	The inputs help the students to understand the texts.
		2	2.80	The text types are appropriate for the students' needs
		16	3.15	The vocabulary in the texts is suitable for the fifth grade students.
		14	3.75	The texts in the materials can be found in the students' life.

Layout	20	21	2.30	The pictures can be clearly seen.
		20	2.30	The picture sizes are appropriate.
		11	2.45	The colours in the materials are interesting.
		18	2.45	The letter types can be clearly read.
		19	3.30	The material decorations do not distract the students to read the content of the materials.
		17	3.60	The letter sizes are suitable for reading.
Instructions	20	10	2.10	The instructions in the materials are simple and clear.
		12	3.70	Instructions need not be translated into Indonesian because there is an example.
Relevance	20	24	2.45	The title is interesting and relevant to the content of the materials.
		23	3.20	The materials are appropriate for the curriculum and the developed course grid.
		27	3.45	The materials are suitable for the students' needs, backgrounds, cultures, and interests.

The above table shows the aspects used to evaluate the developed materials. The classifications of the mean scores were: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The researcher then revised the parts having fair and poor mean scores. The explanation of the data of each aspect in the questionnaire is presented below.

### 1) Activity

The aspects of activity are presented in statements 1, 3, 4, 5, 6, 7, 8, 9, 13, 22, and 26. Three statements (1, 22, and 26) gained the fair mean scores (2.30, 2.35, and 2.20). The mean scores of others were categorized as good and very good (2.95 to 3.75). Based on the results, it was necessary to add activities related to grammar or reading comprehension and to provide balanced activities for pair and individual works. The respondents thought that the topic in this unit was simple enough and not too difficult so that it was no problem if there were more

activities for students to do in the materials. They also recommended that the activities were better presented using pair or group activities to give the students opportunities to build enough knowledge and skills before working individually. Furthermore, statement 22 informed that the activities in the materials were randomly organized so that it was better to rearrange the material format by grouping each stage, for example the group of language inputs, the group of pre-activity, etc.

## **2) Input**

The aspect of input can be seen in statements 2, 14, 15, 16, and 25. Two statements (15 and 25) received the fair category (2.25 and 2.50). The rests attained the good and very good categories ranging from 2.80 to 3.75. The respondents felt that the inputs in the materials were still lacking and not related to the language focus. Therefore, they recommended that the inputs related to language focus such as present tense or wh-questions should be added to support the students to understand the texts and complete the activities. The respondents also gave a suggestion that the language which was unnatural and inappropriate used in FUN FIVE and FUN SEVEN needed to be revised. For example, the sentence ‘The museum is opened on Monday’ in the exercises should be revised into ‘The museum opens on Monday’.

## **3) Layout**

Statements 11, 17, 18, 19, 20, and 21 represent the aspects of the material layout. Four statements (11, 18, 20, and 21) were classified as fair (2.30 to 2.45). The others attained the very good mean scores (3.30 to 3.60). Many respondents



thought that the colours were not cheerful and too soft. The suggestion was to make the colours brighter and more cheerful in order that students liked the materials. Moreover, some respondents considered that the letter types in the materials were not clear to read and they suggested that the letter types should be changed so that they could be more clearly read and could avoid students' misunderstanding when reading the words. Related to the pictures, the respondents gave a recommendation that the picture sizes needed to be revised bigger so that they could be more clearly seen.

#### **4) Instructions**

Statements 10 and 12 present the aspect of instructions. Statement 10 obtained the fair mean score (2.10). Based on the respondents' opinions for this statement, some instructions in the exercises needed to be revised because they were not clear and simple. The revision was to use familiar and simple words for the instructions.

#### **5) Relevance**

The aspects of relevance related to the material and learning equipments (course grid, needs analysis, and curriculum) are represented in statements 23, 24, and 27. Only statement 24 was categorized as fair (2.45). The other statements were categorized as very good (3.20 to 3.45). The revision suggested by the respondents was that the title of the unit was too long and not easy to listen to. To overcome the problem, they thought that the title needed to be changed by using expressions which were simple and easy to remember.

## b. The Revisions

The researcher revised the first draft of unit 2 considering the evaluation above. The revision of this unit can be seen Table 11 below.

Table 11: The Revisions of the First Draft of Unit 2  
*Subak Museum Opens on Monday*

Aspects	Statement Numbers	Evaluation	Revision
Activity	1	Too many individual activities	Providing group or pair activities to make balance
	22	Random-ordering of the activities	Rearranging each stage of the activities
	26	Too little material and too few activities for a meeting	Adding some more materials and activities
Input	15	Lack of inputs particularly related to language focus and inappropriate and unnatural language used in the materials	Providing material for the language focus and revising the language used
	25	Too little input to support students to complete the tasks	Adding more input to support students to complete the tasks
Layout	11	Colours too soft and not cheerful	Changing the colours to be more cheerful and brighter
	18	Unclear letter types	Changing the unclearer types to read
	20	Pictures too small	Resizing the pictures bigger
	21	Pictures not clear	Making the pictures clearer
Instructions	10	Instruction not simple and not clear	Making the instructions simpler and clearer
Relevance	24	Too long and not easy-to-listen-to unit title	Making the title simpler, easy to remember, and reflect the content of the unit

## 3. The First Draft of Unit 3 *Bromo is a Big Mountain*

The eight activities in the unit were related to descriptive texts about tourism sites in Indonesia. The objectives of this unit were that the students were able to read the texts and to understand the content and meaning of the texts.

### a. The Evaluation

The researcher distributed the first draft of this unit and the questionnaire to the respondents to get their opinions and suggestions about the developed authentic reading materials. The data obtained from the questionnaire can be seen in Table 12 below.

Table 12: The Mean Scores of the Respondents' Responses on the First Draft of the Unit 3 *Bromo is a Big Mountain*

Aspects	N	Statement Numbers	Mean	Statements
Activity	20	26	2.10	The number of activities in the materials is enough for one meeting.
		1	2.70	The activities give the students opportunities to work individually, in pairs, or in groups.
		13	2.95	The materials are good to motivate the students to learn English.
		22	3.05	The order of activities in the materials is clear: from warming-up, input, pre-activity, and main activity.
		8	3.10	The activities in the materials are arranged from the easiest to the most difficult.
		5	3.45	The activities in the materials are authentic for the students' life.
		6	3.55	The activities in the materials help the students understand the texts.
		3	3.65	The activities in the materials are suitable for the characteristics and the ability of the fifth grade students.
		4	3.70	There are various activities in the materials.
		9	3.70	The tongue twister section makes the materials interesting.
		7	3.80	The reading aloud section helps the students recognize the words and pronounce them correctly.

Input	20	15	1.80	The input section provides enough language focus.
		25	2.00	The inputs help the students to understand the texts.
		16	2.55	The vocabulary in the texts is suitable for the fifth grade students.
		2	2.75	The text types are appropriate for the students' needs
		14	2.75	The texts in the materials can be found in the students' life.
Layout	20	21	1.80	The pictures can be clearly seen.
		11	2.25	The colours in the materials are interesting.
		18	2.30	The letter types can be clearly read.
		20	2.90	The picture sizes are appropriate.
		17	3.20	The letter sizes are suitable for reading.
Instructions	20	19	3.60	The material decorations do not distract the students to read the content of the materials.
		10	3.00	The instructions in the materials are simple and clear.
Relevance	20	12	3.50	Instructions need not be translated into Indonesian because there is an example.
		24	2.50	The title is interesting and relevant to the content of the materials.
		23	2.85	The materials are appropriate for the curriculum and the developed course grid.
		27	3.20	The materials are suitable for the students' needs, backgrounds, cultures, and interests.

The table above presents the mean scores for each statement in the questionnaire. There were four classifications of mean scores: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The parts having fair and poor mean scores then were revised by the researcher. The explanation of the data is presented below.

### 1) Activity

Statements 1, 3, 4, 5, 6, 7, 8, 9, 13, 22, and 26 represent the activity aspects. Only statement 26 was classified as fair (2.10). The mean scores of the

others were good and very good (2.70 to 3.80). However, based on the score for statement 26, the activities in this unit were still not enough to use in a meeting. To overcome the problem, the respondents felt that it was necessary to add with some more activities which could support them to understand the texts.

## **2) Input**

The aspects of input are presented in statements 2, 14, 15, 16, and 25. Statements 15 and 25 obtained the fair categories (1.80 and 2.00). The others were categorized as good (2.55 to 2.75). The results informed that some respondents still thought that the materials did not provide enough language inputs for the students to help them understand the texts. They wanted more language inputs to be added to support the students to understand the texts such as noun phrases.

## **3) Layout**

The aspects of layout can be seen in statements 11, 17, 18, 19, 20, and 21. There were three statements (17, 19, and 20) classified as good and very good (2.90 to 3.60). Meanwhile, the three others (11, 18, and 21) belonged to the fair categories (1.80 to 2.30). Many respondents thought that the pictures were too dark and the texts in the pictures could not be clearly read. As a suggestion, the pictures should be edited brighter and clearer. Related to the colours, they considered that the colours were not interesting and the letter colours were not contrastive so that it was quite hard to read the letters. As a result, the revision was to change the colours and increase the colour contrasts. The respondents also thought that some letter types in the materials were confusing. They suggested

changing the letter types to make them clearer to read and avoid misunderstanding when reading.

#### **4) Instructions**

Statements 10 and 12 represent the aspects of instructions. Many respondents gave positive responses to those two statements. The mean scores of those were categorized as good and very good (3.00 and 3.50) and they needed no revision.

#### **5) Relevance**

The last aspect in the questionnaire is the relevance of the material and the learning equipments (course grid, needs analysis, and curriculum). The aspects can be seen in statements 23, 24, and 27. From the three, only statement 24 gained the mean score categorized as fair (2.50). The two other attained the good classifications (2.85 and 3.20). Based on the results, the title of this unit should be changed because the respondents considered that the title was not suitable with the content of the material, not easy to listen to, and difficult to remember.

#### **b. The Revisions**

There were some revisions for the first draft of the materials suggested by the respondents. The revisions are presented in Table 13 below.

Table 13: The Revisions of the First Draft of Unit 3 *Bromo is a Big Mountain*

Aspects	Statement Numbers	Evaluation	Revision
Activity	26	Too little material and too few activities for a meeting	Adding some more materials and activities
Input	15	No input of language focus in the materials	Giving supporting input of language focus in the materials
	25	Too little input to support students to understand the texts	Adding more input to support students to understand the texts
Layout	11	Colours not interesting and poor combination of colours	Changing the colours to be more cheerful and and increasing the colour contrasts
	18	Unclear letter types	Changing the clearer types to read
	21	Dark and unclear pictures	Making the pictures clearer and brighter
Instructions		No revision needed	
Relevance	24	difficult title	Making the title simpler and providing examples of expressions

#### 4. The First Draft of Unit 4 *Put One Tea Bag in a Cup*

Unit 4 consists of eight activities. This unit was related to the instructions of making foods or drinks. The objectives of this unit were that the students were able to read texts and understand the content and meaning of the texts.

##### a. The Evaluation

The first draft of this unit and the questionnaire were distributed to the respondents to get their opinions and suggestions about the developed materials.

The data obtained from the questionnaire can be seen in Table 14 below.

Table 14: The Mean Scores of the Respondents' Responses on the First Draft of Unit 4 *Put One Tea Bag in a Cup*

Aspects	N	Statement Numbers	Mean	Statements
Activity	20	22	1.60	The order of activities in the materials is clear: from warming-up, input, pre-activity, and main activity.
		26	2.45	The number of activities in the materials is enough for one meeting.
		13	3.25	The materials are good to motivate the students to learn English.
		3	3.40	The activities in the materials are suitable for the characteristics and the ability of the fifth grade students.
		8	3.45	The activities in the materials are arranged from the easiest to the most difficult.
		5	3.50	The activities in the materials are authentic for the students' life.
		1	3.50	The activities give the students opportunities to work individually, in pairs, or in groups.
		6	3.60	The activities in the materials help the students understand the texts.
		7	3.60	The reading aloud section helps the students recognize the words and pronounce them correctly.
		4	3.65	There are various activities in the materials.
		9	3.70	The tongue twister section makes the materials interesting.
Input	20	15	2.35	The input section provides enough language focus.
		25	2.60	The inputs help the students to understand the texts.
		2	2.90	The text types are appropriate for the students' needs
		16	3.10	The vocabulary in the texts is suitable for the fifth grade students.
		14	3.60	The texts in the materials can be found in the students' life.



Layout	20	21	2.10	The pictures can be clearly seen.
		20	2.20	The picture sizes are appropriate.
		11	2.45	The colours in the materials are interesting.
		18	2.50	The letter types can be clearly read.
		19	3.45	The material decorations do not distract the students to read the content of the materials.
		17	3.50	The letter sizes are suitable for reading.
Instructions	20	10	3.20	The instructions in the materials are simple and clear.
		12	3.40	Instructions need not be translated into Indonesian because there is an example.
Relevance	20	24	1.75	The title is interesting and relevant to the content of the materials.
		27	2.90	The materials are suitable for the students' needs, backgrounds, cultures, and interests.
		23	3.10	The materials are appropriate for the curriculum and the developed course grid.

The above table shows the aspects which need to be considered in evaluating the materials. The classifications of the mean scores were: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The researcher revised the parts having fair and poor mean scores. Below is the explanation of the data of each aspect in the questionnaire.

### 1) Activity

The aspects of activity are contained in statements 1, 3, 4, 5, 6, 7, 8, 9, 13, 22, and 26. Nine of these statements received good and very good mean scores ranging from 3.25 to 3.70. However, two statements 22 and 26 still received the mean scores of 1.60 and 2.45 which were categorized as poor and fair. This might be caused by the fact that the order of the activities in the materials was unsystematic. Each part of the materials such as pre-activity, main activity, etc. could not be clearly identified. The revision to be done was to rearrange the

format in the materials to make it easy for the students to follow the steps in the materials and to help the teacher in organizing the lesson when using the material. More specifically, statement 26 informed that the number of activities and pictures in the materials was not enough to use in a meeting. Therefore, the number of activities and pictures in the materials should be added. The addition of activities was expected to support the students to understand the texts. The addition of pictures was expected to make the materials more interesting.

## **2) Input**

Statements 2, 14, 15, 16, and 25 represent the aspects of input. The mean scores of four statements (2, 14, 16, and 25) ranged from 2.60 to 3.60 and were classified as good and very good. Statement 15 gained the fair mean score of 2.35. In this case, the respondents thought that the materials provided the inputs which were only related to the content focus but not related to the language focus. Therefore, the revision was needed to provide more inputs in the language items.

## **3) Layout**

The aspects of layout can be seen in statements 11, 17, 18, 19, 20, and 21. Statements 17 and 19 were classified as very good (3.50 and 3.45). The rests obtained the fair category (2.10 to 2.50). For these two items, the respondents felt that the pictures in the materials were blurred and too small. Therefore, the pictures should be resized bigger and clearer to make them easy for the students to see. The respondents also thought that the colours of the language input box and the border page were not interesting and the letter types were unclear. Thus, they

gave a suggestion that the colours should be made more interesting and the letter types needed to be revised to be clearer.

#### **4) Instructions**

There are two statements representing the aspects of instructions in the questionnaire. They were represented in statements 10 and 12. The mean scores of those statements were 3.20 and 3.40, belonging to the good category. It seemed that the instructions had been simple and clear for the students to understand.

#### **5) Relevance**

Statements 23, 24, and 27 represent the aspects of relevance. From the three statements, two (27 and 23) attained the good mean scores (2.90 and 3.10) and one (24) received the mean score categorized as poor (1.75). This last score resulted from the responses to the questionnaire indicating that the title was too long. Based on this, the revision was planned to make the title of this unit simpler.

#### **b. The Revisions**

Based on the evaluation, the first draft of unit 4 needed to be revised. In making the revisions, the researcher considered the results of the evaluation presented above. The revisions can be seen in Table 15 below.

Table 15: The Revisions of the First Draft of Unit 4 *Put One Tea Bag in a Cup*

Aspects	Statement Numbers	Evaluation	Revision
Activity	22	Unsystematic order of activities in the material	Rearranging the material format by grouping each stage
	26	Little material and few activities for a meeting	Adding some more materials and activities
Input	15	No input of language focus in the materials	Providing input of language focus
Layout	11	Colours not interesting	Making the colours more interesting
	18	Unclear letter types	Changing the clearer types to read
	20	Too small pictures	Making the pictures bigger
	21	Blurred pictures	Making the pictures clearer
Instructions	No revision needed		
Relevance	24	Too long title	Making the title simpler and easy to remember

#### E. Tryout, Evaluation, and Revision of the Second Draft of the Developed Authentic Reading Materials

In the second draft, there were four units with different titles from those in the first draft. Those were *It's Time to Watch TV*, *Where is the Museum?*, *Have a Nice Holiday*, and *Let's Cook*. The researcher tried out the second draft in the fifth grade of IES Darul Ulum Batang to see whether the tasks fitted the students' needs of learning English. Each unit was tried out in a meeting, so there were four meetings for the tryout of the second draft. The results of the tryout are presented below.

## 1. The Second Draft of Unit 1 *It's Time to Watch TV*

The unit *It's Time to Watch TV* had eleven exercises which were related to hours and TV schedules. The objective of this unit was that the students were able to read the time and the TV schedule.

### a. The Tryout

The researcher tried out the second draft of the unit in the classroom on March 22<sup>nd</sup>, 2012. There were 25 students in the classroom. The teacher, who became the researcher, started the English class at 11.00. When she came into the classroom, it was so crowded. She then greeted the students and distributed the material to get the students' attention. They looked at the material's cover page. However, the picture in the cover did not seem to be successful to capture all students' attention. Some students were still busy with their activities.

The teacher tried to catch the students' attention by asking them a question, "Do you like watching TV?" Many students answered, "Yes". However, some students still did not pay attention. The researcher continued the lesson by telling them "My favourite TV programs are *Apa Kabar Indonesia Pagi* and *Sport7*. What are your favourite TV programs?. Some students answered "*Doraemon, Laptop Si Unyil*, etc." At hearing the TV programs, those students who did not pay attention began to pay attention to the lesson. At this time, the boys were more confident to answer the question that they liked watching *Doraemon, Spongebob, si Bolang*, and *Laptop si Unyil*. The girls looked shy, so the researcher pointed at some girls to answer the question. The girls were able to answer the question by mentioning their favourite TV programs. After that, the

other girls were encouraged to answer the question. She then asked the students to write down in their books their favourite TV programs in FUN ONE. In this activity, students actively began asking the teacher questions about, for example, what the program titles in English were. The researcher explained that they did not need to translate titles of the TV programs.

In FUN TWO, to give an experience to students before they worked with a complete TV schedule, the researcher explained the first section of inputs about parts of a TV schedule and how it worked. When she asked about 'a.m. and p.m.', most of them answered that they had heard about them but that they forgot how to use them. She told them they would learn about 'a.m. and p.m.' later. The lesson then continued to the second section, which was the TV schedule. In this section, while they were looking at the example of the TV schedule, the students had to mention the parts which the teacher pointed at. Because there was no problem, she explained the next section about kinds of TV programs. There were only four kinds of TV programs in the material, i.e. cartoons, news, sports, and kid reality shows. The researcher gave some examples of each program and students had to add the examples. They enthusiastically mentioned the examples of each program and they did not look confused with the material. This was aimed at making students stay involved in the teaching and learning processes and giving exposure so that they were able to understand the material. The lesson continued to the section of reading the time. In this section, the researcher gave students a look at digital and conventional clocks. She explained how to read the time and gave the examples. There was no question at this time. Therefore, she went on to the last

section about 'a.m.' and 'p.m.'. Some of the students looked confused because they were not familiar with those 'a.m.' and 'p.m.'. However, after she had given explanation and examples, they could understand them. Their understanding was stronger after they did the exercise related to that topic because they experienced to use the 'a.m.' and 'p.m.'.

In FUN THREE, there were some words related to a TV schedule of which students had to know the meaning and pronunciation. The researcher read the words aloud and students repeated after her. Most of them were familiar with and understood the words listed in FUN THREE. However, the researcher checked their understanding of the words. When looking at the tongue twister part, they asked, "*Bu Guru, ini apa?*" The researcher answered, "It is a tongue twister. You have to pronounce it quickly and correctly. *Kalian harus ngomong kata-kata itu dengan cepat dan benar.* Let's try!"

After having fun with the tongue twister for a moment, the class went on to FUN FOUR. In this activity, students had to work in groups of four. The researcher divided the groups for them. They generally could work together with their friends in the group to classify the TV programs based on the kinds, look at the schedule, and complete the stations and hours. Only one question was asked which was whether they could put more than one program in a kind. The students found no problem in doing the exercise. However, the two boys who often made the class noisy did not want to join the group to do the exercise. Their friends had asked them to do the exercise together, but they did not want to do it. The teacher

approached the boys and told them not to bother their friends who worked in the groups.

In FUN FIVE, students had to work in pairs. To easily manage the class, the researcher asked the students to work with a friend sitting next to them. In this exercise, the material contained names of TV stations and kinds of TV programs. The students had to look at the TV programs in the schedule to answer the questions. In doing this exercise, they had a discussion with the partner to get the right answers. When the researcher observed their work, she could find out that they could complete the exercise well.

FUN SIX contained an exercise related to time. Students had to work in pairs. In order to make them easier to do the exercise, the researcher suggested them to read the description of time, to complete the digital clock first, and then to draw the conventional clock. It seemed that the students did not have any difficulties in doing this exercise.

The class continued to FUN SEVEN. The exercise was related to time and 'a.m.' and 'p.m.'. In doing the exercise, the students asked the teacher many times about the use of 'a.m.' and 'p.m.'. This was perhaps because the exercise was not the one that was explained in the language focus. The researcher then helped them by telling them that when they met the word 'morning', they used 'a.m.'; and when they met the words 'afternoon, evening, and night', they used 'p.m.'. To make sure that they had understood what was explained, the researcher asked students to write down the time in their workbook using 'a.m.' or 'p.m.', for



example three o'clock in the afternoon (3.00 p.m.), half past ten in the morning (10.30 a.m.), half past seven in the evening (7.30 p.m.), etc.

After they finished doing the exercise in FUN SEVEN, the class had a break for 35 minutes for doing a prayer. The class resumed at 12.15. After working in groups and in pairs, it was time for students to work individually to check their understanding of the material. They were not allowed to ask questions to their friends or the teacher to do the exercise. Based on the observation, almost all of them could do the exercise in FUN EIGHT. They could differentiate among the four kinds of TV programs and they could work with the TV schedule to complete the table.

In FUN NINE which was related to 'a.m. and p.m.', the students were able to do the exercise better than when they did it in FUN SEVEN. It meant that they were able to understand the explanation from the researcher about the use of 'a.m.' and 'p.m.'. The class then continued to work in FUN TEN. In this exercise, the students played a board game related to descriptions of TV programs. The researcher assisted them by reading the game procedure and gave them an example of how to play the game. The researcher divided the groups for them. While the students were playing the game, the teacher walked around the classroom to listen to their pronunciation and corrected it when there was mispronunciation. Most of them made a mistake in pronouncing the word 'program'. They pronounced it like in Indonesian pronunciation. The teacher also saw that some students were able to guess the descriptions easily and quickly, but

some needed more time to understand the descriptions and then guessed the descriptions.

The time was over before the class continued to FUN ELEVEN which contained an exercise of making a handicraft. The researcher asked them to do the exercise in FUN ELEVEN at home as homework. She explained how to work with the exercise and showed the example of doing the exercise to them. The product of FUN ELEVEN had to be submitted in the following meeting. For closing, the researcher and students prayed together.

Based on the observation, 80% of students in the classroom were involved in the lesson. They also actively and enthusiastically listened to the explanation and did the exercises. They asked the teacher questions when there was something confusing for them concerning the material or the exercises. However, two boys who were sitting in the back row did not want to join the lesson at all. They made the class noisy and disturbed their friends. To handle this problem, the researcher paired them with students who actively joined the lesson. Furthermore, she moved the students who were disturbed to the front row in order that she could monitor them to keep doing the exercise.

The students looked interested in joining the lesson because the material was related to TV schedules with which they were familiar. During the teaching learning process, they were happy and enthusiastic to complete the exercises. They did not seem to be bored because they could do the exercises anywhere in the classroom which allowed them to move about and find a place comfortable for them to do the exercises. Moreover, the material included various reading

activities in which students should be involved by working in groups, in pairs, or individually. When working together with friends both in pair and group activities, they interacted with their friends to build their confidence and to share their difficulties and knowledge with their friends. It was because they, particularly girls, were sometimes reluctant and shy to ask the teacher questions when they found problems and preferred to share them with their friends instead. Meanwhile, working individually gave them a chance and time to explore and check their own knowledge in understanding the materials.

#### b. The Evaluation

After trying out the material, the researcher distributed the questionnaire to the students to obtain their evaluation. Table 16 presents the data from the questionnaire.

Table 16: The Mean Scores of the Students' Responses on the Second Draft of the Unit *It's Time to Watch TV*

Aspects	N	Statement Numbers	Mean	Statements
Activity	25	19	2.96	The exercises in the materials are not too difficult.
		12	3.00	I am able to do the activities.
		15	3.04	The number of the exercises is not too large.
		4	3.20	The exercises help me understand the English texts.
		5	3.48	I am happy because there are many kinds of exercises in the materials such as matching, completing tables, playing games, etc.
		7	3.56	I especially like the tongue twister part because I am studying while playing.
		1	3.68	The activities in the exercises are fun.
		8	3.72	The activity of reading aloud helps me recognize the words and pronounce them correctly.

Input	25	18	2.84	I understand the inputs before I do the activities.
		11	3.00	I have seen the texts outside the classroom.
		13	3.12	I can understand the texts.
Layout	25	6	3.08	The colours in the materials are interesting.
		3	3.16	The pictures are clear.
		14	3.28	The material layout is good.
		9	3.32	The letters can be clearly read.
		16	3.32	The material decoration does not distract me from reading the contents.
Instructions	25	17	2.92	The instructions are clear to understand.
		2	3.40	The instructions need not to be translated into Indonesian.
		10	3.56	The example in each exercise helps me understand the instructions.

There were four classifications of mean scores: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). When evaluating the material, the researcher considered the revisions not only from the results of the questionnaire, but also from the classroom observation. Below is the description of the material's evaluation.

### 1) Activity

The activity aspects can be seen in statements 1, 4, 5, 7, 8, 12, 15, and 19. All statements were categorized as good and very good (2.96 to 3.72). However, based on the classroom observation, the arrangement of the activities was not good enough in that spaces among the lines in the materials were too narrow and placements of pictures and texts were not appropriate. For this, there should be some revisions in the materials to make students more easily understand the texts. The revisions were to reorganize the format of the spacing, add some numbers in the activities which students were still confused, delete some numbers of those

which students could do well, and change the placements of the pictures and texts in the material.

## **2) Input**

Based on the results obtained from the questionnaire, the statements representing the aspects of input (11, 13, and 18) gained the good mean scores (2.84 to 3.12). The results from the classroom observation also showed that the inputs were good for the students to support them to understand the texts. Therefore, there was no revision needed.

## **3) Layout**

The aspects of layout can be seen in statements 3, 6, 9, 14, and 16. The mean scores of the statements were classified as good and very good (3.08 to 3.32). However, based on the observation, there were some details of the layout which were needed to be revised. These were related to the colours and the cover design. Some students said that the colours were too bright and too much. Related to the cover design, the researcher found that the design could not help her to catch the students' attention. Therefore, the revisions were to change the material colours to be softer and redesign the cover to be more interesting for students.

## **4) Instructions**

The aspects of instructions can be seen in statements 2, 10, and 17. The three statements attained the good and very good mean scores ranging from 2.92 to 3.56. The results were in line with the results of the observation. The students were able to understand the instructions and do the exercises. Therefore, no revision was needed for the instructions in the materials.

### c. The Revisions

As had been presented above, there were some aspects needed to be revised based on the results of the questionnaire and the classroom observation. The aspects which should be revised are presented below.

Table 17: The Revisions of the Second Draft of the Unit *It's Time to Watch TV*

Aspects	Statement Numbers	Evaluation	Revision
Activity	4	Lack of drills in the exercises of which students were still confused	Adding the exercises
Input		No revision needed	
Layout	6	Too bright and too colourful material colours	Making the colours softer
	14	Not interesting title page	Redesigning the title page to make it more interesting
Instructions		No revision needed	

## 2. The Second Draft of Unit 2 *Where is the Museum?*

This unit has ten tasks which are related to days, addresses, and public place brochures. The objectives of this unit were that the students were able to read the brochures and to identify the information from the brochures such as hours, days, and addresses.

### a. The Tryout

The second draft of this unit was tried out in the classroom on March 29<sup>th</sup>, 2012. Twenty seven students participated in the tryout. The tryout was started at 11.00. When the students saw the researcher coming into the classroom, they immediately sat and said 'Hello' to her. After that, some boys asked the researcher what they were going to learn. The researcher answered they were going to learn about public places. The researcher then distributed the material for

them. However, many of them seemed disappointed to see the cover page. Some of them suggested that the material cover should be *Upin* and *Ipin* because they liked them. The researcher promised to change the cover so that they wanted to continue the lesson.

The researcher began the lesson by asking the students whether or not they had visited museums or palaces. Many of them answered that they had visited museums or palaces. The researcher then asked the question, “What museum or palace is it? *Museum Merapi, Museum National?*” They replied “*Museum Batik, Palace Yogyakarta, Museum Kereta Api, ....*”. She then asked one more question “Where is the museum or the palace? In Pekalongan, in Jakarta?” The students answered “In Pekalongan, in Yogyakarta, in Ambarawa, in Jakarta .....”

After getting the students’ attention, the researcher came into the input section in FUN TWO. The first input was related to the day and the time the places opened. For this part, the researcher only reminded the students of the name of days and the concepts of ‘a.m.’ and ‘p.m.’. The students still remembered the use of ‘a.m.’ and ‘p.m.’ and the names of days; however, the pronunciation of names of days was not good enough. Thus, the researcher corrected the pronunciation. The researcher continued to the next input related to the examples of brochures of museums and palaces. Here, the researcher showed that the brochures contained days, hours, and addresses of museums or palaces. She gave an example, “Museum Subak opens daily. It means that you can go there everyday, on Sunday, on Monday, on Thursday. Meanwhile, the museum opens at nine a.m. and closes at six p.m. So, I will ask you, if you come there at seven

o'clock in the morning, is the museum opened or still closed?" Many students answered "Closed, Miss". The researcher thought that they understood the input. Therefore, she continued to the next part.

The researcher continued to the grammatical input of the present tense. In this part, the researcher showed the formula of the present tense. She explained the input by giving more examples of present tense sentences. She also gave some tips for students related to the tense. For example, if they found the word 'and' in the subjects, it meant that they should use the infinitive form of the verbs. She, moreover, compared some examples to make it easier for the students to understand the material. For instance, she compared 'the museum' and 'the museums' as the subjects of the sentences and the verbs following the subjects. There were no questions from students. To check their understanding, the researcher gave four items of an exercise for students to answer. Many students answered correctly. In the middle of the explanation, the two trouble-maker students made noises and disturbed their friends. Many other students did not care about the noises and kept listening to the teacher's explanation, while some others, especially boys, were disturbed by the noises. The researcher and the girls told the boys to listen to the explanation and ignore the trouble makers. The boys managed to listen to the teacher. After that, the researcher continued to explain the last part in the input section. It was about the questions which were usually asked related to brochures namely *when*, *what time*, and *where*. The students learned to ask and answer questions and learned to use the prepositions namely *at*, *in*, and *on*.



In FUN THREE, the researcher read the brochures aloud and students repeated after her. Almost all of them were eager to be involved in this activity. After that, the researcher showed the pronunciation of the words listed in FUN THREE. In this part, the researcher also allowed students to ask about the meaning of the words such as *show*, *puppet*, *daily*, *leather*, *furniture*, and *map*. The students asked for some time for practicing the pronunciation in the tongue twister. The researcher gave students the time they needed.

In FUN FOUR, the students worked in pairs. To make it easy to manage, the researcher asked the students to make their friends sitting next to them as their partners. It was observed that the students could work in pairs very well. They helped each other explain the difficulties they found. They were able to do the exercise related to the present tense sentences. The students often called out the researcher just to make sure that their works were correct. In ten minutes, the students were able to complete the exercise. After checking, the researcher could see that the students' works were not bad because they got 5 to 7 correct out of 7.

In FUN FIVE, the students still worked in pairs. The exercise was related to reading comprehension. To do the exercise, they had to look back at the brochures in FUN TWO. The students had to answer whether the statements were true or false based on the brochures. They had a discussion with their partner to get the correct answers. When checking their works, the researcher saw that their works were 80% correct. In this assignment, the students complained that the words in italics were not clear to see, because they were almost the same with the other words.

In FUN SIX, the students had to work in pairs. The students completed the exercise related to days and hours the palaces or museums opened. When reading the instructions, the students seemed confused, perhaps, because the instructions were too long and complicated. However, after the researcher had given more explanation, the students were able to do the task. Then, they asked what they had to do if the museums or palaces were closed. The researcher told them that they could put a cross (X) on the days the museums or palaces closed. The students seemed not to have difficulties when doing this exercise.

The lesson was continued to FUN SEVEN. The exercise was related to the wh-questions namely *where*, *when*, and *what time*. When doing the exercise, students did not seem to get any difficulties because the differences among the three questions and prepositions were clear. There were also some examples which were useful to help students in completing the exercise.

After that, the class had a break for 35 minutes for saying prayers. After the break, the class began at 12.15. In FUN EIGHT, the students had to work individually to check their understanding of the material. They were not allowed to discuss the material with their friends and the teacher in completing the exercise. Before doing the exercise, they looked confused with the instructions. In the instructions, the word 'above' was ambiguous. The researcher then gave explanation to students that the word 'above' referred to the brochures in FUN TWO and FUN SEVEN. The researcher also told the students that they could find the answers in the boxes under the questions because many of them had not seen these answers. Based on the observation, almost all of them were able to do the

exercise well because it was similar to the exercise in FUN FIVE. They enjoyed doing the exercise and found the correct words in the boxes.

The exercise in FUN NINE was similar to that in FUN SEVEN. The students were asked to find the specific information to answer the wh-questions. Based on the observation, there was no problem with the instructions and the task. The students were able to complete it well. Almost all of the students had also used the correct prepositions i.e. *on*, *at*, and *in* to answer the questions. To see their ability in pronouncing the English words, the researcher asked the students to read aloud the brochure before they did the exercise. Their pronunciation was better.

In FUN TEN, the students were excited to see the pictures of *Upin*, *Nobita*, and *Conan*. After reading the instructions and looking at the example, they began to do the exercise. This activity was challenging for students because they had to work individually to find the places based on the information in the descriptions. After checking, the researcher could see that most of the students were able to successfully complete the exercise.

Based on the observation, almost all of students were involved in the lesson. They were eagerly listening to the explanation and did the exercises. They asked the researcher questions when they were confused about the material or the tasks. The two boys made noises in the classroom and disturbed their friends. The others, however, just ignored them and so they stopped.

Based on all the descriptions above, the researcher got some information related to the developed material. For example, the students were interested in the

material because it provided a different way of learning about hours and days which was presented more authentically. There were various reading activities in the material which allowed students to work in groups, in pairs, or individually in doing the tasks. They were not bored because the material was interesting for them. However, based on the observation, some of the instructions were still too long and ambiguous and the layout was not technically appropriate. Therefore, some revisions needed to be done. The instructions were simplified and more words were added to prevent ambiguity and the layout was reset by relocating the parts of the material.

#### b. The Evaluation

After trying out the material, the researcher distributed the questionnaire to the students. The results obtained from the questionnaire are presented in Table 18 below.

Table 18: The Mean Scores of the Students' Responses on the Second Draft of the Unit *Where is the Museum?*

Aspects	N	Statement Numbers	Mean	Statements
Activity	27	4	3.04	The exercises help me understand the English texts.
		15	3.11	The number of the exercises is not too large.
		7	3.33	I especially like the tongue twister part because I am studying while playing.
		8	3.63	The activity of reading aloud helps me recognize the words and pronounce them correctly.
		5	3.67	I am happy because there are many kinds of exercises in the materials such as matching, completing tables, playing games, etc.
		12	3.70	I am able to do the activities.
		19	3.70	The exercises in the materials are not too difficult.
		1	3.81	The activities in the exercises are fun.

Input	27	11	2.85	I have seen the texts outside the classroom.
		18	3.26	I understand the inputs before I do the activities.
		13	3.59	I can understand the texts.
Layout	27	3	3.00	The pictures are clear.
		6	3.11	The colours in the materials are interesting.
		16	3.44	The material decoration does not distract me from reading the contents.
		9	3.52	The letters can be clearly read.
		14	3.67	The material layout is good.
Instructions	27	17	3.07	The instructions are clear to understand.
		2	3.15	The instructions need not be translated into Indonesian.
		10	3.48	The example in each exercise helps me understand the instructions.

The table above presents the mean score for each statement in the questionnaire. There are four classifications of mean scores: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The parts having fair and poor mean scores then will be revised by the researcher. Below is the explanation of each statement of the four aspects in the questionnaire.

### 1) Activity

Statements number 1, 4, 5, 7, 8, 12, 15, and 19 presented the activity aspects. The eight statements were categorized as good and very good (3.04 to 3.81). Based on the classroom observation, the researcher found that the students were enthusiastic and not bored in joining the lesson from the beginning until the end and able to finish the exercises very well and answer many questions correctly. The results indicated that the activities were appropriate for the students and so they should not be revised.

## **2) Input**

The aspects of input can be seen in statements 11, 13, and 18. Based on the results, the statements gained the good and very good mean scores ranging from 2.85 to 3.59. The data from the observation also indicated that the input did not need to be revised. The organization of the inputs was well and orderly designed. They were presented step by step from the simple and easy items to the more complicated and difficult ones.

## **3) Layout**

The aspects of layout can be seen in statements 3, 6, 9, 14, and 16. The mean scores of the statements were classified as good and very good (3.00 to 3.67). However, during the tryout, the researcher found that the table in FUN SIX were too dark in colours. Therefore, she needed to change them to become brighter to make the students able to read the words in the table more clearly. Moreover, the cover should be redesigned by presenting *Upin* and *Ipin* in the cover. The researcher also revised the general layout of the material. She reset the layout in FUN EIGHT so that the students could see the provided answers before they did the exercise.

## **4) Instructions**

The aspects of instructions can be seen in statements 2, 10, and 17. Although the mean scores were categorized as good and very good (3.07 to 3.48), based on the observation, revisions related to the instructions were needed. During the observation, the researcher observed many students asking her questions about the instructions, especially the instructions in FUN EIGHT, because they were

unclear. Therefore, the part of instructions needed to be revised to make them clearer to understand.

### c. The Revisions

After analyzing the results, the researcher should revise some aspects. The aspects which should be revised are presented below.

Table 19: The Revisions of the Second Draft of the Unit  
*Where is the Museum?*

Aspects	Statement Numbers	Evaluation	Revision
Activity		No revision needed	
Input		No revision needed	
Layout	6	The materials had too much colour and the colour for the table was too dark	Making the colours for the materials softer and making the table more contrastive with the letters
	14	Not interesting cover	Redesigning the cover to make it more interesting
Instructions	17	Unclear instructions	Making the instructions clearer to understand

### 3. The Second Draft of Unit 3 *Have a Nice Holiday*

The unit *Have a Nice Holiday* consists of ten tasks. It dealt with descriptive texts concerning tourism sites in Indonesia. The objectives of this unit were that the students were able to read and recognize descriptive texts and to know tourism sites in Indonesia.

#### a. The Tryout

The tryout of the second draft of the unit *Have a Nice Holiday* was held on April 5<sup>th</sup>, 2012. At this time, there were only 24 students participating in the tryout. It began at 11.00. When the researcher came into the classroom, many

students came close to her and asked her what they were going to learn today. She answered that the class was going to learn about tourism sites in Indonesia. The researcher told them that she would distribute the material if they sat well. After the situation was under control, she greeted the students and distributed the material. She brought the new cover design and let the students choose which cover they wanted. All of them chose the new one.

The lesson began with the warming-up activity. The researcher distributed the material in the form of worksheets. The students had to put ticks in the names of places they knew and put crosses in the places they did not know. Because the instruction was clear for students to understand, they could do the exercise. To check their answers, the researcher asked, “Who knows *Bromo*?” The students who put a tick on *Bromo* should put their hands up. Then, the researcher asked the students from where they knew the places and they answered that they knew the places from the television. From that, the researcher could see that many students were familiar with the places.

The lesson was continued to the input section in FUN TWO. When looking at the texts, the students seemed interested. At this time, the researcher asked who knew *Toba Lake*, *Bromo*, *Borobudur*, or *Wakatobi*, and wanted to go there. Many of them put their hands up. Thus, she gave them some time to look at the texts about *Toba Lake*, *Bromo*, *Borobudur*, or *Wakatobi*. After that, the researcher continued to the next input about kinds of tourism sites and the examples of each site. From the examples, the students actually could guess the meaning of the tourist sites. However, some of them confirmed it to the



researcher, “*Miss, lake tuh danau bukan? Temple berarti candi? ....*” They just wanted to make sure that their guess was correct. The researcher also asked the students to add other examples if they knew them.

After finishing the explanation, the researcher continued to the next input about singular and plural nouns. In this part, she gave some tips and many examples to make the students easily understand the input. The tips were that when they found the word ‘is’ they had to put ‘a’ or ‘an’ in the beginning, and they had to put ‘s’ in the back of the nouns when they found the word ‘are’. After the students understood the input, the researcher explained the following input related to the model of sentences which was usually used in the descriptive texts. It was easy for students to understand this input because it was similar with the previous input. The researcher then came to the next section.

In FUN THREE, the researcher told the students that they would be able to know the places by reading the texts. Before the students read the texts, the researcher asked them to learn the words in the FUN THREE. Many of them did what the researcher said, while the rests read the texts or had a joke with their friends. At this time, the classroom was still under control because only a trouble maker came to the classroom, the other was absent. The researcher allowed them to ask the meaning of listed words if they did not know. Most students did not know the meaning of the words *volcano*, *famous*, *reef*, *divers*, *great*, *deep*, and *view*. After the students understood the meanings, the researcher read the texts aloud and all students enthusiastically repeated after her. When reading the texts, some students complained that it was quite hard for them to read some parts of the

texts because some of the words were not printed well. To overcome the problem, the researcher asked the students to tell her if they could not read the words. She wrote on the board the words or sentences which were not clearly printed. After reading the texts, she asked students whether or not they understood the texts. Most of them answered 'yes' because they were supported by their understandings of the meaning of the important words listed in FUN THREE.

In FUN FOUR, the students had to complete the exercise in pairs. The students were working in pairs with their friends sitting next to them. The exercise was to put the correct article for the given sentences. It was observed that most students were able to finish the exercise. There were no questions because the researcher gave the tips before they did the exercise. When checking their works, the researcher found that many students were able to answer five to seven numbers correctly. The only number which none of the students was able to answer correctly was number 6. All of them put 'a' as the answer, while the answer should be 'an'. This was because there was no such input. This was a mistake from the researcher, so she asked the students to omit the number. Another problem was related to the quantity of the exercise. There were eight items; so the students needed a lot of time to finish them. Related to the instructions, the students were able to understand the instructions.

The students wanted to have fun with the tongue twister. However, the researcher told them to do it after they had finished doing the exercise in FUN FIVE. The students agreed with that. Before the students did the exercise, the researcher explained how to do it. Some of them did the exercise seriously, while

many other did the exercise while having jokes with their friends or running around the classroom. They found difficulties in deciding which one was a noun and which one was an adjective. Therefore, they needed a long time to finish the exercise. They discussed the problem with their friends, and asked questions to the researcher when they were confused. After the students finished doing the exercise, the researcher and the students checked the answers. Many of them answered 5 to 7 numbers correctly. After checking, the researcher gave a time for students to have fun by doing the tongue twister. They enjoyed doing it.

The lesson was continued to FUN SIX. In this exercise, the students worked in pairs to match the names of places and the suitable descriptions. The instructions were quite clear and simple for the students to understand so they were able to do the task after reading the instructions and looking at the example. They looked happy and enjoyed doing the task. They worked together with their partners in the pair works. They read the texts to find the right answers. The problem observed by the researcher was that the space among items was so narrow that the connecting lines were messy and it was hard to see the connection.

The exercise in FUN SEVEN was related to reading comprehension. Here, the students had to find information in the texts to complete the provided charts. When doing the exercise, it was observed that students enjoyed it and seemed to be attracted to the charts. They got some difficulties to do the task, particularly for number 3. The chart in number 3 presented two texts and the items asked were more complicated than the other two. To handle the problem, they asked questions to other groups and the researcher. The researcher also observed that the colours

of the charts were too dark so that when the students filled in the charts using pens, the letters were not clear to read.

Having finished doing the exercise in FUN SEVEN, the class had a break for 35 minutes for prayers. The class resumed at 12.15. In FUN EIGHT, the students worked individually to complete the exercise. They understood what they should do by reading the instructions and looking at the provided example. All students were observed as very enthusiastic and serious in filling in the blanks of the sentences and completing the crossword puzzles. There was no problem doing the exercise because there were some provided answers which they could choose. The problem was that they said that some parts of the texts were not clearly printed. The researcher allowed them to mention the parts of the texts that were not clearly printed. After having checked the students' works, the researcher found that they were able to finish the exercise very well.

In FUN NINE, the students were asked to guess the names of places based on the descriptions. Here, there were some students who still remembered the content of texts so they did not look at the texts, while many others looked back at all the previous texts just to make sure that their guesses were right or because they forgot the texts. Based on the observation, the students did not find any problem with the exercise nor with the instructions. They scanned the texts very well to find the answers. When the researcher checked their works, the results were good enough. Many of the students got four to five answers correct.

In FUN TEN, there were a compass and a map of Indonesia. The students were very curious with those. They asked the researcher "*Miss, ini apa? Kita*

*suruh ngapain?”* The researcher asked the students to read the instructions together, and then she explained the compass. After that, the researcher showed the example. When the students began to work, they asked whether they should write the provinces or the tourism sites. The researcher then said that they should write the tourism sites. The students worked individually. Some of them completed the exercise quickly and many others needed longer time to think. They who finished first played with the tongue twister part. In general, they could finish the exercise. The students finished the exercise and the time was also over.

Based on the observation, the lesson ran very well because almost all of the students in the classroom actively participated in the lesson. They paid attention to the researcher's explanation and asked questions when they got confused. Moreover, they also looked very happy in doing the tasks. They could follow the instructions. The design of the material allowed them to work in pairs and individually so that they were comfortable with the material. They could build their knowledge and skills when doing the tasks in pairs. When they worked individually, they could see whether they had understood the material or not.

In general, the developed material was suitable for the students and could make them comfortably join the lesson. The students looked excited with the material and were eager to do the exercises in the material because the material provided something new for them and they felt the material was challenging. They knew the topic of the material. However, the number of the items in the exercise was too large, the colours were too dark, and the instructions were not clear. The material needed to be revised. The number of the items was reduced,

the colours were changed with brighter colours, and the instructions were revised to make them clearer.

### b. The Evaluation

The questionnaire was distributed to the students to obtain their opinions about the materials. The results from the questionnaire are presented in Table 20 below.

Table 20: The Mean Scores of the Students' Responses on the Second Draft of the Unit *Have a Nice Holiday*

Aspects	N	Statement Numbers	Mean	Statements
Activity	24	15	2.75	The number of the exercises is not too large.
		19	3.04	The exercises in the materials are not too difficult.
		4	3.21	The exercises help me understand the English texts.
		12	3.33	I am able to do the activities.
		8	3.46	The activity of reading aloud helps me recognize the words and pronounce them correctly.
		7	3.63	I especially like the tongue twister part because I am studying while playing.
		1	3.71	The activities in the exercises are fun.
		5	3.75	I am happy because there are many kinds of exercises in the materials such as matching, completing tables, playing games, etc.
Input	24	13	2.96	I can understand the texts.
		18	3.17	I understand the inputs before I do the activities.
		11	3.33	I have seen the texts outside the classroom.
Layout	24	3	3.00	The pictures are clear.
		9	3.17	The letters can be clearly read.
		6	3.21	The colours in the materials are interesting.
		14	3.63	The material layout is good.
		16	3.67	The material decoration does not distract me from reading the contents.

Instructions	24	17	3.13	The instructions are clear to understand.
		2	3.54	The instructions need not be translated into Indonesian.
		10	3.75	The example in each exercise helps me understand the instructions.

The above table shows the four considered aspects to evaluate the developed materials. The classification of the mean scores is: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The researcher then will revise the parts having fair and poor mean scores. Below is the explanation of data of each aspect in the questionnaire.

### 1) Activity

The aspects of activity can be seen in statements 1, 4, 5, 7, 8, 12, 15, and 19. The mean scores of the statements are categorized as good and very good ranging from 2.75 to 3.75. However, based on the observation, the researcher found that the items of the exercises in FUN FOUR and FUN FIVE were too large so the students needed a long time to finish them. To solve the problem, some numbers in those exercises needed to be cut. The other results indicated that the material was suitable for the students. They were able to finish the exercises and enjoyed doing them.

### 2) Input

According to the students' opinions, the statements representing the aspects of input obtained the mean scores ranging from 2.96 to 3.33. The statements of input can be seen in numbers 11, 13, and 18. The results of the observation also indicated similar results with those of the questionnaire. Based

on the observation, the students were able to understand the texts with the support from the inputs. They were also familiar with the content of the texts.

### **3) Layout**

The aspects of layout can be seen in statements 3, 6, 9, 14, and 16. The mean scores of the statements were classified as good and very good (3.00 to 3.67). In the tryout, the researcher found four problems in the aspects of layout. First, some students complained to her about the print of the texts. Based on this, the texts needed to be revised clearer so that all students could read them clearly. Second, the colour of the material did not match with the other units and the colours of the charts were too dark. The researcher should change the colours to make it match with other units and make the colours of the charts brighter so the students' answers which were written using a pen or a pencil could be clearly seen. Third, the space among the items in FUN SIX was too narrow so that it was quite hard to see each connecting line. To solve the problem, the researcher made the space larger. Fourth, the students did not like the cover. Therefore, the researcher should change the existing cover with the new one.

### **4) Instructions**

Statements 2, 10, and 17 represent the aspects of instructions. They obtained the mean scores ranging from 3.13 to 3.75 which were categorized as good and very good. In the observation, the students did not complain about the instructions because they could look at the examples when they got difficulties in understanding the instructions. However, the instructions in FUN TEN should be revised to be clearly understood because it was ambiguous. The instructions in



FUN TEN were written ‘guess the places’, while the researcher actually wanted it to be ‘guess the tourism sites’.

### c. The Revisions

The researcher needed to revise some points by considering the results of the questionnaire and the classroom observation. Below are the points which should be revised.

Table 21: The Revisions of the Second Draft of the Unit *Have a Nice Holiday*

Aspects	Statement Numbers	Evaluation	Revision
Activity	15	Too many numbers of exercises	Cutting some numbers in some exercises
Input		No revision needed	
Layout	3	Unclear parts of the texts	Revising the texts to be clearer
	6	Too dark colours of the charts	Making the colours to be brighter
	14	Not interesting title page, and too narrow space among the items	Redesigning the title page to make it interesting, and adding the space among items
Instructions	17	Unclear instructions	Making instructions more clearly understood

## 4. The Second Draft of Unit 4 *Let's Cook*

There are eleven tasks in the unit *Let's Cook*. It dealt with reading the instructions on the food and drink packs. The objectives of this unit were that the students were able to read and understand cooking instructions and recognize patterns of cooking instructions.

### a. The Tryout

The second draft of this unit was tried out on April 12<sup>th</sup>, 2012. In the classroom, one student was absent, so there were 26 students participating in the

tryout. The tryout began at 11.00. After seeing the researcher in the classroom, the students sat down and some of them greeted her. She greeted all students. The students asked the researcher, “*Miss, kita belajar apa hari ini?*” She answered, “Today we will learn about foods and drinks”. Knowing the topic, they looked very excited. When reading the title, they asked, “*Miss, kok judulnya Let’s Cook, katanya kita belajar foods and drinks?*” She answered, “Yes, because we will learn how to make foods and drinks. *Kita akan belajar bikin makanan dan minuman*”.

After that, the researcher asked the students what their favourite foods and drinks were. They answered, “*Sate, Bakso, Mie, Jus, Milk, ....*” She then asked them to write down in their books their favourite foods and drinks. They were confused where they should write the foods and where they should write the drinks. The material only provided the numbers 1 to 4 to write down the words with no divisions for foods and drinks. The researcher told them that the left side was for foods and the right side for drinks. The students asked again, “*Miss, ini cuma boleh nulis dua ya? Gak boleh lebih?*” The researcher said that they could maximally write three foods and three drinks. After the students finished completing the exercise, she invited some students to read their favourite foods and drinks in front of the classroom. Many students wanted to come forward but the researcher only gave this occasion to three students.

The lesson was continued to the input section in FUN TWO. The researcher explained that there were two kinds of food and drink namely fresh and instant. The researcher gave the examples of each kind and asked the students to

give more examples. It seemed easy for students to understand the input so the researcher continued to the following input. The input was related to the components they usually found in the food and drink serving suggestions, i.e. *materials*, *instructions*, and *cooking utensils*. The researcher gave more explanation on the instruction items. She thought that the students were not too familiar with the words in the instructions such as *pour*, *add*, *stir*, *mix*, etc. She explained the meaning of the words by giving some models. The students were able to understand the explanation.

After that, the lesson was continued to the next input. It was related to the instruction texts taken from food and drink packs. The researcher told them that they could find the texts on the food or drink packs. The researcher also told them that the headings for instructions were different in each pack such as *serving suggestions*, *cooking instructions*, *directions for use*, etc., but the meaning was the same which told the readers how to make the food. The students complained that some parts in the serving suggestion texts were not clearly printed so the researcher allowed them to ask questions when they could not read the words. After that, the researcher explained how to construct a simple instruction. The researcher gave the formula and then, together with the students, tried to construct some simple instructions.

In FUN THREE, the researcher assisted the students to read the serving suggestions aloud. She asked them to be involved in the activity so that they were not confused with the texts because the texts were not clearly printed. At first, the researcher read the texts aloud and the students repeated after her. However, for

the third text, the students wanted to try to read aloud by themselves and the teacher listened to them and corrected their pronunciations when there were mispronunciations. All of the students were enthusiastic to read the texts and asked the meaning of some words they did not know such as *approximately*, *slowly*, *according*, etc. Then, the researcher gave the students pronunciation practices of some words listed in FUN THREE. The researcher asked the students to repeat pronouncing these words such as *stir*, *sauce*, *onion*, *sugar*, etc., because they still mispronounced the words.

In FUN FOUR, the students, in pairs, had to complete the exercise of classifying the pictures of foods and drinks based on their kinds. They finished the exercise together by cutting, classifying, and sticking the pictures of foods and drinks on the provided sheet. The researcher observed that they did not find difficulties and enjoyed doing the exercise. The number of pictures was suitable for pair works so all students were busy and involved in completing the exercise. There was no problem related to the instructions of the exercise in FUN FOUR.

In FUN FIVE, the students still had to work in pairs to match the names of cooking utensils and the instructions with the pictures. Based on the observation, the example in the exercise was very helpful for students to do it. The students were able to do the exercise. They had recognized the words so they easily matched the words and the pictures. They did not look confused with the instructions.

After having finished doing FUN FIVE, the students continued to do FUN SIX. The exercise was about completing the table of words. In the exercise, the

table contained some words of instructions and cooking utensils. As the students read the texts, they gave a tick in the right box in the table when they found the word in the texts. They were able to understand the instructions of the exercise after looking at the example and listening to the teacher's explanation. They eagerly tried to find the words in the texts together with their partners. In this exercise, the researcher found a problem related to the colour of the table which made the students not able to read the words in the table clearly. As a result, they asked questions to the researcher many times about the words to make sure whether or not they read them correctly.

The lesson was continued to FUN SEVEN. The exercise asked the students to arrange the words to make instructions. In this exercise, the students worked together with their partners in pair works. While they were doing this exercise, the students asked the researcher what they should do if there were no words about cooking utensils. The researcher explained that it was no problem because they did not need cooking utensils in creating instructions; they were only additional information for the readers. After the students finished doing the exercise, the researcher could see that the results of their works were good. There was no problem for students to understand the instructions.

The class resumed at 12.15 after having a break for 35 minutes for prayers. In FUN EIGHT, the students still worked in pairs to complete the exercise dealing with their understanding of information in the serving suggestions. The students understood the instructions because they were familiar with the instructions. To make the instructions clearer, the researcher gave more explanation to the

students. When doing the exercise, the students read the statements and checked them in the texts whether the statements were true or false. Almost all of the students looked excited and enthusiastic doing the exercise. Only some of them did the exercise while making jokes with their friends. The level of difficulty in the exercise was suitable for students. It was not too easy nor too difficult for the students to complete the exercise.

In FUN NINE, the students began to work individually. The exercise was related to finding pictures based on the cards. The researcher asked one student to come in front of the class to read the instructions. The student and the researcher then practiced to do the exercise to give an example. After all students understood the instructions, each student took a lottery to know what kinds of foods and drinks they should take. The students understood the kinds of foods and drinks so they were able to finish the exercise quickly and correctly. After they finished doing the exercise, the researcher gave them a time to do the tongue twister.

In FUN TEN, the students still worked individually. Before doing the exercise, they read the instructions and looked at the example. In this activity, all students did the exercise. They chose the suitable instructions for describing the pictures. The pictures could be clearly seen so there was no complaint from the students. After checking their works, the researcher found that they did the exercise well. Most of them answered three to five items correctly out of five.

FUN ELEVEN was the last exercise in this unit. The exercise was similar with that in FUN EIGHT. In this exercise, there were four questions which the students had to answer. The students needed to think hard to answer the questions

because they worked individually. They could not share their difficulties with their friends. Some of them only asked the researcher whether or not the serving suggestions were used for a pack or a sachet.

Based on the observation, the lesson ran well. When the researcher explained the inputs or other explanations, the students seriously listened to the explanations. When they were confused, they asked questions to the researcher. They looked interested in the materials because they could find the texts in their life. Most of them were enthusiastic to join the lesson from the beginning till the end. Moreover, they liked the design of the material which allowed them to work in pairs before they worked individually. In conclusion, most of the students actively and seriously participated in the lesson.

The classroom observation indicated that the students enjoyed the developed material because the material provided various kinds of activities such as playing a game, reading the texts aloud, matching the words and the pictures, etc. Supported by the examples in each exercise, most of the students were able to understand the instructions of the exercises. The number of exercises in the material was appropriate for a meeting. The students were busy to do the exercises so there was no time for them to make noises. However, they complained about the layout of the texts. They said that some parts of the texts were not clearly printed.

## b. The Evaluation

After the tryout of the unit, the researcher gave the questionnaire to the students to find their opinions about the developed material. The results from the questionnaire are presented in Table 22.

Table 22: The Mean Scores of the Students' Responses on the Second Draft of the Unit *Let's Cook*

Aspects	N	Statement Numbers	Mean	Statements
Activity	26	19	3.23	The exercises in the materials are not too difficult.
		4	3.27	The exercises help me understand the English texts.
		7	3.46	I especially like the tongue twister part because I am studying while playing.
		1	3.54	The activities in the exercises are fun.
		12	3.58	I am able to do the activities.
		8	3.69	The activity of reading aloud helps me recognize the words and pronounce them correctly.
		15	3.73	The number of the exercises is not too large.
		5	3.81	I am happy because there are many kinds of exercises in the materials such as matching, completing tables, playing games, etc.
Input	26	13	3.35	I can understand the texts.
		18	3.46	I understand the inputs before I do the activities.
		11	3.88	I have seen the texts outside the classroom.



Layout	26	3	3.00	The pictures are clear.
		6	3.12	The colours in the materials are interesting.
		9	3.27	The letters can be clearly read.
		16	3.35	The material decoration does not distract me to read the contents.
		14	3.58	The material layout is good.
Instructions	26	17	3.27	The instructions are clear to understand.
		2	3.54	The instructions need not be translated into Indonesian.
		10	3.69	The example in each exercise helps me understand the instructions.

The above table presents the mean scores for each statement in the questionnaire. There are four classifications of mean scores: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The researcher will revise the parts having fair and poor mean scores. The explanation of the data of each statement of the four aspects in the questionnaire is described below.

### 1) Activity

The eight statements of the aspects of activity (1, 4, 5, 7, 8, 12, 15, and 19) are categorized as good and very good (3.23 to 3.81). The results showed that the material was suitable for the students. They enjoyed completing the exercises and the level of difficulty of the material was appropriate for them. However, based on the observation, they gave a complaint to researcher related to the number of the tongue twisters put in the unit. There was only one tongue twister. For this, the researcher added the number of the tongue twisters to make the material more fun.

## **2) Input**

Statements 11, 13, and 18 present the aspects of input. They obtained the very good category of the mean scores ranging from 3.35 to 3.88. The results of the questionnaire were in line with those of the observation. These results indicated that the inputs which contained content and language focuses helped students complete the exercises. The organization of the inputs which was orderly designed from easy to difficult made it easy for the students to understand the inputs.

## **3) Layout**

The aspects of layout are presented in statements 3, 6, 9, 14, and 16. The mean scores of the statements were classified as good and very good ranging from 3.00 to 3.58. However, the results of the classroom observation showed that there were some problems. First, some parts of the texts were blurred. For this, the researcher would revise the print of the texts to make it clearly read. Second, the table in FUN SIX was too dark in colours. It made the students difficult to read the words in the table. Therefore, she would make the colours brighter. Third, the cover page was not able to catch the students' attention and the layout of FUN ONE did not provide clear spaces for the students to write their favourite foods and drinks. As a result, the researcher should revise the cover to make it more interesting and the layout to provide clear spaces for writing their favourite foods and drinks.

#### 4) Instructions

The aspects of instructions can be seen in statements 2, 10, and 17. The three statements attained the very good mean scores ranging from 3.27 to 3.69. Nevertheless, the observation showed that the students looked confused with the instructions of FUN ONE because they did not mention how many favourite foods and drinks they should write. Based on this, the researcher should revise the instructions by mentioning how much favourite foods and drinks they should write.

#### c. The Revisions

After analyzing the results, the researcher found that some aspects should be revised. Table 23 presents the revisions of the second draft.

Table 23: The Revisions of the Second Draft of the Unit *Let's Cook*

Aspects	Statement Numbers	Evaluation	Revision
Activity	7	Lack of the tongue twisters	Adding the number of the tongue twisters
Input		No revision needed	
Layout	3	Unclear and blurred texts	Editing the texts to make them clearer
	6	Too bright and too colourful material	Making the colour soft and interesting
	14	Unclear spaces to write down the answers and not interesting title page	Providing clear spaces and redesigning the title page to make it interesting
Instructions	17	Unclear instructions	Adding some details to make the instructions clear

#### F. Final Product

The revision of the second draft produced the final product of the developed materials. The final product was the outcome of the improvement

carried out in the first and second drafts by considering the results of the data analyses. The final product of the authentic reading materials is presented in Appendix F.

### **G. Summary**

This part summarizes the findings that are related to the four research questions. The questions are related to the results of the needs analysis; the arrangement of the course grid; the format of the developed materials; and the reviews of the evaluation, tryout, and revision of the developed materials.

In needs analysis, it was found that the fifth grade students in IES Darul Ulum were highly motivated and enthusiastic in learning English. To keep their motivation high, they needed topics which were related to their daily activity and with which they were familiar. Based on the data, they selected the topics such as schedules, public places, tourism sites, and foods and drinks, etc. They wanted to work in pairs and individually to finish the exercises in the materials. The students liked the reading activities such as filling in the blanks, reading aloud, completing puzzles, and playing a game. The reading activities and the authentic input in the materials were used to support the students to achieve the communicative competence in their daily life communication which was the objective of learning English for elementary students stated in the 2006 curriculum. They needed to learn and experience to communicate using authentic materials in order that they could feel as if they used English in their daily life.

For the course grid, the results of the questionnaire and the 2006 curriculum were used as the basis. The course grid was written based on the

standard of competence, basic competences, and the analysis of the students' needs. The six components in the course grid were standard of competence and basic competences, topics, indicators, learning materials, activities, and media. The standard of competence and the basic competences were taken from the 2006 curriculum for the fifth grade students in the second semester for the reading skills. The topics were selected by considering to the data from the needs analysis and the 2006 curriculum. The indicators were derived from the points that were represented in the basic competences. The indicators contained the knowledge and the skills which the students should achieve related to the authentic materials and the activities in the materials. The inputs of the learning materials were taken from authentic materials found outside the school, but were still in line with the materials suggested by the 2006 curriculum. The language focus in the input was elaborated from the authentic materials in order to provide supports for students to understand the authentic materials. In deciding the authentic materials included in the developed materials, the researcher made a discussion with the teacher to get the suitable authentic materials for the students. The activities in the materials were designed by adapting reading activities proposed by some experts. There were various activities which were designed to be as fun as possible to make the students enjoy the lesson so they were able to understand the materials and achieve the teaching learning objectives. The media were used to support the implementation of the activities and to make the lessons more interesting so that it was easy for the students to carry out the activities in the lessons.

For the format, each unit was constructed of five components: titles, warming up, inputs, materials for pre-activities, and materials for main activities. There were four units of the developed materials. The development of the topic of each unit considered the students' needs in their daily life. Unit 1 was *It's Time to Watch TV*. The authentic material used in the unit was a TV schedule taken from a newspaper. The students learned the 'a.m.' and 'p.m.' concepts and how to read the time in English. In Unit 2 namely *Where is the Museum?*, the students used brochures of public places to learn addresses and names of days using wh-questions of *where*, *what time*, and *when*. In Unit 3, namely *Have a Nice Holiday*, the students learned descriptive texts concerning tourism sites and adjectives usually found in descriptive texts. Texts were taken from a kid magazine. In the last unit, namely *Let's Cook*, the students learned food and drink serving suggestions. The authentic materials were taken from the texts of food and drink serving suggestions on packs. The inputs in the unit were the components commonly found in serving suggestions such as cooking utensils, materials for cooking, and instructions. Each unit had 10 – 11 exercises named FUN ONE, FUN TWO, FUN THREE, etc. FUN ONE was the warming-up part. FUN TWO provided the students with the inputs such as the texts of authentic materials which the students were going to learn and the language focus supporting them to understand the texts. In FUN THREE, the students learned the vocabulary found in the texts and read the texts aloud. The other exercises provided the students with various reading activities such as completing charts, playing a game, answering TRUE or FALSE statements, etc. The students worked in pairs or in

groups for some of the exercises and worked individually for some other exercises. The design of the materials followed the theory of material designing proposed by Hutchinson and Waters (1987).

In the evaluation, the first draft of the materials was reviewed by 20 respondents consisting of two lecturers of the English Department, UNY, the English teacher, and 17 English Department graduates. The results of the respondents' opinions were analyzed quantitatively. The mean scores ranged from 2.05 to 3.75 for Unit 1, 2.20 to 3.75 for Unit 2, 1.80 to 3.80 for Unit 3, and 1.60 to 3.60 for Unit 4. Based on the mean scores, some aspects should be revised. The revisions were related to the clarity of print texts of authentic materials, the relevance between the title and the content, the number of exercises for a meeting, the colours used in the material, etc. The feedback and suggestions from the respondents were used to evaluate and revise the materials to produce the second draft of materials. Related to the authenticity, the respondents agreed that the materials were authentic because they were taken from the resources which the students could find in their daily life.

The second draft of the materials was tried out to the fifth grade students of IES Darul Ulum. The tryout used the classroom observation sheet and the questionnaire to obtain the data about the developed materials. The mean scores of the quantitative data from the questionnaire ranged from 2.84 to 3.72 for Unit 1, 2.85 to 3.81 for Unit 2, 2.75 to 3.75 for Unit 3, and 3.00 to 3.81 for Unit 4. Meanwhile, the results from the classroom observation, which were analyzed qualitatively, indicated that the authentic materials, the inputs, and the exercises in

the materials were appropriate for the students. Besides, the results also showed that some aspects in the second draft needed to be revised such as the clarity of instructions, the colours of the layout, the clarity of the print texts, and the uninteresting unit titles. The two kinds of data were used to produce the final draft of the materials.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents two main parts. They are conclusion and suggestions. Each part is presented below.

#### **A. Conclusion**

The conclusion is constructed based on the four research questions. They are related to (1) the description of students' needs analysis, (2) the organization of course grid, (3) the format of developed reading materials, and (4) the tryout, the evaluation and the revision of the developed materials. The four items of conclusion are presented below.

The first finding shows that the developed materials were relevant to the students' needs analysis. Based on the data of needs analysis, the fifth grade students in IES Darul Ulum had good motivation and attitudes to learn English. To maintain their motivation and attitudes in learning English, the students needed the materials which were interesting and which could support them to improve their English skills. The students wanted to learn English using authentic materials because authentic materials were related to their daily life and could help them to understand English outside the classroom. They liked to work in pairs and individually in class. The developed materials were also in line with the 2006 curriculum which required the students to achieve the determined communicative competence.

The second finding is related to the course grid. The development of the course grid considered to the students' needs and interests, and the standard of competence and basic competences which were stated in the 2006 curriculum. Six components in the course grid were standard of competence and basic competences, topics, indicators, learning materials, activities, and media. The components were related to each other. The course grid was used as the basis to develop the reading materials using authentic texts.

The third finding is related to the format of the developed materials. The format included unit titles, warming-up, inputs, pre-activities, and main activities. There were four units of developed materials related to the students' daily life. The titles of the four units were "It's Time to Watch TV.", "Where is the Museum?", "Have a Nice Holiday.", and "Let's Cook.". Each unit has 10 – 11 exercises named FUN ONE, FUN TWO, FUN THREE, etc.

The fourth finding is related to the tryout, evaluation, and revision of the developed materials. The first draft was evaluated by the respondents. The mean scores of the data analysis ranged from 2.05 to 3.80; ten items were under 2.50 and needed revisions. The results were used to revise the materials to produce the second draft. The second draft was tried out to the students. The evaluation of the second draft was obtained from the questionnaire of students' opinions and the classroom observation. The mean scores of the questionnaire ranged from 2.75 to 3.81 meaning that no revision was needed. However, based on the observation, some aspects in the materials still needed to be revised. After the second draft was revised, the final version of the materials was produced.

### **A. Suggestions**

The findings show that the students are happy and motivated to learn English using the authentic materials because the authentic materials can support them to understand English outside the classroom. Related to the findings, there are some suggestions addressed to the English teacher and other researchers who are interested in the topic of the study.

For the English teachers, they are expected to be more creative in providing materials for students in the English teaching learning process. For example, they can provide authentic materials for students. However, they should be careful in selecting authentic materials so that the materials are proper and appropriate to the students' English proficiency levels, needs, and interests. Furthermore, the designed activities should be interesting, be suitable for the students' characteristics, and support the students to achieve the learning objectives stated in the curriculum.

For other researchers interested in the topic, it may be possible for them to conduct similar studies using different emphasis. For example, this study has developed reading materials using authentic texts of the following types: TV schedules, brochures, descriptive texts, and food packs. There remains a vast collection of kinds of authentic materials such as birthday party invitations, children cartoons, manuals for toy constructions, etc. Researchers can also develop materials for other skills, i.e. listening, speaking, and writing. Another possibility is for them to broaden the scopes of the study such as extending the types of students to the higher or lower levels.

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# APPENDICES

**APPENDIX A**  
**THE DATA OF STUDENTS**

<b>NO</b>	<b>NIS</b>	<b>NAMA</b>
1	1367	RIO ADITAMA
2	1146	ZAKIATUL ISMA
3	1136	FAUZAN
4	1153	BAGUS BAYU SAJIWO
5	1160	MUAMANAH KHIKMAH SAPUTRI
6	1129	JAMARUDIN
7	1155	IDA ZUBAIDAH
8	1176	NUR SIAMSIH
9	1184	AKHMAD ROSIDUL FIKRI
10	1186	AMANDA NABILLAH PRAYITNO
11	1188	AZZAM LESA NASHIRUDIN
12	1191	DEA SYAFITRI
13	1192	FIKI MINAHUL ILMIAH SALSABILA
14	1193	GHAZY TEGAR IRVANSYAH
15	1195	IZZA ALVIANI
16	1197	MABBI ISLANO AKBAR
17	1199	MAYA SABILA DWI SASMITHA
18	1200	MUHAMMAD NAFI
19	1201	MUHAMMAD NAILUL HUDA
20	1202	M. NAUFAL HAKIM
21	1204	MUSTHOFA FARIES AR ROSYID
22	1205	NADYA CHOIRUL FUADA
23	1206	SARIROTUL ASFIYA
24	1208	ZAKA ROMADHONI
25	1209	ZIQNI ILMA
26	1321	JAHRA JATI SUKMA
27	1364	LU'LUUNNISWATINNAJA



## APPENDIX B

### THE DATA OF RESPONDENTS

No.	Name	Job
1.	Ani Setyaningsih, S. Pd.	English Lecturer in UNY
2.	Lusi Nurhayati, S. Pd., M. App. Ling	English Lecturer in UNY
3.	Idha Nurussakin	English Teacher in IES Darul Ulum
4.	Hestiana Nur Happy, S. Pd.	English Graduate
5.	Riza Indah Pramesti, S. Pd.	English Graduate
6.	Mia Gustaviani Sapitry, S. Pd.	English Graduate
7.	Valeria Westri AP, S. Pd.	English Graduate
8.	Ika Nur Rahmawati, S. Pd.	English Graduate
9.	Sharon Christa, S. Pd.	English Graduate
10.	Asmi Furaida	English Student
11.	Refrilia Ulfah	English Student
12.	Esti Ermawati	English Student
13.	Swamida Mannik Aji	English Student
14.	Dwi Damayanti	English Student
15.	Windi Arini	English Student
16.	Kurnia Wulandari	English Student
17.	Etty Septiana	English Student
18.	Siwi Turyani	English Student
19.	Titis Kurnia Putri	English Student
20.	Endarti	English Student

# **APPENDIX C**

## **THE COURSE GRID**

**The Course Grid of Authentic Reading Materials for the Fifth Grade**

STANDARD COMPETENCE	BASIC COMPETENCES	TOPICS	INDICATORS	LEARNING MATERIALS	ACTIVITIES	MEDIA
<ul style="list-style-type: none"> <li>Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana.</li> </ul>	<ul style="list-style-type: none"> <li>Memahami pesan tertulis secara tepat dan berterima.</li> </ul>	UNIT 1: <i>It's Time to Watch TV</i>	<ul style="list-style-type: none"> <li>The students are able to identify parts of TV schedule.</li> <li>The students are able to recognize types of TV programs.</li> <li>The students are able to read the time.</li> <li>The students are able to distinguish between a.m. and p.m.</li> <li>The students are able to recognize the program and the time.</li> </ul>	<ul style="list-style-type: none"> <li><b>Parts of TV Schedule</b> <ul style="list-style-type: none"> <li>-Time</li> <li>-Station</li> <li>-TV Programs</li> </ul> </li> <li><b>Types of TV programs</b> <ul style="list-style-type: none"> <li>-Cartoon</li> <li>-News</li> <li>-Sport</li> <li>-Reality Show</li> </ul> </li> <li><b>.... o'clock and half past...</b> <ul style="list-style-type: none"> <li>-spongebob starts at six o'clock.</li> <li>-sport7 finishes at half past six.</li> </ul> </li> <li><b>a.m. and p.m.</b> <ul style="list-style-type: none"> <li>-1 p.m. (13.00/one in the afternoon)</li> <li>-1 a.m. (1.00/one in the morning)</li> </ul> </li> <li><b>Related vocabulary</b>            Start, finish, news, sport, cartoon, reality show.</li> </ul>	<ul style="list-style-type: none"> <li>Mentioning the students' favourite TV programs.</li> <li>Learning parts of TV schedule.</li> <li>Learning types of TV programs.</li> <li>Learning to read the time, such as six o'clock, or half past six.</li> <li>Learning a.m. and p.m.</li> <li>Classifying TV programs into the table based on types of TV programs, and then completing time and station based on the schedule.</li> <li>Mentioning TV programs based on types and stations given.</li> <li>Filling in the table of time, TV programs and types of TV programs.</li> <li>Reading the time description, drawing the clock-hands, and writing the time.</li> <li>Choosing TV programs which start at the time given.</li> <li>Matching the time description and digital-time forms.</li> <li>Playing a game of guessing the TV programs, and also reading aloud of the description.</li> </ul>	<ul style="list-style-type: none"> <li>Game boards</li> <li>Cards</li> <li>Clocks</li> <li>Dices</li> <li>Authentic Materials of TV schedule</li> </ul>

	<ul style="list-style-type: none"> <li>• Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kata dan frasa.</li> <li>• Memahami pesan tertulis secara tepat dan berterima.</li> </ul>	<p>UNIT 2: <i>Where is the Museum?</i></p>	<ul style="list-style-type: none"> <li>• The students are able to mention the name of days in a week.</li> <li>• The students are able to mention where the place is, when and what time the place open and close based on the brochure.</li> <li>• The students are able to read aloud the brochure correctly.</li> <li>• The students are able to change the infinitive verbs into present verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Name of Days</b> <ul style="list-style-type: none"> <li>-Monday</li> <li>-Tuesday</li> <li>-Wednesday</li> <li>-Thursday</li> <li>-Friday</li> <li>-Saturday</li> <li>-Sunday</li> </ul> </li> <li>• <b>Where, What Time, and When?</b> (in, at, and on)           <ul style="list-style-type: none"> <li>-Where is the museum? The museum is in Jl. Veteran, Singaraja.</li> <li>-What time does the museum open? The museum opens at 9 o'clock.</li> <li>-When does the museum open? The museum opens on Friday to Wednesday.</li> </ul> </li> <li>• <b>Present Tense</b> S+Verb+s/es/ S + Verb e.g.:           <ul style="list-style-type: none"> <li>-The museum <b>opens</b> at 9 o'clock.</li> <li>-Raisa <b>goes</b> to the dance training.</li> <li>-Doni and I <b>visit</b> the palace.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Answering whether or not the students have visited the museum or palace.</li> <li>• Learning about days and time.</li> <li>• Learning the brochures.</li> <li>• Learning the present tense.</li> <li>• Learning the questions of where, when, and what time.</li> <li>• Reading aloud the brochures.</li> <li>• Changing the infinitive verbs into present verbs.</li> <li>• Answering whether the statements are true or false according to the brochures.</li> <li>• Completing the days-table of the museums/ performances to know when they open and close.</li> <li>• Completing the sentences based on the brochures, and then finding the words in the box.</li> <li>• Completing the table of where, when, and what time based on the brochures.</li> <li>• Answering the questions of where, when, and what time based on the brochure.</li> <li>• Making a line into the correct place based on the description.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Simple Maps</li> <li>• Authentic Materials of Brochures</li> </ul>
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				<b>•Related vocabulary:</b> Open, close, museum, palace, everyday, daily.		
	<ul style="list-style-type: none"> <li>•Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kalimat.</li> <li>•Memahami kalimat dan teks deskriptif bergambar secara tepat dan berterima.</li> </ul>	UNIT 3: <i>Have a Nice Holiday</i>	<ul style="list-style-type: none"> <li>•The students are able to recognize types of tourist objects.</li> <li>•The students are able to recognize the singular nouns, plural nouns, and the noun phrase.</li> <li>•The students are able to read aloud the descriptive text correctly and appropriately.</li> <li>•The students are able to find the specific information</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Kinds of Tourist Objects</b>  -Lake  -Mountain  -Temple  -Island  -Beach</li> <li>•<b>Singular and Plural</b>  -Merapi is a mountain.  -Bromo and Merapi are mountains.</li> <li>•<b>Noun Phrase</b>  -beautiful views  -a large lake</li> <li>•<b>Related vocabulary:</b>  Temple, mountain, large, sand, reef, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Mentioning the place the students know or not.</li> <li>•Learning kinds of tourist objects.</li> <li>•Learning singular and plural nouns.</li> <li>•Learning the noun phrases.</li> <li>•Reading aloud the texts.</li> <li>•Changing the nouns in the brackets into singular or plural nouns based on the subjects.</li> <li>•Arranging the words to make a good noun phrase.</li> <li>•Matching the places and location and specific information.</li> <li>•Completing the schemes of the specific information.</li> <li>•Completing the sentences based on the text, and then completing the crosswords.</li> <li>•Finding the places based on the description given.</li> <li>•Showing the places in the map.</li> </ul>	<ul style="list-style-type: none"> <li>•Authentic Texts of Articles from Magazine</li> <li>•Map of Indonesia</li> </ul>

			<p>from the texts.</p> <ul style="list-style-type: none"> <li>• The students are able to guess the places based on the information given.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kalimat sangat sederhana.</li> <li>• Memahami kalimat secara tepat dan berterima.</li> </ul>	UNIT 4: <i>Let's Cook</i>	<ul style="list-style-type: none"> <li>• The students are able to recognize the different types of foods and drinks.</li> <li>• The students are able to read aloud the serving directions correctly.</li> <li>• The students are able to recognize the materials, cooking utensils, and instructions in the serving</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kinds of Foods and Drinks</b> <ul style="list-style-type: none"> <li>- Fresh foods</li> <li>- Instant foods</li> <li>- Fresh drinks</li> <li>- Instant drinks</li> </ul> </li> <li>• <b>Materials:</b> noodle, water, sugar, etc.</li> <li>• <b>Cooking Utensils:</b> pan, glass, cup, etc.</li> <li>• <b>Instructions:</b> boil, stir, pour, etc.</li> <li>• <b>Instructions</b> <ul style="list-style-type: none"> <li>- Put one tea bag in a cup.</li> <li>- Add sugar or lemon.</li> </ul> </li> <li>• <b>Related Vocabulary:</b> Pour, cup, bowl, noodle, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Mentioning the students' favourite foods and drinks.</li> <li>• Learning kinds of foods and drinks.</li> <li>• Learning the instructions, materials, and cooking utensils found in the serving suggestions.</li> <li>• Learning the instruction forms.</li> <li>• Reading aloud the serving suggestions.</li> <li>• Classifying the foods and drinks into the types.</li> <li>• Playing the shopping game.</li> <li>• Matching the instructions/ utensils and the pictures.</li> <li>• Finding the instructions/ utensils in the serving suggestions, and then giving a tick in the table if students can find.</li> <li>• Arranging the words into a good instruction form.</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic Material of Food Packs</li> <li>• Pictures</li> </ul>

			<p>directions.</p> <ul style="list-style-type: none"><li>•The students are able to find the specific information on the directions.</li></ul>		<ul style="list-style-type: none"><li>•Answering TRUE or FALSE in the statements of the specific information in the serving suggestions.</li><li>•Matching the pictures and the suitable instructions.</li><li>•Answering the questions related to the specific information in the serving suggestions.</li></ul>	
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# **APPENDIX D**

## **THE FIRST DRAFT**



# SPONGEBOB STARTS at 5/6 O'CLOCK





## FUN ONE

Work individually.



Do you like watching TV? What is your favorite TV program? Write down below.

1. ....
2. ....
3. ....
4. ....
5. ....

### Types of T.V. Programs

1. **News**, example: Topik Pagi, Fokus, Dunia Binatang, Top 5, etc.
2. **Sport**, example: Indonesia Super League, Highlights Moto GP, etc.
3. **Cartoon**, example: Doraemon, Naruto, Barbie, Scooby Doo, etc.
4. **Infotainment**, example: Was-Was, Intens, Insert, etc.
5. **Music Show**, example: Klik, The Hits, Dahsyat, etc.
6. **Drama**, Putri yang Ditukar, Satria, Garuda Impian, Pink Lipstick, etc.
7. **Comedy**, Sketsa Tawa, Keluarga Minus, Opera van Java, etc.
8. **Reality Show**, Termehek-mehek, Gaul Bareng Bule, Jika Aku Menjadi, etc.



## FUN TWO

Work in group of four.



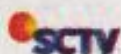
Classify the television programs below into the table. Look at the TV schedules to complete the TV stations and time. Look at the example.

Mantap	Comedy Project	Cita-citaku	Anugerah	Silet
Upin Ipin	Tom and Jerry	Topik	Dora	Tutur tinular
Kabar pagi	BocahPetualang	One Stop Soccer	Dewa	Derings
Go Spot	Dunia Binatang	Opera van Java	Metro Sports	Sketsa



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### TV programs



5:00 a.m.	Liputan 6	Metro Pagi	Seputar Indonesia Pagi	Wisata Hari	Program Religi Pagi	Reportase
5:30	Kata Utad			Lensa Olahraga		Islam Itu Indah
6:00	Was-was	Headline News	Go Spot		Fokus Pagi	
6:30				Hati ke Hati bersama		Insert Pagi
7:00	Music Inbox	Beside Editorial	Si Doel Anak Sekolahan		Kiss Pagi	
7:30				Wooz 1	Halo Polisi	Rangking 1
8:00		8 Eleven Show	Dahsyat	Friends	FTV Pagi	
8:30						
9:00	Hot Shot			Gowes Dunia		Dorings
9:30				Simulat Junior	Hitzteria	
10:00	SCTV FTV			Kampung Gajah		Bosan Jadi Pegawai
10:30				BP3TKI		Ibu
11:00		Agung Sedayu Group	Intern	Forum Kita Kelantan		Insert Siang
11:30		Metro Siang		Topik Siang	Patrol	
12:00	Liputan 6	Headline News	Seputar Indonesia Siang	Klik!	Jumong-Prince Of Legend	Reportase Siang
12:30 p.m.	FTV Siang		Cinema			Jelang Siang
1:00		Wide Shot		Bukan Bintang Biasa		Bingkai Berita
1:30					Pink Lipstick	Silat Boyz 5
2:00		Headline News				
2:30	Status Seleb		Cek & Ricek			
3:00	Uya Emang	The Interview		Indonesia Super League	Kiss Sore	Skessa
3:30		Public Corner	OB			With Farah Quinn
4:00	Jebakan		Top 5		Fokus	
4:30					Sung Kyun Kwan Scandal	
5:00	Liputan 6	Headline News	Seputar Indonesia			Reportase Sore
5:30	Parade FTV		Silet	Topik Petang		Investigasi Selebriti
6:00		Metro Hari Ini	Dewa	Pesbukers	Pendekar Pemanah Rajawali	
6:30						Jika Aku Menjadi
7:00		Suara Anda		Sapa Takut	Satria	Comedy Project
7:30	Bukan Islam					
8:00				Deal Or No Deal	Tunai Tinular	The Hits
8:30		Special Dialogue				
9:00	Jampi Cinta	Top Nine News	Anugerah			Ghost Rider
9:30		Kick Andy		Dr. Brady Barr		
10:00				Indonesian Cinema	Concert	
10:30			Box Office Apocalypse			
11:00	FTV Utama	NewsMaker				Kakek-Kakek Narsis
11:30		Metro Sport				
12:00		Metro Malam		W. Most Amazing Videos	Dendam Membawa	Spawn
12:30 a.m.			Topik Malam			Sport? Malam
1:00	Liputan 6	After Hours	Seputar Indonesia Malam	Lensa Olahraga Malam		
1:30	Buser	Archipelago	Hifa Vs. Schalko (Delay)	Explorer	Fokus Malam	
2:00	Cinema	Richard Roy Show			Kasih Tak Sampai	Reportase Malam
2:30				Documentary		
3:00		Just Alvin	Highlight UEFA Eu. League			
3:30				Dr. Brady Barr		



TRANS 7						tvone		globaltv		Jaktv		NRI		CHANNEL	
Khalifah Dunia Kartun	Kabar Pagi	Dora Explorer Chalkzone	Indonesia Berdoa Warta nusantara	Music Mix	5:00 a.m.										
Sport 7		Spongebob	Medika Natura	DKI-15	5:30										
Redaksi Pagi	Apa Kabar Indonesia		Maha Karya Agung... Lejel	Pendidikan	6:00										
Selebrita Pagi			Medika Natura	Budi dan Kerti	6:30										
Wara Wiri		Fairly Odd Parents	Lejel	O-Shop	7:00										
Karaoke Keliling		Menggapai Bintang Super Hero Kocak	Medika Natura	Lejel Home Shopping	7:30										
Ups Salah	Kabar Pasar Pagi	Obsesi	Lejel	Pesona budaya	8:00										
Spotlite	Coffee Break			Daerah membangun Monitor olahraga	8:30										
Warna				Lintas agama Warta Siang	9:00										
Redaksi Siang	Jendela Usaha	Top Banget		Jaco Home Shopping	9:30										
Selebrita Siang	Kabar Siang	Hot Spot		DRTV	10:00										
Teropong Si Bolang		Awat ada Sule 2		O-Shop	10:30										
Laptop Si Unyil		Main kata		EZ shop	11:00										
Aku & Cita-citaku				O-Shop	11:30										
Dunia Binatang	Apa dan Siapa	Steve Ewon....		Rekomendasi	12:00										
Koki Cilik Tamasya	Kabar Pasar	Deny Manusia Ikan		EZ Shop	12:30 p.m.										
Horne Stay	Selera Asal	Hand Made		O-Shop	1:00										
Asal Usul Buku Saku	Nama dan Peristiwa	Berita Global		O-Shop	1:30										
Jejak Petualang	Kabar Petang	Top Banget		DRTV	2:00										
Redaksi Sore		Fokus Selebriti		O-Shop	2:30										
Jejak Si Gundul		Chalkzone		EZ shop	3:00										
Orang Pinggiran		Spongebob Squarepants		O-Shop	3:30										
Hitam Putih				Dr. Cooking	4:00										
				Lejel Home Shopping	4:30										
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Times and programs subject to change



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## TV programs

**SCTV** **METRO TV**

**RCTI**

**antv**

**INDOSIAR**



**TRANS 7**

Time	SCTV	METRO TV	RCTI	antv	INDOSIAR	Trans 7
5:00	Liputan 6 Pagi	Metro Pagi	Sepatu Indonesia Pagi	Misra Hati	Program Bakti Pagi	Jalan Dikawat
5:30	Kata Ust. Sofroned		Go Sport	Lemah Oluhupa		Dunia Kartum
6:00	Wise-wis				Fokus Pagi	Sport 7
6:30						Berlaks Pagi
7:00	Music Inbox	Berlaks Edisi Neda L. Tom & Jerry		Hati-hati Hati B. Mama		
7:30		8 Eleven Show		Whore J	Kiss Pagi	
8:00				Friends	FTV Pagi	
8:30				Gowes		Selenggara Pagi
9:00	Halo Celebrities			Sugest		Ura Salah
9:30					Hazratia	Kanaka Keifing
10:00	FTV Pagi	Headline News		Dragon Bikan		Pelangi
10:30						Sportite
11:00						Wamur
11:30	Liputan 6 Sore	Metro Sore	Interni	Tonik Sore	Patrol	Medaka Sore
12:00	FTV Sore	Wide Show	Sepatu Indonesia Sore	Kiki	Dono in Jewel in Crown	Selenggara Sore
12:30						Berlaks Pagi
1:00				Bukan Main Kuningan	Pick Up Pickle	Laptop Si Ujoll
1:30						Cita Cita
2:00	Status Sebelah		Kabar Kabar			Dunia Berlang
2:30	Ura Emang Kaya	The Insider				Koki Cili
3:00		Public Corner	Top 5	Pesekam W. PS Sumbawa Kila Sore		Kore Alah
3:30	Sebelah Berlan	Discover Indonesia	Silat			Akal Usul Can Tahu
4:00		Metro Redha		Fokus		Jejak Peselang
4:30	Liputan 6 Petang	Metro Hari Ini	Sepatu Indonesia	49 Days		Berlaks Sore
5:00	Parade FTV		Seni			Jejak Peselang Survival
5:30				Tonik Petang		Chung Pagi
6:00				Petaling		Hormi Puri
6:30						
7:00	Bukan Islam KLP	Headline News	Binar Berlang Berlan	Sapa Takar		On The Spot
7:30		Sora Andri				
8:00		Managing the Nation		Kasih Dari Langit		Opera Van Java
8:30						
9:00	Amir Cita Asala	Top Nine News	Anugerah	Deal Or No Deal		
9:30		Provocative Proactive				
10:00						
10:30	SCTV Cinema	Stand Up Comedy	Mission Impossible 2	Dangdut Encounter		Bukan Empat Mata
11:00		Inside				
11:30		Metro Sport		Most Wanted Movie		
12:00	Liputan 6 Malam	Headline News		Leona Oluh Pagi Malam		(Mash) Dunia Lan
1:00 a.m.	Bucer	After Hours	Love Mismatch	Indonesia Super League		Sport 7 Malam
1:30	SCTV Cinema	Advocate of Changes	Sepatu Indonesia Malam	Fishin Malam		Berlaks Malam
2:00				Indo Ku Sepong Istirika		

tv one	globaltv	Jak tv	TVRI	3 CHANNEL	MNCN
Kabar Pagi	Dora Explorer Chalkzone	Medika Natura	Teleakwiah Warta Nusantara	Music Mix	Lintas Pagi
Apa Kabar Indonesia	Spongebob Squarepants	Mahakarya Agung Lejel	Pendidikan Mahakarya	Pagi Jakarta O-Shop	Upin Ipin Met Pagi Centa Pagi
	Penguin of Madagascar	Medika Natura	Cendaria Sekolah alam	Life is Beautiful O-Shop	
Sedara Anda	Fairy Oot Parents	Lejel	Mukizat Daerah membangun	Lejel Home Shopping Jaco Home Shopping	Santapan Nusantara Centa Pagi
Tarikah Anda	Gazoon		Varia olahraga	DRTV	
Soccer one Prediksi	Tamu Gokil Kungfu Chef		Warta siang	Dem-O EZ Shop	Mata Pancing Jendela
	Sketsa Tawa			O-Shop	Sidik Kasus
Kabar Siang	Gara-Gara Wendy Awat Ada Sule 3		Pigura Sketsa	Rekomendasi EZ Shop	Kisah Nyata
Damai Indonesaku	Gadis Petualang One Cubed		Seputar MK Untukmu Indonesia		
	America's Funniest Home Indonesia Explode			O-Shop DRTV	1:00 2:00
Satu Jam Lebih Dekat Ujung Negeri	100% Ampuh		Tangga nada Jendela dunia	Lejel Home Shopping O-Shop	Lintas Petang Persija Vs Arena
Kabar Petang	Fokus Selebriti Spongebob Squarepants	Movie Freaks Kurnia	Album kenangan Minggu malam	Rekomendasi	3:00 4:00
	Asterix & Obelix	Dauru Likurati Ada Ada Aja Ganasusik		Jaco Home Shopping	Pada Zaman Dahulu 6:00
Apa Kabar Indonesia			Warta malam	My Love Patzu TOP K-Pop	Nono Forest 6:30 7:00
Sociosite		New Heart		Contact Nollie	Sweet Lambs 7:30
Bukan Jalan-Jalan Biasa			Musik candi		Sham The Sheep 8:00
Kabar Malam	District 9	Jakarta Bersepeda Roti Bakar		Catatan Metropolitan	8:30 9:00
	Nama dan Peristiwanya	This is Your Time	Ring TVRI Jalan-Jalan Seru	Paranoba	Koi Mil Gaya 9:30
Bumi dan Manusia	Bristol Rovers Vs Aston Villa		Bisk Bisk	O-Channel Movie FTV	Militer 10:30 11:00
Zona Merah		Ketawa-ketawa			FA Cup 11:30 12:00
					12:30 a.m.
Spanish League	After Math: Population Zero	News Renungan malam		O-Channel Movie	1:00 1:30
					2:00 2:30
					3:00 3:30

Times and programs subject to change





tv one	globaltv	Jak tv	TVRI	GO CHANNEL	MNCN
Kabar Pagi	Dora The Explorer Chickadee SpongeBob SquarePants	Legel	Informasi hari ini Berita	Musikmu	Lirik Pagi Spirit Maria Dorothy Chib Pagi Jakarta Layar Pagi
Apa Kabar Indonesia				O-Shop	7:30
				Legal Home Shopping	8:00
Kabar Pagi Cuffee Break	Penguin of the Madagascar Pat & Stan Super Hero Kacak	Legel	Buku dan Kari Pusat Matematika	Jaco Home Shopping DRTV	8:30
				O-Shop	9:00
Musikmu				EZ shop	9:30
Kabar Siang				O-Shop	10:00
				Belomenday	10:30
				EZ shop	11:00
				Cadita Siang	11:30
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Types of Program	Names of Program	Stations	Time
News	•Dunia Binatang	Trans 7	2.00-2.30 p.m.
Sport			
Cartoon			
Infotainment			
Music Show			
Drama			
Comedy			
Reality Show			





## FUN THREE

Work individually. 

Complete the table below. Look at the TV Program on Saturday, January 7, 2012.

TV Station	Time	Program	Type of Program
SCTV	5.00–6.30 a.m.	Liputan 6	News
.....	.....	Hitzteria	.....
SCTV	.....	Inbox	.....
Trans 7	3.00–4.00 p.m.	.....	....
.....	.....	Spongebob Squarepants	.....
RCTI	7.00–9.00 p.m.	.....	.....
.....	....	Jika Aku Menjadi	.....
Trans TV	.....	Insert Pagi	.....
Global TV	.....	Awas Ada Sule 3	.....
TV One	12.00 a.m. – 1.00 p.m.	.....	.....
....	8.00–9.00 p.m.	Shaun the Sheep	.....
ANTV	5.30–6.30 a.m.	.....	.....



## FUN FOUR

Work individually. 

Look at the schedule on Thursday, 19 January 2012.

- Are there any programs about Indonesian Drama in Indosiar? If it is yes, mention two programs.  
.....
- You want to watch reality show programs. Write down only one reality show program on TRANS TV.  
.....
- You love cartoon programs very much. Mention two cartoon programs on Global TV.  
.....

4. What sports programs can you watch on ANTV? Mention two programs.  
.....
5. If you want to know the information about the actors and actresses, which programs should you watch on SCTV? Write down two programs.  
.....
6. Which programs should you watch in RCTI if you want to watch the show of bands, singers, girl-bands, and boy-bands? Mention one program.  
.....
7. If you want to watch the news programs, which programs should you watch on RCTI? Write down three programs.  
.....

Look at the TV Schedules. Pay Attention to the Time: 'a.m.' and 'p.m.'

## 'a.m.' and 'p.m.'

a.m. : 00.01 – 12.00


- 1.00 a.m. : 01.00 / one in the morning  
 5.00 a.m. : 05.00 / five in the morning  
 10.00 a.m. : 10.00 / ten in the morning.  
 10.30 a.m. : 10.30 / ten thirty in the morning.  
 12.00 a.m. : 12.00 / twelve in the afternoon.

p.m. : 12.01 – 24.00

- 1.00 p.m. : 13.00 / one in the afternoon.  
 3.00 p.m. : 15.00 / three in the afternoon.  
 6.30 p.m. : 18.30 / six thirty in the evening.  
 7.00 p.m. : 19.00 / seven in the evening.  
 11.00 p.m. : 23.00 / eleven at night.





Work in pairs. 

Look at the TV schedule. Circle the programs which start at

1. three in the afternoon on Saturday, January 7, 2012.

Liputan 6	Galau Unite	Lejel Home Shopping	PSPS vs Mitra Kukar	Late Night Movies
Zona Memori	Tom and Jerry	Spanish League	O-Shop	Fokus
Innovator	Kiss Sore	Jendela Dunia	Persija vs Arema	Highlights Otomotif
Oprah Winfrey Show	Gaul Bareng Bule	Super Trap	Ethnic Runaway	Ujung Negeri
Satu Jam Lebih Dekat	Mancing Mania	Indonesia Exploride	100% Ampuh	Tangga Nada

How many programs start at the time? ..... programs.

2. eight in the morning on Friday, 16 December 2011.

8 Eleven Show	Sunny Jenny	Wara Wiri	The Hits	Medika Natura
Deal or No Deal	Derings	Sketsa	Friends	Shaun the Sheep
Home Stay	Tutur Tinular	FTV Pagi	Fairly Odd Parents	O Shop
Opera van Java	Liputan 6	Dahsyat	Pesbukers	Upin Ipin

How many programs start at the time? ..... programs.

 Tongue Twister

She sells seashells on the seashore

<http://www.buzzle.com/articles/tongue-twisters-for-kids.html>



## FUN SIX

Work individually. 

Match the bold phrases and the boxes below.

8.30 a.m.

11.30 a.m.

2.30 p.m.

3.00 a.m.

8.30 a.m.

8.00 p.m.

8.00 p.m.

1. ANTV broadcasts Dino Babies program at **eight thirty in the morning**.
2. You can watch the Peppy the Explorer program on Trans TV at **two thirty in the afternoon**.
3. Shaun the Sheep program is on MNC TV at **eight in the evening**.
4. You can watch Spanish League program on TV One at **three in the morning**.
5. TVRI broadcasts Sekolah Alam program at **eight in the morning**.
6. Highlight Serie A program is on Indosiar at **eleven thirty in the morning**.
7. You can watch Super Trap on Trans TV at **seven thirty in the**



## FUN SEVEN

GAMES. Work in group of four. 

Match the bold phrases and the boxes below.

### Procedures:

1. Shuffle the card A and the card B separately.
2. Throw the dice, look at the number you get.
3. Play the game, start from number 1 on the game board.
4. Take the card A if you stop in the card A, or the card B if in the card B.
5. Read the description on the card loudly.
6. Take the picture which is suitable with the description.

GAME BOARD

20 TAKE CARD B	19 TAKE CARD B	18 TAKE CARD A	17 TAKE CARD A	16 TAKE CARD B
11 TAKE CARD B	12 TAKE CARD B	13 TAKE CARD A	14 TAKE CARD A	15 TAKE CARD B
10 TAKE CARD A	9 TAKE CARD A	8 TAKE CARD B	7 TAKE CARD B	6 TAKE CARD A
1 TAKE CARD A	2 TAKE CARD A	3 TAKE CARD B	4 TAKE CARD B	5 TAKE CARD A



## CARD A

This is a reality show program. It starts at twelve thirty and finishes at one o'clock in the afternoon. TRANS 7 broadcasts this program on Thursday.

## CARD A

It is an infotainment program. It is broadcasted on SCTV at six thirty in the morning. You can watch the program on Thursday, Friday, and Saturday.

## CARD A

The type of this program is drama. It starts at eight thirty in the evening. It is broadcasted on TRANS TV for 2 hours on Saturday.

## CARD A

It is a reality show program. It is broadcasted on TRANS TV at three o'clock in the afternoon. You can watch the program on Saturday.

## CARD A

It is a drama program. It is broadcasted on Indosiar at seven o'clock in the evening. You can watch the program on Thursday and Friday.

## CARD B

It is a cartoon program. It is broadcasted two times a day. In the morning it starts at six o'clock or six thirty and in the evening it starts at eight five or six o'clock. Global TV broadcasts this program on Thursday, Friday, and Saturday.

## CARD B

This is a comedy program. It starts at twelve o'clock in the afternoon. Global TV broadcasts this program on Thursday, Friday, and Saturday.

## CARD A

The type of this program is comedy. It starts at eight o'clock in the evening. It is broadcasted on TRANS 7 for two hours on Thursday and Friday.

## CARD A

This is a news program. It starts at four thirty in the afternoon. TV One broadcasts this program on Thursday, Friday, and Saturday.

## CARD A

The type of this program is sport. It starts at ten o'clock at night. It is broadcasted on TV One for 1 hour on Thursday and Friday.

## CARD A

The type of this program is cartoon. It starts in the evening at six o'clock on Thursday and eight o'clock on Saturday. It is broadcasted on MNC TV.

## CARD A

This is a reality show program. It starts at two thirty in the afternoon. Trans 7 broadcasts this program on Thursday.

## CARD B

This is a music show program. It starts at nine thirty and finishes at eleven thirty in the morning. Indosiar broadcasts this program on Thursday, Friday, and Saturday.

## CARD B

The type of this program is cartoon. It starts at six thirty in the morning. It is broadcasted on MNC TV for 30 minutes on Saturday.

## CARD B

It is an infotainment program. It is broadcasted on Indosiar at three in the afternoon. You can watch the program on Thursday, Friday, and Saturday.

## CARD B

This is a news program. It starts at twelve o'clock in the afternoon. Trans TV broadcasts this program on Thursday and Friday.

## CARD B

The type of this program is drama. It starts at nine o'clock at night. It is broadcasted on RCTI for 90 minutes on Thursday, Friday, and Saturday.

## CARD B

The type of this program is sport. It starts at ten thirty in the morning. It is broadcasted on TV One for 30 minutes on Saturday.

## CARD B

It is a reality show program. It is broadcasted on TRANS TV at six thirty in the evening. You can watch the program on Friday for 30 minutes.

## CARD B

The type of this program is sport. It starts in the morning at eleven thirty on Saturday. It is broadcasted on Indosiar.

HITZTERIA

ETHNIC RUNAWAY

AWAS ADA SULE

SI BOLANG

SHAUN THE SHEEP

HIGHLIGHTS SERIE A

WAS-WAS

SPONGEBOB

JIKA AKU MENJADI

KABAR ARENA

CINTA CENAT CENUT

ANUGERAH

OPERA VAN JAVA

KABAR PETANG

SATRIA

KOKI CILIK

REPORTASE SIANG

UPIN IPIN

SOCCER ONE

KISS SORE





## FUN EIGHT

Work individually.

Look at the title pictures below. Find the title in the schedules and make such an accessory as below. You can design your own accessory, but don't forget to put the questions' number.

Questions:

1. What station broadcasts the program?

2. What type is the program?

3. What time is the program broadcasted?

4. How long is the program broadcasted?

5. When is the program broadcasted?

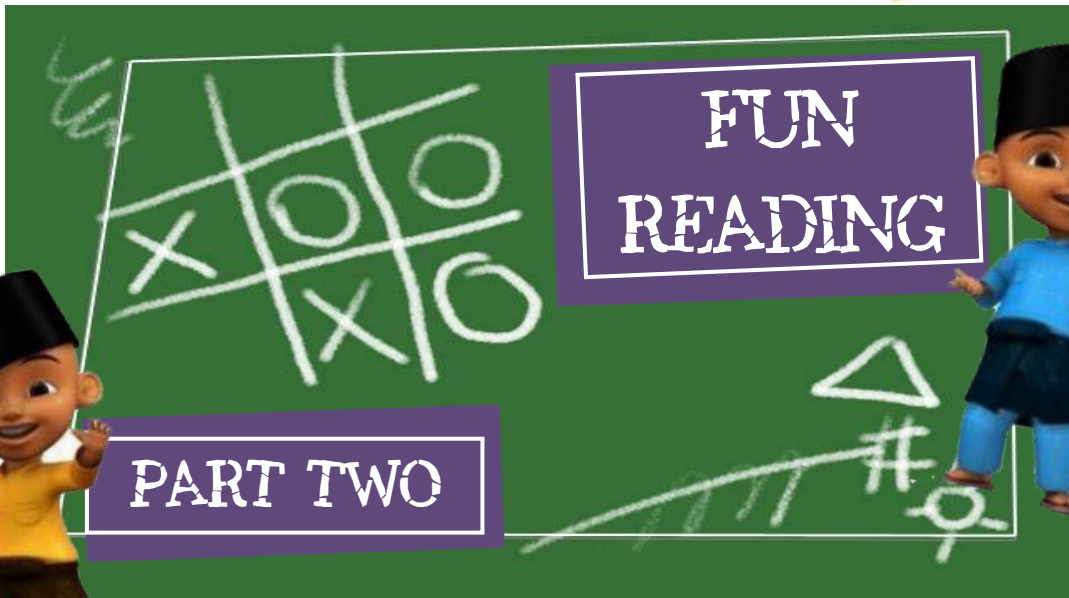
Example:



# SUBAK MUSEUM OPENS ON MONDAY

FUN  
READING

PART TWO





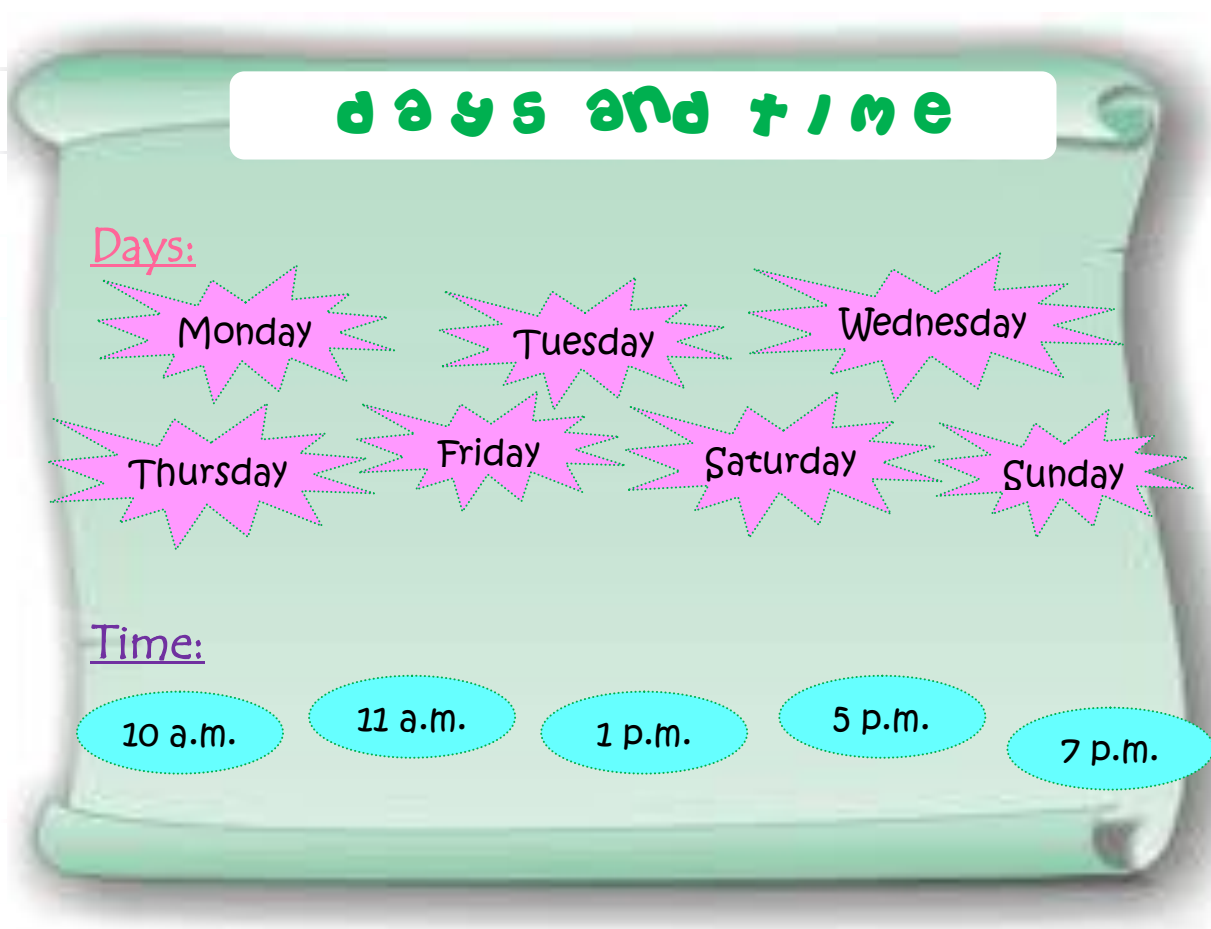
## FUN ONE

Work individually. 


Answer the questions.

1. Have you ever visited a museum/palace? .....
2. Where is the museum/palace? .....
3. When did you go to the museum/palace? .....

Read the information below.



## FUN TWO

Work in pairs. 

Read the brochures. Answer the questions TRUE or FALSE. Look at the example.

• Museum Subak, museum of Balinese irrigation system and organization, Tabanan, open daily, from 9 a.m. to 6 p.m.



F

Museum Subak opens every day.

**PAKUALAM PALACE****Gamelan & dance training**

Every Monday: 5:00 - 7:00 pm

**Gamelan & dance training**

Every Thursday: 5:00 - 7:00 pm

**Gamelan orchestra**

Eve of Saturdays Paing (Friday night Legi): 9:30 pm-midnight

**T****F**

Pakualam Palace has the gamelan and dance training every Monday and every Thursday.

**Leather Shadow Puppet Show – Pagelaran Wayang Kulit**

Every Saturday 09:30 am – 1 pm at the Bangsal Sri Manganti pendopo

**T****F**

Leather Puppet Show performs every Saturday.

• **National Archives Building Museum, Jl. Gajah Mada 111, West Jakarta (tel.6347744, 63855345), open Tuesday-Sunday from 8 a.m. till 4:30 p.m.** Collection of old furniture and antiquarian maps of Indonesia.

**T****F**

National Archives Building Museum opens on Tuesday and Sunday.

**Gamelan Orchestra – Pagelaran Kerawitan**

Performance of Javanese-Mataram style composition on the Slendro and Pelog gamelan sets. Every Monday and Tuesday 10:00 am – 12:00 noon at the Bangsal Sri Manganti pendopo (meeting hall) at the Keraton.

**T****F**

Gamelan Orchestra performs every Monday and Tuesday.

• **Museum Archeology, near Museum of Bali, open Tuesday - Sunday, from 8 a.m. to 3 p.m.**

**T****F**

Archeology Museum opens five days a week.

**Tongue Twister****World Wide Web**

<http://www.uebersetzung.at/twister/en.htm>





## FUN THREE


Work in the whole class.

Read aloud the brochure in FUN TWO. Repeat these words after your teacher.

dance	puppet	composition	Sunday	Thursday
orchestra	leather	daily	Monday	Friday
palace	show	map	Tuesday	
museum	style	furniture	Wednesday	



## FUN FOUR

Work in pairs. 

Read carefully the brochures in FUN TWO. Then write down the schedules on the boxes below. Look at the example.

**Monday**

Museum Subak (9 a.m. – 6 p.m.)

.....  
.....  
.....

**Tuesday**

Museum Subak (9 a.m. – 6 p.m.)

.....  
.....  
.....

**Wednesday**

Museum Subak (9 a.m. – 6 p.m.)

.....  
.....  
.....

**Thursday**

Museum Subak (9 a.m. – 6 p.m.)

.....  
.....  
.....

**Friday**

Museum Subak (9 a.m. – 6 p.m.)

.....  
.....  
.....

**Saturday**

Museum Subak (9 a.m. – 6 p.m.)

.....  
.....  
.....

**Sunday**

Museum Subak (9 a.m. – 6 p.m.)

.....  
.....  
.....

## FUN FIVE

Work individually. 

Read the brochures in FUN TWO, then answer the questions below. You can choose the answers in the box below.

1. The National Archives Building Museum is closed on .....
2. Museum Kirtya is opened at seven in the .....
3. You can visit the gamelan and dance training in Pakualam Palace on Monday and .....
4. Subak Museum is opened ..... days a week.
5. We can watch ..... every Saturday at 9.30 a.m. -1 p.m. at the Bangsal Sri Manganti.
6. Gamelan Orchestra at the Bangsal Sri Manganti is opened ..... days a week on Monday and .....
7. The National Archives Building Museum is in .....

Jakarta

Tuesday

Thursday

two

Monday

leather puppet show

morning

seven

## FUN SIX

Work individually. 

Read the brochures of Kirtya Museum and Le Majeur Museum below. Fill in the table.

• Museum Kirtya, museum of Balinese lontar writing, Jl. Veteran, Singaraja, open Monday - Thursday, from 7 a.m. to 2 p.m.

• Museum Le Majeur, painting museum of Le Majeur, famous Bali-style painter, Jl. Hang Tuah, Sanur, open Saturday - Thursday, from 8 a.m. to 5 p.m.

	Kirtya	Le Majeur
Address		
Open Days		
Close Days		
Open Time		
Close Time		



## FUN SEVEN

Work individually.

Read the brochure below. Fill in the blank and then find the words in the box.

N	A	S	I	O	N	A	L	K
E	A	M	T	K	E	R	H	J
F	B	O	B	U	J	H	M	A
R	U	N	G	L	O	T	H	K
I	S	D	D	E	R	T	U	A
D	N	A	M	E	A	K	N	R
A	I	Y	I	D	G	Y	R	T
Y	N	F	S	I	X	E	U	A

• **Museum Nasional**, Jl. Medan Merdeka Barat No. 12, Central Jakarta (Tel. 3812346, 3868172), open Tuesday-Thursday from 8:30 a.m. to 4 p.m., Friday, 8:30 a.m. to 11 a.m. and 1 p.m. to 4 p.m., Saturday and Sunday, 8:30 a.m. to 5 p.m.

1. The name of the museum is Museum .....
2. The museum is located in .....
3. The museum is closed on .....
4. On ....., the museum is opened at 8.30–11.00 a.m. and 1.00–4.00 p.m.
5. The museum is opened ..... days a week.

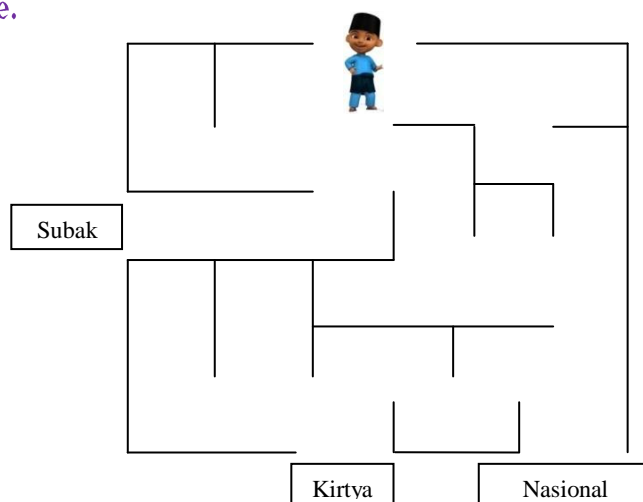


## FUN EIGHT

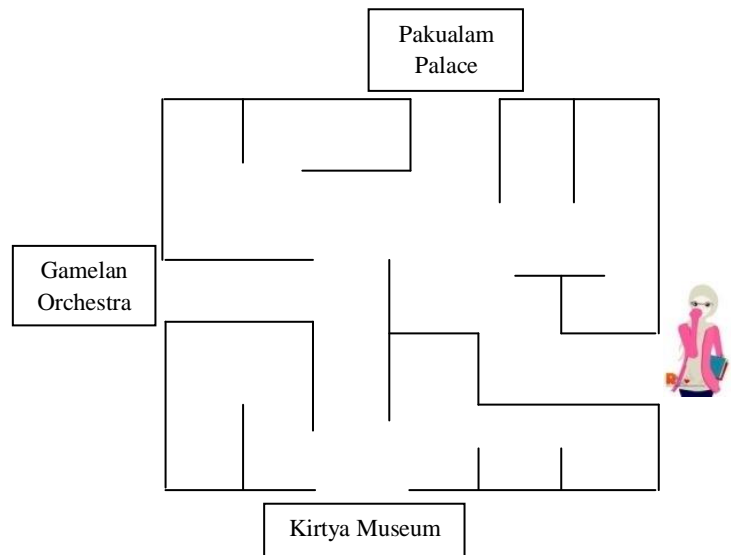
Work individually.

Read the description below. Make a line, start from the people to the place he/she visits. You can see all brochures above.

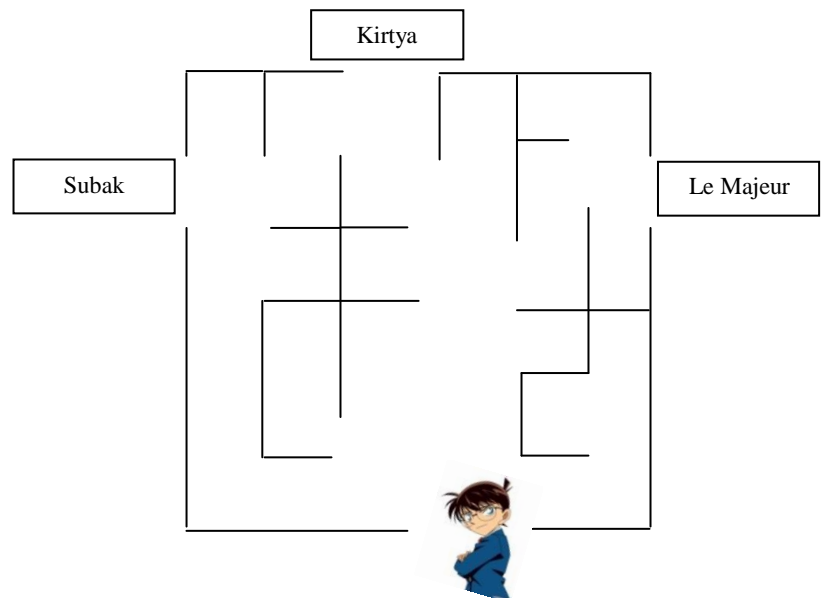
1. Upin has a holiday. He goes to Bali. He visits to a museum. The museum is opened on Monday to Thursday at seven in the morning to two in the afternoon. This is the museum of Balinese lontar writing.



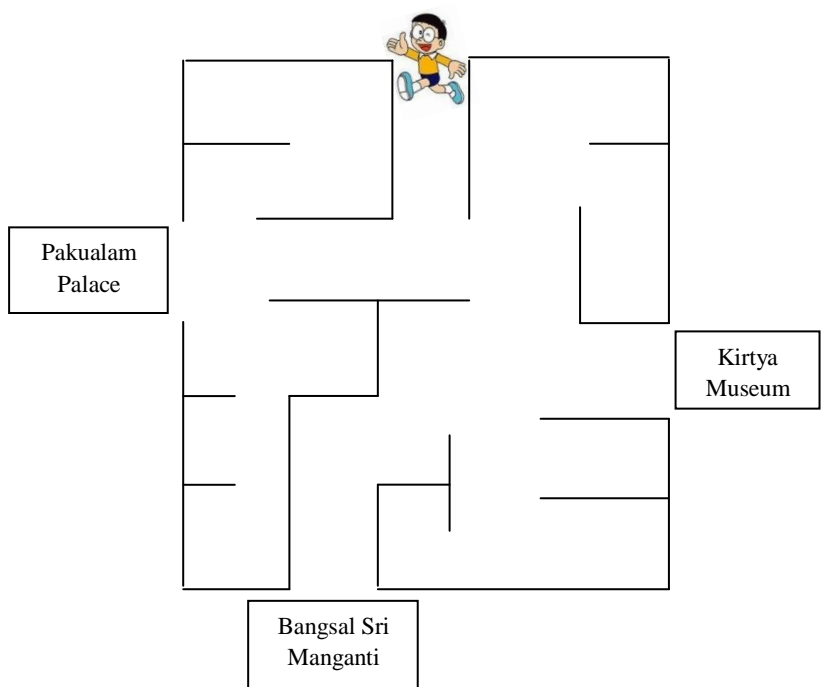
2. In this place, Aisha can join the dance and gamelan training on Monday and Thursday. The training is started at 5-7 p.m.



3. Conan goes to the museum. The museum is in Bali. It is the painting museum. The museum is opened six days a week, from Saturday to Thursday.



4. Here you can watch the leather puppet show. The show is every Saturday. It starts at 9.30 in the morning and finishes at 1 in the afternoon.





**BROMO IS  
a BIG MOUNTAIN**

**FUN  
READING**

**PART THREE**





## FUN ONE

Work individually.



Put tick (✓) in the place you know, or put (X) in the place you do not know.

1. Bromo

☐

4. Parangtritis

☐

2. Toba

☐

5. Bali

☐

3. Borobudur

☐

6. Merapi

☐

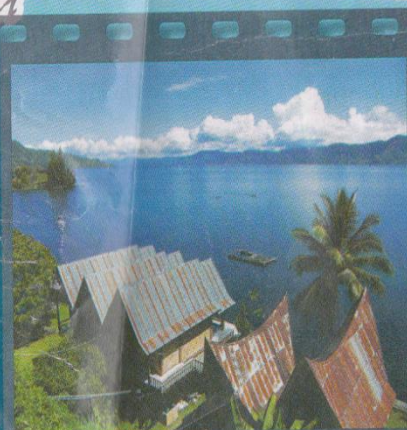

## FUN TWO

Look and Learn

### TOURIST OBJECTS

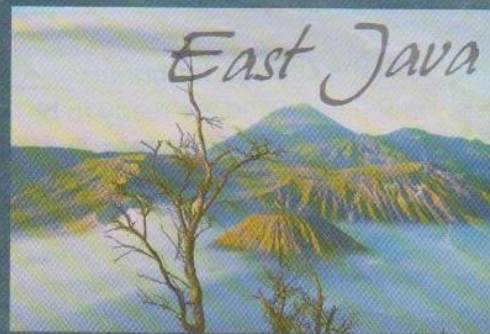
#### North Sumatra

North Sumatra is known for its Lake Toba. It's the largest volcanic lake in the world: 100 kilometres long, 30 kilometres wide, and 505 metres at its deepest point. There are many of hot springs on the western side of the lake.



T  
O  
B  
A

#### East Java



Mount Bromo is an active volcano located in Bromo Tengger Semeru National Park. The name Bromo comes from the word Brahma, the Hindu creator God. You can see a beautiful view of the sea of sand and the surrounding volcanoes at sunrise.

B  
R  
O  
M  
O



# BOROBUDUR

Who doesn't know the Borobudur temple? Borobudur is a 9<sup>th</sup> century Buddhist monument located near Magelang, Central Java. It is one of the greatest Buddhist monuments in the world. The name Borobudur maybe comes from the Sanskrit words *vihara Buddha uhr*, meaning the Buddhist monastery on the hill.

## Central Java



## Southeast Sulawesi

Wakatobi is a group of islands located in the Banda Sea of Southeast Sulawesi. The name Wakatobi comes from the names of the main islands of the group: Wangi-wangi Island, Kaledupa, Tomea, and Binongko. The reefs of Wakatobi National Park are the third largest reef area in Indonesia. It's a heaven for divers.



## WAKATOBI

## Look and Learn

## KINDS OF TOURIST OBJECTS

1. **Lake:** Toba, Maninjau, Kalimutu, etc.
2. **Mountain:** Merapi, Bromo, Tangkuban Perahu, etc
3. **Temple:** Borobudur, Prambanan, Mendut, etc.
4. **Island:** Bali, Lombok, Wakatobi, Raja Ampat, etc.
5. **Beach:** Kuta, Parangtritis, Pangandaran, etc.



## FUN THREE


Work in the whole class.

Read aloud the articles in FUN TWO. Repeat these words after your teacher.

Mount	God	Sand	Large	Near	Main
Volcano	See	Sunrise	World	Monument	Reef
Word	Beautiful	East	Deep	Great	Diver
Come	View	North	Side	Island	Heaven
Creator	Sea	Lake	Temple	South	



## FUN FOUR

Work in pairs. 

Read the articles above. Match the places and the statements based on the articles. Number 1 is done for you.

BROMO

TOBA


BOROBUDUR

WAKATOBI

1. It is located in Central Java.
2. It is located in North Sumatra.
3. It is located in East Java.
4. It is located in Southeast Sulawesi.
5. It is a lake.
6. It is a mountain.
7. It is a temple.
8. It is a group of islands.
9. There is a beautiful view of the sea of sand.
10. It is the greatest Buddhist monument in the world.
11. It is the largest volcanic lake in the world.
12. It is the third largest reef area in Indonesia.

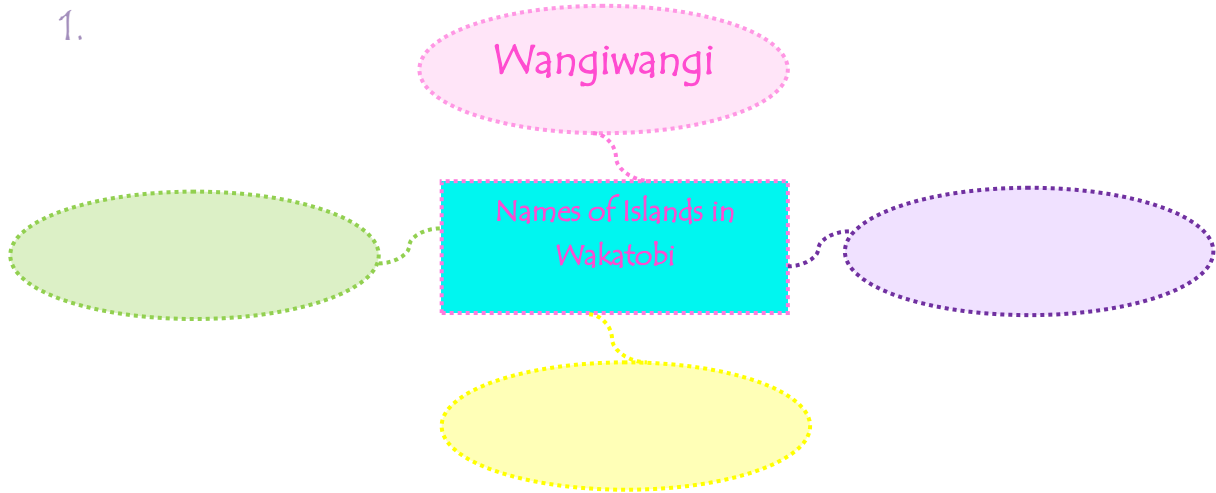


## FUN FIVE

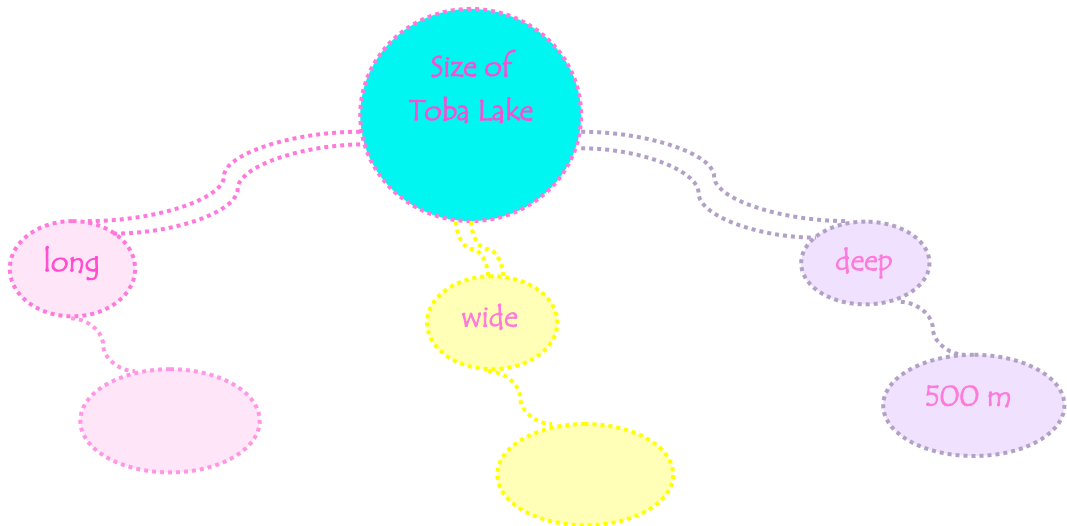
Work in pairs. 

Read the articles above. Complete the charts below. Look at the example.

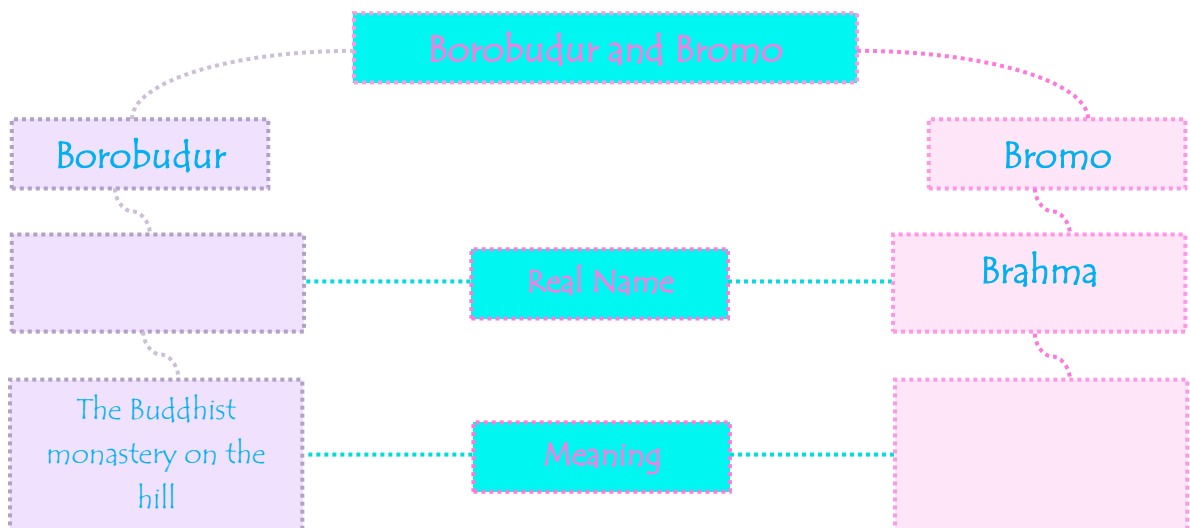
1.



2.



3.





# FUN SIX

Work individually.

Fill in the blanks below. Then, complete the crosswords.

Look at the example.

a. LOMBOK

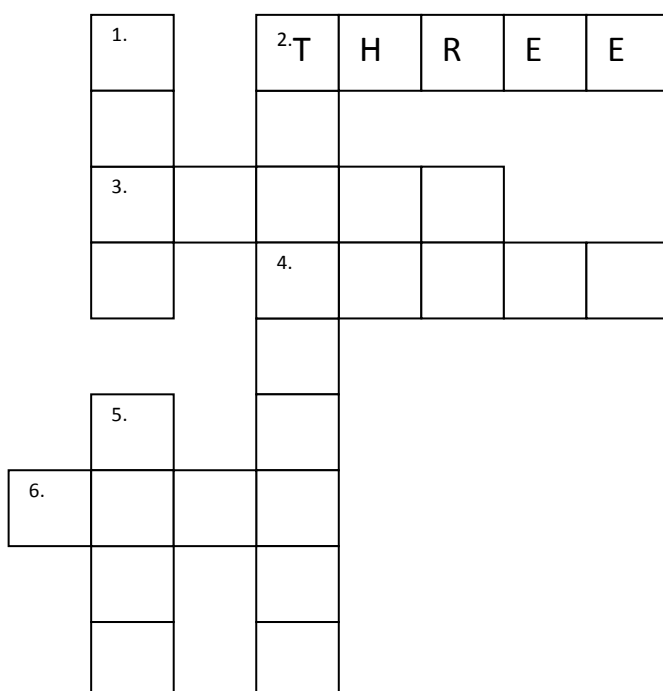
white	west	Bali	three	small	Meno
north	Gili	four	glass	Trawangan	ring

Cross

- There are three islands in Gili Islands.
- Gili means ..... islands.
- The sand in the beach is .....
- The shape of coral reefs is like a .....

Down

- Lombok Island is located in ..... Nusa Tenggara.
- An island in Gili islands is Gili .....
- The famous tourist object in Lombok is ..... Islands.



## b. PAPUA

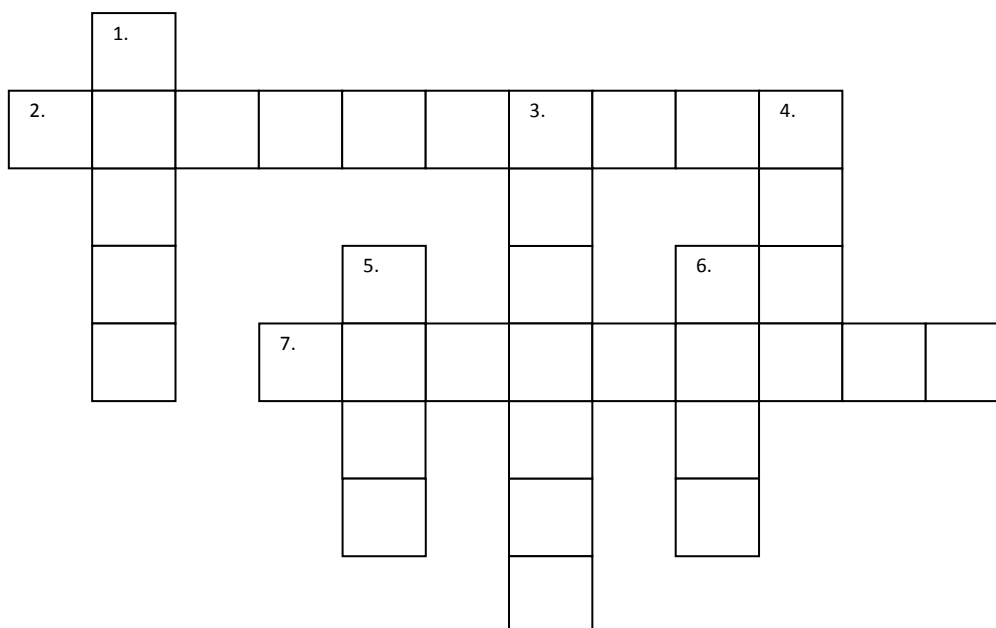
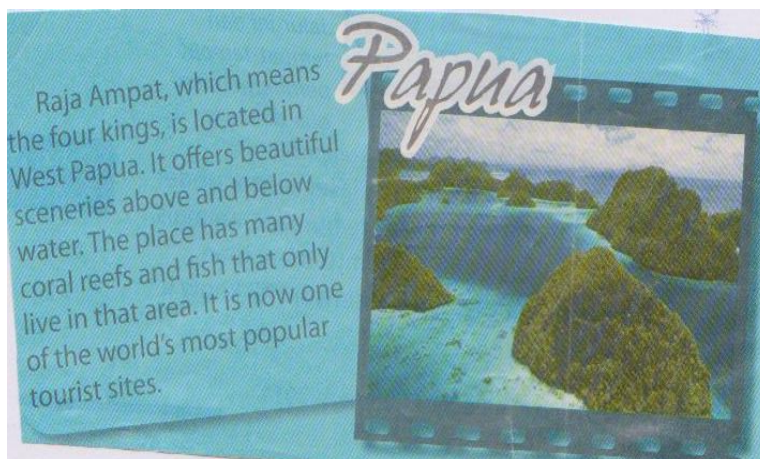
bad	west	Bali	Raja Ampat	small	reef
north	Papua	four	beautiful	popular	fish

## Cross

- 2 The name of the place is .....
- 7 The sceneries in the place is .....

## Down

- 1 The place is located in .....
- 3 The place is ..... in the world.
- 4 We can see ..... in the area.
- 5 The place is in ..... Papua.
- 6 We can see ..... in the area.



**Tongue Twister**

Double bubble gum, bubbles double.

<http://www.uebersetzung.at/twister/en.htm>



## FUN SEVEN

Work individually. 

Answer the questions based on the description given. Choose the places in the articles above.

Look at the example.

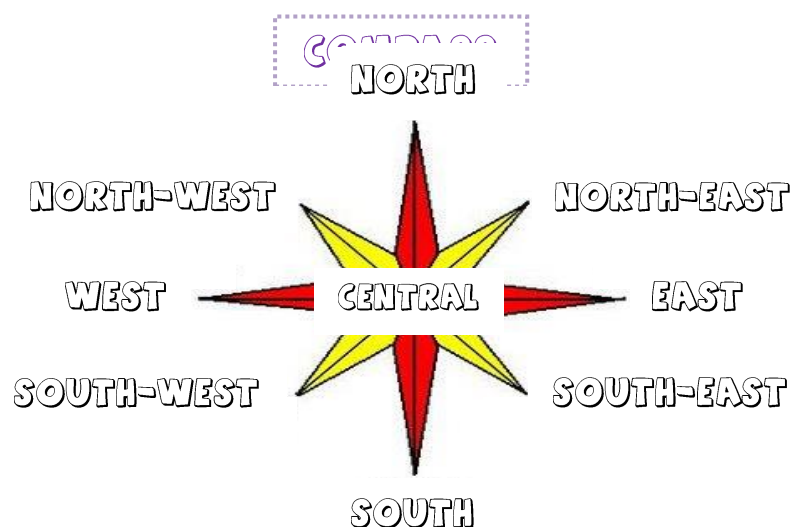
1. Atina and Alam want to go to the heaven of divers.  
What place can they visit? **Wakatobi**
2. Annisa and Gita want to see the sea of sand surrounding the mountain.  
What place can they visit? .....
3. Maila wants to see white sand in a beautiful beach.  
What island can Maila visit? .....
4. Risa wants to see a great temple.  
What place can Risa visit? .....
5. Keke wants to go to Papua.  
What place can Keke visit? .....
6. Echa and Mitu want to go to a large lake.  
What place can they visit? .....



## FUN EIGHT

Work individually. 

Find the six places in the articles on the map. Look at the example.  
Before that, pay attention to the compass below.



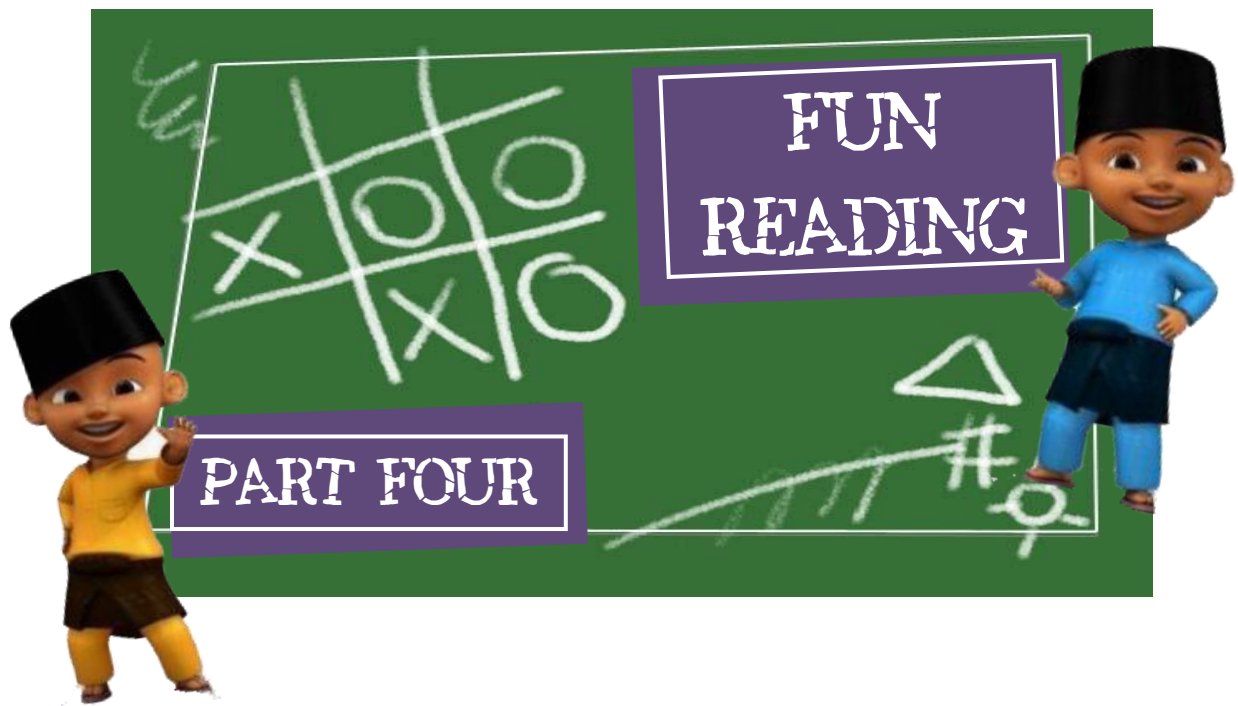


## MAP OF INDONESIA

INDONESIA



Put one tea bag  
in a cup





## FUN ONE

Work individually. 

What are your favourite foods and drinks? Write down below.

1. ....

3. ....

2. ....

4. ....

## KINDS OF FOOD

### Foods

#### Instant Foods:

Noodle : Sarimi, Indomie, etc.

Jelly : Agarasa, Nutrijell, etc.

Porridge: Super Bubur

#### Fresh Foods:

Fish

Pecel

Soup

### Drinks

#### Instant Drinks:

Coke : Coca Cola, Fanta, etc.

Syrup : Marimas, ABC, etc.

Ice Cream : Walls, Campina, etc.

Coffee : Nescafe, Good Day, etc


#### Fresh Drinks:

Juice

Tea : Sariwangi, Poci, etc.



## FUN TWO

Work in pairs. 

Cut the pictures and classify the foods and drinks below.

Instant Foods

Instant Foods	
---------------	--

Fresh Foods	
Instant Drinks	
Fresh Drinks	







## FUN THREE

Work individually. 

Game.

You feel hungry, but there is no food at home. So you buy some foods and drinks in the store. These are the list of foods and drinks which you want to buy.

Procedures:

1. Take the lottery.
2. When you get the lottery A, take the card A.  
When you get the lottery B, take the card B.
3. Take the foods and drinks based on your card.

A

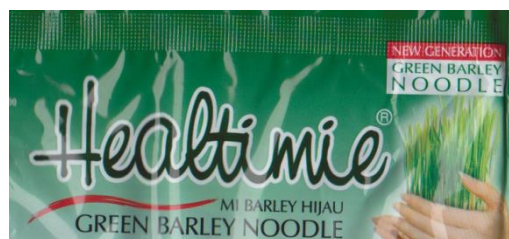
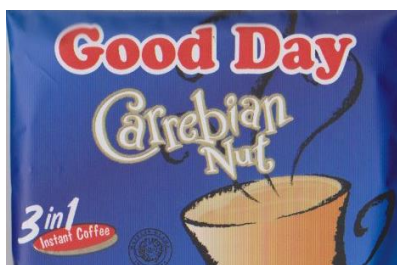
Jelly

Tea

B

Coffee

Noodle



Tongue Twister

Give papa a cup of proper coffee  
in a coffee cup

<http://www.learnenlishkids.britishcouncil.org/en/tongue->



## FUN FOUR

Work in the whole class.

Read aloud the serving suggestions below.

### COFFEE

*Serving suggestion:*

*Place one tablespoon of Kapal Api Special into a cup.*

*Add sugar for taste.*

*Pour approx. 200 ml of boiled water.*

*Stir well and serve.*

### TEA

#### DIRECTIONS FOR USE

Put one tea bag in a cup, add boiling water leave to infuse 2 to 3 minutes.  
Add sugar, milk, or lemon to taste.

### JELLY

Mix well Nutrijell with ½ glass (100g) of sugar or according to taste.

Pour 2 glasses (400ml) of water into the mixture, stir well until dissolved and boil.

Turn off the flame, wait for 3 minutes then add Fruity Acid and stir well.

Pour the solution into jelly mould.

### NOODLE

Boil 400ml (2 glasses) of water in a pan.  
Add noodle, stir slowly for 3 minutes.

While the noodle is being cooked, put the seasoning, sweet soy sauce and chili sauce in a bowl.

Take the cooked noodle from the boiling water and drain it.

Put the cooked noodle into the bowl with seasoning, sweet soy sauce and chili sauce, mix well.

Sprinkle fried crispy onion.  
Mie Sedaap is ready to be served.

Repeat the words below after your teacher.

MATERIALS

Noodle, Coffee, Jelly, Tea, Sugar, Water, etc

COOKING UTENSILS

Tablespoon, Cup, Glass, Pan, Bowl, etc

INSTRUCTIONS

Pour, Add, Stir, Mix, Put, Boil, etc

# FUN FIVE

Work individually.

Match the words with the pictures. Look at the example.

add

pour

stir

put

boil

pan

bowl

spoon

glass

cup


INSTRUCTIONS

COOKING  
UTENSILS











## FUN SIX

Work in pairs. 

Look at the pictures in the table below. Choose the suitable instruction for the picture. Number 1 is done for you.

No.	Pictures	Food & Drink	Directions
1.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to be served.
2.		Tea	a. Put one tea bag in a cup. b. Add boiling water leave to infuse 2 to 3 minutes. c. Add sugar, milk, or lemon to taste.
3.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to be served.
4.		Coffee	a. Pour 1 sachet of Torabika 3inONE into a cup and add 150 ml hot water. b. Stir well. Torabika 3inONE is ready to be served.
5.		Jelly	a. Pour 2 glasses (400 ml) of water into the mixture, stir well until dissolved and boil. b. Turn off the flame, wait for 3 minutes then add fruity acid and stir well. c. Pour the solution into jelly mould.
6.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to be served.





## FUN SEVEN

Work in pairs. 

Read the serving suggestions carefully. Answer 'T' if the statement is true or 'F' if the statement is false. Look at the example.



F

1. Two packs of coffee need 350 ml of water.



F

2. We need 2 glasses of water to boil a pack of noodle.



F

3. There are three steps to make a cup of coffee.



F

4. We need 150 grams of sugar to make a pack of jelly.



F

5. The cooking utensil to make the tea is a cup.



F

6. There are four steps to make the jelly.



## FUN EIGHT

Work individually. 

Read the serving suggestions carefully. Answer the questions.

1. Look at COFFEE directions.

You pour 175 ml of water. How packs of coffee do you need?

.....

2. Look at NOODLE directions.

What cooking utensils are used to make the noodle? Mention two.

.....

3. Look at JELLY directions.

You make two packs of the jelly. How much sugar do you need?

.....

4. Look at TEA directions.

How many steps to serve a cup of tea?

.....

# **APPENDIX E**

## **THE SECOND DRAFT**



*It's Time to Watch  
TV*



## fun one

Work individually.



Do you like watching TV? What is your favorite TV program? Write down below.

1. ....
2. ....
3. ....

4. ....
5. ....



## fun two

### look and learn

## Parts of T.V. Schedule

SCTV		METRO TV	
5:00	Liputan 6 Pagi	Metro Pagi	S T A R T O P
5:30	Kata Ust Solmed		
6:00	Was-was		
6:30			
7:00	Music Inbox	Bedah Editorial Media	
7:30			
8:00		8 Eleven Show	
8:30			
9:00	Hallo Celebrities		
9:30			
10:00	FTV Pagi	Headline News	P A R T O F T V
10:30			
11:00			
11:30		Metro Siang	
12:00	Liputan 6 Siang		
12:30 p.m.	FTV Siang		
1:00		Wide Shot	
1:30			
12:00	Liputan 6 Malam	Headline News	
1:00 a.m.	Buser	After Hours	
1:30	SCTV Cinema	Advocate of Changes	
2:30			

t  
i  
m  
e

p  
m







a  
m



# 26 | Entertainment Guide

THURSDAY January 19, 2012

## TV programs

<div>       </div>									
Time	SCTV	METRO TV	RCTI	antv	INDOSIAR	TRANS 7	Program	Religi	Pagi
5:00	Liputan 6 Pagi	Metro Pagi	Seputar Indonesia Pagi	Wisata Hati	Program Religi Pagi	Reportase Pagi	Jalan Dakwah		
5:30	Kata Ust. Solmed			Lensa Olahraga		Islam Itu Indah	Dunia Kartun		
6:00	Was-was		Go Spot		Fokus Pagi	Sport 7			
6:30									
7:00	Music Inbox	Bedah Editorial Media 1	Tom & Jerry	Hati ke Hati B. Mama	Kiss Pagi	Insert pagi	Redaksi Pagi		
7:30		8 Eleven Show	Dahsyat	Wow...!	FTV Pagi	Rangking 1			
8:00				Friends			Selebrita Pagi		
8:30							Ups Salah		
9:00	Hallo Celebrities			Gowes		Jawara Metropolitan	Karaoke Keliling		
9:30				Segeer			Pelanggi		
10:00	FTV Pagi	Headline News			Hitzteria				
10:30				Dragon Alive		Spotlite			
11:00			Intens		Ibu				
11:30		Metro Siang		Topik Siang	Patroli	Warna	Redaksi Siang		
12:00	Liputan 6 Siang		Seputar Indonesia Siang	Klik!	Dong Yi Jewel in Crown	Reportase Siang	Selebrita Siang		
12:30 p.m.	FTV Siang	Wide Shot	Cinema			Jelang Siang	Bocah Petualang		
1:00				Bukan Malin Kundang		Bingkai Berita	Laptop Si Unyil		
1:30					Pink Lipstick	Show Imah	Cita Citaku		
2:00							Dunia Bintang		
2:30	Status Selebriti	The Interview	Kabar Kabari			Police 86	Koki Cilik		
3:00	Uya Emang Kuya	Public Corner		Persekam Vs. PS Sumbawa Kiss Sore		Keluarga Minus	Kuas Ajaib		
3:30		Discover Indonesia	Top 5			Sketsa	Asal Usul Cari Tahu		
4:00	Jebakan Betmen	Metro Realitas	Silat		Fokus	Happy Family	Jejak Petualang		
4:30					49 Days	Sepenggal Sejarah	Redaksi Sore		
5:00	Liputan 6 Petang	Metro Hari Ini	Seputar Indonesia			Reportase Sore	Jejak Petualang Survival		
5:30	Parade FTV		Dewa	Topik Petang	Pendekar Pemanah R	Investigasi Selebriti	Orang Pinggiran		
6:00				Pesbukers		Jika Aku Menjadi	Hitam Putih		
6:30									
7:00		Headline News	Binar Bening Berlian	Siapa Takut	Satria	Comedy Project	On The Spot		
7:30	Bukan Islam KTP	Suara Anda		Kisah Dari Langit	Tutur Tinular	The Hits	Opera Van Java		
8:00		Managing the Nation							
8:30				Deal Or No Deal		I am Legend			
9:00	Janji Cinta Aisha	Top Nine News	Anugerah						
9:30		Provocative Proactive							
10:00									
10:30	SCTV Cinema	Stand Up Comedy	Mission Impossible 2	Dangerous Encounter	Buaya Show		Bukan Empat Mata		
11:00		Inside							
11:30		Metro Sport		Most Incredible Moments	Flash Point	Kakek-Kakek Narsis			
12:00	Liputan 6 Malam	Headline News		Telitik		House of Wax	(Masih) Dunia Lain		
1:00 a.m.	Buser	After Hours	Love Wrecked	Lensa Olah Raga Malam					
1:30	SCTV Cinema	Advocate of Changes		Indonesia Super League	Fokus Malam	Reportase Malam	Sport 7 Malam		
2:00			Seputar Indonesia Malam		Istriku Sayang. Istriku...		Redaksi Malam		



# TV Schedule

Program	Channel	Time
Kabar Pagi	globaltv	5:00 a.m.
Dora The Explorer	Jak tv	5:30
Chalkzone	TriP	6:00
Spongebob Squarepants	Jak tv	6:30
Apa Kabar Indonesia	globaltv	7:00
Lintas Pagi	MNCN	7:30
Sport Mania	CHANEL	8:00
Disney Club	Jak tv	8:30
Pagi Jakarta	Jak tv	9:00
Layar Pagi	Jak tv	9:30
Cerita Pagi	Jak tv	10:00
Lejel Home Shopping	Jak tv	10:30
Jaco Home Shopping	Jak tv	11:00
DRTV	Jak tv	11:30
O-Shop	Jak tv	12:00
Diantara Kita	Jak tv	12:30 p.m.
Sidik	Jak tv	1:00
Lintas Siang	Jak tv	1:30
Layar Kemilau	Jak tv	2:00
Rekomendasi	Jak tv	2:30
EZ shop	Jak tv	3:00
Cerita Siang	Jak tv	3:30
O-Shop	Jak tv	4:00
DRTV	Jak tv	4:30
EZ Shop	Jak tv	5:00
Starlite	Jak tv	5:30
Lintas Petang	Jak tv	6:00
Animasi Spesial	Jak tv	6:30
Shaun The Sheep	Jak tv	7:00
Sweet Lambs	Jak tv	7:30
Fathiyah	Jak tv	8:00
Tendangan Madun	Jak tv	8:30
Cinta Sejati	Jak tv	9:00
Tarung Dangdut	Jak tv	9:30
O-Channel Movie	Jak tv	10:00
FA Cup	Jak tv	10:30
Lintas Malam	Jak tv	11:00
Cerita Dini Hari	Jak tv	11:30
C Music	Jak tv	12:00
Pentas tradisi	Jak tv	1:00 a.m.
News	Jak tv	1:30
Ketawa Ketwi	Jak tv	2:30
Preview BPL	Jak tv	
100% Sport	Jak tv	
Ugly Betty	Jak tv	

Times and programs subject to change

## look and learn

### Types of T.V. Programs

**News :** Topik Pagi, Seputar Indonesia Pagi, Metro Hari Ini, etc.

**Sport :** Sport7, Highlights MotoGP, Indonesia Super League, etc.

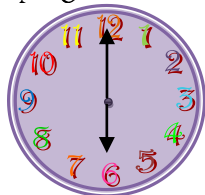
**Cartoon :** Dora the Explorer, Doraemon, Barbie and the Black Swan, Shaun the Sheep, etc.

**Kids Reality Show :** Dunia Binatang, Laptop si Unyil, Bocah Petualang, etc.

### Six O'clock and Half Past Two

#### a. ... O'clock

Spongebob starts at six o'clock.



6:00

Si Bolang finishes at one o'clock.



1:00

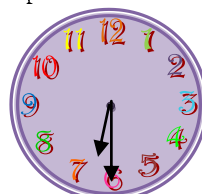
#### b. Half Past ...

Koki Cilik starts at half past two.



2:30

Sport 7 finishes at half past six.



6:30



## look and learn

### 'a.m.' and 'p.m.'

**a.m.:** time + 0 → (00:01 12:00)

1:00 a.m. : one o'clock in the morning (1:00)

5:30 a.m. : half past five in the morning (5:30)

10:30 a.m. : half past ten in the morning (10:30)

12:00 a.m. : twelve in the afternoon (12:00)



**p.m.:** time + 12 → (12:01 24:00)

1:00 p.m. : one in the afternoon (13:00)

6:30 p.m. : six thirty in the evening (18:30)

7:00 p.m. : seven in the evening (19:00)

11:00 p.m. : eleven at night (23:00)



### FUN THREE

Work in the whole class.

Repeat these words after your teacher.

sport

television

morning

program

news

finish

evening

schedule

station

afternoon

Cartoon

start

### Tongue Twister

I scream, you scream,  
we all scream for ice-cream!

<http://www.momsandkids.co.uk/kidstonguetwisters.tpl>





## FUN FOUR

Work in group of four.



Classify the TV programs in the boxes below into the table. Look at the TV schedule to complete the TV stations and time. See the example.

Liputan 6 Pagi	Sport 7	Cita-citaku	Dunia Binatang	Dora
Bocah Petualang	Fokus Pagi	Shaun the Sheep	Metro Sports	Laptop si Unyil

Types of Program	Names of Program	Stations	Time
News			
Sport			
Cartoon			
Kids Reality Show	• Dunia Binatang	Trans 7	2.00-2.30 p.m.



## FUN FIVE

Work in pairs.



Answer the questions. Look at the TV schedule.

Number one is done for you.

1. Mention two sport programs on Trans7.

*Sport 7 and Sport 7 Malam*

2. Write down three kids reality show programs on Trans7.

.....

3. Mention two cartoon programs on Global TV.

.....

4. Mention two sport programs on ANTV.

.....

5. Write down three news programs on RCTI.

.....




She sells seashells on the seashore

<http://www.buzzle.com/articles/tongue-twisters-for-kids.html>



## FUN SIX

Work in pairs. 

Draw the clock hands of the descriptions below. Then write down the time.

See the example.

1.

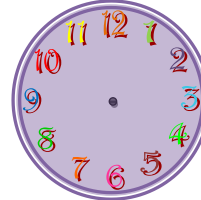
Liputan 6 Pagi starts at five o'clock.



5:00

2.

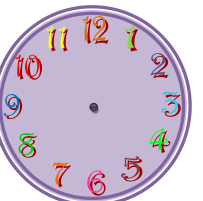
Sweet Lambs starts at half past six.



... : ...

3.

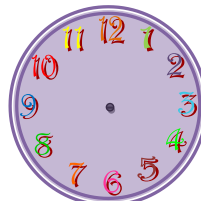
Lensa Olahraga starts at half past five.



... : ...

4.

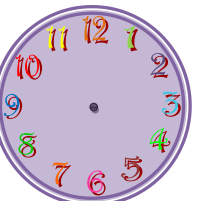
Fokus Pagi finishes at seven o'clock.



... : ...

5.

Kuas Ajaib starts at three o'clock.



... : ...

6.


Redaksi Pagi finishes at half past seven.



... : ...



## FUN SEVEN

Work in pairs. 

Circle the programs which start at the same time. Check the TV schedule.

Look at number one.

1. Circle the programs which start at one o'clock in the afternoon.

Laptop si Unyil	Cita-Citaku	Sport 7
Liputan 6 Siang	Bingkai Berita	Shaun the Sheep

2. Circle the programs which start at half past five in the morning.

Sport Mania	Lensa Olahraga	Jika Aku Menjadi
-------------	----------------	------------------

Fokus Pagi	Sport 7	Dunia Kartun
------------	---------	--------------

3. Circle the programs which start at six o'clock in the evening.

Laptop si Unyil	Jika Aku Menjadi	Dora the Explorer
Shaun the Sheep	Sport 7 Malam	Kabar Petang



**FUN EIGHT**

Work individually.

Complete the table below. Look at the TV schedule to complete the table.

Number one is done for you.

No.	TV Stations	Time	Programs	Types of Programs
1.	SCTV	5.00–6.30 a.m.	Liputan 6 Pagi	News
2.	Trans TV	6.00–7.00 p.m.	.....	....
3.	RCTI	.....	Seputar Indonesia Pagi	.....
4.	TV One	5.00–6.30 a.m.	.....	.....
5.	Global TV	.....	Penguin of Madagaskar	.....
6.	ANTV	.....	Lensa Olahraga	.....
7.	Trans 7	.....	Bocah Petualang	.....



**FUN NINE**

Work individually.

Match the italic phrases and the time using a line.

Look at the example.

6:30 p.m.

1:30 p.m.

6:00 p.m.

3:00 p.m.

8:00 a.m.

6:30 a.m.

5:30 a.m.

1. Lensa Olahraga starts at *half past five in the morning* on ANTV.
2. Koki Cilik on Trans 7 finishes at *three in the afternoon*.
3. Penguin of Madagaskar starts on Global TV at *eight o'clock in the morning*.
4. Jika Aku Menjadi on Trans TV starts at *six o'clock in the evening*.
5. Cita-Citaku starts at *half past one in the afternoon* on Trans7.
6. Redaksi Pagi is on Trans 7 at *half past six in the morning*.
7. Shaun the Sheep finishes at *half past six in the evening*.



# fun ten

Work in group of four.



**GUESSING GAME.** Play the game.

How to play:

1. Shuffle the card A and the card B separately.
2. Throw the dice, look at the number you get.
3. Play the game, start from number 1 on the game board.
4. Take the card A if you stop in the card A, or take the card B if you stop in the card B.
5. Read the description on the card loudly.
6. Take the picture which is suitable with the description.

## GAME BOARD

20	19	18	17	16
TAKE CARD B	TAKE CARD B	TAKE CARD A	TAKE CARD A	TAKE CARD B
11	12	13	14	15
TAKE CARD B	TAKE CARD B	TAKE CARD A	TAKE CARD A	TAKE CARD B
10	9	8	7	6
TAKE CARD A	TAKE CARD A	TAKE CARD B	TAKE CARD B	TAKE CARD A
1	2	3	4	5
TAKE CARD A	TAKE CARD A	TAKE CARD B	TAKE CARD B	TAKE CARD A

## CARD A

This is a kids reality show program on Trans7. It starts at half past twelve and finishes at one o'clock in the afternoon.

## CARD A

The type of this program is sport. It starts at ten o'clock and finishes at eleven o'clock at night on TVOne.

## CARD A

It is a kids reality show program on Trans7. It starts at half past twelve in the afternoon.

## CARD B

It is a cartoon program on Global TV. It starts at six o'clock in the morning.

## CARD B

This is a news program on Trans TV. It starts at twelve o'clock in the afternoon.

## CARD B

It is a kids reality show program on TRANS TV. It starts at six o'clock and finishes at seven o'clock in the evening.

BOCAH PETUALANG

KABAR PETANG

KABAR ARENA

KOKI CILIK

SHAUN THE SHEEP

SPONGEBOB

LIPUTAN 6 PAGI

REPORTASE SIANG

## CARD A

This is a news program on TVOne. It starts at half past four in the afternoon.

## CARD A

The type of this program is cartoon. It starts in the evening at six o'clock on MNC TV.

## CARD A

This is a kids reality show program on Trans7. It starts at half past two in the afternoon.

## CARD B

This is a news program on SCTV. It starts at five o'clock in the morning.

## CARD B

This is a sport program on MNC TV. It starts at half past five in the morning.

## CARD B

The type of this program is a kids reality show. It starts in the afternoon at one o'clock on Trans7.

LAPTOP SI UNYIL

JIKA AKU MENJADI

CITA-CITAKU

SPORT MANIA



## fun eleven

Work individually.

Look at the title pictures below. Find the title in the schedules and make such an accessory as below. You can design your own accessory, but don't forget to put the questions' number.

Questions:

1. What station broadcasts the program?

2. What type is the program?

3. What time is the program broadcasted?

Example:

1. MNC TV



2. CARTOON

3. 6.30-7.00 A.M.





Where is the  
Museum?





## fun one

Work individually. 

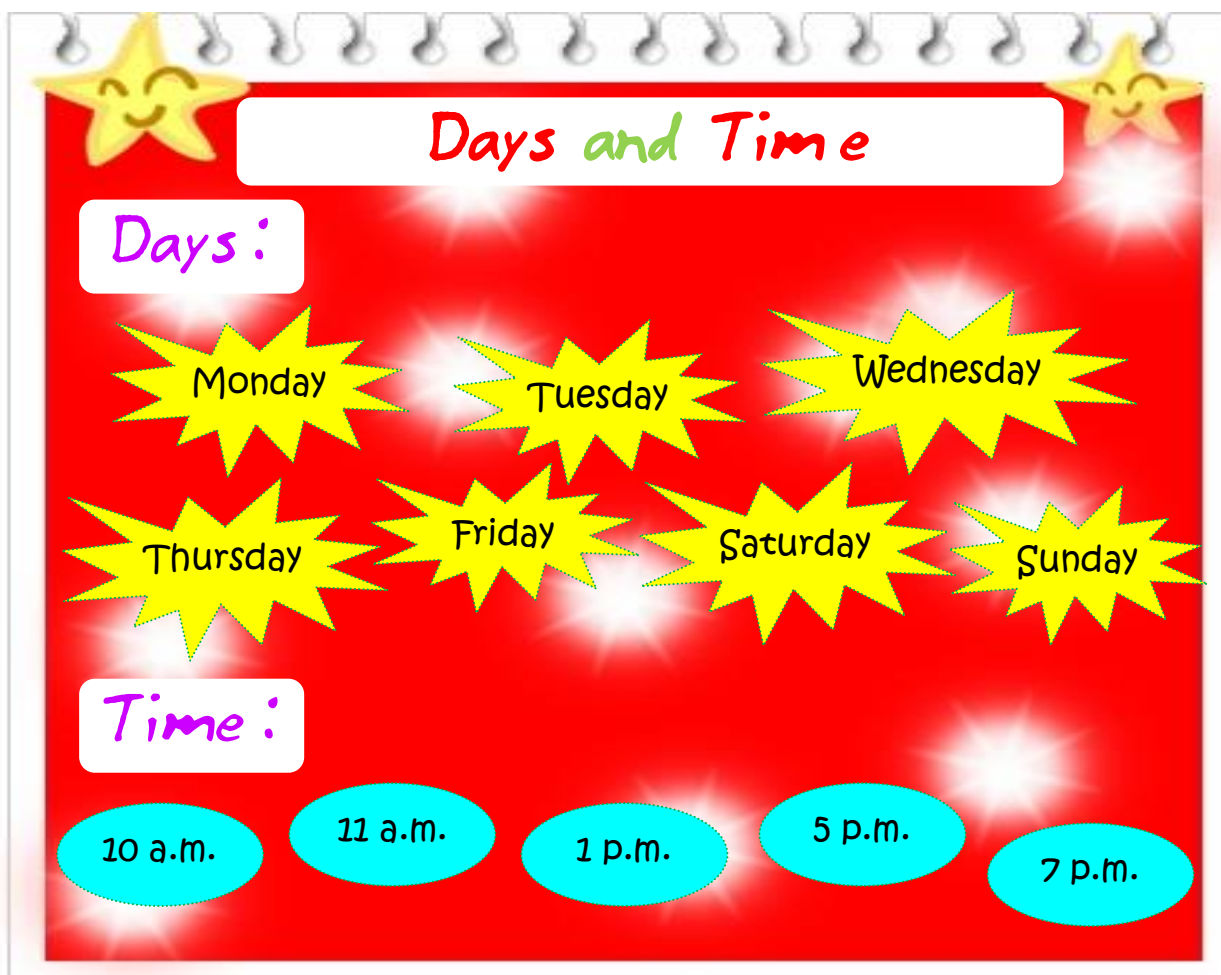
Answer the questions.

1. Have you ever visited a museum/palace? .....
2. What museum/palace is it? .....
3. Where is the museum/palace? .....



## fun two

### look and learn



**Days and Time**

**Days:**

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

**Time:**

- 10 a.m.
- 11 a.m.
- 1 p.m.
- 5 p.m.
- 7 p.m.



Tongue Twister

Elizabeth's birthday is on the third  
Thursday of this month.

<http://www.uebersetzung.at/twister/en.htm>



# look and learn

## Brochures

• **Museum Subak**, museum of Balinese irrigation system and organization, Tabanan, open daily, from 9 a.m. to 6 p.m.

**Subak Museum**

### PAKUALAM PALACE

**Gamelan & dance training**

Every Monday: 5:00 - 7:00 pm

**Gamelan & dance training**

Every Thursday: 5:00 - 7:00 pm

**Gamelan orchestra**

Eve of Saturdays Paing (Friday night Legi): 9:30 pm-midnight

**Pakualam  
Palace**

**Leather Shadow Puppet Show – Pagelaran Wayang Kulit**

Every Saturday 09:30 am – 1 pm at the Bangsal Sri Manganti pendopo

**Leather  
Puppet Show**

• **National Archives Building Museum**, Jl. Gajah Mada 111, West Jakarta (tel.6347744, 63855345), open Tuesday-Sunday from 8 a.m. till 4:30 p.m.Collection of old furniture and antiquarian maps of Indonesia.

**National  
Museum**

**Gamelan Orchestra – Pagelaran Kerawitan**

Performance of Javanese-Mataram style composition on the Slendro and Pelog gamelan sets. Every Monday and Tuesday 10:00 am – 12:00 noon at the Bangsal Sri Manganti pendopo (meeting hall) at the Keraton.

**Gamelan  
Orchestra**

• **Museum Archeology**, near Museum of Bali, open Tuesday - Sunday, from 8 a.m. to 3 p.m.

**Archeology Museum**

## look and learn

### Present Tense

*Subject + Verb + s/es + ...*

- Ari **joins** the dance training.
- The museum **opens** at 9 o'clock.
- Vidi **visits** the museum.
- Raisa **goes** to the museum.

*Subject + Verb + ...*

- Ira and Harry **go** to the museum.
- You **visit** the museum.
- I **visit** the museum.
- The museums **open** at 9 o'clock.

### Where, When, What Time

*Where*

- (?) *Where* is the museum?
- (+) The museum is *in* Jl. Gajah Mada, West Jakarta.

*When*

- (?) *When* does the museum open?
- (+) The museum opens *on* Tuesday to Sunday.

*What Time*

- (?) *What time* does the museum open?
- (+) The museum opens *at* 9 o'clock.



## FUN THREE


Work in the whole class.

Read aloud the brochures in FUN TWO. Repeat these words after your teacher.

dance	museum	show	furniture	Monday	Thursday
orchestra	puppet	daily	Sunday	Tuesday	Friday
palace	leather	map	Saturday	Wednesday	



## FUN FOUR

Work in pairs. 

Correct the verbs in the brackets into present verbs. Look carefully at the subjects.

See the example.

1. My brothers (go) to the museum.

**My brothers go to the museum.**

2. Atina and I (join) the dance training.

.....

3. Museum Archeology (close) at 3 p.m.

.....

4. Leather puppet show (perform) every Saturday.

.....

5. Yusma and you (watch) the gamelan orchestra.

.....

6. My mother and my father (visit) the Archeology Museum.

.....

7. I (watch) the puppet show.

.....



World Wide Web

<http://www.uebersetzung.at/twister/en.htm>



## FUN FIVE

Work in pairs.

Are the statements below TRUE (T) or FALSE (F) based on the brochures above?

Pay attention to the *italic* words.

Number 1 is done for you.



F

1. Museum Subak opens *everyday*.

T

F

2. Pakualam Palace has the gamelan and dance training *every Monday and every Thursday*.

T

F

3. Leather Puppet Show performs *every Saturday*.

T

F

4. National Archives Building Museum opens *on Tuesday and Sunday*.

T

F

5. Gamelan Orchestra performs *every Monday and Tuesday*.

T

F

6. Archeology Museum opens *five days a week*.



## FUN SIX

Work in pairs.


Complete the table below based on the brochures above. Put a tick (✓) on the day the museums/shows open. Look at the example.

No.	Museums /Shows	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Time
1.	Museum Subak	✓	✓	✓	✓	✓	✓	✓	9 a.m. – 16 p.m.
2.	Pakualam Palace: Gamelan & Dance								
3.	Leather Puppet Show								
4.	National Museum								
5.	Gamelan Orchestra								
6.	Archeology Museum								





## fun seven

Work in pairs. 

Read the brochures of Kirtya Museum and Le Majeur Museum below.

Fill in the table.

Look at the example.

• Museum Kirtya, museum of Balinese lontar writing, Jl. Veteran, Singaraja, open Monday - Thursday, from 7 a.m. to 2 p.m.

• Museum Le Majeur, painting museum of Le Majeur, famous Bali-style painter, Jl. Hang Tuah, Sanur, open Saturday - Thursday, from 8 a.m. to 5 p.m.

	Kirtya	Le Majeur
Where is the museum?	The museum is in Jl. Veteran, Singaraja.	.....
When does the museum open?	.....	The museum opens on Saturday to Thursday.
When does the museum close?	The museum closes on Friday to Sunday.	.....
What time does the museum open?	The museum opens at seven in the morning.	.....
What time does the museum close?	.....	The museum closes at five in the afternoon.



## fun eight

Work individually. 

Fill in the blanks based on the brochures above using the provided words. Then, find the words in the boxes.

Number 1 is done for you.

1. The National Archives Building Museum closes on **Monday**.
2. Museum Kirtya opens at seven in the .....
3. You can visit the gamelan and dance training in Pakualam Palace on Monday and .....
4. Subak Museum opens ..... days a week.
5. We can watch ..... every Saturday at 9.30 a.m. - 1 p.m. at the Bangsal Sri Manganti.

6. Gamelan Orchestra at the Bangsal Sri Manganti opens ..... days a week on Monday and .....
7. The National Archives Building Museum is in .....

Jakarta

Tuesday

Thursday

two

Monday

leather puppet show

morning

seven

R	H	A	I	R	C	U	T	T	G	E	R	M	S	T	M	T
L	E	A	T	H	E	R	P	U	P	P	E	T	S	H	O	W
Y	V	I	O	L	A	T	H	U	R	S	D	A	Y	U	N	O
M	O	R	N	I	N	G	A	F	T	E	R	N	O	O	D	N
S	E	V	E	N	R	J	A	K	A	R	T	A	T	S	A	I
U	A	S	O	U	V	E	N	I	R	D	A	N	C	D	Y	E



fun time

Work individually.

Read the brochure below. Answer the questions.

• Museum Nasional, Jl. Medan Merdeka Barat  
No. 12, Central Jakarta (Tel. 3812346, 3868172),  
open Tuesday-Thursday from 8:30 a.m. to 4  
p.m., Friday, 8:30 a.m. to 11 a.m. and 1 p.m. to 4  
p.m., Saturday and Sunday, 8:30 a.m. to 5 p.m.

- Where is the museum?  
.....
- When does the museum open?  
.....
- When does the museum close?  
.....
- What time does the museum open on Tuesday to Thursday?  
.....
- What time does the museum close on Saturday and Sunday?  
.....



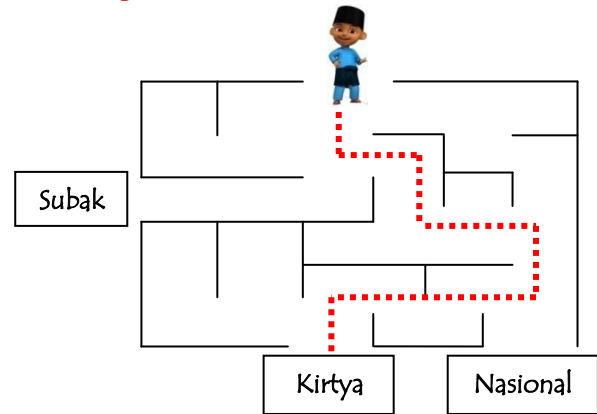
## fun ten

Work individually

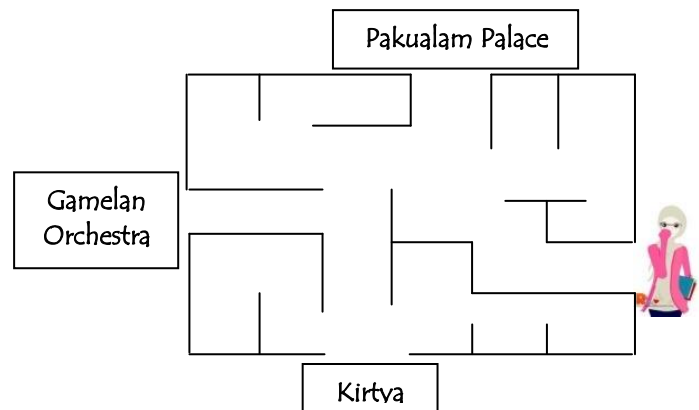
Read the description below. Find the place people visit.

You can see all brochures above. Look at the example.

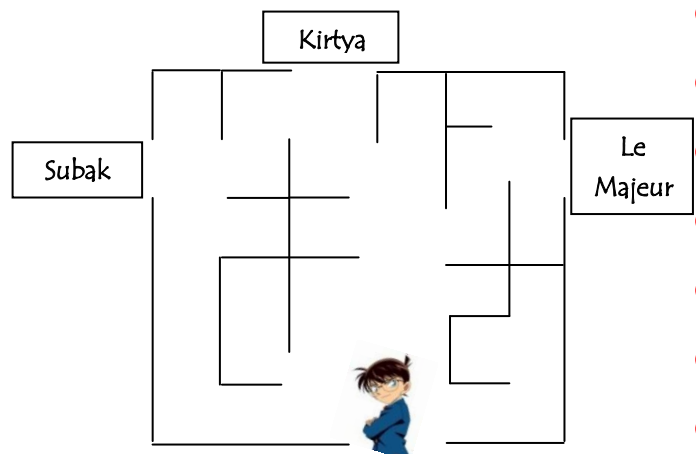
- Upin has a holiday. He goes to Bali. He visits a museum. The museum opens on Monday to Thursday at seven in the morning to two in the afternoon. This is the museum of Balinese lontar writing.



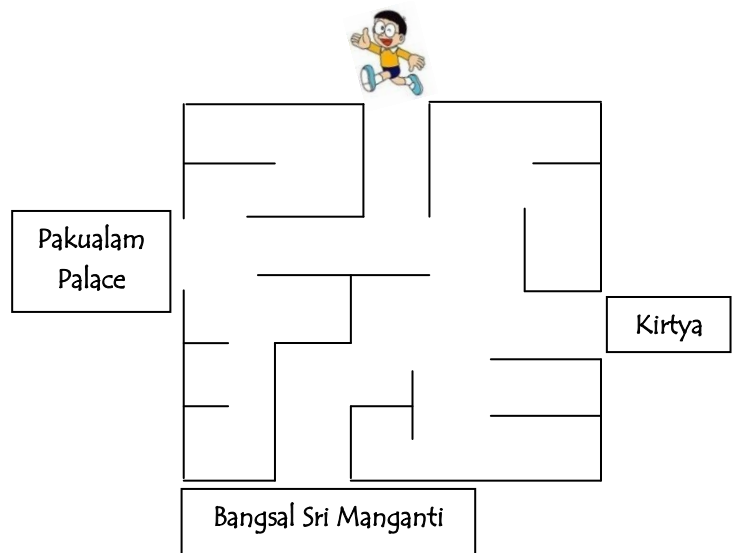
- In this place, Aisha can join the dance and gamelan training on Monday and Thursday. The training starts at 5-7 p.m.



- Conan goes to the museum. The museum is in Bali. It is the painting museum. The museum is opened six days a week, from Saturday to Thursday.



4. Here you can watch the leather puppet show. The show is every Saturday. It starts at 9.30 in the morning and finishes at 1 in the afternoon.







Have  
a Nice Holiday



## fun one

Work individually.



Put tick (✓) in the place you know, or put a cross (X) in the place you do not know.

1. Bromo

☐

2. Toba

☐

3. Borobudur

☐

4. Parangtritis

☐

5. Bali

☐

6. Merapi

☐


## fun two

### look and learn



## Tourism Sites



### North Sumatra

North Sumatra is known for its Lake Toba. It's the largest volcanic lake in the world; 100 kilometres long, 30 kilometres wide, and 505 metres at its deepest point. There are many of hot springs on the western side of the lake.



T  
O  
B  
A

### East Java



Mount Bromo is an active volcano located in Bromo Tengger Semeru National Park. The name Bromo comes from the word Brahma, the Hindu creator God. You can see a beautiful view of the sea of sand and the surrounding volcanoes at sunrise.

B  
R  
O  
M  
O



## Tourism Sites



Who doesn't know the Borobudur temple? Borobudur is a 9<sup>th</sup> century Buddhist monument located near Magelang, Central Java. It is one of the greatest Buddhist monuments in the world. The name Borobudur maybe comes from the Sanskrit words *vihara Buddha uhr*, meaning the Buddhist monastery on the hill.

*Central Java*

B  
O  
R  
O  
B  
U  
D  
U  
R

### *Southeast Sulawesi*

Wakatobi is a group of islands located in the Banda Sea of Southeast Sulawesi. The name Wakatobi comes from the names of the main islands of the group: Wangiwangi Island, Kaledupa, Tomea, and Binongko. The reefs of Wakatobi National Park are the third largest reef area in Indonesia. It's a heaven for divers.



W  
A  
K  
A  
T  
O  
B  
I

## look and learn

### Kinds of Tourist Objects

**Lake :** Toba, Maninjau, Kalimutu, etc.

**Temple :** Borobudur, Prambanan, Mendut, etc.

**Mountain :** Merapi, Bromo, Tangkuban Perahu, etc

**Island :** Bali, Lombok, Wakatobi, Raja Ampat, etc.

**Beach :** Kuta, Parangtritis, Pangandaran, etc.

### a mountain vs mountains

Bromo

Parangtritis

*Bromo and Merapi*

Parangtritis, Kuta, and Sanur

is

is

are

are

a mountain.

a beach.

(two) mountains.

beaches.

### a Big Mountain

Bromo

Parangtritis

Bromo and Merapi

Parangtritis, Kuta and Sanur

is

is

are

are

a

an

(two)

(three)

big

popular

big

popular

mountain.

beach.

mountains.

beaches.



## FUN THREE


Work in the whole class.

Read aloud the texts in FUN TWO. Repeat these words after your teacher.

mountain	popular	view	north	deep	island
volcano	word	sea	west	temple	south
active	God	sand	lake	near	reef
small	see	sunrise	large	monument	diver
famous	beautiful	east	world	great	heaven



## FUN FOUR

Work in pairs. 

Change the words in the brackets into suitable forms.

See the example.

1. Bromo and Tangkuban Perahu are (mountain) in Indonesia.

Bromo and Tangkuban Perahu are mountains in Indonesia.

2. Borobudur is (temple) in Central Java.

.....

3. Pangandaran is (beach) in West Java.

.....

4. Wangiwangi, Kaledupa, Tomea, and Binongko are (island) in Wakatobi.

.....

5. Toba and Maninjau are (lake) in Sumatera.

.....

6. Bali is (island) in Indonesia.

.....

7. Prambanan and Mendut are (temple) in Indonesia.

.....

8. Sanur, Nusa Dua, and Kuta are (beach) in Bali.

.....



Tongue Twister


She sees cheese.

<http://www.uebersetzung.at/twister/en.htm>





## FUN FIVE

Work in pairs. 

Arrange the words below into a correct phrase.

See the example.

1. Bromo is (volcano – active) in East Java.

**Bromo is an active volcano in East Java.**

2. Wakatobi and Lombok are (famous – island) in Indonesia.

.....

3. Toba is (lake – large) in North Sumatera.

.....

4. Kuta is (beach – great) in Bali.

.....

5. Raja Ampat is (beautiful – island) in Papua.

.....

6. Borobudur and Prambanan are (temple – great) in Central Java.


.....

7. Gili Trawangan is (island – small) in Lombok.

.....



## FUN SIX

Work in pairs. 

Read the texts above. Draw a line to match the places and the statements.

Number 1 is done for you.

**BROMO**

**TOBA**


**BOROBUDUR**

**WAKATOBI**

1. It is located in Central Java.
2. It is located in North Sumatera.
3. It is located in East Java.
4. It is located in Southeast Sulawesi.
5. It is a lake.
6. It is a mountain.
7. It is a temple.
8. It is a group of islands.
9. There is a beautiful view of the sea of sand.
10. It is the greatest Buddhist monument in the world.
11. It is the largest volcanic lake in the world.
12. It is the third largest reef area in Indonesia.



## fun seven

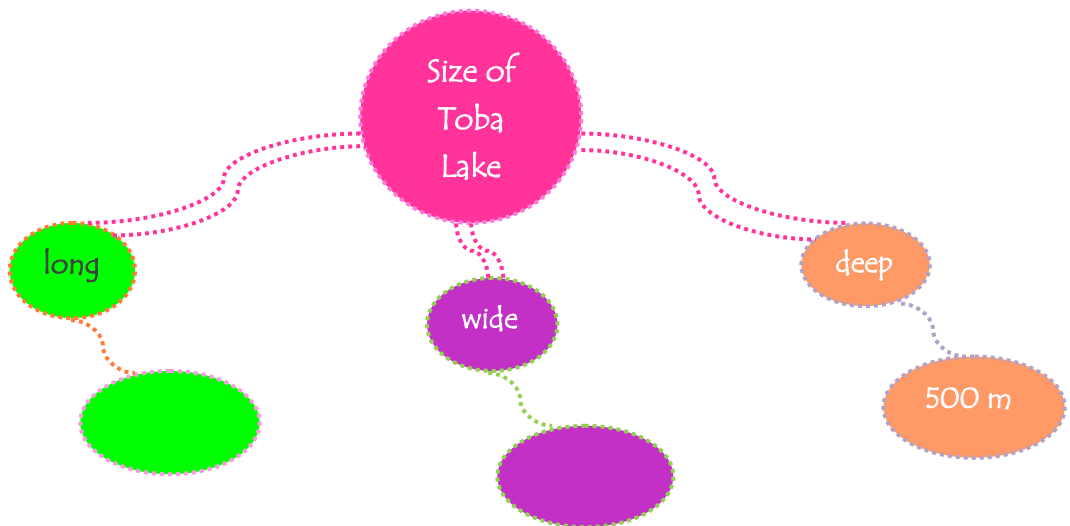
Work in pairs. 

Read the texts above. Complete the charts below. Look at the example.

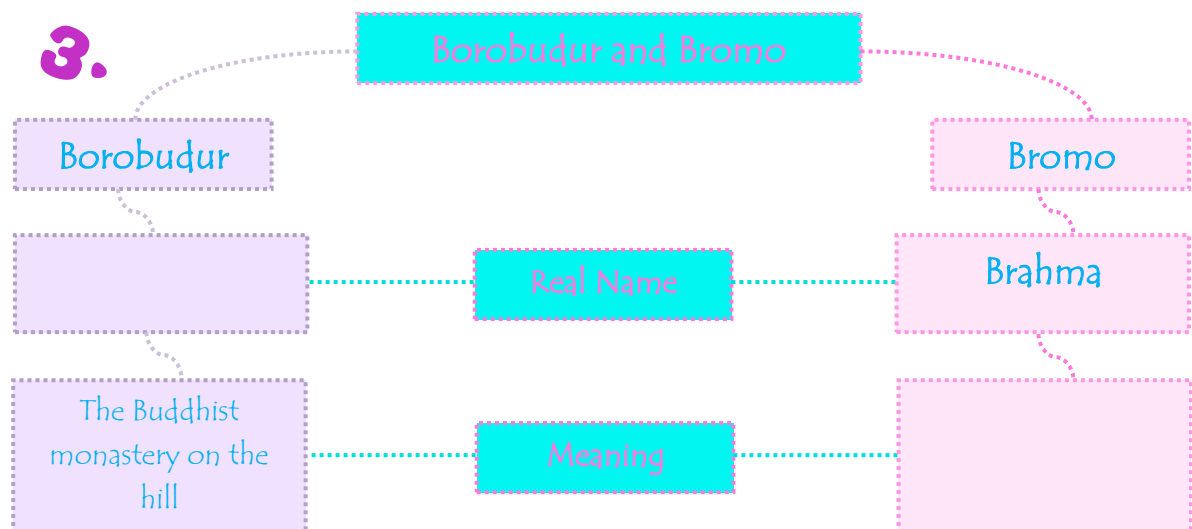
1.



2.



3.





# FUN EIGHT

Work individually.



Fill in the blanks below. Then, complete the crosswords.

Look at the example.

## a. LOMBOK



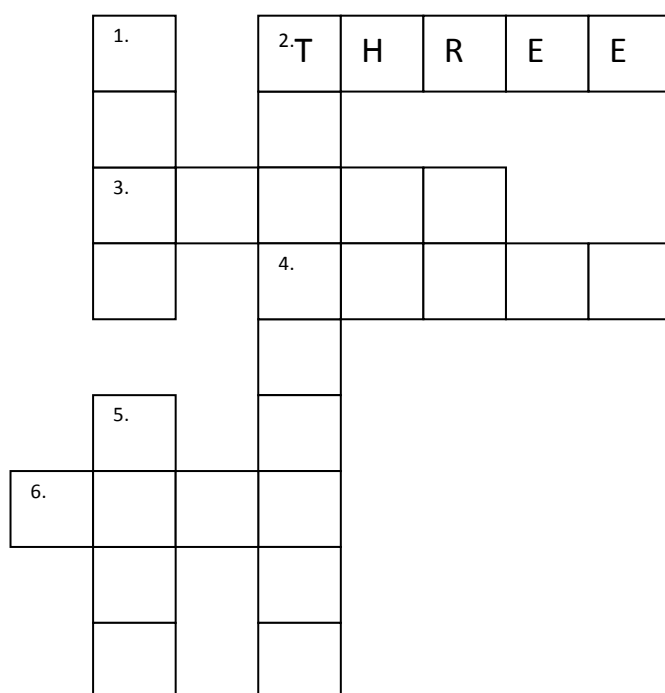
### Cross

- 2 There are three islands in Gili Islands.
- 3 Gili means ..... islands.
- 4 The sand in the beach is .....
- 6 The shape of coral reefs is like a .....

### Down

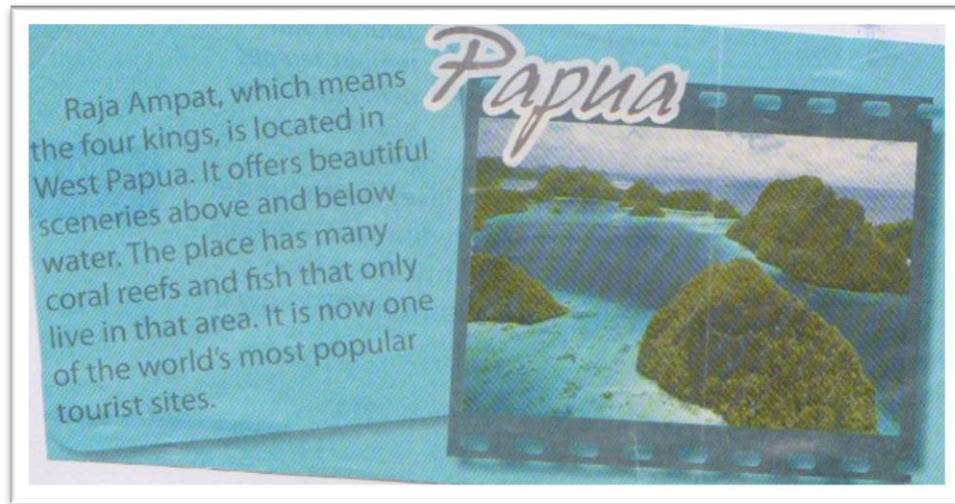
- 1 Lombok Island is located in ..... Nusa Tenggara.
- 2 An island in Gili islands is Gili .....
- 5 The famous tourist object in Lombok is .....

white	west	Bali
three	small	Meno
north	Gili	four
glass	Trawangan	ring





## b. PAPUA



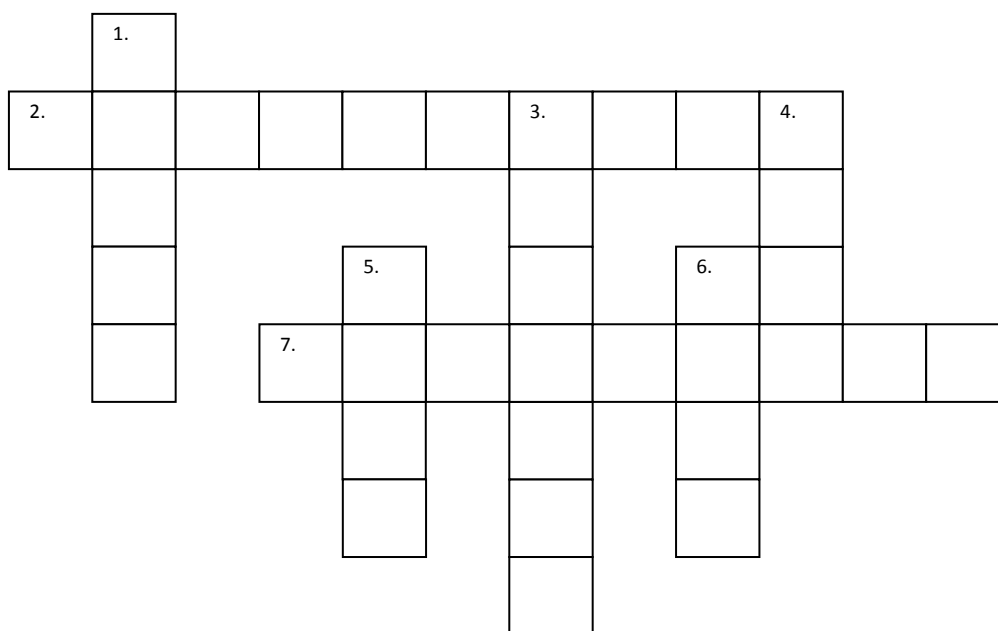
## Cross

- 2 The name of the place is .....
- 7 The sceneries in the place is .....

## Down

- 1 The place is located in .....
- 3 The place is ..... in the world.
- 4 We can see ..... in the area.
- 5 The place is in ..... Papua.
- 6 We can see ..... in the area.

bad	west	Bali
Raja Ampat	small	reef
north	Papua	four
beautiful	popular	fish





## fun nine

Work individually.

Answer the questions based on the description given. Choose the places in the texts above.

Look at the example.

- Atina and Alam want to go to the heaven of divers.

What place can they visit? **Wakatobi**

- Annisa and Gita want to see the sea of sand surrounding the mountain.

What place can they visit? .....

- Maila wants to see white sand in a beautiful beach.

What island can Maila visit? .....

- Risa wants to see a great temple.

What place can Risa visit? .....

- Keke wants to go to Papua.

What place can Keke visit? .....

- Echa and Mita want to go to a large lake.

What place can they visit? .....

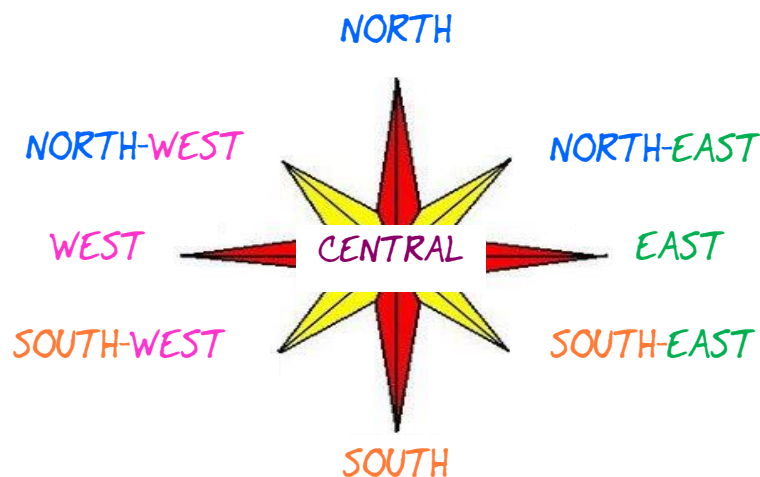


## fun ten

Work individually.

Guess the six places mentioned in the articles on the map. Look at the example.  
Before that, learn the compass below.

### COMPASS



## MAP OF INDONESIA



Double bubble gum, bubbles double.

<http://www.uebersetzung.at/twister/en.htm>



Let's Cook



## fun one

Work individually.



What are your favourite foods and drinks? Write down below.

1. ....

3. ....

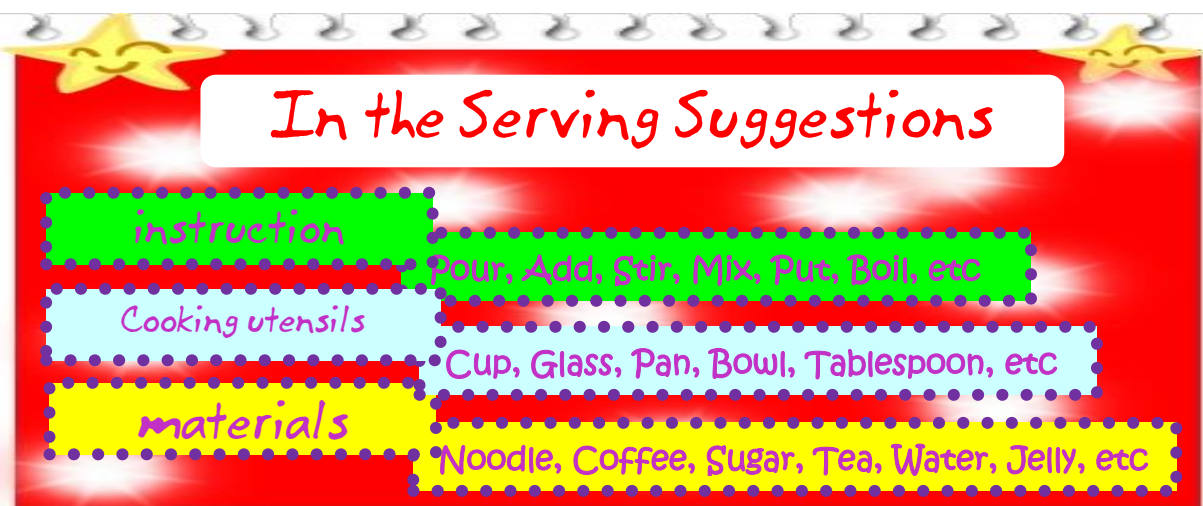
2. ....

4. ....



## fun two

### look and learn





# look and learn

## Serving Suggestions

### Jelly

#### Serving Direction:

Mix well **Nutrijell** with  
½ glass (100g) of sugar  
or according to taste.

Pour 2 glasses (400ml) of  
water into the mixture, stir  
well until dissolved and boil.

Turn off the flame, wait  
for 3 minutes then add  
**Fruity Acid** and stir well.

Pour the solution  
into jelly mould.

### Tea

#### DIRECTIONS FOR USE

Put one tea bag in a cup  
add boiling water leave to infuse 2 to 3 minutes  
Add sugar, milk, or lemon to taste.

### Fried-Noodle

#### Cooking Instructions:

Boil 400ml (2 glasses)  
of water in a pan.  
Add noodle, stir slowly  
for 3 minutes.

While the noodle is being  
cooked, put the seasoning, sweet  
soy sauce and chili sauce  
in a bowl.

Take the cooked  
noodle from the  
boiling water and  
drain it.

Put the cooked noodle  
into the bowl with  
seasoning, sweet soy  
sauce and chili sauce,  
mix well.

Sprinkle fried crispy onion.  
Mie Sedaap is ready to be served.

### Coffee

#### Serving suggestion:

Pour one sachet of  
**Kapal Api Kopi Susu** into a cup.  
Add approx. 175 ml of boiled water.  
Stir well and serve.

## look and learn

### Put One Tea Bag in a Cup

<b>Instruction</b> <i>Put</i> <i>Boil</i> <i>Add</i>	+	<b>Materials</b> <i>one tea bag</i> <i>400 ml of water</i> <i>sugar or lemon.</i>	+	<b>Cooking Utensil</b> <i>in a cup.</i> <i>in a pan.</i> <i>-</i>
---	---	--	---	--



### FUN THREE

Work in whole class.

Read aloud the serving suggestions in FUN TWO. Repeat these words after your teacher.

pour	cup	coffee	stir	pan	bowl
sachet	put	add	mix	noodle	onion
water	tea	sugar	boil	sauce	lemon



### FUN FOUR

Work in pairs.

Cut the pictures and stick the foods/ drinks in the suitable type.

Fresh Foods	
----------------	--

Instant  
Foods

Instant  
Drinks


Fresh  
Drinks







# FUN FIVE

Work in pairs. 

Match the words with the pictures. Look at the example.

add

pour

stir

put

boil

pan

bowl

spoon

glass

cup


INSTRUCTIONS

COOKING  
UTENSILS





## FUN SIX

Work in pairs. 


Read carefully the serving suggestions above. Find the words below in the serving suggestions. Put a tick (✓) if you find.

Look at the example.

No.	Words	COFFEE	TEA	JELLY	NOODLE
1.	add	✓	✓	✓	✓
2.	pour				
3.	stir				
4.	put				
5.	boil				
6.	pan				
7.	bowl				
8.	spoon				
9.	glass				
10.	cup				



## FUN SEVEN

Work in pairs. 

Arrange the words into a good order: instruction, material, then cooking utensil.

See the example.

1. put – in a bowl – the noodle

**Put the noodle in a bowl.**

2. the coffee – into a cup – pour

.....

3. add – sugar

.....

4. two glasses of water – boil – in a pan

.....


5. stir – the noodle

.....





## FUN e/ght

Work in pairs. 

Read the serving suggestions carefully. Cross (X) 'TRUE' if the statement is true or 'FALSE' if the statement is false. Look at the example.



F

1. Two sachets of coffee need 350 ml of water.



F

2. We need 2 glasses of water to boil a pack of noodle.



F

3. There are three steps to make a cup of coffee.



F

4. We need 150 grams of sugar to make a pack of jelly.



F

5. The cooking utensil to make the tea is a cup.



F

6. There are four steps to make the jelly.



## FUN n/ne

Work individually. 

FOODS SHOPPING. Play the game.

How to play:

1. Take the lottery.
2. When you get lottery A, take card A.  
When you get lottery B, take card B.
3. Circle the foods and drinks based on your card.

A

Jelly

Tea

B

Coffee

Noodle



Give papa a cup of proper coffee  
in a coffee cup

<http://www.learnenglishkids.britishcouncil.org/en/tongue->

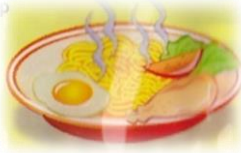









# fun ten

Work individually.

Look at the pictures in the table below. Choose the suitable instructions for the picture. Number 1 is done for you.

No.	Pictures	Food & Drink	Directions
1.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to be served.
2.		Jelly	a. Pour 2 glasses (400 ml) of water into the mixture, stir well until dissolved and boil. b. Turn off the flame, wait for 3 minutes then add fruity acid and stir well. c. Pour the solution into jelly mould.
3.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to be served.
4.		Coffee	a. Pour 1 sachet of Kapal Api Kopi Susu into a cup. b. Add approx. 175 ml boiled water. c. Stir well and serve.
5.		Tea	a. Put one tea bag in a cup. b. Add boiling water leave to infuse 2 to 3 minutes. c. Add sugar, milk, or lemon to taste.
6.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to be served.



## fun eleven

Work individually 

Read the serving suggestions above carefully. Answer the questions. Look at the example.

1. Look at the JELLY directions.

You make a pack of jelly. How much water do you need?

*400 ml*

2. Look at COFFEE directions.

You pour 175 ml of water. How many sachets of coffee do you need?

.....

3. Look at NOODLE directions.

What cooking utensils are used to make the noodle? Mention two.

.....

4. Look at JELLY directions.

You make two packs of the jelly. How much sugar do you need?

.....

5. Look at TEA directions.

How many steps to serve a cup of tea?

.....

# **APPENDIX F**

## **THE FINAL DRAFT**



# PART ONE

## FUN READING



IT'S TIME  
TO WATCH  
TV





## FUN ONE

Work individually.



Do you like watching TV? What is your favorite TV program? Write down below.

1. ....
2. ....
3. ....

4. ....
5. ....



## FUN TWO

### Look AND LEARN

### Parts of T.V. Schedule

SCTV		METRO TV	
5:00	Liputan 6 Pagi	Metro Pagi	
5:30	Kata Ust. Solmed		
6:00	Was-was		
6:30			
7:00	Music Inbox	Bedah Editorial Media	
7:30			
8:00		8 Eleven Show	
8:30			
9:00	Hallo Celebrities		
9:30			
10:00	FTV Pagi	Headline News	
10:30			
11:00			
11:30		Metro Siang	
12:00	Liputan 6 Siang		
12:30 p.m.	FTV Siang		
1:00		Wide Shot	
1:30			
12:00	Liputan 6 Malam	Headline News	
1:00 a.m.	Buser	After Hours	
1:30	SCTV Cinema	Advocate of Changes	
2:30			

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# TV Schedule

## 26 | Entertainment Guide THURSDAY January 19, 2012

### TV programs

<div>       </div>									
5:00	Liputan 6 Pagi	Metro Pagi	Seputar Indonesia Pagi	Wisata Hati	Program Religi Pagi	Reportase Pagi	Jalan Dakwah		
5:30	Kata Ust Solmed			Lensa Olahraga		Islam Itu Indah	Dunia Kartun		
6:00	Was-was		Go Spot		Fokus Pagi	Insert pagi	Sport 7		
6:30							Redaksi Pagi		
7:00	Music Inbox	Bedah Editorial Media 1	Tom & Jerry	Hari ke Hati B. Mama	Kiss Pagi	Rangking 1	Selebrita Pagi		
7:30			Dahsyat		FTV Pagi		Ups Salah		
8:00		8 Eleven Show		Wow... I Friends			Karaoke Kelling		
8:30				Gowes		Jawara Metropolitan	Pelanggi		
9:00	Hallo Celebrities			Segeer	Hitzteria				
9:30									
10:00	FTV Pagi	Headline News		Dragon Alive			Spotlite		
10:30									
11:00			Intens		Ibu				
11:30		Metro Siang		Topik Siang	Patroli	Insert Siang	Warna		
12:00				Klik!			Redaksi Siang		
12:30 p.m.	Liputan 6 Siang		Seputar Indonesia Siang		Dong Yi Jewel in Crown	Reportase Siang	Selebrita Siang		
1:00	FTV Siang	Wide Shot	Cinema			Jelang Siang	Bocah Petualang		
1:30				Bukan Malin Kundang	Pink Lipstick	Bingkai Berita	Laptop Si Unyil		
2:00						Show Imah	Cita Citaku		
2:30	Status Selebriti						Dunia Bintang		
3:00	Uya Emang Kuya	The Interview	Kabar Kabar!	Persekam Vs. PS Sumbawa		Police 86	Koki Cilik		
3:30		Public Corner		Kiss Sore		Keluarga Minus			
4:00	Jebakan Betmen	Discover Indonesia	Top 5			Sketsa	Kuas Ajaib		
4:30		Metro Realitas	Silat				Asal Usul Cari Tahu		
5:00	Liputan 6 Petang	Metro Hari Ini	Seputar Indonesia		Fokus	Happy Family	Jejak Petualang		
5:30	Parade FTV		Dewa	Topik Petang	49 Days	Sepenggal Sejarah	Redaksi Sore		
6:00				Pesbukers		Reportase Sore	Jejak Petualang Survival		
6:30					Pendekar Pemanah R	Investigasi Selebriti	Orang Pinggiran		
7:00		Headline News	Binar Bening Berlian	Siapa Takut	Satria	Jika Aku Menjadi	Hitam Putih		
7:30	Bukan Islam KTP	Suara Anda				Comedy Project	On The Spot		
8:00		Managing the Nation		Kisah Dari Langit	Tutur Tinular	The Hits	Opera Van Java		
8:30									
9:00	Jarji Cinta Aisha	Top Nine News	Anugerah	Deal Or No Deal		I am Legend			
9:30		Provocative Proactive							
10:00									
10:30	SCTV Cinema	Stand Up Comedy	Mission Impossible 2	Dangerous Encounter	Buaya Show		Bukan Empat Mata		
11:00		Inside			Flash Point				
11:30		Metro Sport		Most Incredible Moments		Kakek-Kakek Narsis			
12:00	Liputan 6 Malam	Headline News		Telvisik	House of Wax		(Masih) Dunia Lain		
1:00 a.m.	Buser	After Hours	Love Wrecked	Lensa Olah Raga Malam					
1:30	SCTV Cinema	Advocate of Changes		Indonesia Super League	Reportase Malam		Sport 7 Malam		
2:30			Seputar Indonesia Malam	Istriku Sayang Istriku			Redaksi Malam		



[illegible]

## Types of T.V. Programs

### News

Topik Pagi, Seputar Indonesia Pagi, etc

### Cartoon

Dora the Explorer, Doraemon, Barbie, etc

### Sport

Sport7, Highlight MotoGP, Gila Bola, etc

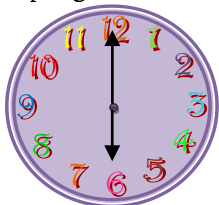
### Kids Reality Show

Dunia Binatang, Laptop si Unyil, etc

## Six O'clock and Half Past Two

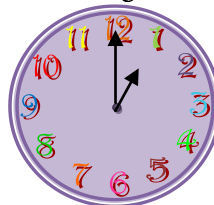
### a. ... o'clock

Spongebob starts at six o'clock.



6:00

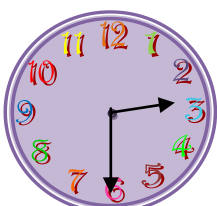
Si Bolang finishes at one o'clock.



1:00

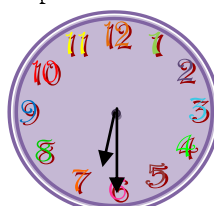
### b. Half past ...

Koki Cilik starts at half past two.



2:30

Sport 7 finishes at half past six.



6:30



## look and learn

### 'a.m.' and 'p.m.'

**a.m. = time + 0 → (00:01 - 12:00)**

1:00 a.m. : one o'clock in the morning (1:00)

5:30 a.m. : half past five in the morning (5:30)

10:30 a.m. : half past ten in the morning (10:30)

12:00 a.m. : twelve at noon (12:00)

**p.m. = time + 12 → (12:01 - 24:00)**

1:00 p.m. : one in the afternoon (13:00)

6:30 p.m. : half past six in the evening (18:30)

7:00 p.m. : seven in the evening (19:00)

11:00 p.m. : eleven at night (23:00)



### FUN THREE

Work in the whole class.

Repeat these words after your teacher.

sport

time

morning

Cartoon

clock

station

evening

program

half

television

night

schedule

past

finish

reality

start

news

afternoon

show

thirty



The blue bluebird blinks.

<http://www.learnenglishkids.britishcouncil.org/en/tongue-twisters>



## FUN FOUR

Work in group of four.



Classify the TV programs in the boxes below into the table. Look at the TV schedule to complete the TV stations and time. See the example.

Liputan 6 Pagi	Sport 7	Cita-citaku	Dunia Binatang	Dora
Bocah Petualang	Fokus Pagi	Shaun the Sheep	Metro Sports	Laptop si Unyil

Types of Program	Names of Program	Stations	Time
News	<ul style="list-style-type: none"> <li>.....</li> <li>.....</li> </ul>		
Sport	<ul style="list-style-type: none"> <li>.....</li> <li>.....</li> </ul>		
Cartoon	<ul style="list-style-type: none"> <li>.....</li> <li>.....</li> </ul>		
Kids Reality Show	<ul style="list-style-type: none"> <li>Dunia Binatang</li> <li>.....</li> <li>.....</li> <li>.....</li> </ul>	Trans 7	2.00-2.30 p.m.



## FUN FIVE

Work in pairs.



Answer the questions. Look at the TV schedule. Number one is done for you.

1. Your brother likes watching sport programs.

Mention two sport programs on Trans7.

*Sport 7 and Sport 7 Malam*

2. Your sister wants to watch kids reality show.

Write down three kids reality show programs on Trans7.

.....

3. You love cartoon very much.

Mention two cartoon programs on Global TV.

.....

4. Your father wants to watch sport programs.  
Mention two sport programs on ANTV.


.....

5. Your mother wants to watch news program.  
Write down three news programs on RCTI.

.....



## FUN SIX

Work in pairs. 

Draw the clock hands of the descriptions below. Then write down the time.  
See the example.

1.

Liputan 6 Pagi starts at five o'clock.

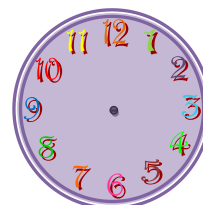
5:00



2.

Sweet Lambs starts at half past six.

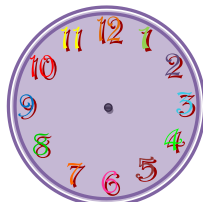
... : ...



3.

Lensa Olahraga starts at half past five.

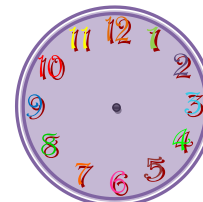
... : ...



4.

Fokus Pagi finishes at seven o'clock.

... : ...



5.

Kuas Ajaib starts at three o'clock.

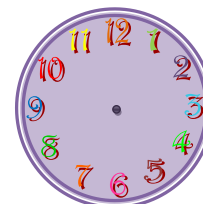
... : ...



6.

Redaksi Pagi finishes at half past seven.

... : ...



Tongue Twister


She sells seashells on the seashore

<http://www.buzzle.com/articles/tongue-twisters-for-kids.html>





## FUN SEVEN

Work in pairs. 

Write down the time in bold. Circle the programs which start at the same time.  
Check the TV schedule. Look at number one.

1. Circle the programs which start at **one o'clock in the afternoon** (1.00 p.m.).

Laptop si Unyil	Cita-Citaku	Sport 7
Liputan 6 Siang	Bingkai Berita	Shaun the Sheep

2. Circle the programs which start at **half past five in the morning** (.....).

Sport Mania	Lensa Olahraga	Jika Aku Menjadi
Fokus Pagi	Sport 7	Dunia Kartun

3. Circle the programs which start at **six o'clock in the evening** (.....).

Laptop Si Unyil	Jika Aku Menjadi	Dora the Explorer
Shaun the Sheep	Sport 7 Malam	Kabar Petang

4. Circle the programs which start at **half past two in the afternoon** (.....).

Sport 7	Koki Cilik	Dora the Explorer
Kabar Siang	Bocah Petualang	Spongebob

5. Circle the programs which start at **five o'clock in the morning** (.....).

Reportase Pagi	Seputar Indonesia Pagi	Dora the Explorer
Metro Pagi	Kabar Pagi	Liputan 6 Pagi



## FUN EIGHT

Work individually.

Complete the table below. Look at the TV schedule to complete the table.

Number one is done for you.

No.	TV Stations	Time	Programs	Types of Programs
1.	SCTV	5.00-5.30 a.m.	Liputan 6 Pagi	News
2.	Trans7	6.00-6.30 a.m.	.....	....
3.	RCTI	.....	Seputar Indonesia	.....
4.	Global TV	.....	Penguin of Madagaskar	.....
5.	Trans 7	12.30 -1.00 p.m.	.....	.....



## FUN NINE

Work individually.

Draw a line to match the bold phrases and the time in the boxes.

Look at the example.

6:30 p.m.

1. Lensa Olahraga starts at *half past five in the morning* on ANTV.

1:30 p.m.

2. Koki Cilik on Trans 7 finishes at *three in the afternoon*.

6:00 p.m.

3. Penguin of Madagaskar starts on Global TV at *eight o'clock in the morning*.

3:00 p.m.

4. Jika Aku Menjadi on Trans TV starts at *six o'clock in the evening*.

8:00 a.m.

5. Cita-Citaku starts at *half past one in the afternoon* on Trans7.

6:30 a.m.


6. Redaksi Pagi is on Trans 7 at *half past six in the morning*.

5:30 a.m.

7. Shaun the Sheep finishes at *half past six in the evening* on MNC TV.



# FUN TEN

Work in group of four. 

GUESSING GAME. Play the game.

How to play:

1. Shuffle card A and card B separately.
2. Throw the dice, look at the number you get.
3. Play the game, start from number 1 on the game board.
4. Take card A if you stop in card A, or take card B if you stop in card B.
5. Read the description on the card loudly.
6. Take the program card which is suitable with the description.

## GAME BOARD

20 TAKE CARD B	19 TAKE CARD B	18 TAKE CARD A	17 TAKE CARD A	16 TAKE CARD B
11 TAKE CARD B	12 TAKE CARD B	13 TAKE CARD A	14 TAKE CARD A	15 TAKE CARD B
10 TAKE CARD A	9 TAKE CARD A	8 TAKE CARD B	7 TAKE CARD B	6 TAKE CARD A
1 TAKE CARD A	2 TAKE CARD A	3 TAKE CARD B	4 TAKE CARD B	5 TAKE CARD A

## CARD A

This is a kids reality show program on Trans7. It starts at half past twelve and finishes at one o'clock in the afternoon.

## CARD A

The type of this program is sport. It starts at ten o'clock and finishes at eleven o'clock at night on TVOne.

## CARD A

It is a kids reality show program on Trans7. It starts at half past twelve in the afternoon.

## CARD B

It is a cartoon program on Global TV. It starts at six o'clock in the morning.

## CARD B

This is a news program on Trans TV. It starts at twelve o'clock in the afternoon.

## CARD B

It is a kids reality show program on TRANS TV. It starts at six o'clock and finishes at seven o'clock in the evening.

## CARD A

This is a news program on TVOne. It starts at half past four in the afternoon.

## CARD A

The type of this program is cartoon. It starts in the evening at six o'clock on MNC TV.

## CARD A

This is a kids reality show program on Trans7. It starts at half past two in the afternoon.

## CARD B

This is a news program on SCTV. It starts at five o'clock in the morning.

## CARD B

This is a sport program on MNC TV. It starts at half past five in the morning.

## CARD B

The type of this program is a kids reality show. It starts in the afternoon at one o'clock on Trans7.

BOCAH PETUALANG

SHAUN THE SHEEP

LAPTOP SI UNYIL

KABAR PETANG

SPONGEBOB

JIKA AKU MENJADI

KABAR ARENA

LIPUTAN 6 PAGI

CITA-CITAKU

KOKI CILIK

REPORTASE SIANG

SPORT MANIA



## FUN ELEVEN

Work individually.



Make the accessory as the example below.

Don't forget to put the questions' number.

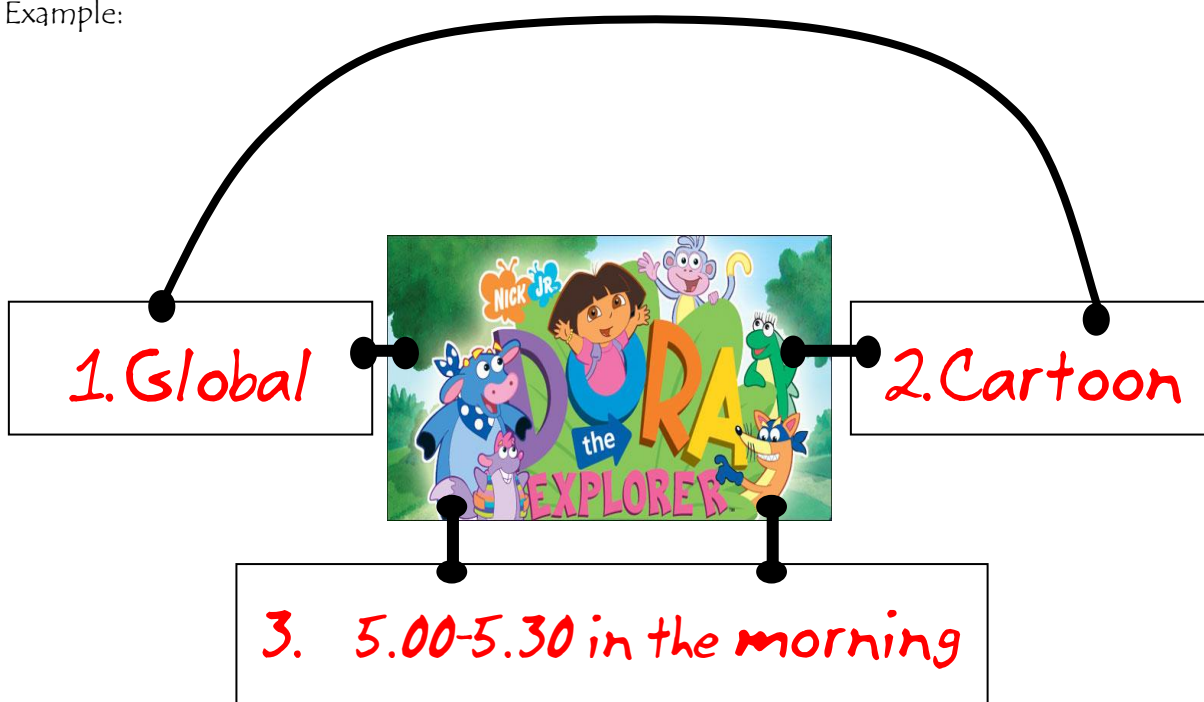
Questions:

1. What station broadcasts the program?

2. What type is the program?

3. What time is the program broadcasted?

Example:





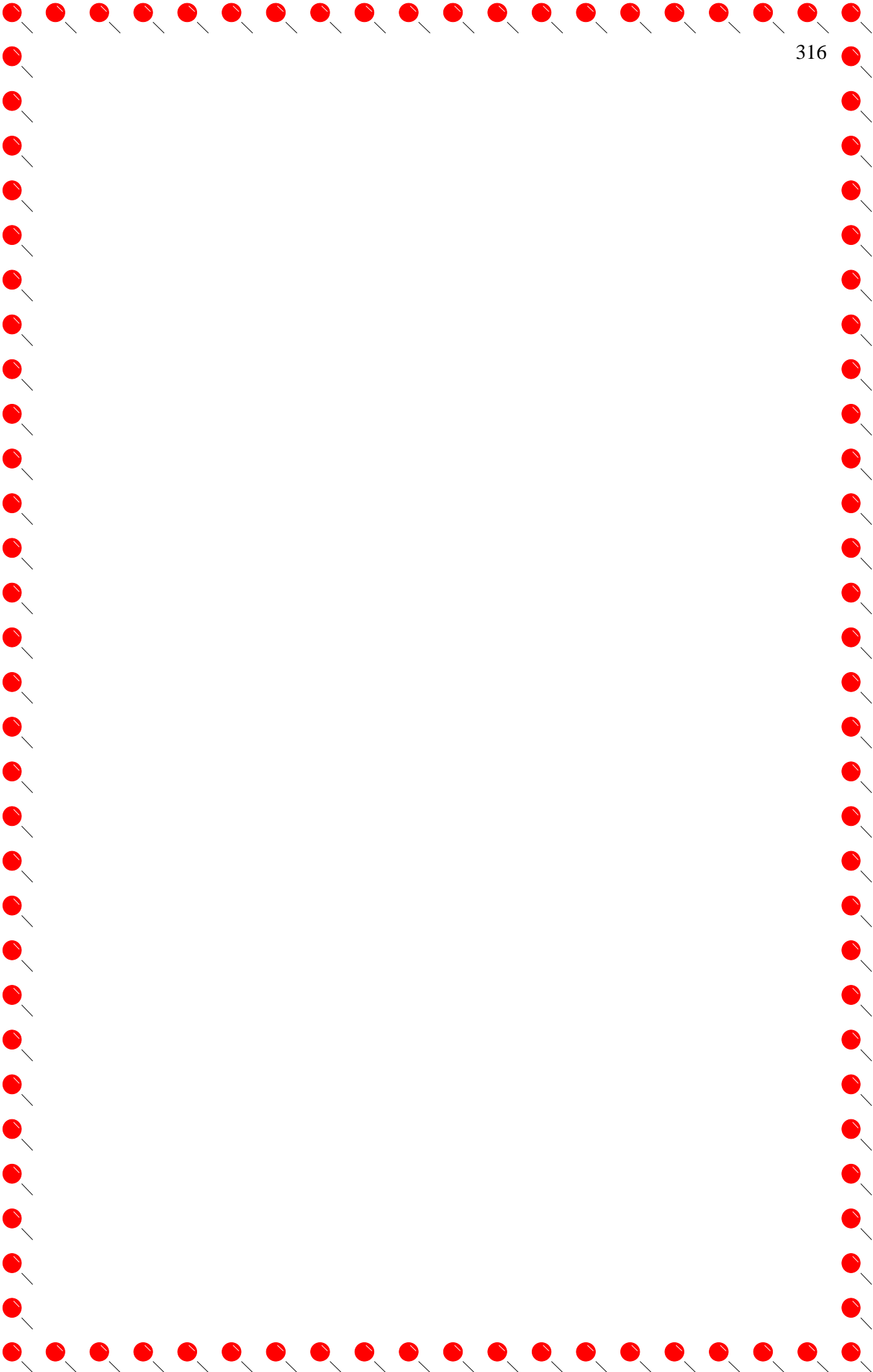
# PART TWO

## FUN READING

Subak Museum

Pakualam Palace

WHERE IS  
THE  
MUSEUM?





## FUN ONE

Work individually. 

Answer the questions.

1. Have you visited a museum/palace? .....
2. What museum/palace is it? .....
3. Where is the museum/palace? .....



## FUN TWO

### Look AND LEARN

## Days and Time

### Days:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

### Time:

10 a.m.

11 a.m.

1 p.m.

5 p.m.

7 p.m.



Tongue Twister

Elizabeth's birthday is on the third  
Thursday of this month.

<http://www.uebersetzung.at/twister/en.htm>



# Brochures

• **Museum Subak**, museum of Balinese irrigation system and organization, Tabanan, open daily, from 9 a.m. to 6 p.m.

*Subak Museum*

## **PAKUALAM PALACE**

**Gamelan & dance training**

Every Monday: 5:00 - 7:00 pm

**Gamelan & dance training**

Every Thursday: 5:00 - 7:00 pm

**Gamelan orchestra**

Eve of Saturdays Paing (Friday night Legi): 9:30 pm-midnight

*Pakualam  
Palace*

**Leather Shadow Puppet Show – Pagelaran Wayang Kulit**

Every Saturday 09:30 am – 1 pm at the Bangsal Sri Manganti pendopo

*Leather  
Puppet Show*

• **National Archives Building Museum**, Jl. Gajah Mada 111, West Jakarta (tel.6347744, 63855345), open Tuesday-Sunday from 8 a.m. till 4:30 p.m. Collection of old furniture and antiquarian maps of Indonesia.

*National Archives  
Museum*

**Gamelan Orchestra – Pagelaran Kerawitan**

Performance of Javanese-Mataram style composition on the Slendro and Pelog gamelan sets. Every Monday and Tuesday 10:00 am – 12:00 noon at the Bangsal Sri Manganti pendopo (meeting hall) at the Keraton.

*Gamelan  
Orchestra*

• **Museum Archeology**, near Museum of Bali, open Tuesday - Sunday, from 8 a.m. to 3 p.m.

*Archeology Museum*

## Daily Activities

Subject + Verb + *s/es* + ...

-Ari *joins* the dance training.

-The museum *opens* at 9 o'clock.

-Vidi *visits* the museum.

-Raisa *goes* to the museum.

Subject + Verb + ...

-Ira and Harry *go* to the museum.

-You *visit* the museum.

-I *visit* the museum.

-The museums *open* at 9 o'clock.

## Asking Questions

Where

(?) *Where* is the museum?

(+) The museum is *in* Jl. Gajah Mada, West Jakarta.

When

(?) *When* does the museum open?

(+) The museum opens *on* Tuesday to Sunday.

What Time

(?) *What time* does the museum open?

(+) The museum opens *at* 9 o'clock.





## FUN THREE


Work in the whole class.

Read aloud the brochures in FUN TWO. Repeat these words after your teacher.

dance	museum	show	furniture	Monday	Thursday
orchestra	puppet	daily	Sunday	Tuesday	Friday
palace	leather	map	Saturday	Wednesday	



## FUN FOUR

Work in pairs. 

Correct the verbs in the brackets into present verbs. Look carefully at the subjects.

See the example.

1. My brothers (go) to the museum.

**My brothers go to the museum.**

2. Atina and I (join) the dance training.

.....

3. Museum Archeology (close) at 3 p.m.

.....

4. Leather puppet show (perform) every Saturday.

.....

5. Yusma and you (watch) the gamelan orchestra.

.....

6. My mother and my father (visit) the Archeology Museum.

.....

7. I (watch) the puppet show.

.....




World Wide Web

<http://www.uebersetzung.at/twister/en.htm>



## FUN FIVE

Work in pairs. 

Say whether the statements below TRUE (T) or FALSE (F) based on the brochures above. Pay attention to the **bold** words.

Number 1 is done for you.

1. Museum Subak opens **everyday**.
2. Pakualam Palace has the gamelan and dance training **every Monday and every Thursday**.
3. Leather Puppet Show performs **every Saturday**.
4. National Archives Building Museum opens **on Tuesday and Sunday**.
5. Gamelan Orchestra performs **every Monday and Tuesday**.
6. Archeology Museum opens **five days a week**.

~~TRUE~~

FALSE

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE

TRUE


FALSE

TRUE

FALSE



## FUN SIX


Work in pairs. 

Put a tick (✓) on the days open or put a cross (X) on the days close. Then, write down the time open and close. Look at the example.

No.	Museums /Shows	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Time
1.	Museum Subak	✓	✓	✓	✓	✓	✓	✓	9 a.m. – 6 p.m.
2.	Pakualam Palace: Gamelan & Dance								
3.	Leather Puppet Show								
4.	National Museum								
5.	Gamelan Orchestra								
6.	Archeology Museum								



## FUN SEVEN

Work in pairs. 

Read the brochures of Kirtya Museum and Le Majeur Museum below.

Fill in the table.

Look at the example.

• Museum Kirtya, museum of Balinese lontar writing, Jl. Veteran, Singaraja, open Monday - Thursday, from 7 a.m. to 2 p.m.

• Museum Le Majeur, painting museum of Le Majeur, famous Bali-style painter, Jl. Hang Tuah, Sanur, open Saturday - Thursday, from 8 a.m. to 5 p.m.

	Kirtya Museum	Le Majeur Museum
Where is the museum?	The museum is in Jl. Veteran, Singaraja.	.....
When does the museum open?	.....	The museum opens on Saturday to Thursday.
When does the museum close?	The museum closes on Friday to Sunday.	.....
What time does the museum open?	The museum opens at seven in the morning.	.....
What time does the museum close?	.....	The museum closes at five in the afternoon.



## FUN EIGHT

Work individually. 

Fill in the blanks based on the brochures in FUN TWO and FUN SEVEN using the provided words. Then, find the words in the boxes.

Number 1 is done for you.

Jakarta

Tuesday

Thursday

two

Monday

leather puppet show

morning

seven

- The National Archives Building Museum closes on **Monday**.
- Museum Kirtya opens at seven in the .....
- You can visit the gamelan and dance training in Pakualam Palace on Monday and .....
- Subak Museum opens ..... days a week.

5. We can watch ..... every Saturday at 9.30 a.m. – 1 p.m. at the Bangsal Sri Manganti.
6. Gamelan Orchestra at the Bangsal Sri Manganti opens ..... days a week on Monday and .....
7. The National Archives Building Museum is in .....

R	H	A	I	R	C	U	T	T	G	E	R	M	S	T	M	T
L	E	A	T	H	E	R	P	U	P	P	E	T	S	H	O	W
Y	V	I	O	L	A	T	H	U	R	S	D	A	Y	U	N	O
M	O	R	N	I	N	G	A	F	T	E	R	N	O	O	D	N
S	E	V	E	N	R	J	A	K	A	R	T	A	T	S	A	I
U	A	S	O	U	V	E	N	I	R	D	A	N	C	D	Y	E



## FUN NINE

Work individually 

Read aloud the brochure below. Answer the questions.

• **Museum Nasional**, Jl. Medan Merdeka Barat  
No. 12, Central Jakarta (Tel. 3812346, 3868172),  
open Tuesday-Thursday from 8:30 a.m. to 4  
p.m., Friday, 8:30 a.m. to 11 a.m. and 1 p.m. to 4  
p.m., Saturday and Sunday, 8:30 a.m. to 5 p.m.



1. Where is the museum?  
.....
2. When does the museum open?  
.....
3. When does the museum close?  
.....
4. What time does the museum open on Tuesday to Thursday?  
.....
5. What time does the museum close on Saturday and Sunday?  
.....



# FUN TEN

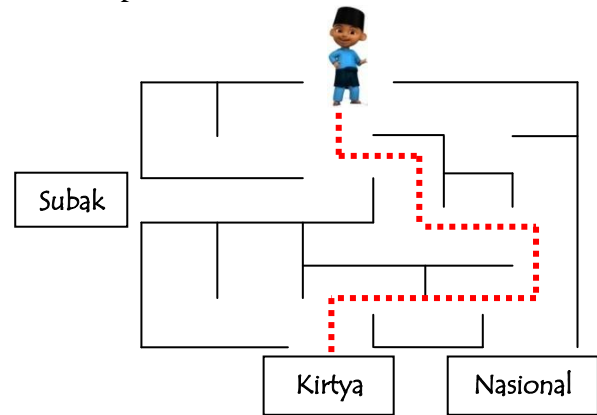
Work individually.

Read the description below.

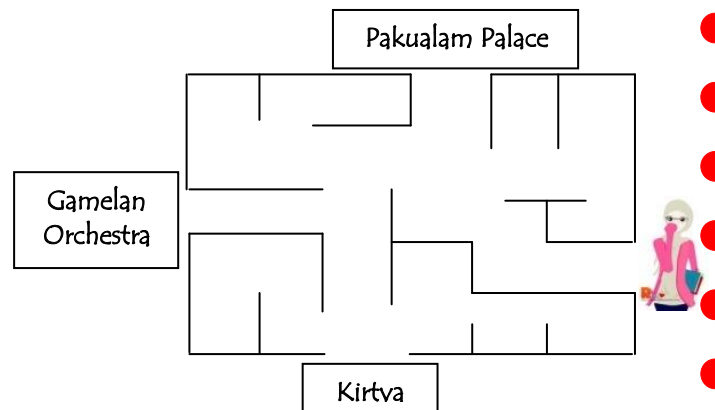
Draw a line to help the person reach the place in the description.

You can see all brochures above. Look at the example.

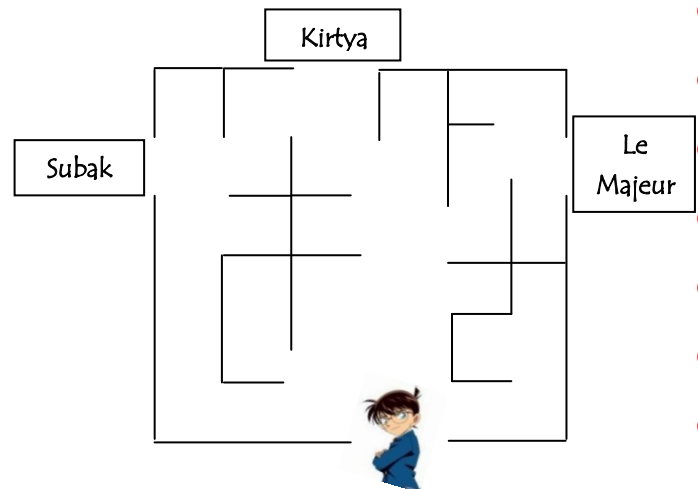
- Upin has a holiday. He goes to Bali. He visits a museum. The museum opens on Monday to Thursday at seven in the morning to two in the afternoon. This is the museum of Balinese lontar writing.



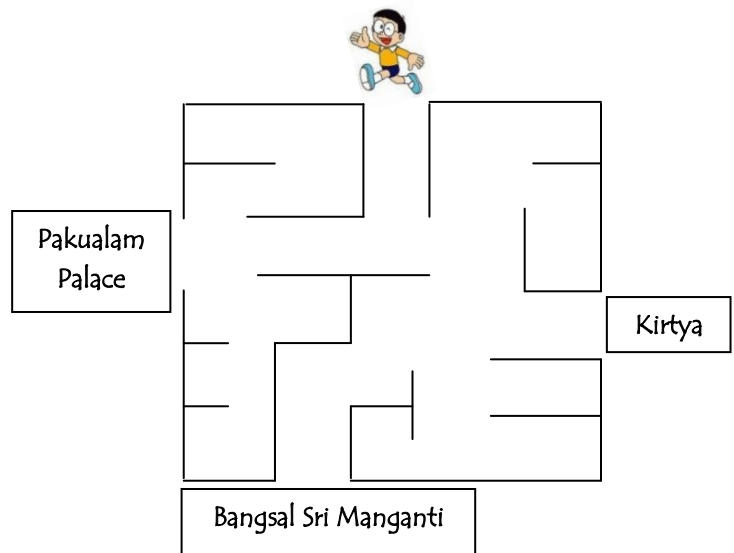
- In this place, Aisha can join the dance and gamelan training on Monday and Thursday. The training starts at 5-7 p.m.



- Conan goes to the museum. The museum is in Bali. It is the painting museum. The museum is opened six days a week, from Saturday to Thursday.



4. Here you can watch the leather puppet show. The show is every Saturday. It starts at 9.30 in the morning and finishes at 1 in the afternoon.





# PART THREE

## FUN READING

BROMO



TOBA



BOROBUDUR



WAKATOBI



HAVE  
A NICE  
HOLIDAY





## FUN ONE

Work individually.

Put a tick (✓) in the box if you know the places, or put a cross (X) if you do not know.

1. Bromo

☐

2. Toba

☐

3. Borobudur

☐

4. Parangtritis

☐

5. Bali

☐

6. Merapi

☐


## FUN TWO

### LOOK AND LEARN

## Tourism Sites

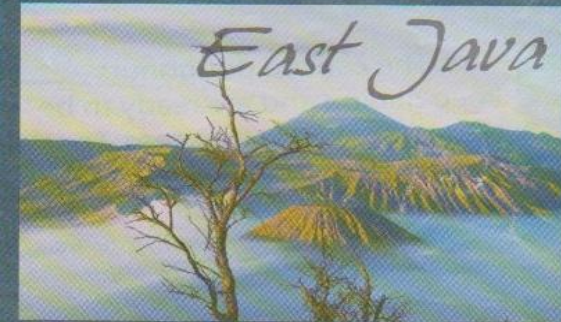
### Southeast Sulawesi

Wakatobi is a group of islands located in the Banda Sea of Southeast Sulawesi. The name Wakatobi comes from the names of the main islands of the group: Wangiwangi Island, Kaledupa, Tomea, and Binongko. The reefs of Wakatobi National Park are the third largest reef area in Indonesia. It's a heaven for divers.



W  
A  
K  
A  
T  
O  
B  
I

### East Java



Mount Bromo is an active volcano located in Bromo Tengger Semeru National Park. The name Bromo comes from the word Brahma, the Hindu creator God. You can see a beautiful view of the sea of sand and the surrounding volcanoes at sunrise.

B  
R  
O  
M  
O



## Tourism Sites



Who doesn't know the Borobudur temple? Borobudur is a 9<sup>th</sup> century Buddhist monument located near Magelang, Central Java. It is one of the greatest Buddhist monuments in the world. The name Borobudur maybe comes from the Sanskrit words *vihara Buddha uhr*, meaning the Buddhist monastery on the hill.

*Central Java*

B  
O  
R  
O  
B  
U  
D  
U  
R

### *North Sumatra*

North Sumatra is known for its Lake Toba. It's the largest volcanic lake in the world: 100 kilometres long, 30 kilometres wide, and 505 metres at its deepest point. There are many of hot springs on the western side of the lake.



T  
O  
B  
A

## Kinds of Tourist Destinations

### Lake

Toba, Maninjau, Kalimutu, etc

### Temple

Borobudur, Prambanan, Mendut, etc

### Island

Bali, Lombok, Wakatobi, Raja Ampat, etc

### Mountain

Bromo, Merapi, Tangkuban Perahu, etc

### Beach

Parangtritis, Pangandaran, Sigandu, etc

## a mountain - mountains

Bromo

Parangtritis

*Bromo and Merapi*

Parangtritis, Kuta, and Sanur

is

is

are

are

a mountain.

a beach.

(two) mountains.

beaches.

## a Big Mountain

Bromo

Parangtritis

Bromo and Merapi

Parangtritis, Kuta and Sanur

is

is

are

are

a

an

(two)

(three)

big

popular

big

popular

mountain.

beach.

mountains.

beaches.





## FUN THREE


Work in the whole class.

Read and learn the vocabulary list below. Then, read aloud the texts in FUN TWO.

mountain	word	sand	large	great
volcano	God	sunrise	world	island
active	see	east	deep	south
small	beautiful	north	temple	reef
famous	view	west	near	diver
popular	sea	lake	monument	heaven



## FUN FOUR

Work in pairs. 

Change the words in the brackets into suitable forms. See the example.

1. Bromo and Tangkuban Perahu are (mountain) in Indonesia.

Bromo and Tangkuban Perahu are mountains in Indonesia.

2. Borobudur is (temple) in Central Java.

.....

3. Wangiwangi, Kaledupa, Tomea, and Binongko are (island) in Wakatobi.

.....

4. Toba and Maninjau are (lake) in Sumatera.


.....

5. Sanur, Nusa Dua, and Kuta are (beach) in Bali.

.....



## FUN FIVE

Work in pairs. 

Arrange the words below into a correct phrase. See the example.

1. Bromo is (volcano - active) in East Java.

Bromo is an active volcano in East Java.

2. Wakatobi and Lombok are (famous - island) in Indonesia.

.....

3. Toba is (lake - large) in North Sumatera.

.....

4. Raja Ampat is (beautiful - island) in Papua.


.....

5. Gili Trawangan is (island - small) in Lombok.

.....



## FUN SIX

Work in pairs. 

Read the texts above. Draw a line to match the places and the statements.  
Number 1 is done for you.

**BROMO**

**TOBA**

**BOROBUDUR**

**WAKATOBI**

1. It is located in Central Java.
2. It is located in North Sumatra.
3. It is located in East Java.
4. It is located in Southeast Sulawesi.
5. It is a lake.
6. It is a mountain.
7. It is a temple.
8. It is a group of islands.
9. There is a beautiful view of the sea of sand.
10. It is the greatest Buddhist monument in the world.
11. It is the largest volcanic lake in the world.
12. It is the third largest reef area in Indonesia.




**Tongue Twister**

She sees cheese.

<http://www.uebersetzung.at/twister/en.htm>



# FUN SEVEN

Work in pairs. 

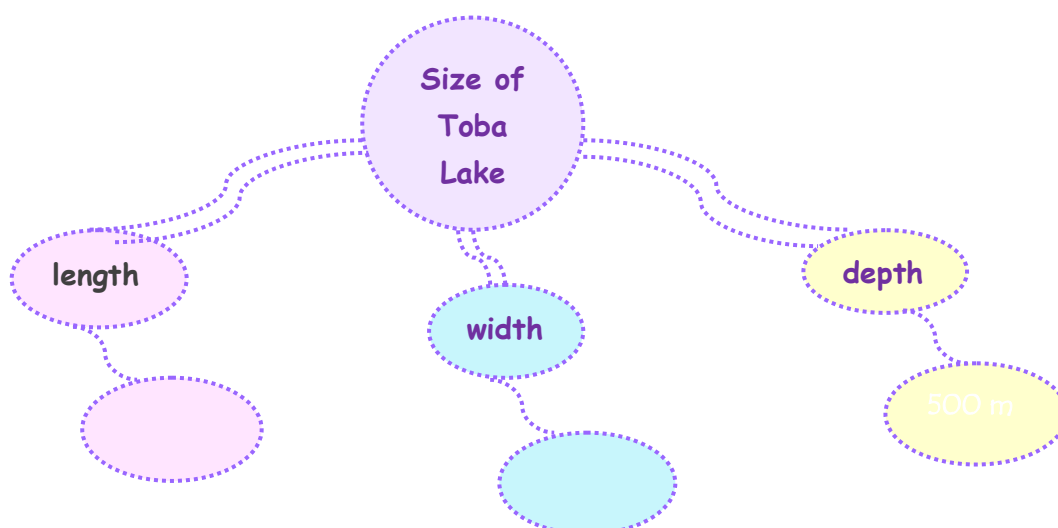


Read the texts above. Complete the charts below. Look at the example.

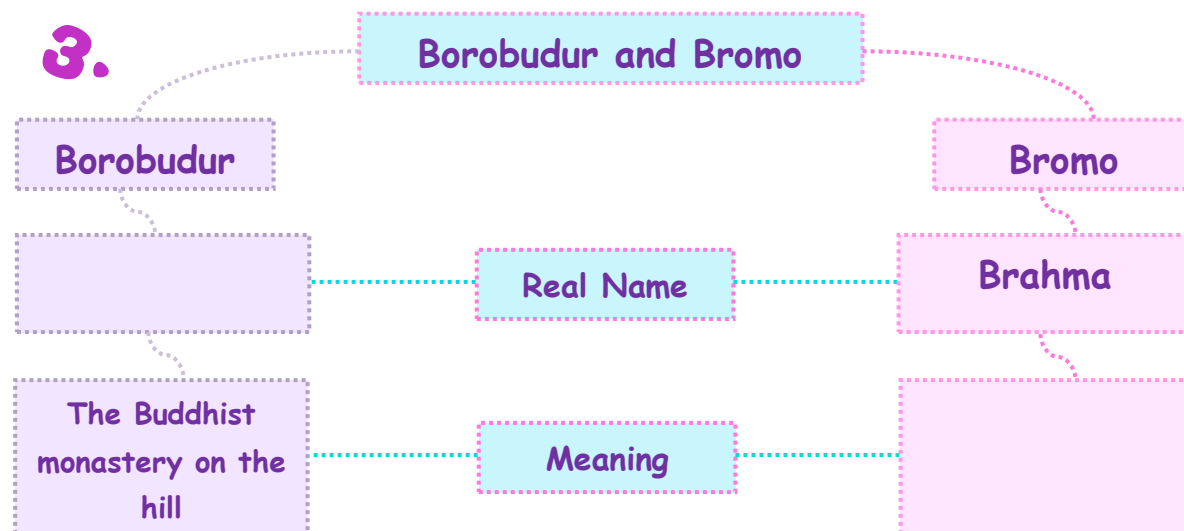
1.



## 2.



### 3.





## FUN EIGHT

Work individually.



Fill in the blanks below. Then, complete the crosswords.

Look at the example.

### a. LOMBOK



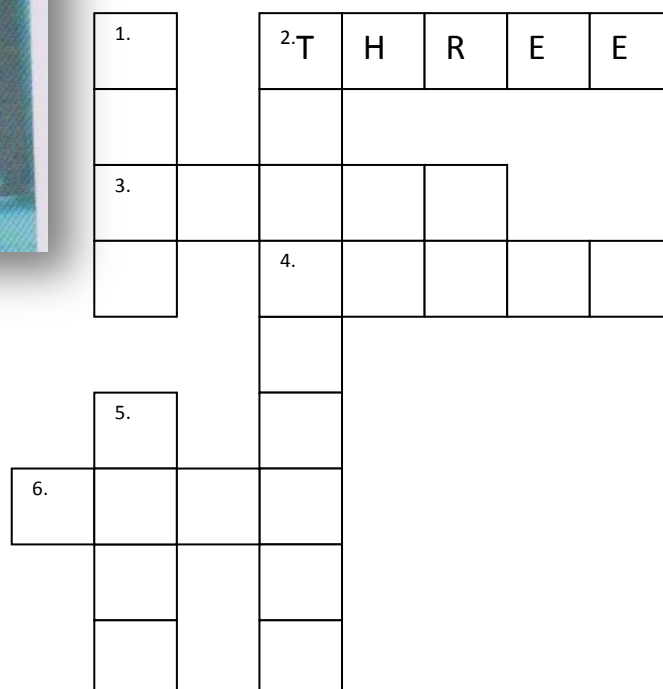
#### Across

- 2 There are three islands in Gili Islands.
- 3 Gili means ..... islands.
- 4 The sand in the beach is .....
- 6 The shape of coral reefs is like a .....

#### Down

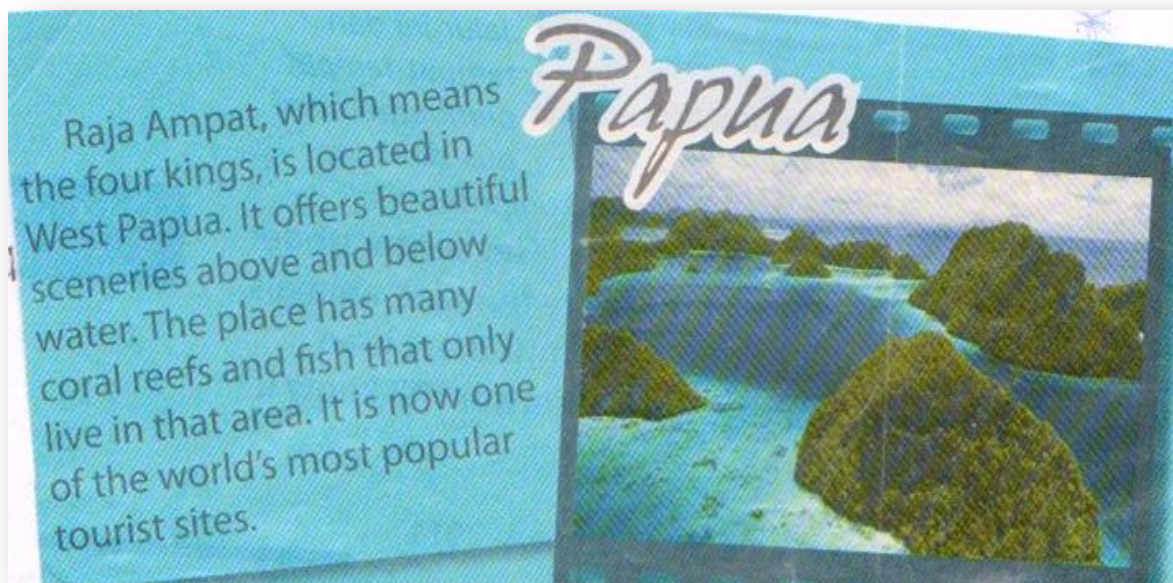
- 1 Lombok Island is located in ..... Nusa Tenggara.
- 2 An island in Gili islands is Gili .....
- 5 The famous tourist object in Lombok is ..... Islands.

white	west	Bali
three	small	Meno
north	Gili	four
glass	Trawangan	ring





## b. PAPUA



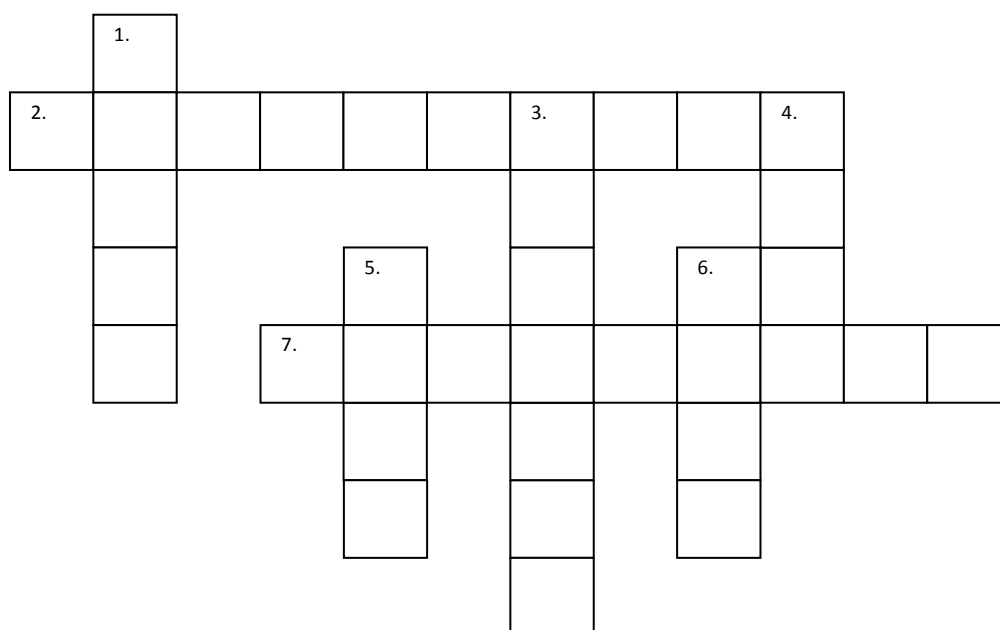
## Across

- 2 The name of the place is .....
- 7 The sceneries in the place is .....

## Down

- 1 The place is located in .....
- 3 The place is ..... in the world.
- 4 We can see ..... in the area.
- 5 The place is in ..... Papua.
- 6 We can see ..... in the area.

bad	west	Bali
Raja Ampat	small	reef
north	Papua	four
beautiful	popular	fish





## FUN NINE

Work individually.

Answer the questions based on the description given. Choose the tourism sites in the texts above.

Look at the example.

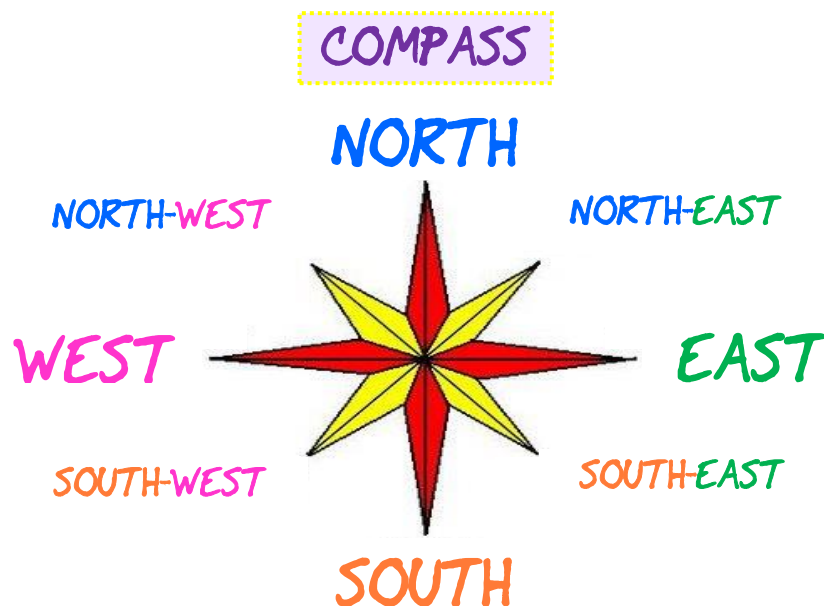
1. Atina and Alam want to go to the heaven of divers.  
What place can they visit? **Wakatobi**
2. Annisa and Gita want to see the sea of sand surrounding the mountain.  
What place can they visit? .....
3. Maila wants to see white sand in a beautiful beach.  
What island can Maila visit? .....
4. Risa wants to see a great temple.  
What place can Risa visit? .....
5. Keke wants to go to Papua.  
What place can Keke visit? .....
6. Echa and Mita want to go to a large lake.  
What place can they visit? .....



## FUN TEN

Work individually.

Guess the six tourism sites mentioned in the texts on the map. Look at the example.  
Before that, study the compass below.



## MAP OF INDONESIA



Double bubble gum, bubbles double.

<http://www.uebersetzung.at/twister/en.htm>

# PART FOUR

## FUN READING



LET'S  
COOK







## FUN ONE

Work individually.



What are your favourite foods and drinks? Write down 3 foods and 3 drinks below

FOOD




DRINK




## FUN TWO

### LOOK AND LEARN

## Foods and Drinks

### Foods

#### Instant Foods:

Noodle  
Jelly

Burger  
Sausage

#### Fresh Foods:

Fried-rice  
Soup

Bakso  
Fish

### Drinks

#### Instant Drinks:

Soft-drinks

Syrup

#### Fresh Drinks:

Tea  
Juice

Coffee  
Mineral Water

## In the Serving Suggestions

### Instructions

pour, add, stir, mix, put, boil, etc

### Cooking Utensils

cup, glass, pan, bowl, tablespoon, etc

### Materials

noodle, coffee, sugar, tea, water, jelly, etc

# Let's Cook

## Jelly

### Serving Direction:

Mix well **Nutrijell** with 1/2 glass (100g) of sugar or according to taste.

Pour 2 glasses (400ml) of water into the mixture, stir well until dissolved and boil.

Turn off the flame, wait for 3 minutes then add **Fruity Acid** and stir well.

Pour the solution into jelly mould.

## Tea

### DIRECTIONS FOR USE

Put one tea bag in a cup

add boiling water leave to infuse 2 to 3 minutes

Add sugar, milk, or lemon to taste.

## Fried-Noodle

### Cooking Instructions:

Boil 400ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes.

While the noodle is being cooked, put the seasoning, sweet soy sauce and chili sauce in a bowl.

Take the cooked noodle from the boiling water and drain it.

Put the cooked noodle into the bowl with seasoning, sweet soy sauce and chili sauce, mix well.

Sprinkle fried crispy onion. Mie Sedaap is ready to be served.

## Coffee

### Serving suggestion:

Pour one sachet of **Kapal Api Kopi Susu** into a cup.

Add approx. 175 ml of boiled water

Stir well and serve.

## Tongue Twister

I scream, you scream,  
we all scream for ice-cream!

<http://www.momsandkids.co.uk/kidstonguetwisters.tpl>

# Giving Instructions

## Instructions

*Put*

*Boil*

*Add*

+

## Materials

one *tea bag*

400 ml of *water*

*sugar* or *lemon*.

+

## Cooking Utensils

in *a cup*.

in *a pan*.

-



## FUN THREE


Work in whole class.

Read aloud the texts in FUN TWO. Repeat these words after your teacher.

pour	cup	coffee	stir	pan	bowl
sachet	put	add	mix	noodle	onion
water	tea	sugar	boil	sauce	lemon



## FUN FOUR

Work in pairs. 

Cut the pictures and stick the foods/ drinks in the suitable type.

Fresh  
Foods

Instant  
Foods

Instant  
Drinks


Fresh  
Drinks







# FUN FIVE

Work in pairs. 

Match the words with the pictures. Look at the example.

add

pour

stir

put

boil

pan

bowl

spoon

glass

cup


INSTRUCTIONS

COOKING  
UTENSILS





## FUN SIX

Work in pairs. 


Read carefully the texts above. Find the words below in the serving suggestions. Put a tick (✓) if you find.

Look at the example.

No.	Words	COFFEE	TEA	JELLY	NOODLE
1.	add	✓	✓	✓	✓
2.	pour				
3.	stir				
4.	put				
5.	boil				
6.	pan				
7.	bowl				
8.	spoon				
9.	glass				
10.	cup				



## FUN SEVEN

Work in pairs. 

Arrange the words into a good order: instruction, material, and cooking utensil.

See the example.

1. put – in a bowl – the noodle

**Put the noodle in a bowl.**

2. the coffee – into a cup – pour

.....

3. add – sugar

.....

4. two glasses of water – boil – in a pan

.....


5. stir – the noodle

.....





## FUN EIGHT

Work in pairs. 

Read the texts carefully. Cross (X) 'TRUE' if the statement is true or 'FALSE' if the statement is false. Look at the example.

1. Two sachets of coffee need 350 ml of water.

~~TRUE~~

FALSE

2. We need 2 glasses of water to boil a pack of noodle.

TRUE

FALSE

3. There are three steps to make a cup of coffee.

TRUE

FALSE

4. We need 150 grams of sugar to make a pack of jelly.

TRUE

FALSE

5. The cooking utensil to make the tea is a cup.

TRUE

FALSE

6. There are four steps to make the jelly.

TRUE

FALSE



## FUN NINE

Work individually. 

Procedures:

1. Take the lottery.
2. When you get lottery A, take card A.  
When you get lottery B, take card B.
3. Circle the foods and drinks based on your card.

A

Jelly

Tea

B

Coffee

Noodle



Give papa a cup of proper coffee  
in a coffee cup

<http://www.learnenglishkids.britishcouncil.org/en/tongue->

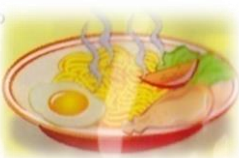







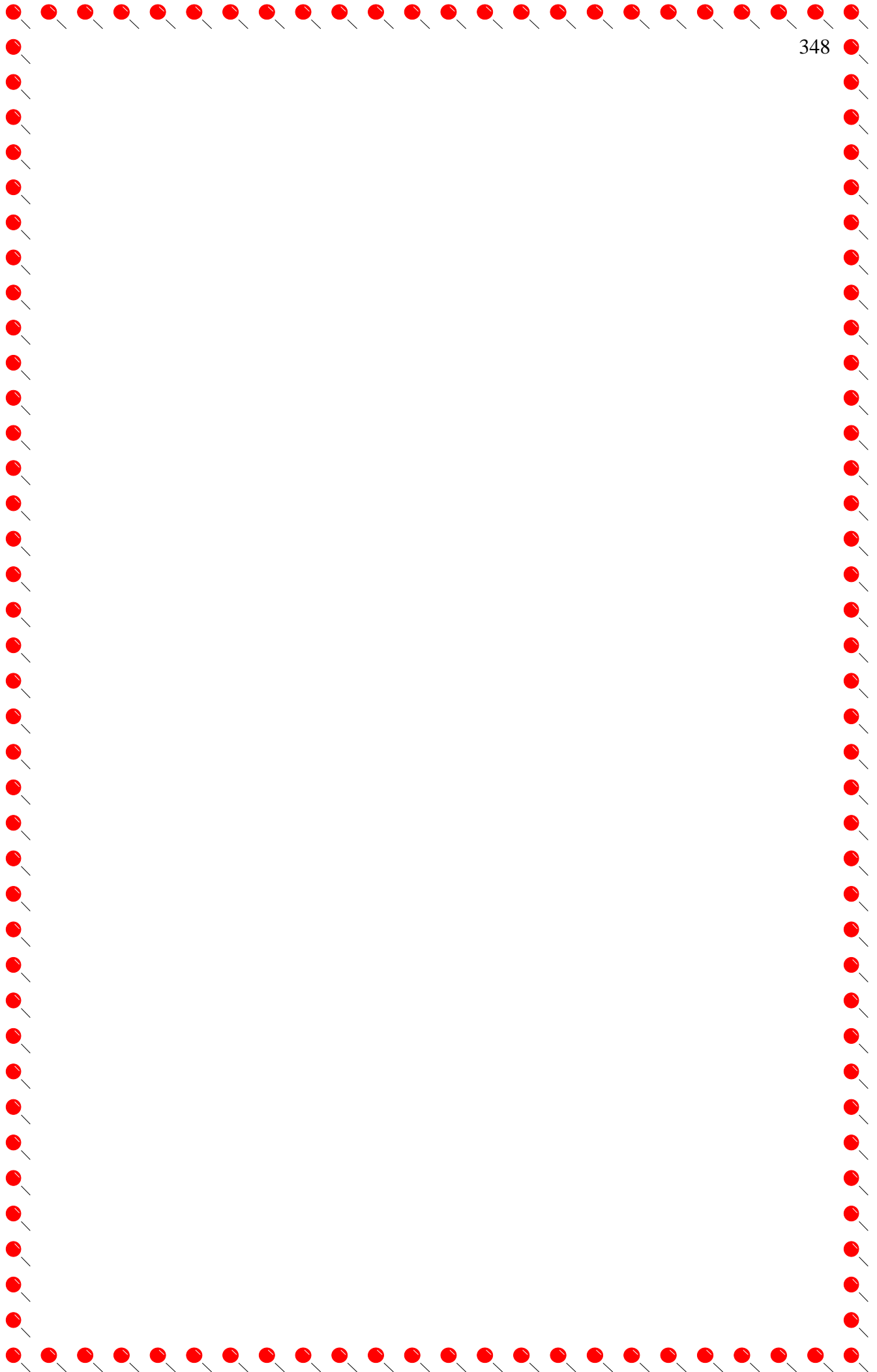


# FUN TEN

Work individually.

Look at the pictures in the table below. Choose the suitable instruction for the picture. Number 1 is done for you.

No.	Pictures	Food/ Drink	Directions
1.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to serve.
2.		Jelly	a. Pour 2 glasses (400 ml) of water into the mixture, stir well until dissolved and boil. b. Turn off the flame, wait for 3 minutes then add fruity acid and stir well. c. Pour the solution into jelly mould.
3.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to serve.
4.		Coffee	a. Pour 1 sachet of Kapal Api Kopi Susu into a cup. b. Add approx. 175 ml boiled water. c. Stir well and serve.
5.		Tea	a. Put one tea bag in a cup. b. Add boiling water leave to infuse 2 to 3 minutes. c. Add sugar, milk, or lemon to taste.
6.		Noodle	a. Boil 400 ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes. b. Put the cooked noodle in into the bowl with seasoning, sweet soy sauce and chili sauce, mix well. c. Sprinkle fried crispy onion; Mie Sedaap is ready to serve.





## FUN ELEVEN

Work individually 

Read the texts above carefully. Answer the questions.

1. Look at the JELLY directions.

You make a pack of jelly. How much water do you need?

*400 ml*

2. Look at COFFEE directions.

You pour 175 ml of water. How many sachets of coffee do you need?

.....

3. Look at NOODLE directions.

What cooking utensils are used to make the noodle? Mention two.

.....

4. Look at JELLY directions.

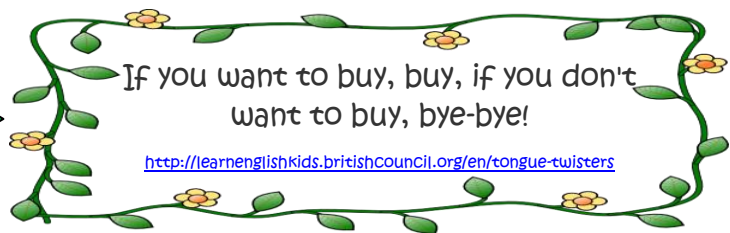
You make two packs of the jelly. How much sugar do you need?

.....

5. Look at TEA directions.

How many steps to serve a cup of tea?

.....





# **APPENDIX G**

# **INSTRUMENTS**

### THE FIRST QUESTIONNAIRE FOR STUDENTS' NEEDS ANALYSIS

<b>The Purpose of the Questionnaire</b>	<b>The Component of the Questionnaire</b>	<b>Question Numbers</b>	<b>References</b>
To get information about students' profile.	<ul style="list-style-type: none"> <li>• Name</li> <li>• Age</li> <li>• Sex</li> </ul>	PART A	-Tomlinson (1998: 240)
To get information about students' background.	<ul style="list-style-type: none"> <li>• Students' Previous Knowledge</li> <li>• Students' Attitude to English</li> <li>• Students' Motivation</li> </ul>	-PART B  -PART C 5, 6, 7, 10, 12, 13, 14, 15, 17	-Hutchinson and Waters (1987: 63) -Brown (2000: 162-166) -Harmer (2001: 51-52)
To get information about learning needs and interests.	<ul style="list-style-type: none"> <li>• Learning Styles</li> <li>• Learning Activities</li> <li>• Learning Strategies</li> <li>• Learning Materials</li> </ul>	-PART C 1, 2, 3, 4, 8, 9, 11, 16, 18, 19, 20, 21, 22, 23, 24  -PART D	-Tomlinson (1998: 204, viii) -Pinter (2006: 38) -Brown (2000: 113, 124) -Brown (2001: 302) --Hutchinson and Waters (1987: 63)

## ANGKET ANALISIS KEBUTUHAN SISWA KELAS 5 MI DARUL ULUM BATANG

Angket ini digunakan untuk mendapatkan informasi tentang analisis kebutuhan siswa kelas 5 MI Darul Ulum Batang untuk penelitian pengembangan materi bahasa Inggris.

Adik-adik diminta untuk mengisi semua pernyataan yang ada di dalam angket ini. Angket ini tidak akan mempengaruhi nilai adik-adik di kelas dan hanya akan dipergunakan untuk kepentingan analisis kebutuhan.

### PART A

**Isilah data diri Adik pada kolom di bawah ini.**

Nama	:	.....
Jenis Kelamin	:	.....
Usia	:	.....
Kelas	:	.....
Alamat	:	.....
Pekerjaan Orang Tua	:	.....

### PART B

**Lingkarilah pilihan yang sesuai dengan kondisi Adik.**

1. Apakah Adik mengikuti les bahasa Inggris?
 

a. Ya	b. Tidak	c. Pernah Ikut
-------	----------	----------------
2. Sejak kapan Adik belajar bahasa Inggris?
 

a. Sebelum TK	d. SD kelas 2
b. TK	e. SD kelas 3
c. SD kelas 1	f. SD kelas 4

**Petunjuk pengisian angket:**

Berilah tanda centang pada kolom yang sesuai dengan keadaan adik-adik.

*SS* : Sangat Setuju

*S* : Setuju

*TS* : Tidak Setuju

*STS* : Sangat Tidak Setuju

**Contoh pengisian angket:**

No.	Pernyataan	SS	S	TS	STS
1.	Saya senang belajar bahasa Inggris.	√			
2.	Saya suka membaca tulisan bahasa Inggris.		√		



**SELAMAT MENGISI YAAA ...**



No.	Pernyataan	SS	S	TS	STS
1.	Saya senang jika latihan soal berbentuk mengisi titik-titik.				
2.	Saya senang jika latihan soal berbentuk permainan.				
3.	Saya menyukai buku pelajaran yang ada banyak gambarnya.				
4.	Saya ingin materi bahasa Inggris yang bisa digunakan dalam kehidupan sehari-hari.				
5.	Saya senang mengerjakan soal bahasa Inggris di LKS.				
6.	Guru bahasa Inggris saya menyenangkan.				
7.	Saya senang pelajaran bahasa Inggris.				
8.	Saya senang di latihan soal ada contoh mengerjakannya.				
9.	Saya akan mudah memahami pelajaran jika saya mendengar penjelasan dari guru.				

10.	Saya senang menirukan kata-kata berbahasa Inggris ketika ada orang yang sedang berbicara bahasa Inggris.				
11.	Saya senang membaca keras tulisan bahasa Inggris.				
12.	Saat di rumah, saya senang mengulang kembali pelajaran bahasa Inggris yang telah dipelajari di sekolah.				
13.	Pelajaran bahasa Inggris di kelas menyenangkan.				
14.	Saya senang jika guru meminta saya untuk membaca nyaring tulisan bahasa Inggris.				
15.	Saya senang bertanya kepada guru apakah ucapan saya sudah benar.				
16.	Saya senang mengerjakan tugas sendirian.				
17.	Saya senang bertanya pada guru atau orang tua arti bahasa Inggris benda-benda yang ada di sekitar saya, contohnya arti kata sepeda dalam bahasa Inggrisnya adalah <i>bicycle</i> .				
18.	Saya akan mudah memahami pelajaran jika saya mempraktekkan apa yang saya pelajari.				
19.	Saya akan mudah memahami pelajaran jika saya mengerjakan soal.				
20.	Saya akan mudah memahami pelajaran jika saya mencatat penjelasan dari guru.				
21.	Saya senang dengan latihan menjodohkan gambar.				
22.	Saya akan mudah memahami pelajaran jika saya mendengar dan mencatat penjelasan dari guru.				
23.	Saya senang mengerjakan tugas secara kelompok.				
24.	Saya senang mengerjakan tugas berpasangan dengan teman semeja.				

#### PART D

Pilihlah 4 topik yang ingin Adik pelajari.

- |                        |             |                        |
|------------------------|-------------|------------------------|
| a. Bacaan Objek Wisata | c. Undangan | e. Jadwal TV           |
| b. Brosur Objek Wisata | d. Puisi    | f. Makanan dan Minuman |



Terimakasih ...



### THE CLASSROOM OBSERVATION SHEET

The Purpose of the Questionnaire	The Component of the Questionnaire	Question Numbers	References
To find some information about the observer's profile.	Name:	PART A	Masuhara via Tomlinson (1998: 241)
	Age:		
	Sex:		
	English Teaching Experience:		
To find some information about the quality of materials to be applied in the class.	-Activities and Tasks -Systematization	1, 2, 3, 4	Nunan (2004: 174)
To find some information about the attitude of the students and the teacher during the implementation of the materials.	Teachers: -Presentation -Reinforcement	5, 6, 7	Nunan (2004: 174) Wajnryb (1999: 131, 30) Brown (2001: 435-436)
	Students: -Behaviour -Attention	8, 9, 10	

### Classroom Observation Sheet

Unit : .....

Date : .....

Aspek yang di Observasi	No.	Pernyataan	Keterangan
Materi	1.	Aktivitas disusun dari yang sulit ke mudah.	
	2.	Metode yang digunakan dalam materi cocok digunakan di kelas.	
	3.	Aktivitas dalam materi memungkinkan siswa untuk terlibat dalam proses pembelajaran.	
	4.	Materi membuat siswa bersemangat mengikuti pelajaran.	
Guru	5.	Guru menjelaskan materi dengan jelas.	
	6.	Guru memberikan drill dengan baik kepada siswa agar siswa	



		mampu memahami teks bahasa Inggris dengan baik.	
	7.	Guru dengan baik membimbing siswa untuk mengerjakan tugas.	
Siswa	8.	Siswa nyaman saat mengerjakan tugas.	
	9.	Siswa bisa menjalankan instruksi yang diberikan guru dengan baik.	
	10.	Siswa antusias untuk mengikuti pelajaran dari awal sampai akhir.	

### THE SECOND QUESTIONNAIRE FOR STUDENTS

<b>The Purpose of the Questionnaire</b>	<b>The Component of the Questionnaire</b>	<b>Question Numbers</b>	<b>References</b>
To find some information about students' profile.	<ul style="list-style-type: none"> <li>• Name</li> <li>• Sex</li> <li>• Age</li> </ul>	PART A	Masuhara via Tomlinson (1998: 240)
To get some information about students' opinion on the quality of developed materials.	• Activities	PART B 1, 4, 5, 7, 8, 12, 15, 19	Ellis via Tomlinson (1998: 235) Brown (2001: 142)
	• Instructions	PART B 2, 10, 17	Ellis via Tomlinson (1998: 235) Brown (2001: 142)
	• Contents	PART B 11, 13, 18	Ellis via Tomlinson (1998: 235) Brown (2001: 142)
To get some information about students' opinion on the layout of developed materials.	• Typesetting	PART B 9	Brown (2001: 142)
	• Illustrations	PART B 3	Brown (2001: 142)
	• Layout	PART B 6, 14, 16	Brown (2001: 142)

Hai adik-adik kelas V MI Darul Ulum Batang,

Adik-adik diminta untuk mengisi semua pernyataan yang ada di dalam angket ini. Angket ini digunakan untuk mengetahui pendapat adik-adik tentang materi yang baru saja diajarkan. Angket ini tidak akan mempengaruhi nilai adik-adik di kelas. Terimakasih.

**Petunjuk pengisian angket:**

1. Isilah data diri adik-adik.
2. Berilah tanda centang pada kolom yang sesuai dengan pendapat adik-adik.

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

**Contoh pengisian angket:**

No.	Statements	SS	S	TS	STS
1	Kegiatan di latihan menyenangkan.		√		
2	Perintah yang ada di buku tidak perlu diterjemahkan ke dalam bahasa Indonesia.	√			

**PART A**

Nama : .....

Jenis Kelamin : .....

Usia : .....

Kelas : .....

**PART B**

No.	Statements	SS	S	TS	STS
1	Kegiatan di latihan menyenangkan.				
2	Perintah yang ada di buku tidak perlu diterjemahkan ke dalam bahasa Indonesia.				
3	Gambarnya jelas dilihat.				
4	Latihan dalam buku tadi membantu saya memahami teks bahasa Inggris.				
5	Saya senang karena jenis latihannya bermacam-macam, misalnya: menjodohkan, melengkapi tabel, games, dll.				
6	Warna bukunya bagus.				
7	Saya senang dengan bagian tongue twister, karena bisa untuk bermain sambil belajar.				
8	Latihan membaca keras bisa membantu saya mengenal tulisan dan ucapan kata bahasa Inggris dengan benar.				
9	Hurufnya jelas dibaca.				
10	Contoh yang diberikan di setiap latihan membantu saya untuk memahami perintah latihan.				
11	Saya pernah melihat bacaan dalam latihan tadi di luar sekolah.				
12	Saya bisa mengerjakan soal di latihan.				
13	Saya bisa memahami maksud bacaan.				
14	Tampilan bukunya bagus.				
15	Latihannya tidak terlalu banyak.				
16	Hiasan buku tidak mengganggu tulisan.				
17	Perintah yang ada di buku jelas untuk saya pahami.				
18	Saya paham dengan materi yang dipelajari sebelum mengerjakan latihan.				
19	Soal di latihan tadi tidak terlalu sulit.				

### THE THIRD QUESTIONNAIRE FOR RESPONDENTS

The Purpose of the Questionnaire	The Component of the Questionnaire	Question Numbers	References
To find some information about the teacher's and respondents' profile.	<ul style="list-style-type: none"> <li>• Name</li> <li>• Age</li> <li>• Sex</li> </ul>	PART A	Masuhara via Tomlinson (1998: 241)
To get some information about the teacher's and respondents' opinion on the quality of developed materials.	<ul style="list-style-type: none"> <li>• Activities and Tasks</li> </ul>	PART B 1, 3, 4, 5, 6, 7, 8, 9, 13, 22, 26	Ellis via Tomlinson (1998: 235) Brown (2001: 142)
	<ul style="list-style-type: none"> <li>• Instructions</li> </ul>	PART B 10, 12	Ellis via Tomlinson (1998: 235) Brown (2001: 142)
	<ul style="list-style-type: none"> <li>• Input</li> </ul>	PART B 2, 14, 15, 16, 25	Ellis via Tomlinson (1998: 235) Brown (2001: 142) Nunan (2004: 174)
To get some information about students' opinion on the layout of developed materials.	<ul style="list-style-type: none"> <li>• Typesetting</li> </ul>	PART B 17, 18	Brown (2001: 142)
	<ul style="list-style-type: none"> <li>• Illustrations</li> </ul>	PART B 21, 20	Brown (2001: 142)
	<ul style="list-style-type: none"> <li>• Layout</li> </ul>	PART B 11, 19	Brown (2001: 142)
To find some information about the relevance among materials, the curriculum, and the course grid (syllabus).	<ul style="list-style-type: none"> <li>• Goal</li> <li>• Methodology</li> </ul>	PART B 23, 24, 27	Dubin and Olshtain (1992: 29) Brown (2001: 142)

### LEMBAR EVALUASI MATERI PEMBELAJARAN

Yang Terhormat Para Responden,

Anda diminta bantuannya untuk mengisi semua pernyataan yang ada di dalam angket ini. Angket ini digunakan untuk mengetahui pendapat dan saran Anda tentang materi yang dikembangkan untuk siswa kelas V MI Darul Ulum Batang. Terimakasih.

Sebelum mengisi angket, Anda dimohon untuk mengisi data diri Anda terlebih dahulu.

#### A. Data Responden

Nama :  
 Umur :  
 Jenis Kelamin :  
 Pendidikan : a. D3      b. S1      c. S2      d. S3  
 Pengalaman Mengajar : a. 0–2 th      b. 3–4 th      c. >5 th

#### B. Petunjuk Pengisian Angket

Berilah tanda centang pada kolom yang sesuai dengan pendapat Anda.

SS : Jika Anda **Sangat Setuju** dengan pernyataan yang ada.

S : Jika Anda **Setuju** dengan pernyataan yang ada.

TS : Jika Anda **Tidak Setuju** dengan pernyataan yang ada.

STS : Jika Anda **Sangat Tidak Setuju** dengan pernyataan yang ada.

No.	Statements	SS	S	TS	STS
1	Kegiatan memberi kesempatan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.			√	
2	Jenis teksnya sesuai dengan kebutuhan siswa.		√		

No.	Statements	SS	S	TS	STS
1	Kegiatan memberi kesempatan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.				
2	Jenis teksnya sesuai dengan kebutuhan siswa.				
3	Kegiatan yang ada di buku cocok untuk karakteristik dan kemampuan siswa kelas 5.				
4	Latihan yang ada di buku bagus karena jenisnya bermacam-macam.				
5	Latihan yang ada di buku otentik bagi kehidupan sehari-hari siswa.				
6	Kegiatan di buku membantu siswa untuk latihan memahami teks bahasa Inggris.				
7	Latihan membaca keras bisa membantu siswa mengenal tulisan dan ucapan kata bahasa Inggris dengan benar.				
8	Latihan di buku disusun dari latihan yang paling mudah ke latihan yang sulit.				
9	Bagian tongue twister membuat materi menarik.				
10	Perintah yang ada di buku sederhana dan jelas.				
11	Warna buku menarik.				
12	Perintah tidak perlu diterjemahkan dalam bahasa Indonesia karena sudah ada contoh.				
13	Aktivitas di dalam materi bagus sehingga bisa memotivasi siswa untuk belajar bahasa Inggris.				
14	Teks dalam latihan tadi bisa ditemukan dalam kehidupan sehari-hari.				
15	Input materi sudah menyajikan language focus.				
16	Kosakata yang ada di teks sesuai untuk anak kelas 5.				
17	Ukuran huruf enak untuk dibaca.				



18	Jenis huruf jelas untuk dibaca.				
19	Hiasan buku tidak mengganggu pandangan untuk membaca isi buku.				
20	Ukuran gambarnya sudah pas.				
21	Gambarnya jelas untuk dilihat.				
22	Susunan aktivitas dalam materi sudah jelas: dari warm-up, input, pre-activity, dan main-activity.				
23	Materi sesuai dengan kurikulum dan course grid yang dikembangkan.				
24	Judul menarik dan sudah sesuai dengan isi materi.				
25	Input materi membantu siswa memahami teks.				
26	Aktivitas dalam materi cukup untuk sekali pertemuan.				
27	Materi sesuai dengan kebutuhan, latar belakang usia, budaya dan minat siswa.				

### C. Opini dan Saran Responden

1. Anda dimohon untuk menuliskan opini Anda tentang kelebihan dan kekurangan materi yang dikembangkan.

#### Kelebihan:

.....

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**Kekurangan:**

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2. Anda dimohon untuk memberikan saran untuk memperbaiki kekurangan materi yang dikembangkan.

**Saran:**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. Dapat disimpulkan bahwa materi yang dikembangkan:

- a. Sudah baik dan tidak perlu ada revisi.
- b. Sudah baik dan perlu ada revisi.
- c. Belum baik dan harus ada revisi.

## RELIABILITY OF THE SECOND QUESTIONNAIRE

```

RELIABILITY
  /VARIABLES=q1 q3 q5 q6 q7 q12 q13 q18 q19 q20 q21 q22 q25 q29 q32 q33 q
34 q38 q39 q43 q46 q47 q49 q52
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE

  /SUMMARY=TOTAL.

```

### Reliability

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questionnaire.sav

### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	25	100,0
	Excluded <sup>a</sup>	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,882	24

**Item Statistics**

	Mean	Std. Deviation	N
q1	3,1600	,80000	25
q3	2,4400	,91652	25
q5	2,6800	,94516	25
q6	3,2000	,76376	25
q7	2,7600	,96954	25

q12	2,8000	,95743	25
q13	3,0400	,84063	25
q18	3,4800	,65320	25
q19	3,0000	,91287	25
q20	2,9600	,93452	25
q21	3,0800	,86217	25
q22	3,1200	,72572	25
q25	3,2800	,79162	25
q29	3,3600	,63770	25
q32	3,1600	,80000	25
q33	2,6800	,80208	25
q34	3,2400	,66332	25
q38	2,8800	,88129	25
q39	2,7200	,89069	25
q43	3,5200	,58595	25
q46	3,3200	,80208	25
q47	2,8000	,95743	25
q49	3,2400	,52281	25
q52	2,9600	,84063	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	69,7200	96,793	,451	,878
q3	70,4400	97,590	,337	,882
q5	70,2000	94,167	,516	,876
q6	69,6800	98,227	,378	,880
q7	70,1200	94,443	,485	,877
q12	70,0800	93,827	,527	,876
q13	69,8400	97,390	,388	,880
q18	69,4000	98,250	,452	,878

q19	69,8800	96,027	,429	,879
q20	69,9200	97,243	,348	,881
q21	69,8000	95,500	,492	,877
q22	69,7600	98,690	,368	,880
q25	69,6000	96,667	,465	,878
q29	69,5200	99,427	,369	,880
q32	69,7200	96,710	,456	,878
q33	70,2000	97,167	,425	,879
q34	69,6400	96,073	,616	,875
q38	70,0000	95,250	,494	,877
q39	70,1600	94,640	,525	,876
q43	69,3600	99,157	,431	,879
q46	69,5600	95,007	,568	,875
q47	70,0800	93,827	,527	,876
q49	69,6400	98,907	,514	,878
q52	69,9200	94,743	,555	,875

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
72,8800	104,527	10,22383	24

## RELIABILITY OF THE SECOND QUESTIONNAIRE

```

RELIABILITY
  /VARIABLES=q1 q4 q7 q11 q12 q14 q17 q20 q22 q23 q25 q27 q28 q29 q30 q31
q32 q33 q34
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE

  /SUMMARY=TOTAL.

```

### Reliability

```

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questionnaire.sav

```

### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	27	100,0
	Excluded <sup>a</sup>	0	,0
	Total	27	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,888	19

**Item Statistics**

	Mean	Std. Deviation	N
q1	3,3704	,68770	27
q4	3,5926	,69389	27
q7	3,4815	,75296	27
q11	3,4815	,75296	27

q12	3,7037	,60858	27
q14	3,4074	,74726	27
q17	3,4815	,70002	27
q20	3,4444	,69798	27
q22	3,4815	,93522	27
q23	3,6296	,62929	27
q25	3,2963	,82345	27
q27	3,5185	,75296	27
q28	3,1852	,96225	27
q29	3,4444	,75107	27
q30	3,4444	,93370	27
q31	3,7037	,46532	27
q32	3,4074	,69389	27
q33	3,2222	,75107	27
q34	3,4444	,75107	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	62,3704	59,704	,683	,877
q4	62,1481	61,516	,499	,883
q7	62,2593	63,046	,319	,889
q11	62,2593	61,123	,488	,883
q12	62,0370	61,422	,591	,881
q14	62,3333	58,462	,736	,875
q17	62,2593	60,661	,576	,881
q20	62,2963	60,447	,599	,880
q22	62,2593	60,123	,444	,886
q23	62,1111	62,256	,481	,884
q25	62,4444	57,564	,735	,875
q27	62,2222	60,179	,572	,881

q28	62,5556	58,641	,534	,882
q29	62,2963	60,986	,501	,883
q30	62,2963	59,909	,460	,885
q31	62,0370	64,345	,384	,886
q32	62,3333	63,077	,351	,887
q33	62,5185	61,259	,477	,884
q34	62,2963	62,293	,386	,887

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
65,7407	67,430	8,21159	19



## RELIABILITY OF THE THIRD QUESTIONNAIRE

```

RELIABILITY
  /VARIABLES=q1 q3 q5 q6 q8 q10 q11 q12 q13 q14 q15 q17 q18 q19 q21 q22 q
24 q25 q26 q29 q28 q35 q34 q44 q43 q46 q49
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE

  /SUMMARY=TOTAL.

```

### Reliability

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\reliability 3rd  
questionnaire.sav

### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	20	100,0
	Excluded <sup>a</sup>	0,0	
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,871	27

**Item Statistics**

	Mean	Std. Deviation	N
q1	3,7000	,47016	20
q3	3,5500	,60481	20
q5	3,4000	,68056	20
q6	3,5500	,60481	20
q8	3,5000	,60698	20

q10	3,4000	,75394	20
q11	3,6000	,50262	20
q12	3,5000	,76089	20
q13	3,4500	,88704	20
q14	3,5000	,60698	20
q15	3,7000	,47016	20
q17	3,3500	,87509	20
q18	3,6000	,50262	20
q19	3,7000	,57124	20
q21	3,5500	,68633	20
q22	2,9500	,60481	20
q24	3,4000	,59824	20
q25	3,5000	,76089	20
q26	3,2000	,76777	20
q29	3,5000	,76089	20
q28	3,6000	,50262	20
q35	3,4500	,60481	20
q34	2,4000	,50262	20
q44	3,4000	,75394	20
q43	2,5000	,68825	20
q46	2,5000	,60698	20
q49	3,2000	,61559	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	86,9500	66,682	,599	,864
q3	87,1000	65,779	,546	,864
q5	87,2500	69,039	,177	,874
q6	87,1000	68,095	,305	,870
q8	87,1500	67,082	,408	,867

q10	87,2500	64,303	,548	,863
q11	87,0500	68,050	,386	,868
q12	87,1500	64,450	,530	,864
q13	87,2000	63,011	,547	,863
q14	87,1500	66,029	,518	,865
q15	86,9500	66,682	,599	,864
q17	87,3000	62,958	,560	,863
q18	87,0500	66,892	,530	,865
q19	86,9500	68,892	,241	,871
q21	87,1000	67,042	,355	,869
q22	87,7000	66,642	,455	,866
q24	87,2500	66,829	,441	,866
q25	87,1500	64,029	,566	,862
q26	87,4500	68,471	,192	,874
q29	87,1500	66,345	,369	,869
q28	87,0500	68,471	,334	,869
q35	87,2000	69,116	,201	,872
q34	88,2500	68,618	,316	,869
q44	87,2500	65,987	,404	,868
q43	88,1500	66,345	,418	,867
q46	88,1500	67,924	,321	,869
q49	87,4500	65,313	,584	,863

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
90,6500	71,503	8,45592	27

# **APPENDIX H**

## **THE DATA**

## DATA OF TOPIC PREFERENCE

```

FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6
  /STATISTICS=MEAN

  /ORDER=ANALYSIS.

```

### Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\topic preference.sav

**Statistics**

		q1	q2	q3	q4	q5	q6
N	Valid	27	27	27	27	27	27
	Missing	0	0	0	0	0	0
Mean		,7407	,6296	,2963	,3704	,6667	,5556

### Frequency Table

**q1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak	7	25,9	25,9	25,9
	Ya	20	74,1	74,1	100,0
	Total	27	100,0	100,0	

**q2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak	10	37,0	37,0	37,0
	Ya	17	63,0	63,0	100,0
	Total	27	100,0	100,0	

**q3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak	19	70,4	70,4	70,4
	Ya	8	29,6	29,6	100,0
	Total	27	100,0	100,0	

**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak	17	63,0	63,0	63,0
	Ya	10	37,0	37,0	100,0
	Total	27	100,0	100,0	

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak	9	33,3	33,3	33,3
	Ya	18	66,7	66,7	100,0
	Total	27	100,0	100,0	

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak	12	44,4	44,4	44,4
	Ya	15	55,6	55,6	100,0
	Total	27	100,0	100,0	

## DATA OF NEEDS ANALYSIS

```

FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15
q16 q17 q18 q19 q20 q21 q22 q23 q24
  /STATISTICS=MEAN

  /ORDER=ANALYSIS.

```

### Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\needs analysis.

sav

### Statistics

		q1	q2	q3	q4	q5	q6
N	Valid	27	27	27	27	27	27
	Missing	0	0	0	0	0	0
Mean		33,704	31,111	34,074	31,852	35,185	33,333

		q7	q8	q9	q10	q11	q12
N	Valid	27	27	27	27	27	27
	Missing	0	0	0	0	0	0
Mean		32,222	34,815	25,926	35,556	33,333	32,963

		q13	q14	q15	q16	q17	q18
N	Valid	27	27	27	27	27	27
	Missing	0	0	0	0	0	0
Mean		34,074	34,074	34,444	34,074	35,556	31,852

		q19	q20	q21	q22	q23	q24
N	Valid	27	27	27	27	27	27
	Missing	0	0	0	0	0	0
Mean		36,296	33,333	32,222	28,519	31,481	35,556

## Frequency Table

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	11,1	11,1	11,1
	S	11	40,7	40,7	51,9
	SS	13	48,1	48,1	100,0
	Total	27	100,0	100,0	

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	18,5	18,5	18,5
	S	14	51,9	51,9	70,4
	SS	8	29,6	29,6	100,0
	Total	27	100,0	100,0	

q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	11,1	11,1	11,1
	S	10	37,0	37,0	48,1
	SS	14	51,9	51,9	100,0
	Total	27	100,0	100,0	

q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	14,8	14,8	14,8
	S	14	51,9	51,9	66,7
	SS	9	33,3	33,3	100,0
	Total	27	100,0	100,0	



**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	14,8	14,8	14,8
	S	5	18,5	18,5	33,3
	SS	18	66,7	66,7	100,0
	Total	27	100,0	100,0	

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	14,8	14,8	14,8
	S	10	37,0	37,0	51,9
	SS	13	48,1	48,1	100,0
	Total	27	100,0	100,0	

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3,7	3,7	3,7
	TS	2	7,4	7,4	11,1
	S	14	51,9	51,9	63,0
	SS	10	37,0	37,0	100,0
	Total	27	100,0	100,0	

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	7,4	7,4	7,4
	S	10	37,0	37,0	44,4
	SS	15	55,6	55,6	100,0
	Total	27	100,0	100,0	

**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	7,4	7,4	7,4
	TS	11	40,7	40,7	48,1
	S	10	37,0	37,0	85,2
	SS	4	14,8	14,8	100,0
	Total	27	100,0	100,0	

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3,7	3,7	3,7
	S	10	37,0	37,0	40,7
	SS	16	59,3	59,3	100,0
	Total	27	100,0	100,0	

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	7,4	7,4	7,4
	TS	3	11,1	11,1	18,5
	S	6	22,2	22,2	40,7
	SS	16	59,3	59,3	100,0
	Total	27	100,0	100,0	

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	18,5	18,5	18,5
	S	9	33,3	33,3	51,9
	SS	13	48,1	48,1	100,0
	Total	27	100,0	100,0	

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	11,1	11,1	11,1
	S	10	37,0	37,0	48,1
	SS	14	51,9	51,9	100,0
	Total	27	100,0	100,0	

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	7,4	7,4	7,4
	S	12	44,4	44,4	51,9
	SS	13	48,1	48,1	100,0
	Total	27	100,0	100,0	

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	7,4	7,4	7,4
	S	11	40,7	40,7	48,1
	SS	14	51,9	51,9	100,0
	Total	27	100,0	100,0	

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3,7	3,7	3,7
	TS	4	14,8	14,8	18,5
	S	5	18,5	18,5	37,0
	SS	17	63,0	63,0	100,0
	Total	27	100,0	100,0	

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	11,1	11,1	11,1
	S	6	22,2	22,2	33,3
	SS	18	66,7	66,7	100,0
	Total	27	100,0	100,0	

**q18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	7,4	7,4	7,4
	TS	3	11,1	11,1	18,5
	S	10	37,0	37,0	55,6
	SS	12	44,4	44,4	100,0
	Total	27	100,0	100,0	

**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3,7	3,7	3,7
	S	8	29,6	29,6	33,3
	SS	18	66,7	66,7	100,0
	Total	27	100,0	100,0	

**q20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	18,5	18,5	18,5
	S	8	29,6	29,6	48,1
	SS	14	51,9	51,9	100,0
	Total	27	100,0	100,0	

**q21**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	14,8	14,8	14,8
	S	13	48,1	48,1	63,0
	SS	10	37,0	37,0	100,0
	Total	27	100,0	100,0	

**q22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	7,4	7,4	7,4
	TS	7	25,9	25,9	33,3
	S	11	40,7	40,7	74,1
	SS	7	25,9	25,9	100,0
	Total	27	100,0	100,0	

**q23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3,7	3,7	3,7
	TS	3	11,1	11,1	14,8
	S	14	51,9	51,9	66,7
	SS	9	33,3	33,3	100,0
	Total	27	100,0	100,0	

**q24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	12	44,4	44,4	44,4
	SS	15	55,6	55,6	100,0
	Total	27	100,0	100,0	

```
FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21 q22 q23 q24 q25 q26 q27
/STATISTICS=MEAN
/ORDER=ANALYSIS.
```

Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\responden unit 1.sav

		q1	q2	q3	q4	q5	q6	q7	q8	q9	q10
N	Valid	20	20	20	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3,5500	2,9500	3,5000	3,4500	3,5000	3,2000	3,7500	3,5000	3,6000	2,4000

q11	q12	q13	q14	q15	q16	q17	q18	q19
20	20	20	20	20	20	20	20	20
0	0	0	0	0	0	0	0	0
2,2000	2,9000	3,2500	3,4500	2,4000	3,5000	3,7500	2,4000	3,4500

q20	q21	q22	q23	q24	q25	q26	q27
20	20	20	20	20	20	20	20
0	0	0	0	0	0	0	0
2,2500	2,0500	2,4000	3,4000	2,5000	3,3500	2,5000	2,3000

## Frequency Table

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	10,0	10,0	10,0
	S	5	25,0	25,0	35,0
	SS	13	65,0	65,0	100,0
	Total	20	100,0	100,0	

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	20,0	20,0	20,0
	S	13	65,0	65,0	85,0
	SS	3	15,0	15,0	100,0
	Total	20	100,0	100,0	

q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	4	20,0	20,0	35,0
	SS	13	65,0	65,0	100,0

**q3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	4	20,0	20,0	35,0
	SS	13	65,0	65,0	100,0
	Total	20	100,0	100,0	

**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	10,0	10,0	10,0
	S	7	35,0	35,0	45,0
	SS	11	55,0	55,0	100,0
	Total	20	100,0	100,0	

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	4	20,0	20,0	35,0
	SS	13	65,0	65,0	100,0
	Total	20	100,0	100,0	



**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	1	5,0	5,0	10,0
	S	11	55,0	55,0	65,0
	SS	7	35,0	35,0	100,0
	Total	20	100,0	100,0	

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	5	25,0	25,0	25,0
	SS	15	75,0	75,0	100,0
	Total	20	100,0	100,0	

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	4	20,0	20,0	35,0
	SS	13	65,0	65,0	100,0
	Total	20	100,0	100,0	

q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	40,0	40,0	40,0
	SS	12	60,0	60,0	100,0
	Total	20	100,0	100,0	

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	10,0	10,0	10,0
	TS	9	45,0	45,0	55,0
	S	8	40,0	40,0	95,0
	SS	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	15,0	15,0	15,0
	TS	11	55,0	55,0	70,0
	S	5	25,0	25,0	95,0
	SS	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	2	10,0	10,0	15,0
	S	15	75,0	75,0	90,0
	SS	2	10,0	10,0	100,0

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	2	10,0	10,0	15,0
	S	15	75,0	75,0	90,0
	SS	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	1	5,0	5,0	10,0
	S	10	50,0	50,0	60,0
	SS	8	40,0	40,0	100,0
	Total	20	100,0	100,0	

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	5,0	5,0	5,0
	S	9	45,0	45,0	50,0
	SS	10	50,0	50,0	100,0
	Total	20	100,0	100,0	

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	12	60,0	60,0	60,0
	S	8	40,0	40,0	100,0
	Total	20	100,0	100,0	

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	10,0	10,0	10,0
	S	6	30,0	30,0	40,0
	SS	12	60,0	60,0	100,0
	Total	20	100,0	100,0	

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	5	25,0	25,0	25,0
	SS	15	75,0	75,0	100,0
	Total	20	100,0	100,0	

q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	13	65,0	65,0	65,0
	S	6	30,0	30,0	95,0
	SS	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	10,0	10,0	10,0
	S	7	35,0	35,0	45,0
	SS	11	55,0	55,0	100,0
	Total	20	100,0	100,0	

**q20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	15,0	15,0	15,0
	TS	9	45,0	45,0	60,0
	S	8	40,0	40,0	100,0
	Total	20	100,0	100,0	

**q21**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	10,0	10,0	10,0
	TS	15	75,0	75,0	85,0
	S	3	15,0	15,0	100,0
	Total	20	100,0	100,0	

**q22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	10	50,0	50,0	55,0
	S	9	45,0	45,0	100,0
	Total	20	100,0	100,0	

**q23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	S	9	45,0	45,0	50,0
	SS	10	50,0	50,0	100,0
	Total	20	100,0	100,0	

**q24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	9	45,0	45,0	50,0
	S	9	45,0	45,0	95,0
	SS	1	5,0	5,0	100,0
	Total	20	100,0	100,0	





**q25**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	10,0	10,0	10,0
	S	9	45,0	45,0	55,0
	SS	9	45,0	45,0	100,0
	Total	20	100,0	100,0	

**q26**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	11	55,0	55,0	55,0
	S	8	40,0	40,0	95,0
	SS	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

**q27**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	14	70,0	70,0	70,0
	S	6	30,0	30,0	100,0
	Total	20	100,0	100,0	

```

FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21 q22 q23 q24 q25 q26 q27
/STATISTICS=MEAN
/ORDER=ANALYSIS.

```

## Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\responden unit 2.sav

		q1	q2	q3	q4	q5	q6	q7	q8	q9	q10
N	Valid	20	20	20	20	20	20	20	20	20	20
	Missing	21	21	21	21	21	21	21	21	21	21
Mean		2,3000	2,8000	3,3000	3,5000	3,4500	3,1000	3,7500	3,4000	3,5500	2,1000

q11	q12	q13	q14	q15	q16	q17	q18
20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21
2,4500	3,7000	2,9500	3,7500	2,2500	3,1500	3,6000	2,4500

q19	q20	q21	q22	q23	q24	q25	q26	q27
20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21
3,3000	2,3000	2,3000	2,3500	3,2000	2,4500	2,5000	2,2000	3,4500

## Frequency Table

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	5	12,2	25,0	25,0
	TS	7	17,1	35,0	60,0
	S	5	12,2	25,0	85,0
	SS	3	7,3	15,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	9	22,0	45,0	45,0
	S	6	14,6	30,0	75,0
	SS	5	12,2	25,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	7,3	15,0	15,0
	S	8	19,5	40,0	55,0
	SS	9	22,0	45,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	4,9	10,0	10,0
	S	6	14,6	30,0	40,0
	SS	12	29,3	60,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	4,9	10,0	10,0
	S	7	17,1	35,0	45,0
	SS	11	26,8	55,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	4,9	10,0	10,0
	S	7	17,1	35,0	45,0
	SS	11	26,8	55,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	9,8	20,0	20,0
	S	10	24,4	50,0	70,0
	SS	6	14,6	30,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	5	12,2	25,0	25,0
	SS	15	36,6	75,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	4,9	10,0	10,0
	S	8	19,5	40,0	50,0
	SS	10	24,4	50,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	4,9	10,0	10,0
	S	5	12,2	25,0	35,0
	SS	13	31,7	65,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	7,3	15,0	15,0
	TS	12	29,3	60,0	75,0
	S	5	12,2	25,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	4,9	10,0	10,0
	TS	11	26,8	55,0	65,0
	S	3	7,3	15,0	80,0
	SS	4	9,8	20,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	4	9,8	20,0	25,0
	SS	15	36,6	75,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	12,2	25,0	25,0
	S	11	26,8	55,0	80,0
	SS	4	9,8	20,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		



**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	4	9,8	20,0	25,0
	SS	15	36,6	75,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	5	12,2	25,0	25,0
	SS	15	36,6	75,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	15	36,6	75,0	75,0
	S	5	12,2	25,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	2,4	5,0	5,0
	TS	2	4,9	10,0	15,0
	S	10	24,4	50,0	65,0
	SS	7	17,1	35,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	4,9	10,0	10,0
	S	4	9,8	20,0	30,0
	SS	14	34,1	70,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	12	29,3	60,0	60,0
	S	7	17,1	35,0	95,0

	SS	1	2,4	5,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	7,3	15,0	15,0
	S	8	19,5	40,0	55,0
	SS	9	22,0	45,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	14	34,1	70,0	70,0
	S	6	14,6	30,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q21**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	16	39,0	80,0	80,0

	S	2	4,9	10,0	90,0
	SS	2	4,9	10,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	4	9,8	20,0	20,0
	TS	7	17,1	35,0	55,0
	S	7	17,1	35,0	90,0
	SS	2	4,9	10,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	7,3	15,0	15,0
	S	10	24,4	50,0	65,0
	SS	7	17,1	35,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	13	31,7	65,0	65,0
	S	5	12,2	25,0	90,0
	SS	2	4,9	10,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q25**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	2,4	5,0	5,0
	TS	9	22,0	45,0	50,0
	S	9	22,0	45,0	95,0
	SS	1	2,4	5,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		

**q25**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	2,4	5,0	5,0
	TS	9	22,0	45,0	50,0
	S	9	22,0	45,0	95,0
	SS	1	2,4	5,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q26**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	7,3	15,0	15,0
	TS	10	24,4	50,0	65,0
	S	7	17,1	35,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q27**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	9	22,0	45,0	50,0

Missing Total	SS	10	24,4	50,0	100,0
	Total	20	48,8	100,0	
	System	21	51,2		
		41	100,0		

```

FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21 q22 q23 q24 q25 q26 q27
/STATISTICS=MEAN

/ORDER=ANALYSIS.

```

## Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\responden unit 3.sav

		q1	q2	q3	q4	q5	q6	q7	q8	q9	q10
N	Valid	20	20	20	20	20	20	20	20	20	20
	Missing	21	21	21	21	21	21	21	21	21	21
Mean		2,7000	2,7500	3,6500	3,7000	3,4500	3,5500	3,8000	3,1000	3,7000	3,0000

q11	q12	q13	q14	q15	q16	q17	q18	q19
20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21
2,2500	3,5000	2,9500	2,7500	1,8000	2,5500	3,2000	2,3000	3,6000

q20	q21	q22	q23	q24	q25	q26	q27
20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21
2,9000	1,8000	3,0500	2,8500	2,5000	2,0000	2,1000	3,2000



## Frequency Table

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	9	22,0	45,0	45,0
	S	8	19,5	40,0	85,0
	SS	3	7,3	15,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	2,4	5,0	5,0
	TS	6	14,6	30,0	35,0
	S	10	24,4	50,0	85,0
	SS	3	7,3	15,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	5	12,2	25,0	30,0
	SS	14	34,1	70,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	4	9,8	20,0	25,0
	SS	15	36,6	75,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	4,9	10,0	10,0
	S	7	17,1	35,0	45,0
	SS	11	26,8	55,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	7	17,1	35,0	40,0
	SS	12	29,3	60,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	4	9,8	20,0	20,0
	SS	16	39,0	80,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	12,2	25,0	25,0
	S	8	19,5	40,0	65,0
	SS	7	17,1	35,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	4	9,8	20,0	25,0
	SS	15	36,6	75,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		

**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	4	9,8	20,0	25,0
	SS	15	36,6	75,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	7,3	15,0	15,0
	S	14	34,1	70,0	85,0
	SS	3	7,3	15,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	7,3	15,0	15,0
	TS	9	22,0	45,0	60,0
	S	8	19,5	40,0	100,0

Total		20	48,8	100,0
Missing	System	21	51,2	
Total		41	100,0	

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	10	24,4	50,0	50,0
	SS	10	24,4	50,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	2,4	5,0	5,0
	TS	6	14,6	30,0	35,0
	S	6	14,6	30,0	65,0
	SS	7	17,1	35,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	10	24,4	50,0	50,0
	S	5	12,2	25,0	75,0
	SS	5	12,2	25,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	10	24,4	50,0	50,0
	S	5	12,2	25,0	75,0
	SS	5	12,2	25,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	6	14,6	30,0	30,0
	TS	12	29,3	60,0	90,0
	S	2	4,9	10,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	4,9	10,0	10,0
	TS	8	19,5	40,0	50,0
	S	7	17,1	35,0	85,0



		3	7,3	15,0	100,0
Total		20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	7,3	15,0	15,0
	S	10	24,4	50,0	65,0
	SS	7	17,1	35,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	7,3	15,0	15,0
	TS	8	19,5	40,0	55,0
	S	9	22,0	45,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	6	14,6	30,0	35,0
	SS	13	31,7	65,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		

**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2,4	5,0	5,0
	S	6	14,6	30,0	35,0
	SS	13	31,7	65,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	2,4	5,0	5,0
	TS	4	9,8	20,0	25,0
	S	11	26,8	55,0	80,0
	SS	4	9,8	20,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q21**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	6	14,6	30,0	30,0
	TS	12	29,3	60,0	90,0

		2	4,9	10,0	100,0
Total		20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	12,2	25,0	25,0
	S	9	22,0	45,0	70,0
	SS	6	14,6	30,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	7	17,1	35,0	35,0
	S	9	22,0	45,0	80,0
	SS	4	9,8	20,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	4,9	10,0	10,0
	TS	8	19,5	40,0	50,0
	S	8	19,5	40,0	90,0
	SS	2	4,9	10,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		

**q24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	4,9	10,0	10,0
	TS	8	19,5	40,0	50,0
	S	8	19,5	40,0	90,0
	SS	2	4,9	10,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q25**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	6	14,6	30,0	30,0
	TS	8	19,5	40,0	70,0
	S	6	14,6	30,0	100,0
	Total	20	48,8	100,0	
Missing	System	21	51,2		
Total		41	100,0		

**q26**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	5	12,2	25,0	25,0
	TS	9	22,0	45,0	70,0
	S	5	12,2	25,0	95,0
	SS	1	2,4	5,0	100,0
	Total	20	48,8	100,0	



q11	q12	q13	q14	q15	q16	q17	q18	q19
20	20	20	20	20	20	20	20	20
0	0	0	0	0	0	0	0	0
2,4500	3,4000	3,2500	3,6000	2,3500	3,1000	3,5000	2,5000	3,4500

q20	q21	q22	q23	q24	q25	q26	q27
20	20	20	20	20	20	20	20
0	0	0	0	0	0	0	0
2,2000	2,1000	1,6000	3,1000	1,7500	2,6000	2,4500	2,9000



## Frequency Table

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	4	20,0	20,0	35,0
	SS	13	65,0	65,0	100,0
	Total	20	100,0	100,0	

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	5	25,0	25,0	30,0
	S	9	45,0	45,0	75,0
	SS	5	25,0	25,0	100,0
	Total	20	100,0	100,0	

q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	5,0	5,0	5,0
	S	10	50,0	50,0	55,0
	SS	9	45,0	45,0	100,0

**q3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	5,0	5,0	5,0
	S	10	50,0	50,0	55,0
	SS	9	45,0	45,0	100,0
	Total	20	100,0	100,0	

**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	10,0	10,0	10,0
	S	3	15,0	15,0	25,0
	SS	15	75,0	75,0	100,0
	Total	20	100,0	100,0	

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	4	20,0	20,0	35,0
	SS	13	65,0	65,0	100,0
	Total	20	100,0	100,0	

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	10,0	10,0	10,0
	S	4	20,0	20,0	30,0
	SS	14	70,0	70,0	100,0
	Total	20	100,0	100,0	

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	40,0	40,0	40,0
	SS	12	60,0	60,0	100,0
	Total	20	100,0	100,0	

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	5,0	5,0	5,0
	S	9	45,0	45,0	50,0
	SS	10	50,0	50,0	100,0
	Total	20	100,0	100,0	

**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	6	30,0	30,0	30,0
	SS	14	70,0	70,0	100,0
	Total	20	100,0	100,0	

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	10	50,0	50,0	65,0
	SS	7	35,0	35,0	100,0
	Total	20	100,0	100,0	

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	10,0	10,0	10,0
	TS	8	40,0	40,0	50,0
	S	9	45,0	45,0	95,0
	SS	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	1	5,0	5,0	10,0
	S	7	35,0	35,0	45,0
	SS	11	55,0	55,0	100,0
	Total	20	100,0	100,0	

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	9	45,0	45,0	60,0
	SS	8	40,0	40,0	100,0
	Total	20	100,0	100,0	

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	5,0	5,0	5,0
	S	6	30,0	30,0	35,0
	SS	13	65,0	65,0	100,0
	Total	20	100,0	100,0	

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	4	20,0	20,0	20,0
	TS	6	30,0	30,0	50,0
	S	9	45,0	45,0	95,0
	SS	1	5,0	5,0	100,0

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	4	20,0	20,0	20,0
	TS	6	30,0	30,0	50,0
	S	9	45,0	45,0	95,0
	SS	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	15,0	15,0	15,0
	S	12	60,0	60,0	75,0
	SS	5	25,0	25,0	100,0
	Total	20	100,0	100,0	

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	10	50,0	50,0	50,0
	SS	10	50,0	50,0	100,0
	Total	20	100,0	100,0	

**q18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	10,0	10,0	10,0
	TS	8	40,0	40,0	50,0
	S	8	40,0	40,0	90,0
	SS	2	10,0	10,0	100,0
	Total	20	100,0	100,0	



**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	5,0	5,0	5,0
	S	9	45,0	45,0	50,0
	SS	10	50,0	50,0	100,0
	Total	20	100,0	100,0	

**q20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	4	20,0	20,0	20,0
	TS	8	40,0	40,0	60,0
	S	8	40,0	40,0	100,0
	Total	20	100,0	100,0	

**q21**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	5	25,0	25,0	25,0
	TS	8	40,0	40,0	65,0
	S	7	35,0	35,0	100,0
	Total	20	100,0	100,0	

**q22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	11	55,0	55,0	55,0
	TS	6	30,0	30,0	85,0
	S	3	15,0	15,0	100,0
	Total	20	100,0	100,0	

**q23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	20,0	20,0	20,0
	S	10	50,0	50,0	70,0
	SS	6	30,0	30,0	100,0
	Total	20	100,0	100,0	

**q24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	8	40,0	40,0	40,0
	TS	9	45,0	45,0	85,0
	S	3	15,0	15,0	100,0
	Total	20	100,0	100,0	

**q25**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	8	40,0	40,0	45,0
	S	9	45,0	45,0	90,0
	SS	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

**q26**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	15,0	15,0	15,0
	TS	7	35,0	35,0	50,0
	S	8	40,0	40,0	90,0
	SS	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

**q27**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	5,0	5,0	5,0
	TS	6	30,0	30,0	35,0
	S	7	35,0	35,0	70,0
	SS	6	30,0	30,0	100,0
	Total	20	100,0	100,0	

```

FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19
  /STATISTICS=MEAN

  /ORDER=ANALYSIS.

```

## Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\siswa unit 1.sav

Statistics											
		q1	q2	q3	q4	q5	q6	q7	q8	q9	q10
N	Valid	25	25	25	25	25	25	25	25	25	25
	Missing	31	31	31	31	31	31	31	31	31	31
Mean		3,6800	3,4000	3,1600	3,2000	3,4800	3,0800	3,5600	3,7200	3,3200	3,5600

q11	q12	q13	q14	q15	q16	q17	q18	q19
25	25	25	25	25	25	25	25	25
31	31	31	31	31	31	31	31	31
3,0000	3,0000	3,1200	3,2800	3,0400	3,3200	2,9200	2,8400	2,9600

## Frequency Table

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	14,3	32,0	32,0
	SS	17	30,4	68,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	5,4	12,0	12,0
	S	9	16,1	36,0	48,0
	SS	13	23,2	52,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,8	4,0	4,0
	TS	4	7,1	16,0	20,0
	S	10	17,9	40,0	60,0
	SS	10	17,9	40,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	10,7	24,0	24,0
	S	8	14,3	32,0	56,0
	SS	11	19,6	44,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	3,6	8,0	8,0
	S	9	16,1	36,0	44,0
	SS	14	25,0	56,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,8	4,0	4,0
	TS	5	8,9	20,0	24,0
	S	10	17,9	40,0	64,0
	SS	9	16,1	36,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	1,8	4,0	4,0
	S	9	16,1	36,0	40,0
	SS	15	26,8	60,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	7	12,5	28,0	28,0
	SS	18	32,1	72,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		



**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	8,9	20,0	20,0
	S	7	12,5	28,0	48,0
	SS	13	23,2	52,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	1,8	4,0	4,0
	S	9	16,1	36,0	40,0
	SS	15	26,8	60,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	7	12,5	28,0	28,0
	S	11	19,6	44,0	72,0
	SS	7	12,5	28,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	10	17,9	40,0	40,0
	S	5	8,9	20,0	60,0
	SS	10	17,9	40,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	7,1	16,0	16,0
	S	14	25,0	56,0	72,0
	SS	7	12,5	28,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	7,1	16,0	16,0
	S	10	17,9	40,0	56,0
	SS	11	19,6	44,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	8	14,3	32,0	32,0
	S	8	14,3	32,0	64,0
	SS	9	16,1	36,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	7,1	16,0	16,0
	S	9	16,1	36,0	52,0
	SS	12	21,4	48,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	7	12,5	28,0	28,0
	S	13	23,2	52,0	80,0
	SS	5	8,9	20,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	10	17,9	40,0	40,0
	S	9	16,1	36,0	76,0
	SS	6	10,7	24,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	8	14,3	32,0	32,0
	S	10	17,9	40,0	72,0
	SS	7	12,5	28,0	100,0
	Total	25	44,6	100,0	
Missing	System	31	55,4		
Total		56	100,0		

```
FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19
/STATISTICS=MEAN

/ORDER=ANALYSIS.
```

Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\siswa unit 2.sav

Statistics												
		q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11
N	Valid	27	27	27	27	27	27	27	27	27	27	27
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		3,8148	3,1481	3,0000	3,0370	3,6667	3,1111	3,3333	3,6296	3,5185	3,4815	2,8519

q12	q13	q14	q15	q16	q17	q18	q19
27	27	27	27	27	27	27	27
0	0	0	0	0	0	0	0
3,7037	3,5926	3,6667	3,1111	3,4444	3,0741	3,2593	3,7037

## Frequency Table

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3,7	3,7	3,7
	S	3	11,1	11,1	14,8
	SS	23	85,2	85,2	100,0
	Total	27	100,0	100,0	

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	14,8	14,8	14,8
	S	15	55,6	55,6	70,4
	SS	8	29,6	29,6	100,0
	Total	27	100,0	100,0	

q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	9	33,3	33,3	33,3
	S	9	33,3	33,3	66,7
	SS	9	33,3	33,3	100,0
	Total	27	100,0	100,0	



**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	22,2	22,2	22,2
	S	14	51,9	51,9	74,1
	SS	7	25,9	25,9	100,0
	Total	27	100,0	100,0	

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	9	33,3	33,3	33,3
	SS	18	66,7	66,7	100,0
	Total	27	100,0	100,0	

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	7	25,9	25,9	25,9
	S	10	37,0	37,0	63,0
	SS	10	37,0	37,0	100,0
	Total	27	100,0	100,0	

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	18,5	18,5	18,5
	S	8	29,6	29,6	48,1
	SS	14	51,9	51,9	100,0
	Total	27	100,0	100,0	

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	10	37,0	37,0	37,0
	SS	17	63,0	63,0	100,0
	Total	27	100,0	100,0	

**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3,7	3,7	3,7
	TS	3	11,1	11,1	14,8
	S	4	14,8	14,8	29,6
	SS	19	70,4	70,4	100,0
	Total	27	100,0	100,0	

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	11,1	11,1	11,1
	S	8	29,6	29,6	40,7
	SS	16	59,3	59,3	100,0
	Total	27	100,0	100,0	

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	10	37,0	37,0	37,0
	S	11	40,7	40,7	77,8
	SS	6	22,2	22,2	100,0
	Total	27	100,0	100,0	

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	29,6	29,6	29,6
	SS	19	70,4	70,4	100,0
	Total	27	100,0	100,0	

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	7,4	7,4	7,4
	S	7	25,9	25,9	33,3
	SS	18	66,7	66,7	100,0
	Total	27	100,0	100,0	

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3,7	3,7	3,7
	S	7	25,9	25,9	29,6
	SS	19	70,4	70,4	100,0
	Total	27	100,0	100,0	

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3,7	3,7	3,7
	TS	5	18,5	18,5	22,2
	S	11	40,7	40,7	63,0
	SS	10	37,0	37,0	100,0
	Total	27	100,0	100,0	

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3,7	3,7	3,7
	TS	1	3,7	3,7	7,4
	S	10	37,0	37,0	44,4
	SS	15	55,6	55,6	100,0
	Total	27	100,0	100,0	

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	22,2	22,2	22,2
	S	13	48,1	48,1	70,4
	SS	8	29,6	29,6	100,0
	Total	27	100,0	100,0	

**q18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	7,4	7,4	7,4
	TS	3	11,1	11,1	18,5
	S	8	29,6	29,6	48,1
	SS	14	51,9	51,9	100,0
	Total	27	100,0	100,0	

**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	7,4	7,4	7,4
	S	4	14,8	14,8	22,2
	SS	21	77,8	77,8	100,0
	Total	27	100,0	100,0	

```

FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19
  /STATISTICS=MEAN

  /ORDER=ANALYSIS.

```

## Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\siswa unit 3.sav

Statistics												
		q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11
N	Valid	24	24	24	24	24	24	24	24	24	24	24
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		3,7083	3,5417	3,0000	3,2083	3,7500	3,2083	3,6250	3,4583	3,1667	3,7500	3,3333

q12	q13	q14	q15	q16	q17	q18	q19
24	24	24	24	24	24	24	24
0	0	0	0	0	0	0	0
3,3333	2,9583	3,6250	2,7500	3,6667	3,1250	3,1667	3,0417

## Frequency Table

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4,2	4,2	4,2
	S	5	20,8	20,8	25,0
	SS	18	75,0	75,0	100,0
	Total	24	100,0	100,0	

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8,3	8,3	8,3
	S	7	29,2	29,2	37,5
	SS	15	62,5	62,5	100,0
	Total	24	100,0	100,0	

q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4,2	4,2	4,2
	TS	5	20,8	20,8	25,0
	S	11	45,8	45,8	70,8
	SS	7	29,2	29,2	100,0
	Total	24	100,0	100,0	



**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4,2	4,2	4,2
	TS	2	8,3	8,3	12,5
	S	12	50,0	50,0	62,5
	SS	9	37,5	37,5	100,0
	Total	24	100,0	100,0	

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8,3	8,3	8,3
	S	2	8,3	8,3	16,7
	SS	20	83,3	83,3	100,0
	Total	24	100,0	100,0	

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	20,8	20,8	20,8
	S	9	37,5	37,5	58,3
	SS	10	41,7	41,7	100,0
	Total	24	100,0	100,0	

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	9	37,5	37,5	37,5
	SS	15	62,5	62,5	100,0
	Total	24	100,0	100,0	

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8,3	8,3	8,3
	S	9	37,5	37,5	45,8
	SS	13	54,2	54,2	100,0
	Total	24	100,0	100,0	

**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	25,0	25,0	25,0
	S	8	33,3	33,3	58,3
	SS	10	41,7	41,7	100,0
	Total	24	100,0	100,0	

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4,2	4,2	4,2
	S	4	16,7	16,7	20,8
	SS	19	79,2	79,2	100,0
	Total	24	100,0	100,0	

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	12,5	12,5	12,5
	S	10	41,7	41,7	54,2
	SS	11	45,8	45,8	100,0
	Total	24	100,0	100,0	

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	12,5	12,5	12,5
	S	10	41,7	41,7	54,2
	SS	11	45,8	45,8	100,0
	Total	24	100,0	100,0	

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4,2	4,2	4,2
	TS	7	29,2	29,2	33,3
	S	8	33,3	33,3	66,7
	SS	8	33,3	33,3	100,0
	Total	24	100,0	100,0	

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4,2	4,2	4,2
	S	7	29,2	29,2	33,3
	SS	16	66,7	66,7	100,0
	Total	24	100,0	100,0	

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	8	33,3	33,3	33,3
	S	14	58,3	58,3	91,7
	SS	2	8,3	8,3	100,0
	Total	24	100,0	100,0	

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	4,2	4,2	4,2
	S	6	25,0	25,0	29,2
	SS	17	70,8	70,8	100,0
	Total	24	100,0	100,0	

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	16,7	16,7	16,7
	S	13	54,2	54,2	70,8
	SS	7	29,2	29,2	100,0
	Total	24	100,0	100,0	

**q18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	20,8	20,8	20,8
	S	10	41,7	41,7	62,5
	SS	9	37,5	37,5	100,0
	Total	24	100,0	100,0	

q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	7	29,2	29,2	29,2
	S	9	37,5	37,5	66,7
	SS	8	33,3	33,3	100,0
	Total	24	100,0	100,0	

```

FREQUENCIES VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19
  /STATISTICS=MEAN

  /ORDER=ANALYSIS.

```

## Frequencies

[DataSet1] D:\PROPOSAL SKRIPSI TERBARU RESA\SKRIPSI FINAL\siswa unit 4.sav

Statistics												
		q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11
N	Valid	26	26	26	26	26	26	26	26	26	26	26
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		3,5385	3,5385	3,0000	3,2692	3,8077	3,1154	3,4615	3,6923	3,2692	3,6923	3,8846

q12	q13	q14	q15	q16	q17	q18	q19
26	26	26	26	26	26	26	26
0	0	0	0	0	0	0	0
3,5769	3,3462	3,5769	3,7308	3,3462	3,2692	3,4615	3,2308

## Frequency Table

q1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	7,7	7,7	7,7
S	8	30,8	30,8	38,5
SS	16	61,5	61,5	100,0
Total	26	100,0	100,0	

q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TS	2	7,7	7,7	7,7
S	8	30,8	30,8	38,5
SS	16	61,5	61,5	100,0
Total	26	100,0	100,0	

q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STS	1	3,8	3,8	3,8
TS	6	23,1	23,1	26,9
S	11	42,3	42,3	69,2
SS	8	30,8	30,8	100,0
Total	26	100,0	100,0	



**q4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	23,1	23,1	23,1
	S	7	26,9	26,9	50,0
	SS	13	50,0	50,0	100,0
	Total	26	100,0	100,0	

**q5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	5	19,2	19,2	19,2
	SS	21	80,8	80,8	100,0
	Total	26	100,0	100,0	

**q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	19,2	19,2	19,2
	S	13	50,0	50,0	69,2
	SS	8	30,8	30,8	100,0
	Total	26	100,0	100,0	

**q7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	11,5	11,5	11,5
	S	8	30,8	30,8	42,3
	SS	15	57,7	57,7	100,0
	Total	26	100,0	100,0	

**q8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	30,8	30,8	30,8
	SS	18	69,2	69,2	100,0
	Total	26	100,0	100,0	

**q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	11,5	11,5	11,5
	S	13	50,0	50,0	61,5
	SS	10	38,5	38,5	100,0
	Total	26	100,0	100,0	

**q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	8	30,8	30,8	30,8
	SS	18	69,2	69,2	100,0
	Total	26	100,0	100,0	

**q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	3	11,5	11,5	11,5
	SS	23	88,5	88,5	100,0
	Total	26	100,0	100,0	

**q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3,8	3,8	3,8
	S	9	34,6	34,6	38,5
	SS	16	61,5	61,5	100,0
	Total	26	100,0	100,0	

**q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	15,4	15,4	15,4
	S	9	34,6	34,6	50,0
	SS	13	50,0	50,0	100,0
	Total	26	100,0	100,0	

**q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3,8	3,8	3,8
	S	9	34,6	34,6	38,5
	SS	16	61,5	61,5	100,0
	Total	26	100,0	100,0	

**q15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3,8	3,8	3,8
	S	5	19,2	19,2	23,1
	SS	20	76,9	76,9	100,0
	Total	26	100,0	100,0	

**q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	7,7	7,7	7,7
	S	13	50,0	50,0	57,7
	SS	11	42,3	42,3	100,0
	Total	26	100,0	100,0	

**q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	19,2	19,2	19,2
	S	9	34,6	34,6	53,8
	SS	12	46,2	46,2	100,0
	Total	26	100,0	100,0	

**q18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	11,5	11,5	11,5
	S	8	30,8	30,8	42,3
	SS	15	57,7	57,7	100,0
	Total	26	100,0	100,0	

**q19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	19,2	19,2	19,2
	S	10	38,5	38,5	57,7
	SS	11	42,3	42,3	100,0
	Total	26	100,0	100,0	

### Classroom Observation Sheet

Unit : *It's Time to Watch TV*

Date : 22<sup>nd</sup> March, 2012

Aspek yang di Observasi	No.	Pernyataan	Keterangan
Materi	1.	Aktivitas disusun dari yang mudah ke sulit.	Researcher: Ya. Ini membuat siswa mudah mengikuti pelajaran dan tidak membuat mereka cemas.
			Observer: Ya. Aktivitas disusun secara berurutan dari yang mudah ke yang sulit.
	2.	Metode yang digunakan dalam materi cocok digunakan di kelas.	Researcher: Ya. Metode yang digunakan sesuai dengan karakter siswa yang suka bekerja berpasangan.
			Observer: Ya. Siswa dengan metode yang digunakan seperti games.
	3.	Aktivitas dalam materi memungkinkan siswa untuk terlibat dalam proses pembelajaran.	Researcher: Materi memberi kesempatan kepada siswa untuk praktek secara berpasangan atau individu sehingga mereka akan terlibat dalam proses pembelajaran.
			Observer: Materi memberikan banyak kesempatan untuk terlibat dalam pembelajaran.
	4.	Materi membuat siswa bersemangat mengikuti pelajaran.	Researcher: Ya. Karena materi memberikan sesuatu yang baru bagi siswa dan memperlihatkan input yang biasa mereka lihat sehari-hari.
			Observer: Ya. Siswa merasa dekat dan kenal dengan materinya sehingga mereka semangat.
Guru	5.	Guru menjelaskan materi dengan jelas.	Researcher: Guru menjelaskan materi secara sedikit demi sedikit.
			Observer: Ya. Guru menjelaskan materi disertai dengan contoh dan gesture sehingga membuat penjelasan lebih jelas.
	6.	Guru memberikan drill dengan baik kepada siswa agar siswa mampu memahami teks bahasa Inggris dengan baik.	Researcher: Ya. Guru membantu siswa untuk memahami teks.
			Observer: Ya. Guru memberikan drill agar siswa paham teks. Membrikan klu agar siswa paham.

Siswa	7.	Guru dengan baik membimbing siswa untuk mengerjakan tugas.	Researcher: Ya. Menjawab pertanyaan jika siswa menemui kesulitan saat mengerjakan tugas.
			Observer: Ya. Guru memberikan contoh dan tips agar siswa mudah mengerjakan tugas.
	8.	Siswa nyaman saat mengerjakan tugas.	Researcher: Ya. Semua siswa senang salah satunya saat mereka bekerja sama dengan teman sebelum mereka mengerjakan tugas sendiri.
			Observer: Ya. Semua siswa betah saat mengerjakan tugas.
	9.	Siswa bisa menjalankan instruksi yang diberikan guru dengan baik.	Researcher: Ya. Sebagian besar bisa melakukan perintah sesuai yang diberikan.
			Observer: Ya. Contoh yang diberikan juga membantu mereka untuk bisa menjalankan instruksi dengan baik.
	10.	Siswa antusias untuk mengikuti pelajaran dari awal sampai akhir.	Researcher: Ya. Siswa bersemangat mengerjakan tugas-tugas yang diberikan.
			Observer: Ya. Siswa gembira mengikuti pelajaran dari awal sampai akhir.



### Classroom Observation Sheet

Unit : *Where is the Museum?*

Date : 29<sup>th</sup> March, 2012

Aspek yang di Observasi	No.	Pernyataan	Keterangan
Materi	1.	Aktivitas disusun dari yang mudah ke sulit.	Researcher: Ya. Disusun dari komponen yang dapat ditemukan di brosur museum seperti hari, kemudian contoh, dan latihan.
			Observer: Ya. Siswa jadi mudah mengikuti alur pembelajaran.
	2.	Metode yang digunakan dalam materi cocok digunakan di kelas.	Researcher: Ya. Metode sesuai dengan keadaan siswa.
			Observer: Ya. Siswa suka dengan metode yang digunakan di dalam materi.
	3.	Aktivitas dalam materi memungkinkan siswa untuk terlibat dalam proses pembelajaran.	Researcher: Ya. Semua siswa mengerjakan tugas dan saling membantu satu dengan yang lain.
			Observer: Ya. Semua siswa terlibat dalam aktivitas yang dilakukan di kelas.
	4.	Materi membuat siswa bersemangat mengikuti pelajaran.	Researcher: Ya. Materi memberi hal baru bagi siswa. Mereka mendengarkan penjelasan guru dan mengerjakan tugas dengan baik.
			Observer: Ya. Aktivitasnya bermacam-macam sehingga mereka semangat mengikuti pelajaran.
Guru	5.	Guru menjelaskan materi dengan jelas.	Researcher: Ya. Penyampaian materi di support dengan banyak contoh.
			Observer: Ya. Guru memperbolehkan siswa untuk bertanya saat ada penyampaian yang tidak jelas.
	6.	Guru memberikan drill dengan baik kepada siswa agar siswa mampu memahami teks bahasa Inggris dengan baik.	Researcher: Ya. Guru membantu siswa agar bisa memahami teks.
			Observer: Ya. Sebagian besar siswa paham teks yang diberikan.
	7.	Guru dengan baik membimbing siswa untuk mengerjakan	Researcher: Ya. Memberikan contoh dan penjelasan ketika siswa ada kebingungan.
			Observer: Ya. Guru mengajak siswa

		tugas.	untuk memahami instruksi dan menjelaskan ketika siswa bingung.
Siswa	8.	Siswa nyaman saat mengerjakan tugas.	Researcher: Ya. Siswa tidak mengeluh kesulitan atau bosan saat mengerjakan tugas.
			Observer: Ya. Siswa senang saat bekerja sama dengan teman saat mengerjakan tugas.
	9.	Siswa bisa menjalankan instruksi yang diberikan guru dengan baik.	Researcher: Ya. Siswa bisa menjalankan instruksi dengan baik.
			Observer: Ya. Siswa bisa mengerjakan apa yang diinginkan oleh guru.
	10.	Siswa antusias untuk mengikuti pelajaran dari awal sampai akhir.	Researcher: Ya. Siswa terlihat gembira untuk mengikuti pelajaran dan terlibat dalam pembelajaran.
			Observer: Ya. Siswa bersemangat mengikuti pelajaran.

### Classroom Observation Sheet

Unit : *Have a Nice Holiday*

Date : 5<sup>th</sup> April, 2012

Aspek yang di Observasi	No.	Pernyataan	Keterangan
Materi	1.	Aktivitas disusun dari yang mudah ke sulit.	Researcher: Ya. Aktivitas disusun dari hal yang mudah dipahami ke hal yang lebih rumit.
			Observer: Ya. Penyusunan aktivitas dilakukan secara bertahap dari yang mudah ke yang sulit.
	2.	Metode yang digunakan dalam materi cocok digunakan di kelas.	Researcher: Ya. Metode sesuai kondisi siswa.
			Observer: Ya. Metode yang digunakan cocok digunakan di kelas.
	3.	Aktivitas dalam materi memungkinkan siswa untuk terlibat dalam proses pembelajaran.	Researcher: Ya. Seluruh siswa terlibat dalam proses pembelajaran.
			Observer: Ya. Materi memberikan kesempatan untuk siswa agar terlibat dalam proses pembelajaran.
	4.	Materi membuat siswa bersemangat mengikuti pelajaran.	Researcher: Ya. Seluruh elemen dalam materi membuat siswa bersemangat mengikuti pelajaran.
			Observer: Ya. Materi didesain menyenangkan sehingga siswa senang saat pelajaran.
Guru	5.	Guru menjelaskan materi dengan jelas.	Researcher: Ya. Guru memberi banyak contoh agar siswa lebih paham.
			Observer: Ya. Penjelasan disampaikan secara runtut sehingga mudah dipahami.
	6.	Guru memberikan drill dengan baik kepada siswa agar siswa mampu memahami teks bahasa Inggris dengan baik.	Researcher: Ya. Guru membantu siswa untuk memahami teks dan mengizinkan siswa untuk bertanya arti kata.
			Observer: Ya. Siswa bisa memahami teks setelah mendapat penjelasan dan klu dari guru.
	7.	Guru dengan baik membimbing siswa untuk mengerjakan tugas.	Researcher: Ya. Guru membagi siswa menjadi kelompok atau pasangan kerja dan memberi penjelasan terhadap instruksi yang tidak jelas.
			Observer: Ya. Guru berperan sebagai

			monitor, controller, dan manager saat siswa mengerjakan tugas.
Siswa	8.	Siswa nyaman saat mengerjakan tugas.	Researcher: Ya. Sebagian besar siswa bisa mengerjakan soal dengan baik dan tidak terlihat bosan saat mengerjakan soal.
			Observer: Ya. Siswa mau dan senang terlibat dalam proses pembelajaran.
	9.	Siswa bisa menjalankan instruksi yang diberikan guru dengan baik.	Researcher: Ya. Mereka bisa menjalankan perintah yang disampaikan guru.
			Observer: Ya. Instruksi yang diberikan sederhana sehingga mereka mudah memahami dan menjalankannya.
	10.	Siswa antusias untuk mengikuti pelajaran dari awal sampai akhir.	Researcher: Ya. Siswa menyambut guru ketika hadir dan aktif terlibat dalam proses pembelajaran.
			Observer: Ya. Mereka senang dan semangat mengikuti pelajaran.

### Classroom Observation Sheet

Unit : *Let's Cook*

Date : 12<sup>th</sup> April, 2012

Aspek yang di Observasi	No.	Pernyataan	Keterangan
Materi	1.	Aktivitas disusun dari yang mudah ke sulit.	Researcher: Ya. Susunan bisa membantu siswa untuk memahami materi.
			Observer: Ya. Penyusunan aktivitas dilakukan secara bertahap dari yang mudah ke yang sulit.
	2.	Metode yang digunakan dalam materi cocok digunakan di kelas.	Researcher: Ya. Siswa suka dengan metode yang digunakan.
			Observer: Ya. Sebagian besar siswa nyaman dengan metode yang digunakan.
	3.	Aktivitas dalam materi memungkinkan siswa untuk terlibat dalam proses pembelajaran.	Researcher: Ya. Semua siswa terlibat dalam proses pembelajaran karena materi memberikan kesempatan kepada mereka.
			Observer: Ya. Aktivitas memberikan mereka kesempatan untuk terlibat dalam proses pembelajaran.
	4.	Materi membuat siswa bersemangat mengikuti pelajaran.	Researcher: Ya. Isi materi yang baru bagi mereka dan jenis aktivitas yang bermacam-macam membuat mereka semangat.
			Observer: Ya. Karena materinya menyenangkan dan mereka suka dengan tema makanan dan minuman.
Guru	5.	Guru menjelaskan materi dengan jelas.	Researcher: Ya. Sedikit demi sedikit menjelaskan materi kepada siswa agar mereka paham.
			Observer: Ya. Guru juga menambahkan gestures saat menjelaskan materi yang membuat siswa lebih mudah paham.
	6.	Guru memberikan drill dengan baik kepada siswa agar siswa mampu memahami teks bahasa Inggris dengan baik.	Researcher: Ya. Guru mengajak siswa untuk ikut memahami teks menggunakan kata-kata yang mereka ketahui.
			Observer: Ya. Guru membantu siswa untuk memahami teks.
	7.	Guru dengan baik membimbing siswa untuk mengerjakan	Researcher: Ya. Guru membagi kelompok untuk siswa dan membimbing mereka agar mudah untuk mengerjakan

		tugas.	tugas. Observer: Ya. Guru menjelaskan kepada siswa jika ada hal yang mereka kurang jelas.
Siswa	8.	Siswa nyaman saat mengerjakan tugas.	Researcher: Ya. Siswa tidak mengeluh saat mengerjakan tugas. Observer: Ya. Siswa tertawa senang dan menikmati mengerjakan tugas.
	9.	Siswa bisa menjalankan instruksi yang diberikan guru dengan baik.	Researcher: Ya. Siswa bisa menjalankan instruksi yang diberikan guru. Observer: Ya. Siswa bisa menjalankan instruksi. Saat mereka bingung dengan instruksinya mereka bertanya kepada guru.
	10.	Siswa antusias untuk mengikuti pelajaran dari awal sampai akhir.	Researcher: Ya. Siswa mengerjakan tugas dengan semangat, menyambut guru dengan baik, dan menirukan pronunciation yang diajarkan guru dengan seksama. Observer: Ya. Siswa mengikuti pelajaran dengan baik dan tenang.

# **APPENDIX I**

# **VIGNETTE**

### Vignette of Try-Out

Date : 22<sup>nd</sup> March, 2012

Time : 11.00 – 11.40 and 12.15 – 12.45

Unit : *It's Time to Watch TV*

The researcher tried out the second draft of the unit in the classroom on March 22<sup>nd</sup>, 2012. There were 25 students in the classroom. The teacher, who became the researcher, started the English class at 11.00. When she came into the classroom, it was so crowded. She then greeted the students and distributed material to get the students' attention. They looked at the material's cover page. However, the picture in the cover did not seem to be successful to capture all students' attention yet. Some students were still busy with their business.

The teacher tried to catch the students' attention by asking them a question, "Do you like watching TV?" Many students answered, "Yes". However, some students still did not pay attention. The researcher continued the lesson by telling them "My favourite TV programs are *Apa Kabar Indonesia Pagi* and *Sport7*. What are your favourite TV programs?. Some students answered "*Doraemon*, *Laptop Si Unyil*, etc." At hearing the TV programs, those students who did not pay attention began to pay attention to the lesson. At this time, the boys were more confident to answer the question that they liked watching *Doraemon*, *Spongebob*, *si Bolang*, and *Laptop si Unyil*. The girls looked shy, so the researcher pointed at some girls to answer the question. The girls were able to answer the question by mentioning their favourite TV programs. After that, the other girls were encouraged to answer the question. She then asked the students to write down in their books their favourite TV programs in FUN ONE. In this activity, students actively began asking the teacher questions about, for example, what the program titles in English were. The researcher explained that they did not need to translate titles of the TV programs.

In FUN TWO, to give an experience to students before they saw a complete TV schedule, the researcher explained the first section of inputs about parts of a TV schedule and how it worked. When she asked about 'a.m. and p.m.', most of them answered that they had heard it but that they forgot its use. She told them they would learn about 'a.m. and p.m.' later. The lesson then continued to the second section, which was the TV schedule. In this section, while they were looking at the example of the TV schedule, the students had to mention the parts which the teacher pointed at. Because there was no problem, she explained the next section about kinds of TV programs. There were only four kinds of TV programs in the material, i.e. cartoons, news, sports, and kid reality shows. The researcher gave some examples of each program and students had to add the examples. They enthusiastically mentioned the examples of each program and they did not look confused with the material. This was aimed at making students stay involved in the teaching and learning processes and giving exposure so that they were able to understand the material. The lesson continued to the section of reading the time. In this section, the researcher gave students a look at digital and conventional clocks. She explained how to read the time and gave the examples.



There was no question at this time. Therefore, she went on to the last section about 'a.m.' and 'p.m.'. Some of the students looked confused because they were not familiar with those 'a.m.' and 'p.m.'. However, after she had given explanation and examples, they could understand. Their understanding was stronger after they did the exercise related to that topic because they experienced to use the 'a.m.' and 'p.m.'.

In FUN THREE, there were some words related to a TV schedule of which students had to know the meaning and pronunciation. The researcher read the words aloud and students repeated after her. Most of them were familiar with and understood the words listed in FUN THREE. However, the researcher checked their understanding of the words. When looking at the tongue twister part, they asked, "*Bu Guru, ini apa?*" The researcher answered, "It is tongue twister. You have to pronounce it quickly and correctly. *Kalian harus ngomong kata-kata itu dengan cepat dan benar. Let's try!*"

After having fun with the tongue twister for a moment, the class went on to FUN FOUR. In this activity, students had to work in groups of four. The researcher divided the groups for them. They generally could work together with their friends in the group to classify the TV programs based on the kinds, look at the schedule, and complete the stations and hours. Only one question was asked which was whether they could put more than one program in a kind. The students found no problem in doing the exercise. However, the two boys who often made the class noisy did not want to join the group to do the exercise. Their friends had asked them to do the exercise together, but they did not want to do it. The teacher approached the boys and told them not to bother their friends who worked in the groups.

In the FUN FIVE, students had to work in pairs. To easily manage the class, the researcher asked the students to work with a friend sitting next to them. In this exercise, the material contained names of TV stations and kinds of TV programs. The students had to look at the TV programs in the schedule to answer the questions. In doing this exercise, they had a discussion with the partner to get the right answers. When the researcher observed their work, she could find out that they could complete the exercise well.

FUN SIX gave an exercise to students related to time. Students had to work in pairs. In order to make them easier to do the exercise, the researcher suggested them to read the description of time, to complete the digital clock first, and then to draw the conventional clock. It seemed that the students did not have any difficulties in doing this exercise.

The class continued to FUN SEVEN. The exercise was related to time and 'a.m.' and 'p.m.'. In doing the exercise, the students asked the teacher many times about the use of 'a.m.' and 'p.m.'. This was perhaps because the exercise was not the one that was explained in the language focus. The researcher then helped them by telling them that when they met the word 'morning', they used 'a.m.'; and when they met the words 'afternoon, evening, and night', they used 'p.m.'. To make sure that they had understood what was explained, the researcher asked students to write down the time using 'a.m.' or 'p.m.', for example three o'clock

in the afternoon (3.00 p.m.), half past ten in the morning (10.30 a.m.), half past seven in the evening (7.30 p.m.), etc.

After they finished doing the exercise in FUN SEVEN, the class had a break for 35 minutes for having a prayer. The class resumed at 12.15. After working in groups and in pairs, it was time for students to work individually to check their understanding of the material. They were not allowed to ask questions to their friends or the teacher to do the exercise. Based on the observation, almost all of them could do the exercise in FUN EIGHT. They could differentiate among the four kinds of TV programs and they could work with the TV schedule to complete the table.

In FUN NINE which was related to 'a.m. and p.m.', they were able to do the exercise better than when they did it in FUN SEVEN. It meant that they were able to understand the explanation from the researcher about the use of 'a.m. and p.m.'. The class then continued to work in FUN TEN. In this exercise, the students played a board game related to descriptions of TV programs. The researcher assisted them by reading the game procedure and gave them an example of how to play the game. The researcher divided the groups for them. While the students were playing the game, the teacher walked around the classroom to listen to their pronunciation and corrected it if there was mispronunciation. Most of them made a mistake in pronouncing the word 'program'. They pronounced it like in Indonesian pronunciation. The teacher also saw that some students were able to guess the descriptions easily and quickly, but the others needed more time to understand the descriptions and then guessed the descriptions.

The time was over before the class continued to FUN ELEVEN which contained an exercise of crafting an object. The researcher asked them to do the exercise in FUN ELEVEN at home as homework. She explained how to work with the exercise and showed the example of doing the exercise to them. The product of FUN ELEVEN had to be submitted in the following meeting. For closing, the researcher and students prayed together.

### Vignette of Try-Out

Date : 29<sup>th</sup> March, 2012  
 Time : 11.00 – 11.40 and 12.15 – 12.45  
 Unit : *Where is the Museum?*

The second draft of this unit was tried out in the classroom on March 29<sup>th</sup>, 2012. Twenty seven students participated in the tryout. The tryout was started at 11.00. When the students saw the researcher coming into the classroom, they immediately sat and said 'Hello' to her. After that, some boys asked the researcher what they were going to learn today. The researcher answered they were going to learn about public places. The researcher then distributed the material for them. However, many of them seemed disappointed to see the cover page. Some of them suggested that the material cover should be *Upin* and *Ipin* because they liked them. The researcher promised to change the cover so they wanted to continue the lesson.

The researcher began the lesson by asking the students whether or not they had visited the museums or palaces. Many of them answered that they had visited the museums or palaces. The researcher then asked the question, "What museum or palace is it? *Museum Merapi*, *Museum National*?" They replied "*Museum Batik*, *Palace Yogyakarta*, *Museum Kereta Api*, ....". She then asked one more question "Where is the museum or the palace? In Pekalongan, In Jakarta?" The students answered "In Pekalongan, In Yogyakarta, In Ambarawa, In Jakarta ....."

After getting the students' attention, the researcher came into the input section in FUN TWO. The first input was related to the day and the time the places opened. For this part, the researcher only reminded the students of the name of days and the concepts of 'a.m.' and 'p.m.'. The students still remembered the use of 'a.m.' and 'p.m.' and the names of days; however, the pronunciation of names of days was not good enough. Thus, the researcher corrected the pronunciation. The researcher continued to the next input related to the examples of brochures of museums and palaces. Here, the researcher showed that the brochures contained days, hours, and addresses of museums or palaces. She gave an example, "Museum Subak opens daily. It means that you can go there everyday, on Sunday, on Monday, on Thursday. Meanwhile, the museum opens at nine a.m. and closes at six p.m. So, I will ask you, if you come there at seven o'clock in the morning, does the museum open or close?" Many students answered "Close, Miss". The researcher thought that they understood the input. Therefore, she continued to the next part.

The researcher continued to the grammatical input of the present tense. In this part, the researcher showed the formula of the present tense. However, she explained the input by giving more examples of present tense sentences. She also gave some tips for students related to the tense. For example, if they found the word 'and' in the subjects, it meant that they should use the infinitive form of the verbs. She, moreover, compared some examples to make it easier for the students to understand the material. For instance, she compared 'the museum' and 'the museums' as the subjects of the sentences and the verbs following the subjects.

There were no questions from students. To check their understanding, the researcher gave four items of an exercise for students to answer. Many students answered correctly. In the middle of the explanation, the two trouble-maker students made noises and disturbed their friends. Many other students did not care about the noises and kept listening to the teacher's explanation, while some others, especially boys, were disturbed by the noises. The researcher and the girls told the boys to listen to the explanation and ignore the trouble makers. The boys managed to listen to the teacher. After that, the researcher continued to explain the last part in the input section. It was about the questions which were usually asked related to brochures namely when, what time, and where. The students learned to ask and answer questions and learned to use the prepositions namely at, in, and on.

In FUN THREE, the researcher read the brochures aloud and students repeated after her. Almost all of them were eager to be involved in this activity. After that, the researcher gave some exposures of the pronunciation of the words listed in FUN THREE. In this part, the researcher also allowed students to ask about the meaning of the words such as show, puppet, daily, leather, furniture, and map. The students asked for some time for practicing the pronunciation in the tongue twister. The researcher gave students the time they needed.

In FUN FOUR, the students worked in pairs. To make it easy to manage, the researcher asked the students to make their friends sitting next to them as their partners. It was observed that the students could work in pairs very well. They helped each other explain the difficulties they found. They were able to do the exercise related to the present tense sentences. The students often called out the researcher just to make sure that their works were correct. In ten minutes, the students were able to complete the exercise. After checking, the researcher could see that the students' works were not bad because they got 5 to 7 correct out of 7.

In FUN FIVE, the students still worked in pairs. The exercise was related to reading comprehension. To do the exercise, they had to look back at the brochures in FUN TWO. The students had to answer whether the statements were true or false based on the brochures. They had a discussion with their partner to get the correct answers. When checking their works, the researcher saw that their works were 80% correct. In this assignment, the students complained that the words in italics were not clear to see, because they were almost the same with the other words.

In FUN SIX, the students had to work in pairs. The students completed the exercise related to days and hours the palaces or museums opened. When reading the instructions, the students seemed confused, perhaps, because the instructions were too long and complicated. However, after the researcher had given more explanation, the students were able to do the task. Then, they asked what they had to do if the museums or palaces closed. The researcher told them that they could put a cross (X) on the days the museums or palaces closed. The students seemed not to have any difficulties when doing this exercise.

The lesson was continued to FUN SEVEN. The exercise was related to the wh-questions namely where, when, and what time. When doing the exercise, students did not seem to get any difficulties because the differences among the

three questions and prepositions were clear. There were also some examples which were very useful to help students in completing the exercise.

After that, the class had a break for 35 minutes for saying prayers. After the break, the class began at 12.15. In FUN EIGHT, the students had to work individually to check their understanding of the material. They were not allowed to discuss the material with their friends and the teacher in completing the exercise. Before doing the exercise, they looked confused with the instructions. In the instructions, the word 'above' was ambiguous. The researcher then gave explanation to students that the word 'above' referred to the brochures in FUN TWO and FUN SEVEN. The researcher also told the students that they could find the answers in the boxes under the questions because many of them had not seen these answers. Based on the observation, almost all of them were able to do the exercise well because it was similar to FUN FIVE. They enjoyed doing the exercise and found the correct words in the boxes.

The exercise in FUN NINE was similar to that in FUN SEVEN. The students were asked to find the specific information to answer the wh-questions. Based on the observation, there was no problem with the instructions and the task. The students were able to complete it well. Ninety percent of the students had also used the correct prepositions i.e. on, at, and in to answer the questions. To see their ability in pronouncing the English words, the researcher asked the students to read aloud the brochure before they did the exercise. Their pronunciation was better.

In FUN TEN, the students were excited to see the pictures of Upin, Nobita, and Conan. After reading the instructions and looking at the example, they began to do the exercise. This activity was challenging for students because they had to work individually to find the places based on the information in the descriptions. After checking, the researcher could see that most of the students were able to successfully complete the exercise.

Based on the observation, 90% of students were involved in the lesson. They were eagerly listening to the explanation and did the exercises. They asked the researcher when they were confused about the material or the tasks. The two boys made noises in the classroom and disturbed their friends. The others, however, just ignored them so they stopped.

### Vignette of Try-Out

Date : 5<sup>th</sup> April, 2012  
 Time : 11.00 – 11.40 and 12.15 – 12.45  
 Unit : *Have a Nice Holiday*

The tryout of the second draft of the unit *Have a Nice Holiday* was held on April 5<sup>th</sup>, 2012. At this time, there were only 24 students participating in the tryout. It began at 11.00. When the researcher came into the classroom, many students came close to her and asked her what they were going to learn today. She answered that the class was going to learn about tourism sites in Indonesia. The researcher told them that she would distribute the material if they sat well. After the situation was under control, she greeted the students and distributed the material. She brought the new cover design and let the students choose which cover they wanted. All of them chose the new one.

The lesson began with the warming-up activity. The researcher distributed the material in the form of worksheets. The students had to put ticks in the names of places they knew and put crosses in the places they did not know. Because the instruction was clear for students to understand, they could do the exercise. To check their answers, the researcher asked, “Who knows *Bromo*?” The students who put a tick on *Bromo* should put their hands up. Then, the researcher asked the students from where they knew the places and they answered that they knew the places from the television. From that, the researcher could see that many students were familiar with the places.

The lesson was continued to the input section in FUN TWO. When looking at the texts, the students seemed interested. At this time, the researcher asked who knew *Toba Lake*, *Bromo*, *Borobudur*, or *Wakatobi*, and wanted to go there. Many of them put their hands up. Thus, she gave them some time to look at the texts about *Toba Lake*, *Bromo*, *Borobudur*, or *Wakatobi*. After that, the researcher continued to the next input about kinds of tourism sites and the examples of each site. From the examples, the students actually could guess the meaning of the tourist sites. However, some of them clarified it to the researcher, “*Miss, lake tuh danau bukan? Temple berarti candi? ....*” They just wanted to make sure that their guess was correct. The researcher also asked the students to add other examples if they knew.

After finishing the explanation, the researcher continued to the next input about singular and plural nouns. In this part, she gave some tips and many examples to make the students easily understand the input. The tips were that when they found the word ‘is’ they had to put ‘a’ or ‘an’ in the beginning, and they had to put ‘s’ in the back of the nouns when they found the word ‘are’. After the students understood the input, the researcher explained the following input related to the model of sentences which was usually used in the descriptive texts. It was easy for students to understand this input because it was similar with the previous input. The researcher then came to the next section.

In FUN THREE, the researcher told the students that they would be able to know the places by reading the texts. Before the students read the texts, the

researcher asked them to learn the words in the FUN THREE. Many of them did what the researcher said, while the rests read the texts or had a joke with their friends. At this time, the classroom was still under control because only a trouble maker came to the classroom, the other was absent. The researcher allowed them to ask the meaning of listed words if they did not know. Most students did not know the meaning of the words volcano, famous, reef, divers, great, deep, and view. After the students understood the meanings, the researcher read the texts aloud and all students enthusiastically repeated after her. When reading the texts, some students complained that it was quite hard for them to read some parts of the texts because some of the words were not printed well. To overcome the problem, the researcher then asked the students to tell her if they could not read the words. She wrote on the board the words or sentences which were not clearly printed. After reading the texts, she asked students whether or not they understood the texts. Most of them answered 'yes' because they were supported by their understandings of the meaning of the important words listed in FUN THREE.

In FUN FOUR, the students had to complete the exercise in pairs. The students were working in pairs with their friends sitting next to them. The exercise was to put the correct article for the given sentences. It was observed that most students were able to finish the exercise. There were no questions because the researcher gave the tips before they did the exercise. When checking their works, the researcher found that many students were able to answer five to seven numbers correctly. The only number which none of the students was able to answer correctly was number 6. All of them put 'a' as the answer, while the answer should be 'an'. This was because there was no such input. This was a mistake from the researcher, so she asked the students to omit the number. Another problem was related to the quantity of the exercise. There were eight items; so the students needed a lot of time to finish them. Related to the instructions, the students were able to understand the instructions.

The students wanted to have fun with the tongue twister. However, the researcher told them to do it after they had finished doing the exercise in FUN FIVE. The students agreed with that. Before the students did the exercise, the researcher explained how to do it. Some of them did the exercise seriously, while many other did the exercise having jokes with their friends and running around the classroom. They found difficulties in deciding which one was a noun and which one was an adjective. Therefore, they needed a long time to finish the exercise. They discussed the problem with their friends, and asked questions to the researcher when they were confused. After the students finished doing the exercise, the researcher and the students checked the answers. Many of them answered 5 to 7 numbers correctly. After checking, the researcher gave a time for students to have fun by doing the tongue twister. They enjoyed doing it.

The lesson was continued to FUN SIX. In this exercise, the students worked in pairs to match the names of places and the suitable descriptions. The instruction was quite clear and simple for students to understand so they were able to do the task after reading the instructions and looking at the example. They looked happy and enjoyed doing the task. They worked together with their partners in the pair works. They read the texts to find the right answers. The

problem observed by the researcher was that the space among items was so narrow that the connecting lines were messy and it was hard to see the connection.

The exercise in FUN SEVEN was related to reading comprehension. Here, the students had to find information in the texts to complete the provided charts. When doing the exercise, it was observed that students enjoyed it and seemed attracted to the charts. They got some difficulties to do the task, particularly for number 3. The chart in number 3 presented two texts and the items asked were more complicated than the other two. To handle the problem, they asked questions to other groups and the researcher. The researcher also observed that the colours of the charts were too dark so when the students filled in the charts using the pens, the letters were not clear to read.

Having finished doing the exercise in FUN SEVEN, the class had a break for 35 minutes for prayers. The class resumed at 12.15. In FUN EIGHT, the students worked individually to complete the exercise. They understood what they should do by reading the instructions and looking at the provided example. All students were observed as very enthusiastic and serious in filling in the blanks of the sentences and completing the crosswords. There was no problem doing the exercise because there were some provided answers which they could choose. The problem was that they said that some parts of the texts were not clearly printed. The researcher allowed them to mention the parts of the texts that were not clearly printed. After having checked the students' works, the researcher found that they were able to finish the exercise very well.

In FUN NINE, the students were asked to guess the names of places based on the descriptions. Here, there were some students who still remembered the content of texts so they did not look at the texts, while many others looked back at all the previous texts just to make sure that their guess was right or because they forgot the texts. Based on the observation, the students did not find any problem with the exercise nor with the instructions. They scanned the texts very well to find the answers. When the researcher checked their works, the results were good enough. Many of the students got four to five answers correct.

In FUN TEN, there were a compass and a map of Indonesia. The students were very curious with those. They asked the researcher "*Miss, ini apa? Kita suruh ngapain?*" The researcher asked the students to read the instructions together, and then she explained the compass. After that, the researcher showed the example. When the students began to work, they asked whether they should write the provinces or the tourism sites. The researcher then said they should write the tourism sites. The students worked individually. Some of them completed the exercise quickly, and many others needed longer time to think. They who finished first played with the tongue twister part. In general, they could finish the exercise. The students had finished the exercise and the time was also over.



### Vignette of Try-Out

Date : 12<sup>th</sup> April, 2012

Time : 11.00 – 11.40 and 12.15 – 12.45

Unit : *Let's Cook*

The second draft of this unit was tried out on April 12<sup>th</sup>, 2012. In the classroom, one student was absent, so there were 26 students participating in the tryout. The tryout began at 11.00. After seeing the researcher in the classroom, the students sat down and some of them greeted her. She greeted all students. The students asked the researcher, “*Miss, kita belajar apa hari ini?*” She answered, “Today we will learn about foods and drinks”. Knowing the topic, they looked very excited. When reading the title, they asked, “*Miss, kok judulnya Let's Cook, katanya kita belajar foods and drinks?*” She answered, “Yes, because we will learn how to make foods and drinks. *Kita akan belajar bikin makanan dan minuman*”.

After that, the researcher asked the students what their favourite foods and drinks were. They answered, “*Sate, Bakso, Mie, Jus, Milk, ....*” She then asked them to write down in their books their favourite foods and drinks. They were confused where they should write the foods and where they should write the drinks. The material only provided the numbers 1 to 4 to write down the words with no divisions for foods and drinks. The researcher told them that the left side was for foods and the right side for drinks. The students asked again, “*Miss, ini cuma boleh nulis dua ya? Gak boleh lebih?*” The researcher said that they could maximally write three foods and three drinks. After the students finished completing the exercise, she invited some students to read their favourite foods and drinks in front of the classroom. Many students wanted to come forward but the researcher only gave this occasion to three students.

The lesson was continued to the input section in FUN TWO. The researcher explained that there were two kinds of food and drink namely fresh and instant. The researcher gave the examples of each kind and asked the students to give more examples. It seemed easy for students to understand the input so the researcher continued to the following input. The input was related to the components they usually found in the food and drink serving suggestions, i.e. *materials, instructions, and cooking utensils*. The researcher gave more explanation on the instruction items. She thought that the students were not too familiar with the words in the instructions such as *pour, add, stir, mix*, etc. She explained the meaning of the words by giving some models. The students were able to understand the explanation.

After that, the lesson was continued to the next input. It was related to the instruction texts taken from food and drink packs. The researcher told them that they could find the texts on the food or drink packs. The researcher also told them that the headings for instructions were different in each pack such as *serving suggestions, cooking instructions, directions for use*, etc., but the meaning was the same which told the readers how to make the food. The students complained that some parts in the serving suggestion texts were not clearly printed so the

researcher allowed them to ask questions when they could not read the words. After that, the researcher explained how to construct a simple instruction. The researcher gave the formula and then, together with the students, tried to construct some simple instructions.

In FUN THREE, the researcher assisted the students to read the serving suggestions aloud. She asked them to be involved in the activity so that they were not confused with the texts because the texts were not clearly printed. At first, the researcher read the texts aloud and the students repeated after her. However, for the third text, the students wanted to try to read aloud by themselves and the teacher listened to them and corrected their pronunciations when there were mispronunciations. All of the students were enthusiastic to read the texts and asked the meaning of some words they did not know such as *approximately*, *slowly*, *according*, etc. Then, the researcher gave the students pronunciation practices of some words listed in FUN THREE. The researcher asked the students to repeat pronouncing these words such as *stir*, *sauce*, *onion*, *sugar*, etc., because they still mispronounced the words.

In FUN FOUR, the students, in pairs, had to complete the exercise of classifying the pictures of foods and drinks based on their kinds. They finished the exercise together by cutting, classifying, and sticking the pictures of foods and drinks on the provided sheet. The researcher observed that they did not find difficulties and enjoyed doing the exercise. The number of pictures was suitable for pair works so all students were busy and involved in completing the exercise. There was no problem related to the instructions of the exercise in FUN FOUR.

In FUN FIVE, the students still had to work in pairs to match the names of cooking utensils and the instructions with the pictures. Based on the observation, the example in the exercise was very helpful for students to do it. The students were able to do the exercise. They had recognized the words so they easily matched the words and the pictures. They did not look confused with the instructions.

After having finished doing FUN FIVE, the students continued to do FUN SIX. The exercise was about completing the table of words. In the exercise, the table contained some words of instructions and cooking utensils. As the students read the texts, they gave a tick in the right box in the table when they found the word in the texts. They were able to understand the instructions of the exercise after looking at the example and listening to the teacher's explanation. They eagerly tried to find the words in the texts together with their partners. In this exercise, the researcher found a problem related to the colour of the table which made the students not able to read the words in the table clearly. As a result, they asked questions to the researcher many times about the words to make sure whether or not they read them correctly.

The lesson was continued to FUN SEVEN. The exercise asked the students to arrange the words to make instructions. In this exercise, the students worked together with their partners in pair works. While they were doing this exercise, the students asked the researcher what they should do if there were no words about cooking utensils. The researcher explained that it was no problem because they did not need cooking utensils in creating instructions; they were only

additional information for the readers. After the students finished doing the exercise, the researcher could see that the results of their works were good. There was no problem for students to understand the instructions.

The class resumed at 12.15 after having a break for 35 minutes for prayers. In FUN EIGHT, the students still worked in pairs to complete the exercise dealing with their understanding of information in the serving suggestions. The students understood the instructions because they were familiar with the instructions. To make the instructions clearer, the researcher gave more explanation to the students. When doing the exercise, the students read the statements and checked them in the texts whether the statements were true or false. Almost all of the students looked excited and enthusiastic doing the exercise. Only some of them did the exercise while making jokes with their friends. The level of difficulty in the exercise was suitable for students. It was not too easy nor too difficult for the students to complete the exercise.

In FUN NINE, the students began to work individually. The exercise was related to finding pictures based on the cards. The researcher asked one student to come in front of the class to read the instructions. The student and the researcher then practiced to do the exercise to give an example. After all students understood the instructions, each student took a lottery to know what kinds of foods and drinks they should take. The students understood the kinds of foods and drinks so they were able to finish the exercise quickly and correctly. After they finished doing the exercise, the researcher gave them a time to do the tongue twister.

In FUN TEN, the students still worked individually. Before doing the exercise, they read the instructions and looked at the example. In this activity, all students did the exercise. They chose the suitable instructions for describing the pictures. The pictures could be clearly seen so there was no complaint from the students. After checking their works, the researcher found that they did the exercise well. Most of them answered three to five items correctly out of five.

FUN ELEVEN was the last exercise in this unit. The exercise was similar with that in FUN EIGHT. In this exercise, there were four questions which the students had to answer. The students needed to think hard to answer the questions because they worked individually. They could not share their difficulties with their friends. Some of them only asked the researcher whether or not the serving suggestions were used for a pack or a sachet.

# **APPENDIX J**

# **SOURCES**

## FIGURES IN CHAPTER II

- Figure 1: The Example of Realness of Materials  
(a private collection taken from *Yak's* magazine)
- Figure 2: The Example of Communicativeness of Materials  
(<http://www.google.com/imgres?imgurl=http://freakythursday.files.wordpress.com/2011/11/brosur-mlp-esplanade-front>)
- Figure 3: The Example of Naturalness of Materials  
(a private collection taken from *Narnia* film)
- Figure 4: The Example of Authentic Listening-Viewing Materials  
(a private collection taken from *Nutrilon* advertisement)
- Figure 5: The Example of Authentic Visual Materials  
(<http://www.google.com/imgres?imgurl=http://www.theblackandwhite.net/wp-content/uploads/2010/01/no-smoking->)
- Figure 6: The Example of Authentic Printed Materials  
(a private collection taken from *Yak's* magazine)
- Figure 7: The Example of Realia (Real Objects)  
(<http://www.google.com/imgres?imgurl=http://images5.fanpop.com/image/photos/30700000/Blair-Willows-in-blue-uniform->)
- Figure 8: The Example of Materials from Literature  
(a private collection taken from e-book of *Stories for Thinking Children* by Harun Yahya)
- Figure 9: The Example of Materials from Broadcast Media  
(<http://www.google.com/imgres?imgurl=http://wrchildrensprogramming.pbworks.com/f/1241460382/DoraPage.jpg>)
- Figure 10: The Example of Materials from Newspaper  
(a private collection)
- Figure 11: The Example of Materials from Advertisement  
(<http://www.google.com/imgres?imgurl=http://sphotos-a.xx.fbcdn.net/hphotos-> )
- Figure 12: The Example of Materials from Songs  
(a private collection taken from *Sing Along* song in *Thomas and Friends* series)
- Figure 13: The Example of Materials from Films  
(a private collection taken from *Barbie* film)
- Figures 14: The Examples of Materials from ICT  
([www.bbc.co.uk/schools/websites/4\\_11/index.shtml](http://www.bbc.co.uk/schools/websites/4_11/index.shtml))

- Figures 15: The Example of Materials from Leaflets  
(<http://www.google.com/imgres?imgurl=http://jazzuality.com/wp-content/uploads/2011/11/jazzforkids->)
- Figures 16: The Example of Materials from Manuals  
([http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/\\_vI6LGR352yE/TItSoJaK\\_5I/AAAAAAAAADI/eF6cKlkeUDY/s1600/paper\\_airplanes.jpg&imgrefurl=http://protrolling.blogspot.com/](http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/_vI6LGR352yE/TItSoJaK_5I/AAAAAAAAADI/eF6cKlkeUDY/s1600/paper_airplanes.jpg&imgrefurl=http://protrolling.blogspot.com/))
- Figure 17: The Example of Gap Filling Activity  
(<http://www.nourishinteractive.com/nutrition-education-printables/578-my-plate-healthy-tips-fill-in-the-blank-writing-activity>)
- Figure 18: The Example of Table Completing Exercise  
(Adapted from: <http://takethepen.wordpress.com/vocabulary>)
- Figure 19: The Example of Diagram Completing Activity  
(<http://gibboswondrousworld.blogspot.com/>)
- Figure 20: The Example of Predicting Activity  
([http://en.islcollective.com/worksheets/worksheet\\_page?id=28868](http://en.islcollective.com/worksheets/worksheet_page?id=28868))
- Figure 21: The Example of WH Questions Activity  
(Adapted from: [http://en.islcollective.com/worksheets/worksheet\\_page?id=27753](http://en.islcollective.com/worksheets/worksheet_page?id=27753))
- Figure 22: The Example of Yes-No and True-False Questions Activity  
([http://teaching-frenzy.blogspot.com/2009\\_03\\_01\\_archive.html](http://teaching-frenzy.blogspot.com/2009_03_01_archive.html))

## FIGURES IN THE MATERIALS UNIT 1 – 4

### UNIT 1

TV:

<http://www.google.com/imgres?imgurl=http://www.did.ie/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/u/e/ue22d5003bwxx-samsung-slim->

Spongebob:

<http://www.google.com/imgres?imgurl=http://stuffpoint.com/spongebob-square-pants/image/thumb/67299-spongebob-square-pants-spongebob-and->

Upin Ipin

<http://www.google.com/imgres?imgurl=http://syaifuddin.com/wp-content/uploads/2009/09/upinipin.jpg&imgrefurl=http://syaifuddin.com/2009/09/09/upin-ipin-dan->

Authentic Materials of TV Schedules:

The Jakarta Post Edition Thursday, January 19, 2012

Laptop si Unyil

[http://www.google.com/imgres?imgurl=http://feronix478.files.wordpress.com/2009/03/laptop\\_si\\_unyil.jpg&imgrefurl=http://feronix478.wordpress.com/2009/03/03/laptop-](http://www.google.com/imgres?imgurl=http://feronix478.files.wordpress.com/2009/03/laptop_si_unyil.jpg&imgrefurl=http://feronix478.wordpress.com/2009/03/03/laptop-)

Liputan 6 Siang

<http://www.google.com/imgres?imgurl=http://static.sctv.co.id/pictures/b-siang.jpg&imgrefurl=http://www.sctv.co.id/gallery/liputan-6->

Shaun the Sheep

[http://www.google.com/imgres?imgurl=http://samrobinson25.files.wordpress.com/2012/04/shaun\\_the\\_sheep\\_title.png&imgrefurl=http://samrobinson25.wordpress.com/tag/](http://www.google.com/imgres?imgurl=http://samrobinson25.files.wordpress.com/2012/04/shaun_the_sheep_title.png&imgrefurl=http://samrobinson25.wordpress.com/tag/)

Dora the Explorer

[http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/-iCrk\\_4cSJf4/UGIShvCOJKI/AAAAAAAAAKns/nG0xXI4o3w0/s640/DoraPage.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/-iCrk_4cSJf4/UGIShvCOJKI/AAAAAAAAAKns/nG0xXI4o3w0/s640/DoraPage.jpg&imgrefurl=)

### UNIT 2

Wood arrow icon

[http://www.google.com/imgres?imgurl=http://image.shutterstock.com/display\\_pic\\_with\\_logo/844213/103718489/stock-vector-wood-arrow-icon-](http://www.google.com/imgres?imgurl=http://image.shutterstock.com/display_pic_with_logo/844213/103718489/stock-vector-wood-arrow-icon-)

National archives picture

[http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/thumb/9/9f/National\\_Archives\\_of\\_Indonesia.jpg/220px-](http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/thumb/9/9f/National_Archives_of_Indonesia.jpg/220px-)

National museum picture

<http://www.google.com/imgres?imgurl=http://touristspot.ruvenga.com/wp-content/uploads/2011/05/national-museum->

Subak museum picture

<http://www.google.com/imgres?imgurl=http://www.balisurfadvisor.com/placesinterest/images/subakmuseum->

Authentic Materials of Brochures:

The Jakarta Post, Thursday, January 19, 2012

Girl with veil

[http://www.google.com/imgres?imgurl=http://th04.deviantart.net/fs70/150/i/2011/183/9/1/a\\_physicist\\_muslimah\\_by\\_malfiensy-d3kqaww.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://th04.deviantart.net/fs70/150/i/2011/183/9/1/a_physicist_muslimah_by_malfiensy-d3kqaww.jpg&imgrefurl=)

Conan

<http://www.google.com/imgres?imgurl=http://www.amixstream.net/wp-includes/images/shows/4.jpg&imgrefurl=>

Nobita

[http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/\\_QiUnJZLoaWE/Sq4TBFnusOI/AAAAAAAAABUc/Yli69BFB7fw/s400/nobita.gif&imgrefurl=](http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/_QiUnJZLoaWE/Sq4TBFnusOI/AAAAAAAAABUc/Yli69BFB7fw/s400/nobita.gif&imgrefurl=)

Three people

[http://www.google.com/imgres?imgurl=http://i.istockimg.com/file\\_thumbview\\_aprove/14515568/2/stock-illustration-14515568-white-young-mother-and-kids-cartoon-illustration.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://i.istockimg.com/file_thumbview_aprove/14515568/2/stock-illustration-14515568-white-young-mother-and-kids-cartoon-illustration.jpg&imgrefurl=)

### UNIT 3

Boy on a plane

<http://www.google.com/imgres?imgurl=http://us.123rf.com/400wm/400/400/lenm/lenm1101/lenm110100121/8614147-illustration-of-a-little-boy-operating-a-plane-on-atrip->

Wakatobi

[http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/\\_erLSj7brYSI/T40pF10oHFI/AAAAAAAAAAnc/Ne4IMKNkwt4/s1600/IMG\\_9419.JPG&imgref](http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/_erLSj7brYSI/T40pF10oHFI/AAAAAAAAAAnc/Ne4IMKNkwt4/s1600/IMG_9419.JPG&imgref)



Borobudur

[http://www.google.com/imgres?imgurl=http://2.bp.blogspot.com/\\_ewiXaQDaG5Q/TAUSISjtCSI/AAAAAAAAAB8/xDNfwS3GLH4/S660/borobudur.jpg&imgrefurl=http://toborobu](http://www.google.com/imgres?imgurl=http://2.bp.blogspot.com/_ewiXaQDaG5Q/TAUSISjtCSI/AAAAAAAAAB8/xDNfwS3GLH4/S660/borobudur.jpg&imgrefurl=http://toborobu)

Toba

<http://www.google.com/imgres?imgurl=http://ilove-indonesia.com/wp-content/uploads/2010/11/lake-toba-overview.jpg&imgrefurl=http://ilove-indonesia.com/category/toba-lake-danau->

Bromo

[http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/\\_irBwQaQNOcs/TkYkoHGP0gI/AAAAAAAAACY/7uUm2Wa8NGA/s1600/gunung%252Bbro](http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/_irBwQaQNOcs/TkYkoHGP0gI/AAAAAAAAACY/7uUm2Wa8NGA/s1600/gunung%252Bbro)

Authentic Materials of Descriptive Texts:

C'nS Junior Kid Magazine Edition 89 Vol. VIII February 2011

Boy with a cap

<http://www.google.com/imgres?imgurl=http://estinsapen.files.wordpress.com/2010/08/kartun-siswa2.jpg&imgrefurl=http://irfanivan.blogspot.com/>

Compass

[http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/id/thumb/f/f0/Mata\\_angin.jpg/200px-Mata\\_angin.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/id/thumb/f/f0/Mata_angin.jpg/200px-Mata_angin.jpg&imgrefurl=)

Three people

[http://www.google.com/imgres?imgurl=http://i.istockimg.com/file\\_thumbview\\_aprove/14515568/2/stock-illustration-14515568-white-young-mother-and-kids-cartoon-illustration.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://i.istockimg.com/file_thumbview_aprove/14515568/2/stock-illustration-14515568-white-young-mother-and-kids-cartoon-illustration.jpg&imgrefurl=)

Map of Indonesia

[http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/\\_Suv8MCxXSrU/UAl1Wg0nbLI/AAAAAAAAABjg/ngIQY25P4xA/s1600/peta-indonesia.gif&imgrefurl=](http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/_Suv8MCxXSrU/UAl1Wg0nbLI/AAAAAAAAABjg/ngIQY25P4xA/s1600/peta-indonesia.gif&imgrefurl=)

## UNIT 4

Jelly

[http://www.google.com/imgres?imgurl=http://www.mathmos.com/images/D/jelly\\_light\\_red.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://www.mathmos.com/images/D/jelly_light_red.jpg&imgrefurl=)

Fried noodle

[http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/\\_378S1j7rMIc/T2XUYpB\\_7SI/AAAAAAAAAEo/4A-Epl0grFw/s1600/goreng.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/_378S1j7rMIc/T2XUYpB_7SI/AAAAAAAAAEo/4A-Epl0grFw/s1600/goreng.jpg&imgrefurl=)

Coffee

[http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/4/45/A\\_small\\_cup\\_of\\_coffee.JPG&imgrefurl=](http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/4/45/A_small_cup_of_coffee.JPG&imgrefurl=)

Tea

[http://www.google.com/imgres?imgurl=http://jamieonline.files.wordpress.com/2011/03/tea\\_cup\\_small.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://jamieonline.files.wordpress.com/2011/03/tea_cup_small.jpg&imgrefurl=)

Eating girl

[http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/\\_bLqIgbPVs9g/TTPcWspGoQI/AAAAAAAAALo/TOMs4QsR44s/s1600/pola%2Bmakan%2Bkartun.jpg&imgrefu](http://www.google.com/imgres?imgurl=http://3.bp.blogspot.com/_bLqIgbPVs9g/TTPcWspGoQI/AAAAAAAAALo/TOMs4QsR44s/s1600/pola%2Bmakan%2Bkartun.jpg&imgrefu)

Authentic Materials of Serving Suggestion Texts:

Tong Tji pack, Kapal Api pack, Mie Goreng Sedap pack, Nutrijell pack

Strawberry juice

[http://www.google.com/imgres?imgurl=http://happydietitian.files.wordpress.com/2012/02/strawberry\\_juice.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://happydietitian.files.wordpress.com/2012/02/strawberry_juice.jpg&imgrefurl=)

Coca cola

<http://www.google.com/imgres?imgurl=http://files.doobybrain.com/wp-content/uploads/2008/03/new-coca-cola-bottle.jpg&imgrefurl=>

Mineral water

<http://www.google.com/imgres?imgurl=http://bungcikal.files.wordpress.com/2010/03/botol-air-mineral.jpg&imgrefurl=>

Sosro jasmine tea

Private Collection

Cup noodles

Private Collection

Soup

[http://www.google.com/imgres?imgurl=http://2.bp.blogspot.com/\\_922uDxu2Kng/Sjtm3LgUjOI/AAAAAAAAAOs/9G4E6sSueR0/s320/Sop%2B1.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://2.bp.blogspot.com/_922uDxu2Kng/Sjtm3LgUjOI/AAAAAAAAAOs/9G4E6sSueR0/s320/Sop%2B1.jpg&imgrefurl=)

Burger

[http://www.google.com/imgres?imgurl=http://sphotos-a.xx.fbcdn.net/hphotos-ash3/c48.0.403.403/p403x403/532906\\_10151541477969106\\_270899813\\_n.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://sphotos-a.xx.fbcdn.net/hphotos-ash3/c48.0.403.403/p403x403/532906_10151541477969106_270899813_n.jpg&imgrefurl=)

Pulpy orange

[http://www.google.com/imgres?imgurl=http://202.67.224.133/pdimage/31/3940731\\_pulpy-orange.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://202.67.224.133/pdimage/31/3940731_pulpy-orange.jpg&imgrefurl=)

Satai

<http://www.google.com/imgres?imgurl=http://www.indonesiandishes.com/wp-content/uploads/2012/08/sate-ayam.png&imgrefurl=>

Fried Chickens

<http://www.google.com/imgres?imgurl=http://4.bp.blogspot.com/-l60UJWUX6jo/UK9Hrx7LaEI/AAAAAAAAABQ/yGgA4EVmvEw/s320/Ayam-Goreng.jpg&imgrefurl=>

Jelly Pack

Private Collection

Stir

<http://www.google.com/imgres?imgurl=http://www.dreamstime.com/stir-coffee-thumb13812370.jpg&imgrefurl=>

Boil the water

[http://www.google.com/imgres?imgurl=http://indianapublicmedia.org/amomentofscience/files/2010/10/220\\_boilingpan-940x626.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://indianapublicmedia.org/amomentofscience/files/2010/10/220_boilingpan-940x626.jpg&imgrefurl=)

Put the tea bag

<http://www.google.com/imgres?imgurl=http://tatyalfiah.files.wordpress.com/2009/12/tea-bag-in-cup.jpg&imgrefurl=>

Pour the water

<http://www.google.com/imgres?imgurl=http://www.colourbox.com/preview/1934031-452018-pour-water-from-a-jug-into-a-glass.jpg&imgrefurl=>

Add the sugar

[http://www.google.com/imgres?imgurl=http://2.bp.blogspot.com/\\_GziPPnUselo/Son63YYdcaI/AAAAAAAAAGGM/Qjo9SyMalvg/s400/IMG\\_2788.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://2.bp.blogspot.com/_GziPPnUselo/Son63YYdcaI/AAAAAAAAAGGM/Qjo9SyMalvg/s400/IMG_2788.jpg&imgrefurl=)

Glass

[http://www.google.com/imgres?imgurl=http://eofdreams.com/data\\_images/dreams/glass/glass-04.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://eofdreams.com/data_images/dreams/glass/glass-04.jpg&imgrefurl=)

Bowl

<http://www.google.com/imgres?imgurl=http://1.bp.blogspot.com/-elKhJoTaZhE/TsbsRHfROQI/AAAAAAAAADmM/WdpQjAmw0sw/s640/duralex-bowl-medium.jpg&imgrefurl=>

Pan

[http://www.google.com/imgres?imgurl=https://bluecashewkitchen.com/shop/images/T/6716\\_18\\_20CoveredSaucePan.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=https://bluecashewkitchen.com/shop/images/T/6716_18_20CoveredSaucePan.jpg&imgrefurl=)

Cup

[http://www.google.com/imgres?imgurl=http://www.ikea.com/sg/en/images/products/ikea--coffee-cup-and-saucer\\_09387\\_PE085875\\_S4.jpg&imgrefurl=](http://www.google.com/imgres?imgurl=http://www.ikea.com/sg/en/images/products/ikea--coffee-cup-and-saucer_09387_PE085875_S4.jpg&imgrefurl=)

Spoon

<http://www.google.com/imgres?imgurl=http://iblogwhatihear.com/wp-content/uploads/2010/01/spoon.jpg&imgrefurl=>

Healthi mie

Private Collection

Tong Tji

Private Collection

Good Day

Private Collection