DEVELOPING ENGLISH WRITING MATERIALS FOR THE EIGHTH GRADE STUDENTS OF SMP N 6 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/ 2013

A THESIS

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

By.

Saila Makwatul Amrina

NIM 09202241064

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2013

APPROVAL PAGE

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A Thesis

By:

Saila Makwatul Amrina

NIM 09202241064

Approved on August 27th, 2013

Consultant

Dra. Jamilah, M.Pd.

NIP. 1963010 3198803 2 002

RATIFICATION

DEVELOPING ENGLISH WRITING MATERIALS FOR THE EIGHTH GRADE STUDENTS OF SMP N 6 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/ 2013

A Thesis

By:

Saila Makwatul Amrina

NIM 09202241064

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

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Yogyakarta, September 2013

Faculty of Languages and Arts

Yogyakarta State University

Dean

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1001

PERNYATAAN

Yang bertanda tangan di bawah ini, Saya:

Nama	:	Saila Makwatul Amrina
NIM	:	09202241064
Prodi	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni
Judul Skripsi	:	*"Developing English Writing Materials for the Eighth Grade Students of SMP N 6 Yogyakarta in the Academic Year of 2012/ 2013"*

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

Yogyakarta, Agustus 2013

Penulis

Saila Makwatul Amrina

NIM 09202241064

DEDICATIONS

This thesis is fully dedicated to:
my beloved father, Ahmad Mujiran
and
my beloved mother, Siti Badriyah

MOTTO

"Only a life lived for others is a life worthwhile"

Albert Einstein

ACKNOWLEDGEMENTS

All praises be to Allah, the Most Gracious and the Most Merciful that I could finally finish writing this thesis. My high appreciation and gratitude are adressed to my consultant, Dra. Jamilah, M.Pd. who has given me valuable support, encouragement and suggestions in the process of writing this thesis. Thank you for sharing with me your knowledge and experiences. My gratitude also goes to the reviewers of the developed materials, Drs. Suharso, M.Pd. and Lusi Nurhayati, M.App.Ling. for careful reading of the draft of the materials and their constructive feedback at the stage of the materials development.

I would like to thank all my lecturers at English Education Department of Yogyakarta State University for their guidance and encouragement over many years. All of them brought enlightenment in my life. I would also thank the English teacher of eighth grade students of SMP N 6 Yogyakarta, G. Erna Janu Prawati, S.Pd , and all of eighth grade students of SMP N 6 Yogyakarta who have worked with me in completing this thesis. They have been very cooperative.

Many thanks are for my friends in PBI D UNY 2009 (Gallis, Satrio, Icha, Iqlima, Silvi, Jo, Aprida, Dwi, Dzaky, Farindo, Izma, Afi, Lia, Melisa, Rindy, Nyta, Neni, Fatoni, Mba Tyo, Teddy, Thomas, Vicko, Aji, Windy, Sevy, Zeny and Ve) for being wonderful friends. It is very nice to meet you all. Many thanks are also for my friends in UKM Karate Inkai UNY for being a very warm family. Then I would like to express my gratitude to my parents, my grand parents and my sister for their endless love, support and prayers. I would also thank Arif Setiawan for being a nice brother. Thank you for always showing me about how to respect life.

Finally, I would thank Avif Roy Rahman for his time, support and encouragement. Thank you for sharing with me your world and your great dreams.

Yogyakarta, August 2013

Saila Makwatul Amrina

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By:
Saila Makwatul Amrina
09202241064

Abstract

The objectives of this study are to identify the learners' needs of the eighth grade students of SMP N 6 Yogyakarta in learning writing and to develop writing materials that are appropriate for the students.

This study is categorized into Research and Development (R&D). The subjects of the study are the eighth grade students of SMP N 6 Yogyakarta in the academic year of 2012/ 2013. The instruments of the study are questionnaires and interview guidelines. The data from the questionnaires was analyzed quantitatively using descriptive statistics while the data from the interviews was analyzed qualitatively using the data analysis model proposed by Miles and Huberman in Sugiyono (2012) that are data reduction, data display, and making conclusion. This study was conducted by following the model of Research and Development stages by Gall, Gall and Borg (2003) combined with the stages of materials development by Jolly and Bolitho in Tomlinson (1998) with several modifications. The steps of the study were identification of needs for materials, planning, developing the materials, reviewing the materials, evaluating the materials, conducting a try-out, and writing the final draft of the materials.

There are two findings obtained in this study based on the research questions. First, based on the result of needs analysis, the students need writing materials that cover process-based approach activities and meet their needs. Second, there are three units that were developed in this study. The developed materials are considered applicable and appropriate since the mean scores of the evaluation questionnaire range from 2,94 to 3,39 (four point likert scale) that are categorized as good and very good.

CHAPTER I
INTRODUCTION

A. Background of the Study

As a major international language, English has a significant role in global communication. Proficiency in spoken and written English enables people to communicate and participate in international context. Productive skills including speaking and writing skills become the most important skills required by people to contribute in international context. In recent years, written communication is developing continually so that writing skills are becoming crucial needs in global communication. Bachani (2006) also suggests that writing is like speech that has been considered as a powerful mode of communication. As proof, writing skills are used extensively in higher education and in workplaces. Nowadays, professional communication like proposals, memos, reports, applications, and e-mails requires writing skills. In the curriculum applied in Indonesia, writing skills also have an equal position with speaking skills. The government expects that the students can develop both oral and written communication skills equally (*Depdiknas 2006*). It is obvious that writing skills are important to be learned in English language learning. Students have to master writing skills, because they need them for their academic and occupational purposes.

Despite its important role in global communication, writing is not an easy task for students. Producing a fluent piece of writing is probably the most difficult task that should be done in a language. Luchini (2003) finds out that the majority of language learners consider the writing skill as one of the most challenging

linguistic abilities to foster. Teachers of writing often hear their students complain of uncertainty about how to express themselves in writing. Writing requires the students to express their ideas in well structured written texts. In transforming all of their ideas into writing forms, the students should consider many things such as the ideas, the organization of the texts, cohesiveness and coherence of the texts, the grammatical structures, mechanics and also the choice of words.

In line with the fact that writing is difficult to be mastered, based on the observation during the researcher's teaching practice on July 2nd – September 5th, 2012 in SMP N 6 Yogyakarta, the eighth grade students of SMP N 6 Yogyakarta had difficulties in learning writing. The students found writing as a difficult and complicated activity. Firstly, most of the students were blocked to generate ideas. It was difficult for them to find what they were going to say in their writing. Secondly, they tended to make mistakes in using grammatical rules and mechanics. Thirdly, they were also observed to have poor participation in their learning. Those problems impeded them to achieve the learning objectives.

Among other aspects in a teaching learning process, materials have the most important role in facilitating the students to achieve the learning objectives. They become the main component that contributes to the learning activities. They should always meet the students' needs. Appropriate materials will facilitate the students to achieve the learning objectives. Related to the problems faced by the students above, activities in process-based approach to teaching writing including pre-writing/ planning, drafting, editing and finally producing final works are very potential to overcome the problems. Brown (2001: 335) claims that the process-

based approach is advantageous to students in language learning because in this approach, students are the creators of language, they need to focus on content and messages, and their own intrinsic motives are valued. Language skills are best learned when learners have their own intrinsic motives. It will encourage students to learn by being active participants rather than by passively absorbing information. Moreover, Raimes (1983: 10) indicates that in the process-based approach, students explore their own topics through writing. Brown (2000: 348) also states that pre-writing stage in process-based approach encourages the generation of ideas. In addition, in editing stage, as Tangpermpoon (2008) explaines, the students can reflect and improve their writing by employing peer feedback or teacher review.

That is why, to help the eighth grade students of SMP N 6 Yogyakarta overcome their difficulties in learning writing, adding the classroom activities covering writing process that are pre-writing/ planning, drafting, editing, and producing final works for the students will be helpful. They will learn to generate and develop their own ideas in pre-writing/ planning stage, reflect and revise unappropriate mechanics and grammatical mistakes in their works in editing stage and in the same time improve their participation.

Unfortunately, these kind of classroom activities have not been covered in their materials. Since the problems faced by the students above were problems that commonly exist in the teaching writing process in eighth grade classes of SMP N 6 Yogyakarta, it will be the best solution if the teacher provides additional source of writing materials for the eighth grade students that cover process-based

approach activities. However, it is very rare to find writing materials that also cover process approach activities in the market and the teacher also did not have enough time to develop her own materials since she had to teach six classes with a very strict schedule.

Based on the background of the problem above, the researcher was motivated to conduct a study on developing writing materials for the eighth grade students of SMP N 6 Yogyakarta. The main purpose of the study is to develop writing materials that accomodate the students' needs and overcome their difficulties in learning writing.

B. Identification of the Problem

Based on the background of the study above, it can be identified some problems as follows:

1. Since global written communication is developing continually, writing skills are becoming crucial needs in global communication. Professional communication like proposals, memos, reports, applications, and e-mails requires writing skills. Despite its important role in global communication, many students find writing difficult to be mastered. The students find writing as a complicated activity since they have to express their ideas in well structured written texts by considering the ideas, the organization of the texts, cohesiveness and coherence of the texts, the grammatical structures, mechanics and also the choice of words.

2. Writing is a difficult and complex activity for most students including the eighth grade students of SMP N 6 Yogyakarta. The eighth grade students had difficulties in generating ideas and tended to make mistakes in using grammatical rules and mechanics. They were also observed to have poor participation in their learning.
3. Learning activities in a process-based approach to teaching writing including pre-writing/ planning, drafting, editing and producing final works have positive effects for students in generating ideas, correcting grammatical mistakes and unappropriate mechanics and also improving the students' participation. Those activities can be very potential to overcome difficulties faced by the eighth grade students of SMP N 6 Yogyakarta in learning writing. However, those activities have not been covered in their classroom activities.
4. Since the problems faced by the students above were problems that commonly exist in the teaching writing process in eighth grade classes of SMP N 6 Yogyakarta, it will be the best solution if the teacher provides additional source of writing materials for the eighth grade students that cover process-based approach activities but the teacher found it difficult to find the materials that suit the students'needs in the market and also did not have sufficient time to develop her own materials.

C. Problem Limitation

The study focuses on developing writing materials for the eighth grade students of SMP N 6 Yogyakarta. The materials are expected to be able to meet the students'needs and overcome their difficulties in learning writing.

D. Problem Formulation

The formulation of the problem concentrate on the following research questions:

1. What are the learners' needs of the eighth grade students of SMP N 6 Yogyakarta in learning writing?
2. What writing materials are appropiate for the eighth grade students of SMP N 6 Yogyakarta?

E. The Objectives of the Study

The objectives of this study are as follows:

1. To identify the learners' needs of the eighth grade students of SMP N 6 Yogyakarta in learning writing.
2. To develop writing materials that are appropiate for the eighth grade students of SMP N 6 Yogyakarta.

F. Significance of the Research Study

1. Theoretical Significance

a. The study provides information on the issues of teaching writing problems.

b. The result of this study provides some insights about developing materials for teaching writing skills.
c. The result of the study can be used as a reference for future researchers who want to conduct studies in English teaching-learning context.

2. Practical Significance

a. The result of the study is expected to be able to provide appropiate writing materials for the eighth grade students of SMP N 6 Yogyakarta so they can overcome their difficulties in their learning.
b. The result of the study facilitates the teacher of eighth grade students of SMP N 6 Yogyakarta to teach writing so the learning objectives can be achieved.
c. The result of the study can be used as a reference to provide appropiate writing materials for the students who have similar characteristics and difficulties in learning writing with the eighth grade students of SMP N 6 Yogyakarta.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

1. Teaching English Writing in Junior High Schools

a. Principles in Teaching Writing

Brown (2000: 346-348) points out that in teaching writing, there are some principles for designing the technique. A teacher should consider the principles in designing the writing classroom activities. The principles are explained below.

1) Incorporate practices of "good" writers

Brown suggests to incorporate the various things that efficient writers do in designing the technique. For examples, good writers:

a) focus on a goal or a main idea in writing.

b) perceptively gauge their audience.

c) spend more time (but not too much) planning to write.

d) easily let their first ideas flow onto the paper.

e) follow a general organizational plan as they write.

f) solicit and utilize feedback on their writing.

g) are not wedded to certain surface structures.

h) revise their work willingly and efficiently.

i) patiently make as many revisions as needed.

2) Balance process and product

Brown stresses that beside focusing on the final product that the students produce, because writing is a composing process and usually requires multiple

drafts before an effective product is created, making sure that students are carefully led through appropiate stages in the process of composing is very important.

3) Account for cultural/ literary background

If there are some apparent contrasts between students'native traditions and English rhetoric, the technique should help the students to understand and be accustomed to the use of acceptable English rhetoric.

4) Connect reading and writing

Students can gain important insights about how they should write and about the subject matter that may become the topic of their writing by reading and studying a variety of relevant types of texts.

5) Provide as much authentic writing as possible

The teacher can provide authentic writing in the classroom by asking the students to share their writing with other students, to publish a class newsletter, to write to people outside of the class and so on.

6) Frame your techniques in terms of pre writing, drafting and revising stages.

Pre-writing stage encourages the generation of ideas, the drafting and revising stages are the core of process writing. In this stage, the students make some necessary revisions and improve their drafts to produce the final version.

b. Microskills of Writing

Brown (2001) considers that writing is indeed an umbrella skill that covers many micro skills. In teaching writing, the teacher should train the students to

build those microskills. Brown (2001: 342) points out 12 microskills of writing. They are presented below.

Microskills of Writing
1) Produce graphemes and orthographic patterns of English.
2) Produce writing at an efficient rate of speed to suit the purpose.
3) Produce an acceptable core of words and use appropiate word order patterns.
4) Use acceptable grammatical systems (e.g. tenses, agreement, pluralization), patterns and rules.
5) Express a particular meaning in different grammatical forms.
6) Use cohesive devices in written discourse.
7) Use the rhetorical forms and conventions of written discourse.
8) Appropiately accomplish the communicative functions of written texts according to forms and purposes.
9) Convey links and connections between events and communicate such relations as main ideas, supporting ideas, new information, given information, generalization and exemplification.
10) Distinguish between literal and implied meanings when writing.
11) Correctly convey culturally specific references in the context of the written text.
12) Develope and use a battery of writing strategies, such as accurately assesing the audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

c. The Roles of Teachers in Teaching Writing

Teachers have to be always responsible for playing appropiate roles in teaching. In teaching writing, there are some roles of the teachers that are especially important. Harmer (2001: 261-262) explaines those roles as follows.

1) Motivator

One of teachers' roles in teaching writing is motivating the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

2) Resource

The teachers should be ready to provide information and language whenever it is necessary. The teacher should also be ready for looking at the students' works as it progesses, offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

Teachers should respond positively and encouragingly to the content of what the students have written. The teachers should also give constructive corrections to the writing.

d. Approaches to Teaching Writing

Recently, there are two approaches to teaching writing that are mostly applied in English language teaching. They are genre-based approaches and process-based approaches. They are explained below.

1) Genre-based approach

Hyland (2003: 21) defines the notion of "genre" as abstract, socially recognized ways of using language which are purposeful communicative activities employed by members of particular discourse community. Hammond and Derewianka (2001) in Tangpermpoon (2008 : 5) define the genre-based approach as the way to language and literacy education that combines an understanding of genres and genres teaching together in the writing class**.** The genre-based approach considers writing as a social and cultural practice. Munice (2002) in Hasan and Akhnand (2010: 81) points out that the genre-based approach

emphasize more on the readers and on the conventions that a piece of writing needs to follow in order to be succesfully accepted by its readership. The focus would be the language and discourse features of particular texts and the context in which the text is used. The four stages of the teaching–learning cycle in genre-based approach from Hammond et al (1992) are illustrated below.

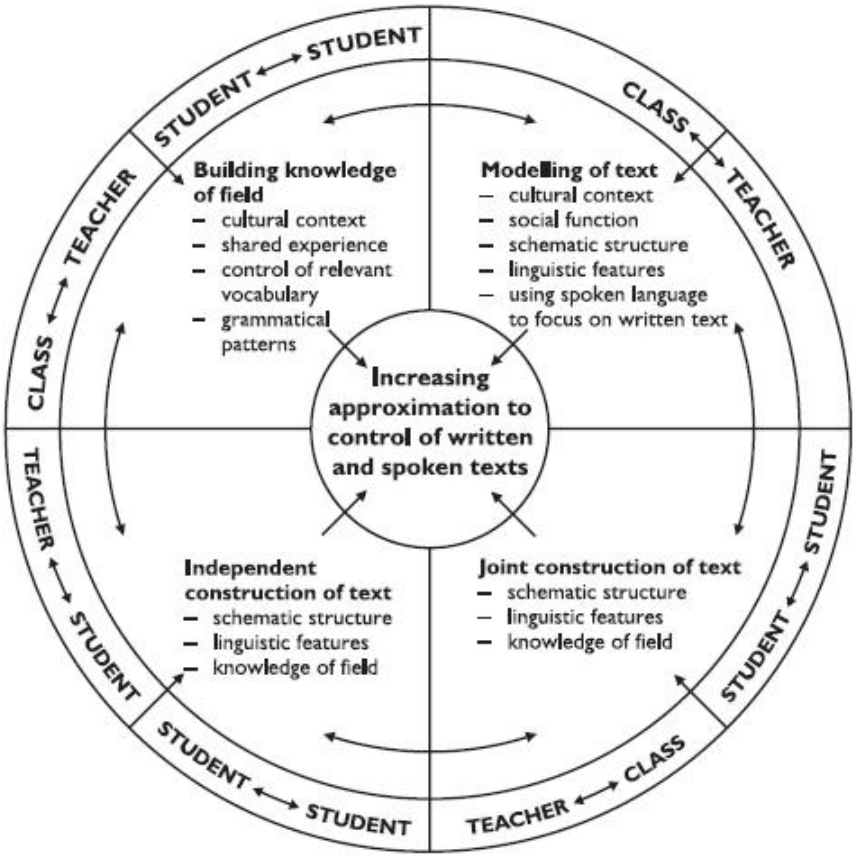

Figure 1: **Teaching–learning cycle in genre-based approach by Hammond et al. (1992)**

The stages in the figure above are explained as follows.

a) Stage 1- Building knowledge of field

Hyon (1996: 704) cited Hammond et al. (1992) mentions that this stage aims to develop students' knowledge of the social context topic of the genre.

Kongpetch (2006: 11) explaines that in this stage the teacher may prepare a range of written and graphic materials for the students both as motivation and as a starter kit before they start to write their own texts about the topic.

b) Stage 2– Modelling of the text

Kongpetch (2006: 11) points out that the purpose of this stage is to explicitly teach students the generic structure and grammatical features of the exposition so that they became aware of how it is structured to achieve its purpose. Hyon (1996: 704) cited Cope and Kalantzis (1993) also mentions that this stage involves teacher-led presentation of text types and their various features, including what the texts are for (functions), how the information in the text is organized (schematic struture) and aspects of the way the text speaks (lexico-grammatical features).

c) Stage 3 – Joint construction of the text

Hyon (1996: 704) cited Lern (1990) explaines the joint negotication stage involves a negotiating between the teacher and the class in which the teacher acts as a scribe for the class group and shapes the students'contributions into a text which approximates to the genre under focus. Kongpetch (2006: 13) explaines this stage provides students with a first-hand experience to develop the text.

d) Stage 4 – Independent construction of the text

Kongpetch (2006: 13) states that the purpose of this stage was to enable students to practice their writing skills and demonstrate their understanding of the genre exposition. In this stage, the students are given an opportunity to construct an instance of the genre on their own.

The genre-based approach is incrisingly used in writing classrooms due to having certain strengths. Tangpermpoon (2008: 6) suggests the focus of writing in this approach aiming to integrate the knowledge of a particular genre and its communicative purposes help the students to produce their written products to communicate to others in the same discourse community succesfully. Learning specific genre construction can be considered as a way to help the students come up with appropiate actual writing in their life outside the classroom. It also increases learners' awareness of writing convention as organization, forms, and genres.

The negative side of the genre-based approach, as suggested by Swales (2000) in Hasan and Akhnand (2010), is that it over-focuses on the readers while paying less attention to learners' expression. Another weakness, as Caudery (1998) in Norhisham and Shahrina (2006) points out, is that the approach may not require students to express their own ideas or may be too dependent on the teacher finding suitable materials as models. It could thus become counter-productive. Tribble (1996) in Bradley (2000) stress that the overdependence on the teacher and examples could potentially result in the slavish imitation. Indeed, a criticism of genre-based approach is that it does not raise students' awareness of how complex writing process is.

2) Process-based approach

Harmer (2004: 4-6) defines writing process as the stages a writer goes through in order to produce something in its final written form. The process-based approach focuses on how a text is written instead of the final outcome. Harmer (2001: 257) points out that when a teacher advocates a process- based approach to teaching writing, they pay attention to the various stages that any piece of writing goes through by spending time with the learners on pre-writing, editing, redrafting and finally publishing their works. Teachers can enable learners to explore their thoughts and develop their own writing by using those steps. The stages of the writing process from Tribble (1996) are ilustrated below.

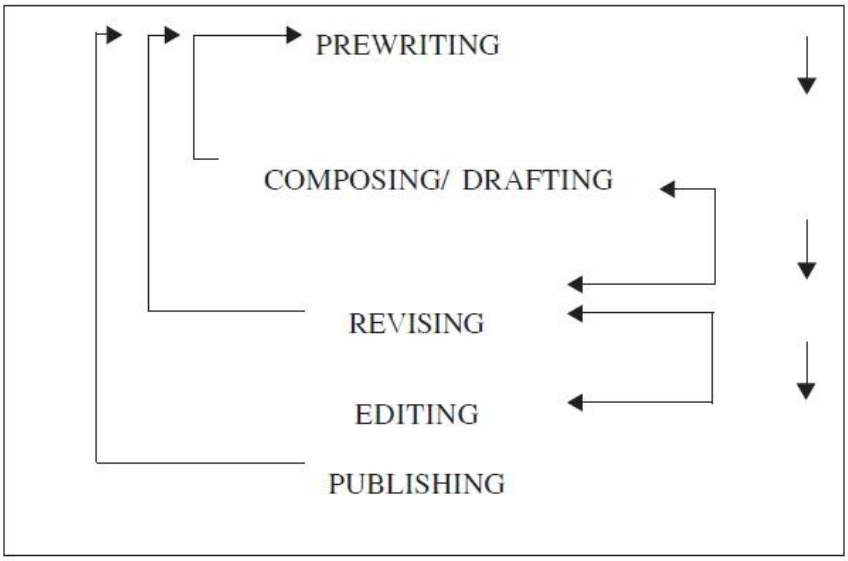

Figure 2: **Process Writing by Tribble (1996)**

The stages in the figure above are explained by Tangpermpoon (2008) as follows:

a) Pre-writing

In this stage, teachers will provide a writing task and help the students to generate vocabulary and ideas by applying a number of strategies in class namely

brainstorming, clustering, discussion, and so on without concern about correctness or appropriateness in the first stage of writing.

b) Composing/ Drafting

In this stage, the learners will use vocabulary and ideas which they have got from the previous stage to express what they want to convey in their writing.

c) Editing

In this writing stage, learners will receive comments from real audiences which can be a writing teacher or their peers and move on to new ideas in another draft. Based on the comments of their teachers and their peers, learners will modify their previous drafts by revising, adding, and rearranging ideas.

d) Publishing

In the final stage when the students have edited their drafts by making appropiate revisions, they produce the final version.

O'Brien, 2004 in Tangpermpoon (2008: 4) defines the concept of the process-based approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. This approach aims to get to the heart of the various skills that should be employed when writing. Brown (2001) explaines in this approach the students are seen as creators of language, they focus on the content and the message, and their own individual intrinsic motives are put at the center of learning. So it gives students greater responsibility for, and ownership of, their own learning. The process approach helps students write better by aiding them in the actual process of writing. Besides, process approach also provides the students the following

advantages (Shih in Brown, 2001): (1) focus on the process of writing that leads to the final written product; (2) help student writers to understand their own composing process; (3) help them to build repertoires of strategies for pre-writing, drafting, and rewriting; (4) give students time to write and rewrite; (5) place central importance on the process of revision; (6) let students discover what they want to say as they write; (7) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intentions; (8) encourage feedback from both the instructor and peers; (9) include individual conferences between the teacher and the student during the process of composition.

While the limitation of process approach, as Badger and White (2000) explain, is that this approach has a somewhat monolithic view of writing. Writing is seen as involving the same process regardless of the target audience and the content of the text. The process approach seems to narrowly focus on the skills and processes of writing in the classroom itself and as a result, it fails to take into account the social and cultural aspects that have an impact on different kinds of writing (Atkinson, 2003). Badger and White (2000) also point out that process-based approach gives insufficient importance to the kind of texts writers produce and why such texts are produced and that it offers students insufficient input, particularly in terms of linguistic knowledge, to write successfully.

As explained before, the genre-based approach and the process-based approach have its own advantages and disadvantages for students. Some experts argue that the concept of two approaches as complementary than opposites. Both

genre and process approaches can co-exist in the writing classroom. The complementary use of both approaches helps students develop their skills in using language by experiencing a whole writing process as well as gain knowledge of the genre from the model texts to learn how they are constructed (Badger and White, 2001; Harmer, 2004; Shahrina and Norhisham, 2007; Tangpermpoon, 2008; Hasan and Akhnan, 2010).

In conclusion, based on the explanation above, activities in process-based approach are powerful to help the students generate ideas, organize them, make reflection and appropriate revision of their writing and encourage the students greater responsibility for, and ownership of, their own learning so they can improve their participation. These activities are potential to overcome the problems faced by the eighth grade students of SMP N 6 Yogyakarta. Process-based approach can also co-exist in classroom with genre-based approach. Moreover, the complementary use of both approaches helps students develop their skills in using language by experiencing a whole writing process as well as gain knowledge of the genre from the model texts to learn how they are constructed.

d. Writing in Junior High Schools

The curriculum applied in Indonesia is KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or School Based Curriculum. KTSP or the School Based Curriculum is defined as an operational curriculum which is developed and implemented in every school. KTSP is a curriculum which gives the schools independence in designing, developing, and implementing the curriculum based on their own

situation, condition and potential (*Depdiknas, Balitbang Kurikulum 2007*). However, in developing the curriculum and the syllabus, the school has to refer to the guidance and the standard that is conducted by BSNP (*Badan Standar Nasional Pendidikan*). BSNP develops among other things curriculum structures , standard competencies and basic competences.

1) Curriculum structure for Junior High Schools

The curriculum structure for Junior High School is presented in the following table.

Table 1: **Curriculum Structure for Junior High School (BSNP 2006)**

Component	**Grade and Time Allocation**		
	VII	**VIII**	**IX**
A. Subject			
1. Religion	2	2	2
2. PKn	2	2	2
3. Indonesian language	4	4	4
4. English	4	4	4
5. Mathematics	4	4	4
6. Science	4	4	4
7. Social Studies	4	4	4
8. Art and Culture	2	2	2
9. Sport	2	2	2
10. IT	2	2	2
B. Local Content	2	2	2
C. Self-Development	2	2	2
Total	32	32	32

English as stated in the curriculum structure in Table 1 is taught at least four hours a week in Junior High Schools as a compulsory subject. One hour represents 40 minutes. So, English is taught 4 x 40 minutes a week.

2) Standard competencies and basic competences

The goal of standard competencies and basic competences of curriculum 2006 is that learning English should be developed equally both oral and written. The focus is to make the students reach the functional level that is to communicate written and orally in solving daily problems.

English subject is presented through genre orentation. In teaching writing, the scope of English teaching at Junior High Schools is that the students can understand and produce a short functional text and short essays in the form of procedure, descriptive, narrative and recount (*Depdiknas, 2006*). For the eighth grade students of Junior High School the materials have to cover the following standar competencies and basic competences.

Table 2: **Standar Competencies and Basic Competence of Writing for the Eighth Grade Students of Junior High Schools (BSNP 2006)**

Standar Competency	Basic Competence
6. Students are able to express meaning in a written functional text and a simple short essay in the forms of descriptive and recount to interact with their closest environment	6.1 Students are able to express meaning in the form of short functional text by using written language accurately, fluently and appropriately to interact with their closest environment 6.2 Students are able to express meaning in the form of simple short essay by using written language accurately, fluently and appropriately to interact with their closest environment in the form of descriptive and recount.
12. Students are able to express meaning in a written functional text and a simple short essay in the forms of recount and narrative to interact with their closest environment	12.1 Students are able to express meaning in the form of short functional text by using written language accurately, fluently and appropriately to interact with their closest environment

(Continued)

Standar Competency	Basic Competence
	12.2 Students are able to express meaning in the form of simple short essay by using written language accurately, fluently and appropriately to interact with their closest environment in the form of recount and narrative.

BSNP (2006) states that the standard competencies and the basic competences become the basis to develop materials, activities and indicators for the assesment. According to Table 2 showing standar competencies and basic competences of writing for the eighth grade students of Junior High Schools, teaching writing in eighth grade classes of Junior High Schools have to cover three texts namely descriptive, recount and narrative. At the end of the second semester, the students are expected to be able to produce the three texts accurately, fluently and appropiately.

2. Theory of Materials Development

a. Definition of Materials

According to Tomlinson (1998), materials are used to help to teach language learners. Materials can be in the form of a textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or anything which presents or informs about the language being learned. Nunan, 1992 in Indriyati and Sa'jaun (2009: 3) states that teaching materials are often the most substantial and observable component of pedagogy.

They determine the quality of language input and the language practices during the learning process in the classroom. In addition, Richards (2003) cited Cunningsworth in Indriyati and Sa'jaun (2009: 3) summarizes the role of materials (particularly textbook) in language teaching as:

1) a resource for presentation materials (spoken and written)
2) a source of activities for learners practice and communicative interaction
3) a reference source for learners on grammar, vocabulary, pronunciation and so on
4) a source of stimulation and ideas for classroom activities
5) a syllabus (where they reflect learning objectives that have already been determined)
6) a support for less experience teachers who have not gained confidence yet

It can be concluded that materials are everything that can help the students to achieve the learning objectives. Materials can be in the form of a textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or anything which presents or informs about the language being learned. Materials are very important in teaching learning process. They determine the quality of language input and the language practices during the learning process in the classroom. Without appropiate materials, both the teacher and the students will get difficulties in the teaching learning process.

b. Criteria of Good Materials

Sugeng (2010: 101-107) points out that a teacher must consider the criteria for good selection of instructional materials. He also explaines four of six criteria of good materials from Print (1993) as follows.

1) Significance

Significant materials are the materials that suit the students'needs. Significant materials also consider students'interests and motivation because the two factors play important role to promote the students's succes in learning. The more materials is related to the students' needs, the more significant the materials for the students.

2) Validity

Validity of a material requires the material to present what it supposed to present. The three criteria for valid materials are accuracy, authenticity, and correctness. The first is accuracy. Accuracy is related to format and grammar. The materials have to be presented in a correct format and use correct grammar. The second is authenticity. Authenticity is the resemblance of the materials to native language use. The last is correctness. Correctness is related to the content of the message or the information.

3) Social relevance

This criterion is related to the social needs of the students. Good materials have to promote moral values and ideals and it features social problems found in students' life.

4) Learnability

Learnability means the materials have to facilitate learning well. The students have not difficulties in dealing with the materials. Learnability can be handled by knowing the learners' readiness or by knowing the readibility measure of the materials.

The criteria for good materials help teachers and materials developers to develop appropiate materials for the students. Based on the criteria above, the materials should cover the students'needs and the social needs of the students. They should also have accuracy, authenticity, and correctness, and facilitate learning well.

c. Materials Development

Graves (2000: 149-150) defines materials development as a planning process by which a teacher creates units and lessons within those units to carry out the goals and the objectives. It can be creating, choosing or adapting and organizing the materials and activities so that the students can achieve the objectives and the goals of their learning.

According to Tomlinson (1998: 2), materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words, it also relates to the supplying of information about and/ or experience of the language in ways designed to promote language learning. In doing so, materials developers, including teachers, may bring pictures

or advertisements in the classroom, compose a textbook, design a student worksheet, read a poem or an article aloud and so on. Therefore, whatever they do to provide input, they also take into account any related principles to make the learners able to learn the language effectively.

From the explanation above materials development can be defined as the process by which a teacher or a material developer creates materials to be used in teaching learning process to provide sources of language. It can be creating, choosing or adapting and organizing the materials and activities so that the students able to learn the language effectively and achieve the learning objectives.

d. Principles in Developing Materials

Tomlinson (1998: 7-21) suggests the basic principles in conducting materials development for the teaching of language as follows.

1) materials should achieve impacts.
2) materials should help learners to feel at ease.
3) materials should help learners to develop confidence.
4) what is being taught should be perceived by learners as relevant and useful.
5) materials should require and facilitate learner self-investment.
6) learners must be ready to acquire the points being taught.
7) materials should expose the learners to language in an authentic use.
8) the learners' attention should be drawn to linguistic features of the input.
9) materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

10) materials should take into account that the positive effects of instructions are usually delayed.
11) materials should take into account that learners have different learning styles.
12) materials should take into account that learners differ in affective attitudes.
13) materials should permit a silent period at the beginning of instructions.
14) materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
15) materials should not rely too much on controlled practices.
16) materials should provide opportunities for outcome feedback.

To produce good materials, in developing the materials teachers or materials developers should follow the principles in materials development. Based on those principles, the main elements in developing the materials are the students' needs and how the materials give positive effects for the students. The materials should be developed based on those elements.

e. Steps in Developing Materials

Jolly and Bolitho in Tomlinson (1998: 96-100) points out the steps to design the materials as follows.

1) Identification of needs for materials

In this step, material developers identify a need to fulfil or a problem to solve by creation of materials. The material developers then collect the information about learners' problems and needs.

2) Exploration of needs

After identifying the learners' problems and needs, the developer explores the area of needs or problems in terms of what language, what meaning, what function, and what skills.

3) Contextual realization of materials

The aim of this step is to contextualize the proposed new materials by finding suitable ideas, context or texts which work to the learners.

4) Pedagogical realization of the materials

In this step, the material developers write and arrange appropiate exercises, activities, and instructions for use in the classroom.

5) Production of the materials

It involves consideration of the layout, the type size, visuals, reproduction, the tape lenght and so on.

6) Students use of the materials

The designed materials are introduced to the class. In this step the students are to carry out the tasks.

7) Evaluation of the materials

In this step, the materials developer consider students' comments and difficulties on the materials to evaluate materials.

e. Materials Evaluation

1) Framework for Materials Evaluation

Tomlinson (1998) defines materials evaluation as an activity in measuring the value of materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so. Tomlinson (1998) also suggests that evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on analysis of what happened as a result of using the materials.

While Tomlinson and Manuhara (2004) in Indrayati and Sa'jaun (2009: 7) define the term materials evaluation as the activity in evaluating materials. It involves measuring the value (or potential value) of a set of learning materials by making judgments about the effect of the materials on the people using them. It tries to measure, for examples:

a) the appeals of the materials to the learners
b) the validity of the materials
c) the ability of the materials to interest the learners
d) the potential learning value of the materials
e) the assistance given to the teachers in terms of the preparation, delivery and assessment
f) the flexibility of the materials

Furthermore, Cunningsworth (1995) in Indrayati and Sa'jaun (2009: 8) suggests a checklist for evaluation and selection of materials in form of textbooks as follows.

a) Aims/ purposes and approaches

(1) Do the aims of the course book correspond closely with the aims of the teaching program and with the need of the learners?

(2) Is the course book suited to the learning/ teaching situation?

(3) How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?

(4) Is the course book flexible? Does it allow different teaching and learning styles?

b) Design and organization

(1) What components make up the total course package (e.g. Students' books, teachers' books, workbooks, cassettes)?

(2) How is the content organized (e.g. According to structures, functions, topics, skills and so on)?

(3) How is the content sequenced (e.g. On the basis of complexity, "learn-ability", usefulness and so on)?

(4) Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?

(5) Are there reference sections for grammar and so on? Are some of the materials suitable for individual study?

(6) Is it easy to find your way around the course book? Is the layout clear?

c) Language content

(1) Does the course book cover the main grammar items appropriate to each level, taking learners' needs into account?

(2) Are materials for vocabulary teaching adequate in term of quantity and range of vocabulary, emphasis placed on vocabulary development, and strategies for individual learning?

(3) Does the course book include materials for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?

(4) Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to identify the main points in a reading passage?

d) Skills

(1) Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?

(2) Are there materials for integrated skills work?

(3) Are reading passages and associated activities suitable for your students' levels, interests and so on? Are there sufficient reading materials?

(4) Are listening materials well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?

(5) Are materials for spoken english well design to equip learners for real-life interactions?

(6) Are writing activities suitable in term of amount of guidance/ control, degree of accuracy, organization of longer pieces of writing (e.g. Paragraphing) and use of appropriate styles

e) Topic

(1) Are there enough varieties and ranges of topics?

(2) Will the topic help expand students' awareness and enrich their experience?

(3) Are the topic sophisticated enough in content, yet within the learners' language level?

(4) Will your students be able to relate to the social and cultural contexts presented in the course book?

f) Methodology

(1) What approaches to language learning are taken by the course book?

(2) What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?

(3) What techniques are used for presenting/ practising new language items? Are they suitable for your learners?

(4) How are the different skills taught?

(5) How are communicative abilities developed?

g) Teacher's books

(1) Is there adequate guidance for the teachers who will use the course book and its supporting materials?

(2) Are the teachers' books comprehensive and supportive?

(3) Do they adequately cover teaching techniques, language items such as grammar rules and culture specific information?

h) Practical considerations

(1) What does the whole package cost? Does this represent good value for money?

(2) Are the books strong and long lasting? Are they attractive in appearance?

(3) Are they easy to obtain?

2) Types of evaluation

There are three types of materials evaluation based on Tomlinson (1998). They are pre-use evaluation, whilst-use evaluation, and post-use evaluation, that are described as follows.

a) pre-use evaluation

Pre-use evaluation focuses on predictions of potential value of the materials.

b) whilst-use evaluation

Whilst-use evaluation examines the materials that are currently being used.

c) post-use evaluation

Post-use evaluation focuses on analysis of the result of using the materials.

B. Relevant Research Studies

In the case of writing materials development, there are two research studies that are relevant with this study. Eventhough the research studies are not completely same with this study, these studies contribute to this study a lot. The first is Ayu Ratih Ratna Surniyar (2005). She studied on developing writing materials for the eleventh grade students of SMA N 7 Yogyakarta based on the

school-based curriculum in the academic year 2008/ 2009. The result of the study shows that characteristics of suitable materials are:

1. the content of the materials should be the realization of the students' needs and interests
2. the language used should be on the level of students knowledge
3. the input chosen should be suitable with students' needs and interests
4. the materials should facilitate the teacher and the students should be involved actively

The second is a study on deveoping web-based writing learning materials for eleventh grade students of SMA N 8 Yogyakarta by Rizki Dwi Oktaviani (2012). In developing the writing materials, the researcher blend the genre-based approach and process-based approach. She takes four stages of the genre-based approach that are BKOF, MOT, JCOT, ICOT and includes the three stages in process-based approach that are writing the first draft, editing and writing the final draft. The researcher organize the materials in the following arrangement.

1. Lead in
2. Explanation of the genre
3. Language features of the genre
4. Generic structure of the genre
5. An example and a task related to the text
6. Grammar and grammar task
7. Vocabulary
8. Writing based on given information/clues

9. Writing based on given outlines
10. First draft
11. Feedback
12. Final draft

Based on the result of the study, the students have positive responses toward the materials. The product is considered applicable and appropriate with the indication of the questionnaire means which range from 3,16 – 3,68 (four point likert scale).

C. Conceptual Framework

Based on an observation during the researcher's teaching practice on July 2nd – September 5th, 2012 in SMP N 6 Yogyakarta, the eighth grade students had difficulties in developing their writing skills in compliance with the curriculum. The students had problems in learning writing including difficulties in generating ideas and developing ideas. They also tended to make mistakes in using grammatical rules and mechanis and had poor participation in their learning.

Materials play an important role in a teaching learning process. Using materials which are relevant to the students' needs and problems will facilitate the teaching learning process succesfully. Related to the problem above, activities in process-based approach to teaching writing including pre-writing, drafting, editing and publishing were potential to overcome difficulties faced by the students.

Pre-wiriting stage encourages the generation of ideas (Brown, 2001), editing stage give opportunities for reflection and improvement of writing

(Tangpermpoon, 2008) and the students' intrinsic motives are put at the center of learning in process-based approach (Brown, 2001). However, these activities had not been covered in their classroom activities. Their classroom activities were arranged based on a book published by the government. The materials were beneficial but they had not completely accomodate the needs of eighth grade students of SMP N 6 Yogyakarta. Since the problems faced by the students above were problems that commonly exist in the teaching writing process in eighth grade classes of SMP N 6 Yogyakarta, it will be the best solution if the teacher provides another source of writing materials that cover process-based approach activities beside the book published by the goverment. For those reasons, research in developing writing materials that suit the needs of the eighth grade students of SMP N 6 Yogyakarta to overcome the students' difficulties was crucial.

The materials were developed by employing the stages of research and development from Gall, Gall and Borg (2003) combined with the stages of materials development from Jolly and Bolitho in Tomlinson (1998: 96-100) with several modifications. The first step was identification of needs for materials**.** In this step, the researcher identified a need to fulfil or a problem to solve by creation of materials. The researcher then collected the detailed information about learners' problems and needs by conducting needs analysis. The second was planning. In this step, the result of needs analysis was used to write a course grid as the framework for developing the materials. The next step was developing the materials. In this step, the researcher developed the materials based on the course grid. The next was reviewing the materials. Two experts reviewed the materials

using some aspects in the checklist for materials evaluation and selection by Cunningsworth (1995). The researcher then got feedback and suggestions for the first revision materials. The next step was conducting a try-out**.** After the try-out, the researcher evaluated the materials based on the students' opinions.

By employing those steps, the researcher hopefully could produce a set of materials that are able to meet and accomodate the students needs and problems. So that by using the materials in teaching learning process, the students can overcome their difficulties in learning writing. The conceptual framework is ilustrated in the following diagram.

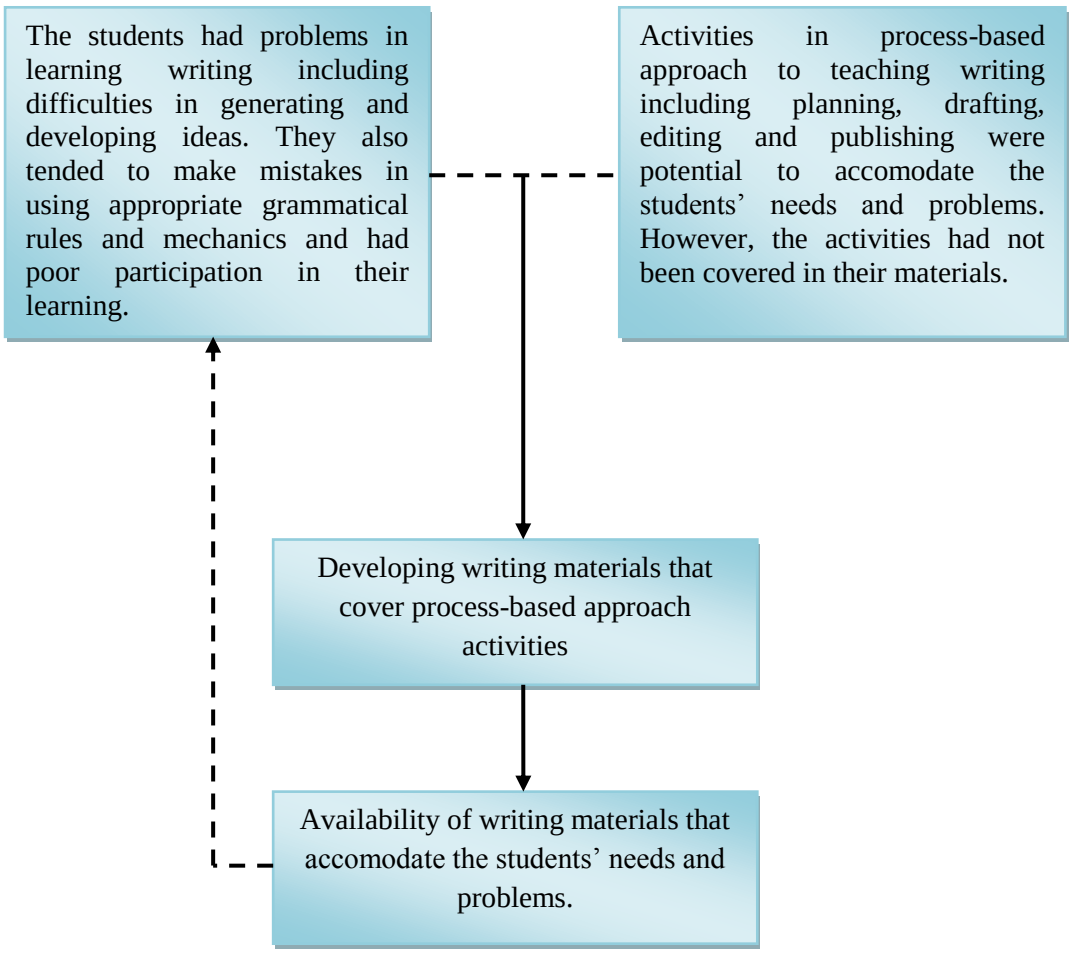

Figure 3: **The Conceptual Framework of the Study**

CHAPTER III
RESEARCH METHODS

A. Research Design

This study aims at developing writing materials for the eighth grade students of SMP N 6 Yogyakarta. Therefore, it is categorized into Research and Development (R&D). Gall, Gall and Borg (2003) propose that R&D is an industry-based development model, in which the research findings are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specific criteria of effectiveness, quality, or similar standards. The final product of this study is a set of writing materials for the eighth grade students of SMP N 6 Yogyakarta.

B. Setting and Subject of the Research

The setting of the study is SMP N 6 Yogyakarta. It is located at Jl. Monginsidi No.1 Yogyakarta. The eighth grade students of SMP N 6 Yogyakarta in 2012/ 2013 academic year are the subject of the research. There are seven classes that are VIII A, VIII B, VIII C, VIII D, VIII F, VIII G and each class consists of 32-35 students. Based on practical considerations, they were represented by the students of class VIII C consisting 33 students.

C. Instruments of the Research

There were two methods in collecting the data. They were questionnaire administrations and interviews. They were used in the need analysis, the materials

review, and the materials evaluation stages. The instruments used in this research are described as follows.

1. Instruments Used in the Needs Analysis Stage

In the needs analysis stage, a questionnaire was used to collect the data. The questionnaire is in the form of likert scales and multiple choice questions. It was developed based on the theory of need assessment proposed by Hutchinson and Waters (1991) and Graves (2000). The outline of the questionnaire is presented below.

Table 3: **The Outline of the Questionnaire for Needs Analysis**

No.	Aspect	Item Number	The Purpose of the Question	Reference
1.	Who the students are	Part A	To find information about the students' profile	Graves (2000: 103)
2.	Attitudes (toward writing skills)	Part B 1	To find information about the students' attitudes toward writing skills	Graves (2000: 103)
3.	Level of language profiency (writing skills)	Part B 2, 8	To find information about the students' opinions about their abilities in writing	Graves (2000: 103)
4.	Learning backgrounds	Part B 3, 4, 5, 9	To find information about students' learning backgrounds	Hutchinson and Waters (1991: 62)
5.	Learning preferences	Part B 6, 7, 10, 12, 13, 14, 15	To find information about how the students expect to be taught, how they prefer to learn, what classroom activities they will comfortable with, what roles they expect the teacher to take, what roles they expect to take	Graves (2000: 103)
6.	The students' interests	Part B 11	To find information about what topics that meet the students' interests	Graves (2000: 103)

2. Instruments Used in the Materials Review Stage

Before the materials were tried-out, two experts reviewed the materials. It was done by using a questionnaire about the developed materials. The questionnaire is in the form of likert scales (Strongly Agree, Agree, Disagree, and Strongly Disagree). The questionnaire was developed based on the checklist of materials evaluation and selection proposed by Cunningsworth (1995). The outline of the questionnaire is presented below.

Table 4: **The Outline of the Questionnaire for Materials Review**

No.	Aspect	Item Number	The Purpose of the Question	Reference
1.	Aim and purpose	1, 2, 3, 4	To answer: - Do the aims of the materials correspond closely with the aims of the teaching program? - How comprehensive is the materials? Does it cover most or all of what is needed?	Cunningsworth (1995)
2.	Design and organization	5, 6, 7, 8, 9, 10	To answer: - How is the content organized (e.g.,according to structures, functions, topics, skills, and so on)? - How is the content sequenced (e.g., on the basis of complexity, “learn-ability”, usefulness, and so on)? - Are there reference sections for grammar, and so on? Is some of the material suitable for individual study? - Is the layout clear?	Cunningsworth (1995)

(Continued)

No.	Aspect	Item Number	The Purpose of the Question	Reference
3.	Language content	11,12	To answer: - Does the materials cover the main grammar items appropriate to each level, taking learners' needs into account? - Is materials for vocabulary teaching adequate in term of quantity and range of vocabulary?	Cunningsworth (1995)
4.	Skills	13, 14	To answer : - Are writing activities suitable in term of amount of guidance/ control? - Do the materials develop microskills of writing?	Cunningsworth (1995)
5.	Topic	15, 16, 17, 18	To answer: - Are there enough varieties and ranges of topic? - Will the topic help expand students' awareness and enrich their experience? - Are the topic sophisticated enough in content, yet within the learners' language level?	Cunningsworth (1995)
6.	Methodology	19, 20, 21	To answer: - What approaches to language learning are taken by the course book? - What level of active learner involvement can be expected? - How are communicative	Cunningsworth (1995)

(Continued)

No.	Aspect	Item Number	The Purpose of the Question	Reference
			abilities developed?	
7.	Practical considerations	22, 23	To find out : - Are they attractive in appearance? - Are they easy to use?	Cunningsworth (1995)

3. Instruments Used in the Materials Evaluation Stage

In this stage, there were two instruments that were used. They were a questionnaire and interview guidelines. Both of them are explained as follows.

a) Questionnaire

The questionnaire was distributed to the students at the end of the try-out. It was used to know the students' opinions on the materials. Then the result of the questionnaire was used to evaluate the second draft of the materials. The questions were developed in the form of likert scales by using four options: Strongly Agree, Agree, Disagree, and Strongly Disagree. All of the questions were developed based on the checklist of evaluating and selecting materials from Cunningsworth (1995) and theory of materials evaluation from Tomlinson (1998). The outline of the questionnaire is presented below.

Table 5: **The Outline of the Questionnaire for Materials Evaluation**

No.	Aspect	Item Number	The Purpose of the Question	Reference
1.	Aim and purpose	1, 2, 3, 5	- To find out information about the relevance of the materials to the leaners needs and teaching program	Cunningsworth (1995)
2.	Topic	4	- To find out the students' opinions	Cunningsworth (1995)

(Continued)

No.	Aspect	Item Number	The Purpose of the Question	Reference
			about the topics	
3.	Organization	6	- To find out the students' opinion about the sequence of the materials	Cunningsworth (1995)
4.	Practical consideration	8,14,15,16	- To find out the effectiveness of the instructions and explanation - To find out the students opinions about the appearance of the materials' layout and the font that is used	Cunningsworth (1995)
5.	Result of using the materials	7, 9, 10, 11, 12, 13	- To find out the effects of using the materials for the students	Tomlinson (1998)

b) Interview Guidelines

At the end of the try-out, the researcher also interviewed the students to collect more detailed information about the students' opinion on the materials to support the result of the questionnaire. The checklist of evaluating and selecting materials from Cunningsworth (1995) and theory of materials evaluation from Tomlinson (1998) were used to develop the interview guidelines. The outline of the interview guidelines is presented below.

Table 6: **The Outline of the Interview Guidelines**

No.	Aspect	The Purpose of the Question	Question	Reference
1.	Aim and purpose	To find out detail information about the relevance of the materials to the leaners needs	- Do the materials suit your needs in learning writing? - Do the materials	Cunningsworth (1995)

(Continued)

No.	Aspect	The Purpose of the Question	Question	Reference
		and expectations	- suit your language profiency level?	
2.	Topic	To find out the detail information about the students' opinions about the topics	- Are the topics being talked in the materials interesting ?	Cunningsworth (1995)
3.	Practical considerati-on	To find out the students' opinions on the instructions and the explanation.	- Are the instructions clear? - Is the explanation in the materials clear?	Cunningsworth (1995)
4.	Result of using the materials	To find out the detail information about the effects of using the materials for the students.	- What do you think about the activities in the materials? - Do they help you in learning writing?	Tomlinson (1998)

D. Data Analysis Technique

This research used two approaches of collecting data: quantitative (i.e. questionnaire administration) and qualitative (i.e. interviews). Therefore, the collected data were analyzed differently.

1. Data from Questionnaires

There were two kinds of questionnaires in this research. For the questionnaire used in the needs analysis stage, the researcher used frequencies and percentages. The highest percentages were considered representing the students' needs. The percentage is calculated by dividing the frequency by the total of the

respondents and then the result is multiplied by 100%. The formula of percentages is presented below.

$$P\ (\%) = \frac{f \times (100)}{N}$$

Where :
P = percentage
f = frequency
N = total of respondents
100 = fixed number

For the questionnaire used in the materials review and materials evaluation stages, the researcher used descriptive statistics. The questions of the questionnaires are in the form of likert scales using four options, Strongly agree, Agree, Disagree and Strongly disagree. The responses to the questions were scored. The scores were four for Strongly agree, three for Agree, two for Disagree and one for Strongly disagree.

The data was then analyzed using central tendency measurement. Central tendency indicates where the center of the distribution of the data tend to be located. It is helpful to describe data by a single number that is the most representative value of the entire data (Lodico et al, 2010, 53). There are three measures of central tendency that are the mean, the median and the mode. The mean was used in this study. The mean is in everyday conversation called the average. It is calculated by adding all the data values together and dividing by the total number of data items. The formula of mean in Sugiyono (2009) is presented below.

$$\bar{x} = \frac{\sum X}{N}$$

Where:

$\bar{x}$ = mean
$\sum X$ = sum of all the data values together
N = the number of data items

Ideal mean (Mi) and ideal standard deviation (SDi) were then used to convert the data (Sudijono, 2011, 333). The formulas of both ideal mean and ideal standar deviation of this study are:

1. Mi = ½ (Max score + Min Score)
   = ½ (4+1) = 2,5
2. SDi = 1/6 (Max score – Min Score)
   = 1/6 (4-1) = 0,5

After being analyzed the data was categorized into five grades. They are very poor, poor, fair, good and very good. This categorization follows Sudijono's quantitative data conversion as shown in the following table.

Table 7: **Quantitative Data Conversion Adapted from Sudijono (2011: 333)**

Score Range Formula	Score Range	Category
$\bar{x}$ > Mi + 1,5 Sdi	$\bar{x}$ > 3,25	Very good
Mi + 0,5 SDi < $\bar{x}$ ≤ Mi + 1,5 SDi	2,75 < $\bar{x}$ ≤ 3,25	Good
Mi - 0,5 SDi < $\bar{x}$ ≤ Mi + 1,5 SDi	2,25 < $\bar{x}$ ≤ 2,75	Fair
Mi + 0,5 SDi < $\bar{x}$ ≤ Mi - 0,5 SDi	1,75 < $\bar{x}$ ≤ 2,25	Poor
$\bar{x}$ ≤ Mi - 1,5 SDi	$\bar{x}$ ≤ 1,725	Very poor

Where :
$\bar{x}$ = the mean
Mi = the ideal mean
SDi = the ideal standar deviation

2. Data from Interviews

The data from interviews was analyzed qualitatively by using the data analysis model proposed by Miles and Huberman in Sugiyono (2012: 246). They are data reduction, data display, and conclusion drawing.

a) Data reduction is the process of transforming masses of data into a small number of categories.
b) Data display is organizing information that permits conclusion drawing and action.
c) Making conclusion is deciding what things mean.

E. Research Procedure

This study followed the model of Research and Development stages by Gall, Gall and Borg (2003) and it was combined with the stages of materials development by Jolly and Bolitho in Tomlinson (1998: 96-100). However based on practical considerations related to the researcher' limitation in terms of time and material support, the researcher simplified the model by selecting and modifying some steps to be applied in the study. The research procedure of the study is illustrated below.

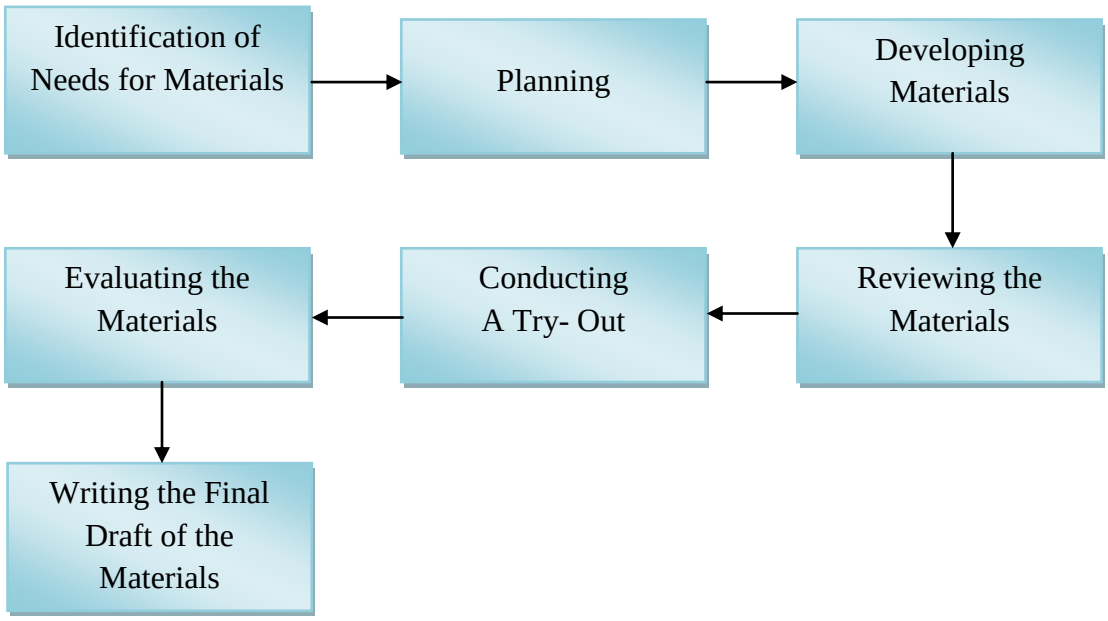

Figure 4: **The Research Procedure of the Study**

1. Step 1: Identification of needs for materials

In this step, the researcher identified a need to fulfil or a problem to solve by creation of materials. The researcher then collected the detailed information about learners' problems and needs by conducting needs analysis and curriculum analysis. The data was obtained by distributing the first questionnaire.

2. Step 2: Planning

In this step, the results of needs analysis and curriculum analysis were used to write a course grid that was used as the framework to develop the materials.

3. Step 3: Developing the materials

In this step, the researcher developed the materials based on the course grid.

4. Step 4: Reviewing the materials

Before the materials were tried out, two experts reviewed them. The researcher then got feedback and suggestions for the first revision materials. Based on the reviewers' feedbacks and suggestions, the materials were evaluated and improved.

5. Step 5: Conducting a try-out

Next, the revised materials were tried-out to the research subjects. After the try-out, the researcher conducted interviews and distribute questionnaires to find out the students' opinions on the materials.

6. Step 6 : Evaluating the materials

The result of the questionnaire and the interviews after the tryout were analyzed as the basis for the second evaluation and revision of the materials.

7. Step 7: Writing the final draft of the materials

The result of the materials evaluation was used to improve and revise the second draft of the materials. The revised materials then were called the final draft.

F. Validity and Realibility

Reliability and validity are the two criteria used to judge the quality of measures (Lodico et al, 2010, 93). Instruments' validity and reliability are crucial for competent and effective studies. Validity focuses on ensuring that what the instrument claims to measure is truly what it is measuring. In other words, validity indicates the instrument' s accuracy (Lodico et al, 2010, 93). To validate the data

collected in this study, the researcher employed construct validity. The researcher demonstrated construct validity by rooting the construction of the instruments in the framework from experts from relevant literature and then consultated the instruments to the expert who is the researcher's consultant in this study.

Beside to be valid, the data must be reliable. Lodico (2010: 93) defines reliability as the consistency of scores, that is, an instrument' s ability to produce approximately the same score for an individual over repeated testing or across different raters. To analyze the realibilty of the data from the questionnaire in needs analysis and materials review stages, the researcher used SPSS program and employed the Cronbach's Alpha Formula. The description of the reliability coefficient of Cronbach's Alpha in Gorge and Malery (2003) is presented below.

Table 8: **The Reliability Coefficient of Cronbach's Alpha**

Cronbach's Alpha Coefficient	**Interpretation**
r > 0,9	Excellent
r > 0,8	Good
r > 0,7	Acceptable
r > 0,6	Questionable
r > 0,5	Poor
r < 0,5	Unacceptable

While to analyze the realibility of the questionnaire and interview guidelines in materials evaluation stage, the researcher used triangulation by using different methods to collet the same data (Cohen, 2000). The results of the questionnaire and the interviews of materials evaluation are compared.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Result of Needs Analysis

Needs analysis is one of preliminary steps in developing materials. The needs analysis in this research was done using a questionnaire to gather the data. The result of the needs analysis is presented below.

a. Students' Profile

Table 9: **The Students' Profile**

Element	Option	Frequency	Percentage
Age	13	1	3,03 %
	14	18	54,55 %
	15	14	45,45 %
The Profession of the Parent	Entrepreneur	14	42,42 %
	PNS	5	15,15 %
	Employee in private enterprise	12	36,36 %
	Dentist	1	3,03 %
	Lecturer	1	3,03 %
Daily Language	Indonesian	11	33,33 %
	Javanese	9	27,27 %
	Indonesian and Javanese	13	39,39 %

As can be seen in the table above, there are 33 students in the class. They are teenagers under 16 years old. The youngest is 13 years old, the oldest is 15 years old and most of them are 14 years old. They come from middle-class economic backgrounds. Their parents are mostly entrepreneurs and employees in private enterprise. Since they live in Yogyakarta, in daily life they use Indonesian and Javanese as their daily language to communicate with people in their environment.

b. Attitudes

Table 10: **The Students' Attitudes toward Writing Skills**

Statement/ Question	Option	Students' Choice	
Writing skills are important.	Strongly Agree	12	36,36 %
	Agree	21	63,64 %
	Disagree	0	0 %
	Strongly disagree	0	10 %

Table 10 shows students' attitudes toward writing skills. From the table, it can be inferred that all students see that writing skills are important for them. If they see that writing skills are very important for them, it means that their attitudes toward writing skills are positive. Their intrinsic motivation to learn is actually high. If in fact, their participation in the classroom was still low it means the students need writing materials that raise their motivation.

c. The Students' Abilities in Writing

Table 11: **The Students' Abilities in Writing**

Statement/ Question	Option	Students' Choice	
Writing is an easy activity.	Strongly Agree	3	9,10 %
	Agree	10	30,30 %
	Disagree	20	60,60 %
	Strongly disagree	0	0 %
Your writing ability is good.	Strongly Agree	2	6,06 %
	Agree	12	36,36 %
	Disagree	19	57,58 %
	Strongly disagree	0	0 %

The next aspect is the students' abilities in writing. This aspect is found out by using two questions about the students opinions on their abilities in writing.

The two question will not give adequate explanation about the students' abilities in writing. However, from the students' answers it can be inferred how the students see writing and the level of students confidence about their writing skills. At least, those will give a picture of their level of writing skills. It can be seen on the table that in the statement saying writing is an easy activity, the percentage of the students who agree and disagree is 39,40% and 60,60 %. Then, in the other statement saying their writing skills are good, the percentage go to agree and disagree are 42,42% and 57,58%. It can be concluded that although the number of the students who are confident with their writing skills are high but the number of the students who are not confident with their writing skills are higher.

d. Learning Backgrounds

Table 12: **The Students' Learning Backgrounds**

Statement/ Question	Option	Students' Choice	
Writing activities in the class were interesting.	Strongly Agree	0	0 %
	Agree	10	30,30 %
	Disagree	16	48,48 %
	Strongly disagree	7	21,22 %
Materials and learning activities in the class helped you to learn writing successfully.	Strongly Agree	3	9,09 %
	Agree	5	15,15 %
	Disagree	22	66,66 %
	Strongly disagree	3	9,09 %
Topics used in writing activities in the class suited your interests.	Strongly Agree	2	6,06 %
	Agree	17	51,52 %
	Disagree	12	36,36 %
	Strongly disagree	2	6,06 %

(Continued)

Statement/ Question	Option	Students' Choice	
What are your difficulties in learning writing?	Generating ideas	20	21,29 %
	Understanding text types	16	17,02 %
	Organizing sentences	17	18,09 %
	Vocabularies	19	20,21 %
	Understanding grammar and mechanics	19	20,21 %
	Others: Translating sentences Understanding materials	 2 1	 2,12 % 1,06 %

Related to learning backgrounds, most of the students have not been satisfied with the writing activities and the materials used in the classroom. According to the table, more than 60% students said that writing activities in the classroom have not been interesting. 75,75% students also claimed that the materials and learning activities in the class have not been able to help them learning writing succesfully. However, the topics used in the classroom that have suited their interests. It can be seen that 57,58% students agree that the topics in the class have met their interests.

It also can be seen in the table that the students find some difficulties in learning writing. The highest percentages go to difficulties in generating ideas, grammar and mechanics, and vocabulary that correspond to the result of the preliminary observation. The table also shows that the difficulties in understanding text types and organizing sentences have similar position. The percentages of the students who choose the options represeting those difficulties are nearly same. The percentages range from 16% to 17%. The students also

mentioned two other difficulties that are translating Indonesian sentences into English and understanding materials.

e. Learning Preferences

Table 13: **The Students' Learning Preferences**

Statement/ Question	Option	Students' Choice	
Writing activities will be easier if it is done step by step (Planning, Drafting, Editing, Writing the final draft).	Strongly Agree	12	36,36 %
	Agree	21	63,64 %
	Disagree	0	0 %
	Strongly disagree	0	0 %
What will you do when you find difficulties in learning writing?	Asking friends	26	44,06 %
	Asking the teacher	14	23,73 %
	Using books or dictionaries	19	32,21 %
	Do nothing	0	0 %
Pictures help you in learning writing.	Strongly Agree	14	42,43 %
	Agree	16	48,48 %
	Disagree	3	9,09 %
	Strongly disagree	0	0 %
How do you like the writing activities are done?	Individually	4	12,12 %
	In pairs	8	24,24 %
	In groups	19	57,58 %
	Working together with the whole class	2	6,06 %
What activities do you like in learning writing?	Writing based on pictures	16	28,57 %
	Arranging paragraphs	5	8,93 %
	Writing a paragraph to continue the previous paragraph	3	5,36 %
	Completing sentences or paragraphs	15	26,78 %
	Arranging jumbled words	17	30,36 %
What roles should the teacher do in teaching writing?	Sitting and controlling in front of the class	2	6,06 %
	Going around the class and controlling the students'works	0	0 %

(Continued)

Statement/ Question	Option	Students' Choice	
	Going around the class and helping the students	22	66,67 %
	Guiding every student	9	27,27 %
What roles should you do in learning writing?	Only following instructions from the teacher	1	1,32 %
	Following the teaching learning process seriously	21	27,63 %
	Asking for explanation and help when finding difficulties	28	36,84 %
	Involving actively in teaching learning process	22	28,95 %
	Being autonomous in learning	4	5,26 %

The students' learning preferences are measured with seven questions about how the students prefer to learn, favorite classroom activities in learning writing, the teacher's roles, and the students' roles that they expect to take. It can be concluded from the table, all the students agree that writing should be done step by step. Planning, drafting and editing the text will make writing easier from them. Pictures and working in small groups are also very helpful based on the students' opinions. It is shown by 48,48% students who agree and 42,43% who strongly agree that pictures as the media will help them in learning writing. There are only a very small number of students who disagree with it. The table also tells in detail that in writing activities, 57,58% of students like to work in groups, 24,24% of students choose to work in pairs, 12,12% of students like work individually and only 6,06% of students like to work together with the whole class. It means that they are more comfortable with small group works. Asking friends is the most comfortable way for the students to overcome difficulties in learning. It is shown by 44,06% of students choose to ask their friends in facing

difficulties in learning. It means that they will be more comfortable with peer response than teacher' feedback.

Related to classroom activities, according to the table, completing sentences or paragraph and arranging jumbled words are prefered activities by most of the students. Those activities are chosen by 45,45% and 30,36 % of students. The next are about the teacher's role and the students' role, the students need the teacher to go around the classroom and help the students. It is prefered by 66,67% of students. The student also know their roles in teaching learning process. Most students understand that to make the teaching learning process succesful, as a student they should follow the process seriously, ask for explanation and for help when find difficulties and involve actively in the learning process. This awareness will be very helpful for the students.

f. The Students' Interests

Table 14: **The Students' Interests**

Statement/ Question	Option	Students' Choice	
What topics do you like?	Daily life	24	32 %
	Social	4	5,33 %
	Economy	3	4,00 %
	Politics	0	0 %
	Cultures	17	22,67 %
	Education	7	9,33 %
	Science and Technology	16	21,33 %
	Others: Sports Health	 2 2	 2,67 % 2,66 %

This aspect covers topics that the students prefer to use in writing activities. The most percentage of the students goes to daily life that is 32%. It means that most students like this topic. Two other topics that the students prefer are cultures, and science and technology with 22,67% and 21,33% percentages.

2. Developing the Materials

The purpose of this study is developing appropriate writing materials for the eighth grade students of SMP N 6 Yogyakarta. The final product of the study is a set of writing materials that was developed by using R & D stages by Gall, Gall and Borg (2003) combined with the stages of materials development by Jolly and Bolitho in Tomlinson (1998) with several modifications as follows.

a. Step 1: Identification of Needs for Materials

In this step, the researcher identified a need to fulfil or a problem to solve by creation of materials. Based on the preliminary observation, the researcher found out that the students need writing materials that cover process-based approach activities that were potential to overcome the students' difficulties in generating ideas, reflecting mistakes in terms of grammar and mechanics and improving their participation. The researcher then collected the detailed information about the students' problems and needs by conducting needs analysis. The result of needs analysis covers the students' profil, the students' attitudes toward writing skills, the students' abilities in writing, the students' learning backgrounds, the students' learning preferences and the students' interests that

were the basis for developing the materials. They were explained in detail in the previous section.

The researcher also analyzed the current curriculum. English subject is presented through genre orientation. According to the curriculum structure, the standard competencies and the basic competences for the eighth grade students of Junior High School, English subject is presented in 4x40 minutes time allocation a week and there are three types of texts taught in eighth grade classes of Junior High Schools that are descriptive, recount and narrative.

b. Step 2: Planning

In this step, the researcher used the results of the preliminary observation, needs analysis and curriculum analysis to write a course grid that was used as the framework to develop the materials. The course grid consists of names of the unit, standar competencies, basic competences, learning objectives, indicators, the activities, grammar, vocabularies and input texts. There were three units that were developed namely My Special Person, My Nice Holiday and A Good Story. Each unit covers one standar competency and one basic competence stated in the curriculum. The learning objectives and the indicators that should be achieved by the students then were formulated based on the standar competency and the basic competence.

Then based on the result of preliminary observation, needs analysis and curriculum analysis, the activities were developed by including genre and process based approaches to teaching writing. The learning activities cover four steps in

genre based approach from Hammond et al (1992) that are BKOF, MOT, JCOT, ICOT and also give students opportunities to follow the four basic writing process from Tribble (1996) that are planning, drafting, editing and publishing. The materials also cover writing skills, vocabularies and grammar related to each text type. The topic used in the materials is related to daily life that according to the needs analysis is the most relevant topic for the students. Since the students are more comfortable with peer response than teacher's feedback, in editing stage the activity is peer editing. The outline of the materials design for each unit is presented below.

Table 15: **The Outline of the Materials Design**

Stage	Heading	Activities	Functions
BKOF (Building knowledge of the field)	-	Looking at pictures and answering short questions related to the topic	To develop students' knowledge of the social context topic of the genre, provide a starter kit and build motivation
MOT (Modelling of the text)	Model of the Text	Reading a model of the text and looking for information in the text	To present the text types and their functions, schematic struture, and language features and help the students analyze and practise them
	Read and Learn	Studying explanation of the text type, the function, the language features and then doing some practices in analysing the structure of the text and looking for information in the text.	
	Grammar Zone	Studying explanation of grammar used in the text type and doing some practices of the grammar.	

(Continued)

Stage	Heading	Activities	Functions
	Developing Writing Skills	Reading explanation of writing skills and doing some practices	
	Building Vocabulary	Studying a new vocabulary related to the topic using pictures or completing and matching activities	
JCOT (Joint-construction of the text)	Guided Writing	Writing using given guidance	To provide students with first-hand experience to develop the text and to develop the students' confidence to write
ICOT (Independent construction of the text)			
Prewriting/ Planning	Planning	Generating ideas and outlining	To help the students generate vocabulary and ideas by applying a number of strategies namely brainstorming, clustering, discussion and so on
Drafting	Drafting	Writing the first draft and reflecting using a checklist	To encourage the learners to use ideas and outline which they have got from the previous stage to write their first drafts.
Editing	Editing	Doing peer editing	To provide the students with real audiences and give opportunities to reflect and revise their drafts by applying peer editing
Publishing	Publishing	Writing the final draft	To provide opportunities for the students to make appropiate revisions and produce the final drafts.

c. Step 3: Developing the Materials

In this step, the researcher started to develop the materials based on the course grid. The units of the materials are explained in detail as follows.

1) Unit 1 My Special Person

The topic in this unit is my special person that can be family, best friends, idols and so on. This unit is about descriptive texts. The first section is "Get Ready to Write". It consists of six headings. The first activity is warming up. It is a BKOF activity by providing a stater kit that are pictures and questions related to the topic. The first heading is "Model of the Text". It is a MOT activity, the students are provided with a short introduction of descriptive texts and a model of descriptive texts entitled "My New Neighbor". The students are then asked to find out some information related to the model and how the writer describes people in pairs.

The second heading is "Read and Learn", the students are provided with the explanation of descriptive texts, the generic structure and the language features. Then it is followed by an activity to analyze an example of descriptive texts. The analysis includes the generic structure of the text and information in the text. The next heading is "Grammar Zone". It shows information about the simple present tense that is used in descriptive texts. In "Grammar Zone", there are two activities to practice the simple present tense. The first activity is arranging words into good sentences and the second one is choosing the correct verbs in sentences. The next heading is "Developing Writing Skills". It provides information about subject-verb agreement and capitalization. It has two activities for practising.

They are choosing correct forms of the present tense verbs based on subject-verb agreement and changing small letters into capital letters.

The next heading is “Building Vocabulary”. It provides vocabulary about appearances and personality. It gives pictures about appearances and an activity to find opposite words about personality. The next heading is “Guided Writing”. It is a JCOT activity. The students are asked to describe their classmate. The box is used to help the students draw the person. The picture is then used as guidance. They can also ask questions to the person to complete the information for describing the person.

After “Guided Writing”, the students come to “Let’s Write” section. In this section the students will do an ICOT activity blended with activities in process-based approach that are planning, drafting, editing and publishing for their own works. In planning activity, the students are asked to think about the purpose and the audience of the text then generate ideas using brainstorming and spider charts. Then the students will outline their ideas using a frame. The next activity is drafting, the students will write their first drafts. There is a checklist to help them relect their writing before coming to editing. The next is editing. In this part, the students do peer editing. In unit 1, in editing stage there is a practice on editing a text. The purpose of this practice is to get the students familiar with peer editing and comfortable with the use of editing marks. After the editing activity, the students come to the final activity that is publishing. In this stage, the students write their final drafts. The last part of the first unit is reflecting. The students are asked to reflect their learning. It covers the indicators of the learning.

2) Unit 2 My Nice Holiday

The topic in this unit is about holidays. This unit is about recount texts. It is similar with the first unit, the first section is “Get Ready to Write”. It consists of six headings. The first activity is warming up. It is a BKOF activity by providing a stater kit that are pictures and questions related to the topic. The first heading is “Model of the Text”. It is a MOT activity, the students are provided with a short introduction of recount texts and a model of recount texts entitled “My Wonderful Holiday”. The students are then asked to work in pairs and find out some information related to the model and how the writer tells about feelings.

The second heading is “Read and Learn”, the students are provided with the explanation of the text type, the generic structure and the language features. Then it is followed by an activity to analyze an example of recount texts. The analysis includes the generic structure of the text and information in the text. The next heading is “Grammar Zone”. It shows the information about the simple past tense that is used in recount texts. In “Grammar Zone”, there are three activities to pratice the simple past tense. The first activity is arranging words to good sentences, the second one is completing a text with the right past form be and the last one is writing sentences based on given words. Then the students do the activity 3, the students are asked to analyze an example of recount texts. The students will find out the generic structures of the text and information related to the text. The next heading is “Developing Writing Skills”. It provides information about time order, writing titles and punctuation. Time order explanation is followed by an activity to arrange sentences based on time order while

punctuation explanation is followed by an activity to give appropriate punctuation marks in sentences.

The next heading is “Building Vocabulary”. It provides vocabulary about recreational spots and recreational equipment. It gives pictures covering recreational spots and an activity to complete a text based on given words. The next heading is “Guided Writing”. It is a JCOT activity. The students are asked to write about their Sundays. The students are provided with a helpful frame so they are just asked to complete the frame. After “Guided Writing”, the students come to “Let’s Write” section. In this section the students will do planning, drafting, editing and publishing for their own works. In planning activity, the students are asked to think about the purpose and the audience of the text then generate ideas using listing. Then the students will outline their ideas using a frame. Next activity is drafting, the students will write their first drafts. There is a checklist to help them relect their writing before coming to peer editing. The next activity is editing. In this part, the students do peer editing. There are editing marks to help them to code their editing. After editing, the students come to the final activity that is publishing. In this stage, the students write their final version of the composing. The last part of the unit is reflecting. The students are asked to reflect their learning. It covers the indicators of the learning.

3) Unit 3 A Good Story

The topic in this unit is about popular stories and folktales. This unit is about narrative texts. It is same with the two previous unit, the first section is “Get

Ready to Write". It consists of six headings. The first activity is warming up. It is a BKOF activity by providing a stater kit that are pictures and questions related to the topic. The second one is "Model of the Text". It is MOT activity, the students are provided with a short introduction of narrative texts and a model of narrative texts entitled "Beauty and the Beast". Then students are asked to work in pairs and find out some information related to the model.

The second heading is "Read and Learn", the students are provided with the explanation of the text type and its language features. Then it is followed by an activity to analyze an example of narrative texts. The analysis includes the generic structure of the text and information in the text. The next heading is "Grammar Zone". It shows the information about the past continuous tense. In "Grammar Zone", there are two activities to pratice the past continuous tense. The first activity is completing a television report using words in a box, the second one is arranging words into good sentences. The next heading is "Developing Writing Skills". It provides information about how to use pronouns and to put quotation marks in dialogs. Then the students are given activities to replace underlined words with subject or object pronouns and to draw a line under possesive pronouns. The next heading is "Building Vocabulary". It provides vocabulary about characters and action verbs that are usually used in a story. The practices includes matching and completing activities. The next heading is "Guided Writing". It is a JCOT activity. The students are asked to write a short story based on a pictures series. After "Guided Writing", the students come to "Let's Write" section. In this section the students will do planning, drafting, editing and

publishing. In planning, the students are asked to think about the purpose and the audience of the text then generate ideas using braintorming and listing. Then the students will outline their ideas using a frame. The next activity is drafting, the students will write their first drafts. The next is editing. In this part, the students do peer editing. There are editing marks to help them to code their editing. After editing, the students come to publishing. In this stage, the students write their final version of the text. The last part of the unit is reflecting. The students are asked to reflect their learning.

d. Step 4: Reviewing the Materials

Before the materials were tried out, the first draft of the materials were reviewed by two experts in materials development using a questionnaire.

1) The statistical data analysis of materials review

a) The first reviewer

The first reviewer is Drs. Suharso, M.Pd. He is a lecturer in English Education Department UNY. The Result of the first review is presented in the table below.

Table 16: **The Statistical Data Analysis of the First Review**

No.	Aspect	Mean	Category
1.	Aim and purpose	3	Good
2.	Design and organization	3	Good
3.	Language content	3	Good
4.	Skills	3	Good
5.	Topic	3	Good
6.	Methodology	3	Good
7.	Practical consideration	3	Good

Based on the result of data analysis above, the mean scores for all aspects in the materials that are “aim and purpose”, “design and organization”, “language content”, “skills”, “topic”, “methodology” and “practical consideration” are categorized as good based on the quantitative data conversion by Sudijono (2011). It means that the reviewer agrees with most of the statements indicating the materials are appropriate enough in terms of those aspects.

b) The second reviewer

The second reviewer is Lusi Nurhayati, M.App.Ling. She is also a lecturer in English Education Department UNY. The result of the review is presented in the table below.

Table 17: **The Statistical Data Analysis of the Second Review**

No.	Aspect	Mean	Category
1.	Aim and purpose	3	Good
2.	Design and organization	2,67	Fair
3.	Language content	3	Good
4.	Skills	3	Good
5.	Topic	3	Good
6.	Methodology	2,67	Fair
7.	Practical consideration	2,5	Fair

Based on the result of data analysis above, the mean scores for some aspects in the materials that are “aim and purpose”, “language content”, “skills”, “topic”, and “methodology” are categorized as good based on the quantitative data conversion by Sudijono (2011). It means that the reviewer agrees that the materials are appropriate enough in terms of those aspects. However, there are some aspects that have lower mean scores, 2,67 for design and organization,

2,67 for methodology and 2,5 for practical consideration. The scores are categorized into fair based on Sudijono's quantitative data conversion. It indicates that the reviewer urges the improvements of the materials in terms of design and organization, methodology and practical consideration.

2) Interpretation of the data

The result of the statistical analysis of materials review shows that in general the materials are appropriate enough in terms of "aim and purpose", "design and organization", "language content", "skills", "topic", "methodology" and "practical considerations". However, some improvements of some aspects are needed. The detailed explanation of the result of materials review is explained as follows.

a) Aim and Purpose

Based on the two reviewers, the materials facilitate the students to learn how to express meaning and rhetorical steps of written text essays in the form of descriptive, recount and narrative. The materials are also consistent with the learning objectives. The materials cover most or all of what is needed in teaching writing descriptive, recount and narrative texts (grammar, vocabulary, explanation about characteristics and rhetorical steps of the text types).

b) Design and Organization

The first reviewer agrees that the content is organized logically and sequenced with the basis of complexity and usefulness. However, the second reviewer disagrees with the statements. She urges the improvement in the term of

task arrangement. There are some activities that are less appropriate in the stages of the genre-based approach.

The two reviewers have the same opinion that the materials have provided useful reference sections for grammar, social functions, rhetorical steps and language features of the text types being learned that are helpful for the students. Beside, providing the students with small group works, some of activities in the materials are also suitable for individual study and the layout of the materials is clear enough. Related to the layout, although it is clear, the second reviewer suggested to improve the layout. The parts in the same activity should not be separated and every activity should have a label of names.

c) Language Content

The two reviewers agree that the materials cover main grammar items appropriate to the intended level. The materials also cover vocabulary teaching adequate in terms of quantity and range of vocabulary.

d) Skill

The two reviewers have the same opinion that writing activities are suitable in terms of amount of guidance/ control. The materials also develop mikroskills of writing.

e) Topic

According to the reviewers, the topics used in the materials are closely relevant to the intended audience‘s needs and interests and sophisticated enough in the content, yet within the intended audience’s language level. The topics also help expand the students’awareness and enrich their experiences.

f) Methodology

It can be seen that the two reviewers agree that the materials cover process-based approach activities that is the main focus in developing the materials. The materials also encourage the students to actively involve in their learning and develop the students communicative ability. However, the second reviewer criticizes that most of the tasks do not specify how the students should work (individual, in pairs or groups).

g) Practical consideration

The reviewers agrees that the materials are attractive enough in appearance. However, some of the instructions and the explanation are too long according to the second reviewer and they need to be simplified.

The result of the materials review became the basis for the revision of the first draft of the materials. The aspects that got fair category were impoved. The comments and the suggestions from the reviewers were also considered for the revision. The revision is summarized in the following table.

Table 18: **The Revision of the First Draft of the Materials**

No.	Part of the Unit	Experts' comments/ suggestions	Revision
1.	Unit 1: Activity 1	- The instruction is too long and complicated.	- Revising and simplifying the instruction.
2.	Unit 1: Activity 4	- There is not consistency in using slashes or commas.	- Changing all of the commas into slashes.
3.	Unit 1: Activity 5	- The instruction is too long.	- Revising and simplifying the instruction.

(Continued)

No.	Part of the Unit	Experts' comments/ suggestions	Revision
4.	Unit 2: Activity 1	- The instruction is too long and complicated.	- Revising and simplifying the instruction.
5.	Unit 2: Activity 2	- The instruction of the last practice should be simplified. - Provide an example for the last practice.	- Revising and simplifying the instruction. - Providing an example for the last practice.
6.	Unit 2: Building Vocabulary	- The use of word "learn" in the instruction is not appropriate.	- Changing the word "learn" into "study".
7.	Unit 1, 2, 3: Beginning of the unit	- The beginning of the unit should provide the introduction of the unit and state the learning objectives.	- Providing a page consisting of the introduction of the unit and the learning objectives.
8.	Unit 1, 2, 3: Warming Up	- The last question is not appropiate for warming up activity because it is not daily-life question and each question should be given number.	- Changing the last question and giving a number for each question.
9.	Unit 1, 2, 3: Read and Learn	- The explanation does not need to be translated.	- Removing the translation.
10.	Unit 1, 2, 3: Building Vocabulary	- Some of the pictures are not clear. They should be more interesting.	- Using more interesting pictures.
11.	Unit 1, 2, 3: Let's Write	- The explanation and the instructions are too long and complicated. - Provide examples for planning activities.	- Simplifying the explanation and the instructions. - Removing the explanation in editing stage that will be too complicated for the students. - Removing unfamiliar words like brainstorm, explore, elaborate, spider chart, flow

(Continued)

No.	Part of the Unit	Experts' comments/ suggestions	Revision
			- chart, and so on. - Providing examples for planning activities.
13.	Unit 1, 2, 3: Reflection	- Change the form of the table of the reflection. - Use a scale 1-5, strongly agree, agree, neutral, disagree and strongly disagree. - The aspect should be suited with the indicators example: I can identify...I am able to...	- Revising the table based on the suggestions
14.	Unit 1, 2, 3 Getting Ready to Write	- Use genre-based approach procedure.	- Checking the activities before entering process-based approach activities and suit it with the stages of genre-based approach by removing some activities that are not appropriate in guided writing unit 1 and 2 and replace them with writing in groups based on given clues/ pictures series that are more appropriate for JCOT activities.
15.	Unit 1, 2, 3 Layout	- Improve the layout. - The parts in the same activity should not be separated and every activity should have a label of names. - Provide more interesting pictures in the texts.	- Improve the design of the layout - Providing interesting pictures for texts in "Model of the Text" and for some parts in the materials.

(Continued)

No.	Part of the Unit	Experts' comments/ suggestions	Revision
16.	Unit 1, 2, 3	- Check and improve the task arrangement. - Supply examples in some parts.	- Revising activity 4 in unit 3 - Changing the activities in guided writing unit 1 and 2. - Changing activities in the let's write section from group works become individual works. - Providing examples in some activities especially in grammar zone and planning activities.
17.	Unit 1, 2, 3: The body of the materials	- Check spellings, tenses, punctuation marks, capital letters and grammatical mistakes.	- Revising all the mistakes in terms of spellings, tenses, punctuation marks, capital letters and grammar.

e. Step 5: Conducting a Try-Out

After being improved based on the experts review. The second draft of the materials were tried-out. The try-out was held on April 17th - May 8th, 2013. The researcher played the role as the teacher and the teacher helped the researcher to observe the process of the try-out. The researcher then noted down the difficulties and problems faced by the students in using the materials from the process of the try-out. At the end of the try-out, the researcher also distributed questionnaires and did interviews to find out the students' opinion on the materials in detail. The general description of the try-out is presented below.

1) Unit 1

This unit was presented on April 17th, 2013. Since the students had been very familiar with descriptive texts, in general the students can follow the explanation and the activities smoothly. The students did the activities one by one succesfully until developing writing skills activities. Since the time is limited and considering that the students already mastered descriptive texts, the researcher skipped the activities in guided writing and enter the activities in independent writing. The students could do all the activities succesfully. The most interesting activity for the students was drawing. They really like to draw their special person. Although this activity is not the main activity in planning, it really improved the students' motivation. They could also use clustering activity wisely. The most boring activities for the students were reading and grammar exercises however they still finished the activities. Peer editing then was a new activity for the students. They were still afraid and uncertain in judging their friends' works.

2) Unit 2

This unit was presented in two meetings. The first meeting was held on April 18th, 2013. The first meeting focused on the genre-based approach activities. The students found it difficult to look for the page for unit 2 because there was no page numbers in the materials. The students then did the activities succesfully one by one. The most difficult activity for the students was grammar zone and its practices because most of the students have not mastered the past tense verbs. In guided writing, the students did groups works. The class were

crowded. A small number of the students seemed busy with their own activities but the other students did the group works seriously. After the guided writing activities, the time was up. The rest of the activities were done in the next meeting.

The second meeting of the try-out unit 2 was held on May 1st, 2013. The lesson was started with a review of recount texts. Since the students had already done wiriting activities in three meetings they looked bored to write. The researcher tried to motivate the students. In planning activity, the students succesfully used brainstorming and discussing. They really liked the discussion session however they still used English and Indonesian in writing their notes and in discussing with their groups. Peer editing was getting familiar for the students. However, since recount texts are more complicated in terms of grammar use, peer editing took more time than before so that the students had to write their final draft at home.

3) Unit 3

This unit was also presented in two meetings. The first meeting was held on May 2nd, 2013. The first meeting focused on the genre-based approach activities. Since the topic was new for them, the students found some unfamiliar words in the text in the Model of the Text. Unfortunately, the students were lazy to check the words in the dictionary. They tended to ask the researcher. The students then finished the activities one by one until group works in guided writing. The next activities were going to be done in the next meeting.

The second meeting of the try-out unit 3 was held on May 8th, 2013. The first activity was planning. In this activity, listing was not too effective for the students. The students did not include whatever they need in their story. The space for listing what the students remember about the story was also too small. However, they still could finish their outlines and write their drafts. The students then did peer editing succesfully and write their final draft at home.

f. Step 6: Evaluating the Materials

After the try-out, the materials were evaluated. The evaluation was done using a questionnaire about the students'opinion on the materials and interviews to support the result of the questionnaire. The result of the questionnaire and the interviews were analyzed as the basis for the second revision of the materials. The result of materials evaluation is explained below:

1) The statistical data analysis of materials evaluation

The result of statistical data analysis of the questionnare covering the students' opinions about the materials is presented in the following table.

Table 19: **The Statistical Data Analysis of the Materials Evaluation**

Aspect	Statement	Mean	Category
Aim and Purpose	*Materi ini sesuai dengan level bahasa Inggris saya.*	3.00	Good
	Materi ini membantu saya mengatasi kesulitan untuk belajar menulis dalam bahasa Inggris.	3.09	Good
	Materi ini membantu saya untuk mempelajari teks descriptive, recount dan narrative.	3.21	Good
	Aktivitas dalam materi ini sesuai dengan kebutuhan saya dalam belajar	3.15	Good

(Continued)

Aspect	Statement	Mean	Category
	menulis bahasa Inggris.		
Total Mean Score		**3.11**	**Good**
Topic	*Topik yang digunakan dalam materi ini sesuai dengan minat saya.*	3.03	Good
Total Mean Score		**3.03**	**Good**
Organizati-on	*Tugas disusun dari yang sederhana ke yang lebih kompleks (rumit).*	2.94	Good
Total Mean Score		**2.94**	**Good**
Practical Considerati-on	*Penjelasan yang ada dalam materi ini mudah dimengerti.*	3.12	Good
	Perintah yang digunakan mudah dimengerti.	3.03	Good
	Ukuran dan Jenis huruf dalam materi ini dapat terbaca dengan baik.	3.39	Very Good
	Layout tertata dengan menarik.	3.06	Good
Total Mean Score		**3.15**	**Good**
Result of Using the Materials	*Kegiatan dalam materi ini membuat saya lebih aktif dalam proses pembelajaran.*	3.03	Good
	Bagian "Grammar Zone" pada materi ini membantu saya untuk memahami grammar.	2.97	Good
	Bagian "Vocabulary Building" pada materi ini membantu saya menambah kosa kata bahasa Inggris yang akan digunakan dalam tulisan.	3.18	Good
	Bagian "Planning" pada materi ini membantu saya untuk menemukan ide tulisan.	3.00	Good
	Bagian "Outlining" pada materi ini membantu saya untuk mengorganisasi ide dalam kalimat dan paragraf yang runtut.	3.15	Good
	Bagian "Editing" pada materi ini membantu saya dalam mengkoreksi dan memperbaiki kesalahan dalam tulisan saya.	3.21	Good
Total Mean Score		**3.09**	**Good**

It can be seen in Table 19 above, most of the students agree that all aspects in the materials are appropriate and suit their needs. The mean scores of all statements range from 2,94 to 3,39 that are categorized as good and very good based on quantitative data conversion by Sudijono (2011). The total mean scores of all aspects are also categorized as good.

2) The interpretation of the data

The result of the statistical analysis of materials evaluation shows that in general the materials are appropriate enough in terms of "aim and purpose", "organization", "topic", "practical considerations" and "result of using the materials". The detailed explanation of the result of materials evaluation are explained as follows.

a) Aim and Purpose

Each statement in this aspect got the mean score that is categorized as good based on Sudijono's quantitave data conversion (2011). The mean scores for all statements range from 3,00 - 3,21. It means that most of the students agree that the materials suit their needs in learning writing and the materials suit their language proficiency levels. The materials also help them to overcome their difficulties in learning and to achieve the learning objectives to learn descriptive, recount and narrative texts. So, the main aim of the materials are achieved. It is also supported by the students' statements in the interview as follows.

R : *"Petanyaan pertama, apakah materi ini sesuai dengan kebutuhan adik dalam pembelajaran menulis bahasa Inggris?"*(the first question, do the materials meet your needs in learning writing?)

S4: *"Sesuai...membantu... Sangat sesuai.. karena disini kita dapat mengembangkan diri kita jadi ada kaya planningnya, editingnya, terus ada grammar zonenya itu*

membantu banget si dan mengembangkan kita juga"(yes, they do. They completely suit my needs, because it can improve our writing skills. The activities in the materials like planning, editing and grammar zone are very helpful.)

R : *"Terus materi ini sesuai dengan level bahasa Inggris adek gak?*(Do the materials suit your English proficiency level?)

S4: *"Sesuai* (Yes, they do)

R : *"Jadi kamu gak terlalu kesusahan?"* (So, you didn't get any difficulties in dealing with the materials?)

S4: *"Gak"* (No, I didn't)

(Appendix 4b/ Interview transcript 4)

R : *"Okey, pertanyaan pertama apakah materi yang kemaren kita bahas sesuai dengan kebutuhan adek dalam belajar menulis bahasa Inggris?"* (Okay, the first question, do the materials meet your needs in learning writing?)

S7: *"Sesuai "(*yes, they do)

R : *"Sesuainya gimana? Bisa dijelasin gak?* (can you explain it in detail?)

S7: *"Sesuai soalnya kelas VIII itu apa namanya emang materinya kaya gitu dan semenjak kita kelas VIII itu gak pernah dapet materi kaya gini, jadi pas aja"* (they meet my needs because the materials suit the needs in grade VIII and we also never got the materials like this before)

(Appendix 4b/ Interview transcript 7)

R : *"Hmm, pertanyaan pertama apakah materi yang kita bahas kemaren itu sesuai dengan kebutuhan adek dalam belajar menulis bahasa Inggris?"* (Hmm, the first question, do the materials that we have learnt meet your needs in learning writing?)

S9: *"Iya, membantu"* (Yes, they are helpful)

R : *"Membantunya gimana?"* (How do they help you in learning writing?)

S9: *"Hmm, mungkin...ya.. bisa membantu waktu mengoreksi grammar, vocab, sama ya yang lain-lain"* (Hmm, it can help me in correcting my grammar, vocabulary and so on)

R : *"Pertanyaan kedua, apakah materinya sesuai dengan level bahasa Inggris adek? Terlalu susah apa gimana?"*(The second question, do the materials suit your English profeciency level?)

S9: *"Ya, standar..lumayan"* (yes, they do. It is standard)

(Appendix 4b/ Interview transcript 9)

The materials also improve the students' motivation to learn. It is shown by the result of the interview below.

R : *"Okey, pertanyaan pertama apakah materi yang kemaren kita bahas itu sesuai dengan kebutuhan adik dalam pembelajaran menulis bahasa Inggris?"* (Okay, the first question, do the materials meet your needs in learning writing?)

S6: *"Materinya sesuai dengan kebutuhan saya"* (Yes, they do)

R : *"Sesuainya gimana?"* (can you explain it in detail?)*"Hmm, ya itu mengembangkan*

S6: *itulah mengembangkan keinginan saya untuk belajar menulis bahasa Inggris"* (Hmm, it can improve my motivation to learn writing)

(Appendix 4b/ Interview transcript 6)

b) Topics

Actually it is almost impossible to cover all of students' favorite topics because they are very subjective. However, the result of statistical anaysis shows that the mean score for topic is 3,03 that are categorized as good. It means that although the topics have not suitted personally the students' preferences, in general the topics suit most of the students. It is supported by the students' statements toward this matter as follows.

R : "*Terus apakah topik dalam materi ini sesuai bagi adik gak topiknya?"* (do the topics in the materials suit you?)
S2: *"Sesuai-sesuai aja sih mba"* "yes, they do miss Saila"

(Appendix 4b, Interview transcript 2)

R : *"Kalo untuk topiknya, sesuai dengan adik gak?"*(for the topics, do they suit you?)
S4: *"Sesuai sih karena ada My Special Person, My Nice Holiday emm itu bagus"* (Yes, they do. There are My Special Person, My Nice Holiday emm they are good topics.)

(Appendix 4b, Interview transcript 4)

R : *"Terus apakah topik dalam materi ini menarik bagi adik?"* (Then, are the topics in the materials interesting for you?)
S1: *"Ya, topiknya sesuai dengan minat saya tapi lebih bagus bila dikasih topik yang berhubungan dengan film"* (Yes, the topics suit my interest but it would be better if there were added by topics about movies)

(Appendix 4b, Interview transcript 1)

c) Organization

The mean score of this aspect is 2,94. This aspect got the lowest score. However, it is still categorized as good. It means most of students agree that the activities is organized logically from simple activities to complicated activities.

d) Practical Consideration

The mean score of this aspect is 3,15. It is categorized as good. It means the students agree that the explanation, the instructions and the fonts are clear.

The appearance of the materials is also interesting. This result is supported by the following interview transcript.

R : *" Okey, Hmm, terus kalo penjelasan dan perintahnya jelas gak? Kamu mudeng gak mbaca: penjelasannya?"* (Okay, hmm are the explanation and the instructions clear? Do you understand them?)
S2: *" Mudeng, kan bahasanya gak terlalu sulit jadi bisa dipahami"* (Yes, I do. The language is not too difficult to be understood)

(Appendix 4b/ Interview transcript 2)

R : *" Yang selanjutnya.. penjelasan dan perintah dalam materi ini jelas dan mudah dimengerti tidak?* (Next, are the explanation and the instruction clear and understandable?)
S1: *"Jelas, saya bisa mengartikan perintah dan penjelasannya"* (Yes, they are. I am able to understand the instructions and the explanation)
R : *"Jadi meskipun perintahnya pakai bahasa Inggris adek tetep bisa ya..?"* (So, although the instructions are in English, you can do the tasks right?)
S1: *" bisa"* (Yes, I can)

(Appendix 4b/ Interview transcript 1)

e) Result of using the materials

Result of using the materials measures the effects of the materials for the students after using the materials. According to the result of data analysis, the mean scores of statements indicating the effectiveness of the materials are all categorized as good. It means that the students agree that the activities in the materials give positive effects for them. The materials improve their participation in learning writing. Activities like drawing, disscussing, clustering in planning activities and also peer editing significantly can improve the students' participation. The activities are more interesting and motivating for the students. They can help the students to experience the actual process of writing and to learn writing easier in an interesting way. This result is also supported by the students' opinions as follows.

R : *"Lalu aktivitas dan tugasnya gimana kemaren? tugas-tugas dan aktivitasnya?"* (Then, how's about the activities and task that we have done?)
S3: *"Cukup menarik"* (They are quite interesting)
R : *"Menariknya gimana?"* (why are they interesting for you?)
S3: *"Ya suruh nggambar orang, terus ngoreksi kesalahannya temen juga"* (yaa, (because) there are drawing and also peer editing activities)

(Appendix 4b, Interview transcript 3)

R : *"Terus apakah aktivitas dan tugas dalam materi ini membantu adik untuk belajar menulis bahasa Inggris?"* (Do the activities in the materials help you to learn writing?)
S6: *"Iya"* (yes, they do)
R : *" Membantunya gimana?"* (How do they help you?)
S6: *" Ya jadi lebih mudah belajar menulis bahasa Inggris"*(They make learn writing easier)

(Appendix 4b, Interview transcript 6)

R : "*Terus, apakah aktivitas dan tugas dalam materi ini membantu adik dalam belajar menulis? Kan aktivitasnya ada yang planning, ada drafting, terus ada yang kamu saling ngorekti sama temen itu gimana?"* (do the activities help you to learn writing? We have planning, drafting, and peer editing activities, what do you think about them?)
S4: *"Aktivitasnya asyik"* "They are fun"
R : *"Asyiknya gimana?"* (Can you explain it in detail?)
S4: *"Gak kaya pelajaran-pelajaran (menulis) biasanya, gak monoton* (They are not like writing activities we did before, they are not monotonous)

(Appendix 4b, Interview trancript 4)

Each part of the materials for example grammar zone, vocabulary building, and process-based activities that are planning, outlining and editing are also effective. They have positive effects for the students. For example, planning. It has 3,00 mean score that is categorized as good. It shows that the planning activity can help the students to generate ideas. It is supported by the result of the interview below.

R : *"Terus pendapat adik tentang aktivitas dan tugasnya gimana?"* (What do you think about the activities?)
S4: *"Aktivitasnya itu bagus, mengasah banget, mengembangkan kita, memunculkan ide-ide baru dari kita sendiri*" (The activities are good, they sharpen our minds, explore us, they help us generate new ideas from our selves)

(Appendix 4b, Interview transcript 4)

Then outlining is helpful for the students to organize their ideas. This aspect got 3,15 mean score that is categorized as good. The last, editing is also very helpful for the students to reflect and revise their mistakes in terms of grammar and mechanics. The mean score of this statement is 3,21 that is categoried as good. The students can do peer editing succesfully as the students claim in the following interviews.

R : *"Kamu saling ngoreksi pekerjaan sama temen itu mbantu kamu untuk ngoreksi kesalahan kamu gak?* (does peer editing help you in reflecting your mistakes?)
"Iya, soalnya bisa liat tempat temen yang lain yang lebih bener, jadi aku bisa tau mana salahnya " (Yes, it does because I can look at my friends' works that are better so that I know my mistakes)
S2: *" Terus, kalo kamu disuruh ngoreksi sama temen kemaren bisa gak?"* (Then, are you
R : able to do peer editing?)
S2: *"Bisa "* (yes, I am)

(Appendix 4b/Interview transcript 2)

R : *"Kalo untuk aktivitas yang saling ngoreksi antar temen kamu bisa gak?"* (can you do peer editing?)
S5: *"Bisa"* (Yes, I can)
R : *"bermanfaat buat kamu gak?* (is it useful for you?)
S5: *"Manfaat banget"* (Yes, it is. It is very useful)
R : *"Manfaatnya gimana?* (How can it help you?)
S5: *"Manfaatnya ya apa ya, kita jadi bisa ngerti apa itu ya spelling, terus apa apa..grammar...terus gitu-gitu* (the benefit is,,mm,,,we can understand spelling, grammar and so on)

(Appendix 4b/ Interview transcript 5)

In conclusion, the result of materials evaluation shows that the materials meet the students'needs and problems in learning writing. It means that the purpose of study was achieved. All aspects in the materials are in general appropriate with the students. However, based on the students' difficulties in the process of the try-out and suggestions form the students, there are a few revisions that were done in writing the final draft of the materials. They are summarized in the following table.

Table 20: **The Revision of the Second Draft of the Materials**

Part of the Unit	Points that should be revised	Revision
Layout	- Adding more decorated pictures. - Adding a cover, page numbers and table of the contents.	- Adding decorated pictures in some parts of the materials. - Adding a cover, page numbers, and table of the contents.
Unit 1, 2, 3: Model of the text	- The students should be given a task for checking unfamiliar words in their dictionary to improve their independence in learning unfamiliar words	- Adding vocabulary project in models of the text unit 1, 2, 3
Unit 3: Planning	- Many students found it difficult to use listing to generate ideas for stories.	- Changing listing into clustering that will be more helpful to create stories.

g. Step 7: Writing the Final Draft of the Materials

The results of the try-out, the questionnaire and the interviews were used to evaluate, revise and improve the materials. The revised materials then are called the final draft. The materials have improved a lot after passing experts' review and materials' evaluation. The final draft of the materials is explained as follows.

1) Unit 1 My Special Person

This unit is about descriptive texts. The topic in this unit is my special person that can be family, best friends, idols and so on. The first section is "Get Ready to Write". It consist of seven headings. The first one is "Warming Up". It is a BKOF activity by providing a stater kit that are pictures and questions related to the topic. The second one is "Model of the Text". It is a MOT activity. The

students are provided with a short introduction of descriptive texts and a model of descriptive texts entitled “My New Neighboor”. The students read the text in pairs and should pay attention to how a writer describes people. The students are then asked to do a vocabulary project to find unfamiliar words from the text in their dictionaries.

The next heading is “Read and Learn”. The students are provided with the explanation of descriptive texts, the generic structure and the language features. Then it is followed by an activity to analyze an example of descriptive texts. The analysis includes the generic structure of the text and information in the text. The next heading is “Grammar Zone”. It shows information about the simple present tense that is used in descriptive texts. In “Grammar Zone”, there are two activities to pratice the simple present tense. The first activity is arranging words to good sentences and the second one is filling the spaces with the correct forms of the verbs.

The next heading is “Developing Writing Skills”. It provides information about subject-verb agreement and capitalization. It has two activities for practising. They are choosing correct forms of the present tense verbs based on subject-verb agreement and changing small letters into capital letters correctly. The next heading is “Building Vocabulary”. It provides vocabulary about appearances and personality. It gives pictures about appearances and activities to categorize adjectives about appearances and to find the opposite words about personality. The next heading is “Guided Writing”. It is a JCOT activity. The

students are asked to work in small groups and then write a short descriptive text about an actress using given clues. After that the students come to “Let’s Write” section. In this section the students will do an ICOT activity blended with activities in process-based approach that are planning, drafting, editing and publishing for their own works. All of the activities should be done individually.

In planning activity, the students are asked to think about the purpose and the audience of the text then generate ideas by drawing their objects and clustering what the students remember about their objects. Then the students will outline their ideas using a frame. It helps the students to organize their ideas. The next is drafting, the students will write their first drafts. There is a checklist to help them relect their writing before coming to peer editing. The next part is editing. In this part, the students do peer editing. In unit 1, in editing stage, there is a practice on editing a text. The purpose of this practice is to get the students familiar with peer editing and comfortable with the use of editing marks. After editing activity, the students come to the final part that is publishing. In this activity, the students write their final drafts. The last part of the first unit is reflecting. The students are asked to reflect their learning. It covers the indicators of the learning.

2) Unit 2 My Nice Holiday

The topic in this unit is about holidays. This unit is about recount texts. The first section is “Get Ready to Write”. It consists of seven headings. The first one is “Warming Up”. It is a BKOF activity by providing a stater kit that are pictures and questions related to the topic. The second one is “Model of the Text”.

It is a MOT activity. The students are provided with a short introduction of recount texts and a model of recount texts entitled “My Wonderful Holiday”. The students are then asked to work in pairs to read the model and pay attention to how a writer tells about experiences. The students are then asked to do a vocabulary project to find unfamiliar words from the text in their dictionaries.

The second heading is “Read and Learn”, the students are provided with the explanation of recount texts, the generic structure and the language features. Then it is followed by “Grammar Zone” providing explanation about the simple past tense. Then the students are given three activities for practicing the simple past tense. They are arranging words into sentences, completing a text with the right past form of be, and writing sentences usin given words. The next activity is analysing an example of recount texts. This activity is put after “Grammar Zone” because beside the generic structure and information in the text, the analysis include the simple past tense. The next heading is “Developing Writing Skills”. It provides information about time order, writing titles and punctuation. Time order explanation is followed by an activity to arrange sentences based on time order while punctuation explanation is followed by an activity to give appropriate punctuation marks in sentences.

The next heading is “Building Vocabulary”. It provides vocabulary about recreational spots and recreational equipment. It gives pictures covering recreational spots and an activity to complete a text based on given words related to recreational equipment. The next heading is “Guided Writing”. It is a JCOT activity. The students are asked work in small groups and write a recount text

using pictures series. After “Guided Writing”, the students come to “Let’s Write” section. In this section the students will do planning, drafting, editing and publishing for their own works. In planning activity, the students are asked to think about the purpose and the audience of the text then generate ideas using listing. Then the students will outline their ideas using a frame. The next activity is drafting, the students will write their first drafts. There is a checklist to help them check their writing before coming to peer editing. The next one is editing. In this part, the students do peer editing. There are editing marks to help them to code their editing. After editing, the students come to publishing. In this stage, the students write their final version of the text. The last part of the unit is reflecting. The students are asked to reflect their learning. It covers the indicators of the learning.

3) Unit 3 A Good Story

The topic in this unit is about popular stories and folktales. This unit is about narrative texts. It is same with the two previous unit, the first section is “Get Ready to Write”. It consists of seven headings. The first one is “Warming Up”. It is a BKOF activity by providing a stater kit that are pictures and questions related to the topic. The second one is “Model of the Text”. It is a MOT activity, the students are provided with a short introduction of narrative texts and a model of narrative texts entitled “Beauty and the Beast”. Then the students are asked to work in pairs and find out the problems faced by the characters in the story. The

students are then asked to do a vocabulary project to find unfamiliar words from the text in their dictionaries.

The second heading is “Read and Learn”. The students are provided with the explanation of narrative texts, the generic structure and the language features. Then it is followed by an activity to analyze an example of recount texts. The analysis includes the generic structure of the text and information in the text. The next heading is “Grammar Zone”. It shows information about the past continuous tense. In “Grammar Zone”, there are two activities to pratice the past continuous tense. The first activity is completing a report using words in a box and the second one is arranging words into good sentences. The next heading is “Developing Writing Skills”. It provides information about how to use pronouns and and how to put quotation marks in dialogs. Then the students are asked to replace underlined words with subject or object pronouns, to fill in the blanks with appropriate pronouns and to give quotation marks correctly in dialogs.

The next heading is “Building Vocabulary”. It provides vocabulary about characters and action verbs that are usually used in a story. The practices include matching and completing activities. The next heading is “Guided Writing”. It is a JCOT activity. The students are asked to write a short story in small groups based on a pictures series. After “Guided Writing”, the students come to “Let’s Write” section. In this section the students will do planning, drafting, editing and publishing for their own works individually. In planning, the students are asked to think about the purpose and the audience of the text then generate ideas using a clustering activity. Then the students will outline their ideas using a frame. The

next is drafting, the students will write their first drafts. The next activity is editing. In this activity, the students do peer editing. There are editing marks to help them to code their editing. After editing, the students come to the final activity that is publishing. In this stage, the students write their final drafts. The last part of the unit is reflecting. The students are asked to reflect their learning.

B. Discussion

The purpose of this study is developing writing materials that are appropriate for the eighth grade students of SMP N 6 Yogyakarta. The materials were developed by using the model of Research and Development stages by Gall, Gall and Borg (2003) combined with the stages of materials development by Jolly and Bolitho in Tomlinson (1998: 96-100) with several modifications. According to the preliminary observation, the researcher found out that the students need writing materials that cover process-based approach activities that were potential to overcome the students' difficulties in generating ideas, reflecting mistakes in grammar and mechanics and also to help the students improve their participation in learning writing.

Then need analysis was conducted to collect the detailed information about the students' problems and needs. The need analysis gathered information from the students in terms of the students' profil, the students' attitudes toward writing skills, the students' abilities in writing, the students' learning backgrounds, the students' learning preferences and the students' interests. Those aspects were

taken from the theory of needs assessment proposed by Hutchinson and Waters (1991) and Graves (2000).

There were three units that were developed. The units cover two basic competencies stated in the curriculum. Based on the result of the preliminary observation, needs analysis and curriculum analysis, the activities were developed and sequenced by including genre and process based approaches to teaching writing. The learning activities cover four stages in genre based approach from Hammond et al (1992) that are BKOF, MOT, JCOT, ICOT and also give students opportunities to follow the four basic writing stages from Tribble (1996) that are planning, drafting, editing and publishing.

The first draft of the materials then were reviewed by two experts using a questionnaire that was developed based on the checklist of materials evaluation and selection by Cunningsworth (1995). This was categorized as pre-use evaluation. The second draft of materials then were tried-out in the classroom. The difficulties and problems faced by the students in using the materials were used as the basis of while-use evaluation. Then the detailed information about the students' opinions about the materials were collected by using a questionnaire and interviews. The questionnaire and interview guidelines were developed based on the checklist of materials evaluation and selection by Cunningsworth (1995) and the theory of materials evaluation by Tomlinson (1998). The results of the the questionnaire and interviews were used as the basis of post-use evaluation to write the final draft of the materials.

Based on the result of the materials evaluation, the students agree that the materials meet their needs and problems. The mean scores of all statements indicating the appropriateness and the effectiveness of the materials for the students range from 2,94 to 3,39 that are categorized as good and very good based on quantitative data conversion by Sudijono (2011). It means that the materials succesfully help the students to learn writing and to overcome the difficulties in generating ideas, correcting mistakes in terms of grammar and mechanics in their writing. Since the activities are more interesting and varied, the students are motivated to learn so that they are able to improve their participation. It indicates that the purpose of the study is achieved.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions are drawn based on the research questions in the first chapter. They are the learners' needs of the eighth grade students of SMP N 6 Yogyakarta in learning writing and writing materials that are appropiate for the students. They are explained as follows.

1. The Learners' Needs in Learning Writing

a. In the preliminary observation, the students were observed to have difficulties in generating ideas. They also tended to make mistakes in terms of grammar and mechanics and the most important, they had poor participation in the their learning. Related to the problems above, writing materials that cover process-based approach activities were potentially helpful.

b. All the students agree that writing should be done step by step. Planning, drafting, editing the text before finally writing the final draft will make writing easier from them.

c. All students agree that writing skills are important for them, it means that their intrinsic motivation to learn is actually high. If in fact, their participation in the classroom was still low it means the students need writing materials that rise their motivation.

d. Most of the students had not been satisfied with the writing activities and materials used in the classroom. They need writing activities and materials that are more varied and more interesting.

e. The students agree that pictures are very helpful in learning writing.

f. The students prefer working in small groups.

g. Asking friends is the most comfortable way for the students to overcome difficulties in learning. It means that they will be more comfortable with peer feedback than teacher' review.

h. The students find some difficulties in learning writing especially in generating ideas, grammar and mechanics, and vocabularies that correspond to the result of the preliminary observation. However, they also still had difficulties in understanding text types and organizing sentences. The materials should meet all of those problems.

i. The students prefer topics related to daily life. Two other topics that the students prefer are culture, science and technology.

j. Completing sentences or paragraph and arranging jumbled words are prefered writing activities by most of the students.

k. Related to the teacher's role and the students' role, the students need the teacher to go around the classroom and help the students. The student also know their roles in teaching learning process. Most students understand that to make the teaching learning process succesful, as a student they should follow the process seriously, ask for explanation and for help when find difficulties and involve actively in the learning process.

2. The Specification of Appropriate Materials for the Students

Based on the result of the materials evaluation, the product of this study is considered as appropriate materials for the eighth grade students of SMP N 6 Yogyakarta. The materials cover the students' needs and problems that were analyzed in the needs analysis stage. They can help the students to learn writing successfully and overcome the difficulties in generating ideas, correcting mistakes in terms of grammar and mechanics in their writing. Since the activities are more interesting and varied, the students are motivated to learn so that they are able to improve their participation. The specification of the developed materials is explained below.

a. The materials blended genre based approach and process based approach to teaching writing. The activities were developed and sequenced based on the steps in genre-based and process-based approaches to teaching writing.
b. The learning activities cover four steps in genre-based approach from Hammond et al (1992) that are BKOF, MOT, JCOT, ICOT and also give students opportunities to follow the four basic writing process from Tribble (1996) that are planning, drafting, editing and publishing.
c. The materials are divided into two sections. The first section is "Getting ready to write". It covers BKOF, MOT and JCOT activities. The second section is "Let's write". It covers ICOT blended with planning, drafting, editing and publishing activities.
d. In the BKOF activity, the students are given a warming up activity by providing them pictures and questions related to the topic.

e. In the MOT activity, the students are provided with “The Text Model”, “Read and Learn”, “Grammar Zone”, “Developing Writing Skills” and “Building Vocabulary”. They give models of the texts, explanation and practices about generic structures of the texts, language features of the texts, grammar and vocabulary related to the texts.

f. In the JCOT activity, the students are provided with a guided writing activity in which the students write in small groups using useful hints that are pictures series or clues.

g. In the ICOT activity, the students come to activities in process-based approach that are planning, drafting, editing and publishing.

h. In planning, the students are given opportunities to generate their ideas using brainstorming, clustering, discussion and drawing activities. They also write their outlines.

i. In drafting, the students are provided with appropriate time and space to write their drafts. They are also given a checklist to review their draft.

j. In editing, the students do peer editing. They are provided with useful editing marks to code their writing. This activity help them in reflecting and refising their mistakes in terms of grammar and mechanics.

k. The topics that are used are related to daily life that are according to the needs analysis is the most relevant topic for the students.

B. Implications

The result of the study shows that the developed materials that cover activities in process-based approach including planning, drafting, editing and producing the final draft have positive effects for the eighth grade students of SMP N 6 Yogyakarta in learning writing. They help and facilitate the students to generate ideas, reflect mistakes in terms of grammar and mechanics and the most important, since the activities are more interesting and varied, the students are motivated to learn and are able to improve their participation.

The implications for the fact above are firstly, the developed materials can be used as an alternative source of materials to learn writing by the eighth grade students of SMP N 6 Yogyakarta and by other students who have similar characteristics and similar difficulties in learning writing. Secondly, providing the students opportunities and time to pass the stages in process-based approach can give the students greater responsibility for their learning. Process-based approach activities help students write better by giving opportunities for the students to experience the actual process of writing. Process-based approach can also co-exist in classroom with genre-based approach. The complementary use of both approaches helps students both to gain knowledge of the genre from the text models to learn how they are constructed and experience a whole writing process. However, good materials will not guarantee that the teaching learning process be completely successful. They need to be supported with the teacher' role and the students' role as the subjects of learning.

C. Suggestions

There are some suggestions proposed to the eighth grade students of SMP N 6 Yogyakarta, English teachers, and other researchers or materials developers.

1. To the eighth grade students of SMP N 6 Yogyakarta, writing is a way to express ideas, feelings and opinions. Writing can be very fun and interesting if they keep their motivation to learn. They also should not be hesitated to ask guidance and help from their teachers or friends if they find any difficulties in learning. These materials will not work if the students are passively learn.
2. To English teachers at schools, they need to consider the students' needs and problems in selecting or developing materials used in the classroom. However, beside providing appropriate materials a teacher need also to play appropriate roles in teaching writing especially, as a motivator, a resource and a feedback provider.
3. To other researchers or materials developers, considering the students' opinions toward the developed materials, these materials can be used as a good alternative to teach writing. In future researches, they can develope writing materials that cover process-based approach activities for students in other levels.

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APPENDICES

APPENDIX 1A

THE QUESTIONNAIRE FOR NEEDS ANALYSIS

Kepada.

Siswa-siswi kelas VIII C SMP N 6 Yogyakarta

Di SMP N 6 Yogyakarta

Dalam rangka penelitian sebagai tugas akhir skripsi tentang pengembangan materi menulis untuk mata pelajaran Bahasa Inggris bagi siswa-siswi kelas VIII C SMP N Yogyakarta, Saya mengharap kesediaan adik untuk meluangkan waktu untuk mengisi angket ini.

Bagian pertama dalam angket ini bertujuan untuk mengetahui gambaran umum tentang adik, sedangkan bagian kedua untuk mengetahui kebutuhan belajar adik dalam pembelajaran menulis bahasa Inggris.

Angket ini tidak bermaksud untuk menguji atau menilai adik melainkan untuk mencari gambaran tentang materi pembelajaran menulis bahasa Inggris yang sesuai bagi siswa-siswi kelas VIII C SMP N 6 Yogyakarta sehingga angket ini dijamin tidak akan mempengaruhi nilai adik. Hasil dari angket ini akan sangat mempengaruhi data penelitian karena itu adik dimohon untuk jujur atau apa adanya dan juga teliti dalam memberikan jawaban.

Akhirnya, atas bantuan dan kesediaan adik untuk mengisi angket ini, Saya mengucapkan terimakasih.

Yogyakarta, 5 Januari 2013

Peneliti

Saila Makwatul Amrina
(Mahasiswi Jurusan Pendidikan
Bahasa Inggris UNY)

Angket Analisis Kebutuhan
Dalam Belajar Menulis Bahasa Inggris
Siswa kelas VIII SMP N 6 Yogyakarta

A. Profil Siswa

Isilah data pribadi adik berikut ini:

Nama :
Umur :
Jenis Kelamin :
Pekerjaan orangtua :
Bahasa sehari-hari dirumah :

B. Kebutuhan Belajar

Berilah tanda (X) pada huruf A,B,C,D dan seterusnya pada jawaban yang paling sesuai dengan kondisi dan pendapat adik. Adik boleh memilih lebih dari satu jawaban untuk pertanyaan-pertanyaan tertentu. Jika adik memilih jawaban lain-lain, tuliskan jawaban adik tersebut secara ringkas dan jelas.

1. Kemampuan menulis dalam bahasa Inggris penting untuk dimiliki.
   A. Sangat setuju
   B. Setuju
   C. Tidak Setuju
   D. Sangat tidak setuju

2. Kemampuan menulis dalam bahasa Inggris adik sudah baik.
   A. Sangat setuju
   B. Setuju
   C. Tidak Setuju
   D. Sangat tidak setuju

3. Kegiatan latihan menulis bahasa Inggris di kelas selama ini sudah menyenangkan.
   A. Sangat setuju
   B. Setuju
   C. Tidak Setuju
   D. Sangat tidak setuju

4. Materi dan kegiatan yang digunakan dalam pembelajaran menulis bahasa Inggris di kelas selama ini sudah membantu adik untuk belajar menulis dalam bahasa Inggris dengan baik.
   A. Sangat setuju
   B. Setuju
   C. Tidak Setuju
   D. Sangat tidak setuju

5. Topik yang dibahas dalam pembelajaran menulis bahasa Inggris di kelas selama ini sudah sesuai dengan keinginan adik.
   A. Sangat setuju
   B. Setuju
   C. Tidak Setuju
   D. Sangat tidak setuju

6. Kegiatan menulis dalam bahasa Inggris akan lebih mudah jika dilakukan tahap demi tahap (mencari ide, membuat rancangan tulisan, menulis draft, mengoreksi dan merevisi).
   A. Sangat setuju
   B. Setuju
   C. Tidak Setuju
   D. Sangat tidak setuju

7. Media gambar membantu adik dalam latihan menulis bahasa Inggris.
   A. Sangat setuju
   B. Setuju
   C. Tidak Setuju
   D. Sangat tidak setuju

8. Kegiatan menulis dalam bahasa Inggris merupakan kegiatan yang mudah dilakukan.
   A. Sangat setuju
   B. Setuju
   C. Tidak Setuju
   D. Sangat tidak setuju

9. Kesulitan apa yang adik hadapi saat menulis dalam bahasa Inggris? (Jawaban boleh lebih dari satu).
   A. Kesulitan menemukan ide yang akan ditulis
   B. Kesulitan memahami jenis teks dalam bahasa Inggris *(Descriptive, Recount, Narrative)*
   C. Kesulitan mengorganisasi (menyusun) kalimat
   D. Kurangnya penguasaan kosa kata bahasa Inggris
   E. Kurangnya penguasaan *grammar* (tata bahasa bahasa Inggris) dan tata tulis yang benar
   F. Lainnya:.....

10. Jika menemukan kesulitan dalam mengerjakan tugas menulis bahasa Inggris apa yang adik biasa lakukan? (Jawaban boleh lebih dari satu).
    A. Bertanya pada teman
    B. Bertanya pada guru
    C. Membuka buku atau kamus
    D. Diam saja

11. Topik apa yang adik sukai dalam menulis bahasa Inggris? (Jawaban boleh lebih dari satu).
    A. Kehidupan remaja sehari-hari pada lingkungan keluarga, sekolah dan masyarakat
    B. Sosial
    C. Ekonomi
    D. Politik
    E. Budaya
    F. Dunia pendidikan
    G. Ilmu pengetahuan dan teknologi
    H. Lainnya:.....

12. Kegiatan apa yang adik inginkan dalam pembelajaran menulis bahasa Inggris? (Jawaban boleh lebih dari satu).
    A. Membuat cerita dari gambar
    B. Menyusun paragraf
    C. Membuat paragraf sebagai lanjutan dari paragraf yang telah disediakan
    D. Melengkapi kalimat atau paragraf yang belum lengkap
    E. Menyusun kata yang diacak
    F. Lainnya:.....

13. Pada saat mengerjakan tugas menulis bahasa Inggris, adik suka melakukannya secara...
    A. Sendiri
    B. Berpasangan
    C. Berkelompok
    D. Kerjasama satu kelas

14. Menurut adik, dalam pembelajaran menulis bahasa Inggris, guru seharusnya...
    A. Duduk mengawasi di depan kelas
    B. Mengitari kelas sambil mengawasi pekerjaan siswa
    C. Mengitari kelas sambil membantu siswa yang mengalami kesulitan
    D. Menuntun dan membimbing tiap siswa

15. Menurut adik, dalam pembelajaran menulis bahasa Inggris, seorang siswa seharusnya... (Jawaban boleh lebih dari satu).
    A. Cukup mengikuti instruksi dari guru
    B. Mengikuti proses pembelajaran dengan sunguh-sungguh
    C. Meminta penjelasan dan bantuan jika menemukan kesulitan
    D. Aktif dalam proses pembelajaran
    E. Mandiri dalam belajar

Try-out of the Questionnaire for Needs Analysis

Student	Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	Item_8
1.	4.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
2.	4.0	3.0	3.0	4.0	4.0	4.0	4.0	3.0
3.	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0
4.	3.0	2.0	2.0	3.0	2.0	2.0	1.0	3.0
5.	4.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
6.	4.0	3.0	3.0	4.0	4.0	4.0	4.0	3.0
7.	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0
8.	3.0	2.0	2.0	3.0	2.0	2.0	1.0	3.0
9.	3.0	3.0	1.0	4.0	3.0	3.0	2.0	2.0
10.	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0
11.	3.0	3.0	1.0	4.0	3.0	3.0	2.0	2.0
12.	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0
13.	3.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0
14.	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0
15.	3.0	2.0	3.0	4.0	3.0	3.0	2.0	2.0
16.	4.0	2.0	2.0	4.0	2.0	4.0	2.0	2.0
17.	3.0	3.0	1.0	4.0	3.0	4.0	2.0	2.0
18.	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0
19.	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0
20.	4.0	2.0	2.0	4.0	2.0	3.0	2.0	1.0
21.	3.0	4.0	3.0	3.0	4.0	4.0	3.0	4.0
22.	4.0	2.0	1.0	4.0	2.0	4.0	2.0	3.0
23.	3.0	2.0	1.0	3.0	2.0	3.0	2.0	2.0
24.	4.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
25.	4.0	3.0	3.0	4.0	4.0	3.0	4.0	3.0
26.	3.0	3.0	2.0	2.0	2.0	4.0	2.0	3.0
27.	3.0	2.0	2.0	3.0	2.0	3.0	1.0	3.0
28.	3.0	2.0	3.0	4.0	3.0	3.0	2.0	2.0
29.	4.0	2.0	2.0	4.0	2.0	4.0	2.0	2.0
30.	4.0	2.0	2.0	4.0	2.0	3.0	2.0	1.0
31.	3.0	4.0	3.0	3.0	4.0	4.0	3.0	4.0
32.	4.0	2.0	1.0	4.0	2.0	4.0	2.0	3.0
33.	3.0	2.0	1.0	3.0	2.0	3.0	2.0	2.0
34.	3.0	4.0	3.0	3.0	4.0	2.0	3.0	3.0
35.	2.0	2.0	3.0	3.0	4.0	3.0	3.0	3.0
36.	4.0	2.0	3.0	3.0	4.0	2.0	3.0	3.0

```
RELIABILITY
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  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE

  /SUMMARY=TOTAL.
```

Reliability

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out of the Questionnaire for Needs Analysis.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	36	100.0
	Excluded[a]	0	.0
	Total	36	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.729	8

Item Statistics

	Mean	Std. Deviation	N
ITEM_1	3.3333	.53452	36
ITEM_2	2.5000	.65465	36
ITEM_3	2.1667	.73679	36
ITEM_4	3.3056	.62425	36
ITEM_5	2.7500	.80623	36
ITEM_6	3.0833	.69179	36
ITEM_7	2.3056	.74907	36
ITEM_8	2.6111	.68776	36

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM_1	18.7222	9.521	.214	.735
ITEM_2	19.5556	8.654	.371	.711
ITEM_3	19.8889	7.987	.476	.690
ITEM_4	18.7500	9.736	.099	.757
ITEM_5	19.3056	6.675	.765	.614
ITEM_6	18.9722	8.828	.293	.726
ITEM_7	19.7500	6.821	.800	.611
ITEM_8	19.4444	8.654	.342	.717

APPENDIX 1B

THE QUESTIONNAIRE FOR MATERIALS REVIEW

The Review Form of Writing Materials Developed for the Students of VIII C in SMP N 6 Yogyakarta during the Academic Year of 2012/2013 by Materials Experts

Title : Writing Materials for the Students of VIII C in SMP N 6 Yogyakarta during the Academic Year of 2012/2013
Skill : Writing
Text Type : Descriptive, Recount, and Narrative
Intended Audience : The students of VIII C in SMP N 6 Yogyakarta during the academic year of 2012/2013

Put a tick (√) in the appropriate box.

Categories:

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

No.	Statement	Category				Comment
		SD	D	A	SA	
Aim and Purpose						
1.	The materials facilitate the students to learn how to express meaning and rhetorical steps of written text essays in the form of descriptive, recount and narrative.					
2.	The materials are consistent with the learning objectives.					
3.	The materials cover most or all of what is needed in teaching writing descriptive, recount and narrative (grammar, vocabulary, explanation about characteristics and rhetorical steps of the text types).					

No.	Statement	Category				Comment
		SD	D	A	SA	
Design and organization						
4.	The content is organized logically.					
5.	The content is sequenced with the basis of complexity and usefulness.					
6.	There are useful reference sections for grammar.					
7.	There are useful reference sections for social functions, rhetorical steps and language features of the text types being learned.					
8.	Some of the materials are suitable for individual study.					
9.	The layout of the materials is clear.					

No.	Statement	Category				Comment
		SD	D	A	SA	
Language Content						
10.	The materials cover main grammar items appropriate to the intended level.					
11.	The materials cover vocabulary teaching adequate in terms of quantity and range of vocabulary.					
Skill						
12.	Writing activities are suitable in terms of amount of guidance/control.					
13.	The materials develop mikroskills of writing.					
Topic						
14.	The topics used in the materials are closely relevant to the intended audience‘s needs and interests.					
15.	The topics help expand the students’awareness and enrich their experiences.					

No.	Statement	Category				Comment
		SD	D	A	SA	
16.	The topics are sophisticated enough in the content, yet within the itended audience's language level.					
Methodology						
17.	The materials cover process approach activities in teaching writing.					
18.	The materials encourage the students to be actively involved in their learning.					
19.	The materials develop the students'communicative ability.					
Practical Consideration						
20.	The materials are attractive in appearance.					
21.	The instructions are clear.					

Suggestions:

Reviewer

_____

The Result of Materials Review

Aspect	Reviewer 1	Reviewer 2
Aim and Purpose	9.0	9.0
Design and Organization	15.0	13.0
Language Content	6.0	6.0
Skill	6.0	6.0
Topic	9.0	9.0
Methodology	9.0	8.0
Practical Considerations	6.0	5.0

```
RELIABILITY

  /VARIABLES=Reviewer_1 Reviewer_2
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  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE

  /SUMMARY=TOTAL.
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Reliability

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[DataSet0]
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	7	100.0
	Excluded[a]	0	.0
	Total	7	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.982	2

Item Statistics

	Mean	Std. Deviation	N
Reviewer_1	8.5714	3.20713	7
Reviewer_2	8.0000	2.70801	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Reviewer_1	8.0000	7.333	.979	.[a]
Reviewer_2	8.5714	10.286	.979	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.5714	34.619	5.88380	2

APPENDIX 1C

THE QUESTIONNAIRE FOR MATERIALS EVALUATION

Angket Evaluasi Materi Pembelajaran Menulis untuk Siswa Kelas VIII SMP N 6 Yogyakarta Tahun Akademik 2012/2013

Petunjuk Pengisian : Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat adik.

Keterangan:

5. Sangat Tidak Setuju (STS)
6. Tidak Setuju (TS)
7. Setuju (S)
8. Sangat Setuju (SS)

No.	**Pernyataan**	**Kategori**			
		STS	**TS**	**S**	**SS**
22.	Materi ini sesuai dengan level bahasa Inggris saya.				
23.	Materi ini membantu saya mengatasi kesulitan untuk belajar menulis dalam bahasa Inggris.				
24.	Materi ini membantu saya untuk mempelajari teks *descriptive*, *recount* dan *narrative.*				
25.	Topik yang digunakan dalam materi ini sesuai dengan minat saya.				
26.	Aktivitas dalam materi ini sesuai dengan kebutuhan saya dalam belajar menulis bahasa Inggris.				
27.	Tugas disusun dari yang sederhana ke yang lebih kompleks (rumit).				
28.	Kegiatan dalam materi ini membuat saya lebih aktif dalam proses pembelajaran.				

No.	Pernyataan	Kategori			
		STS	**TS**	**S**	**SS**
29.	Penjelasan yang ada dalam materi ini mudah dimengerti.				
30.	Bagian *"Grammar Zone"* pada materi ini membantu saya untuk memahami *grammar.*				
31.	Bagian *"Vocabulary Building"* pada materi ini membantu saya menambah kosa kata bahasa Inggris yang akan digunakan dalam tulisan.				
32.	Bagian "*Planning"* pada materi ini membantu saya untuk menemukan ide tulisan.				
33.	Bagian *"Outlining"* pada materi ini membantu saya untuk mengorganisasi ide dalam kalimat dan paragraf yang runtut.				
34.	Bagian *"Editing"* pada materi ini membantu saya dalam mengkoreksi dan memperbaiki kesalahan dalam tulisan saya.				
35.	Perintah yang digunakan mudah dimengerti.				
36.	Ukuran dan Jenis huruf dalam materi ini dapat terbaca dengan baik.				
37.	*Layout* tertata dengan menarik.				

APPENDIX 1D

THE INTERVIEW GUIDELINES FOR MATERIALS EVALUATION

Pedoman Wawancara Evaluasi Materi Pembelajaran Menulis untuk Siswa Kelas VIII SMP N 6 Yogyakarta Tahun Akademik 2012/2013

1. Secara umum, bagaimana pendapat adik tentang materi ini?
2. Apakah materi ini sesuai dengan kebutuhan adik dalam pembelajaran menulis bahasa Inggris?
3. Apakah materi ini sesuai dengan level bahasa inggris adik?
4. Apakah topik dalam materi ini menarik bagi adik?
5. Bagaimana pendapat adik tentang aktivitas dan tugas dalam materi ini?
6. Apakah penjelasan dalam materi ini mudah dimengerti?
7. Apakah perintah dalam materi ini jelas dan mudah dimengerti?
8. Apakah saran yang ingin adik berikan untuk materi ini?

APPENDIX 2

THE RESULT OF NEEDS ANALYSIS

The Result Of Needs Analysis

A. The Students' Profile

Element	Option	Frequency	Percentage
Age	13	1	3,03 %
	14	18	54,55 %
	15	14	45,45 %
The Profession of the parent	Entrepreneur	14	42,42 %
	PNS	5	15,15 %
	Employee in private enterprise	12	36,36 %
	Dentist	1	3,03 %
	Lecturer	1	3,03 %
Daily Language	Indonesian	11	33,33 %
	Javanese	9	27,27 %
	Indonesian and Javanese	13	39,39 %

B. The Students' Learning Needs

Aspect	Item Number	Statement/ Question	Option	Frequency	Percentage
The Students' Attitudes toward Writing Skills	B1	Writing skills are important.	Strongly Agree	12	36,36 %
			Agree	21	63,64 %
			Disagree	0	0 %
			Strongly disagree	0	0 %

(Continued)

Aspect	Item Number	Statement/ Question	Option	Frequency	Percentage
The Students' Abilities in Writing	B8	Writing is an easy activity.	Strongly Agree	3	9,10 %
			Agree	10	30,30 %
			Disagree	20	60,60 %
			Strongly disagree	0	0 %
	B2	Your writing ability is good.	Strongly Agree	2	6,06 %
			Agree	12	36,36 %
			Disagree	19	57,58 %
			Strongly disagree	0	0 %
The Students' Learning Backgrounds	B3	Writing activities in the class were interesting.	Strongly Agree	0	0 %
			Agree	10	30,30 %
			Disagree	16	48,48 %
			Strongly disagree	7	21,22 %
	B4	Materials and learning activities in the class helped you to learn writing successfully.	Strongly Agree	3	9,09 %
			Agree	5	15,15 %
			Disagree	22	66,66 %
			Strongly disagree	3	9,09 %
	B5	Topics used in writing activities in the class suited your interests.	Strongly Agree	2	6,06 %
			Agree	17	51,52 %
			Disagree	12	36,36 %
			Strongly disagree	2	6,06 %
	B9	What are your difficulties in learning writing?	Generating ideas	20	21,29 %
			Understanding text types	16	17,02 %
			Organizing sentences	17	18,09 %
			Vocabularies	19	20,21 %
			Understanding grammar and mechanics	19	20,21 %
			Others: Translating sentences Understanding materials	 2 1	 2,12 % 1,06 %

(Continued)

Aspect	Item Number	Statement/ Question	Option	Frequency	Percentage
The Students' Learning Preferences	B6	Writing activities will be easier if it is done step by step (Planning, Drafting, Editing, Writing the final draft).	Strongly Agree	12	36,36 %
			Agree	21	63,64 %
			Disagree	0	0 %
			Strongly disagree	0	0 %
	B10	What will you do when you find difficulties in learning writing?	Asking friends	26	44,06 %
			Asking the teacher	14	23,73 %
			Using books or dictionaries	19	32,21 %
			Do nothing	0	0 %
	B7	Pictures help you in learning writing.	Strongly Agree	14	42,43 %
			Agree	16	48,48 %
			Disagree	3	9,09 %
			Strongly disagree	0	0 %
	B13	How do you like the writing activities are done?	Individually	4	12,12 %
			In pairs	8	24,24 %
			In groups	19	57,58 %
			Working together with the whole class	2	6,06 %
	B12	What activities do you like in learning writing?	Writing based on pictures	16	28,57 %
			Arranging paragraph	5	8,93 %
			Writing paragraph to continue previous paragraph	3	5,36 %
			Completing sentences or paragraph	15	26,78 %
			Arranging jumbled words	17	30,36 %
	B14	What roles should the teacher do in teaching writing?	Sitting and controlling in front of the class	2	6,06 %
			Going around the class and controlling the students'works	0	0 %
			Going around the class and helping the students	22	66,67 %
			Guiding every student	9	27,27 %

(Continued)

Aspect	Item Number	Statement/ Question	Option	Frequency	Percentage
The Students' Learning Preferences	B15	What roles should you do in learning writing?	Only following instructions from the teacher	1	1,32 %
			Following the teaching learning process seriously	21	27,63 %
			Asking for explanation and help when finding difficulties	28	36,84 %
			Involving actively in teaching learning process	22	28,95 %
			Being autonomous in learning	4	5,26 %
The Students' Interests	B11	What topics do you like?	Daily life	24	32 %
			Social	4	5,33 %
			Economy	3	4,00 %
			Politics	0	0 %
			Cultures	17	22,67 %
			Education	7	9,33 %
			Science and Technology	16	21,33 %
			Others: Sports Health	 2 2	 2,67 % 2,66 %

APPENDIX 3

THE RESULT OF MATERIALS REVIEW

```
DESCRIPTIVES VARIABLES=Aim_and_Purpose Design_and_Organization Language_Content Ski
ll Topic Methodology Practical_Consideration

  /STATISTICS=MEAN SUM.
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Descriptives

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iew 1.sav
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Descriptive Statistics

	N	Sum	Mean
Aim_and_Purpose	3	9.00	3.0000
Design_and_Organization	5	15.00	3.0000
Language_Content	2	6.00	3.0000
Skill	2	6.00	3.0000
Topic	3	9.00	3.0000
Methodology	3	9.00	3.0000
Practical_Consideration	2	6.00	3.0000
Valid N (listwise)	2		

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DESCRIPTIVES VARIABLES=Aim_and_Purpose Design_and_Organization Language_Content Ski
ll Topic Methodology Practical_Consideration

  /STATISTICS=MEAN SUM.
```

Descriptives

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[DataSet1] D:\SKRIPSI FIX\Appendixes\3.The Result of Materials Review\Materials Rev

iew 2.sav
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Descriptive Statistics

	N	Sum	Mean
Aim_and_Purpose	3	9.00	3.0000
Design_and_Organization	5	13.00	2.6000
Language_Content	2	6.00	3.0000
Skill	2	6.00	3.0000
Topic	3	9.00	3.0000
Methodology	3	8.00	2.6667
Practical_Consideration	2	5.00	2.5000
Valid N (listwise)	2		

The Result of Materials Review

A. The First Review

Aspect	Statement	Score	Category
Aim and Purpose	The materials facilitate the students to learn how to express meaning and rhetorical steps of written text essays in the forms of descriptive, recount and narrative.	3	Agree
	The materials are consistent with the learning objectives.	3	Agree
	The materials cover most or all of what is needed in teaching writing descriptive, recount and narrative (grammar, vocabulary, explanation about characteristics and rhetorical steps of the text types).	3	Agree
Mean		**3**	**Good**
Design and Organization	The content is organized logically.	3	Agree
	The content is sequenced with the basis of complexity and usefulness.	3	Agree
	There are useful reference sections for grammar.	3	Agree
	There are useful reference sections for social functions, rhetorical steps and language features of the text types being learned.	3	Agree
	Some of the materials are suitable for individual study.	3	Agree
Mean		3	**Good**
Language Content	The materials cover main grammar items appropriate to the intended level.	3	Agree
	The materials cover vocabulary teaching adequate in terms of quantity and range of vocabulary.	3	Agree
Mean		3	**Good**

(Continued)

Aspect	Statement	Score	Category
Skill	Writing activities are suitable in terms of amount of guidance/control.	3	Agree
	The materials develop mikroskills of writing.	3	Agree
Mean		**3**	**Good**
Topic	The topics used in the materials are closely relevant to the intended audience‘s needs and interests.	3	Agree
	The topics help expand the students’awareness and enrich their experiences.	3	Agree
	The topics are sophisticated enough in the content, yet within the itended audience’s language level.	3	Agree
Mean		**3**	**Good**
Methodology	The materials cover process approach activities in teaching writing.	3	Agree
	The materials encourage the students to be actively involved in their learning.	3	Agree
	The materials develop the students’communicative ability.	3	Agree
Mean		**3**	**Good**
Practical Consideration	The materials are attractive in appearance.	3	Agree
	The instructions are clear.	3	Agree
Mean		**3**	**Good**

B. The Second Review

Aspect	Statement	Score	Category
Aim and Purpose	The materials facilitate the students to learn how to express meaning and rhetorical steps of written text essays in the form of descriptive, recount and narrative.	3	Agree
	The materials are consistent with the learning objectives.	3	Agree
	The materials cover most or all of what is needed in teaching writing descriptive, recount and narrative (grammar, vocabulary, explanation about characteristics and rhetorical steps of the text types).	3	Agree
Mean		**3**	**Good**
Design and Organization	The content is organized logically.	2	Disagree
	The content is sequenced with the basis of complexity and usefulness.	2	Disagree
	There are useful reference sections for grammar.	3	Agree
	There are useful reference sections for social functions, rhetorical steps and language features of the text types being learned.	3	Agree
	Some of the materials are suitable for individual study.	3	Agree
Mean		**2,67**	**Fair**
Language Content	The materials cover main grammar items appropriate to the intended level.	3	Agree
	The materials cover vocabulary teaching adequate in terms of quantity and range of vocabulary.	3	Agree
Mean		**3**	**Good**

(Continued)

Aspect	Statement	Score	Category
Skill	Writing activities are suitable in terms of amount of guidance/control.	3	Agree
	The materials develop mikroskills of writing.	3	Agree
Mean		**3**	**Good**
Topic	The topics used in the materials are closely relevant to the intended audience‘s needs and interests.	3	Agree
	The topics help expand the students’awareness and enrich their experiences.	3	Agree
	The topics are sophisticated enough in the content, yet within the itended audience’s language level.	3	Agree
Mean		**3**	**Good**
Methodology	The materials cover process approach activities in teaching writing.	3	Agree
	The materials encourage the students to be actively involved in their learning.	3	Agree
	The materials develop the students’communicative ability.	2	Agree
Mean		**2,67**	**Fair**
Practical Consideration	The materials are attractive in appearance.	3	Agree
	The instructions are clear.	2	Agree
Mean		**2,50**	**Fair**

APPENDIX 4A

THE RESULT OF THE QUESTIONNAIRE FOR MATERIALS EVALUATION

The Result of the Questionnaire for Materials Evaluation

Student	Item_ 1	Item_ 2	Item_ 3	Item_ 4	Item_ 5	Item_ 6	Item_ 7	Item_ 8	Item_ 9	Item_ 10	Item_ 11	Item_ 12	Item_ 13	Item_ 14	Item_ 15	Item_ 16
1	4.0	3.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0
2	4.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	3.0
3	3.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
4	3.0	3.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	3.0	4.0	3.0
5	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	4.0	4.0	2.0
6	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
7	3.0	3.0	4.0	3.0	4.0	4.0	3.0	3.0	2.0	4.0	3.0	3.0	3.0	2.0	3.0	3.0
8	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
9	3.0	3.0	4.0	3.0	4.0	3.0	4.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0
10	3.0	3.0	3.0	3.0	4.0	1.0	3.0	4.0	2.0	3.0	3.0	4.0	3.0	3.0	4.0	4.0
11	1.0	1.0	1.0	2.0	3.0	3.0	1.0	2.0	3.0	3.0	2.0	3.0	3.0	1.0	4.0	4.0
12	3.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0
13	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
14	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0
15	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
16	3.0	3.0	4.0	3.0	2.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	3.0	4.0	3.0
17	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	3.0	2.0
18	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	2.0
19	4.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0
20	2.0	4.0	4.0	3.0	4.0	4.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	3.0	3.0	3.0
21	3.0	4.0	4.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	3.0
22	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0
23	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
24	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0

(Continued)

Student	Item_ 1	Item_ 2	Item_ 3	Item_ 4	Item_ 5	Item_ 6	Item_ 7	Item_ 8	Item_ 9	Item_ 10	Item_ 11	Item_ 12	Item_ 13	Item_ 14	Item_ 15	Item_ 16
25	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
26	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0
27	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	4.0	2.0	3.0	2.0	3.0	3.0
28	3.0	3.0	3.0	4.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	4.0	3.0	4.0
29	3.0	3.0	3.0	4.0	4.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0
30	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
31	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
32	4.0	4.0	3.0	3.0	3.0	2.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0
33	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	4.0	3.0	3.0	3.0	3.0	2.0

```
DESCRIPTIVES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item
_9 item_10 item_11 item_12 item_13 item_14 item_1
    5 item_16

  /STATISTICS=MEAN SUM.
```

Descriptives

[DataSet1] D:\SKRIPSI FIX\Appendixes\4.The Result of Materials Evaluation\The Questionnaire\The Result of Materials Evaluation.Items.sav

Descriptive Statistics

	N	Sum	Mean
item_1	33	99.00	3.0000
item_2	33	102.00	3.0909
item_3	33	106.00	3.2121
item_4	33	100.00	3.0303
item_5	33	104.00	3.1515
item_6	33	97.00	2.9394
item_7	33	100.00	3.0303
item_8	33	103.00	3.1212
item_9	33	98.00	2.9697
item_10	33	105.00	3.1818
item_11	33	99.00	3.0000
item_12	33	104.00	3.1515
item_13	33	106.00	3.2121
item_14	33	100.00	3.0303
item_15	33	112.00	3.3939
item_16	33	101.00	3.0606
Valid N (listwise)	33		

```
DESCRIPTIVES VARIABLES=Aim_and_Purpose Topic Organization Practical_Consideration R
esult_of_Using_the_Materials
  /STATISTICS=MEAN SUM.
```

Descriptives

```
[DataSet1] D:\SKRIPSI FIX\Appendixes\4.The Result of Materials Evaluation\The Quest
ionnaire\The Result of Materials Evaluation.Aspects.sav
```

Descriptive Statistics

	N	Sum	Mean
Aim_and_Purpose	4	12.45	3.1125
Topic	1	3.03	3.0300
Organization	1	2.94	2.9400
Practical_Consideration	4	12.60	3.1500
Result_of_Using_the_Materials	6	18.54	3.0900
Valid N (listwise)	1		

The Result of the Questionnaire for Materials Evaluation

Aspect	Item Number	Statement	Mean	Category
Aim and Purpose	1	*Materi ini sesuai dengan level bahasa Inggris saya.*	3.00	Good
	2	*Materi ini membantu saya mengatasi kesulitan untuk belajar menulis dalam bahasa Inggris.*	3.09	Good
	3	*Materi ini membantu saya untuk mempelajari teks descriptive, recount dan narrative.*	3.21	Good
	5	*Aktivitas dalam materi ini sesuai dengan kebutuhan saya dalam belajar menulis bahasa Inggris.*	3.15	Good
Total Mean Score			**3.11**	**Good**
Topic	4	*Topik yang digunakan dalam materi ini sesuai dengan minat saya.*	3.03	Good
Total Mean Score			**3.03**	**Good**
Organiza ti-on	6	*Tugas disusun dari yang sederhana ke yang lebih kompleks (rumit).*	2.94	Good
Total Mean Score			**2.94**	**Good**
Practical Consider at-ion	8	*Penjelasan yang ada dalam materi ini mudah dimengerti.*	3.12	Good
	14	*Perintah yang digunakan mudah dimengerti.*	3.03	Good
	15	*Ukuran dan Jenis huruf dalam materi ini dapat terbaca dengan baik.*	3.39	Very Good
	16	*Layout tertata dengan menarik.*	3.06	Good
Total Mean Score			**3.15**	**Good**
Result of Using the Materials	7	*Kegiatan dalam materi ini membuat saya lebih aktif dalam proses pembelajaran.*	3.03	Good
	9	*Bagian "Grammar Zone" pada materi ini membantu saya untuk memahami grammar.*	2.97	Good
	10	*Bagian "Vocabulary Building" pada materi ini membantu saya menambah kosa kata bahasa Inggris yang akan digunakan dalam tulisan.*	3.18	Good
	11	*Bagian "Planning" pada materi ini membantu saya untuk menemukan ide tulisan.*	3.00	Good
	12	*Bagian "Outlining" pada materi ini membantu saya untuk mengorganisasi ide dalam kalimat dan paragraf yang runtut.*	3.15	Good
	13	*Bagian "Editing" pada materi ini membantu saya dalam mengkoreksi dan memperbaiki kesalahan dalam tulisan saya.*	3.21	Good
Total Mean Score			**3.09**	**Good**

APPENDIX 4B

THE INTERVIEW TRANSCRIPTS

Interview Transcript 1

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Rizal (S1)
Researcher (R)

R: "Hallo Rizal, mba minta waktu bentar buat wawancara ya"
S1: "Ya"
R: "Hmm, pertanyaan pertama, apakah materi ini sesuai dengan kebutuhan adik dalam pembelajaran menulis bahasa Inggris?"
S1: "Ya, menurut saya pembelajaran ini sesuai dengan kemampuan bahasa Inggris saya"
R: "Terus, apakah materi ini sesuai dengan level bahasa Inggris adik?"
S1: "Ya seperti yang saya katakan tadi, materi ini sesuai dengan kemampuan saya"
R: "Oh iya, berarti gag terlalu susah kan dek ya?"
S1: "Gak"
R: "Terus apakah topik dalam materi ini menarik bagi adik?"
S1: "Ya, topiknya sesuai dengan minat saya tapi lebih bagus bila dikasih topik yang berhubungan dengan film."
R: "Oh film, adek suka film ya?"
S1: "Iya"
R: "Film, misalnya film apa?"
S1: "Film, film yang..action"
R: "Ooh, okay. Terus bagaimana pendapat adik tentang aktivitas dan tugas dalam materi ini? aktivitas dan tugas-tugas yang kemaren adik kerjain itu gimana?"
S1: "Bagus, menarik, tidak seperti pelajaran bahasa Inggris sebelumnya hehehe."
R: "Adek tegang banget. Sante aja ta.."
S1: "Iya"
R: "Terus yang selanjutnya.. penjelasan dan perintah dalam materi ini jelas dan mudah dimengerti tidak?"
S1: "Jelas, saya bisa mengartikan perintah dan penjelasannya"
R: "Jadi meskipun perintahnya pakai bahasa Inggris adek tetep bisa ya.."
S1: "Bisa"
R: "Okey, yang terakhir, ada saran gag biar materi ini bisa lebih baik lagi?"
S1: "Ya mungkin, dikasih nomer halaman sama dikasih gambar yang lebih menarik lagi"
R: "Oh iya ya, mba kemaren tu lupa ngasih halamannya. Okey makasih ya.."
S1: "Iya..."

Interview Transcript 2

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Damar (S2)
Researcher (R)

R: "Dek Damar, mba minta waktu bentar ya buat wawancara"
S2: "Iya, silahkan"

R: “Jadi mba nanti kira-kira ada sekitar 7 pertanyaan ya”
S2: “Iya”
R: “Siap”
S2: “Siap”
R: “Okey, pertanyaan pertama apakah materi ini sesuai dengan kebutuhan adik dalam menulis bahasa Inggris?”
S2: “Ya, sesuai, karena ada beberapa yang sangat pas untuk dipelajari di SMP kelas VIII ini”
R: “Terus, apakah materi ini sesuai dengan level bahasa Inggris adik? terlalu susah atau terlalu gampang?”
S2: “Pas sekali dengan level saya, karena saya tidak terlalu bisa dan tidak terlalu tidak bisa
R: “Hehe maksudnya adek gimana itu dek?”
S2: “Ya begitu, kan aku gag terlalu bisa bahasa Inggris terus bahasanya kan gag terlalu yang sulit-sulit gitu, yah gitu aja”
R: “Terus apakah topik dalam materi ini sesuai bagi adik gak topiknya?”
S2: “Sesuai-sesuai aja sih mba”
R: “Kalo ada mau tambahan topik, adik maunya kita bahas apa dikelas?”
S2: “Bahas...Apa ya mba,,gag tau..eh olahraga”
R: “Oh kamu suka olahraga..”
S2: “Suka”
R: “Terus, apakah aktivitas dan tugas dalam materi ini membantu adik dalam belajar menulis? Kan aktivitasnya ada yang planning, ada drafting, terus ada yang kamu saling ngorekti sama temen itu gimana?”
S2: “Aktivitasnya asyik”
R: “Asyiknya gimana?”
S2: “Gak kaya pelajaran-pelajaran (menulis) biasanya, gak monoton”
R: “Kamu saling ngoreksi pekerjaan sama temen itu mbantu kamu untuk ngoreksi kesalahan kamu gak?”
S2: “Iya, soalnya bisa liat tempat temen yang lain yang lebih bener, jadi aku bisa tau mana salahnya”
R: “Terus, kalo kamu disuruh ngoreksi sama temen kemaren bisa gak?”
S2: “Bisa”
R: “Okey, hmm, terus kalo penjelasan dan perintahnya jelas gak? Kamu mudeng gak mbaca: penjelasannya?”
S2: “Mudeng, kan bahasanya gak terlalu sulit jadi bisa dipahami”
R: “Okey, terus yang terakhir, adek ada saran gak untuk materi ini biar materi ini bisa jadi lebih baik?”
S2: “Sarannya itu bukunya dikasih daftar isi sama halaman”
R: “Oh ya halaman sama daftar isi, okey makasih Damar”
S2: “Sama-sama”

Interview Transcript 3

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Febri (S3)
Researcher (R)

R: "Hei, dengan adik siapa ya?"
S3: "Febri"
R: "Ya Febri, mba minta waktu bentar ya buat wawancara"
S3: "Ya.."
R: "Okey, pertanyaan pertama apakah materi ini sesuai dengan kebutuhan adik dalam pembelajaran menulis bahasa Inggris? Hmm, materi ini sesuai gak dengan kebutuhan adik dalam belajar menulis bahasa Inggris?"
S3: "Iya, sesuai,"
R: "Sesuainya gimana dek?"
S3: "Karena biasanya waktu ujian juga yang keluar bacaannya seperti itu"
R: "Terus materinya sesuai dengan level bahasa Inggris adik gak? Terlalu susah apa gimana?"
S3: "Hmm, Sepertinya standar"
R: "Jadi kamu bisa ngerjainnya?"
S3: "Lumayan bisa"
R: "Terus topiknya sesuai bagi adik gak?"
S3: "Sesuai"
R: "Kemaren topiknya apa aja..?"
S3: "Hmm,, topiknya tu recount texts itu suruh nulis tentang pengalaman masa lalu...liburan....mendeskripsikan seseorang.."
R: "Terus yang terakhir nulis cerita?"
S3: "Iya"
R: "Itu sesuai topiknya?"
S3: "Cukup"
R: "Lalu aktivitas dan tugasnya gimana kemaren? tugas-tugas dan aktivitasnya?"
S3: "Cukup menarik"
R: "Menariknya gimana?"
S3: "Ya suruh nggambar orang, terus ngoreksi kesalahannya temen juga"
R: "Terakhir, apakah penjelasan dan perintahnya sesuai dengan level bahasa inggris adik? Jadi penjelasan dan perintahnya itu jelas bagi adik gak?"
S3: "Cukup jelas"
R: "Yang terakhir adek ada saran gak untuk materi ini?"
S3: "Ada, gambarnya agak diperjelas lagi abis itu dikasi daftar isi sama bukunya dikasih sampul yang berwarna"

R: "Okey, makasih ya dek"
S3: "Iya"

Interview Transcript 4

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Junita (S4)
Researcher (R)

R: "Adek...bisa minta waktu bentar buat wawancara?"
S4: "Bisa.."
R: "Adek namanya siapa ya?"
S4: "Nama saya Junita Ningsih kelas 8 C"
R: "Okey, Jadi mba punya sekitar 7 pertanyaan ya"
S4: "Oh iya oke silahkan"
R: "Petanyaan prtama, apakah materi sesuai dengan kebutuhan adik dalam pembelajaran menulis bahasa Inggris?"
S4: "Sesuai membantu... Sangat sesuai.. karena disini kita dapat mengembangkan diri kita jadi ada kaya planningnya, editingnya, terus ada grammar zonenya itu membantu banget si dan mengembangkan kita juga"
R: "Terus materi ini sesuai dengan level bahasa Inggris adek gak?"
S4: "Sesuai"
R: "Jadi kamu gak terlalu kesusahan?"
S4: "Gak"
R: "Kalo untuk topiknya, sesuai dengan adik gak?"
S4: "Sesuai sih karena ada My Special Person, My Wonderful Holiday eeh itu bagus Terus pendapat adik tentang aktivitas dan tugasnya gimana?"
R: "Aktivitasnya itu bagus, mengasah banget, mengembangkan kita, memunculkan ide-ide baru dari kita sendiri"
S4: "Terus untuk penjelasan dan perintah dalam materi itu sendiri jelas gak buat adik?"
R: "Jelas banget"
S4: "Jadi bisa dimengerti ya?"
R: "Bisa"
S4: "Terus yang terakhir, ada saran gak untuk materi ini ?"
R: "Sarannya mungkin, harus ada nomor halaman dan daftar isinya, terus soalnya itu gak kebalik-balik, jadi soalnya itu harusnya dibelakang bacaan, jadi lebih gampang aja ngerjainnya"
S4: "Itu aja?"
R: "Iya"
S4: "Makasih ya"
R: "Iya, sama-sama"

Interview Transcript 5

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Thariq (S5)
Researcher (R)

R: "Dek thariq mba minta waktu bentar buat wawancara ya..."
S5: "Iya. Okey"
R: "Santai aja"
S5: "Okey..."
R: "Hmm, pertanyaan pertama apakah materi ini sesuai dengan kebutuhan adik dalam belajar menulis bahasa Inggris?"
S5: "Iya, sesuai.. soalnya asyik..enak hehe"
R: "Asyiknya tu gimana?"
S5: "Asyiknya ya gitu..enak..."
R: "Hehe gimana ta, bisa dijelasin gak asyiknya gimana?"
S5: "Asyiknya tu bisa apa ya..hmmm. bisa buat main sama temen juga"
R: "Yang kedua, apakah materi ini sesuai dengan level bahasa Inggris adik, apakah terlalu susah apa gimana?"
S5: "Levelnya itu agak susah dikit, soalnya banyak kosa kata yang belum tak ngerti"
R: "Tapi kalo tanya sama mba bisa?"
S5: "Iya bisa"
R: "Terus, topik dalam materi menarik buat adik gak?"
S5: "Menarik sih, menyenangkan karena bisa sekalian main sama temen"
R: "Kemaren topiknya apa aja?"
S5: "Apa aja ya.."
"Ya itu tentang planning terus drafting gitu-gitu"
R: "Hmm, itu maksudnya topiknya...topik yang ditulis itu, kemaren tentang apa?"
"Yang description itu tentang apa?"
S5: "Deskripsi tentang temen"
R: "Itu menarik bagi adik gak?"
S5: "Menarik banget"
R: "Terus, pendapat adik tentang aktivitas dan tugasnya gimana?"
S5: "Aku bisa ngerti dengan jelas"
R: "Aktivitasnya menarik gak? Ada yang nggambar,..."
S5: "Menarik"
R: "Kalo untuk aktivitas yang saling ngoreksi antar temen kamu bisa gak?"
S5: "Bisa"
R: "Bermanfaat buat kamu gak?"
S5: "Manfaat banget"
R: "Manfaatnya gimana?"
S5: "Manfaatnnya ya apa ya, kita jadi bisa ngerti apa itu ya spelling, terus apa apa..grammar...terus gitu-gitu"
R: "Terus penjelasan dan perintahnya jelas gak buat adek?"
S5: "Jelas banget"
R: "Bisa dimengerti?"
S5: "Bisa"

R: "Yang terakhir, ada saran gak untuk materi ini?"
S5: "Ada, dikasih nomer halaman agar mudah dicari materinya"
R: "Ada lagi gak?"
S5: "Udah itu aja"
R: "Udah, makasih ya"
S5: "Okey"

Interview Transcript 6

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Lina (S6)
Researcher (R)

R: "Halo dek lina, mba minta waktu bentar buat wawancara ya?"
S6: "Iya"
R: "Okey, pertanyaan pertama apakah materi yang kemaren kita bahas itu sesuai dengan kebutuhan adik dalam pembelajaran menulis bahasa Inggris?"
S6: "Materinya sesuai dengan kebutuhan saya"
R: "Sesuainya gimana?"
S6: "Hmm, ya itu mengembangkan itulah mengembangkan keinginan saya untuk belajar menulis bahasa Inggris"
R: "Terus yang kedua apakah materi ini sesuai dengan level bahasa Inggris adik?terlalu susah apa gak?"
S6: "Kalo buat aku sih levelnya lumayan susah"
R: "Tugas-tugasnya agak susah?"
S6: "Iya, lumayan"
R: "Tapi kemaren bisa ngerjain gak?"
S6: "Iya, bisa dikit"
R: "Nanya sama siapa?"
S6: "Sama Junita sama mba sela juga"
R: "Terus apakah topik dalam materi ini sesuai bagi adik?"
S6: "Iya sesuai"
R: "Kemaren topiknya apa aja?inget gak?"
S6: "Hmmm"
R: "Gak inget? Kemaren pas deskripsi kamu deskripsiin apa?"
S6: "Deskripsiin temen"
R: "Nah, itu menarik gak topik-topiknya?"
S6: "Itu menarik"
R: "Kemaren kamu deskripsiin siapa?"
S6: "Junita,,Selly juga"
R: "Temenmu? Temen baikmu?"

S6: "Iya"
R: "Terus apakah aktivitas dan tugas dalam materi ini membantu adik untuk belajar menulis bahasa Inggris?"
S6: "Iya"
R: "Membantunya gimana?"
S6: "Ya jadi lebih mudah belajar menulis bahasa Inggris"
R: "Terus apakah penjelasan dan perintahnya bisa adek mengerti gak?"
S6: "Lumayan"
R: "Terus adek ada saran gak buat materi ini biar lebih baik lagi?"
S6: "Itu mba, modulnya dikasih halaman paling mba"
R: "Halaman lagi, oh iya. Makasih ya"
S6: "Iya"

Interview Transcript 7

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Elza (S7)
Researcher (R)

R: "Dek Elza, mbak minta waktu bentar buat wawancara ya"
S7: "Iya"
R: "Okey, pertanyaan pertama apakah materi yang kemaren kita bahas sesuai dengan kebutuhan adek dalam belajar menulis bahasa Inggris"
S7: "Sesuai"
R: "Sesuainya gimana? Bisa dijelasin gak?"
S7: "Sesuai soalnya kelas VIII itu apa namanya emang materinya kaya gitu dan semenjak kita kelas VIII itu gak pernah dapet materi kaya gini, jadi pas aja"
R: "Terus yang kedua materinya sesuai dengan level bahasa Inggris adik gak?"
"Level itu maksudnya terlalu susah apa gak?"
S7: "Gak, gak terlalu susah, sama, setara, datar"
R: "Okey, kalo topiknya sesuai gak buat adek?"
S7: "Sesuai juga"
R: "Kemaren topiknya gimana?"
S7: "Hmm?"
R: "Topiknya Kemaren tentang apa? bisa dijelasin gak?"
S7: "Teks deskriptif, narrative sama disuruh deskripsiin orang juga kan?"
R: "Terus pendapat adik tentang aktivitas dan tugasnya gimana?"
S7: "Baik, soalnya gampang dimengerti, terus gak terlalu bertele-tele juga"
R: "Menarik gak aktivitasnya?"
S7: "Menarik"
R: "Yang menarik yang bagian apa? yang paling menarik buat adek"

S7: "Yang ada gambarnya"
R: "Kalo yang ngambar-gambar itu?"
S7: "Iya"
R: "Kamu kemaren gambar siapa?"
S7: "Papah"
R: "Terus penjelasan dan perintah dalam materinya mudah dimengerti gak?"
S7: "Kalo yang dimodul iya"
R: "Terus yang terakhir adek ada saran gak buat materi ini?"
S7: "Kalo buat modul dikasih halaman, aku sih tadi nulisnya gitu. Terus kalo bisa apa ya, lebih banyak gambarnya aja"
R: "Okey, makasih ya"
S7: "Iya"

Interview Transcript 8

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Lutfi (S8)
Researcher (R)

R: "Adek mba minta waktu bentar buat wawancara ya?"
S8: "Iya"
R: "Adek, namanya siapa?"
S8: "Lutfi"
R: "Lutfi? Ya lutfi, pertanyaan pertama kemaren materi yang dibahas dikelas itu sesuai dengan kebutuhan adek dalam belajar menulis bahasa Inggris gak?"
S8: "Cukup"
R: "Cukupnya gimana?"
S8: "Ya, bisa membantu menulis dengan baik dalam bahasa Inggris"
R: "Terus yang kedua, materinya sesuai dengan level bahasa Inggris adek gak? Jadi terlalu susah apa gimana?"
S8: "Gak terlalu susah sih"
R: "Kalo topik dalam materi ini sesuai bagi adik gak?"
S8: "Kurang kalo buat saya"
R: "Yang sesuai buat adik apa?"
S8: "Mungkin lebih ke cerita- cerita jaman dulu yang dibuat deskriptif"
R: "Oh Jadi kamu suka cerita jaman dulu gitu? Sejarah"
S8: "Iya"
R: "Terus aktivitas dan tugasnya gimana?"
S8: "Cukup menarik"
R: "Kemaren masih inget gak aktivitasnya apa aja?"
S8: "Suruh menulis deskriptif tentang spesial person, terus sama apa ya"

"Membuat cerita pengalaman sendiri"
R: "Terus, perintah dan penjelasan dalam materi ini jelas buat adik gak?"
S8: "Cukup jelas"
R: "Jadi adek mengerti ya?"
S8: "Mengerti"
R: "Yang terakhir, adek ada saran gak untuk materi ini?"
S8: "Mungkin, gambarnya mungkin diperjelas"
R: "Itu aja?"
S8: "Iya, itu aja"
R: "Okey, makasih ya"
S8: "Sama-sama"

Interview Transcript 9

Place : SMP N 6 Yogyakarta
Date : May 8th, 2013

Hendra (S9)
Researcher (R)

R: "Dek Hendra, mba minta waktu bentar buat wawancara ya?"
S9: "Iya"
R: "Hmm, pertanyaan pertama apakah materi yang kita bahas kemaren itu sesuai dengan kebutuhan adek dalam belajar menulis bahasa Inggris?"
S9: "Iya, membantu"
R: "Membantunya gimana?"
S9: "Hmm, mungkin bisa membantu waktu mengoreksi grammar, vocab, sama ya yang lain-lain"
R: "Pertanyaan kedua, apakah materinya sesuai dengan level bahasa Inggris adek?" "Terlalu susah apa gimana?"
S9: "Ya, standar..lumayan"
R: "Okey, yang selanjutnya kalo topik dalam materi ini sesuai buat adik gak?"
S9: "Iya"
R: "Kemaren topiknya tentang apa?"
S9: "Tentang my special person, sama my nice holiday,
R: Jadi topik yang kamu inget ya? Itu?"
S9: "Iya my special person sama my nice holiday"
R: "Kalo yang narrative itu apa?"
S9: "Narrative..."
R: "Buat cerita?"
S9: "Iya"
R: "Pendapat adik tentang aktivitas dan tugasnya gimana?"

S9: “Iya membantu”
R: “Aktivitas yang paling adek sukai apa?”
S9: “Hmm, ngerjain soal”
R: “Hehe kamu suka ngerjain soal?”
“Hmm, terus penjelasan dan perintahnya mudah dimengerti gak?”
S9: “Iya”
R: “Jadi adek gak kesusahan dalam memahami perintah dalam soal-soalnya?”
S9: “Gak”
R: “Terus yang terakhir ada saran gak buat materai ini?”
S9: “Hmmm, hmmm. Tambahin game”
R: “Tambahin game, makasih ya”
S9: “Iya”

APPENDIX 5

THE COURSE GRID OF THE MATERIALS

THE COURSE GRID OF WRITING MATERIALS

FOR THE EIGHTH GRADE STUDENTS OF SMP N 6 YOGYAKARTA

Unit	Unit Title	Standar Competency	Basic Competence	Learning Objective	Indicators	Learning Activities	Grammar	Vocabulary	Input Texts
1.	My Special Person	6. Students are able to express meaning in a written functional text and a simple short essay in the form of descriptive and recount to interact with their closest environment.	6.2 Students are able to express meaning and rhetorical steps in a simple short essay by using written language accurately, fluently and appropriately to interact with their closest environment in the form of descriptive and recount.	At the end of the class, the students are able to write a descriptive text accurately, fluently and appropriately.	1. Identify the function of descriptive texts 2. Identify the generic structure of descriptive texts 3. Identify the language features of descriptive texts 4. Apply the simple present tense 5. Choose the correct form of the present-tense verb based on subject-verb agreement	❖ Get Ready to Write 1.Warming Up ✓ Looking at pictures and answering questions related to the topic 2.Model of the Text ✓ Reading an introduction of descriptive texts ✓ Reading a model of descriptive texts in pairs ✓ Paying attention to how a writer describes people in the text ✓ Doing a vocabulary project to find unfamiliar words from the text in dictionaries 3.Read and Learn ✓ Studying explanation about descriptive texts (the generic structure and the language features) ✓ Reading a descriptive text, analysing the structure and answering questions related to	Simple present tense	✓ Appearances: early thirties, old, tall, fairly short, athletic, dark skin, fair skin, long wavy black hair, short black hair, curly, narrow face, pointed nose, beard, moustache, fat, slim, wrinkles ✓ Personality: active, hardworking, sociable, patient, optimistic, fiendly, helpful, funny, tolerant,	✓ A descripti-ve text entitled "My New Neighbor-s" ✓ A descripti-ve text entitled "My Brother, Ryan" ✓ A descripti-ve text entitled "Barly, A Best Friend"

					6. Apply the rules for using capital letters 7. Write a descriptive text in groups based on given clues 8. Explore ideas using clustering activities 9. Reflect mistakes in writing by using peer editing 10. Write a descriptive text independe-ntly	information in the text 4.Grammar Zone ✓ Studying explanation about the simple present tense ✓ Rearranging words to make correct sentences ✓ Filling in the spaces with the correct form of the verbs in the brackets 5.Developing Writing Skills ✓ Studying explanation about subject-verb agreement ✓ Circling the correct verbs in the brackets ✓ Studying explanation about capitalization ✓ Changing small letters to capital letters correctly 6.Building Vocabulary ✓ Looking at pictures and studying words about appearances ✓ Organizing words into some categories ✓ Finding opposite words for words in the box about personality 7.Guided Writing ✓ Writing in groups based on given clues		interesting, passive, impatient, intolerrant, unfriendly, pessimistic, uninteresting, unsociable, selfish, lazy, boring	

						❖ Let's Write 1.Planning ✓ Thinking about the purpose and the audience of descriptive texts ✓ Choosing a topic ✓ Drawing the object ✓ Clustering ideas ✓ Outlining 2.Drafting ✓ Writing the first dratf ✓ Reviewing the draft using a checklist 3.Editing ✓ Practising to edit a text ✓ Doing peer editing 4.Publishing ✓ Making appropriate revisions and writing the final draft			
2.	My Nice Holiday	12. Students are able to express meaning in a written functional text and a simple short essay in the form of recount and narrative to interact with their closest	12.2 Students are able to express meaning and rhetorical steps in a simple short essay by using written language accurately, fluently and appropriately to interact	At the end of the class, the students are able to write a recount text accurately, fluently and appropriat	1. Identify the function of recount texts 2. Identify the generic structure of recount texts 3. Identify the language features of recount texts	❖ Get Ready to Write 1.Warming Up ✓ Looking at pictures and answering questions related to the topic 2.Model of the Text ✓ Reading an introduction of recount texts ✓ Reading a model of recount texts in pairs ✓ Paying attention to how a writer tells experiences ✓ Doing a vocabulary project to find unfamiliar	Simple past tense	✓ Action verbs: worked, talked, played, walked, enjoyed, stayed, made, saw, sat, swam, bought, found, went, paid presented, had, could,	✓ A recount text entitled "My Wonderf -ul Holiday" ✓ A recount text entitled "A Nice

		environment.	with their closest environment in the form of recount and narrative.	ely.	4. Apply the simple past tense 5. Arrange the sentences into a good paragraph using time order 6. Add correct punctuation marks in sentences 7. Write a recount text in groups based on a picture series 8. Explore ideas using listing activities 9. Reflect mistakes in writing by using peer editing 10. Write a recount text independe-ntly	words from the text in dictionaries 3.Read and Learn ✓ Studying explanation about recount texts (the generic structure and the language features) 4.Grammar Zone ✓ Studying explanation about the simple past tense ✓ Rearranging words to make correct sentences ✓ Completing a text with the right past form of be (was/were) ✓ Using given words to make correct sentences ✓ Reading a recount text, analysing the structure, looking for information in the text and finding the simple past tense verbs 5.Developing Writing Skills ✓ Studying explanation about time order ✓ Arranging sentences into the correct order ✓ Studying explanation about writing titles ✓ Studying explanation about punctuation ✓ Giving correct		camped, fished ✓ Recreational spots: high mountain, crowded zoo, antique museum, botanical garden, flat beach, swift waterfall, big temple, shallow lake, historical monument ✓ Recreational equipment: first aid kit, tent, picnic jar, camera, mat	Holiday with My Family"

						punctuation marks in sentences 6.Building Vocabulary ✓ Looking at pictures and studying words about recreational spots ✓ Filling in the blanks with the words in the box about recreational equipment 7.Guided Writing ✓ Writing in groups based on a pictures series ❖ Let's Write 1.Planning ✓ Thinking about the purpose and the audience of recount texts ✓ Choosing a topic ✓ Listing ideas ✓ Discussion ✓ Outlining 2.Drafting ✓ Writing the first dratf ✓ Reviewing the draft using a checklist 3.Editing ✓ Doing peer editing 4.Publishing ✓ Making appropriate revisions and writing the final draft			

3.	A Good Story	12. Students are able to express meaning in a written functional text and a simple short essay in the form of recount and narrative to interact with their closest environment.	12.2 Students are able to express meaning and rhetorical steps in a simple short essay by using written language accurately, fluently and appropriately to interact with their closest environment in the form of recount and narrative.	At the end of the class, the students are able to write a narrative text accurately, fluently and appropriately.	1. Identify the function of narrative texts 2. Identify the generic structure of narrative texts 3. Identify the language features of narrative texts 4. Apply the past continuous tense 5. Replace words with appropiate pronouns 6. Fill the blanks with appropriate pronouns 7. Put quotation marks in the correct places 8. Write a narrative text in	❖ Get Ready to Write 1.Warming Up ✓ Looking at pictures and answering questions related to the topic 2.Model of the Text ✓ Reading an introduction of narrative texts ✓ Reading a model of narrative texts in pairs ✓ Looking for problems that the should be solvedby the characters in the text ✓ Doing a vocabulary project to find unfamiliar words from the text in dictionaries 3.Read and Learn ✓ Studying explanation about narrative texts (the generic structure and the language features) ✓ Reading a narrative text, analysing the structure and answering questions related to information in the text 4.Grammar Zone ✓ Studying explanation about the past continuous tense ✓ Arranging jumbled words	Past continuo-us tense	✓ Characters in stories and the characteristic-s: giant, fairy good mother, princess, dwarves, elf, mermaid, castle, prince, witch, rosy cheecks, bulging eyes, wooden doll, sharp fangs and so on ✓ Action verbs used in stories: crave, curse, put, stitch, break	✓ A narrative text entitled "Beauty and the Beast" ✓ A narrative text entitled "Takatuli-ang the Woordca-rver"

					groups based on a picture series 9. Explore ideas usin clustering activities 10. Reflect mistakes in writing using peer editing 11. Write a narrative text independe-ntly	into good sentences ✓ Completing a TV report using verbs in the box 5. Developing Writing Skills ✓ Studying explanation about pronouns ✓ Replacing the underlined words with subject/ object pronouns ✓ Filling the blanks with appropriate pronouns ✓ Studying explanation about quatation marks ✓ Giving quotation marks correctly in dialogs 6. Building Vocabulary ✓ Putting words under the correct pictures about characters in stories ✓ Finding stories related to some characters in pairs ✓ Filling in the blanks with the verbs in the box ✓ Putting words under the right characters 7. Guided Writing ✓ Writing in groups based on a pictures series ❖ Let's Write 1. Planning ✓ Thinking about the purpose and the audience			

						of narrative texts ✓ Choosing a topic ✓ Clustering ideas ✓ Outlining 2.Drafting ✓ Writing the first dratf ✓ Reviewing the draft using a checklist 3.Editing ✓ Doing peer editing 4.Publishing ✓ Making appropriate revisions and writing the final draft			

APPENDIX 6

THE FIRST DRAFT
OF THE MATERIALS

Unit 1

My Special Person

GET READY TO WRITE

My Special Person

Who is the special person in your life?
How does he/she look like?
What makes you like him/her?
Have you ever written a text about him/her?

Model of the Text

Descriptive texts

A descriptive text is a text that describe a particular object. When you write a descriptive text, you help the readers to see, hear, smell or even touch the object in their imagination.

The object can be people,places or things. If you write about people, you can describe theirphysical appearances and also add information about personality, likes, and dislikes.

THINK& ANSWER
Purpose
Why do you think people write descriptive texts?Why do people read them? Explain what you think to your friends!

ACTIVITY 1

Work in pairs. Read the following example of descriptive texts. A writer try to write about his new neighbors. Who are the writer's new neighbors?Why does the writer like them?How do they look like?As you read, pay attention to how the writer describes his neighbors.

My New Neighbors

I like my new neighbors. They are very nice people. They are a middle-aged couple. Bert, the husband is forty years old. He is an Australian and works in a bank. Doris, his wife is about thirty years old. She is English and works as a cashier in a supermarket. They live in a small house and have no children.

Bert is a tall person with blue eyes, fair short hair, and a square face. He often dresses in black trousers, green T- shirts, and black shoes. He is a talkative person, especially with children. He enjoys reading newspapers but hates watching television. He is tolerant and patient with people.

Doris is a tall, good-looking person. She has green eyes, blonde straight hair and a round face. She usually dresses in black skirts, blue T-shirts, and brown shoes. She is a smart woman. Unlike her husband, she enjoys watching television very much but not reading newspapers. She is generous and helpful. She likes telling funny stories.

George

Adapted from http://www.englishexercises.org

Read and Learn

The purpose for writing a descriptive text is to describe a particular objet. The object can be people, places or things. We should help our readers to have clear and vivid pictures of the object being described.
A descriptive text consists of two main parts:

Part 1: Identification
It identifies an object to be described.

Part 2: Description
It describes parts, qualities, and characteristics.

Language Features of Descriptive Texts

- Specific Participant
- Descriptive texts use the simple present tense.
  e.g. She is beautiful.

Adapted from Let's Talk by Bima Mustriana et al.

Tujuan menulis teks deskriptif adalah untuk mendeskripsikan suatu objek. Objeknya dapat berupa orang, tempat atau benda. Kita harus membantu pembaca untuk mendapatkan gambaran yang jelas dan nyata dari objek yang kita deskripsikan tersebut.Teks deskriptif terdiri dari dua bagian utama:

Bagian 1: *Identification*
Bagian ini mengidentifikasi objek yang dideskripsikan.

Bagian 2:*Description*
Bagian ini mendeskripsikan karakteristik objek tersebut.

Ciri Bahasa Teks Deskriptif

- Object Spesifik
- Teks deskriptif menggunakan *the simple present tense.*

Contoh*: She is beautiful.*

Adapted from Let's Talk by Bima Mustriana et al.

My New Neighbors

I like my new neighbors. They are very nice people. They are a middle-aged couple. Bert, the husband is forty years old. He is an Australian and works in a bank. Doris, his wife is about thirty years old. She is English and works as a cashier in a supermarket. They live in a small house and have no children.

Bert is a tall person with blue eyes, fair short hair and a square face. He often dresses in black trousers, green T- shirts, and black shoes. He is a talkative person, especially with children. He enjoys reading newspapers but hates watching television. He is tolerant and patient with people.

Doris is a tall, good-looking person. She has green eyes, blonde straight hair and a round face. She usually dresses in black skirts, blue T-shirts and brown shoes. She is a smart woman. Unlike her husband, she enjoys watching TV very much but not reading newspapers. She is generous and helpful. She likes telling funny stories.

.

Identification

Description

ACTIVITY 2

Read the following descriptive text carefully, circle the identification, and underline the description.

My Brother Ryan

I admire my brother Ryan a lot. He is very active and hardworking. He is twenty-two years old and goes to Creighton University in New York. He is tall and good looking. He has got short dark hair and brown eyes.He is a good athlete in his university.He is on the community swim team. He swims fast. He often wins the first place on swimming competitions.

He is also good at basketball. He often practices shooting baskets with me on weekends. He told me to play sports because sports teach us many good things. For example, team sports like basketball teach you good sportsmanship.We have to cooperate with our team if we want to win. If our team loses, we must not get angry. We have to remember to play the best we can.

I really like my brother. He is a good athlete, he is wise and he is alsomy good friend.

Adapted from Introduction to Academic Writing 2nd edition by Oshima and Hogue

1. Who is the writer's idol?

   _____

2. How does he look like?

   _____

3. Why does the writer admire him?

   _____

4. Classify some information about Ryan in the tablebelow.

Physical appearance	Personality	Hobby

Grammar Zone

Simple Present Tense

When do we use the simple present tense?

We use the simple presenttense when:

- The action takes place now.

  e.g. I want you to help me now.

- The action is something that happens regularly.

  e.g. I read books every day.

- We are describing things that are generally true.

  e.g. Train travel is expensive.

Form

Positive

Subject	+	Verb1
e.g. *I/a cat*		e.g. *work/go/make*

Question

Auxiliary Verb	+	Subject	+	Verb1
do or *does*		e.g. *I/a cat*		e.g. *work/go/make*

*For the verb *to be (is, am,are)*, we do not use an auxiliary:

Is he tall?

Is she beautiful?

Negative

Subject	+	Auxiliary verb+not	+	Verb1
e.g. *I/a cat*		*do not* (*don't*) /*does not* (*doesn't*)		e.g. *work/go/make*

***NOTE**:When **"he"**, **"she"** or**"it"**is doing the action, remember to add **"s"**,**"es"** or change the **"y"** to **"ies"**.For examples:

I like football, we like football, he like**s** football.

I always try hard, we always try hard, she always tr**ies** hard.

I watch a lot of films, we watch a lot of films, he watch**es** a lot of films.

In the simple present tense, we often use an adverb of frequency indicating the frequency of an event or an activity. It answers the question "How often...?"
e.g. always, usually, often, sometimes,rarely,seldom, never, three times a day,once a week and so on.

How to use adverbs of frequency?

- They come after "be"
  e.g. Anis is always happy.
  Tiyo is often late.
- They come before verbs
  e.g. Tatang never cheats in exams.
  Ronal often reads newspaper in the morning.

Adapted from http://www.bbc.co.uk/skillswise/factsheet/en32tens-l1-f-the-simple-present

ACTIVITY 3

Practice your grammar.

Rearrange the words to make a correct sentence.

1. man - is – the - thin

_____

2. eyes - the - has – blue – girl.

_____

3. has – short hair – man - a – the.

_____

4. woman - has - nose - the –small- a.

_____

5. has- no – he – hair.

_____

6. does – have – eyes – brown – you - ?

_____

Fill in the spaces with the correct forms of the verbs.

1. Julia (sometimes, sell) _____ _____ lemonade on hot days.

2. Thomas (often, play) _____ _____ baseball after school.

3. My neighbor (never, paint) _____ _____ his house.

4. Stuart (usually, play) _____ _____video games with his friends on Saturdays.

5. The jazz musicians in our town (frequently, win) _____ _____ competitions.

Taken from http://www.englishforeveryone.org/PDFs/Present_Tense_Exercise_13.pdf

Developing Writing Skills

Subject- Verb Agreement

A present-tense **verb** must agree with it's **subject**.

*e.g.Two children **gather** pink flowers.*
*They **read** newspaper everyday.*

*Do not add *-s* or *-es* to a present-tense verb when the subject is plural or *I* or *you*.

Adapted from Grammar and Writing Handbook by Macmillan

ACTIVITY 4

Choose the correct form of thepresent-tense verb in the brackets.

1. She usually (wear/wears) black shoes.
2. Terry (go/goes) to the school every day.
3. Both of us (work/works) carefully.
4. We (bring/brings) some blueberries home every Sunday.
5. He (love/loves) blueberry jam.
6. I (eat/eats) some bread and jam every morning.
7. The boy doesn't (have/has) blue eyes.
8. They don't (like/likes) swimming.
9. Does she (take/takes) it?
10. Liz and Tommy (travel/travels) to the coast every year.

Capitalization

In English there are many rules for using capital letters. Some of them are the following rules:

Rules	Examples
1. First word in a sentence	**H**is father is a doctor.
2. The pronoun "I"	My friends and **I** like English very much.
3. Names and titles of people	**Dr**. **J**onas **S**alk
	Mr. and **Mrs**. **J**ohn **O**. **S**mith
4. Names of deities	**G**od **A**llah
5. Names of places	**J**akarta
	Gembira **L**oka
6. Names of the day, months and special days	She will come home on **M**onday
	I was born on **J**anuary
	Tomorrow is **I**ndependence**D**ay
7. Abbreviations and acronyms	**FBI**
	UN
	AIDS
8. Nationalities, languages,religions,races, and ethnic groups	**I**ndonesian
	English
	Moslem
	Arabic

Adapted from Introduction to Academic Writing 2nd edition by Oshima and Hogue

■ ACTIVITY 5

Change small letters to capital letters whereever it is necessary in the following sentences.

1. farnaz is a student from iran.she speaks english.
2. i work during the months of june, july,and august.
3. president john f. kennedy was born on may 29,1917.
4. gajahmada university is located in yogyakarta.
5. there are three main religions in japan: buddhism, shintoism, and christianity.

Building Vocabulary

Appearances

Hair

straight black hair

long red hair

curly blond hair

short brown hair

bald
a beard
a moustache

Age

about 20

in her thirties

in his fifties

Height

Short *fairly short* *medium height* *pretty tall* *tall*

Adapted from English for Active Communication by ELTI

Personality

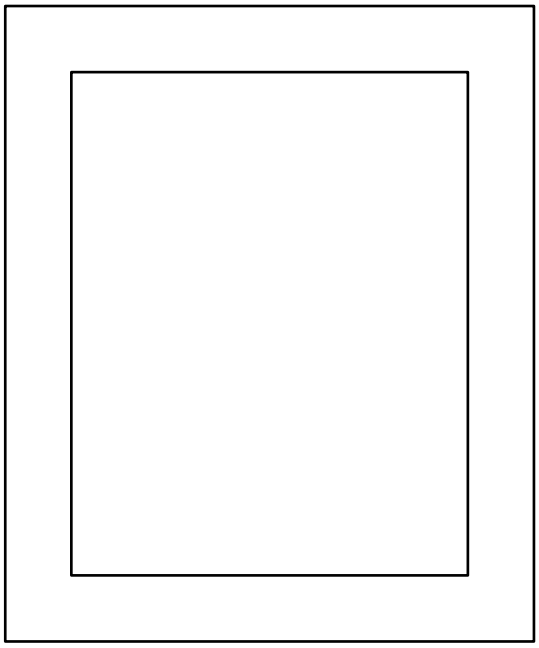
Find the opposite words for the following words in the box!

Positive	Negative
active	.....
hardworking	.....
sociable	.....
patient	.....
optimistic	.....
friendly	.....
helpful	.....
funny	.....
tolerant	.....
interesting	.....

- passive
- impatient
- intolerrant
- unfriendly
- pessimistic
- uninteresting
- unsociable
- selfish
- lazy
- boring

Guided Writing

In the box below, draw the picture of your classmate and then write a paragraph to describe the person.



PLAN

DRAFT

EDIT

PUBLISH

LET'S WRITE

Work in groups and help each other to start writing.

Planning

Purpose and Audience

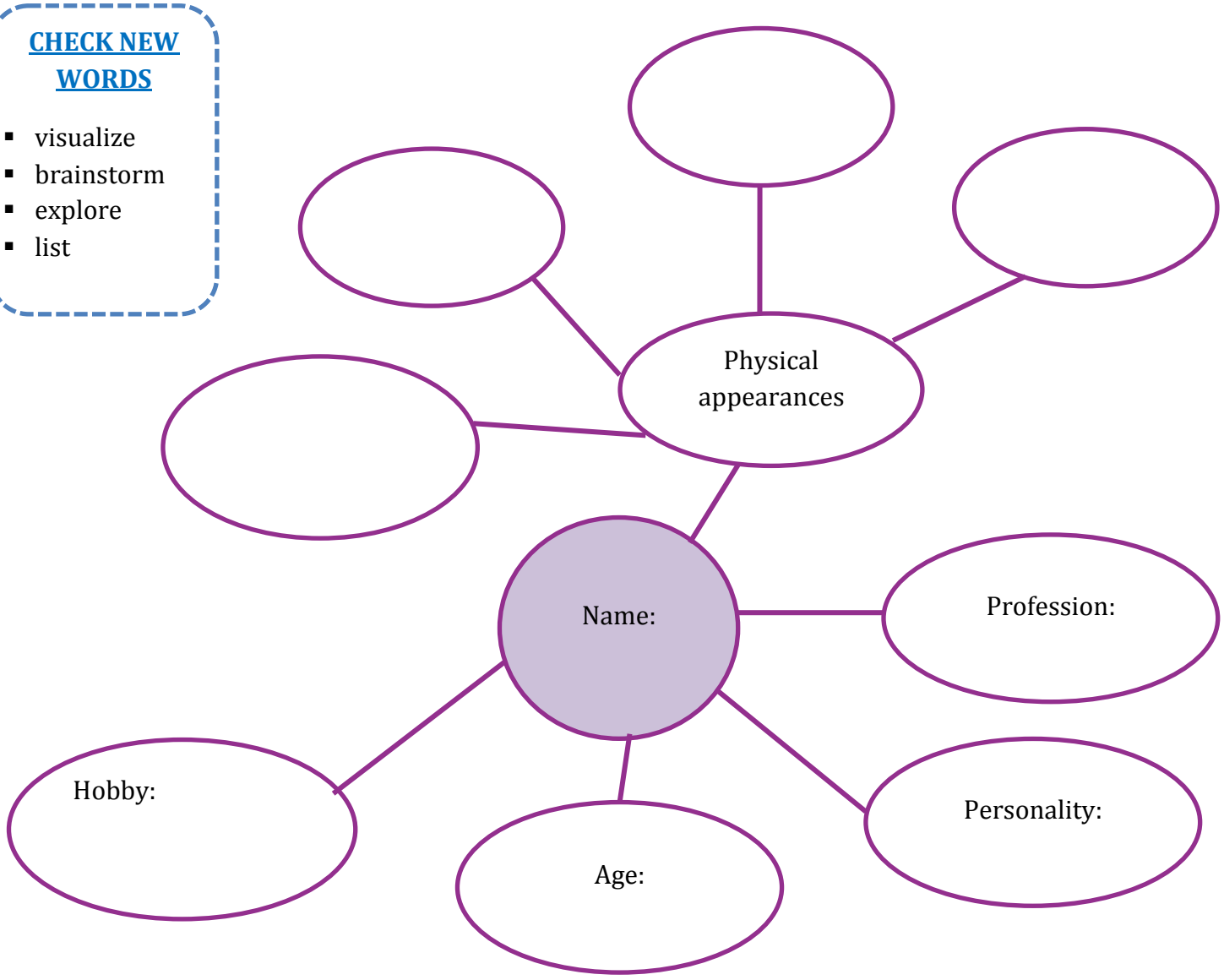
Remember! The purpose for writing a descriptive text is to describe a particular object. Before you begin to write, think about your readers. Who will be reading your descriptive text? How can you help your readers to **visualize** the object you are decribing?

Choose a Topic

Let's try to write a descriptive text about a particular person who is special to you. It can be your family member, your best friend, your neighbor or your idol. Begin by **brainstorming** a list of people who are special to you. Choose one person to write about. Then **explore ideas** by listing what you remember about him/her on the spider chart below:

CHECK NEW WORDS

- visualize
- brainstorm
- explore
- list



PLAN

DRAFT

EDIT

PUBLISH

Organize

Your descriptive text will have two main parts: identification and description. First, you will identify the person you want to describe. Second, you will tell everthing about him/her to make the readers able to visualize him/her.

To plan your descriptive text, you can use the following frame. You can end your descriptive text with a sentence that tells why this person is special for you.

Identification

Who is he/she

Description

How does he/she look like?

PLAN
DRAFT
EDIT
PUBLISH

Drafting

Go back to the previous page and review the frame you made. Think about making a paragraph for each main idea and start drafting.

Draft

Checklist ✓

- *Have you described your object clearly?*
- *Have you included enough details?*
- *Did you check all mistakes in grammar, spelling and punctuation?*
- *Did you add a title?*

PLAN
DRAFT
EDIT
PUBLISH

Editing

Elaborate

One way to improve your writing is to elaborate. When you elaborate, you add important ideas and details.

which he plays at least twice a week

He loves playing basketball ∨ and listening to the music.

Word Choice

When you write, it is important to choose the most right words for your topic and readers.In a descriptive text, you need to find words that will help you describe the object clearly like adjectives or adverbs.

He is friendly and always helpful to everyone.

Spelling & Grammar

check also the spelling and grammar. It is very important to make your writing clear for your readers.

He usuallywears casual clothes when he is not at school. I often find him dresses on jeans and T-shirts.

CHECK NEW WORDS

- improve
- add
- elaborate
- word choice

Peer Editing

Now work with one member in your groups. Give each other suggestions to improve your descriptive text.But before you do this step let's have a practice on editing text below. Use editing marks in the box.

Barly, A Best Friend

Barly is my best friend. He is fourtenyears old and study in the same school with me. He is tall person with short black and brown eyes. He wear casual clothes when He is not at school. I often find him dresses on jeans and T-shirts.

he love playing football and listening to the music. His favorite music is pop. He spends a lot of money on buying new pop CDs. He is relly a good friend. He is friendly and always helpful to everyone. All people at school like him.

Adapted from English on Sky by Mukarto et al.

Editing Marks

Grammar ≠

Spelling **Sp**

Add **V**

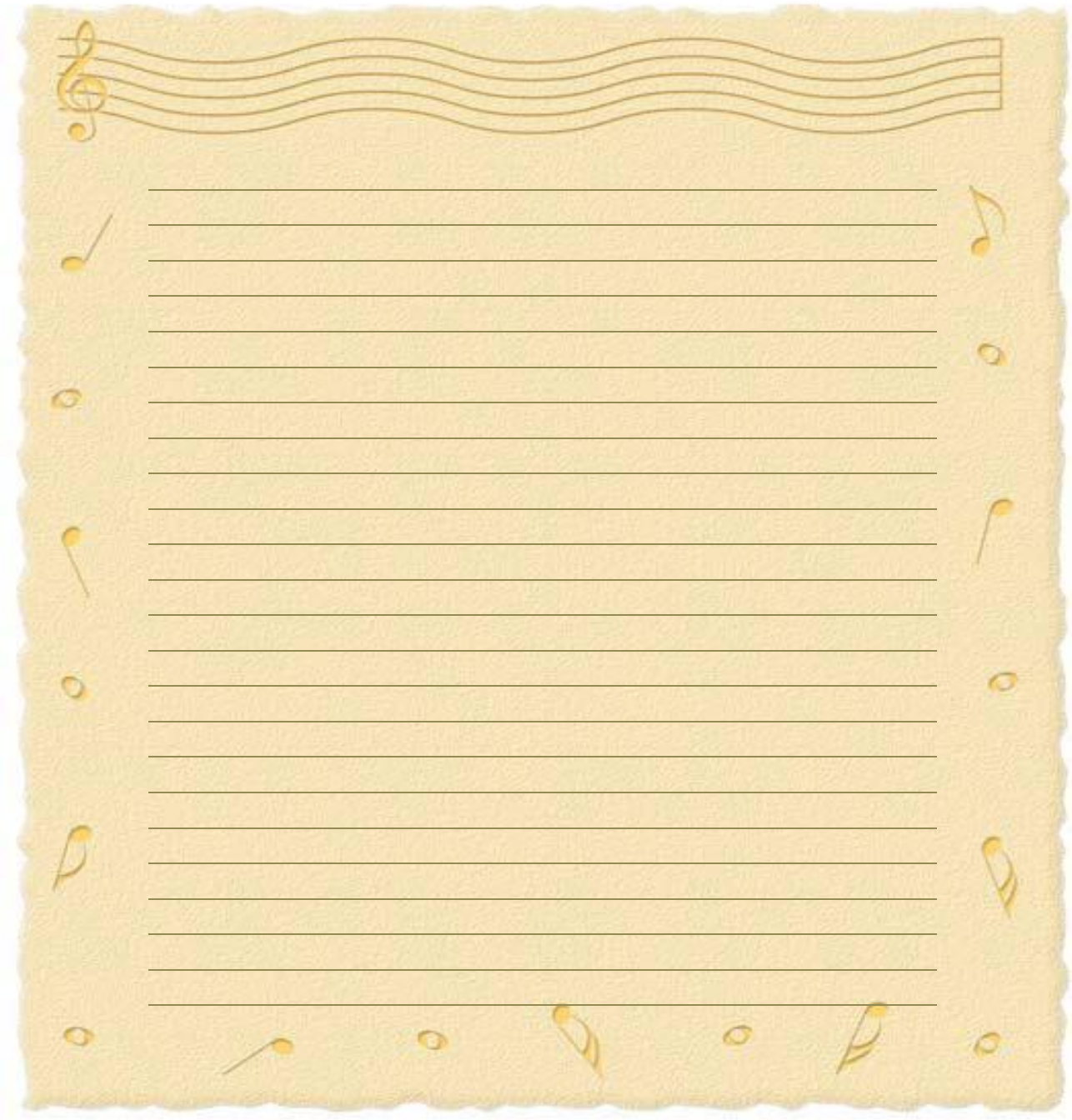
Unclear **?**

Make a capital letter ≡

DRAFT
REVISE
EDIT
PUBLISH

Publishing

Discuss the suggestions from your partner and revise your draft based on the suggestions.



Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

No	Aspect	Very Much	Much	Little
1	The function and Generic structure of descriptive texts			
2	Simple Present Tense			
3	Subject-Verb Agreement			
4	Capitalization			
5	Vocabulary: appearances and personality			
6	Writing descriptive texts			

Unit 2

My Nice Holiday

GET READY TO WRITE

My Nice Holiday

Where did you spend your last holiday?
What did you find there?
What did you do there?
Was it fun?
Have you ever written a text about your holiday?

Model of the Text

Recount texts

A recount text is a true story that tells about your own experiences. When you write a recount text, you tell about something that happened to you and how you felt about it.

THINK & ANSWER
Purpose
Why do you think people write recount texts?Why do people like to read them? Explain what you think to your friends.

■ ACTIVITY 1

Work in pairs. Read the following example of recount texts. What story does the writer tell? Where did the writer go for her holiday? What did the writer do there? As you read, notice how thewriter tells about feelings.

My Wonderful Holiday
By Shanty

Last Holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colourful flowers and a swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Adapted from English on Sky by Mukarto et al.

Read and Learn

The purpose for writing a recount text is to retell experiences in our life and how we feel about the experiences. A recount text lists and describes past events chronologically (in order in which they happened).

A narrative text consists of:

Part 1: Orientation

It provides the background information of the story and answers the questions What?Who?When?Where?Why?

Part 2: Events

It tells the events chronologically. It usually uses conjunctions like: first, next,then,finally and so on.

Part 3: Reorientation

It presents the concluding comments and expresses our feelings about the experience.

Adapted from English on Sky by Mukarto et al.

Tujuan menulis teks *recount* adalah untuk menceritakan kembali suatu pengalaman dalam hidup kita dan bagaimana perasaan kita tentang pengalaman tersebut. Teks *recount* mendaftar dan menguraikan peristiwa yang telah lalu secara berurutan.

Teks *recount* terdiri dari 3 bagian:

Bagian 1: *Orientation*

Bagian ini mengemukakan latar belakang cerita dan menjawab pertanyaan Apa? Siapa? Kapan? Dimana? Mengapa?

Bagian 2: *Events*

Bagian ini menceritakan peristiwa-peristiwa secara berurutan. Bagian ini biasanya menggunakan kata penyambung seperti: *first, next, then, finally*dan lain-lain.

Bagian 3: *Reorientation*

Bagian ini memberikan komentar penutup dan mengekspresikan perasaan kita tentang pengalaman yang diceritakan.

Adapted from English on Sky by Mukarto et al.

My Wonderful Holiday
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Last summer Holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colourful flowers and a swimming pool.

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We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Orientation

Events

Reorientation

Read and Learn

Language Features of Narrative Texts

1. A recount text uses mainly 1st person pronouns (I or We).
   e.g. **my** family and **I** spent one night at the countryside.
2. A recount text usesconjunctions to put the events in order.
   e.g. First, Then, After that, Next, Finally.
3. A recount text uses past tenses.
   Past tenses tell us about past activities. In past tenses, we have to use verb 2.
   e.g. Last summer holiday, my family and I **spent** one night at the countryside.

Adapted from English on Sky by Mukarto et al.

Ciri Bahasa Teks *Recount*

1. Teks *recount* sebagian besar menggunakan kata ganti orang pertama (*I* atau *We*).

Contoh: **my** family and **I** spent one night at the countryside.

2. Teks *recount*menggunakan kata penyambung untuk mengurutkan peristiwa.
   Contoh: *First, Then, After that, Next, Finally.*
3. Teks *recount* menggunakan *past tenses.*
   *Past tenses*menceritakan aktivitas di masa lalu. Dalam *past tenses* kita harus menggunakan *verb 2*.
   Contoh :*My family and I **spent** one night at the countryside*.

Adapted from English on Sky by Mukarto et al.

Grammar Zone

Simple Past Tense

When do we use the simple past tense?

We use the simple past tense when we are talking about an action that took place in the past. For example: *I walk***ed** *the dog* ***yesterday****.*

I **went** *to Florida* ***last year****.*

Form

Positive

Subject	+	Verb 2
e.g. I/a cat		e.g. worked/went/saw

Negative :

Subject	+	Auxiliary verb	+	Verb1
e.g. I/a cat		didn't		e.g. work/go/see

Question:

Auxiliary verb	+	Subject	+	Verb 1
Did		e.g. I/a cat		e.g. work/go/see

Note: When the subject is unknown ("who", "what") we omit "did".

Whatbit you?

Who cleaned up the mess yesterday?

The simple past tense verbs are formed in different ways for regular and irregular verbs. For regular verbs there is a rule, but irregular verbs just have to be learned. We formed the simple past tense of reguler verbs by **adding –ed** to the basic verb. See the examples below:

work	worked
talk	talked
play	played
walk	walked
enjoy	enjoyed
stay	stayed

The verb **changes** in the simple past tense of irreguler verbs. See the examples below:

make	made
see	saw
sit	sat
swim	swam
buy	bought
find	found
go	went

Adapted from http://www.bbc.co.uk/skillswise/worksheet/en32tens-e3-w-writing-in-the-past-tense

ACTIVITY 2

Practice your grammar.

Arrange the following phrases or words to make good sentences.

1. talk – to - the students – did-the teacher-?-this morning

---

2. to - the zoo- went-my parents-last Sunday- and - I

---

3. did – enjoy – you-visit - to - the zoo – your-?

---

4. did – have-this morning – breakfast – we- not-

---

5. she-an apple – did – give-to me – not-last night

Complete the following text with the right past form of be (was/were).

Hello, I have a friend. Her name is Rahma. She (1)_____ born in Karawang West Java. When She (2)____ a child, She (3)_____ always happy. Her friends (4)____very kind to her. They (5)_____ always happy. Her father (6)_____a doctor and her mother (7)_____a teacher. Life (8)_____very exciting. Her first school in Karawang (9)_____beautiful. Her teacher (10)_____ intelegent and kind. All the lesson (11)____interesting.

Make setences in the simple past tense from the following words.

1. play/ yesterday

---

2. read/ this morning

---

3. cry/ yesterday

---

4. cook/ last week

---

5. go/ last year

Adapted from English on Sky by Mukarto et al.

ACTIVITY 3

Read the following recount text carefully, circle the orientation and reorientation, and underline the events.

A Nice Holiday with My Family

Last month, my family and I went to a popular national park in my city. We went there by a car. It is only 18 km from our house so it is not a long trip.

We walked toward the entrance gate and paid the entrance fee. The entrance fee was not so expensive but since it was so crowded, we had to stand in a long queue.

After that, we walked around the park toward the playground. We could see many animals, such as one horned rhinocheros and tapirs. Those animals presentedinteresting attractions of the park but the most interesting one is tapirs' attraction.

Then we had a rest under a big tree. It is on the edge of a river. We had our meels on the mat and had a small talk. We could feel the fresh air.

We were really happy. It was a nice day

Adapted from Let's Talk by Bachtiar Bima et al.

1. Find out what happened, who was involved, where the events took place, and when it happened.
2. Change these verbs from the present tense to the past tense as it is used in the text.

PRESENT	PAST
go	
walk	
pay	
can	
present	
have	

Time order

When you write a recount text, you write about events in the order that they happened. You need to use time order to organize your sentences. The following words and phrases are used to show time order:

Words	Phrases
first, second, third and so on then next finally afterward	at first at exactly 7.00 p.m after a while after that in the morning in the meantime

Time order words and phrases are usually followed by a comma if they come at the beginning of a sentence. *Then* and *now* are usually not followed by a comma.
e.g.

First, we made a fire in front of the house. **Then** we sat around the fire and sang lots of songs together**. After that**, we came into the house and had dinner. **Next**, we sat in the living room and watched a movie. **Finally**, everybody fell asleep there.

Adapted from Introduction to Academic Writing 2nd Edition by Oshima and Hogue

ACTIVITY 4

Arrange the sentences into the correct order

( ) After that I sat down for a rest
( ) Before I went home I bought some fish from the fisherman
( ) First, I looked for sea-shells
( ) It is only five kilometers from my house
( ) Last week, I felt very bored after one week of holiday
( ) So I rode my bicycle to the beach
( ) Then I got into the water and tried to catch some fish
( ) I was very tired but I felt happy

Adapted from English on Sky by Mukarto et al.

Writing Titles

A title is used to attract attention and should tell the readers the main idea of the text. We should write a title as interesting as possible. It is usually a phrase not a sentence.

Rules	Example
Capitalize every word in a title except words like on,to,in,for,and,or,a,an,the	Diving in Bunaken Island Barbecue in the Park

Adapted from Interaction I by Segal and Pavlik

Punctuation

End Marks for Sentences

- A period (.) ends a statement or command.
  There are seals on the ice.
  Hand the glasses to me.
- A question mark (?) ends a question.
  Do you see any horses?
- An exclamation mark (!) ends an exclamation.
  Wow, that is a big house!

Periods for Abbreviations

- Use a period to show the end of an abbreviation.
  Mrs. Rd. Aug.
- Use a period with initials.
  P. T. Barnum L. C. Cox

Commas in Sentences

- Use a comma to separate words in a series.
  The media center has videos, tapes, and CDs.
- Use a comma after the words *yes* and *no* when they begin a sentence.
  Yes, I have read that book.
- Use a comma after the name of a person being spoken to.
  Jill, are you going to the library?

ACTIVITY 5

Add end marks,periods, and commas where they are needed.

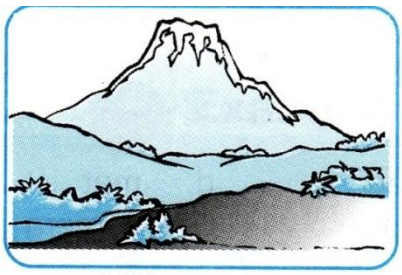
1. Mr.Shapiro took out his camera
2. Can you get a picture of the baby seals
3. Please don't lock the door
4. What a wonderful sight this is
5. How many seals do you see
6. Donna Hal and Kathy are at the library
7. Hal do you want books on animals
8. No I want books on baseball soccer and hockey
9. Donna did you find what you wanted
10. Yes I found poems stories and novels

Adapted from Grammar and Writing Handbook by Macmillan

Building Vocabulary

Recreational spots

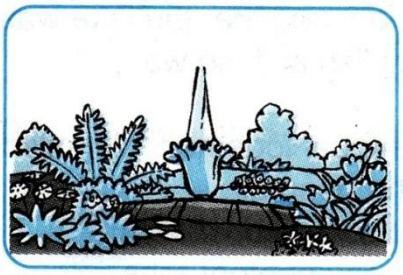
Look at the pictures and learn the words.



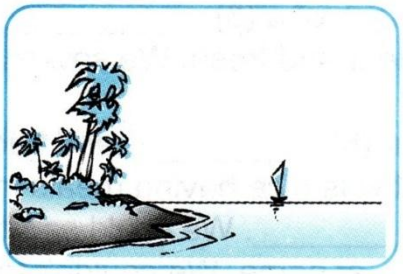
a high mountain
/ə haɪ 'maʊntən/

a crowded zoo
/ə 'kraʊdɪd zu:/

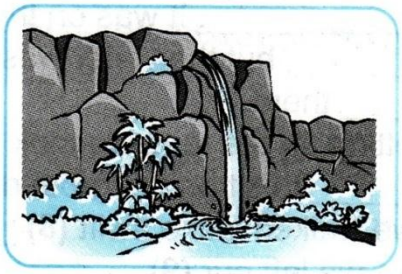
an antique museum
/ən æn'ti:k mju:'zɪəm/



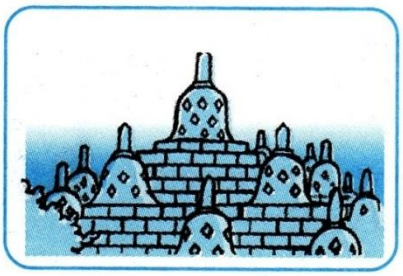
a botanical garden
/ə bə'tænɪkl 'gɑ:dn/



flat beach
/flæt bi:tʃ/



a swift waterfall
/ə swɪft 'wɔ:təfɔ:l/



a big temple
/ə bɪg 'templ/

a shallow lake
/ə 'ʃæləʊ leɪk/

a historical monument
/ə hɪ'stɒrɪkl 'mɒnjumənt/

Recreational equipments

Fill in the blanks with the words in the box.

lake	**Waterfall**	**fished**	**camera**
first aid kit	**Camped**	**deep**	**mat**
tent	**picnic jar**		

On Saturday night, my friends and I (1)_____on a hill nearby. We chose a flat land to set up a (2)_____. It was on the bank of a (3)_____. We found that the lake was not so (4)_____, but the water was clear and fresh. We saw many fish in it, so we (5)_____there.

After setting up the tent, we took our (6)_____ and had a meal together. We rollled out a (7)_____ to sit on the ground. It was nice having meals in the open air. Then, we walked into a swift (8)_____. We could see how wonderful it was. Unfortunately, we left our (9)_____ at home. We couldn't take any photographs.

Suddenly, my friend slipped off. He hurt his leg. We gave him a band aid that we took from the (10)_____. Before long, we were back to our tent.

Adapted from Let's Talk by Bima Mustriana et al.

Guided Writing

Did you have a good time last Sunday? Did you remember everthing you did at that time? Use the following frame to write your experience last Sunday.

Last Sunday, I_____
First, I _____
_____
_____
After that, I _____
_____
_____
Then, I _____
_____
_____
Next, I _____
_____
_____
Finally, I _____
_____
_____
It was a (nice/bad/tiring/interesting) Sunday.

Adapted from English on Sky by Mukarto et al.

PLAN

DRAFT

EDIT

PUBLISH

LET'S WRITE

Work in groups and help each other to start writing.

Planning

Purpose and Audience

The purpose for writing a recount text is to share a story about your own experience and how you feel about it. Before you begin to write, think about your readers. Who will be reading your story? How can you help your readers get to know you and understand your story?

Choose a Topic

Begin by **brainstorming** a list of experiences that are special to you. Choose one experience to write about. Then **explore ideas** by listing what you remember about the experience.

PLAN

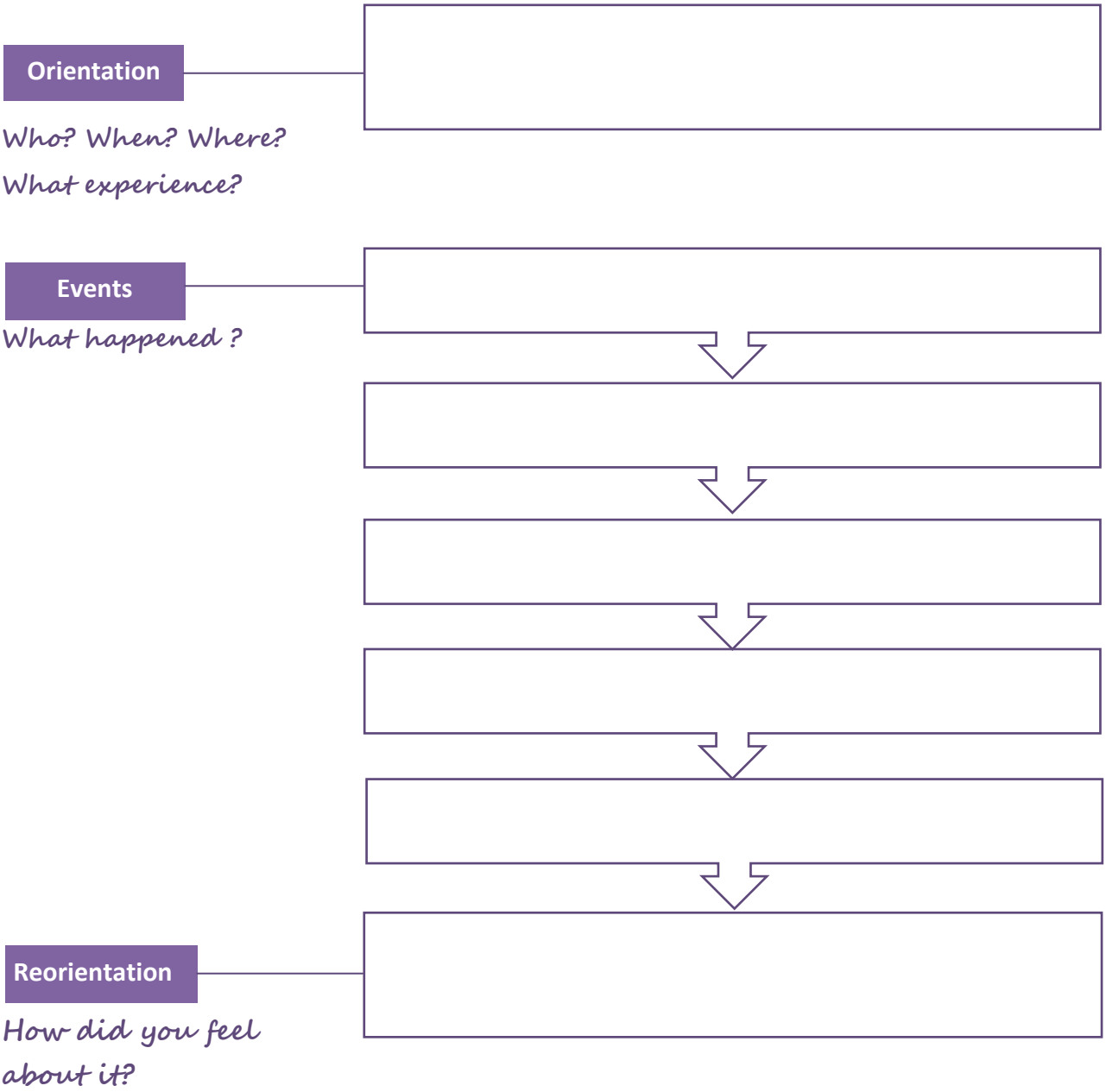
DRAFT

EDIT

PUBLISH

Organize

Your recount text will have three main parts: orientation, events, and reorientation. First, you will tell about the background information of the story. Second, you will tell the events chronologically and the last your will express your feelings.To plan your narrative, you can use a flowchart below.



PLAN
DRAFT
EDIT
PUBLISH

Drafting

Go back to the previous page and review the flow chart you made. Think about making a paragraph for each main idea and start drafting.

Draft

Checklist ✓

- *Did you arrange the events in good order?*
- *Did you express your feelings?*
- *Did you check all mistakes in grammar, spelling and punctuation?*
- *Did you add a title?*

PLAN
DRAFT
EDIT
PUBLISH

Editing

Elaborate

One way to improve your writing is to elaborate. When you elaborate, you add important ideas and details.

popular in my city
Last month, my family and I went to a ∨tourist object ∨

Word Choice

In a recount text, you need to use words that will help you tell the events in the order they happened such as first, second and so on.

Spelling & Grammar

check also the spelling and grammar. It is very important to make your writing clear for your readers.

We ~~have~~ a rest under a big t~~re~~ tree
had

Peer Editing

Do you remember how to edit a text that you have learnt in the previous unit?
Now work with one member in your groups. Give each other suggestions to improve your recounttext.You can use the following editing marks.

Editing Marks

Grammar ≠

Spelling **Sp**

Add **V**

Unclear **?**

Make capital letter≡

Add a period **.**

Add a comma **,**

DRAFT

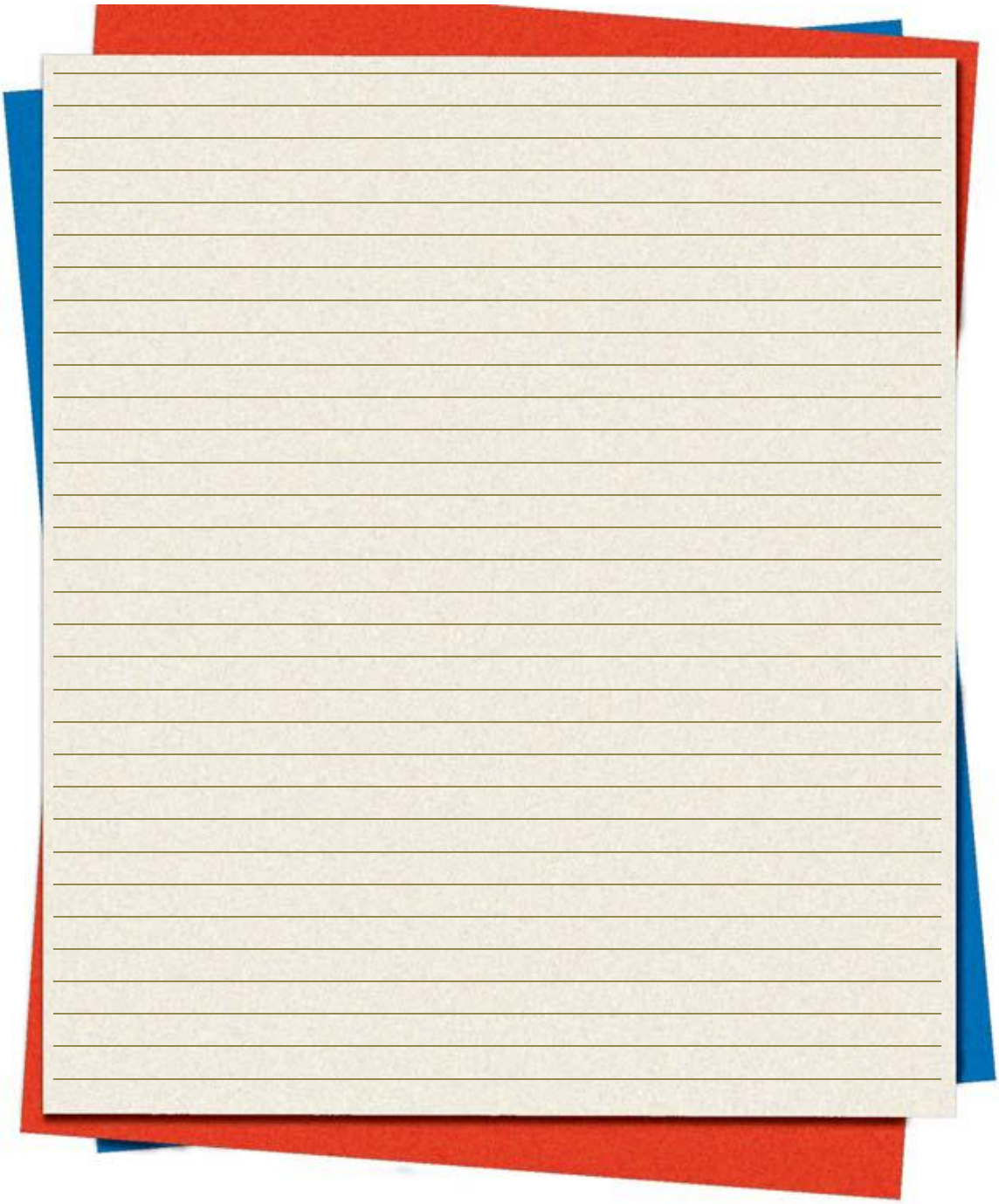
REVISE

EDIT

PUBLISH

Publishing

Discuss the suggestions from your partner and revise your draft based on the suggestions.



Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

No	Aspects	Very Much	Much	Little
1	The function and the generic structure of recount texts			
2	The simple past tense			
3	Using time order			
4	Writing titles			
5	Punctuation			
6	Vocabulary: Recreational spots and equipment			
7	Writing recount texts			

Unit 3

A Good Story

GET READY TO WRITE

A Good Story

What were your favorite stories when you were a little child?
Do you remember them?
Who were the main characters?
How did the story begin?
How was the ending?
Was it an interesting story?
Have you ever written your own story?

Model of the Text

THINK &ANSWER
Purpose
Why do you think people write narrative texts?
Why do you think people like to read them?
Write a brief explanation!

Narrative texts

A narrative text is a story or a fairy tale that can be about anyone and anything. When you write a narrative text, you can use your imagination to create interesting, entertaining charactersand events.

ACTIVITY 1

Read the following example of narrative texts. What story does the writer tell? As you read, look for problems the characters must solve.

Beauty and the Beast

Once upon a time, there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his servants.

One rainy dark night, a woman come to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, the women turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and his servants turned into furniture.

One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daugter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then, the Beast and Belle got maried and live happily ever after.

Adapted from English on Sky by Mukarto et al.

Read and Learn

The purpose for writing a narrative text is to entertain the readers with our stories. The story may come from our imagination.
A narrative text consists of three main parts:

Part 1: Orientation
It tells about the setting (time and place) and characters.

Part 2: Complication (s)
It tells about problem(s) to be solved by characters.

Part 3: Resolution
It describes the solution to the complication(s) and gives an ending to the story.

Adapted from English on Sky by Mukarto et al.

Tujuan dari menulis teks *narrative* adalah untuk menghibur pembaca dengan cerita kita. Cerita dalam teks narrative dapat berasal dari imaginasi kita.
Teks*narrative*terdiri dari 3 bagian:

Bagian 1: *Orientation*
Bagian ini menceritakan setting (waktu dan tempat) dan karakter dalam cerita.

Bagian 2:*Complication (s)*
Bagian ini menceritakan tentang masalah yang harus dihadapi oleh karakter dalam cerita.

Bagian 3: *Resolution*
Bagian ini menguraikan pemecahan masalah dan memberikan akhir cerita.

Adapted from English on Sky by Mukarto et al.

Beauty and the Beast

Once upon a time, there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his servants.

One rainy dark night, a woman come to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, the women turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince become a beast. He was no longer good looking. He looked very ugly instead and his servants turned into furniture.

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After sometime, Maurice's daugter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then, the Beast and Belle got maried and live happily ever after.

Orientation

Complications

Resolution

Read and Learn

Language Features of Narrative Texts

1. A narrative text usually begins with adverbs. Such as long time ago, once upon a time, in far away land, long long ago and so on.
2. A narrative text uses the simple past tense and the past continuous tense.

   e.g. They lived happily ever after.

   It was raining so hard that he decided to enter the castle.
3. A narrative text usually uses time-order words to sequence the story e.g. after, then, finally.
4. A narrative text usually uses direct sentences to show dialogues between the characters.

   e.g. "Are you my mother?" the prince asked.

Adapted from English on Sky by Mukarto et al.

Ciri Bahasa Teks *Narrative*

1. Teks *narrative* biasanya dimulai dengan kata keterangan seperti *as long time ago, once upon a time, in far away land, long long ago* dan lain-lain.
2. Teks *narrative* menggunakan *the simple past tense* dan *the past continuous tense.*
   Contoh:*They lived happily ever after.*
   It was raining so hard that he decided to enter the castle.
3. Teks *narrative* biasanya menggunakan kata *time-order* untuk merangkai cerita.
   Contoh: *after, then, finally*
4. Teks *narrative* menggunakan kalimat langsung untuk menunjukan dialog.
   Contoh: *"Are you my mother?" the prince asked.*

Adapted from English on Sky by Mukarto et al.

ACTIVITY 2

Read the following story and answer the questions.

Takatuliang, the Woodcarver

Long time ago, there lived a king and his beautiful daughter in a beautiful palace in Simbau island. Since the princess was so beautiful,many princes wanted to marry her and this made the king confused. The king then announced a contest: whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then, he went far into the forest. There he chose the best tree and carved it into a doll. Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cuthis own hair and glued it to the doll's head.

On the day of the contest, the princes one by one presented the gifts: diamonds,silk,gold,jewelry.Then came to Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll" said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one, I carved it my self and decorated it with my own hair and my mother's old cloth. She was passed away and this is the only thing she left me"answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he has presented her everything he had.Finally, Takatuliang married with the princess and lived happily ever after.

1. Find the orientation, the complication(s), and the resolution.
2. How many characters are there in the story?
3. How do you describe the characters?
4. What problems did the main characters have?
5. At the end of the story, could they solve their problems?
6. What moral values did you get from the story?

Grammar Zone

Past continuous tense

When do we use the past continuous tense?

We use the past continuous tensewhen we want to talk about a long action that wascarried on in the past.It is often used to describe what people were doing when something else happened. For examples:

*I **waskicking** the ball when Dave broke his arm.*
*He **was walking** the dog when I saw George.*
*The dwarves came home while Snow White **was sleeping** on one of the small beds.*

Form

Positive

Subject		Auxiliary verb		Verb + ing
e.g. *I/a cat*	+	*was / were*	+	e.g.*swimming/talking*

Question

Auxiliary verb		Subject		Verb + ing
was / were	+	e.g. *I/a cat*	+	e.g. *swimming/talking*

Negative

Subject		Auxiliary verb		Verb + ing
e.g. *I/a cat*	+	*was not / were not*	+	e.g. *swimming/talking*

Adapted from http://www.bbc.co.uk/skillswise/factsheet/en32tens-l1-f-talking-about-the-continuous-past

ACTIVITY 3

Practice your grammar.

Read the following TV report and fill in the gaps. Use the verbs from the box.

watch	fix	cook	work	read
take	jog have	sleep	sit	

Last year, there was a strong earthquake in the city. The ground moved and the building shook. A TV reporter asked the people: "What were you doing when the earthquake began?"

Here are some the answer:

" I (1)_____ the roof. Suddenly the house shook and I fell off the roof."

" I (2)_____ a bath when the earthquake started. I ran out the bathroom with no clothes on."

"My family and I (3)_____ breakfast when suddenly the plates and the bowls fell off the table."

"I (4)_____when suddenly I heard my bed cracking."

"My sister an I (5)_____.Then we felt the ground under us shaking. We lost our balance and fell on the street."

"I(6)_____a book about earthquake when then real earthquake began."

"We (7)_____ on the sofa and (8)_____news on TV". Then the sofa shook. Our TV set also shook and fell off the table."

"I (9)_____ in the garden and my wife (10)_____ in the kitchen when the ground moved."

Adapted from English on Sky by Mukarto et al.

Rearrange the jumbled words into good setences.

1. clock - prince - and - Cinderella - the – struck – 12- the - were - dancing - when
2. her- magic - was - book - sleeping - when - Ratna Mangali - stole - Calon Arang
3. when - the - castle - it - Maurice – entered - very hard - was - raining
4. playing - Susan - the - when – I - was - piano- got - home
5. came -she - home - when - very hard - was - daughter - with - her - it- raining

Developing Writing Skills

Using Pronouns

It is very important to use pronouns when we write a text. Pronouns help to connect our ideas. Pay attention to the following paragraph:

*Long, long time ago there lived **two brothers**. **They** had completely different characters. **The big brother** was very stingy and greedy. **He** never shared **his** wealth with poor people. **The little brother** was exactly the opposite. **He** was generous and kind to poor people.*

Adapted from English on Sky by Mukarto et al.

Example of pronouns:

Subject pronoun	Object pronoun	Possessive Pronouns
I, you, he, she, it we, you, they e.g. **Nora** plays soccer. **She** plays well.	me, you, him, her, it us, you, them e.g **I** met John yesterday. He gave **me** a book.	my, your, his, her, its, our, their, mine, yours, his, hers, its, ours, theirs e.g. That is **their** computer. Is that **yours**?

ACTIVITY 4

Replace the underlined word or words with a subject or an object pronoun.

1. Carl told Mark and me about his hobby.
2. Coin collecting interests Carl.
3. Carl showed his coins to Jill.
4. Jill and Carl have pictures of coins.
5. The children run after the ball.
6. Nora kicks the ball toward the goal.
7. Lennie cheers when Nora scores.
8. Nora waves at Meg and me.
9. Will our team win the game?

Draw a line under each possessive pronoun.

1. The computer is his.
2. My computer screen changes color.
3. Her fingers are on the keyboard.

4. You can play your computer game.

5. When did you get that game of yours?

Adapted from Grammar and Writing Handbook by Macmillan

Using Quotation Marks

An interesting story tells the readers what the characters said or thought. When we write exactly what someone said or thought, we use quotation marks.We can use dialogue words like "thought", "yelled", "said","asked", "replied", "answered", "exclaimed", "remarked", "commented", "whispered" and so on.

Examples:
"He looks likea thief!" the princess said.
"I should call the king." Marvin thought.
"Stop those men!" the King yelled.

Adapted from Interaction I by Segal and Pavlik

ACTIVITY 5

Look at these sentences. Put quotation marks in the correct places.

1. Aura thought, Who are those men?
2. You should be a wise prince the king said.
3. Come out of there! he yelled.
4. Are you a princess?the man asked.
5. Should I try to stop them? Cinderella asked herself.

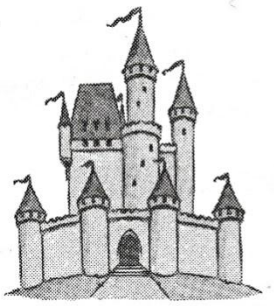
Adapted from English on Sky by Mukarto et al.

Building Vocabulary

Fairy Tales

Put these words under the correct pictures.

a sword	a princess	a mermaid	a prince
a giant	dwarves	a castle	a witch
a fairy good mother	an elf		



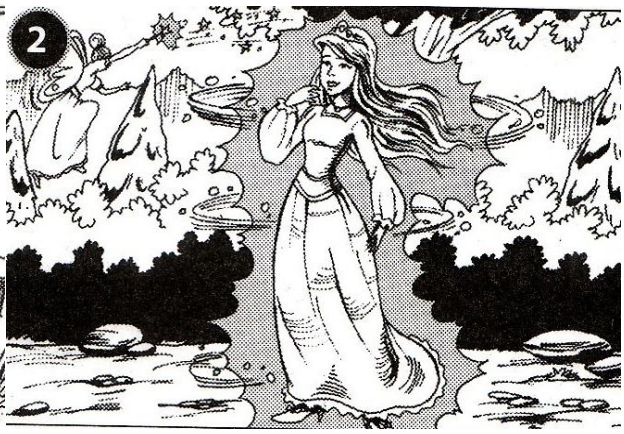
Work in pairs and think of some stories related to the following characters:

1. Elves
2. A giant
3. A fairy goodmother
4. A mermaid
5. Dwarves
6. A witch

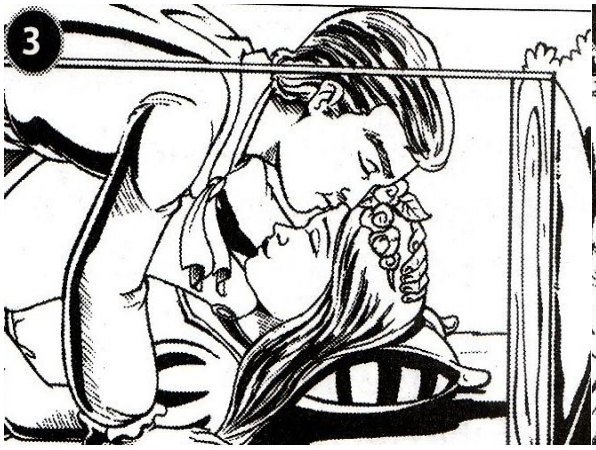
Fill in the blanks with the correct words in the box. Make some necessary changes with the words.

Live	**Stitch**	**break**	**carve**	**curse**	**put**

The old woman_____Maling Kundang to rock.

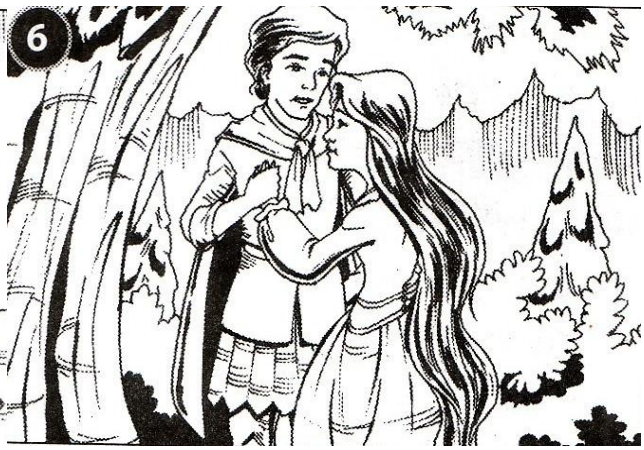


The fairy goodmother _____a spell over Cinderella.



The kiss of the prince _____the spell.

Takatuliang _____ a doll out of a tree.

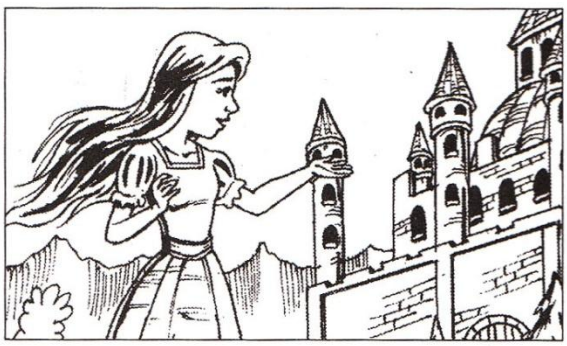


The elves _____the shoes together carefully.

Rapunzel and the prince _____happily ever after.

Put the following words under the right characters.

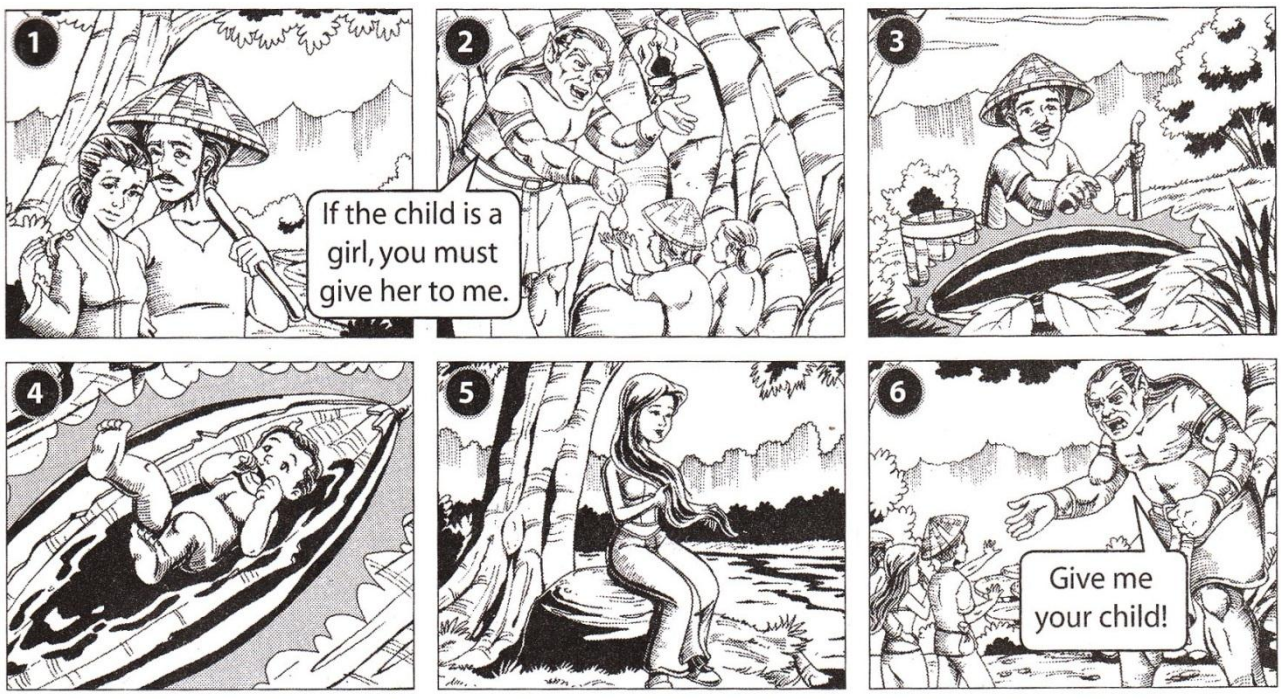
Small	rosy cheecks	long nose	very tall	wooden doll	fangs
red lips	white skin	bulging eyes	big nose	short	dark hair
little feet	pretty	little hands	pointed ears	sharp	round eyes
strong					

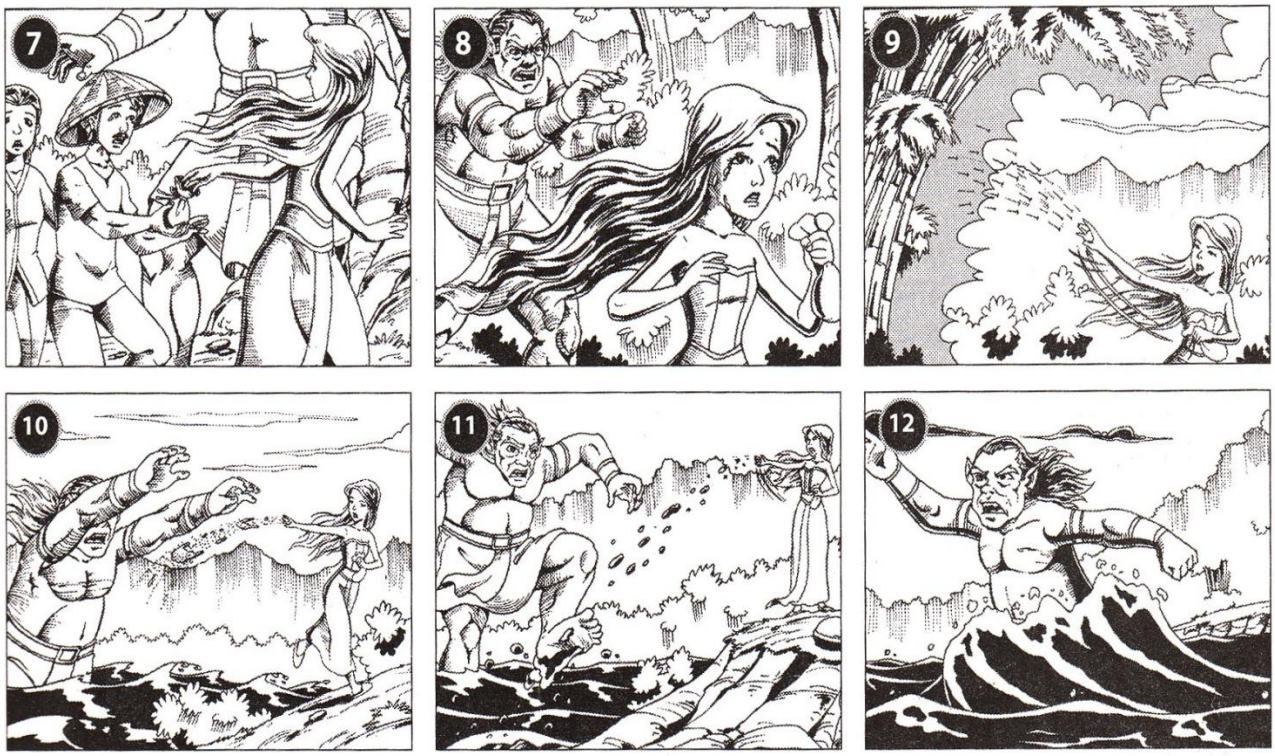


Guided Writing

Write a short story using the following pictures as guidance. Use the words in the box to help you.

seeds	a pouch	bamboo forest	deep
plant	chase	salt	sink down
ripe	throw	fish paste	walk home
scared	needles	mud pond	





The Golden Cucumber

Adapted from English on Sky by Mukarto et al.

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LET'S WRITE

Work in groups and help each other to start writing.

Planning

Writing a story let you use your imagination and be creative. You can use imaginary characters and setting for your story.

Purpose and Audience

The purpose of writing a story is to entertain your readers. Before you write your story, you need to think about who your readers are. Your readers can be your teacher, your classmates, your family, or even yourself.

Choose a Topic

Begin by **brainstorming** a list of topics. Choose a topic that would make an enjoyable story for your readers. Then, **explore ideas** about characters, the setting, and events in your story.You can use a folk tale you know very well or you can also write your own story.

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Organize

Your story will have three main parts: orientation, complications and resolution.Firstly, in the orientation, you introduce the main characters and the setting. In the complications, youshow how the characters face and try to solve problems. Then you tell what happens at the end to close the story in the resolution. To plan your story, you can use a story map below.

Story Map

Who were in your story?

Main characters:

Where did your story happen?

Setting:

How's the beginning of the story?

Beginning (orientation):

What were the problems?

Middle (complications):

How's the ending of the story?

Ending (Resolution)

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Draft

Write your draft by arranging the main ideas in your map. You may add details like dialogues or more sentences to make your story clearer and more interesting.

Draft

Checklist ✓

- *Have you written enough details about the characters and the setting?*
- *Is your story clear and interesting?*
- *Did you check all mistakes in grammar, spelling and punctuation?*
- *Did you add a title?*

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Editing

Elaborate

One way to improve your story is to elaborate. It can be adding important ideas and details about the setting, characters, and plot.

There lived a king and his beautiful queen in a beautiful palace.The queen was not only beautiful but she was also very kind.

Word Choice

In a story, you need to use varied and interesting words to describe settings, characters, and actions.

.

"We bring a small box" said the elves softly

"This is the only thing my father left me"an~~swered~~ the prince replied

Better paragraph

Look closely at each paragraph. Add time-order words, such as *next* and *then,* to help your story flow from one event to the next event.

Spelling & Grammar

check also the spelling and grammar. It is very important to make your writing clear for your readers.

Peer Editing

Now work with one member in your groups. Give each other suggestions to improve your story. Use the following editing marks:

Editing Marks

Grammar ≠

Spelling**Sp**

Add**V**

Unclear **?**

Make a capital letter≡

Add a period **.**

Add a comma **,**

PLAN

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Publishing

Discuss the suggestions from your partner and revise your draft based on the suggestions.

Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

No	Aspects	Very Much	Much	Little
1	The function and the Generic structure of narrative texts			
2	Past Continuous tense			
3	Using pronouns			
4	Using quotation marks			
5	Vocabulary: Fairy tales			
6	Writing narrative texts			

APPENDIX 7

THE SECOND DRAFT OF THE MATERIALS

Unit 1

My Special Person

In this unit you will learn:

- Descriptive texts
- Simple present tense
- Subject-verb agreement
- Capitalization

Get ready to write

Warming Up

ACTIVITY 1

Look at the pictures and answer the questions.

Picture 1.1

Picture 1.2

Questions

1) Who is the special person in your life?
2) How does he/she look like?
3) What makes you like him/her?
4) Can you describe him/her?

Model of the Text

THINK & ANSWER

Why do you think people write descriptive texts? Why do people read them? Explain what you think to your friends.

Descriptive texts

A descriptive text is a text that describes a particular object. When you write a descriptive text, you help the readers to see, hear, smell or even touch the object in their imagination.

The object can be people, places or things. If you write about people, you can describe their physical appearances and may add information about personality, hobbies and so on.

Adapted from Let's Talk by Bima Mustriana et al.

ACTIVITY 2

Work in pairs. Read the following example of descriptive texts and pay attention to how the writer describes his new neighbors.

My New Neighbors

I like my new neighbors. They are very nice people. They are a middle-aged couple. Bert, the husband is forty years old. He works in a bank. Doris, his wife is about thirty years old. She works as a cashier in a supermarket. They live in a small house and have no children.

Bert is a tall person with blue eyes, fair short hair, and a square face. He often dresses in Jeans, T- shirts, and black shoes. He is a talkative person, especially with children. He enjoys reading newspapers but hates watching television. He is tolerant and patient with people.

Doris is a tall, good-looking person. She has green eyes, blonde straight hair and a round face. She usually dresses in Jeans and blue T- shirts. She is a smart woman. Unlike her husband, she enjoys watching television very much but not reading newspapers. She is generous and helpful. She likes telling funny stories.

George

Picture 1.3

Adapted from http://www.englishexercises.org

Read and Learn

The purpose for writing a descriptive text is to describe a particular object. The object can be people, places or things. We should help our readers to have clear and vivid pictures of the object being described.
A descriptive text consists of two main parts:

Part 1: Identification
It identifies an object to be described.

Part 2: Description
It describes parts, qualities, and characteristics.

Language Features of Descriptive Texts

- Specific participant
- Descriptive texts use the simple present tense.
  e.g. She is beautiful.

Adapted from Let's Talk by Bima Mustriana et al.

My New Neighbors

I like my new neighbors. They are very nice people. They are a middle-aged couple. Bert, the husband is forty years old. He is works in a bank. Doris, his wife is about thirty years old. She works as a cashier in a supermarket. They live in a small house and have no children.

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.

Identification

Description

ACTIVITY 3

Read the following descriptive text carefully, circle the identification, and underline the description.

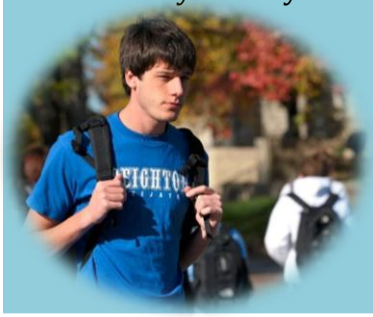
My Brother Ryan

I admire my brother Ryan a lot. He is very active and hardworking. He is twenty-two years old and goes to Creighton University in New York. He is tall and good looking. He has got short dark hair and brown eyes. He is a good athlete in his university. He is on the community swim team. He swims fast. He often wins the first place on swimming competitions.

He is also good at basketball. He often practices shooting baskets with me on weekends. He told me to play sports because sports teach us many good things. For example, team sports like basketball teach you good sportsmanship. We have to cooperate with our team if we want to win. If our team loses, we must not get angry. We have to remember to play the best we can.

I really like my brother. He is a good athlete, he is wise and he is also my good friend.

John



Adapted from Introduction to Academic Writing 2nd edition by Oshima and Hogue

ACTIVITY 4

Answer the following questions based on the text above.

1. Who is the writer's idol?

_____

2. How does he look like?

_____

3. Why does the writer admire him?

_____

4. Classify some information about Ryan in the table below.

Physical Appearance	Personality	Hobby

Grammar Zone

Simple Present Tense

When do we use the simple present tense?

We use the simple present tense when:

- The action takes place now.

  e.g. I want you to help me now.

- The action is something that happens regularly.

  e.g. I read books every day.

- We are describing things that are generally true.

  e.g. Train travel is expensive.

Form

Positive

Subject	+	Verb1
e.g. *I/a cat*		e.g. *work/go/make*

Question

Auxiliary Verb	+	Subject	+	Verb1
do or *does*		e.g. *I/a cat*		e.g. *work/go/make*

*For the verb *to be (is, am,are)*, we do not use an auxiliary:

Is he tall?

Is she beautiful?

Negative

Subject	+	Auxiliary verb+not	+	Verb1
e.g. *I/a cat*		*do not* (*don't*) /*does not* (*doesn't*)		e.g. *work/go/make*

***NOTE**: When **"he"**, **"she"** or **"it"** is doing the action, remember to add **"s"**, **"es"** or change the **"y"** to **"ies"**. For examples:

I like football.	We like football.	He like**s** football.
I always try hard.	We always try hard.	She always tr**ies** hard.
I watch a lot of films.	We watch a lot of films.	He watch**es** a lot of films.

In the simple present tense, we often use an adverb of frequency indicating the frequency of an event or an activity. It answers the question "How often...?"
e.g. always, frequently, usually, often, sometimes, rarely, seldom, never, three times a day, once a week and so on.

How to use adverbs of frequency?

- They come after "be"
  e.g. Anis is always happy.
  Tiyo is often late.
- They come before verbs
  e.g. Tatang never cheats in exams.
  Ronal often reads a daily newspaper in the morning.

Adapted from http://www.bbc.co.uk/skillswise/factsheet/en32tens-l1-f-the-simple-present

ACTIVITY 5

Rearrange the words to make correct sentences.

1. man – is – the – thin – not– .

_____

2. eyes –the –has – blue – girl– .

_____

3. has – short – curly –hair – man – the– .

_____

4. has –no –he – hair– .

_____

5. do – have – eyes – brown – you–?

_____

ACTIVITY 6

Fill in the spaces with the correct forms of the verbs. Look at the example.
Example: Joseph (always, climb) **always climbs** trees in his yard.

1. Julia (sometimes, sell) _____ _____ lemonade on hot days.
2. Thomas (often, play) _____ _____ baseball after school.
3. My neighbor (never, paint) _____ _____ his house.
4. Stuart (usually, play) _____ _____video games with his friends on Saturdays.
5. The jazz musicians in our town (frequently, win) _____ _____ competitions.

Taken from http://www.englishforeveryone.org/PDFs/Present_Tense_Exercise_13.pdf

Developing Writing Skils

Subject - verb Agreement

A present-tense **verb** must agree with it's **subject**.

e.g. She **reads** a daily newspaper every day.
Two children **gather** pink flowers.
They **read** a book every day.

*Do not add *-s* or *-es* to a present-tense verb when the subject is plural or *I* or *you*.

Taken from Grammar and Writing Handbook by Macmillan

ACTIVITY 7

Circle the correct verbs in the brackets.

1. She usually (wear/wears) black shoes.
2. Terry (go/goes) to the school every day.
3. Both of us (work/works) carefully.
4. We (bring/brings) some blueberries home every Sunday.
5. He (love/loves) blueberry jam.
6. I (eat/eats) some bread and jam every morning.
7. The boy doesn't (have/has) blue eyes.
8. They don't (like/likes) swimming.
9. Does she (take/takes) it?
10. Liz and Tommy (travel/travels) to the coast every year.

Adapted from Grammar and Writing Handbook by Macmillan

Capitalization

In English there are many rules for using capital letters. Some of them are the following rules:

Rules	Examples
1. First word in a sentence	**H**is father is a doctor.
2. The pronoun "I"	My friends and **I** like English very much.
3. Names and titles of people	**Dr**. **J**onas **S**alk
	Mr. and **Mrs**. **J**ohn **O**. **S**mith
4. Names of deities	**G**od **A**llah
5. Names of places	**J**akarta
	Gembira **L**oka
6. Names of the day, months and special days	She will come home on **M**onday.
	I was born on **J**anuary.
	Tomorrow is **I**ndependence **D**ay.
7. Abbreviations and acronyms	**FBI**
	UN
	AIDS
8. Nationalities, languages, religions, races, and ethnic groups	**I**ndonesian
	English
	Moslem
	Arabic

Taken from Introduction to Academic Writing 2nd edition by Oshima and Hogue

ACTIVITY 8

Change small letters to capital letters if it is necessary.

1. farnaz is a student from iran. she speaks english.
2. i work during the months of june, july, and august.
3. president john f. kennedy was born on may 29, 1917.
4. gajahmada university is located in yogyakarta.
5. there are three main religions in japan: buddhism, shintoism, and christianity.

Adapted from Introduction to Academic Writing 2nd edition by Oshima and Hogue

Building Vocabulary

ACTIVITY 9

Look at the pictures and study the words.

He is in his **early thirties.**
He is **tall and athletic.**
He has **black** hair.
He has **dark** skin.

Picture 1.4

She is **about 20 years old.**
She has **long wavy black** hair.
She has a **narrow** face.
She has a **pointed** nose.
She is **slim**.
She has **fair** skin.

Picture 1.5

He is **over 50 years old.**
He has **short black** hair.
He has **a beard and a moustache**.

Picture 1.6

He is **in his thirties.**
He has **curly black** hair.
He has **small** eyes.
He **wears red T-Shirt**.

Picture 1.7

He is in his **early thirties.**
He is **fairly short and fat.**
He has **black** hair.
He has **dark** skin.

Picture 1.8

She is **old.**
She **has wrinkles.**
She **wears a white shirt.**

Picture 1.9

Adapted from English for Active Communication by ELTI

ACTIVITY 10

Organize the adjectives from the boxs above in the following categories. Look at the example.

Age	Height	Body	Hair	Skin	Eyes	Other
	tall					

ACTIVITY 11

Find the opposite words for the following words in the box. Look at the example.

Positive	Negative
active	**passive**
hardworking	.....
sociable	.....
patient	.....
optimistic	.....
friendly	.....
helpful	.....
funny	.....
tolerant	.....
interesting	.....

- passive
- impatient
- intolerrant
- unfriendly
- pessimistic
- uninteresting
- unsociable
- selfish
- lazy
- boring

Adapted from www.englishexercise.org

Guided Writing

ACTIVITY 12

Work in groups. Write a short descriptive text about the following idol. Use the clues in the box to help you.

Picture 1.10

Dian Sastrowardoyo is a popular model and actress.

- Dian Sastrowardoyo
- a model and an actress
- played in “Ada Apa dengan Cinta”, “Pasir Berbisik”,”Bintang Jatuh” and so on.

- beautiful
- slim and tall
- long black hair
- fair skin

- the "Most Favorite Actress" in USA Magazine Indonesia Award 2010
- friendly
- hardworking

Adapted from http://en.wikipedia.org/wiki/Dian_Sastrowardoyo

Let's Write

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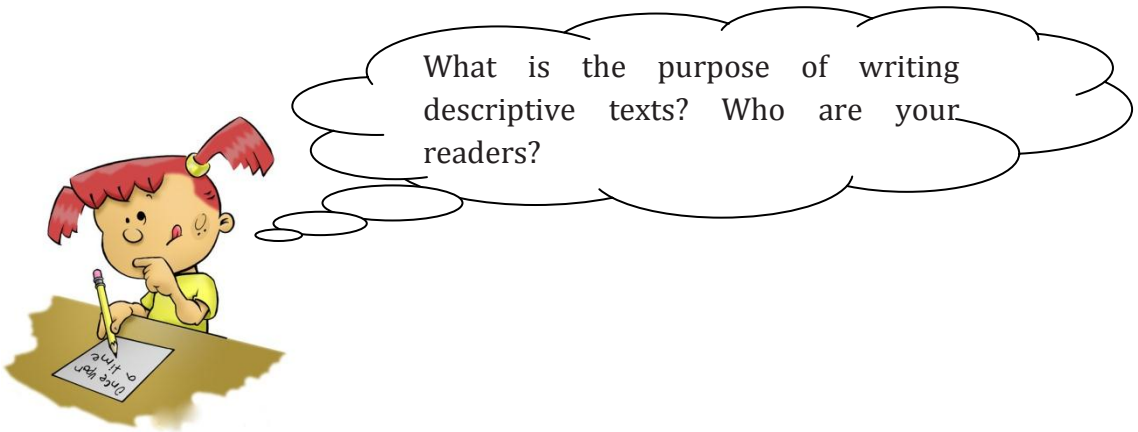
ACTIVITY 13

Write your own text. Follow the following steps.

1. Planning

✓ **Think about your purpose and audience.**

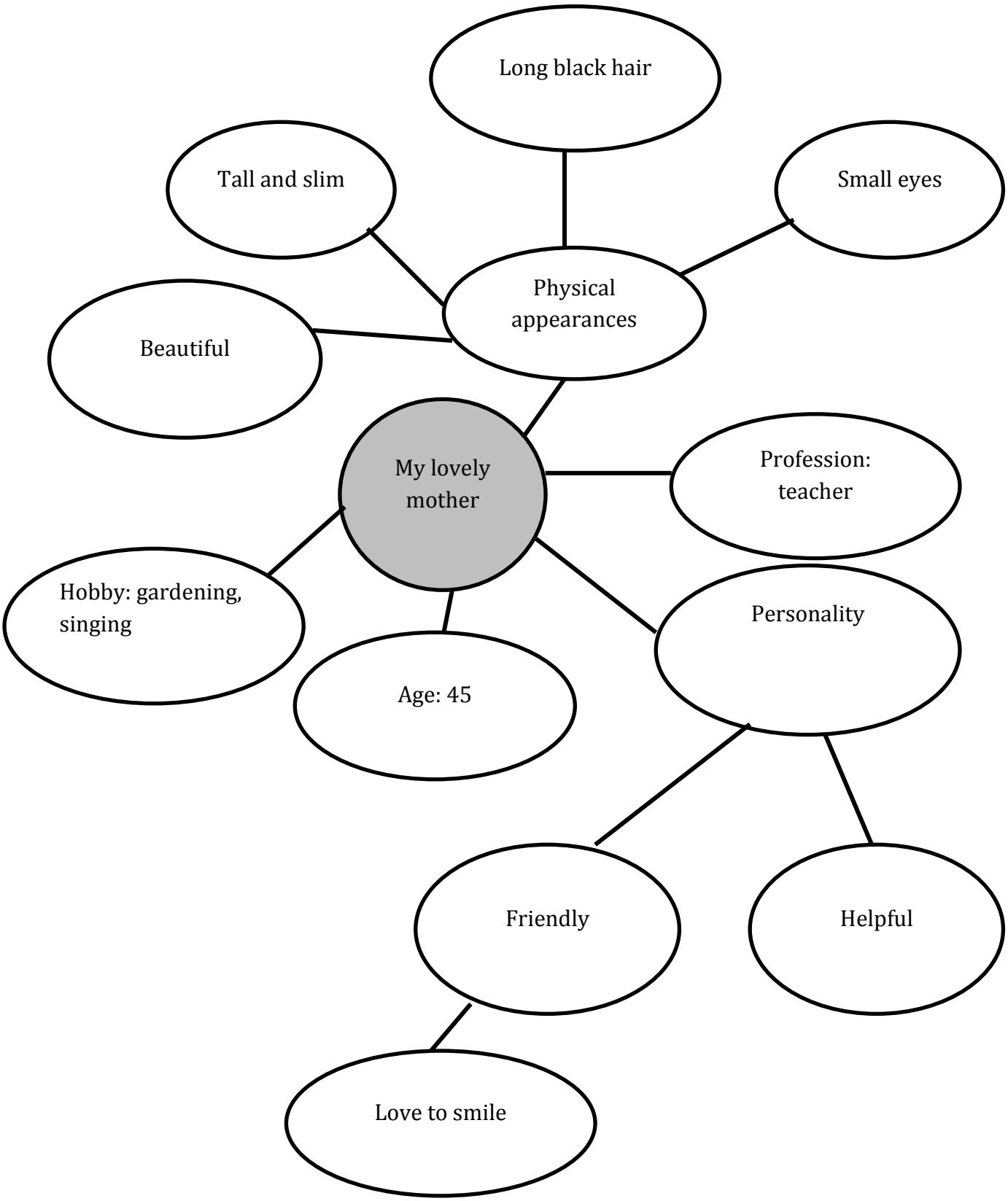


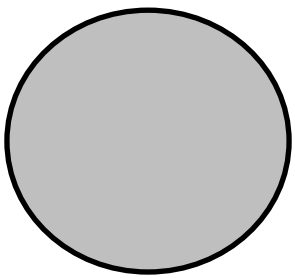
✓ **Choose a Topic.**

Let's try to write about a person who is special to you. It can be your family member, your best friend, your neighbor, your idol and so on.

✓ **Draw him/her in the following frame to help you visualize him/her.**

✓ **Explore what you remember about him/her using a clustering map. Look at the example.**


Long black hair
Tall and slim
Small eyes
Physical appearances
Beautiful
My lovely mother
Profession: teacher
Hobby: gardening, singing
Personality
Age: 45
Friendly
Helpful
Love to smile



✓ Outlining

Your descriptive text will have two main parts: identification and description. Use the following frame to plan your descriptive text.

Identification

Who is he/she?

Description

How does he/she look like?

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2. Drafting

✓ Review the outline you made and write your draft.

Draft

Checklist ✓

■*Did you describe your object clearly?*

■*Did you check all mistakes in grammar, spelling and punctuation?*

■*Did you add a title?*

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3. Editing

✓ **Let's have a practice on editing the following text. Use editing marks in the box.**

Barly, A Best Friend

Barly is my best friend. He is fourtenyears old and study in the same school with me. He is tall person with short black and brown eyes. He wear casual clothes when He is not at school. I often find him dresses on jeans and T-shirts.

he love playing football and listening to the music. His favorite music is pop. He spends a lot of money on buying new pop CDs. He is relly a good friend. He is friendly and always helpful to everyone. All people at school like him.

Adapted from English on Sky by Mukarto et al.

Editing Marks

Grammar ≠

Spelling **Sp**

Add **V**

Unclear **?**

Make a capital letter ≡

✓ **Find a partner. Give each other suggestions to improve your draft. Use the previous editing marks.**

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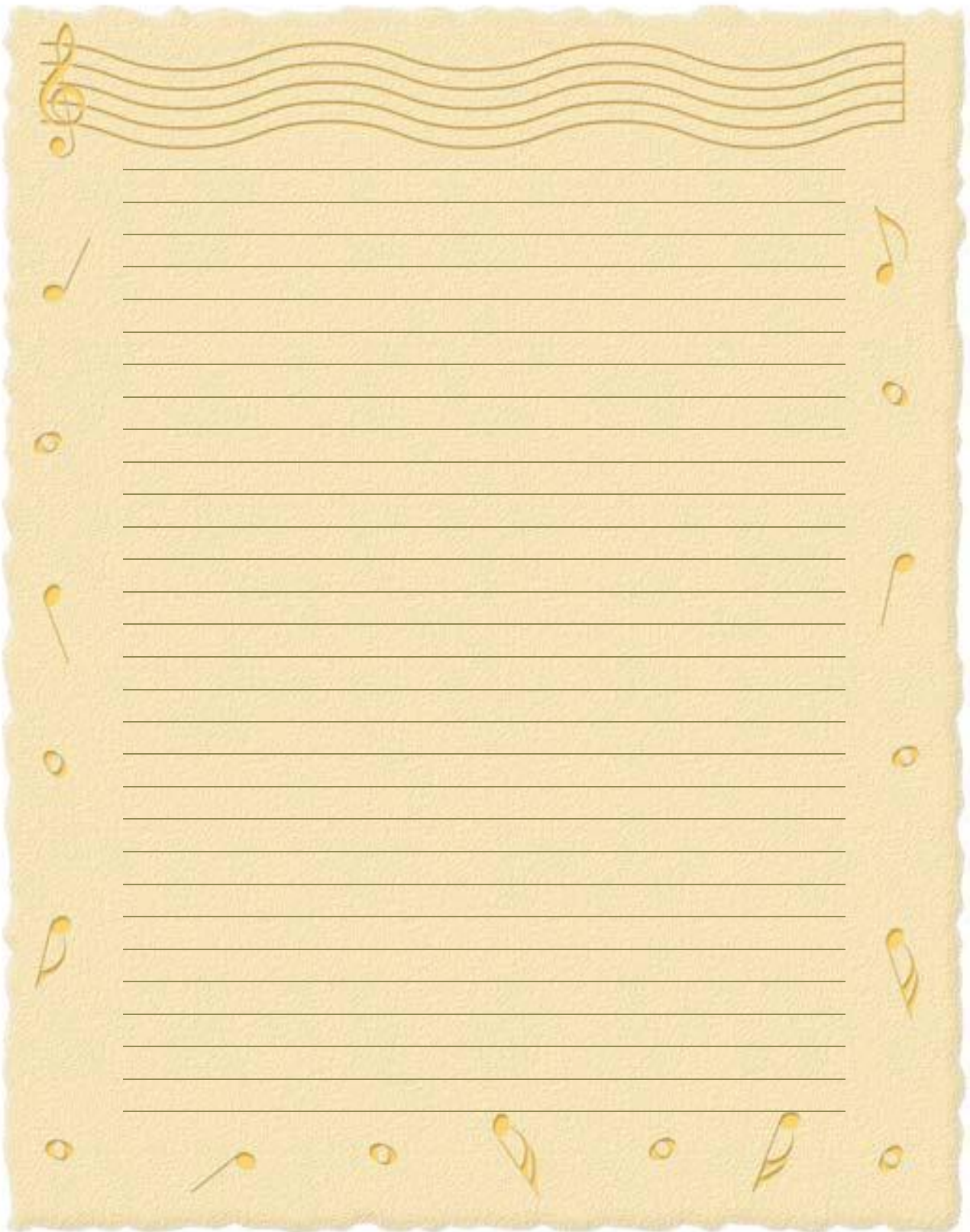
4. Publishing

✓ **Discuss the suggestions from your partner and revise your draft based on the suggestions.**



Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

1. **Agree**
2. **Strongly agree**
3. **Neutral**
4. **Disagree**
5. **Strongly disagree**

No.	Statement	Scale				
		1	2	3	4	5
1	I am able to identify the function of descriptive texts.					
2	I am able to identify the generic structure of descriptive texts.					
3	I am able to identify language features of descriptive texts.					
4	I am able to apply the simple present tense.					
5	I am able to choose the correct form of the present tense verb based on subject verb-agreement.					
6	I am able to apply the rules of capitalization.					
7	I am able to write a descriptive text in groups based on given clues.					
8	I am able to explore ideas using clustering activities.					
9	I am able to reflect mistakes in writing by using peer editing.					
10	I am able to write a descriptive text independently.					

Unit 2

My Nice Holiday

In this unit you will learn:

- Recount texts
- Simple past tense
- Using time order
- Writing titles
- Punctuation

Get ready to Write

Warming Up

ACTIVITY 1

Look at the pictures and answer the questions.

Picture 2.1 *Picture 2.2*

Questions

1) Where did you spend your last holiday?
2) What did you find there?
3) What did you do there?
4) Was it fun?
5) Did you tell about your holiday to your friends?

Model of the Text

THINK & ANSWER

Why do you think people write recount texts? Why do people like to read them? Explain what you think to your friends.

Recount texts

A recount text is a true story that tells about your own experiences. When you write a recount text, you tell about something that happened to you and how you felt about it.

Adapted from Grammar and Writing Handbook by Macmillan

ACTIVITY 2

Work in pairs. Read the following example of recount texts and pay attention to how the writer tells her experience.

My Wonderful Holiday
By Shania

Last Holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colourful flowers.

First, we made a fire in front of the house. Then we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Picture 2.3

Adapted from English on Sky by Mukarto et al.

Read and Learn

The purpose for writing a recount text is to retell experiences in our life and how we feel about the experiences. A recount text lists and describes past events chronologically (in order in which they happened).

A narrative text consists of:

Part 1: Orientation

It provides the background information of the story and answers the questions What? Who? When? Where? Why?

Part 2: Events

It tells the events chronologically. It usually uses conjunctions like: first, next, then, finally and so on.

Part 3: Reorientation

It presents the concluding comments and expresses our feelings about the experience.

Adapted from English on Sky by Mukarto et al.

My Wonderful Holiday
By Shania

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First, we made a fire in front of the house. Then we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Orientation

Events

Reorientation

Language Features of Narrative Texts

1. A recount text uses mainly 1st person pronouns (I or We).
   e.g. **My** family and **I** spent one night at the countryside.
2. A recount text uses conjunctions to put the events in order.
   e.g. First, Then, After that, Next, Finally.
3. A recount text uses past tenses.
   Past tenses tell us about past activities. In past tenses, we have to use verb 2.
   e.g. Last summer holiday, my family and I **spent** one night at the countryside.

Taken from Grammar and Writing Handbook by Macmillan

Grammar Zone

Simple Past Tense

When do we use the simple past tense?

We use the simple past tense when we are talking about an action that took place in the past.

For examples: I walk***ed*** the dog **yesterday**.

I ***went*** to Florida **last year**.

Form

Positive:

Subject	+	Verb 2
e.g. I/a cat		e.g. worked/went/saw

Negative:

Subject	+	Auxiliary verb	+	Verb1
e.g. I/a cat		didn't		e.g. work/go/see

Question:

Auxiliary verb	+	Subject	+	Verb 1
Did		e.g. I/a cat		e.g. work/go/see

Note: When the subject is unknown ("who", "what") we omit "did".

What bit you?

Who cleaned up the mess yesterday?

The simple past tense verbs are formed in different ways for regular and irregular verbs. We formed the simple past tense of regular verbs by **adding –ed** to the basic verbs. See the examples below:

work	worked
talk	talked
play	played
walk	walked
enjoy	enjoyed
stay	stayed

The verb **changes** in the simple past tense of irreguler verbs. See the examples below:

make	made
see	saw
sit	sat
swim	swam
buy	bought
find	found
go	went

Adapted from http://www.bbc.co.uk/skillswise/worksheet/en32tens-e3-w-writing-in-the-past-tense

ACTIVITY 3

Arrange the following phrases or words to make good sentences.

1. talk – to – the students–did– the teacher–? – this – morning – .

---

2. to –the zoo– went–my parents–last Sunday– and– I – .

---

3. did – enjoy – you–visit –to –the zoo – your–?

---

4. did – have–this morning – breakfast – we– . – not

---

5. she– an apple – did – give– . – to me – not–last night

ACTIVITY 4

Complete the following text with the right past form of be (was/were). Look at the example.

Hello, I have a friend. Her name is Rahma. She (1)_**was**_ born in Karawang West Java. When She (2)___ a child, She (3)____ always happy. Her friends (4)___very kind to her. They (5)_____ always happy. Her father (6)____a doctor and her mother (7)_____a teacher. Life (8)_____very exciting. Her first school in Karawang (9)_____beautiful. Her teacher (10)____ intelegent and kind. All the lesson (11)___interesting.

Adapted from English on Sky by Mukarto et al.

ACTIVITY 5

Use the words to make setences.

Example: stayed/last week

Last week we stayed at my grandfather's house.

1. play/ yesterday

---

2. swim/ this morning

---

3. cry/ yesterday

---

4. cook/ last week

---

5. go/ last year

ACTIVITY 6

Read the following recount text carefully, circle the orientation and reorientation, and underline the events.

A Nice Holiday with My Family

Last month, my family and I went to a popular national park in my city. We went there by a car. It is only 18 km from our house so it is not a long trip.

We walked toward the entrance gate and paid the entrance fee. The entrance fee was not so expensive but since it was so crowded, we had to stand in a long queue.

After that, we walked around the park toward the playground. We could see many animals, such as one horned rhinocheros and tapirs. Those animals presented interesting attractions of the park but the most interesting one is tapirs' attraction.

Then we had a rest under a big tree. It is on the edge of a river. We had our meels on the mat and had a small talk. We could feel the fresh air.

We were really happy. It was a nice day.

Ria

Picture 2.4

1. Find out what happened, who was involved, where the events took place, and when it happened.
2. Find the simple past tense form of the following words in the text.

PRESENT	PAST
go	
walk	
pay	
can	
present	
have	

Adapted from Let's Talk by Bachtiar Bima et al.

Developing Writing Skills

Time Order

When you write a recount text, you write about events in the order that they happened. You need to use time order to organize your sentences. The following words and phrases are used to show time order:

Words	Phrases
first, second, third and so on then next finally afterward	at first at exactly 7.00 p.m after a while after that in the morning in the meantime

Time order words and phrases are usually followed by a comma if they come at the beginning of a sentence. *Then* and *now* are usually not followed by a comma.
e.g.

First, we made a fire in front of the house. **Then** we sat around the fire and sang lots of songs together**. After that**, we came into the house and had dinner. **Next**, we sat in the living room and watched a movie. **Finally**, everybody fell asleep there.

Adapted from Introduction to Academic Writing 2nd Edition by Oshima and Hogue

ACTIVITY 8

Arrange the sentences into the correct order.

( ) After that I sat down for a rest.
( ) Before I went home I bought some fish from the fisherman.
( ) First, I looked for sea-shells.
( ) It is only five kilometers from my house.
( ) Last week, I felt very bored after one week of holiday.
( ) So I rode my bicycle to the beach.
( ) Then I got into the water and tried to catch some fish.
( ) I was very tired but I felt happy.

Taken from English on Sky by Mukarto et al.

Writing Titles

A title is used to attract attention and should tell the readers the main idea of the text. We should write a title as interesting as possible. It is usually a phrase not a sentence.

Rules	Example
Capitalize every word in a title except words like on, to, in, for, and, or, a, an, the.	Diving in Bunaken Island Barbecue in the Park

Adapted from Interaction I by Segal and Pavlik

Punctuation

End Marks for Sentences

- A period (.) ends a statement or command.
  There are seals on the ice.
  Hand the glasses to me.
- A question mark (?) ends a question.
  Do you see any horses?
- An exclamation mark (!) ends an exclamation.
  Wow, that is a big house!

Periods for Abbreviations

- Use a period to show the end of an abbreviation.
  Mrs. Rd. Aug.
- Use a period with initials.
  P. T. Barnum L. C. Cox

Commas in Sentences

- Use a comma to separate words in a series.
  The media center has videos, tapes, and CDs.
- Use a comma after the words *yes* and *no* when they begin a sentence.
  Yes, I have read that book.
- Use a comma after the name of a person being spoken to.
  Jill, are you going to the library?

Taken from Grammar and Writing Handbook by Macmillan

ACTIVITY 7

Add end marks, periods, and commas where they are needed.

1. Mr. Shapiro took out his camera
2. Can you get a picture of the baby seals
3. Please don't lock the door
4. What a wonderful sight this is
5. How many seals do you see
6. Donna Hal and Kathy are at the library
7. Hal do you want books on animals
8. No I want books on baseball soccer and hockey
9. Donna did you find what you wanted
10. Yes I found poems stories and novels

Adapted from Grammar and Writing Handbook by Macmillan

Building Vocabulary

ACTIVITY 8

Look at the pictures and study the words.

Picture 2.5

a high mountain

Picture 2.6

a crowded zoo

Picture 2.7

an antique museum

Picture 2.8

a botanical garden

Picture 2.9

a flat beach

Picture 2.10

a swift waterfall

Picture 2.11

a big temple

Picture 2.12

a shallow lake

Picture 2.13

a historical monument

Adapted from Let's talk by Bima et al.

ACTIVITY 9

Fill in the blanks with the words in the box.

lake	waterfall	fished	camera
first aid kit	camped	deep	mat
tent	picnic jar		

On Saturday night, my friends and I (1)_____on a hill nearby. We chose a flat land to set up a (2)_____. It was on the bank of a (3)_____. We found that the lake was not so (4)_____, but the water was clear and fresh. We saw many fish in it, so we (5)_____there.

After setting up the tent, we took our (6)_____ and had a meal together. We rolled out a (7)_____ to sit on the ground. It was nice having meals in the open air. Then, we walked into a swift (8)_____. We could see how wonderful it was. Unfortunately, we left our (9)_____ at home. We couldn't take any photographs.

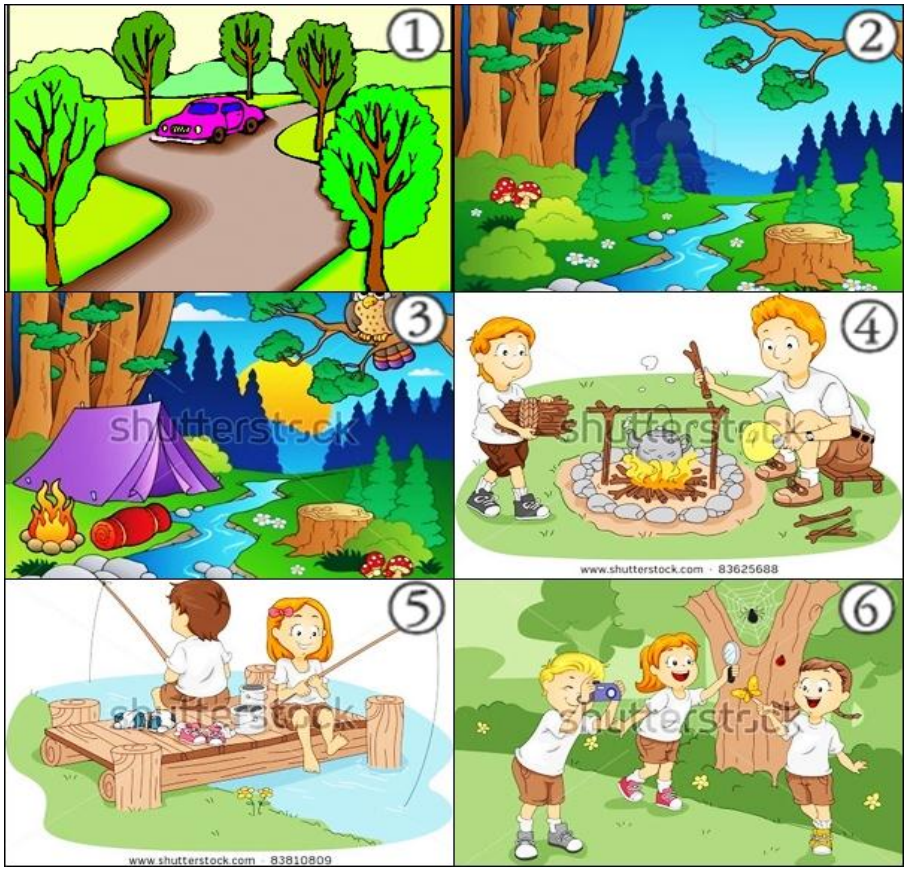
Suddenly, my friend slipped off. He hurt his leg. We gave him a band aid that we took from the (10)_____. Before long, we were back to our tent.

Taken from Let's Talk by Bima Mustriana et al.

Guided Writing

ACTIVITY 10

Last weekend, Rina went on a nice camping trip with her friends. Work in groups. Help her to write about her holiday. Use the pictures to help you.



Picture 2.13

Last week, I went on a nice camping trip with my friends.

Let's write

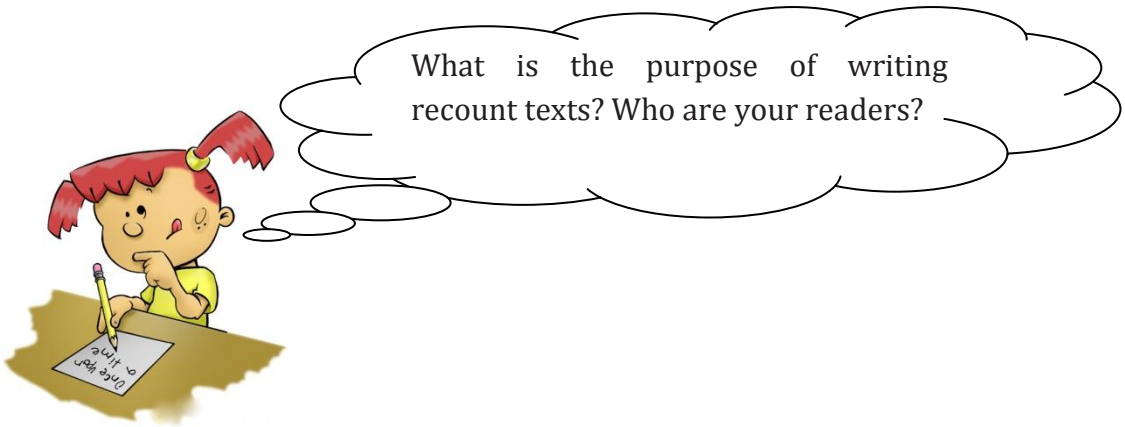
PLAN
DRAFT
EDIT
PUBLISH

ACTIVITY 11

Let's write your own recount text. Follow the following steps.

1. Planning

✓ **Think about your purpose and audience.**



✓ **Choose a Topic.**

Let's try to write about your unforgettable holiday. Choose one experience to write about.

✓ **List what you remember about it on your note. Look at the example.**

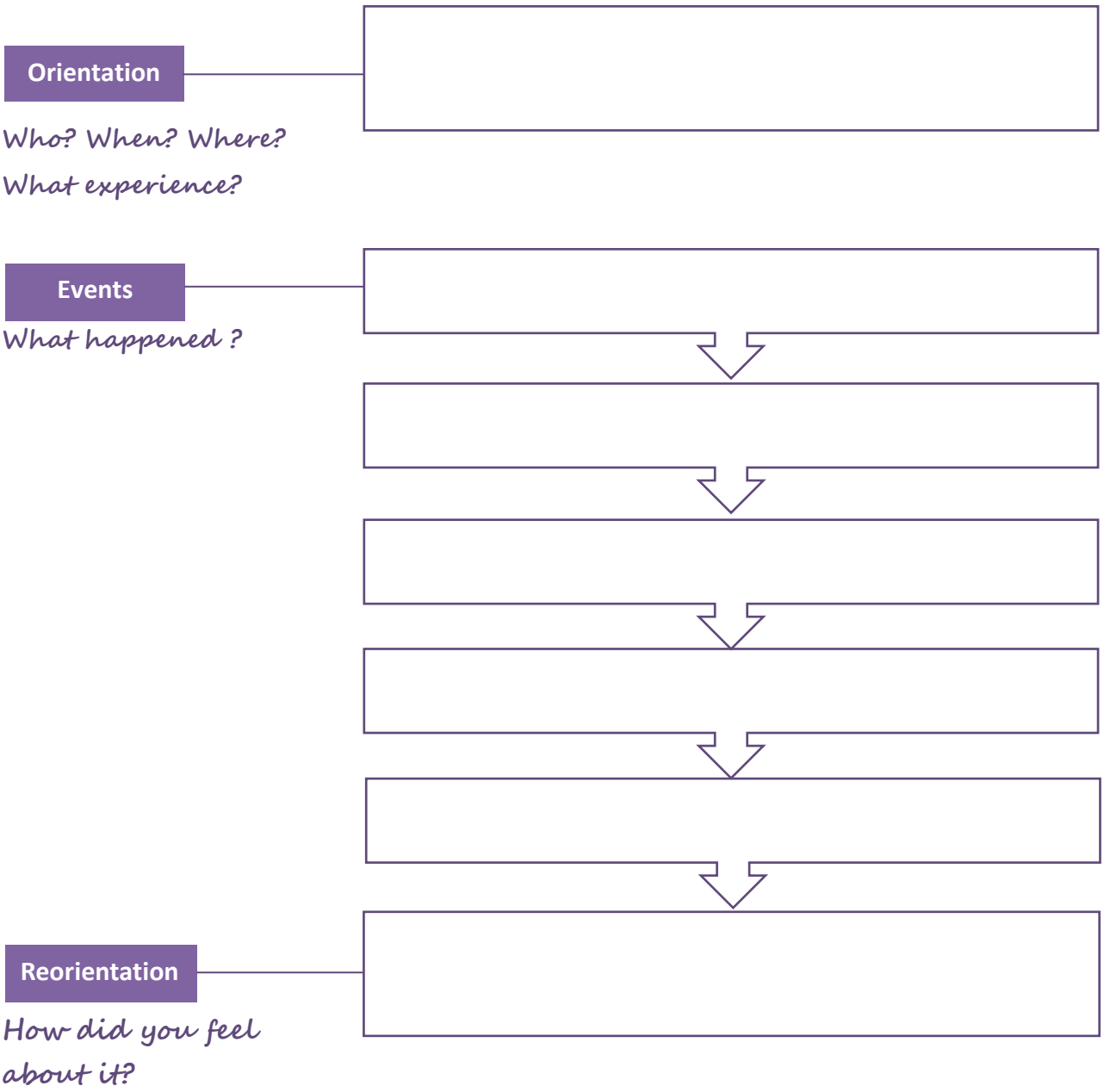
Indrayanti beach
March 2013
With my family
Hot
Sunshine
Wonderful scenery
Swimming
Having lunch
The food is expensive
Taking pictures
Buying souvenirs

✓ **Work in groups. Take turns sharing your experiences. You may ask questions and give comments with each other.**

✓ **Use questions and comments from your groups to add your note.**

✓ Outline

Your recount text will have three main parts: orientation, events, and reorientation. To plan your narrative, you can use the following frame.



PLAN
DRAFT
EDIT
PUBLISH

2. Drafting

✓Review the outline you made and write your draft.

Draft

Checklist ✓

- *Did you arrange the events in good order?*
- *Did you express your feelings?*
- *Did you check all mistakes in grammar, spelling and punctuation?*
- *Did you add a title?*

DRAFT

REVISE

EDIT

PUBLISH

3. Editing

✓ **Peer Editing**

Find a partner. Give each other suggestions to improve your draft. You can use the following editing marks.

Editing Marks

Grammar ≠

Spelling **Sp**

Add **V**

Unclear **?**

Make a capital letter ≡

Add a period **.**

Add a comma **,**

DRAFT

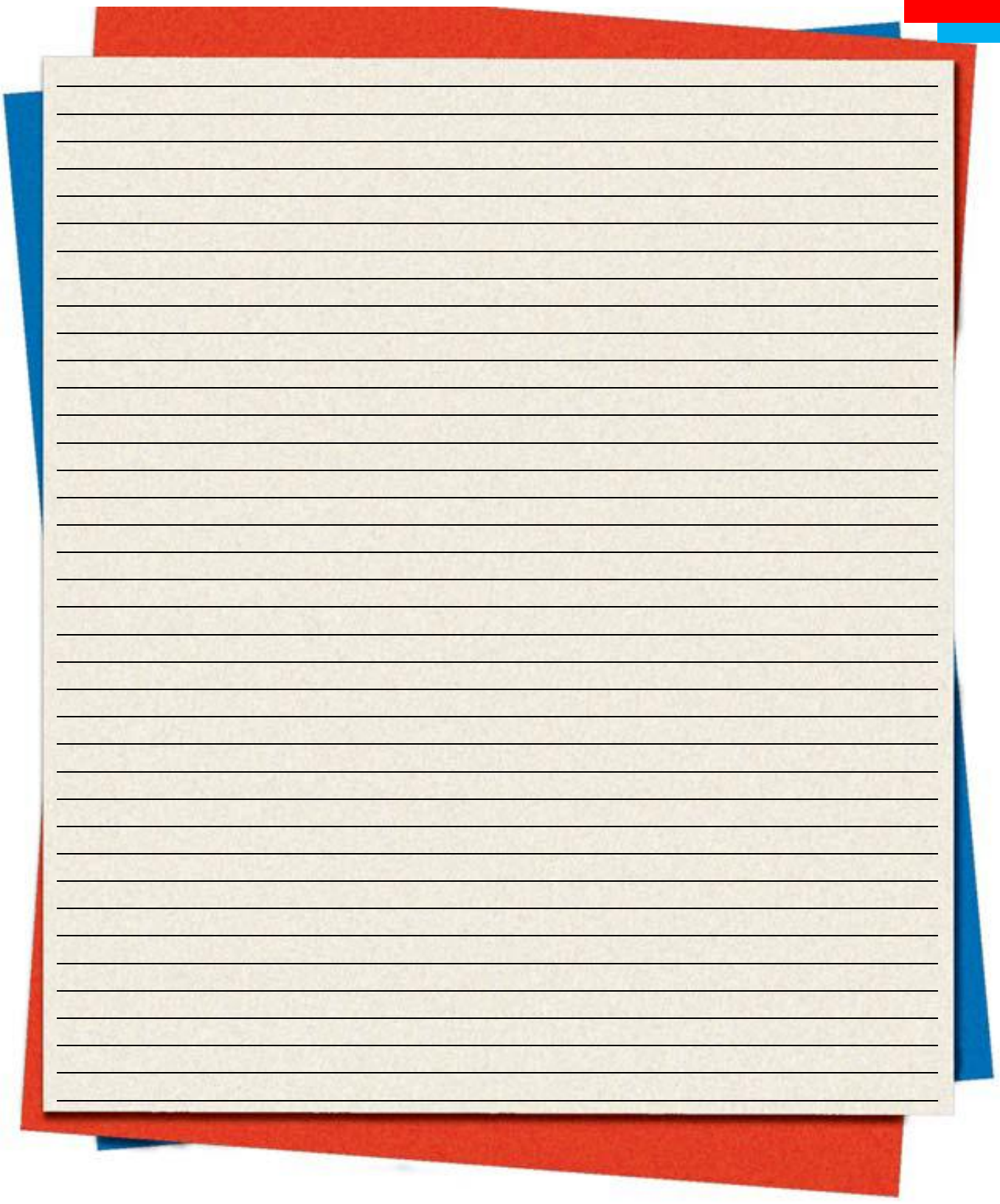
REVISE

EDIT

PUBLISH

4. Publishing

✓ **Discuss the suggestions from your partner and revise your draft based on the suggestions.**



Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

1. **Agree**
2. **Strongly agree**
3. **Neutral**
4. **Disagree**
5. **Strongly disagree**

No.	Statement	Scale				
		1	2	3	4	5
1	I am able to identify the function of recount texts.					
2	I am able to identify the generic structure of recount texts.					
3	I am able to identify language features of recount texts.					
4	I am able to apply the simple past tense.					
5	I am able to arrange sentences into a good order using time order.					
6	I am able to add correct punctuation marks in sentences.					
7	I am able to write a recount text in groups based on a picture series.					
8	I am able to explore ideas using listing activities.					
9	I am able to reflect mistakes using peer editing.					
10	I am able to write a recount text independently.					

Unit 3

A Good Story

In this unit you will learn:

- Narrative texts
- Past continuous tense
- Using prounouns
- Quotation marks

Get ready to Write

Warming Up

ACTIVITY 1

Look at the pictures and answer the questions.

Picture 3.1

Picture 3.2

Questions

1. What was your favorite story when you were a little child?
2. Do you remember it?
3. Who were the main characters?
4. How did the story begin?
5. How was the ending?
6. Was it an interesting story?
7. Can you tell it?

Model of the Text

THINK & ANSWER

Why do you think people write narrative texts? Why do people read them? Explain what you think to your friends.

Narrative texts

A narrative text is a story that can be about anyone and anything. When you write a narrative text, you can use your imagination to create interesting, entertaining characters and events.

Taken from Grammar and Writing Handbook by Macmillan

ACTIVITY 2

Work in pairs. Read the following example of recount texts and look for problems the characters must solve.

Beauty and the Beast

Once upon a time, there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his servants.

One rainy dark night, a woman come to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, the women turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and his servants turned into furniture.

One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daugter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then the Beast and Belle got maried and lived happily ever after.

Taken from English on Sky by Mukarto et al.

Picture 3.3

Read and Learn

The purpose for writing a narrative text is to entertain the readers with our stories. The story may come from our imagination.
A narrative text consists of three main parts:

Part 1: Orientation
It tells about the setting (time and place) and characters.
Part 2: Complication(s)
It tells about problem(s) to be solved by characters.
Part 3: Resolution
It describes the solution to the complication(s) and gives an ending to the story.

Adapted from English on Sky by Mukarto et al.

Beauty and the Beast

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One rainy dark night, a woman come to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, the women turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince become a beast. He was no longer good looking. He looked very ugly instead and his servants turned into furniture.

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Orientation

Complications

Resolution

Taken from English on Sky by Mukarto et al.

Language Features of Narrative Texts

1. A narrative text usually begins with adverbs such as long time ago, once upon a time, in far away land, long long ago and so on.
2. A narrative text uses the simple past tense and the past continuous tense.
   e.g. They lived happily ever after.
   It was raining so hard that he decided to enter the castle.
3. A narrative text usually uses time-order words to sequence the story
   e.g. after, then, finally.
4. A narrative text usually uses direct sentences to show dialogues between the characters.
   e.g. "Are you my mother?" the prince asked.

Adapted from English on Sky by Mukarto et al.

ACTIVITY 3

Read the following story carefully. Find the orientation, the complication(s), and the resolution.

Takatuliang, the Woodcarver

Long time ago, there lived a king and his beautiful daughter in a beautiful palace in Simbau island. Since the princess was so beautiful, many princes wanted to marry her and this made the king confused. The king then announced a contest: whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then he went far into the forest. There he chose the best tree and carved it into a doll. Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the day of the contest, the princes one by one presented the gifts: diamonds, silk, gold, jewelry. Then came to Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll" said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one, I carved it my self and decorated it with my own hair and my mother's old cloth. She passed away and this is the only thing she left me" answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he has presented her everything he had. Finally, Takatuliang married with the princess and lived happily ever after.

Adapted from English on Sky by Mukarto et al.

ACTIVITY 4

Answer the following questions based on the previous text.

1. How many characters are there in the story?
2. How do you describe the characters?
3. What problems did the main characters have?
4. At the end of the story, could they solve their problems?
5. What moral values did you get from the story?

Adapted from English on Sky by Mukarto et al.

Grammar Zone

Past continuous tense

When do we use the past continuous tense?

We use the past continuous tense when we want to talk about a long action that was carried on in the past. It is often used to describe what people were doing when something else happened. For examples:

*I **was kicking** the ball when Dave broke his arm.*
*He **was walking** the dog when I saw George.*
*The dwarves came home while Snow White **was sleeping** on one of the small beds.*

Form

Positive

Subject		Auxiliary verb		Verb + ing
e.g. *I/a cat*	+	*was / were*	+	e.g.*swimming/talking*

Question

Auxiliary verb		Subject		Verb + ing
was / were	+	e.g. *I/a cat*	+	e.g. *swimming/talking*

Negative

Subject		Auxiliary verb		Verb + ing
e.g. *I/a cat*	+	*was not / were not*	+	e.g. *swimming/talking*

Adapted from http://www.bbc.co.uk/skillswise/factsheet/en32tens-l1-f-talking-about-the-continuous-past

Negative

Subject		Auxiliary verb+not		Verb1
e.g. *I/a cat*	+	*do not* (*don't*) */does not* (*doesn't*)	+	e.g. *work/go/make*

ACTIVITY 5

Rearrange the jumbled words into good setences.

1. clock – prince – and – Cinderella – the – struck – 12 – the – were – dancing – when – .
   _____
2. her – magic – was – book – sleeping – when – Ratna Mangali – stole – Calon Arang – .
   _____
3. when – the – castle – it – Maurice – entered – very hard – was – raining – .
   _____
4. playing – Susan – the – when – I – was – piano– got – home – .
   _____
5. came – she – home – when – very hard – was – daughter – with – her – it– raining – .
   _____

Adapted from English on Sky by Mukarto et al.

ACTIVITY 6

Read the following TV report and fill in the gaps with the verbs from the box. Look at the example.

watch	fix	cook	work	read
take	jog have	sleep	sit	

Last year, there was a strong earthquake in the city. The ground moved and the building shook. A TV reporter asked the people: "What were you doing when the earthquake began?"
Here are some the answers:
" I (1) **__was fixing__** the roof. Suddenly the house shook and I fell off the roof."

" I (2)_____ a bath when the earthquake started. I ran out the bathroom with no clothes on."

"My family and I (3)_____ breakfast when suddenly the plates and the bowls fell off the table."

"I (4)_____when suddenly I heard my bed cracking."

"My sister an I (5)_____. Then we felt the ground under us shaking. We lost our balance and fell on the street."

"I(6)_____a book about earthquake when then real earthquake began."

"We (7)_____ on the sofa and (8)_____news on TV". Then the sofa shook. Our TV set also shook and fell off the table."

"I (9)_____ in the garden and my wife (10)_____ in the kitchen when the ground moved."

Taken from English on Sky by Mukarto et al.

Developing Writing Skills

Using Pronouns

It is very important to use pronouns when we write a text. Pronouns help to connect our ideas. Pay attention to the following paragraph:

*Long, long time ago there lived **two brothers**. **They** had completely different characters. **The big brother** was very stingy and greedy. **He** never shared **his** wealth with poor people. **The little brother** was exactly the opposite. **He** was generous and kind to poor people.*

Adapted from English on Sky by Mukarto et al.

Example of pronouns:

Subject pronoun	Object pronoun	Possessive Pronouns
I, you, he, she, it we, you, they e.g. **Nora** plays soccer. **She** plays well.	me, you, him, her, it us, you, them e.g **I** met John yesterday. He gave **me** a book.	my, your, his, her, its, our, their, mine, yours, his, hers, its, ours, theirs e.g. That is **their** computer. Is that **yours**?

Taken from Grammar and Writing Handbook by Macmillan

ACTIVITY 7

Replace the underlined word or words with a subject or an object pronoun.

1. Carl told Mark and me about his hobby.
2. Coin collecting interests Carl.
3. Carl showed his coins to Jill.
4. Jill and Carl have pictures of coins.
5. The children run after the ball.
6. Nora kicks the ball toward the goal.
7. Lennie cheers when Nora scores.
8. Nora waves at Meg and me.
9. Will our team win the game?
10. You and I are friends.

Adapted from Grammar and Writing Handbook by Macmillan

ACTIVITY 8

Fill in the blanks with appropriate pronouns in the box. Look at the example.

their	they	his	they	she	her	we

Dorothy, the Scarecrow, the Tinman, the lion and Toto continued **_their_** journey to the Emerald City. At night _____ camped under a large tree in the forest. The Tinman cut wood with _____ axe so Dorothy could make fire. The Lion hunted for food and the Scarecrow searched for nuts and berries.

After several days, _____ arrived at a lovely land. They saw a large field of scarlet poppies. Poppies are beautiful flowers, but when they are so many, the smell is very strong. Anyone who breathes it will fall asleep. Dorothy did not know this, and in a very short time _____ felt very sleepy. _____ eyes became heavy and she sat down to rest.

The Tinma tried to awaken Dorothy, "Come on. Don't fall asleep. There is no time to rest. _____ must hurry."

Adapted from English on Sky by Mukarto et al.

Using Quotation Marks

An interesting story tells the readers what the characters said or thought. When we write exactly what someone said or thought, we use quotation marks. We can use dialogs words like "thought", "yelled", "said", "asked", "replied", "answered", "commented", "whispered" and so on.

Examples:

"He looks like a thief !" the princess said.

"I should call the king." Marvin thought.

"Stop those men!" the king yelled.

Adapted from Interaction I by Segal and Pavlik

ACTIVITY 9

Look at these sentences. Put quotation marks in the correct places.

1. Aura thought, Who are those men?
2. You should be a wise prince. the king said.
3. Come out of there! he yelled.
4. Are you a princess? the man asked.
5. Should I try to stop them? Cinderella asked herself.

Building Vocabulary

ACTIVITY 10

Put these words under the correct pictures.

a sword	a princess	a mermaid	a prince
a giant	dwarves	a castle	a witch
a fairy good mother	an elf		

Picture 3.4

ACTIVITY 11

Work in pairs and think of some stories related to the following characters:

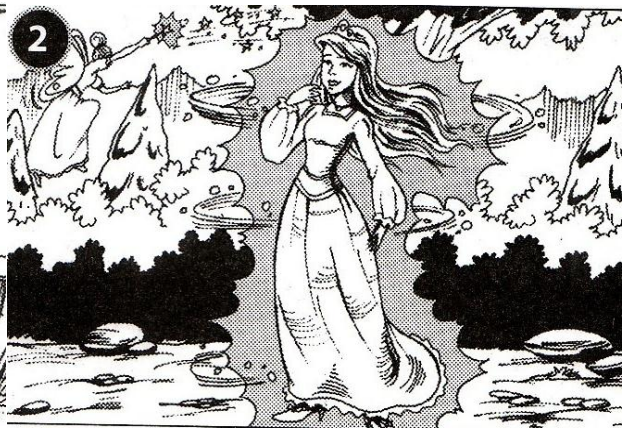
1. Elves
2. A giant
3. A fairy goodmother
4. A mermaid
5. Dwarves
6. A witch

ACTIVITY 10

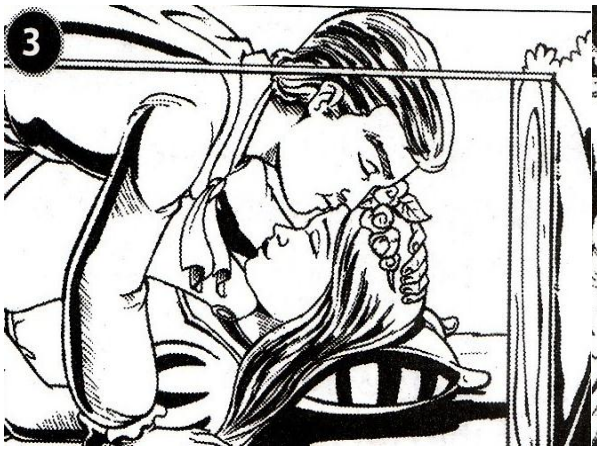
Fill in the blanks with the correct words in the box. Make some necessary changes with the words. Look at the example.

live	stitch	break	carve	curse	put

The old woman_____ __Maling Kundang to rock.

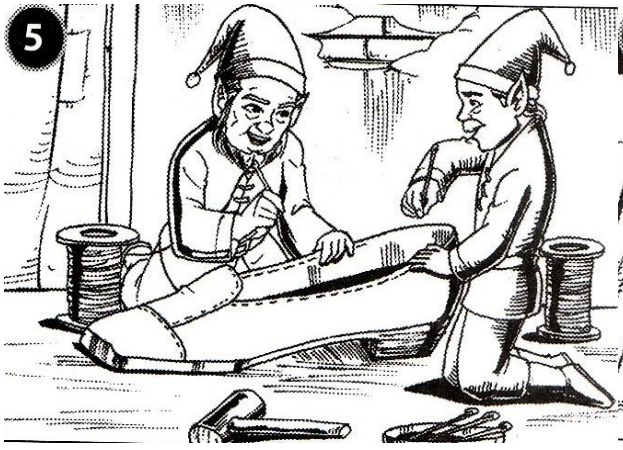


The fairy goodmother _____a spell over Cinderella.

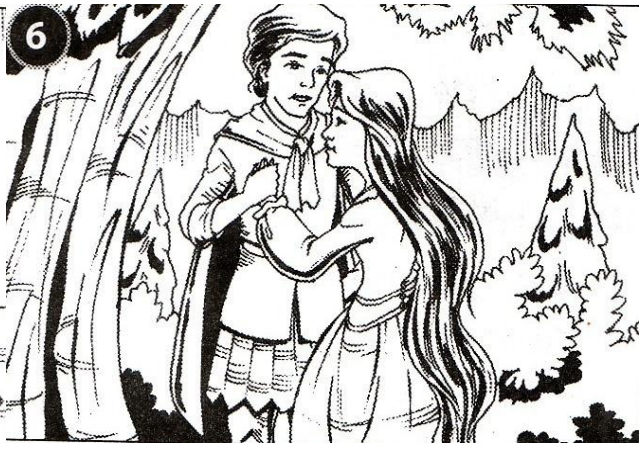


The kiss of the prince _____the spell.

Takatuliang _____ a doll out of a tree.



The elves _____the shoes together carefully.



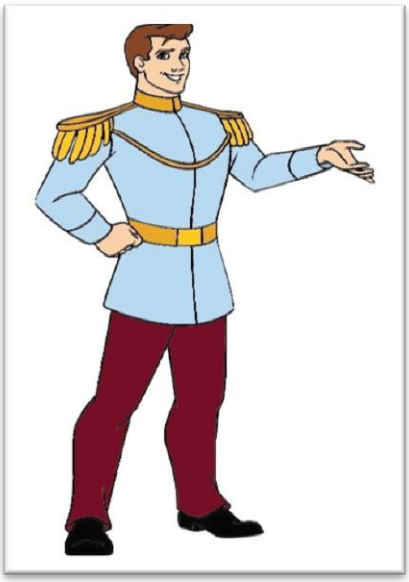
Rapunzel and the prince _____happily ever after.

Taken from English on Sky by Mukarto et al.

ACTIVITY 11

Put the following words under the right characters.

small	rosy cheecks	long nose	very tall	wooden doll
red lips	white skin	bulging eyes	big nose	short
little feet	pretty	little hands	pointed ears	sharp fangs
strong	dark hair	short	handsome	
round eyes	blonde hair	a beard	well-built	



Adapted from English on Sky by Mukarto et al.

Guided Writing

ACTIVITY 12

Work in groups and write a story using the following pictures as guidance. Use the words in the box to help you.

seeds	a pouch	bamboo forest	deep
plant	chase	salt	sink down
ripe	throw	fish paste	walk home
scared	needles	mud pond	

Long long time ago, there was a farmer couple. They lived in a village near a forest.

Taken from English on Sky by Mukarto et al.

Let's Write

PLAN

DRAFT

EDIT

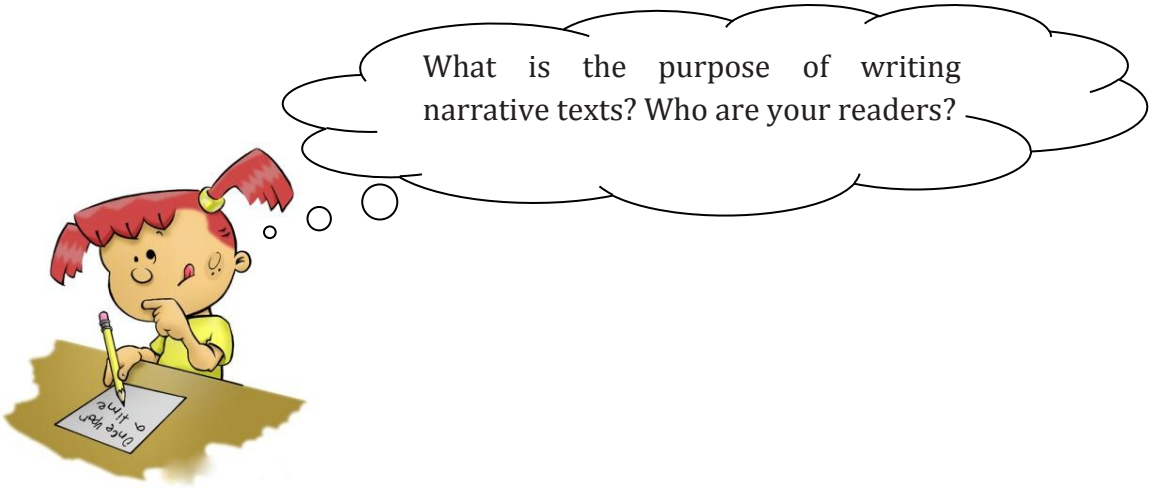
PUBLISH

ACTIVITY 13

Let's write your own narrative text. Follow the following steps.

1. Planning

✓ **Think about your purpose and audience.**



✓ **Choose a Topic.**

You can use a folk tale you know very well or you can also use your imagination to write your own story.

✓ **List what you think about the story. Look at the example.**

Malinkundang

- Sumatra
- A very kind mother
- Malin, an ambitious man
- Malin Kundang wanted to be a rich person by sailing overseas
- After Malinkundang had become very rich he was ashamed to admit his own mother.
- His mother was very angry and cursed him to become a stone.

✓ **Outlining**

Your story will have three main parts: orientation, complications and resolution. To plan your story, you can use the frame below.

Orientation:

Complications:

Resolution:

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2. Drafting

✓ Review the outline you made and write your draft.

Draft

Checklist ✓

■*Is your story clear and interesting?*

■*Did you check all mistakes in grammar, spelling and punctuation?*

■*Did you add a title?*

PLAN

DRAFT

EDIT

PUBLISH

3. Editing

✓ **Find a partner. Give each other suggestions to improve your draft. Use the following editing marks.**

Editing Marks

Grammar ≠

Spelling **Sp**

Add **V**

Unclear **?**

Make a capital letter ≡

Add a period **.**

Add a comma **,**

PLAN

DRAFT

EDIT

PUBLISH

4. Publishing

✓ **Discuss the suggestions from your partner and revise your draft based on the suggestions.**

Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

1. **Agree**
2. **Strongly agree**
3. **Neutral**
4. **Disagree**
5. **Strongly disagree**

No	Statement	Scale				
		1	2	3	4	5
1	I am able to identify the function of narrative texts.					
2	I am able to identify the generic structure of narrative texts.					
3	I am able to identify language features of narrative texts.					
4	I am able to apply the past continuous tense.					
5	I am able to use appropriate pronouns.					
6	I am able to put quotation marks in the correct places.					
7	I am able to write a narrative text in groups based on a picture series.					
8	I am able to explore ideas using listing activities.					
9	I am able to reflect mistakes in writing using peer editing.					
10	I am able to write a narrative text independently.					

APPENDIX 8

THE FINAL DRAFT
OF THE MATERIALS

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Unit 1

My Special Person

In this unit you will learn:

- Descriptive texts
- Simple present tense
- Subject-verb agreement
- Capitalization

Get ready to write

Warming Up

ACTIVITY 1

Look at the pictures and answer the questions.

Picture 1.1

Picture 1.2

Questions

1) Who is the special person in your life?
2) How does he/she look like?
3) What makes you like him/her?
4) Can you describe him/her?

Model of the Text

THINK & ANSWER

Why do you think people write descriptive texts? Why do people read them? Explain what you think to your friends.

Descriptive texts

A descriptive text is a text that describes a particular object. When you write a descriptive text, you help the readers to see, hear, smell or even touch the object in their imagination.

The object can be people, places or things. If you write about people, you can describe their physical appearances and may add information about personality, hobbies and so on.

Adapted from Let's Talk by Bima Mustriana et al.

ACTIVITY 2

Work in pairs. Read the following example of descriptive texts and pay attention to how the writer describes his new neighbors.

My New Neighbors

I like my new neighbors. They are very nice people. They are a middle-aged couple. Bert, the husband is forty years old. He works in a bank. Doris, his wife is about thirty years old. She works as a cashier in a supermarket. They live in a small house and have no children.

Bert is a tall person with blue eyes, fair short hair, and a square face. He often dresses in Jeans, T- shirts, and black shoes. He is a talkative person, especially with children. He enjoys reading newspapers but hates watching television. He is tolerant and patient with people.

Doris is a tall, good-looking person. She has green eyes, blonde straight hair and a round face. She usually dresses in Jeans and blue T- shirts. She is a smart woman. Unlike her husband, she enjoys watching television very much but not reading newspapers. She is generous and helpful. She likes telling funny stories.

George

Picture 1.3

Adapted from http://www.englishexercises.org

Vocabulary Project

Find unfamiliar words from the text in your dictionary.

Read and Learn

The purpose for writing a descriptive text is to describe a particular object. The object can be people, places or things. We should help our readers to have clear and vivid pictures of the object being described.
A descriptive text consists of two main parts:

Part 1: Identification
It identifies an object to be described.

Part 2: Description
It describes parts, qualities, and characteristics.

Language Features of Descriptive Texts

- Specific participant
- Descriptive texts use the simple present tense.
  e.g. She is beautiful.

Adapted from Let's Talk by Bima Mustriana et al.

My New Neighbors

I like my new neighbors. They are very nice people. They are a middle-aged couple. Bert, the husband is forty years old. He is works in a bank. Doris, his wife is about thirty years old. She works as a cashier in a supermarket. They live in a small house and have no children.

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.

Identification

Description

ACTIVITY 3

Read the following descriptive text carefully, circle the identification, and underline the description.

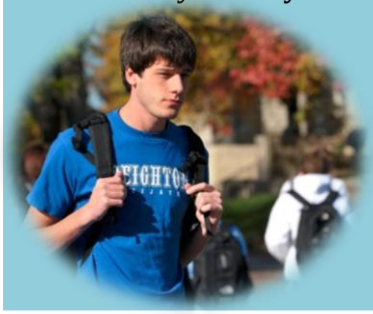
My Brother Ryan

I admire my brother Ryan a lot. He is very active and hardworking. He is twenty-two years old and goes to Creighton University in New York. He is tall and good looking. He has got short dark hair and brown eyes. He is a good athlete in his university. He is on the community swim team. He swims fast. He often wins the first place on swimming competitions.

He is also good at basketball. He often practices shooting baskets with me on weekends. He told me to play sports because sports teach us many good things. For example, team sports like basketball teach you good sportsmanship. We have to cooperate with our team if we want to win. If our team loses, we must not get angry. We have to remember to play the best we can.

I really like my brother. He is a good athlete, he is wise and he is also my good friend.

John



Adapted from Introduction to Academic Writing 2nd edition by Oshima and Hogue

ACTIVITY 4

Answer the following questions based on the text above.

1. Who is the writer's idol?

_____

2. How does he look like?

_____

3. Why does the writer admire him?

_____

4. Classify some information about Ryan in the table below.

Physical appearance	Personality	Hobby

Simple Present Tense

When do we use the simple present tense?

We use the simple present tense when:

- The action takes place now.

  e.g. I want you to help me now.

- The action is something that happens regularly.

  e.g. I read books every day.

- We are describing things that are generally true.

  e.g. Train travel is expensive.

Form

Positive

Subject	+	Verb1
e.g. *I/a cat*		e.g. *work/go/make*

Question

Auxiliary Verb	+	Subject	+	Verb1
do or *does*		e.g. *I/a cat*		e.g. *work/go/make*

*For the verb *to be (is, am,are)*, we do not use an auxiliary:

Is he tall?

Is she beautiful?

Negative

Subject	+	Auxiliary verb+not	+	Verb1
e.g. *I/a cat*		*do not* (*don't*) */does not* (*doesn't*)		e.g. *work/go/make*

***NOTE**: When **"he"**, **"she"** or **"it"** is doing the action, remember to add **"s"**, **"es"** or change the **"y"** to **"ies"**. For examples:

I like football.	We like football.	He like**s** football.
I always try hard.	We always try hard.	She always tr**ies** hard.
I watch a lot of films.	We watch a lot of films.	He watch**es** a lot of films.

In the simple present tense, we often use an adverb of frequency indicating the frequency of an event or an activity. It answers the question "How often...?"
e.g. always, frequently, usually, often, sometimes, rarely, seldom, never, three times a day, once a week and so on.

How to use adverbs of frequency?

- They come after "be"
  e.g. Anis is always happy.
  Tiyo is often late.
- They come before verbs
  e.g. Tatang never cheats in exams.
  Ronal often reads a daily newspaper in the morning.

Adapted from http://www.bbc.co.uk/skillswise/factsheet/en32tens-l1-f-the-simple-present

ACTIVITY 5

Rearrange the words to make correct sentences.

1. man – is – the – thin – not– .

_____

2. eyes –the –has – blue – girl– .

_____

3. has – short – curly –hair – man – the– .

_____

4. has –no –he – hair– .

_____

5. do – have – eyes – brown – you–?

_____

ACTIVITY 6

Fill in the spaces with the correct forms of the verbs. Look at the example.
Example: Joseph (always, climb) **always climbs** trees in his yard.

1. Julia (sometimes, sell) _____ _____ lemonade on hot days.
2. Thomas (often, play) _____ _____ baseball after school.
3. My neighbor (never, paint) _____ _____ his house.
4. Stuart (usually, play) _____ _____video games with his friends on Saturdays.
5. The jazz musicians in our town (frequently, win) _____ _____ competitions.

Taken from http://www.englishforeveryone.org/PDFs/Present_Tense_Exercise_13.pdf

Subject - Verb Agreement

A **verb** must agree with it's **subject**.

e.g. She **reads** a daily newspaper every day.
Two children **gather** pink flowers.
They **read** a book every day.

*Do not add *-s* or *-es* to a present-tense verb when the subject is plural or *I* or *you*.

Taken from Grammar and Writing Handbook by Macmillan

ACTIVITY 7

Circle the correct verbs in the brackets.

1. She usually (wear/wears) black shoes.
2. Terry (go/goes) to the school every day.
3. Both of us (work/works) carefully.
4. We (bring/brings) some blueberries home every Sunday.
5. He (love/loves) blueberry jam.
6. I (eat/eats) some bread and jam every morning.
7. The boy doesn't (have/has) blue eyes.
8. They don't (like/likes) swimming.
9. Does she (take/takes) it?
10. Liz and Tommy (travel/travels) to the coast every year.

Adapted from Grammar and Writing Handbook by Macmillan

Capitalization

In English there are many rules for using capital letters. Some of them are the following rules:

Rules	Examples
1. First word in a sentence	**H**is father is a doctor.
2. The pronoun "I"	My friends and **I** like English very much.
3. Names and titles of people	**Dr**. **J**onas **S**alk
	Mr. and **Mrs**. **J**ohn **O**. **S**mith
4. Names of deities	**G**od **A**llah
5. Names of places	**J**akarta
	Gembira **L**oka
6. Names of the day,months and special days	She will come home on **M**onday.
	I was born on **J**anuary.
	Tomorrow is **I**ndependence **D**ay.
7. Abbreviations and acronyms	**FBI**
	UN
	AIDS
8. Nationalities, languages, religions, races, and ethnic groups	**I**ndonesian
	English
	Moslem
	Arabic

Taken from Introduction to Academic Writing 2nd edition by Oshima and Hogue

ACTIVITY 8

Change small letters to capital letters if it is necessary.

Example: my name is ardiana. i live in yogyakarta.

My name is **A**rdiana. **I** live in **Y**ogyakarta.

1. farnaz is a student from iran. she speaks english.
2. i work during the months of june, july, and august.
3. president john f. kennedy was born on may 29,1917.
4. gajahmada university is located in yogyakarta.
5. there are three main religions in japan: buddhism, shintoism, and christianity.

Adapted from Introduction to Academic Writing 2nd edition by Oshima and Hogue

Building Vocabulary

ACTIVITY 9

Look at the pictures and study the words.

He is in his **early thirties.**
He is **tall and athletic.**
He has **black** hair.
He has **dark** skin.

Picture 1.4

She is **about 20 years old.**
She has **long wavy black** hair.
She has a **narrow** face.
She has a **pointed** nose.
She is **slim**.
She has **fair** skin.

Picture 1.5

He is **over 50 years old.**
He has **short black** hair.
He has **a beard and a moustache**.

Picture 1.6

He is **in his thirties.**
He has **curly black** hair.
He has **small** eyes.
He **wears red T-Shirt**.

Picture 1.7

He is in his **early thirties**
He is **fairly short and fat**
He has **black** hair.
He has **dark** skin.

Picture 1.8

She is **old.**
She **has wrinkles.**
She **wears a white shirt.**

Picture 1.9

ACTIVITY 10

Organize the words from the boxs above in the following categories. Look at the example.

Age	Height	Body	Hair	Skin	Eyes	Other
	tall					

ACTIVITY 11

Find the opposite words for the following words in the box.

Positive	Negative
active	.....
hardworking	.....
sociable	.....
patient	.....
optimistic	.....
friendly	.....
helpful	.....
funny	.....
tolerant	.....
interesting	

- passive
- impatient
- intolerrant
- unfriendly
- pessimistic
- uninteresting
- unsociable
- selfish
- lazy
- boring

Adapted from www.englishexercise.org

Guided Writing

ACTIVITY 12

Work in groups. Write a short descriptive text about the following idol. Use the clues in the box to help you.

Picture 1.10

Dian Sastrowardoyo is a popular model and actress.

- Dian Sastrowardoyo
- a model and an actress
- played in “Ada Apa dengan Cinta”, “Pasir Berbisik”,”Bintang Jatuh” and so on.

- beautiful
- slim and tall
- long black hair
- fair skin

- the "Most Favorite Actress" in USA Magazine Indonesia Award 2010
- friendly
- hardworking

Adapted from http://en.wikipedia.org/wiki/Dian_Sastrowardoyo

Let's Write

PLAN

DRAFT

EDIT

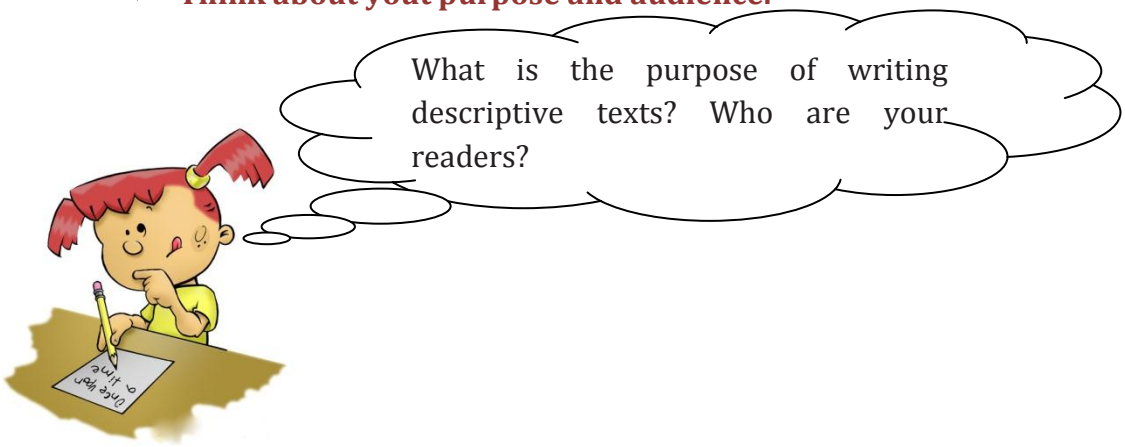
PUBLISH

ACTIVITY 13

Write your own text. Follow the following steps.

1. Planning

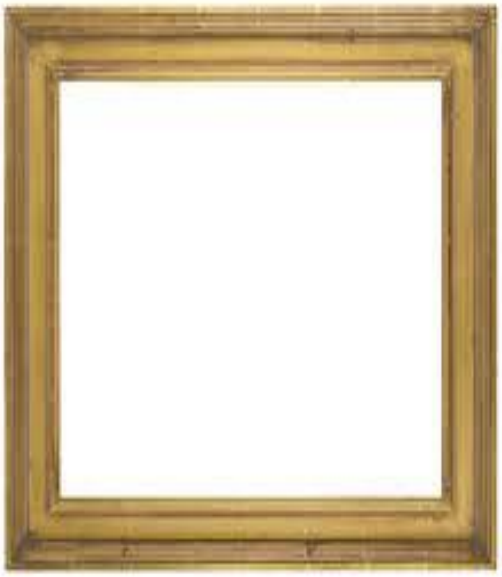
✓ **Think about yout purpose and audience.**



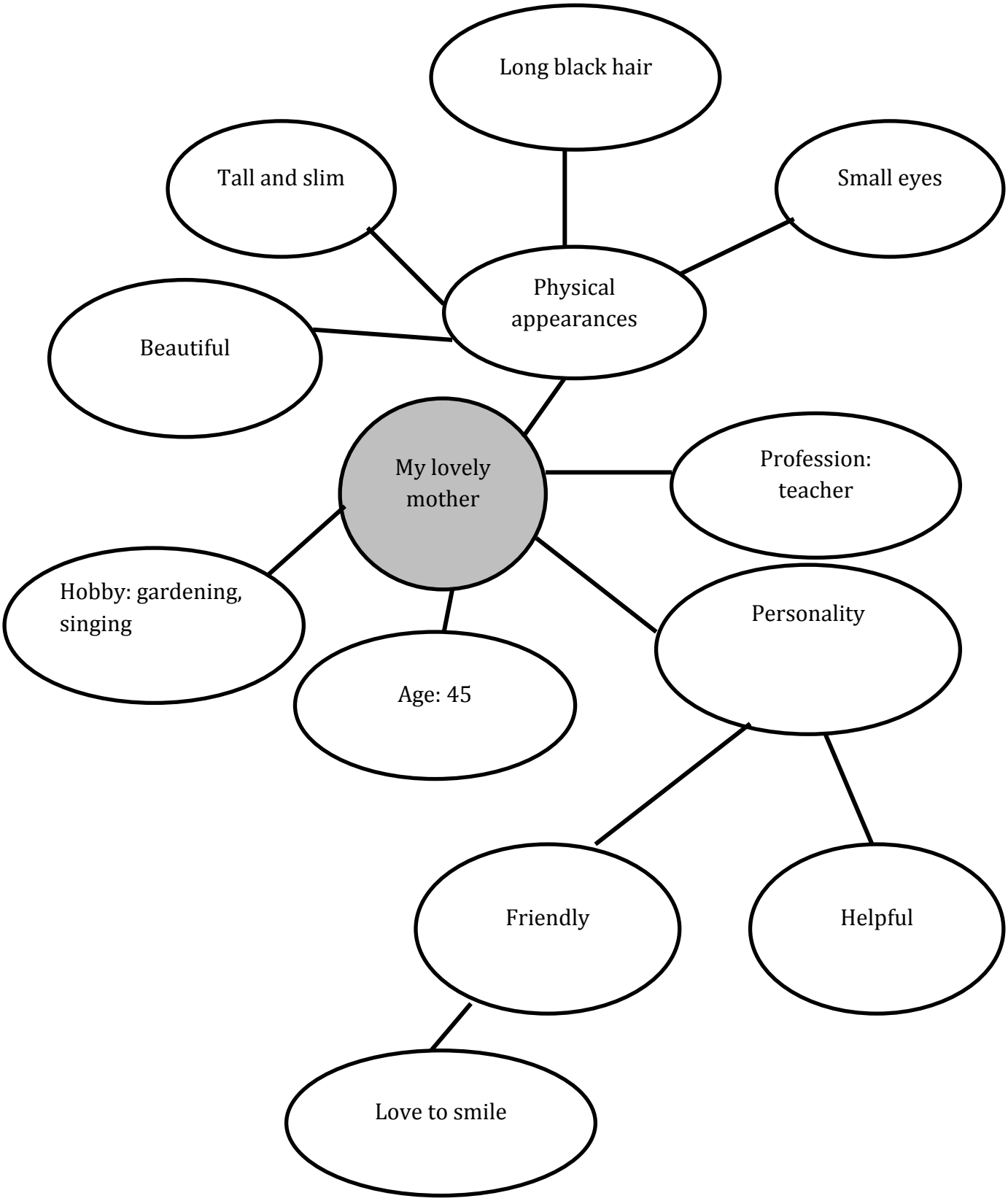
✓ **Choose a Topic.**

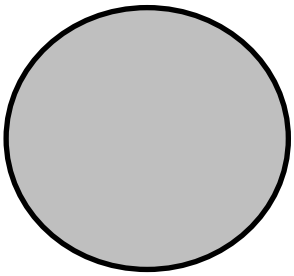
Let's try to write about a person who is special to you. It can be your family member, your best friend, your neighbor, your idol and so on.

✓ **Draw him/her in the following frame to help you visualize him/her.**



✓ **Explore what you remember about him/her using a clustering map. Look at the example.**





✓ Outlining

Your descriptive text will have two main parts: identification and description. Use the following frame to plan your descriptive text.

Identification

Who is he/she?

Description

How does he/she look like?

PLAN
DRAFT
EDIT
PUBLISH

2. Drafting

✓ Review the outline you made and write your draft.

Draft

Checklist ✓

■*Did you describe your object clearly?*

■*Did you check all mistakes in grammar, spelling and punctuation?*

■*Did you add a title?*

PLAN
DRAFT
EDIT
PUBLISH

3. Editing

✓ **Let's have a practice on editing the following text. Use editing marks in the box.**

Barly, A Best Friend

Barly is my best friend. He is fourtenyears old and study in the same school with me. He is tall person with short black and brown eyes. He wear casual clothes when He is not at school. I often find him dresses on jeans and T-shirts.

he love playing football and listening to the music. His favorite music is pop. He spends a lot of money on buying new pop CDs. He is relly a good friend. He is friendly and always helpful to everyone. All people at school like him.

Adapted from English on Sky by Mukarto et al.

Editing Marks

Grammar ≠

Spelling **Sp**

Add ∨

Unclear **?**

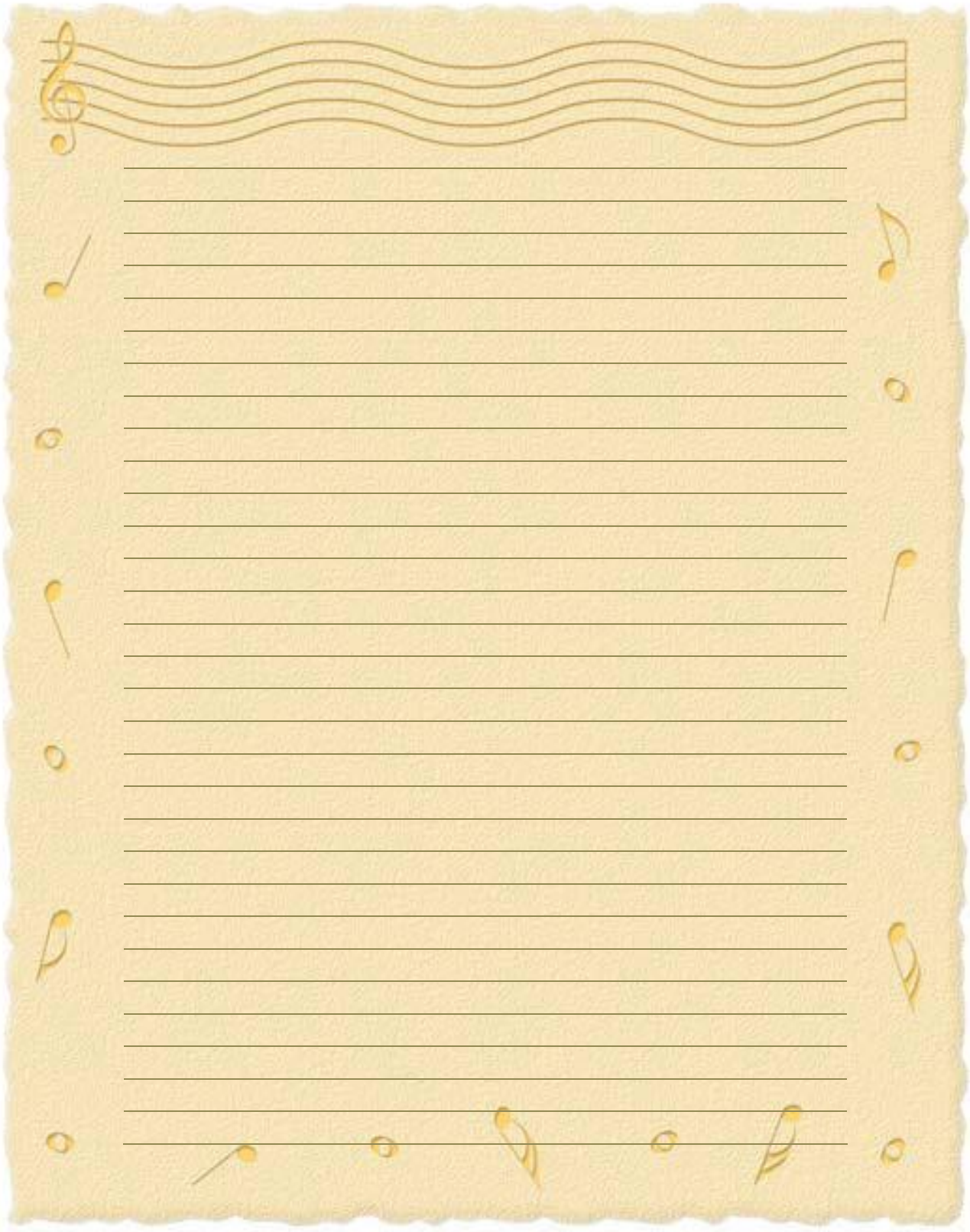
Make a capital letter ≡

✓ **Find a partner. Give each other suggestions to improve your draft. Use the editing marks in the box.**

PLAN
DRAFT
EDIT
PUBLISH

4. Publishing

✓ **Discuss the suggestions from your partner and revise your draft based on the suggestions.**



Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

1. **Agree**
2. **Strongly agree**
3. **Neutral**
4. **Disagree**
5. **Strongly disagree**

No	Statement	Scale				
		1	2	3	4	5
1	I am able to identify the function of descriptive texts.					
2	I am able to identify the generic structure of descriptive texts.					
3	I am able to identify language features of descriptive texts.					
4	I am able to apply the simple present tense.					
5	I am able to choose the correct form of the present tense verb based on subject verb-agreement.					
6	I am able to apply the rules of capitalization.					
7	I am able to write a descriptive text in groups based on given clues.					
8	I am able to explore ideas using clustering activities.					
9	I am able to reflect mistakes in writing by using peer editing.					
10	I am able to write a descriptive text independently.					

Unit 2

My Nice Holiday

In this unit you will learn:

- Recount texts
- Simple past tense
- Using time order
- Writing titles
- Punctuation

Get ready to write

Warming Up

ACTIVITY 1

Look at the pictures and answer the questions.

Picture 2.1 *Picture 2.2*

Questions

1) Where did you spend your last holiday?
2) What did you find there?
3) What did you do there?
4) Was it fun?
5) Did you tell about your holiday to your friends?

Model of the Text

THINK & ANSWER

Why do you think people write recount texts? Why do people like to read them? Explain what you think to your friends.

Recount texts

A recount text is a true story that tells about your own experiences. When you write a recount text, you tell about something that happened to you and how you felt about it.

Adapted from Grammar and Writing Handbook by Macmillan

ACTIVITY 2

Work in pairs. Read the following example of recount texts and pay attention to how the writer tells her experience.

My Wonderful Holiday
By Shania

Last Holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colourful flowers.

First, we made a fire in front of the house. Then we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Picture 2.3

Adapted from English on Sky by Mukarto et al.

Vocabulary Project

Find unfamiliar words from the text in your dictionary.

Read and Learn

The purpose for writing a recount text is to retell experiences in our life and how we feel about the experiences. A recount text lists and describes past events chronologically (in order in which they happened).

A narrative text consists of:

Part 1: Orientation

It provides the background information of the story and answers the questions What? Who? When? Where? Why?

Part 2: Events

It tells the events chronologically. It usually uses conjunctions like: first, next, then, finally and so on.

Part 3: Reorientation

It presents the concluding comments and expresses our feelings about the experience.

Adapted from English on Sky by Mukarto et al.

My Wonderful Holiday
By Shania

Last summer Holiday, my family and I spent one nightat the countryside. We stayed in a small house. It had a big garden with lots of colourful flowers.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Orientation

Events

Reorientation

Language Features of Narrative Texts

1. A recount text uses mainly 1st person pronouns (I or We).
   e.g. **My** family and **I** spent one night at the countryside.
2. A recount text uses conjunctions to put the events in order.
   e.g. First, Then, After that, Next, Finally.
3. A recount text uses past tenses.
   Past tenses tell us about past activities. In past tenses, we have to use verb 2.
   e.g. Last summer holiday, my family and I **spent** one night at the countryside.

Taken from Grammar and Writing Handbook by Macmillan

Grammar Zone

Simple Past Tense

When do we use the simple past tense?

We use the simple past tense when we are talking about an action that took place in the past.

For example: I walk***ed*** the dog **yesterday**.

I ***went*** to Florida **last year**.

Form

Positive:

Subject	+	Verb 2
e.g. I/a cat		e.g. worked/went/saw

Negative:

Subject	+	Auxiliary verb	+	Verb1
e.g. I/a cat		didn't		e.g. work/go/see

Question:

Auxiliary verb	+	Subject	+	Verb 1
Did		e.g. I/a cat		e.g. work/go/see

Note: When the subject is unknown ("who", "what") we omit "did".

What bit you?

Who cleaned up the mess yesterday?

The simple past tense verbs are formed in different ways for regular and irregular verbs. We formed the simple past tense of regular verbs by **adding –ed** to the basic verb. See the examples below:

work	worked
talk	talked
play	played
walk	walked
enjoy	enjoyed
stay	stayed

The verb **changes** in the simple past tense of irreguler verbs. See the examples below:

make	made
see	saw
sit	sat
swim	swam
buy	bought
find	found
go	went

Adapted from http://www.bbc.co.uk/skillswise/worksheet/en32tens-e3-w-writing-in-the-past-tense

ACTIVITY 3

Arrange the following phrases or words to make good sentences.

1. talk – to – the students–did– the teacher–? – this – morning – .

---

2. to –the zoo– went–my parents–last Sunday– and– I – .

---

3. did – enjoy – you–visit –to –the zoo – your–?

---

4. did – have–this morning – breakfast – we– . – not

---

5. she– an apple – did – give– . – to me – not–last night

ACTIVITY 4

Complete the following text with the right past form of be (was/were). Look at the example.

Hello, I have a friend. Her name is Rahma. She (1)_**was**_ born in Karawang West Java. When She (2)___ a child, She (3)____ always happy. Her friends (4)___very kind to her. They (5)_____ always happy. Her father (6)____a doctor and her mother (7)_____a teacher. Life (8)_____very exciting. Her first school in Karawang (9)_____beautiful. Her teacher (10)____ intelegent and kind. All the lesson (11)___interesting.

Adapted from English on Sky by Mukarto et al.

ACTIVITY 5

Use the words to make setences.

Example: stayed/last week

Last week we stayed at my grandfather's house.

1. play/ yesterday

---

2. swim/ this morning

---

3. cry/ yesterday

---

4. cook/ last week

---

5. go/ last year

ACTIVITY 6

Read the following recount text carefully, circle the orientation and reorientation, and underline the events.

A Nice Holiday with My Family

Last month, my family and I went to a popular national park in my city. We went there by a car. It is only 18 km from our house so it is not a long trip.

We walked toward the entrance gate and paid the entrance fee. The entrance fee was not so expensive but since it was so crowded, we had to stand in a long queue.

After that, we walked around the park toward the playground. We could see many animals, such as one horned rhinocheros and tapirs. Those animals presentedinteresting attractions of the park but the most interesting one is tapirs' attraction.

Then we had a rest under a big tree. It is on the edge of a river. We had our meels on the mat and had a small talk. We could feel the fresh air.

We were really happy. It was a nice day.

Ria

Picture 2.4

1. Find out what happened, who was involved, where the events took place, and when it happened.
2. Find the simple past tense form of the following words in the text.

PRESENT	PAST
go	
walk	
pay	
can	
present	
have	

Adapted from Let's Talk by Bachtiar Bima et al.

Developing Writing Skills

Time Order

When you write a recount text, you write about events in the order that they happened. You need to use time order to organize your sentences. The following words and phrases are used to show time order:

Words	Phrases
first, second, third and so on then next finally afterward	at first at exactly 7.00 p.m after a while after that in the morning in the meantime

Time order words and phrases are usually followed by a comma if they come at the beginning of a sentence. *Then* and *now* are usually not followed by a comma.
e.g.

First, we made a fire in front of the house. **Then** we sat around the fire and sang lots of songs together**. After that**, we came into the house and had dinner. **Next**, we sat in the living room and watched a movie. **Finally**, everybody fell asleep there.

Adapted from Introduction to Academic Writing 2nd Edition by Oshima and Hogue

ACTIVITY 8

Arrange the sentences into the correct order.

( ) After that I sat down for a rest.
( ) Before I went home I bought some fish from the fisherman.
( ) First, I looked for sea-shells.
( ) It is only five kilometers from my house.
( ) Last week, I felt very bored after one week of holiday.
( ) So I rode my bicycle to the beach.
( ) Then I got into the water and tried to catch some fish.
( ) I was very tired but I felt happy.

Taken from English on Sky by Mukarto et al.

Writing Titles

A title is used to attract attention and should tell the readers the main idea of the text. We should write a title as interesting as possible. It is usually a phrase not a sentence.

Rules	Example
Capitalize every word in a title except words like on, to, in, for, and, or, a, an, the.	Diving in Bunaken Island Barbecue in the Park

Adapted from Interaction I by Segal and Pavlik

Punctuation

End Marks for Sentences

- A period (.) ends a statement or command.
  There are seals on the ice.
  Hand the glasses to me.
- A question mark (?) ends a question.
  Do you see any horses?
- An exclamation mark (!) ends an exclamation.
  Wow, that is a big house!

Periods for Abbreviations

- Use a period to show the end of an abbreviation.
  Mrs. Rd. Aug.
- Use a period with initials.
  P. T. Barnum L. C. Cox

Commas in Sentences

- Use a comma to separate words in a series.
  The media center has videos, tapes, and CDs.
- Use a comma after the words *yes* and *no* when they begin a sentence.
  Yes, I have read that book.
- Use a comma after the name of a person being spoken to.
  Jill, are you going to the library?

Taken from Grammar and Writing Handbook by Macmillan

ACTIVITY 7

Add end marks, periods, and commas where they are needed.

1. Mr. Shapiro took out his camera
2. Can you get a picture of the baby seals
3. Please don't lock the door
4. What a wonderful sight this is
5. How many seals do you see
6. Donna Hal and Kathy are at the library
7. Hal do you want books on animals
8. No I want books on baseball soccer and hockey
9. Donna did you find what you wanted
10. Yes I found poems stories and novels

Adapted from Grammar and Writing Handbook by Macmillan

Building Vocabulary

ACTIVITY 8

Look at the pictures and study the words.

Picture 2.5

a high mountain

Picture 2.6

a crowded zoo

Picture 2.7

an antique museum

Picture 2.8

a botanical garden

Picture 2.9

a flat beach

Picture 2.10

a swift waterfall

Picture 2.11

a big temple

Picture 2.12

a shallow lake

Picture 2.13

a historical monument

Adapted from Let's talk by Bima et al.

ACTIVITY 9

Fill in the blanks with the words in the box.

lake	waterfall	fished	camera
first aid kit	camped	deep	mat
tent	picnic jar		

On Saturday night, my friends and I (1)_____on a hill nearby. We chose a flat land to set up a (2)_____. It was on the bank of a (3)_____. We found that the lake was not so (4)_____, but the water was clear and fresh. We saw many fish in it, so we (5)_____there.

After setting up the tent, we took our (6)_____ and had a meal together. We rolled out a (7)_____ to sit on the ground. It was nice having meals in the open air. Then, we walked into a swift (8)_____. We could see how wonderful it was. Unfortunately, we left our (9)_____ at home. We couldn't take any photographs.

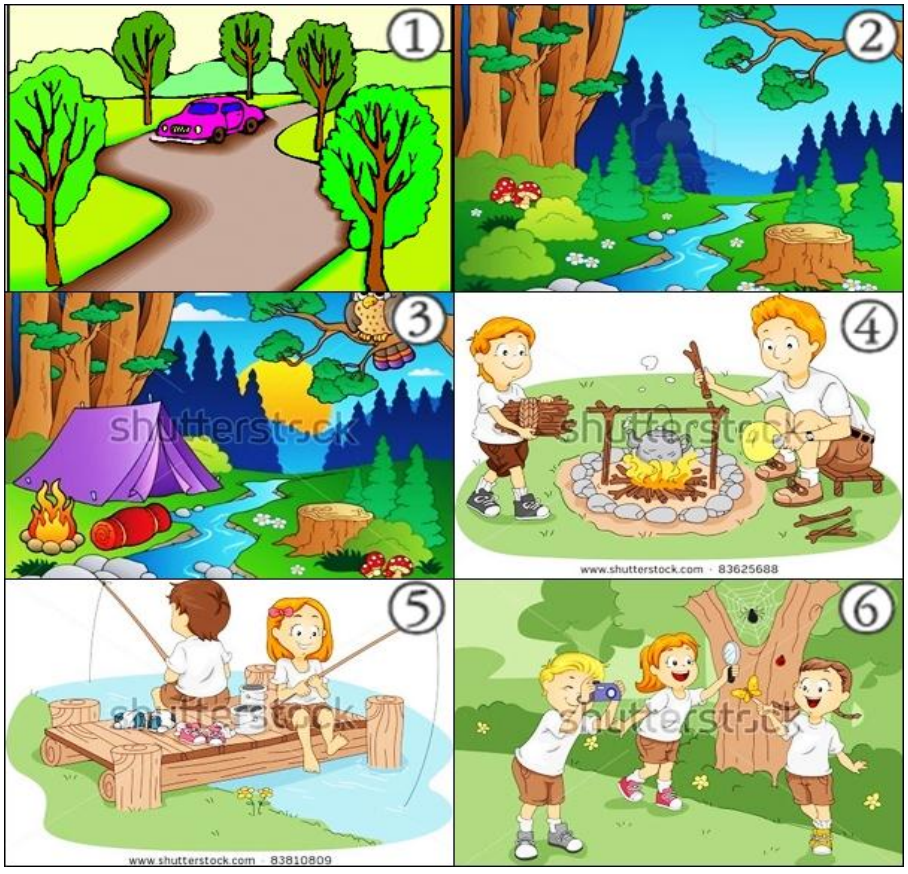
Suddenly, my friend slipped off. He hurt his leg. We gave him a band aid that we took from the (10)_____. Before long, we were back to our tent.

Taken from Let's Talk by Bima Mustriana et al.

Guided Writing

ACTIVITY 10

Last weekend, Rina went on a nice camping trip with her friends. Work in groups. Help her to write about her holiday. Use the pictures to help you.



Picture 2.13

Last week, I went on a nice camping trip with my friends.

Let's write

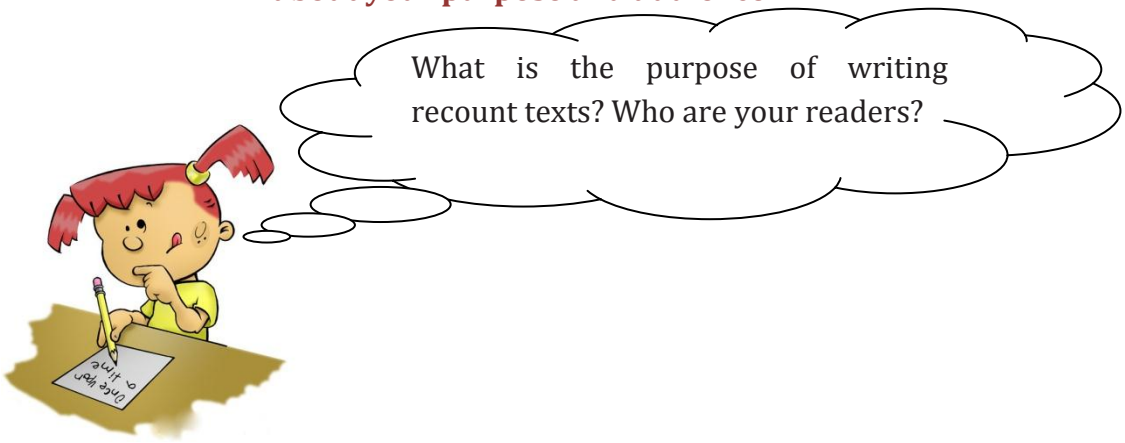
PLAN
DRAFT
EDIT
PUBLISH

ACTIVITY 11

Let's write your own text. Follow the following steps.

1. Planning

✓ **Think about your purpose and audience.**



✓ **Choose a Topic.**

Let's try to write about your unforgettable holiday. Choose one experience to write about.

✓ **List what you remember about it on your note. Look at the example.**

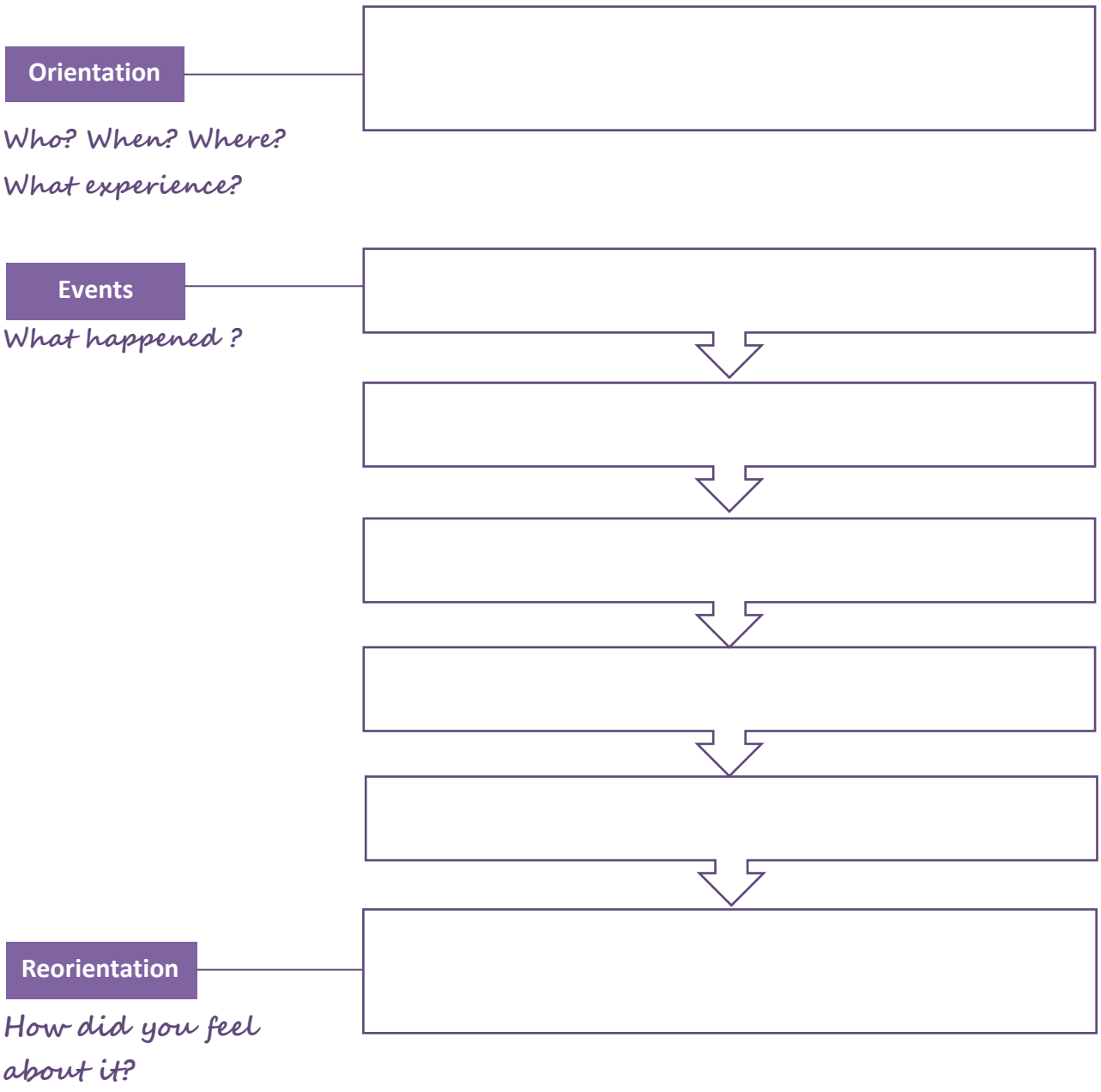
Indrayanti beach
March 2013
With my family
Hot
Sunshine
Wonderful scenery
Swimming
Having lunch
The food is expensive
Taking pictures
Buying souvenirs

✓ **Work in groups. Take turns sharing your experience. You may ask questions and give comments with each other.**

✓ **Use questions and comments from your groups to add your note.**

✓ Outline

Your recount text will have three main parts: orientation, events, and reorientation. To plan your narrative, you can use the following frame.



PLAN
DRAFT
EDIT
PUBLISH

2. Drafting

✓Review the outline you made and write your draft.

Draft

Checklist ✓

- *Did you arrange the events in good order?*
- *Did you express your feelings?*
- *Did you check all mistakes in grammar, spelling and punctuation?*
- *Did you add a title?*

3. Editing

✓ **Peer Editing**

Find a partner. Give each other suggestions to improve your draft. You can use the following editing marks.

Editing Marks

Grammar ≠

Spelling **Sp**

Add **V**

Unclear **?**

Make a capital letter ≡

Add a period .

Add a comma ,

4. Publishing

DRAFT

REVISE

EDIT

PUBLISH

✓ **Discuss the suggestions from your partner and revise your draft based on the suggestions.**

Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

1. **Agree**
2. **Strongly agree**
3. **Neutral**
4. **Disagree**
5. **Strongly disagree**

No	Statement	Scale				
		1	2	3	4	5
1	I am able to identify the function of recount texts.					
2	I am able to identify the generic structure of recount texts.					
3	I am able to identify language features of recount texts.					
4	I am able to apply the simple past tense.					
5	I am able to arrange sentences into a good order using time order.					
6	I am able to add correct punctuation marks in sentences.					
7	I am able to write a recount text in groups based on a picture series.					
8	I am able to explore ideas using listing activities.					
9	I am able to reflect mistakes using peer editing.					
10	I am able to write a recount text independently.					

Unit 3

A Good Story

In this unit you will learn:

- Narrative texts
- Past continuous tense
- Using prounouns
- Quotation marks

Get ready to write

Warming Up

ACTIVITY 1

Look at the pictures and answer the questions.

Picture 3.1

Picture 3.2

Questions

1. What was your favorite story when you were a little child?
2. Do you remember it?
3. Who were the main characters?
4. How did the story begin?
5. How was the ending?
6. Was it an interesting story?
7. Can you tell it?

Model of the Text

THINK & ANSWER

Why do you think people write narrative texts? Why do people read them? Explain what you think to your friends.

Narrative texts

A narrative text is a story that can be about anyone and anything. When you write a narrative text, you can use your imagination to create interesting, entertaining characters and events.

Taken from Grammar and Writing Handbook by Macmillan

ACTIVITY 2

Work in pairs. Read the following example of recount texts and look for problems the characters must solve.

Beauty and the Beast

Once upon a time, there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his servants.

One rainy dark night, a woman come to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, the women turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and his servants turned into furniture.

One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daugter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then the Beast and Belle got maried and lived happily ever after.

Taken from English on Sky by Mukarto et al.

Picture 3.3

Vocabulary Project

Find difficult words from the text in your dictionary.

Read and Learn

The purpose for writing a narrative text is to entertain the readers with our stories. The story may come from our imagination.
A narrative text consists of three main parts:

Part 1: Orientation
It tells about the setting (time and place) and characters.
Part 2: Complication(s)
It tells about problem(s) to be solved by characters.
Part 3: Resolution
It describes the solution to the complication(s) and gives an ending to the story.

Adapted from English on Sky by Mukarto et al.

Beauty and the Beast

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Orientation

Complications

Resolution

Taken from English on Sky by Mukarto et al.

Language Features of Narrative Texts

1. A narrative text usually begins with adverbs such as long time ago, once upon a time, in far away land, long long ago and so on.
2. A narrative text uses the simple past tense and the past continuous tense.
   e.g. They lived happily ever after.
   It was raining so hard that he decided to enter the castle.
3. A narrative text usually uses time-order words to sequence the story
   e.g. after, then, finally.
4. A narrative text usually uses direct sentences to show dialogues between the characters.
   e.g. "Are you my mother?" the prince asked.

Adapted from English on Sky by Mukarto et al.

ACTIVITY 3

Read the following story carefully. Find the orientation, the complication(s), and the resolution.

Takatuliang, the Woodcarver

Long time ago, there lived a king and his beautiful daughter in a beautiful palace in Simbau island. Since the princess was so beautiful, many princes wanted to marry her and this made the king confused. The king then announced a contest: whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then he went far into the forest. There he chose the best tree and carved it into a doll. Next, he took an old piece of cloths and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the day of the contest, the princes one by one presented the gifts: diamonds, silk, gold, jewelry. Then came to Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll" said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one, I carved it my self and decorated it with my own hair and my mother's old cloth. She passed away and this is the only thing she left me" answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he has presented her everything he had. Finally, Takatuliang married with the princess and lived happily ever after.

Adapted from English on Sky by Mukarto et al.

ACTIVITY 4

Answer the following questions based on the previous text.

1. How many characters are there in the story?
2. How do you describe the characters?
3. What problems did the main characters have?
4. At the end of the story, could they solve their problems?
5. What moral values did you get from the story?

Adapted from English on Sky by Mukarto et al.

Grammar Zone

Past Continuous Tense

When do we use the past continuous tense?

We use the past continuous tense when we want to talk about a long action that was carried on in the past. It is often used to describe what people were doing when something else happened. For examples:

*I **was kicking** the ball when Dave broke his arm.*
*He **was walking** the dog when I saw George.*
*The dwarves came home while Snow White **was sleeping** on one of the small beds.*

Form

Positive

Subject	+	Auxiliary verb	+	Verb + ing
e.g. *I/a cat*		*was / were*		e.g.*swimming/talking*

Question

Auxiliary verb	+	Subject	+	Verb + ing
was / were		e.g. *I/a cat*		e.g. *swimming/talking*

Negative

Subject	+	Auxiliary verb	+	Verb + ing
e.g. *I/a cat*		*was not / were not*		e.g. *swimming/talking*

Adapted from http://www.bbc.co.uk/skillswise/factsheet/en32tens-l1-f-talking-about-the-continuous-past

ACTIVITY 5

Rearrange the jumbled words into good setences.

Example: got – when – playing – Susan – I– , – was – piano – home – the – .

When I got home, the prince was playing the piano.

1. clock – prince – and – Cinderella – the – struck – 12 – the – were – dancing – when – .

_____

2. her – magic – was – book – sleeping – when – Ratna Mangali – stole – Calon Arang – .

_____

3. when – the – castle – it – Maurice – entered – very hard – was – raining – .

_____

4. playing – Susan – the – when – I – was – piano– got – home – .

_____

5. came – she – home – when – very hard – was – daughter – with – her – it– raining – .

_____

Adapted from English on Sky by Mukarto et al.

ACTIVITY 6

Read the following TV report and fill in the gaps with the verbs from the box. Look at the example.

watch	fix	cook	work	read
take	jog have	sleep	sit	

Last year, there was a strong earthquake in the city. The ground moved and the building shook. A TV reporter asked the people: "What were you doing when the earthquake began?"
Here are some the answers:
" I (1) **was fixing** the roof. Suddenly the house shook and I fell off the roof."

" I (2)_____ a bath when the earthquake started. I ran out the bathroom with no clothes on."

"My family and I (3)_____ breakfast when suddenly the plates and the bowls fell off the table."

"I (4)_____when suddenly I heard my bed cracking."

"My sister an I (5)_____. Then we felt the ground under us shaking. We lost our balance and fell on the street."

"I(6)_____a book about earthquake when then real earthquake began."

"We (7)_____ on the sofa and (8)_____news on TV". Then the sofa shook. Our TV set also shook and fell off the table."

"I (9)_____ in the garden and my wife (10)_____ in the kitchen when the ground moved."

Adapted from English on Sky by Mukarto et al.

Developing Writing Skils

Using Pronouns

It is very important to use pronouns when we write a text. Pronouns help to connect our ideas. Pay attention to the following paragraph:

*Long, long time ago there lived **two brothers**. **They** had completely different characters. **The big brother** was very stingy and greedy. **He** never shared **his** wealth with poor people. **The little brother** was exactly the opposite. **He** was generous and kind to poor people.*

Adapted from English on Sky by Mukarto et al.

Example of pronouns:

Subject pronoun	Object pronoun	Possessive Pronouns
I, you, he, she, it we, you, they e.g. **Nora** plays soccer. **She** plays well.	me, you, him, her, it us, you, them e.g **I** met John yesterday. He gave **me** a book.	my, your, his, her, its, our, their, mine, yours, his, hers, its, ours, theirs e.g. That is **their** computer. Is that **yours**?

Taken from Grammar and Writing Handbook by Macmillan

ACTIVITY 7

Replace the underlined word or words with a subject or an object pronoun.

1. Carl told Mark and me about his hobby.
2. Coin collecting interests Carl.
3. Carl showed his coins to Jill.
4. Jill and Carl have pictures of coins.
5. The children run after the ball.
6. Nora kicks the ball toward the goal.
7. Lennie cheers when Nora scores.
8. Nora waves at Meg and me.
9. Will our team win the game?
10. You and I are friends.

Adapted from Grammar and Writing Handbook by Macmillan

ACTIVITY 8

Fill in the blanks with appropriate pronouns in the box. Look at the example.

their	they	his	they	she	her	we

Dorothy, the Scarecrow, the Tinman, the lion and Toto continued **_their_** journey to the Emerald City. At night _____ camped under a large tree in the forest. The Tinman cut wood with _____ axe so Dorothy could make fire. The Lion hunted for food and the Scarecrow searched for nuts and berries.

After several days, _____ arrived at a lovely land. They saw a large field of scarlet poppies. Poppies are beautiful flowers, but when they are so many, the smell is very strong. Anyone who breathes it will fall asleep. Dorothy did not know this, and in a very short time _____ felt very sleepy. _____ eyes became heavy and she sat down to rest.

The Tinma tried to awaken Dorothy, "Come on. Don't fall asleep. There is no time to rest. _____ must hurry."

Adapted from English on Sky by Mukarto et al.

Using Quotation Marks

An interesting story tells the readers what the characters said or thought. When we write exactly what someone said or thought, we use quotation marks. We can use dialogs words like "thought", "yelled", "said", "asked", "replied", "answered", "commented", "whispered" and so on.

Examples:

"He looks like a thief !" the princess said.

"I should call the king." Marvin thought.

"Stop those men!" the king yelled.

Adapted from Interaction I by Segal and Pavlik

ACTIVITY 9

Look at these sentences. Put quotation marks in the correct places.

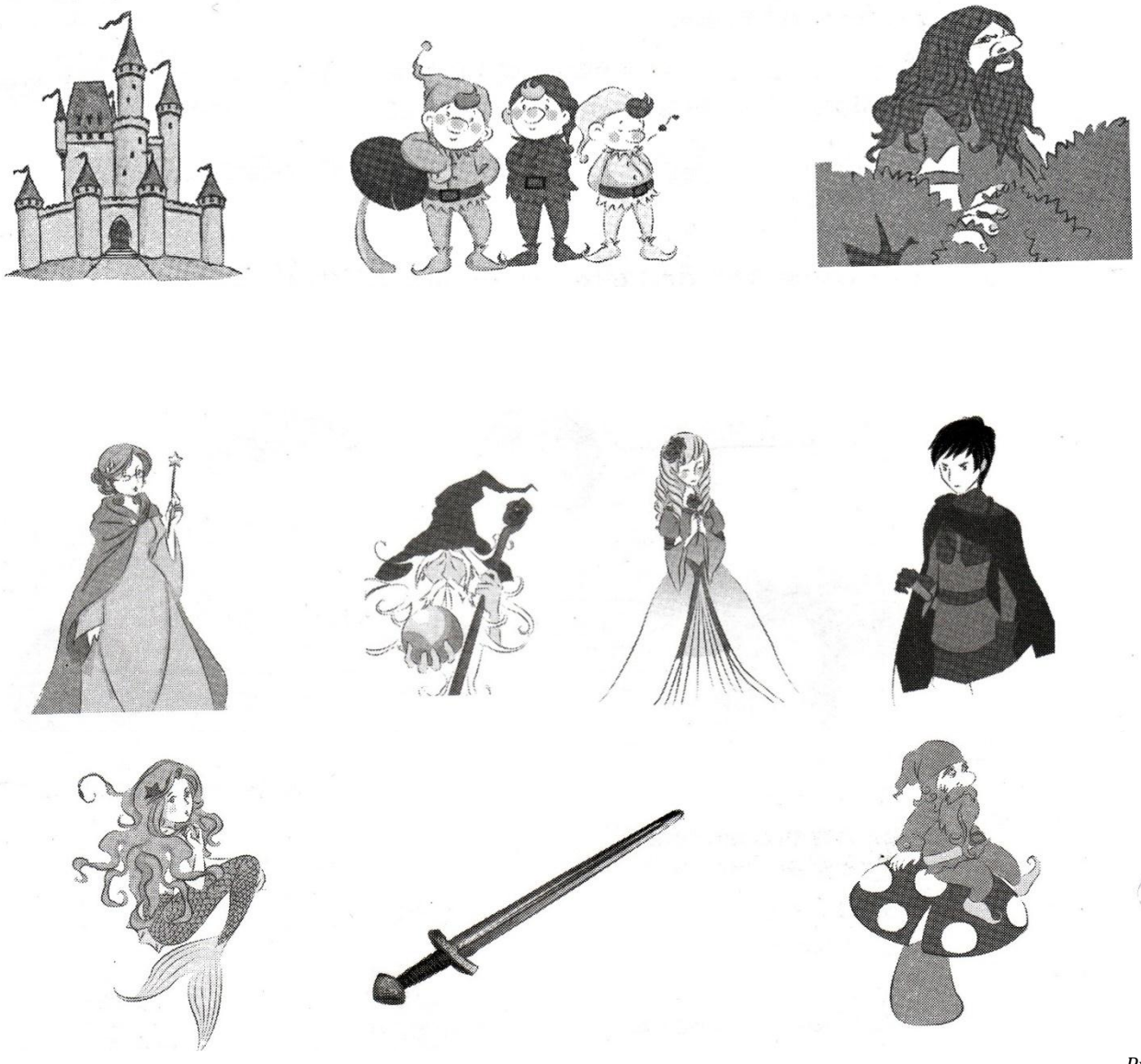
1. Aura thought, Who are those men?
2. You should be a wise prince. the king said.
3. Come out of there! he yelled.
4. Are you a princess? the man asked.
5. Should I try to stop them? Cinderella asked herself.

Building Vocabulary

ACTIVITY 10

Put these words under the correct pictures.

a sword	a princess	a mermaid	a prince
a giant	dwarves	a castle	a witch
a fairy good mother	an elf		



Picture 3.4

ACTIVITY 11

Work in pairs and think of some stories related to the following characters:

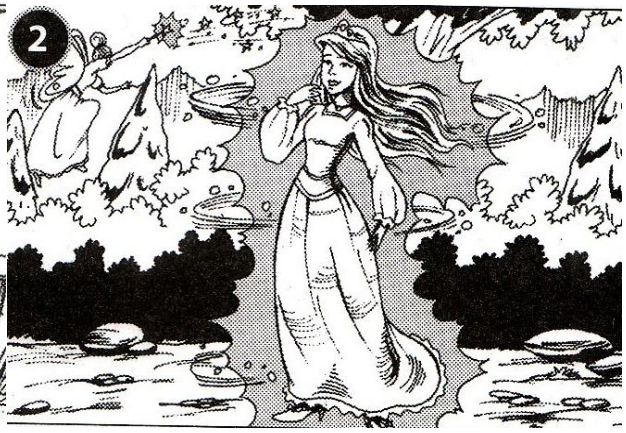
1. Elves
2. A giant
3. A fairy goodmother
4. A mermaid
5. Dwarves
6. A witch

ACTIVITY 10

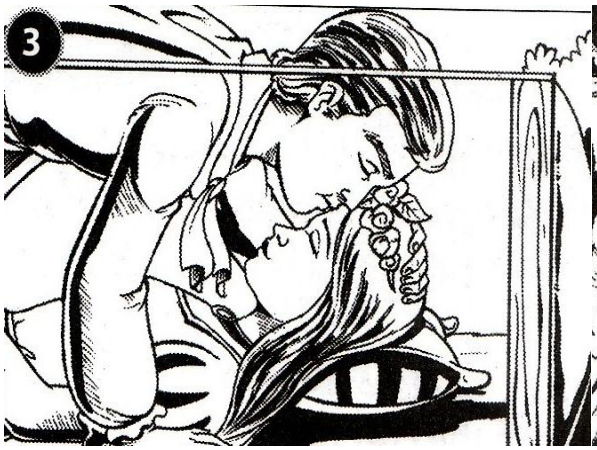
Fill in the blanks with the correct words in the box. Make some necessary changes with the words. Look at the example.

live	stitch	break	carve	curse	put

The old woman__**cursed**__Maling Kundang to rock.



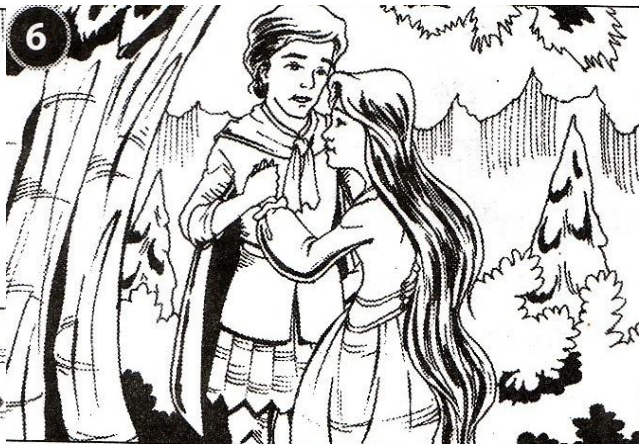
The fairy goodmother _____a spell over Cinderella.



The kiss of the prince _____the spell.

Takatuliang _____ a doll out of a tree.

The elves _____the shoes together carefully.



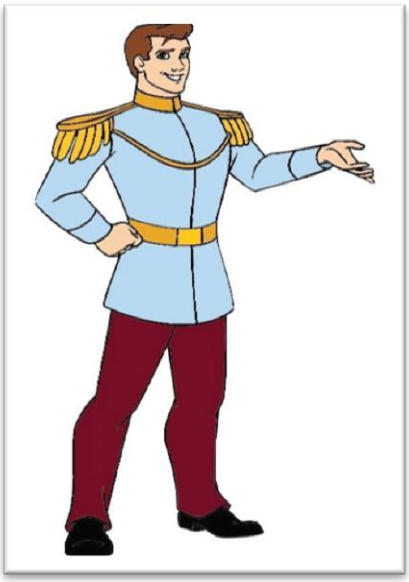
Rapunzel and the prince _____happily ever after.

Taken from English on Sky by Mukarto et al.

ACTIVITY 11

Put the following words under the right characters. Look at the example.

small	rosy cheecks	long nose	very tall	wooden doll
red lips	white skin	bulging eyes	big nose	short
little feet	pretty	little hands	pointed ears	sharp fangs
strong	dark hair	short	handsome	
round eyes	blonde hair	a beard	well-built	



long nose

Adapted from English on Sky by Mukarto et al.

Guided Writing

ACTIVITY 12

Work in groups and write a story using the following pictures as guidance. Use the words in the box to help you.

seeds	a pouch	bamboo forest	deep
plant	chase	salt	sink down
ripe	throw	fish paste	walk home
scared	needles	mud pond	

Long long time ago, there was a farmer couple. They lived in a village near a forest.

Taken from English on Sky by Mukarto et al.

PLAN

DRAFT

EDIT

PUBLISH

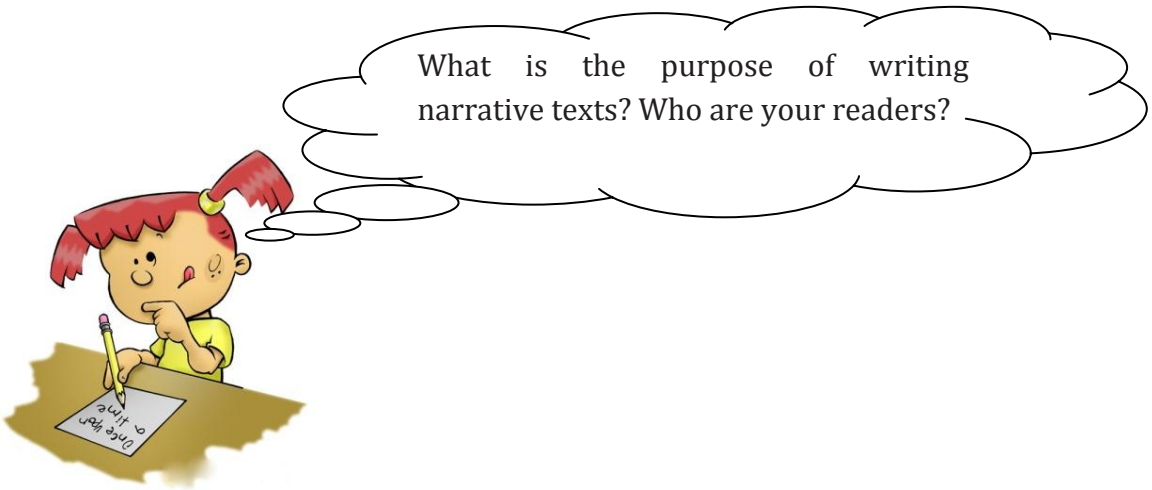
Let's Write

ACTIVITY 13

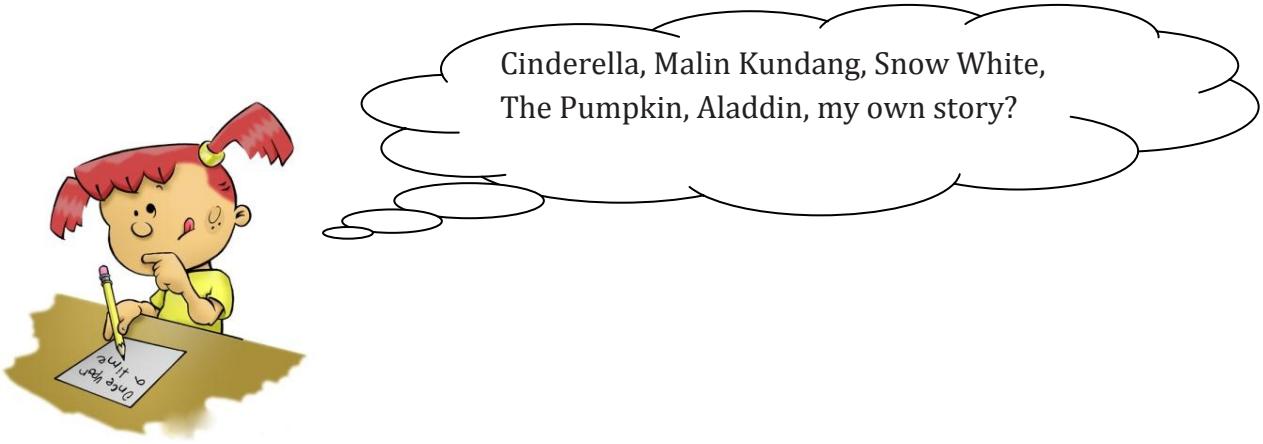
Let's write your own text. Follow the following steps.

1. Planning

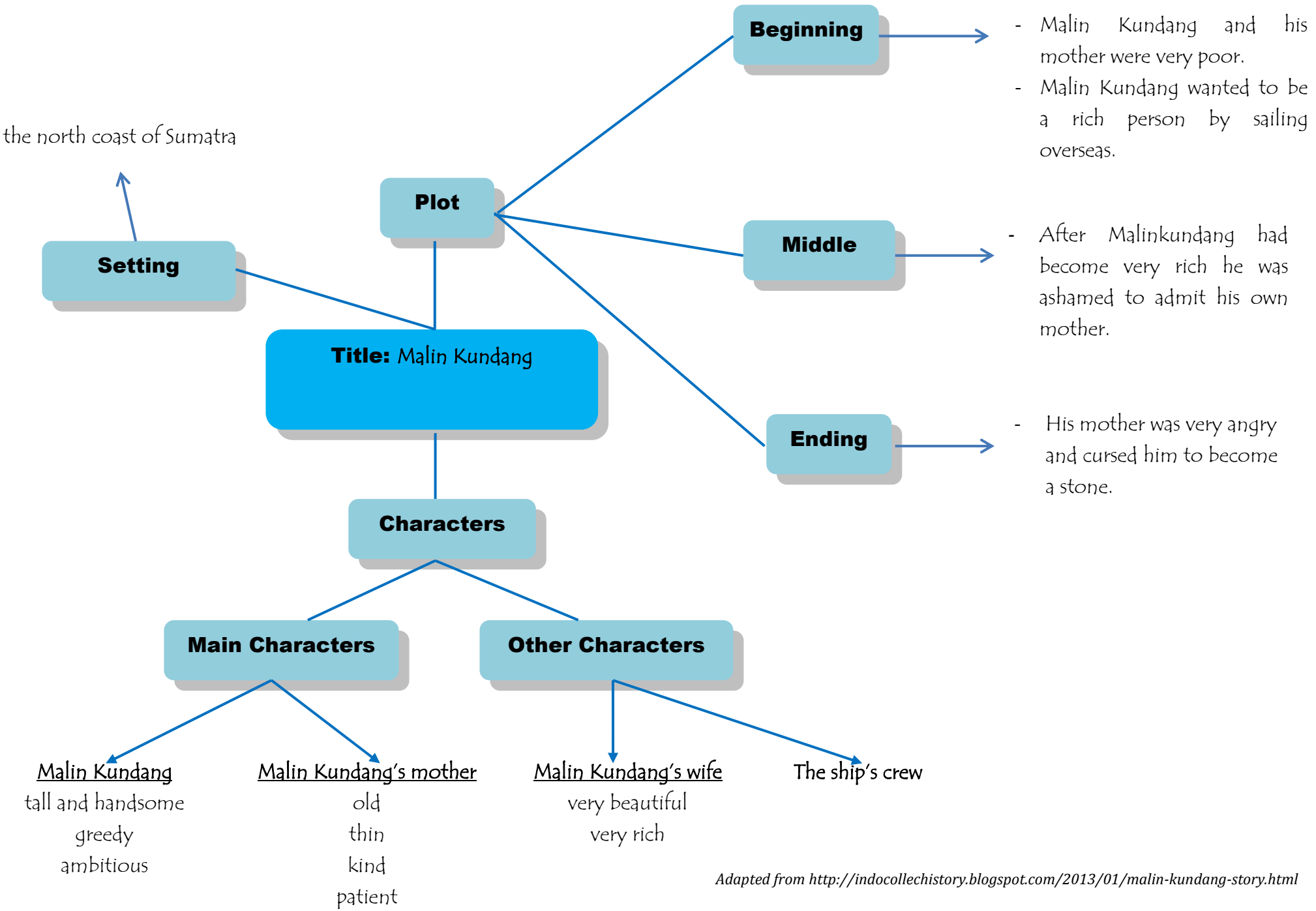
✓ **Think about your purpose and audience.**



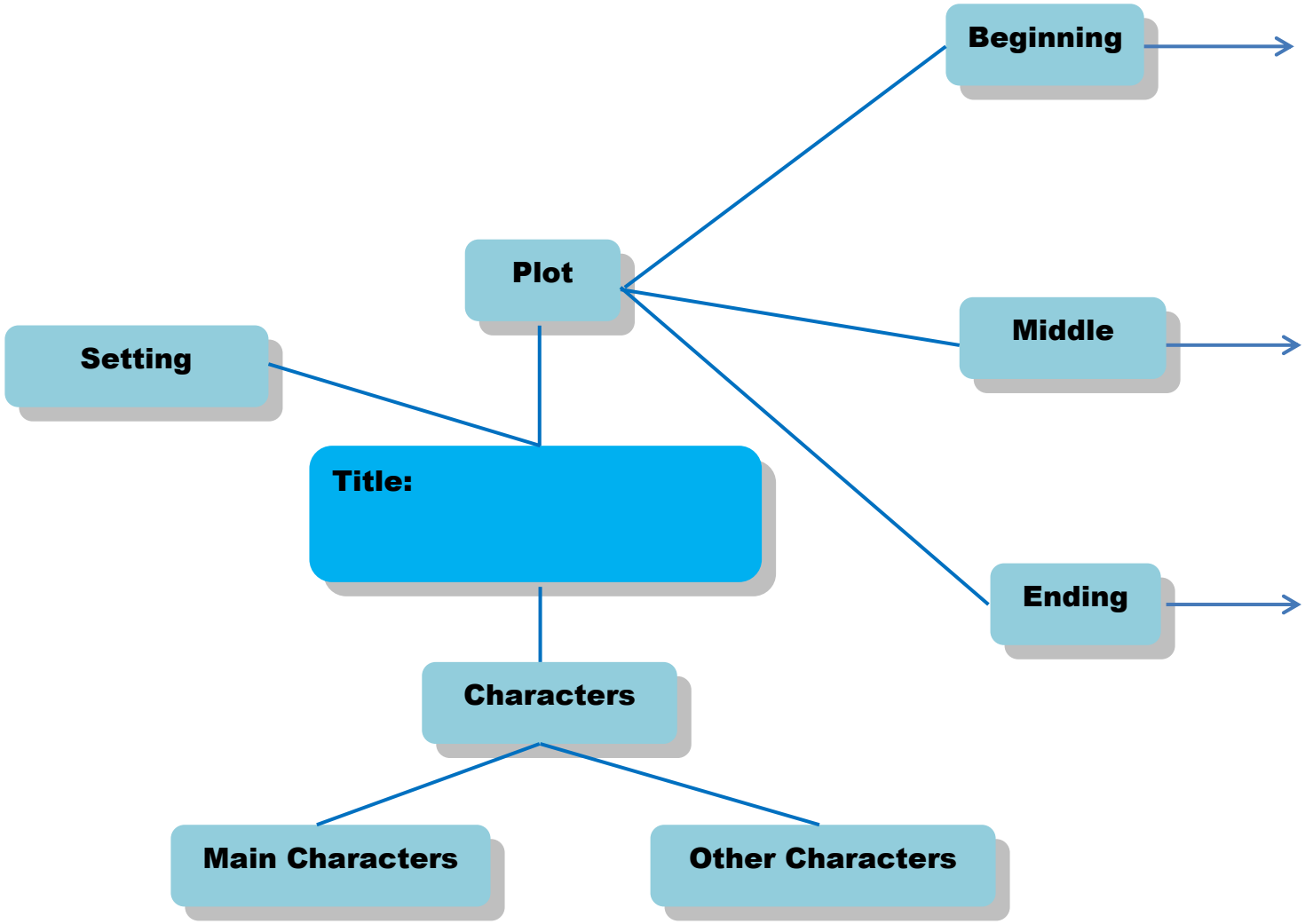
✓ **Choose a Topic.**
You can use a folk tale you know very well or you can also use your imagination to write your own story.



✓ **Use a clustering map to explore your ideas. Look at the following example.**



Adapted from http://indocollechistory.blogspot.com/2013/01/malin-kundang-story.html


Beginning
Plot
Middle
Setting
Title:
Ending
Characters
Main Characters
Other Characters

✓ **Outlining**

Your story will have three main parts: orientation, complications and resolution. To plan your story, you can use the frame below.

orientation:

complications:

Resolution:

PLAN
DRAFT
EDIT
PUBLISH

2. Drafting

✓ Review the outline you made and write your draft.

Draft

Checklist ✓

- *Is your story clear and interesting?*
- *Did you check all mistakes in grammar, spelling and punctuation?*
- *Did you add a title?*

3. Editing

✓ Find a partner. Give each other suggestions to improve your draft. Use the editing marks in the box.

Editing Marks

Grammar	≠
Spelling	Sp
Add	V
Unclear	?
Make a capital letter	≡
Add a period	.
Add a comma	,

PLAN
DRAFT
EDIT
PUBLISH

4. Publishing

✓ **Discuss the suggestions from your partner and revise your draft based on the suggestions.**

Adapted from Grammar and Writing Handbook by Macmillan

Reflection

How much have you learnt from this unit?

Put a tick (√) in the box representing your answer.

1. Agree
2. Strongly agree
3. Neutral
4. Disagree
5. Strongly disagree

No	Statement	Scale				
		1	2	3	4	5
1	I am able to identify the function of narrative texts.					
2	I am able to identify the generic structure of narrative texts.					
3	I am able to identify language features of narrative texts.					
4	I am able to apply the past continuous tense.					
5	I am able to use appropriate pronouns.					
6	I am able to put quotation marks in the correct places.					
7	I am able to write a narrative text in groups based on a picture series.					
7	I am able to exlore ideas using clustering activities.					
8	I am able to reflect mistakes in writing using peer editing.					
9	I am able to write a narrative text independently.					

APPENDIX 9

THE ATTENDANCE LIST OF THE TRY-OUT

The Attendance List of the First Meeting of the Try-out

Date : April 17th, 2013
Place : VIII C SMP N 6 Yogyakarta

No.	Name	F/M	Presence
1	Santi Pratiwi	F	√
2	Affandi Ahmad Jamal	M	√
3	Agy Arif Awaluddin	M	√
4	Almas Maulana Jauhar	M	√
5	Andhika Ryan Pramudya	M	√
6	Andika Yusuf Mahendra	M	√
7	Aniq Sabhiha	M	√
8	Aryo Bagus Handoko	M	√
9	Bima Ilham Fernando	M	√
10	Damarendro Wihandaru Putra	M	√
11	Fadli Yunar Arivan	M	√
12	Febrian Ahmad	M	√
13	Gani Mahendra	M	√
14	Luthfi Anindita	M	√
15	Rizal Ahsan Rizqi	M	√
16	Septian Eka Saputra	M	√
17	Thariq Masturmida	M	√
18	Agriska Febi Pramesti	F	√
19	Chairul Hidayah	F	√
20	Desti Amelia	F	√
21	Elza Vridyaningtyas	F	√
22	Evanti Andriani Ramadhani	F	√
23	Firyalia Gani Susila	F	√
24	Imtinanda Khalisa Amani	F	√
25	Indrawati	F	√
26	Inekhe Carolline Davisien	F	√
27	Junita Ningsih	F	√
28	Mita Cahayawati	F	√
29	Nur Lina Ekawati	F	√
30	Riga Parama Artha Kinara	F	√
31	Rizky Indah Ayuningrum	F	√
32	Sarahita Saddhatami	F	√
33	Tri Muflinatul Lina	F	√

The Attendance List of the Second Meeting of the Try-out

Date : April 18th, 2013
Place : VIII C SMP N 6 Yogyakarta

No.	Name	F/M	Presence
1	Santi Pratiwi	F	√
2	Affandi Ahmad Jamal	M	√
3	Agy Arif Awaluddin	M	√
4	Almas Maulana Jauhar	M	√
5	Andhika Ryan Pramudya	M	√
6	Andika Yusuf Mahendra	M	√
7	Aniq Sabhiha	M	√
8	Aryo Bagus Handoko	M	√
9	Bima Ilham Fernando	M	√
10	Damarendro Wihandaru Putra	M	√
11	Fadli Yunar Arivan	M	√
12	Febrian Ahmad	M	√
13	Gani Mahendra	M	√
14	Luthfi Anindita	M	√
15	Rizal Ahsan Rizqi	M	√
16	Septian Eka Saputra	M	√
17	Thariq Masturmida	M	√
18	Agriska Febi Pramesti	F	√
19	Chairul Hidayah	F	√
20	Desti Amelia	F	√
21	Elza Vridyaningtyas	F	√
22	Evanti Andriani Ramadhani	F	√
23	Firyalia Gani Susila	F	√
24	Imtinanda Khalisa Amani	F	√
25	Indrawati	F	√
26	Inekhe Carolline Davisien	F	√
27	Junita Ningsih	F	√
28	Mita Cahayawati	F	√
29	Nur Lina Ekawati	F	√
30	Riga Parama Artha Kinara	F	√
31	Rizky Indah Ayuningrum	F	√
32	Sarahita Saddhatami	F	√
33	Tri Muflinatul Lina	F	√

The Attendance List of the Third Meeting of the Try-out

Date : May 1st, 2013
Place : VIII C SMP N 6 Yogyakarta

No.	Name	F/M	Presence
1	Santi Pratiwi	F	√
2	Affandi Ahmad Jamal	M	√
3	Agy Arif Awaluddin	M	√
4	Almas Maulana Jauhar	M	√
5	Andhika Ryan Pramudya	M	√
6	Andika Yusuf Mahendra	M	√
7	Aniq Sabhiha	M	√
8	Aryo Bagus Handoko	M	√
9	Bima Ilham Fernando	M	√
10	Damarendro Wihandaru Putra	M	√
11	Fadli Yunar Arivan	M	√
12	Febrian Ahmad	M	√
13	Gani Mahendra	M	√
14	Luthfi Anindita	M	√
15	Rizal Ahsan Rizqi	M	√
16	Septian Eka Saputra	M	√
17	Thariq Masturmida	M	√
18	Agriska Febi Pramesti	F	√
19	Chairul Hidayah	F	√
20	Desti Amelia	F	√
21	Elza Vridyaningtyas	F	√
22	Evanti Andriani Ramadhani	F	√
23	Firyalia Gani Susila	F	√
24	Imtinanda Khalisa Amani	F	√
25	Indrawati	F	√
26	Inekhe Carolline Davisien	F	√
27	Junita Ningsih	F	√
28	Mita Cahayawati	F	√
29	Nur Lina Ekawati	F	√
30	Riga Parama Artha Kinara	F	√
31	Rizky Indah Ayuningrum	F	√
32	Sarahita Saddhatami	F	√
33	Tri Muflinatul Lina	F	√

The Attendance List of the Fourth Meeting of the Try-out

Date : May 2nd, 2013
Place : VIII C SMP N 6 Yogyakarta

No.	Name	F/M	Presence
1	Santi Pratiwi	F	√
2	Affandi Ahmad Jamal	M	√
3	Agy Arif Awaluddin	M	√
4	Almas Maulana Jauhar	M	√
5	Andhika Ryan Pramudya	M	√
6	Andika Yusuf Mahendra	M	√
7	Aniq Sabhiha	M	√
8	Aryo Bagus Handoko	M	√
9	Bima Ilham Fernando	M	√
10	Damarendro Wihandaru Putra	M	√
11	Fadli Yunar Arivan	M	√
12	Febrian Ahmad	M	√
13	Gani Mahendra	M	√
14	Luthfi Anindita	M	√
15	Rizal Ahsan Rizqi	M	√
16	Septian Eka Saputra	M	√
17	Thariq Masturmida	M	√
18	Agriska Febi Pramesti	F	√
19	Chairul Hidayah	F	√
20	Desti Amelia	F	√
21	Elza Vridyaningtyas	F	√
22	Evanti Andriani Ramadhani	F	√
23	Firyalia Gani Susila	F	√
24	Imtinanda Khalisa Amani	F	√
25	Indrawati	F	√
26	Inekhe Carolline Davisien	F	√
27	Junita Ningsih	F	√
28	Mita Cahayawati	F	√
29	Nur Lina Ekawati	F	√
30	Riga Parama Artha Kinara	F	√
31	Rizky Indah Ayuningrum	F	√
32	Sarahita Saddhatami	F	√
33	Tri Muflinatul Lina	F	√

The Attendance List of the Fifth Meeting of the Try-out

Date : May 8th, 2013
Place : VIII C SMP N 6 Yogyakarta

No.	Name	F/M	Presence
1	Santi Pratiwi	F	√
2	Affandi Ahmad Jamal	M	√
3	Agy Arif Awaluddin	M	√
4	Almas Maulana Jauhar	M	√
5	Andhika Ryan Pramudya	M	√
6	Andika Yusuf Mahendra	M	√
7	Aniq Sabhiha	M	√
8	Aryo Bagus Handoko	M	√
9	Bima Ilham Fernando	M	√
10	Damarendro Wihandaru Putra	M	√
11	Fadli Yunar Arivan	M	√
12	Febrian Ahmad	M	√
13	Gani Mahendra	M	√
14	Luthfi Anindita	M	√
15	Rizal Ahsan Rizqi	M	√
16	Septian Eka Saputra	M	√
17	Thariq Masturmida	M	√
18	Agriska Febi Pramesti	F	√
19	Chairul Hidayah	F	√
20	Desti Amelia	F	√
21	Elza Vridyaningtyas	F	√
22	Evanti Andriani Ramadhani	F	√
23	Firyalia Gani Susila	F	√
24	Imtinanda Khalisa Amani	F	√
25	Indrawati	F	√
26	Inekhe Carolline Davisien	F	√
27	Junita Ningsih	F	√
28	Mita Cahayawati	F	√
29	Nur Lina Ekawati	F	√
30	Riga Parama Artha Kinara	F	√
31	Rizky Indah Ayuningrum	F	√
32	Sarahita Saddhatami	F	√
33	Tri Muflinatul Lina	F	√

APPENDIX 10

VIGNETTES

Vignette 1

Try-out of unit 1

Place : Class VIII C SMP N 6 Yogyakarta

Date : April 17th, 2013

Time : 07.00 - 08.20 WIB

Tepat jam 07.00 peneliti memasuki kelas, beberapa siswa yang masih berada diluar kelas memasuki ruang kelas dengan terburu-buru. Peneliti kemudian menyapa siswa dan memperkenalkan diri *"Assalamua'laikum wr wb, Good morning class"*

"Good morning" "Do you remember me?" "Yes". Semua siswa masih mengingat bahwa peneliti adalah pengajar PPL yang pernah mengajar sebelumnya, beberapa anak bersorak dan kelas menjadi agak ribut. Peneliti kemudian meminta siswa tenang dan menerangkan maksud kedatangannya " Adek, minta perhatiannya sebentar ya, mbak sedang mengadakan penelitian tantang pengembangan materi ajar menulis bahasa Inggris untuk siswa kelas VIII SMP N 6 Yogyakarta, dan untuk beberapa minggu ke depan mba akan mengajar dikelas ini menggunakan bahan ajar yang mba kembangkan itu" "Sampai kapan mba?" "Sekitar 5-6 pertemuan dek" "Wah yang lama sekalian juga gak apa-apa mba" beberapa siswa tertawa dan kelas menjadi gaduh kembali, sebagian besar siswa berbisik-bisik satu sama lain, beberapa tampak membuka-buka buku, dan sisanya tampak sibuk mengerjakan PR matematika. Peneliti kemudian meminta siswa berdoa "sebelum kita mulai belajarnya berdoa dulu yuk, *let's say our prayer, shall we*, *Amin*". Setelah berdoa, peneliti kemudian memeriksa absensi dan membagikan modul kepada setiap siswa. *"Let's start our class, our first topic is My Special Person, can you guess what are we going to learn today?"* Sebagian siswa tidak memperhatikan dan masih sibuk melihat dan membolak-balik modul yang baru saja diterima. Peneliti mengulang pertanyaannya dengan suara yang lebih keras *"Hello class, do you know what are we going to learn in*

the first unit?" "deskriptif miss" "deskriptif" beberapa anak menjawab, *"what do you remember about descriptive texts?"* "teks yang mendeskripsikan sesuatu" *"yes, good. Now look at the pictures, what pictures are they?" "people" "friends" "family"* beberapa siswa dideretan bangku depan mulai fokus dan antusias menjawab tapi sebagian besar dibelakang masih diam dan tidak menjawab. "*Today we are going to talk about the special person in our life*, siapa coba orang yang spesial dalam hidup adek? Orangnya kaya apa?" *"Now, let's read the text in the first page"* "gak ada halamannya kok mba" "Oh iya, halaman yang ini ya" peneliti menunjukan halaman dengan mengangkat modul tinggi-tinggi. *"Who would like to read? Junita please?"* siswa yang bernama Junita kemudian membaca teks tersebut. Siswa kemudian membahas *Activity 1* secara bersama-sama dipandu peneliti kemudian setelah sampai *developing writing skills* dan mengerjakan latihannya, siswa tampak bosan dan menimbang bahwa siswa telah mendapatkan materi tentang deskriptive text sebelumnya dan terbatasnya waktu, peneliti men*skip* beberapa aktivitas dan langsung memasuki aktivitas *independent writing*. Ketika memasuki *planning*, siswa sangat antusias saat menggambar orang spesial dalam hidupnya, agar siswa tidak terlalu lama menghabiskan waktu untuk menggambar, peneliti kemudian memandu siswa untuk menggunakan *clustering* untuk mengingat hal-hal tentang orang spesial mereka. Ketika memasuki *outlining*, siswa tampak kebingungan, peneliti kemudian berkeliling kelas dan membantu siswa yang kesulitan. Siswa kemudian mulai menulis draft pertama, sebagian besar siswa tampak mulai lebih serius dan kelas menjadi hening, kemudian setelah beberapa lama siswa yang telah selesai lebih dulu mulai ramai. Setelah semua siswa selesai, peneliti langsung menjelaskan tentang *peer editing* dan arti tanda-tanda *editing marks* yang harus digunakan. Aktivitas latihan mengedit teks terpaksa dilewati karena menurut perkiraan waktu tidak akan cukup. Siswa kemudian bekerja secara berpasangan dengan teman sebangku mereka dan saling mengoreksi pekerjaan mereka. Beberapa siswa yang kemampuannya diatas rata-rata sama sekali tidak merasa kesulitan tapi sebagian kecil siswa yang kemampuannya dibawah rata-rata masih sangat kebingungan, peneliti harus memandu dan memberi contoh kepada siswa-

siswa yang masih kesulitan. Sebelum siswa menulis draft hasil revisi, jam pelajaran telah habis. Peneliti terpaksa meminta siswa untuk menulis draft revisi mereka di rumah dan kemudian menutup pelajaran. *"Thanks for your great works today class, see you tomorrow" "see you miss Saila"*

Vignette 2

Try-out of unit 2 (First Meeting)
Place : Class VIII C SMP N 6 Yogyakarta
Date : April 18th, 2013
Time : 07.00 - 08.20 WIB

Tepat pukul 07.00 pelajaran dimulai, ketika peneliti masuk beberapa siswa masih melaksanakan piket kebersihan kelas, menyapu dan lain-lain. Waktu pelajaran tersita sekitar 5 menit untuk menyelesaikan piket kebersihan. Setelah itu peneliti memulai pelajaran *"Good morning class, how are today?" "good morning miss Saila, I'm fine and you?" "I'm fine too, thank you" "before we start our lesson, let's say our prayer, shall we? Amin".* Peneliti kemudian memeriksa absensi dan kemudian berkeliling memeriksa hasil pekerjaan teks deskriptif beberapa siswa. *"Did you do the homework?".* Setelah itu peneliti mulai membahas unit 2 *"Today, we are going to learn about something new, please open Unit 2*" "Halaman berapa miss?" "Kan gak ada halamannya miss" "iya, buka yang halaman ini ya?" Siswa kesulitan untuk mencari unit 2 karena materi telah dijadikan modul tanpa memberi nomer halaman. Setelah semua siswa membuka unit 2, "Tau gak kita sekarang mau belajar apa?" *"holiday miss?" "yes, where did you spent your last holiday?"* satu persatu aktivitas diselesaikan secara bersama-sama dan lancar. Aktivitas yang paling terlihat susah diselesaikan oleh siswa adalah bagian latihan pada *grammar zone*, karena siswa belum menguasai kata kerja lampau. Ketika memasuki *guided writing*, siswa mulai bekerja berkelompok dan suasana menjadi sedikit ribut. *"Now,we shall go on to the next acitivity, you have to work in groups*, sekarang buat kelompok dulu ya?" "berapa orang miss?"

"four" "lima boleh miss?" "ini sisanya tinggal tiga anak miss" setelah siswa membentuk kelompok, mereka mulai tenang dan bekerja dalam kelompok. Ternyata *guided writing* memakan waktu yang cukup lama, meskipun masih ada beberapa siswa yang sibuk sendiri dan tidak berkontribusi dalam kerja kelompok sebagian besar siswa terlihat serius bekerja dengan kelompoknya. Setelah semua kelompok menyelesaikan tulisan mereka, bel berbunyi dan kegiatan tidak bisa diteruskan. Peneliti menutup pelajaran *"Time is up class, we"ll do the rest of the unit in the next meeting, see you class" "see you"*

Vignette 3

Try-out of unit 2 (Second Meeting)
Place : Class VIII C SMP N 6 Yogyakarta
Date : May 1st, 2013
Time : 07.00 - 08.20 WIB

Pelajaran dimulai, peneliti membuka pelajaran *"Good morning class, how are you?" "good morning miss Saila, I'm fine and you?" "I'm fine too" "do you bring the materials?" "yes, miss" "Let's say our prayer, can anyone lead the prayer please?"* "berdoa mulai" "selesai". Peneliti kemudian memeriksa absensi secara singkat. Kegiatan kelas hari ini berfokus pada *independent writing* pada unit 2. Karena libur saat UN untuk kelas 3, siswa sepertinya agak lupa dengan materi yang disampaikan pada pertemuan sebelumnya, peneliti kemudian *mereview* materi sebelumnya. *"do you remember what we have learnt in the last meeting?* kemaren kita belajar *recount texts* kan? *What is the function of recount text?"* "menceritakan pengalaman dimasa lalu miss" beberapa orang siswa menjawab *"yes, good*. Kemaren kan juga kalian juga udah belajar nulis *recount text* secara berkelompok, sekarang kita mau nulis lagi tapi secara individu" "yaahh miss" siswa tampak bosan karena materi menulis dilaksanakan secara terus-menerus, peneliti berusaha memotivasi siswa "iya, ayo kalian boleh tulis pengalaman liburan yang paling berkesan buat kalian, kalian pernah liburan

kemana aja?" siswa satu persatu mnyebutkan tempat liburan favorit mereka. *"now, let's write down what you remember about your holiday, you can use the space in this page,* pokoknya tulis apa aja yang adek inget dan muncul dipikiran adek tentang liburan tersebut*"* peneliti memandu siswa memulai kegiatan *planning*, setelah siswa menulis note mereka tentang liburan, siswa menceritakan liburan secara berkelompok dan menambah catatan sesuai pertanyaan dari teman kelompok. Dalam diskusi tersebut siswa memakai bahasa Indonesia, catatan pun bercampur antara bahasa Inggris dan bahasa Indonesia. Siswa kemudian membuat outline, karena sudah pernah membuat outline sebelumnya pada unit 1, siswa tampak lebih mengusai, siswa kemudian menulis draft pertama dan melakukan *peer editing.* Hal itu memakan waktu yang lama sampai jam pelajaran hampir habis *"okay class, finish your work at home, now let's close our lesson, so what have we learnt today?"* "nulis miss" *"yes, today we have wrote our nice holiday, is it fun?" "yes, miss" "thanks for your hard works today, see you class" "see you"*

Vignette 4

Try-out of unit 3 (First Meeting)
Place : Class VIII C SMP N 6 Yogyakarta
Date : May 2nd, 2013
Time : 07.45 - 08.45 WIB

Hari ini pada jam pertama diadakan upacara hari pendidikan nasional, dan tiap jam pelajaran di kurangi 10 menit. Hal itu sangat menyulitkan *try-out* karena waktunya sangat terbatas. Peneliti kemudian terpaksa memadatkan kegiatan. Setelah siswa selesai upacara dan memasuki kelas, peneliti membuka pelajaran dan memeriksa absensi secara singkat. *"Good morning class" "Good morning miss Saila" "How are you today?" "Fine" "Okey, let's start our lesson"* "yaah miss masih males" beberapa siswa tampak masih lelah dan malas karena baru selesai melaksanakan upacara "okey, sambil istirahat gak apa-apa, coba dibuka

unit 3 ya?" siswa tampak sibuk menambil modul dari tas dan membuka unit 3. *"Look at the pictures class, what do you think about the pictures?"* "dongeng miss?" *"Yes, today we're going to learn about stories"* "nulis cerita miss?" "yaah kok nulis terus sih miss?" "iya, tapi hari ini kan nulis cerita, jadi pasti asyik deh" *"What's your favorite story?"* beberapa siswa menyebutkan cerita favorit mereka "ceritanya gimana?" "nah, *on the first page of unit 1, we have an interesting story, I want you to read the story,* berpasangan ya? Kalo ada kata-kata yang susah boleh tanya sama temennya ato sama miss Saila" Siswa membaca berpasangan dengan teman sebangkunya dan ketika menemukan kata-kata sulit siswa bertanya pada peneliti. Coba teksnya itu tadi tentang apa?" "*Beauty and the Beast"* peneliti kemudian menjelaskan tentang *narrative texs* dan *past continues tense* kemudian mengarahkan siswa untuk mengerjakan aktivitas satu persatu karena waktu yang terbatas, siswa diminta untuk mngerjakan aktivitas secara mandiri dan meminta penjelasan ketika menemukan kesulitan. Kemudian ketika memasuiki *guided writing,* siswa berkelompok dan seperti biasa ketika berkelompok siswa menjadi sedikit ribut. Kemudian sebelum siswa menyelesaikan *guided writing*, jam pelajaran telah habis. Peneliti kemudian menutup pelajaran.

Vignette 5

Try-out of unit 3 (Second Meeting)

Place : Class VIII C SMP N 6 Yogyakarta

Date : May 8th, 2013

Time : 07.00 - 08.20 WIB

Jam pelajaran dimulai tepat pukul 07.00, peneliti langsung membuka pelajaran, memeriksa absensi dan memperkenalkan topik *"Hello class, good morning" "Good morning" "How are today?" "Fine" "How is your group works?"* "Belum selese miss" "Loh kok belum slese, why?" "Gak ada waktu buat kelompokan miss" "Okey gak apa-apa, *today we're going write our own story*" sekarang coba inget lagi judul cerita favorit kalian, terus apa yang kamu inget

tentang cerita tersebut, kalian juga boleh membuat cerita kalian sendiri dengan imaginasi kalian, kalian bisa membuat cerita yang bagus. Gunakan halaman kosong ini untuk menuliskan apa yang kalian ingat tentang cerita tersebut ya?" "Okey miss" setelah itu siswa membuat *outline* cerita tersebut, dan ternyata *listing* tidak terlalu bermanfaat untuk siswa dalam merencanakan sebuah *story* karena siswa tidak menuliskan apa saja yang diperlukan dalam cerita seperti setting, karakter dan jalan cerita. Cara *listing* tidak terlalu tepat untuk menulis cerita bagi siswa. Meskipun siswa kesulitan, siswa dapat menyelesaikan *outline* mereka, peneliti berkeliling untuk mengontrol dan membantu siswa. Kemudian siswa menuliskan *draft* pertama mereka, menuliskan *outline* kedalam *draft* adalah kegiatan yang memakan waktu yang paling lama kemudian setelah itu siswa melakukan *peer editing*. Peneliti memperkenalkan dan menjelaskan *editing marks* yang baru dengan mereview sedikit materi pada *grammar zone* dan *developing writing skills* yang dipelajari sebelumnya. Setelah selesai *peer editing*, peneliti terpaksa tidak bisa memberikan kesempatan untuk menuliskan draft akhir karena jam pelajaran telah habis. Peneliti kemudian menutup pelajaran. *"okay class, "thanks for your hard works today, see you class" "see you"*

APPENDIX 11

PHOTOGRAPHS

THE PHOTOGRAPHS OF THE PROCESS

OF THE TRY – OUT

The researcher is giving explanation.

The students are doing individual tasks.

The researcher is helping and guiding the students to do the tasks.

The students are working in groups.

The students are writing their first drafts.

The students are doing peer editing.

APPENDIX 12

LETTERS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

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FRM/FBS/33-01
10 Jan 2011

Nomor : 0355c/UN.34.12/DT/IV/2013 9 April 2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Writing Materials for the Second Year Students of SMP N 6 Yogyakarta in 2012/2013 Academic Year

Mahasiswa dimaksud adalah :

Nama : SAILA MAKWATUL AMRINA
NIM : 09202241064
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2013
Lokasi Penelitian : SMP N 6 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I Bidang Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA[362]
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/3025/V/4/2013

Membaca Surat	:	Kasubbag. Pendidikan FBS UNY	Nomor	:	0355c/UN.34.12/ DT/IV/2013
Tanggal	:	09 April 2013	Perihal	:	Ijin Penelitian

Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama	:	SAILA MAKWATUL AMRINA	NIP/NIM	:	09202241064
Alamat	:	KARANGMALANG, YOGYAKARTA			
Judul	:	DEVELOPING WRITING MATERIALS FOR THE SECOND YEAR STUDENTS OF SMP N 6 YOGYAKARTA IN 2012/2013 ACADEMIC YEAR			
Lokasi	:	SMP N 6 YOGYAKARTA Kota/Kab. KOTA YOGYAKARTA			
Waktu	:	09 April 2013 s/d 09 Juli 2013			

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 09 April 2013
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

PEMERINTAH DAERAH ★ SETDA ★ DAERAH ISTIMEWA YOGYAKARTA

Hendar Susilowati, SH
NIP. 19580220 198503 2 003

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan

PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682
EMAIL : perizinan@jogjakota.go.id EMAIL INTRANET : perizinan@intra.jogjakota.go.id

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SURAT IZIN

NOMOR : 070/1025
0016/34

Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/3025/V/4/2013 Tanggal :09/04/2013

Mengingat :
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Diijinkan Kepada :
Nama : SAILA MAKWATUL A. NO MHS / NIM : 09202241064
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Jamilah, M.Pd.
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING WRITING MATERIALS FOR THE SECOND YEAR STUDENTS OF SMP N 6 YOGYAKARTA IN 2012/2013 ACADEMIC YEAR

Lokasi/Responden : Kota Yogyakarta
Waktu : 09/04/2013 Sampai 09/07/2013
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan :
1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Dikeluarkan di : Yogyakarta
pada Tanggal : 10-4-2013

Tanda tangan
Pemegang Izin

SAILA MAKWATUL A.

An. Kepala Dinas Perizinan
Sekretaris

ENY RETNOWATI, SH
NIP. 196103031988032004

Tembusan Kepada :
Yth. 1. Walikota Yogyakarta(sebagai laporan)
2. Ka. Biro Adminsitrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMP Negeri 6 Yogyakarta

PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SMP NEGERI 6 YOGYAKARTA
Jalan RW Monginsidi 1, Telepon (0274) 512268
YOGYAKARTA 55233

SURAT KETERANGAN

Nomor : 070/ 197

Yang bertanda tangan di bawah ini :

Nama	: RETNA WURYANINGSIH, SPd
NIP	: 19690726 199512 2 003
Pangkat/Gol	: Pembina IV/a
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama	: SAILA MAKWATUL A
NIM	: 09202241064
Jurusan	: Fakultas Bahasa dan Seni UNY

Telah melakukan penelitian di SMP Negeri 6 Yogyakarta untuk judul proposal : DEVELOPING WRITING MATERIALS FOR THE SECOND YEAR STUDENTS OF SMPN 6 YOGYAKARTA IN 2012/2013 ACADEMIC YEAR pada tanggal 17 April – 08 Mei 2013.

Demikian keterangan ini dibuat untuk dapat digunakan seperlunya.

Yogyakarta, 08 Mei 2013
Kepala sekolah

PEMERINTAH KOTA YOGYAKARTA
SMP NEGERI 6
DINAS PENDIDIKAN

RETNA WURYANINGSIH, SPd
NIP 19690726 199512 2 003