

**DEVELOPING CULTURE-BASED SUPPLEMENTARY READING  
MATERIALS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH  
SCHOOL**

**A Thesis**

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



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**2015**

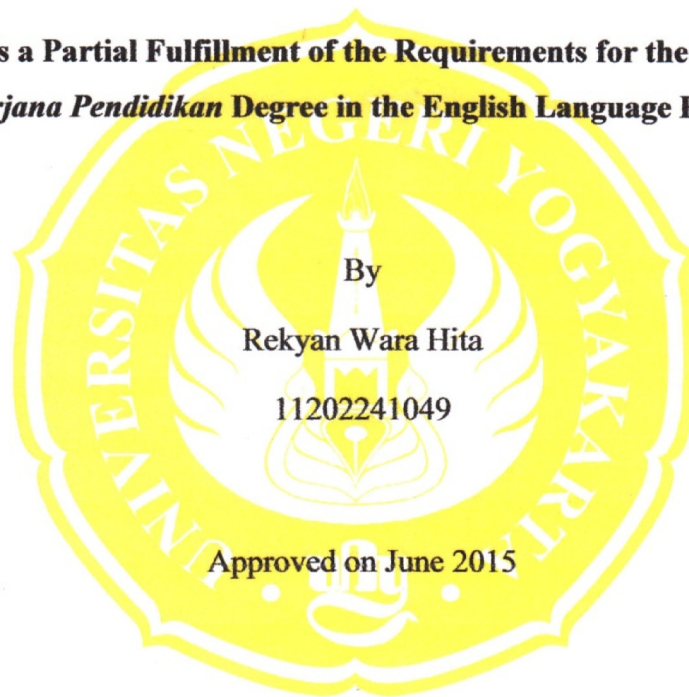


**APPROVAL SHEET**

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## RATIFICATION

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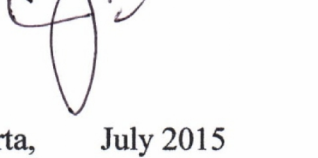
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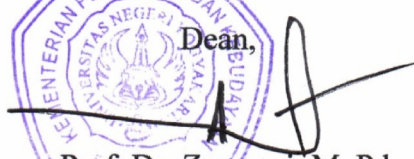
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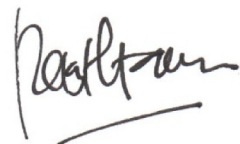
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Materials for Grade Eight Students of Junior High School*

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

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

Yogyakarta, 14 Juli 2015

Penulis,



Rekyan Wara Hita

## **DEDICATIONS**

I dedicate this thesis to:

My beloved parents, Suparwo, BA and Dyah Ayu Ambarwati

## **MOTTOS**

**Suro diro jayani kanangrat swuh brasta dening tekap polah dharmaning pangastuti.**

**-Anonymous-**

**Patience, persistence and perspiration make an unbeatable combination for success.**

**-Napoleon Hill-**

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I realize that this thesis is far from being perfect. Thus, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 14 July 2015

The Writer



Rekyan Wara Hita

## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>RATIFICATION .....</b>	<b>iii</b>
<b>PERNYATAAN .....</b>	<b>iv</b>
<b>DEDICATIONS .....</b>	<b>v</b>
<b>MOTTOS .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURES .....</b>	<b>xvii</b>
<b>ABSTRACT .....</b>	<b>xviii</b>

### **CHAPTER I INTORDUCTION .....1**

A. Background of the Problems .....	1
B. Problems Identification .....	4
C. Limitation of the Problems .....	6
D. Formulation of the Problems .....	6
E. Objectives of the Development .....	6
F. Specification of the Products .....	7
G. Significances of the Study .....	7

### **CHAPTER II REVIEW OF RELATED THEORIES .....9**

A. Theoretical Review .....	9
1. Teaching Reading in English Learning .....	9
a. Characteristics of Junior High School Students .....	9
b. Teaching Reading to Junior High School .....	10
2. Reading .....	12
a. The Nature of Reading .....	12
b. Macro and Micro-Skills of Reading .....	13



c. Types of Classroom Performances .....	14
d. Extensive Reading .....	16
e. Principles of Teaching Reading .....	18
3. Needs Analysis .....	19
4. Culture .....	20
a. An Emerging View of Culture .....	20
b. Culture-Based .....	21
1. Culture-Based Learning (CBL) .....	21
2. The Use of Culture in Language Teaching .....	24
5. Learning Materials .....	26
a. Definition of Materials .....	26
b. Materials Development .....	26
c. Supplementary Materials .....	27
1. Definition of Supplementary Materials .....	27
2. Advantages of Supplementary Materials .....	27
d. Culture-Based Materials .....	29
e. The Principles in Designing Materials .....	31
f. Criteria of Good Materials .....	33
B. Review of Related Study .....	34
C. Conceptual Framework .....	35
D. Research Questions .....	36
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>37</b>
A. Model of Development .....	37
B. Procedure of Development .....	37
C. Design of Product Testing .....	41
1. Testing Design .....	41
2. Subject Design .....	41
3. Technique and Instrument of Data Collection .....	42
a. Data Collection Techniques .....	42
b. Data Collection Instrument .....	42

c. The Validity and Reliability of the Instruments .....	50
D. The Technique of Data Analysis .....	50
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>54</b>
A. Result of the Development .....	54
1. The Needs Analysis .....	54
a. The Result of the Questionnaire for the Grade Eight Students .....	56
A. The Description of Students' Profile .....	56
B. The Descriptions of the Students' Needs .....	57
b. The Result of the Interview with the Students .....	72
2. The Course Grid .....	78
a. Planning .....	78
b. Developing the Course Grid .....	79
c. The Description of the Course Grid of Culture-Based Supplementary Reading Materials .....	82
3. The Format of the Activities .....	87
a. The Course Grid, Supplementary Reading Book and Teacher's Guide Book .....	87
b. The Outline of the Supplementary Reading Book and the Teacher's Guide Book .....	89
c. The Description of the Supplementary Reading Book and the Teacher's Guide Book .....	96
B. Result of the Product Testing .....	101
a. The Result of Expert Judgement .....	101
1. The Result of the Expert Judgement of Unit 1 .....	101
2. The Result of the Expert Judgement of Unit 2 .....	105
3. The Result of the Expert Judgement of Unit 3 .....	109
b. Implementation of the Second Draft of Culture-Based Supplementary Reading Materials .....	112
c. The Result of the Questionnaire for the Students .....	114

A. Material Aspect .....	114
B. Instructional Aspect .....	115
C. Media Aspect .....	115
c. The Result of the Interview with the Students .....	117
A. Materials .....	117
B. Instruction .....	119
C. Media .....	120
d. The Result of the Questionnaire for the Respondents .....	122
A. Material Aspect .....	122
B. Instructional Aspect .....	123
C. Media Aspect .....	123
e. The Result of the Interview with the Respondents .....	125
C. Product Revision .....	127
1) Revision from the Expert Judgement .....	127
2) Revision from the Implementation .....	128
a. Supplementary Reading Book .....	128
b. Teacher's Guide Book .....	129
D. Analysis of the Latest Product .....	130
1. Materials .....	130
2. Activities .....	131
3. Instructions .....	132
4. Media .....	133
E. Research Constraint .....	134
<b>CHAPTER V CONCLUSION AND RECOMMENDATION .....</b>	<b>135</b>
A. Conclusions about the Product .....	135
1. The Reading Target Needs .....	135
2. The Learning Needs .....	136
3. The Characteristics of the Appropriate Culture-Based Supplementary Reading Book .....	137
B. Recommendations of the Product Use .....	138

1. Recommendation for the English Teachers .....	138
2. Recommendation for the Materials Developers .....	139
3. Recommendation for the Course Book Writers .....	140
4. Recommendation for the Students of English Education Department .....	140
<b>REFERENCES .....</b>	<b>141</b>
<b>APPENDICES .....</b>	<b>145</b>
APPENDIX A Course Grid .....	146
APPENDIX B Instrument of the Needs Analysis .....	147
APPENDIX C The Result of the Needs Analysis .....	148
APPENDIX D The Instrument of the Book Evaluation .....	149
APPENDIX E The Result of the Book Evaluation .....	150
APPENDIX F The Instrument of Expert Judgement .....	151
APPENDIX G The Result of Expert Judgement .....	152
APPENDIX H Interview Transcript .....	153
APPENDIX I Description of the Tasks .....	154
APPENDIX J Field Notes .....	155
FIRST DRAFT .....	156
FINAL DRAFT .....	157

## LIST OF TABLES

Table	Page
Table 1	Core Competence and Basic Competence of Reading Skill for Eight Grade Students of Junior High School .....11
Table 2	The Description of the Subject of the Study .....41
Table 3.1	The Organization of the Questionnaire for the Students .....44
Table 3.2	The Organization of the Interview Guideline for the Students .....47
Table 3.3	The Organization of the Interview Guideline for the Teacher .....45
Table 3.4	The Organization of the Questionnaire for the Students .....45
Table 3.5	The Organization of the Questionnaire for the Teacher and Expert .....47
Table 3.6	The Organization of the Interview Guideline for the Students .....48
Table 3.7	The Organization of the Interview Guideline for the Teachers .....49
Table 4	Data Conversion Table .....52
Table 4.1	Data Conversion Table for Expert Judgement .....53
Table 5	Data of the students in Class VIII C .....56
Table 6.1	Result of the Question Number 1 .....57
Table 6.2	Result of the Question Number 2 .....58
Table 6.3	Result of the Question Number 5 .....58

Table 6.4	Result of the Question Number 15 .....	59
Table 6.5	Result of the Question Number 18 .....	60
Table 6.6	Result of the Question Number 10 .....	60
Table 6.7	Result of the Question Number 3 .....	62
Table 6.8	Result of the Question Number 14 .....	62
Table 6.9	Result of the Question Number 4 .....	63
Table 6.10	Result of the Question Number 6 .....	64
Table 6.11	Result of the Question Number 7 .....	65
Table 6.12	Result of the Question Number 8 .....	65
Table 6.13	Result of the Question Number 9 .....	66
Table 6.14	Result of the Question Number 11 .....	67
Table 6.15	Result of the Question Number 12 .....	67
Table 6.16	Result of the Question Number 13 .....	68
Table 6.17	Result of the Question Number 14 .....	69
Table 6.18	Result of the Question Number 16 .....	70
Table 6.19	Result of the Question Number 17 .....	70
Table 6.20	Result of the Question Number 19 .....	71
Table 6.21	Result of the Question Number 20 .....	71
Table 7	The Components of the Course Grid .....	80
Table 8.1	The Outline of the Supplementary Reading Book .....	89
Table 8.2	The Outline of Teacher's Guide Book .....	93

Table 9.1	The appropriateness of Content for Unit 1 .....	102
Table 9.2	The appropriateness of Language for Unit 1 .....	103
Table 9.3	The appropriateness of Presentation for Unit 1 .....	103
Table 9.4	The appropriateness of Graphic for Unit 1 .....	104
Table 9.5	The appropriateness of Content for Unit 2 .....	105
Table 9.6	The appropriateness of Language for Unit 2 .....	106
Table 9.7	The appropriateness of Presentation for Unit 2 .....	107
Table 9.8	The appropriateness of Graphic for Unit 2 .....	108
Table 9.9	The appropriateness of Content for Unit 3 .....	109
Table 9.10	The appropriateness of Language for Unit 3 .....	110
Table 9.11	The appropriateness of Presentation for Unit 3 .....	111
Table 9.12	The appropriateness of Graphic for Unit 3 .....	112
Table 10.1	The Result of the Material Aspect .....	114
Table 10.2	The Result of the Instructional Aspect .....	115
Table 10.3	The Result of the Media Aspect .....	115
Table 10.4	Average Score of the Book Evaluation .....	116
Table 11.1	The Result of the Material Aspect from the Respondents .....	122
Table 11.2	The Result of the Instructional Aspect from the Respondents .....	122
Table 11.3	The Result of the Media Aspect from the Respondents .....	123
Table 11.4	Average Score of the Book Evaluation from the	

	Respondents .....	124
Table 11.5	Average Score of the Book Evaluation .....	126
Table 12.1	Product Revision from the Expert Judgement.....	127
Table 12.2	The Revision of Supplementary Reading Book.....	127
Table 12.3	The Revision of Teacher's Guide Book.....	128



## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure 1	The model of the research procedure .....38
Figure 2	The Outline of the Cover of the Student Book .....88
Figure 3	The Outline of the Content of the Student Book .....88
Figure 4	The Outline of the Cover of Teacher's Guide Book .....89
Figure 5	The Outline of the Content of Teacher's Guide the Book .....89

# **DEVELOPING CULTURE-BASED SUPPLEMENTARY READING MATERIALS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL**

**Rekyan Wara Hita**  
**11202241049**

## **ABSTRACT**

The objective of this research is to develop culture-based supplementary reading materials for grade eight students of Junior High School. This study was concerned with how to provide culture-based supplementary materials for English teaching and learning process especially in reading skill.

The study was educational Research and Development (R & D). The procedures of the study were conducting the needs analysis, writing the course grid, developing the culture-based supplementary reading materials, getting expert judgement and evaluating the culture-based supplementary reading materials, revising and writing the final draft of the culture-based supplementary reading materials. Two types of questionnaire were used to collect data. The data of both questionnaires were analyzed quantitatively through descriptive statistics. The first questionnaire was made to obtain the data for the needs analysis while the second questionnaire was used to obtain the data about the appropriateness of the materials through the expert judgement and implementation. The respondents of the research were 10 people, consisting of 2 English teachers and 8 students of English Education Department of UNY.

The result of the needs analysis showed that the students needed materials for reading which were attractive and interesting and based on their study background. The product of this study is reading materials entitled Culture-Based Supplementary Reading materials completed with teacher's guide book. The teacher's guide book is completed with an answer key. The culture-based supplementary reading materials consist of three units. Each unit has 18 tasks and it consists of three stages. Those three stages are pre-reading activities, while-reading activities, post-reading activities. Based on the analysis of the data from the expert judgment, the mean score of all aspects of the three developed units, in the scales of 1-4, is 3.68 which is in the range of  $3.25 \leq x \leq 4$  and can be categorized as "Very Good". The result of the data computation of implementation shows that the developed culture-based supplementary reading materials is categorized as very good as the percentage from the students is 89,273% and the percentage from respondents is 84,12%. Thus, it can be concluded that the culture-based supplementary reading materials have been appropriate for grade eight students of Junior High School.

**Keywords:** Culture-Based Supplementary Reading Materials, Teacher's Guide Book, Teaching Reading in Junior High School

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problems**

Nowadays, teaching English in Indonesia is usually preferred focusing information in written form rather than oral, so that people can absorb more knowledge by reading. Junior High School students are several people who are willing to seek information through it. Koda (2005) states that reading is a very important skill in learning English because without a good reading skill, one cannot acquire many kinds of information printed in the form of media such as bulletin, magazine or newspaper. The students entering the Junior High School encounter the fact that more reading is required in these grades, and thus there is a greater need for effective skills in reading.

Junior High School students need varied reading materials and tasks to enrich their reading skills. Textbooks are not enough for them in learning the lesson, so they need additional materials in order to supplement the textbook or the course book. The students need something new to arouse their interest in the classroom. Moreover, rich reading materials will help them in complementing the course book and help the teachers in making the teaching and learning process becoming more interesting and effective.

In addition, varied materials and tasks are the most powerful source in language input; therefore, teachers should have plenty input to teach the students in order to make them understand about what is being taught. Input are sentences

that you read and listen to and materials are the input for the students in learning the language. In learning the second language, the students need a lot of input including oral and written input. Moreover, teachers should know that the input is comprehensible for the students and helps them in learning the language.

To make the students comprehend the input, the materials and the tasks should be interesting and clear. Nowadays, students preferred using technology rather than the conventional method. Kasper (2003) says that technology is very important in the development of children's literacy. In this sense, the use of ICT in the English classroom gives the students opportunity to explore the language of the text more creatively and the publication is easily shared. Therefore, varied materials and tasks in reading should use ICT to gain the students' motivation.

Beside the ICT based materials, it is obvious that students are motivated if the material is similar with their prior knowledge to support their ability in expressing in learning foreign language. Adapting the local culture in the materials is one of the ways in helping the students to learn the language. The students have prior knowledge about their local culture, so that they can comprehend the materials well.

Considering the fact that materials are the prominent input of acquiring knowledge and culture, in the communication, students are expected to be able to express information, thoughts, feelings, and also to appreciate cultures and develop science and technology. The appreciation of culture is already being part of the expectation along with other competencies. The considerations of involving

culture in the educational process are because it contains the moral and close to students' life in the society.

Koentjaraningrat (2000) formulates culture as a whole system of ideas and actions; people work in order to become a society that belongs to the study. In this sense culture is an essential element of a comprehensive input in education. Moreover, Slavin (2009) states that by the time children enter school, they have absorbed many aspects of the culture in which they were raised, such as language, beliefs, attitudes, ways of behaving, and food preferences. From that consideration, Slavin also says that understanding students' background is vital for effectively teaching both academic material and the behaviours and expectations of the school.

Based on the considerations above, appropriate reading materials are needed for the students in the teaching and learning process. In fact, the existing curricula and instructional materials did not properly address the students' needs in reading. Moreover, the existing books did not provide adequate materials which suit with the syllabus and the students still need supplementary reading materials to enrich their skills. In addition, teachers are the best designers of material as they know their students well and that they are be able to design materials that suit the students' need and interests in learning and acquiring new information. Therefore, this study is intended to provide the solution to the above mentioned problems by providing supplementary materials needed to improve the students' reading mastery by conducting Research and Development.

## **B. Problems Identification**

Based on the observation, several problems related to reading skills are found. There are many factors influencing the language teaching and learning process. One of which is the material used by the teachers and the learners. Materials help the teacher to teach the students and to guide them knowing what they have to learn. It also helps the learner more understand what is being taught and absorb the content easily.

To make the learners understand about the content, of course, there are good materials provided to them in the teaching and learning process. In other words, the first thing which the learners need is input. Good materials are good input for the students and those which meet the students' needs and interests. Those materials can gain the students' motivation in learning and relevant to their real life. In fact, the teachers did not have plenty input for the students. Thus, they failed to gain the students' attention and to expose the materials.

Materials which are used by the teachers to teach the learners are in the written form. The written materials include the students' book and the teachers' book. Unfortunately, the book does not meet the students' needs and interests especially on the reading skill. Based on the content, the book only provides reading materials which the students are not interested on the topics.

In addition, the book for eighth grade of Junior High School students designed based on the Curriculum 2013 is not available yet. Moreover, there are still no supplementary materials for the students to enrich their reading skill. Supplementary learning materials are any and all non textbook resources students

and teachers use to facilitate student learning. Of course, wide variety reading materials play an important role in the learning process to help the students encourage independent access to information.

On the other hand, the existing reading materials were already contained a lot of pictures and illustrations, but unfortunately, the pictures and illustration were not colourful and the pictures failed in gaining students' attention and interest. They found it difficult to catch the information because the text is out of their culture, so they had less ability in answering questions which were given after reading section had been done. Moreover, the tasks were not varied because of the conventional way and students need modern way such as ICT-based to gain their interests. These conditions made them felt bored when joining the reading class.

Besides, it seems that not all teachers are able to design their own materials met the students' needs. Teachers should concern in developing ELT material with the students' characteristics and the local culture on that material. This suggests that the local culture should be adapted to replace the target culture. It can trigger the students to learn English because they have prior knowledge related with the ELT material as Zhang Xue-Wei & Yan Ying-Jum (2006) states that the cultural background knowledge plays an important role in reading comprehension.

Furthermore, culture-based materials in the students' book can make students aware of their local culture and can introduce their local culture using English to foreigners. In the result, the reading materials, therefore, were

developed based on the needs and the interest of eighth grade Junior High School students and it can stimulate their motivation with culture-based materials.

### **C. Limitation of the Problems**

In reference to the background and identification of the problem above, this study deals with developing culture-based supplementary reading materials for eighth grade of Junior High School students in the second semester.

### **D. Formulation of the Problems**

Based on the background, identification and limitation of the problems, the research problems can be formulated as follows:

1. What are the reading target needs of grade eight students of Junior High School?
2. What are the learning needs of grade eight students of Junior High School?
3. What are the appropriate supplementary reading materials for grade eight students of Junior High School?

### **E. Objectives of the Development**

The study has some objectives that cope with learners and English materials.

Those objectives are:

1. To describe the reading target needs of grade eight students of Junior High School.



2. To describe the learning needs of grade eight students of Junior High School.
3. To design the appropriate culture-based supplementary reading materials for the grade eight students of Junior High School.

#### **F. Specification of the Products**

The results of the products are in the form of:

1. Course Grid
2. Supplementary Reading Book
3. Teacher's Guide Book
4. Answer Key

#### **G. Significances of the Study**

The study has significant contribution theoretically and practically for:

1. Eighth grade students of Junior High School

The results of this research are aimed at providing useful input for students to have more practice in using their reading skills.

2. The English teachers of Junior High School

The results of this research are expected to be one of the resources to inspire teachers of Junior High School in developing appropriate materials for their students in order to improve their English teaching and learning process.

### 3. Materials developers

The results of this research are great use for materials developers in developing specific materials that meet students' needs.

### 4. Education researchers

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion. The researcher can be S1 or S2 student.

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

#### **A. Theoretical Review**

##### **1. Teaching Reading in English Learning**

###### **a. Characteristics of Junior High School Students**

It is important for the teachers knowing and understanding the students' characteristics. Students are unique in their transactional nature. They may study hard, but later they feel bored and they will study again next time. Teachers will notice that some students are able to focus for only half an hour and others can do it for one and a half hours. Some are ready to move from the concrete to discussion of abstract ideas, while others are lost. This is why teachers should know the students' characteristics to guide them in making instructional decisions appropriate for the students' grade level.

According to Harmer (2002), teenagers are they who are engaged, have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them. In this sense, middle school students are enjoy the teaching and learning process when they are interested to the materials, method and the environment of the class. If the teachers are failed in creating the interesting learning environment, consequently, the students will lost their attention and attraction.

## **b. Teaching Reading to Junior High School**

Reading is one of the important skills which have to be taught to the students. Moreover, teaching cannot be separated from the language learning. Brown (2007) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in study or something, providing with knowledge, causing to know or understand.”

Junior high school students are at adolescent age. Brown (2001) says that the teens are an age of transition, confusion, self consciousness, growing and changing bodies and minds. In this definition, Junior High School students are in the age where they can build their own strategies to make them understand what is being taught by the teacher. They may feel bored when they were in the class or make some noisy to gain some attention to others. The boredom is the main reason of the problem in the class. Therefore, teachers should make interesting materials to make them happy and enjoy learning in the classroom.

To achieve that, the national ministry of education has arranged regulation which standardized the national curriculum. The national curriculum of Indonesia is Curriculum 2013. This new curriculum is the continuation of competency based curriculum. The main characteristic of this curriculum is the emphasis on character education. The other characteristics of Curriculum 2013 are the content which consists of competences in the form of core competences (Kompetensi Inti / KI) and the basic competences (Kompetensi Dasar / KD); the existence of attitude, knowledge and skill aspect in the core competences and the use of scientific approach to teach all the lessons.

The following table shows the core competence and the basic competence of reading skill for eighth grade students of Junior High School according to Curriculum 2013.

**Table 1: Core Competence and Basic Competence of Reading Skill for Eight Grade Students of Junior High School**

Core Competence	Basic Competence
3. Understanding and applying factual, conceptual, and procedural knowledge based on the curiosity of science, technology, arts, culture and events related to the visible phenomenon.	<p>3.10 Applying the structure of the text and the elements of language to perform social functions of descriptive text by stating and asking about short and simple description about people, animals, and objects based on the use of the context.</p> <p>3.12 Applying the structure of the text and elements of language to perform social functions of recount text by stating and asking about short and simple activities, incidents, and events based on the use of the context.</p> <p>3.14 Understanding the social function, the structure of the text, and linguistic elements of narrative text in the fable form based on the use of the context.</p>

The table shows that in the learning and teaching reading, the students are expected to learn about descriptive, recount and narrative text. Those can be categorized as short functional text. Students are supposed to learn how to describe something, to tell the past events and knowing about the fictive stories.

## **2. Reading**

### **a. The Nature of Reading**

Reading is also included into receptive skills besides listening which must be mastered in learning a language. It affects the other skills ability in mastering the language. As Carell (1988) defined reading as a receptive process, it is a psycholinguistic process in that it states with linguistics surface representation encoded by a writer and ends with meaning which the reader constructs. It means that the reader can build their own perspective after they read something.

According to Harmer (1985) “Reading is an exercise dominated by the eyes and the brain”. Specifically, Nunan (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that learners’ background knowledge take into account to the successfulness of reading comprehension.

Furthermore, Urhuart and Weir (1998) define reading as “the process of receiving and interpreting information encoded in language form via the medium of print.” In this sense, readers can build their own perspective or interpretation from what it is said in the printed materials. To sum up, reading is the process of creating meaning between the readers and the text in the written or printed materials.

## **b. Micro and Macro-Skills of Reading**

Brown (2004) proposes the macro and micro skills of reading.

### Micro-skills

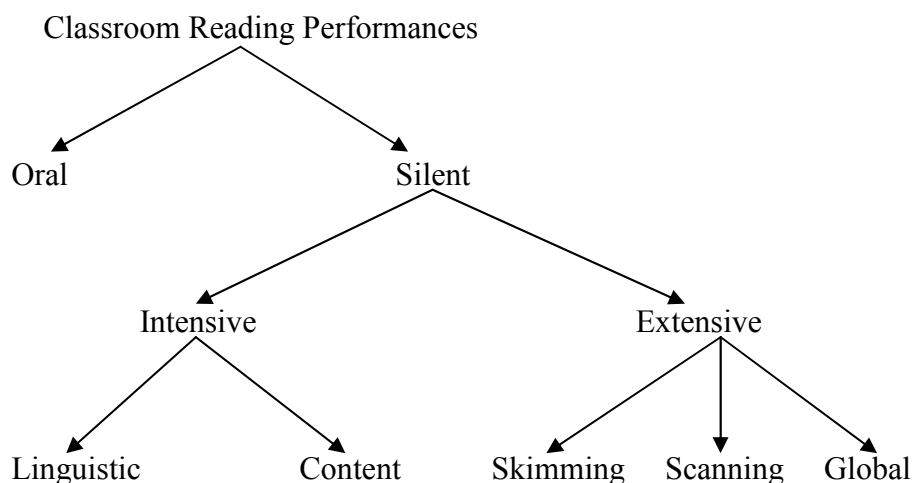
1. Discriminate among the distinctive graphemes and orthographic pattern of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement and pluralisation), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

### Macro-skills

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written texts, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. From described events, ideas, etc., infer links and connections between events deduce causes and efforts and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14. Develop and use battery of reading strategies, such as scanning and skimming detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

### c. Types of Classroom Performances

Brown (2001) classifies the types of classroom reading performance into two major categories namely oral reading and silent reading.



There are several advantages which can be taken from the oral reading. Oral reading can build the comprehension of the learners through bottom-up processing skills, check the pronunciation, and gain the students' participation to highlight a particular part of the text. Besides, oral reading also has some disadvantages including making a noisy to others and losing the students' attention.

Silent reading may be classified into intensive and extensive reading. Brown (2001) claims that intensive reading is  
 “.... usually a classroom-oriented activity i which students focus on the linguistics or semantic details of a passage. Intensive reading class the students' attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications rhetorical relationships and the like.”



There are some stages in doing a reading comprehension as David and Pearse (2002: 92-93) divide the reading comprehension into three stages. Those stages are:

### 1. Pre-reading

This stage is the introduction of the reading activity in which the students will make a preparation about what they are going to read. The teacher can give an activity for example guessing the topic, giving a visual illustration, or predicting the topics by giving some keywords.

### 2. While-reading

This stage aims to help the students understand the texts. It is the main activity of reading. The students can read the main idea of the texts, scanning and skimming the important information in the text. The important thing is that the students can understand the content of the passage. They can answer the questions and teach the other related to the text.

### 3. Post-reading

After the students understand about the content of the text, they are expected to give more information and giving their own ideas about the texts. They are not only comprehending the text, but also linking the topic with their own experiences in their real life. The teacher can make a group discussion or debate to explore the students' opinion.

#### **d. Extensive Reading**

Bamford and Day (2004) define extensive reading as an approach to language teaching in which learners read a lot of easy material in the new language. They are encouraged to stop reading if the material is not interesting or if it is too difficult. Extensive reading is usually done outside of the class time and it may be varied. This variety suggests that quantity of reading is not an absolute number of hours or pages but depends on teacher and student perceptions of how extensive reading differs from other reading classes; this will vary according to type of program, level, and other variables.

Pleasure reading is one of the examples of extensive reading. The benefit of doing extensive reading is the students can achieve an appreciation for the effective and cognitive window of reading. Extensive reading usually aims at improving the readers' knowledge and understanding about certain topics. The procedure assumes that students will enjoy reading books that they have chosen on topics of interest to them more than they will enjoy assigned readings from a reader.

There are some principles of extensive reading because extensive reading. Bamford and Day (2004) propose some principles of extensive reading as follows:

1. The reading material is easy.

This is the most important principle of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material. The students should have high proficiency

words in the reading materials rather than low proficiency words, so that they can comprehend the text well.

2. A variety of reading material on a wide range of topics is available.

Variety means that learners can find things they want to read, whatever their interests. Students are interested in reading the topic which is attracted. They will choose the topic which is relevant to them and leave the unattractive one. Therefore, the reading materials and tasks should be varied so that the activities are highly motivated.

3. Learners choose what they want to read.

One reason that many students enjoy extensive reading is that they choose what they want to read. As students are picky in reading, they can extend beyond their selection of reading materials yet they can stop reading anything that is not interesting or they find it too difficult.

4. Learners read as much as possible.

The language learning benefits of extensive reading come from the quantity of reading. The students often read a lot when they are interested in the topic and the materials are not difficult for them.

5. Reading speed is usually faster rather than slower.

The students read materials which they can easily understand and it can encourage the fluent reading. Therefore, high frequency words are needed in the

reading materials. If they meet the difficult words, they cannot open the dictionary because it will ruin their speed of reading. Their solution is they have to guess or to predict the meaning of the word based on the context.

6. The purpose of reading is usually related to pleasure, information, and general understanding.

Extensive reading encourages reading for pleasure and information. In this sense, the students enjoy the reading process without paying any attention in the detailed understanding and they only have the sufficient understanding to achieve their reading purpose.

#### **e. Principles of Teaching Reading**

There are some principles in teaching reading. Hammer (2001) proposes some principles related to teaching of reading.

1. Reading is not a passive skill
2. Students need to be understanding the arguments
3. Students should be encouraged to respond to the content of a reading text, not just to a language
4. Predicting is a major factor in reading
5. The teacher should match the task to the topic
6. Good teachers exploit reading texts to the full

### 3. Needs Analysis

To achieve the learners' needs and interests, someone should do the need analysis. Richards (2001) says that need analysis is a procedure which is used to collect the information about the learners' needs. This procedure, of course, has some steps which must be taken into account while assessing the learners. In addition, Graves (2000) explains much about needs analysis. He says that the process of needs analysis involves a set of decisions, actions, and reflections that are cyclical in nature:

1. Deciding what information to gather and why.
2. Deciding the best way to gather it: when, how, and from whom.
3. Gathering the information.
4. Interpreting the information.
5. Acting on the information.
6. Evaluating the effect and effectiveness of the action.
7. Deciding on further or new information to gather.

In line, Hutchinson and Waters (1987) differentiate between the target needs and the learning needs.

1. Target needs are what the learner needs to do in the target situation. In the target needs, there are some technical terms which are related to the target needs. Those are necessities, lacks and wants.

- a. Necessities are the types of need determined by the demands of the target situation, for example the students of junior high school might need to know the meaning of the words in order to know the content of the text.
- b. Lacks are the gap between the target proficiency and the present existing proficiency of the learners (Hutchinson and Waters 1987)
- c. Wants are the point of views of the students related to their needs are

#### **4. Culture**

##### **a. An Emerging View of Culture**

Culture according to Brown (2007a) might be defined as: “.... the ideas, customs, skills, arts, tools which characterize a given group of people in a given period of time. He further explains culture to be the “glue” that binds a group of people. Kramsch (1993) says that “Culture in language learning is not an expendable fifth skill tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard won communicative competence, challenging the ability to make sense of the world around them.” (1993)

Therefore, culture is a complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits which can support and influence the learning process of someone. Moreover, cultural familiarity gives positive effects on reading comprehension. For example, when students are

familiar with cultural norms, they make a better interpretation of the text than when they are not. With the text culturally more familiar, students can make better inferences than when they read the original.

## **b. Culture-Based**

### **1. Culture-Based Learning (CBL)**

Culture-Based Learning (CBL) is one of the contextual learning approaches which depart from the constructivism theory. Learning must be linked to the context of real life through culture in which learners are located. Culture is here covering the principles, values and practical guidelines accepted by a group of people and offered guidance in daily life.

Brooks and Brooks (1993) state that culture-based learning is based on constructivism. It creates a conducive atmosphere for learning. Teachers do not only act as speakers, but act as professionals in education who have the ability to help students to be able to do the following:

- a. Seeing the connectedness between concepts or principles in the field of knowledge with the culture within the context of new and diverse cultural community.
- b. Understand thoroughly the field of knowledge and culture in the context of communities where the learners live.
- c. Participate actively, happily and proudly to learn knowledge and culture.
- d. Creating meaning based on knowledge and prior experiences of students to implement a varied pattern of interaction in class.

- e. Understand that the culture contains a double meaning of the cultural community where students live and culture in the context of scientific fields.
- f. Have an understanding and scientific skills in perceiving everything around the lives of students.

Director General of Higher Education (2004) defines Culture-Based Learning as a strategy to create learning environment and the design of learning experiences that integrate culture as part of the learning process. Culture-Based Learning is based on the recognition of culture as a fundamental part of education; expression and communication of ideas; and the development of knowledge. Culture-Based Learning can be divided into four types, namely learning about the culture, learning with culture, learning through culture, and learning to be cultured.

Learning about the culture is placing culture as a field of science. Culture is studied in a special study program. This program contains about culture and it aims to introduce culture to the students. In this sense, culture is not integrated with other disciplines. In other words, the teachers do not involve other subject to teach about culture.

Learning with culture occurs when the culture was introduced to students as a way or method to study certain subjects. Learning with culture includes the use of various forms of cultural manifestation. In studying the culture, the culture



and its manifestations become a medium of learning in the learning process. Moreover, it becomes the context of the examples about the concept or principle in a subject, as well as the context for the application of principles or procedures in a subject.

Learning through culture is a strategy that gives students opportunity to demonstrate their understanding or meaning which is created in a subject through a variety of cultural manifestation. Learning through culture is one of the multiple representations of learning (Director General of Higher Education, 2004), or the assessment form of understanding in a variety of forms. For example, the students do not need to do a test to work on the topic of the environment, but the students can make a poster, essay, painting, song or poem that describes about the environment. They are free to express through their work on drought, floods, forest bare, beautiful mountains and the like. By analyzing the cultural products that embodied by the students, the teacher can assess the extent to which students can gain understanding of the environmental topics, and how the students animate the topic.

Learning to be cultured is a form of implementing the culture in a real life and behaviour of the students. For example, children are acculturated to always use the language of Krama Inggil on Saturday through Saturday Culture Program. Thus, the children are familiarized with the language and they preserve the language unintentionally.

There are several forms and values developed in the Culture-Based Learning. Those are local stories, dances, songs, games, foods, traditional clothes, public places, etc (Sutarno, 2004)

## **2. The Use of Culture in Language Teaching**

According to Chastain (1988), teaching culture in EFL classrooms has got a crucial role of the course. It is a well-known fact that language teaching and culture are bound and during international communications students require social and cultural awareness. As we know, language cannot be separated from the culture in which it is embedded. If we cannot be successful to draw students' attention into cultural elements, it will produce some misconceptions in the students' minds.

Tavares and Cavalcanti (1996) believe that culture and language are interrelated and language is used as the main medium through which culture is expressed. They pointed out that culture is not only present in the classroom setting but also in the language that is being taught. They also agreed that bringing cultural studies of English speaking countries closer to students will help them to better understand the language, its background and usage. When the main aim of foreign language teaching is to develop students' ability to communicate effectively and appropriately in various situations, the teaching of culture should facilitate intercultural communication and understanding.

Valeete (as cited in Stern, 1992, p. 213) summarizes the goals of culture teaching in five categories:

1. Cultural awareness, including geographical knowledge, knowledge about the contributions of the target culture to world civilization, knowledge about differences in the way of life and an understanding of values and attitudes in the second language community;
2. Command of etiquette, i.e., polite behaviour;
3. Understanding daily life, including unfamiliar conventions;
4. Understanding the cultural values, requiring the interpretation of the target culture and the learner's own culture;
5. Analysis of the target culture.

Stern (1992) also stresses on the cognitive aspect of culture teaching:

1. Knowledge about the target culture.
2. Awareness of its characteristics and differences between the target culture` and the learner's own country.
3. A research-minded outlook.
4. An emphasis on the understanding socio-culture cultural implications of language and language use.
5. Affective goals; interest, intellectual curiosity, and empathy.

## **5. Learning Materials**

### **a. Definition of Materials**

Tomlinson (1998) defines materials as something that teachers and pupils use to make the experience of learning a foreign language easy; and as “anything which is used by teachers or learners to facilitate learning of a language. It can be everything, which is deliberately used to increase the learners’ knowledge and/or experience of the language”.

Going beyond, authors such as Storey (1996) and Roth and Harama (2000) gave a hint for finding sources with cultural content because from their perspective culture can be picked up from everywhere. As a result, the developers should take into account about the learners’ needs, the relation between teaching materials to schools’ aims and objectives, the variety in class arrangement, and the connection between language, the learning process, and the learner.

### **b. Materials Development**

Tomlinson (1998:2) defines materials development as anything which is done by the writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize to supplying of information about the language in ways to designed to promote language learning.

Materials development, therefore, can be define as designing materials which is done by the writers, teachers or learners which take advantage of resources from different countries not only the English-speaking ones.

### **c. Supplementary Materials**

#### **1. Definition of Supplementary Materials**

According to McGrath (2002), supplementary materials refer to materials taken to another source or any other material that is designed for learning purposes. It means that adding something fresh in attempt to provide additional materials in order to supplement the textbooks. Supplementary materials are designed when teachers find that there are no suitable or relevant materials that can be found in the published textbooks. Supplementary materials are designed in the form of printed materials and audio-visual material.

The first step in motivating the students is to make them understand how they learn. Supplementary materials are designed to help them learning better. Not only students, teachers also need supplementary materials to teach the students to give more input to them. In line, Brown (1994) says that teachers need to supplement materials to promote motivation, which is one of the key factors in learning.

#### **2. Advantages of Supplementary Materials**

There are some advantages of supplementary materials proposed by Reddy (2003).

##### **a. Creativity**

Supplementary materials can become the students' references in the learning process. They can find varied types of activities and make them creative in doing the tasks.

b. Activities can excite students

Materials in the textbooks might not be enough for the students, so they need supplementary materials. Supplementary materials are design based on the students' needs and interests, so it gains their attraction in the learning process.

c. Breaks monotony of the class

Students often feel bored when the teachers only use one textbook in the teaching and learning process. Supplementary materials can give the learners extra language or skill language practice, so that they can have varied lessons and useful extra practice.

d. Encourages situational English

Supplementary materials can encourage extensive reading to the students. They can have more reading materials to enhance their skills. Besides gaining the students' interest in reading, it can make them aware in using English in the classroom.

e. Enhances language skills and communication skills

Varied activities and tasks in the supplementary materials can enhance the language and communication skills of the students. It increases the students'

motivation and the students may be familiar with the technology, so that they can communicate well.

f. Leads to group/team work

Activities and tasks in the supplementary materials lead the students to work in group. They can discuss, argue, and make conclusion together with their friends. This can build their cooperation and learn how to be a leader in the team work.

g. Tasks can be challenging

Supplementary materials can use authentic materials which are not design for a particular level, in order to give learners with experiences of working with more challenging texts and tasks.

**d. Culture-Based Materials**

When teaching an international language such as English, teachers must consider the characteristics of such a language, the role culture plays in teaching, and language teaching in specific, the role language plays in the cultural expressions we make, and the role the teaching materials and methods that we use. These materials and methods make clear both have differing and important impacts of language acquisition. Within this view of culture in foreign language

education, learners are encouraged to play multiple and different roles based on their backgrounds and experiences.

There are some types of materials which can be used in the reading materials. Three basic types of materials can be used in language textbooks, according to Cortazzi and Jin (1999): source culture materials, target culture materials, and international materials. The first is source cultural material. This illustrates on the learners' own culture as content. In the case of Indonesia, this would involve using mostly materials that are based on Indonesian society and culture, and thus inherently familiar to the learners. The second source of materials is from the target culture, drawing on the culture of a country in which English is spoken as an L1. In this case, students would spend most of their time reading and learning about life in native- English speaking countries, such as the United States, Great Britain, and Australia.

The third type is international target culture material, which uses a wide range of materials from a variety of cultures in English- and non- English-speaking countries around the world. For example, in this case, students in Indonesia might have a lesson in English in which the focus was deforestation of the rainforest in Brazil.

Source culture material is the primary emphasis on many existing English textbooks. However, one of the major goals of teaching English as an international language is to make it easier for learners to communicate their ideas and cultural understandings in the medium of English. That being the case, there are many reasons why source culture materials should be used.



Matsuda in Alsagoff et al (2012) states that any materials that engage students to explain local culture, to critically reflect upon what they take for granted, and to work on skills to describe local culture in English can be legitimately incorporated into English for International Language (EIL) classrooms. Moreover, she argues that introducing unfamiliar values requires some careful planning and responses. The teachers have to ensure that the students are not offended and estranged by representations in the textbooks because they are affected in the learning process. Furthermore, the teachers may be confused or put off by the values and practices presented in the textbooks and they need extra time to figure out how to position themselves in the discussion.

In addition, teaching English using target cultures is having potential space for problems in students learning English. For the example, the students difficult in comprehend the text that have different characteristics and settings from their own culture from English speaking country because they do not have the prior knowledge related with it. The teachers also have difficulties in explaining the word and concept from the cultural aspects because they do not have any experience living in English speaking countries. Therefore, the researcher used source culture or local culture in developing reading materials in order to make students more understand about what they are going to read and comprehend the content by using their prior knowledge.

#### **e. The Principles in Designing Materials**

There are some principles in designing the materials. Nunan (1988) offers principles of materials design as follow:

1. Materials should clearly linked to the curriculum they serve
2. Materials should be authentic in terms of texts and tasks
3. Materials should stimulate interaction

Students' interaction promotes language learning in several ways, including:

- a) Providing greater opportunity for students to use language;
  - b) Creating a less stressful environment for language use;
  - c) Allowing students to use a greater range of language functions;
  - d) Encouraging students to help one another;
  - e) Increasing motivation to learn.
4. Materials should allow learners to focus on formal aspects of the language
  5. Materials should encourage learners to develop learning skills

Nunan (1988) identifies five key aims of instruction which help students acquire language learning skill:

- a) to provide learners with efficient learning strategies;
  - b) to assist learners to identify their own preferred ways of learning;
  - c) to develop skills needed to negotiate the curriculum;
  - d) to encourage learners to set their own objectives;
  - e) to develop learners skills in self-evaluation.
6. Material should encourage learners to apply their developing language skills to the world beyond the classroom

#### **f. Criteria of Good Materials**

It is important to know the materials are good or not. Tomlinson (1998) identifies criteria of good materials as follows:

1. Materials should achieve impact. Good materials should have positive impacts to the students in the teaching and learning process. The impact of good materials can be noticed from the effects on the learners. The effects can be in the form of students' attention, attraction, interests and intention on the materials.
2. Materials should help learners to feel at ease. The students will feel easy to solve the problem because they have good materials. They will not feel difficult to learn and enjoy the learning process.
3. Materials should expose the learners to language in authentic use. In order to make the learners produce the authentic language use, the comprehensible and authentic input should be used.
4. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. Good materials should facilitate the learners in negotiating meaning, so the learners are forced into using the target language.
5. Materials should not rely too much on controlled practice. The materials should be varied from the guided tasks, semi guided tasks, and production tasks. Those materials should be arranged in a balance proportion.

## **B. Review of Related Studies**

Materials are one of important factors to make the teaching and learning process successful. Many materials developed to support the teaching and learning process. On the other hand, only few materials based on the students' needs and interests. In result, the materials did not support their learning process and help them in understanding the language. Therefore, it is important to develop materials based on the students' needs and interests to support their learning process.

There were many studies provide appropriate materials for the students. One of them was conducted by Anwar (2014) focused on providing appropriate reading materials for the ninth grade students of SMP N 1 Depok in the first semester. The materials based on the Genre-Based Approach. The materials met the students' interests, experiences and future and the policy stated in the School Based Curriculum.

The second study conducted by Fitri (2014). The study focused on providing computer-assisted language learning (CALL)-based reading materials for SMP N 2 Playen Gunung Kidul. It provided the students with interesting learning media especially in learning reading. Beside appropriate materials based on the students' needs and interests, an interesting learning media is also important to support the teaching and learning process.

Both studies proved that the appropriate materials and interesting learning media are important things to support the teaching and learning process,

especially for Junior High School students. Moreover, the various tasks and the involvement of media will increase the students' attention and motivation.

### **C. Conceptual Framework**

Reading is one of the important skills which affect the other skill in mastering language. In addition, materials are a crucial aspect in English teaching and learning process. However, it is difficult to find English materials for Junior High School. By determining the theoretical and practical background, it can be concluded that designing culture-based supplementary reading materials for grade eight students of Junior High School that based on their needs can support the teaching and learning process and help the students develop their reading skill.

Unfortunately, based on the observation and the needs analysis, there were some problems in the teaching and learning reading in Junior High School. First, there was no English book for the students. Second, the materials from the teacher were not sufficient for them in learning English. Third, the existing book was less contained of local culture. In result, the students wanted an additional reading material that contains local Indonesian culture with varied materials and tasks.

The materials should be based on the students' needs, interests and relevant to their real life. Moreover, the materials which are familiar can help them comprehending the language. In other words, designing a set of supplementary reading materials which were based on the students' needs and interests is an important point since it helps the students in increasing their reading performances and gaining their motivation in the learning process.

#### **D. Research Questions**

To the knowledge of this study, there were limited investigations into the designing of supplementary materials for reading. This study is guided by the following research questions:

1. What are the reading target needs of grade eight students of Junior High School?
2. What are the learning needs of grade eight students of Junior High School?
3. What are the appropriate supplementary reading materials for eighth grade students of Junior High School?

### **CHAPTER III**

#### **RESEARCH METHOD**

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

The study is categorized as Research and Development (R&D) since the aim and result of the research is to develop a product (i.e., a set of materials) that can be used in an educational program. Gall, Gall, and Borg (2003) state that Research and Development is a process used to develop educational products and validate the product by testing it. Some common products developed in R&D are a variety of teaching tools such as curriculum, syllabus, learning modules, including teaching materials. This study was not to test the theory but to develop effective products for using in schools, in this case, students reading learning materials. It was conducted to design culture-based supplementary reading materials for eighth grade students of Junior High School.

##### **B. Procedure of Development**

The research procedure in developing culture-based supplementary reading materials for the eighth grade students of Junior High School was adapted from Masuhara in Tomlinson (1998:247). There were five steps of designing materials according to Masuhara. Those five steps were conducting needs analysis, goals and objectives, syllabus design, methodology or materials, and testing and evaluation. In result, the researcher modified the models used in the research as follows:

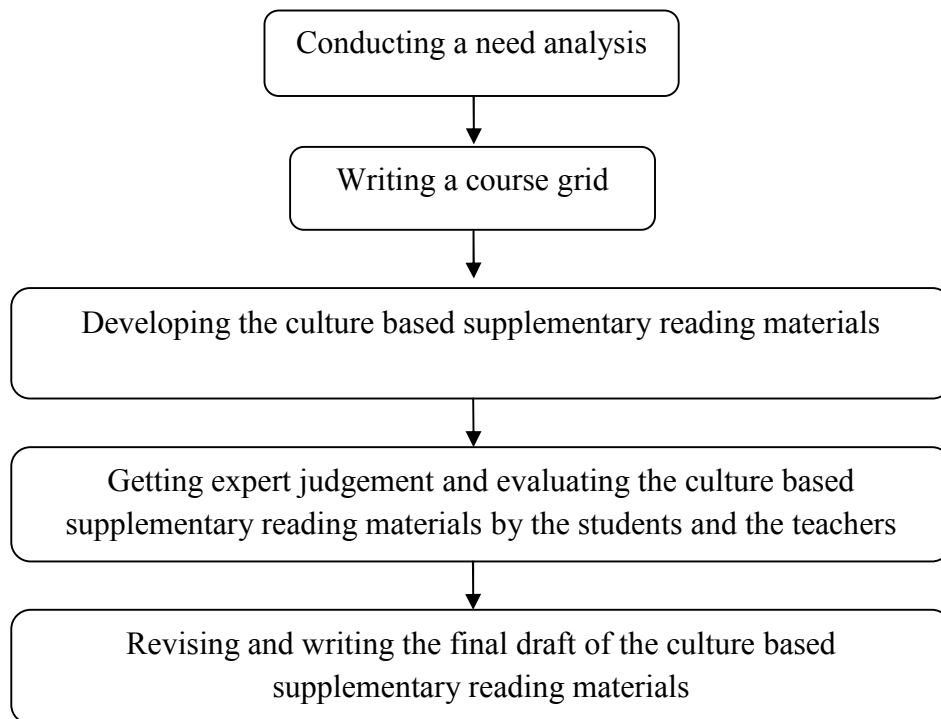


Figure 1: The model of the research procedure (modified based on Masuhara in Tomlinson 1998: 247)

By using Gall, Gall and Borg (2003) and Masuhara's model (in Tomlinson, 1998), in detail below are the brief explanations of the research procedure used in the study. There are five steps of research procedure.

#### 1. Conducting a Needs Analysis

This step was conducted at the early stage of the research. The researcher distributed questionnaires and conducted interview to the students and the teachers. Need analysis is used to collect the information from the learners and the teachers at the beginning of the course. Need analysis strategies are designed to enable:



- a. Students to express their personal language learning goals, priorities and aspirations
- b. The teacher to collect background information about learners
- c. The teacher and the students to identify obstacles to learning and consider strategies for dealing with these
- d. The teacher to diagnose the language learning needs of the learners.

The results of the needs analysis were used as guidelines in designing the culture-based supplementary reading materials for the grade eight students of Junior High School.

## 2. Writing the Course Grid

The data results from the questionnaires in the need analysis are used to write the course grid. The course grid was written based on the students' needs and the recent curriculum. It contained the knowledge and language areas which should be mastered by the students. The aim of this course grid is to become the guideline in developing the learning materials. There were seven main components in the course grid. Those were unit, basic competence, indicators, learning materials, learning activities, time allocation and teaching kits.

## 3. Developing the Culture-Based Supplementary Reading Materials

In this step, the researcher wrote the first draft on the develop materials. The researcher did some modifications, adaptations and developments in the form of the tasks. The researcher also asked the English Education Department lecturer to develop the book. There were three units in the developed culture-based

supplementary reading materials. The materials and the tasks should be relevant to the students' needs and suitable with the objective of the teaching and learning process.

#### 4. Getting Expert Judgement and Evaluating the Culture-Based Supplementary Reading Materials by the Students and the Teachers

In this stage, the Culture-Based Supplementary Reading Materials were evaluated by the expert and they were implemented at grade eight students of SMP N 1 Prambanan Sleman. Then, the researcher distributed questionnaires and interview to the students and the English Teachers of SMP N 1 Prambanan Sleman. The researcher also asked the students of English Education Department in giving the feedback and suggestions of the developed materials and the teacher's guide book. Those evaluation instruments were aimed at finding the feedback and the suggestions. The data collected were used to write the final draft.

#### 5. Revising and Writing the Final Draft of the Culture-Based Supplementary Reading Materials

The developed materials will be revised based on the feedbacks and suggestions derived from the students and the respondents. Then, after revised the materials, the researcher wrote the final draft of the materials. Finally, this final draft could be produced.

## **C. Design of Product Testing**

### **1. Testing Design**

The product of the study was culture-based supplementary reading book for grade eight of SMP N 1 Prambanan Sleman for the second semester. The book contained of three units which consisted of topic, introduction of the topic, content, summary and references. It was completed with the teacher's guide book. The teacher's book contained of how to use the book dealing with the instruction within it. There was also answer key as a help for teacher to find the answer easily. The developed materials were tested by implementing it to the grade eight students of Junior High School.

### **2. Subject Design.**

The subjects of the research were grade eight students of SMP N 1 Prambanan Sleman. This study was conducted from January up to Mei 2015. There were 4 classes (A, B, C, and D) and because time limitation, the researcher only used one class as the sample in this research which is VIII C. There were 32 students in the class consisting of 20 girls and 12 boys. This research was done to analyze the target needs and the learning needs of the students.

**Table 2. The Description of the subject of the study**

Number of Students	Sex		Age Range
	Male	Female	
32	12	20	13-14

### **3. Techniques and Instrument of Data Collection**

#### **a. Data Collection Techniques**

The data collection techniques which are used in this research were the questionnaires and the interview. The questionnaires were applied in the needs analysis stage and in the process of learning materials development. The students' characteristics and learning resources were attained by doing need analysis.

The next technique of data collection was by using interview. The result of the interviews was used in the process of materials development and this technique was applied in the needs analysis as well. The next step was displaying the data. The data that had been reduced were organized and compressed and displayed in the form of a text. After that, the last step is drawing a conclusion.

#### **b. Data Collection Instrument**

The instruments which are used in this research were questionnaires and interviews. Those instruments were used to obtain the students' needs and interests. Moreover, interviews and questionnaires were used to revise the materials. Therefore, there were two questionnaires in this research namely first questionnaire and second questionnaire.

##### **1. Questionnaire for the Needs Analysis**

The first questionnaire was aimed to get the information about students' background, needs and learning target. This questionnaire was in the form of multiple choices.

**Table 3.1 The Organization of the Questionnaire for the Students**

No.	Aspects	Item Number	The Purpose of The Questions	References
1.	Students' profile	Part A	To find the information about students' profile	Graves (2000: 103)
2.	Goal	1, 2, 5, 15, 18	To find the information about the students' opinion and interest of learning activities in the classroom	Nunan (2004: 41) Graves (2000: 103)
3.	Wants	3, 14	To find out the students' desire if learning English, especially reading	Hutchinson and Watres (1987: 58); Graves (2000: 103)
4.	Input	4	To find the information about kinds of input that the students want need	Nunan (2004: 41-42)
5.	Topic	6	To find the information about students' preference for the topic of the materials	Nunan (2004: 47-49)
6.	Materials	7, 8, 9, 11, 15	To find out the appropriateness of the content, language, and presentation in the materials.	Permendikbud, 2013
7.	Needs	10	To find out the students' needs	Hutchinson and Waters (1987: 58); Graves (2000: 103)
8.	The Involvement of culture	12, 13, 14	To find the necessity of culture in the learning materials	Cortazzi and Jin (1999)
8.	The involvement of technology	16, 17	To find the necessity of the technology on the learning materials	Smaldino, Lowther and Russel (2012: 257)
9.	Learners' role	19, 20	To find the students' role of the teaching and learning process	Nunan (2004: 64)

## 2. Interview for the Students

The interview guideline consisted of five questions. The interview was aimed at obtaining the students' opinion about the culture-based reading materials and their interests in learning English.

**Table 3.2 The Organization of the Interview Guideline for the Students**

No.	Aspects	Item Number	The Purpose of The Questions	References
1.	Goal	1	To find the information about the students' opinion and interest of learning activities in the classroom	Nunan (2004: 41) Graves (2000: 103)
2.	Wants	2	To find out the students' desire if learning English, especially reading	Hutchinson and Watres (1987: 58); Graves (2000: 103)
3.	The involvement of technology	3	To find the necessity of the technology on the learning materials	Smaldino, Lowther and Russel (2012: 257)
4.	The Involvement of culture	4	To find the necessity of culture in the learning materials	Cortazzi and Jin (1999)
5.	Needs	5	To find out the students' needs	Hutchinson and Waters (1987: 58); Graves (2000: 103)

## 3. Interview for the Teachers

There were ten questions in the interview guideline for the teacher. The interview was aimed at finding information about the technique in teaching reading, the source of the materials, and the teacher's opinion about culture-based reading materials.

**Table 3.3 The Organization of the Interview Guideline for the Teacher**

No.	Aspects	Item Number	The Purpose of The Questions	References
1.	Technique	1,2,4	To find the information about the teacher's technique in the teaching and learning process.	Brown (2001)
2.	Input	3,8	To find the information about kinds of input that the teacher use.	Nunan (2004: 47)
4.	Evaluation	5,6,7	To find the information about evaluation used by the teachers	Richards (2004)
4.	The Involvement of culture	9,10	To find the necessity of culture in the learning materials	Cortazzi and Jin (1999)

#### 4. The Questionnaire for the Students

This questionnaire was distributed in the implementation. This second questionnaire is aimed to get the students' opinion on the content of the learning materials and getting comments and suggestions for the improvements of the first draft. This was close-ended questionnaire and there were twenty questions in the form of multiple choices.

**Table 3.4. The Organization of the Questionnaire for the Students**

Aspect	No.	Statement	Item Number	References
Material	1.	The input of the materials are related to the learners characteristics	1	Geisert & Futrell (1995)
	2.	The materials are up-to date	2	Newby at all (2000)
	3.	The input materials are interesting	3	Heinich in Newby (2000)
	4.	The effectiveness of the language use in explaining the materials	4	Arsyad (2002)

	5.	Quality of pictures in explaining the materials	5	Geisert & Futrell (1995)
	6.	The balance between the materials and the evaluation items	6, 14	Geisert & Futrell (1995)
	7.	The effectiveness and attraction of using culture-based materials	7	Cortazzi and Jin (1999)
	8.	The appropriateness of the culture materials	8	Cortazzi and Jin (1999)

Instruction	9.	Quality of the instruction	9-11	Geisert & Futrell (1995)
	10.	Quality of the evaluation items	12,13	Geisert & Futrell (1995)

Media	11.	The appropriateness of the picture choice	15	Arsyad (2002)
	12.	The effectiveness of the pictures	16	Heinich, et al (1996)
	13.	The appropriateness of the font	17	Heinich, et al (1996)
	14.	The effectiveness of the colour	18	Heinich, et al (1996)
	15.	The text efficiency and effectiveness	19	Heinich, et al (1996)
	16.	The involvement of technology is interesting	20	Smaldino, Lowther and Russel (2012: 257)

## 5. The Questionnaire for the Teacher

This questionnaire was also distributed in the implementation. This questionnaire is aimed to get the teachers' opinion on the content of the learning materials and getting comments and suggestions for the improvements of the first draft. There were twenty questions and 2 open-ended questions.



**Table 3.5 The Organization of the Questionnaire for the Teacher and Expert**

Aspect	No.	Statement	Item Number	References
Material	1.	The input of the materials are related to the learners characteristics	1	Geisert & Futrell (1995)
	2.	The materials are up-to date	2	Newby at all (2000)
	3.	The input materials are interesting	3	Heinich in Newby (2000)
	4.	The effectiveness of the language use in explaining the materials	4	Arsyad (2002)
	5.	Quality of pictures in explaining the materials	5	Geisert & Futrell (1995)
	6.	The balance between the materials and the evaluation items	6, 14	Geisert & Futrell (1995)
	7.	The effectiveness and attraction of using culture-based materials	7	Cortazzi and Jin (1999)
	8.	The appropriateness of the culture materials	8	Cortazzi and Jin (1999)
Instruction	9.	Quality of the instruction	9-11	Geisert & Futrell (1995)
	10.	Quality of the evaluation items	12,13	Geisert & Futrell (1995)
Media	11.	The appropriateness of the picture choice	15	Arsyad (2002)
	12.	The effectiveness of the pictures	16	Heinich, et al (1996)
	13.	The appropriateness of the font	17	Heinich, et al (1996)
	14.	The effectiveness of the colour	18	Heinich, et al (1996)
	15.	The text efficiency and effectiveness	19	Heinich, et al (1996)
	16.	The involvement of technology is interesting	20	Smaldino, Lowther and Russel (2012: 257)

## 6. Interview for the Students

This interview guideline consisted of ten questions and it was done in the implementation. The aim of this interview was at finding the students' opinion about the second draft. Moreover, the results of the interview were used as the evaluation for the second draft.

**Table 3.6 The Organization of the Interview Guideline for the Students**

Aspect	No.	Statement	Item Number	References
Material	1	The input of the materials	1	Nunan (2004: 41-42)
	2	The effectiveness of the language use in explaining the materials	2	Arsyad (2002)
	3	The effectiveness and attraction of using culture-based materials	3	Cortazzi and Jin (1999)
Instruction	4	Quality of the instruction	4	Geisert & Futrell (1995)
Media	5	The effectiveness of the pictures	5	Heinich, et al (1996)
	6	The effectiveness of fonts, and colour.	6	Heinich, et al (1996)
	7	The involvement of technology is interesting	7	Smaldino, Lowther and Russel (2012: 257)
Goal	8	The students opinion about the book	8,9	Nunan (2004: 41) Graves (2000:103)
Wants	9	The suggestion of the students (wants)	10	Hutchinson and Watres (1987: 58); Graves (2000: 103)

## 7. Interview for the Teachers

This interview guideline consisted of ten questions and it was done in the implementation. The aim of this interview was at finding the teachers' opinion about the second draft. The results of the interview used as the evaluation for the second draft.

**Table 3.7 The Organization of the Interview Guideline for the Teachers**

Aspect	No.	Statement	Item Number	References
Material	1	The input of the materials	1	Nunan (2004: 41-42)
	2	The effectiveness of the language use in explaining the materials	2	Arsyad (2002)
	3	The effectiveness and attraction of using culture-based materials	3	Cortazzi and Jin (1999)
Instruction	4	Quality of the instruction	4	Geisert & Futrell (1995)
Media	5	The effectiveness of the pictures	5	Heinich, et al (1996)
	6	The effectiveness of fonts, and colour.	6	Heinich, et al (1996)
	7	The involvement of technology is interesting	7	Smaldino, Lowther and Russel (2012: 257)
Goal	8	The students opinion about the book	8,9	Nunan (2004: 41) Graves (2000:103)
Wants	9	The suggestion of the students (wants)	10	Hutchinson and Watres (1987: 58); Graves (2000: 103)

### **c. The Validity and Reliability of the Instruments**

Construct validity was applied to find the validity of the instrument. To fulfil the validity, the researcher discussed the questionnaire and the interview guideline with the first consultant. The outlines of the instruments were consulted to make sure whether the instruments were capable to obtain the information. Some references related to the good criteria of the book and the aspects of evaluating the book.

Alpha Cronbach formula was used to measure the reliability in this research. There were five possible points. They were Very Good for 5 points, Good for 4 points, Fairly for 3 points, Poor for 2 points and Very Poor for 1 point. The instruments were tried out to the grade eight students of VIII C class and the English teachers of SMP N 1 Prambanan Sleman. After distributing the questionnaire, the researcher made a recapitulation of the students and respondents' answers.

### **D. The Technique of Data Analysis**

The data and the information obtained were used to develop the culture-based supplementary reading book. There were two types of data collected in this research. They were qualitative and quantitative data. The first was the data from the students' need analysis and the teacher's interview and the second was the data from the materials evaluation.

a. The Qualitative Data

The Qualitative data were obtained from the interview. The interview was based on the interview guideline. The blueprint of the interview guideline has been mentioned before. There were two interviews done in this research. The interview was obtained from the grade eight students of SMP N 1 Prambanan Sleman and the English teachers. The result of the interview was written in the form of interview transcripts. The aim of the interview was at finding information about the students' characteristics, students' needs and interests and the needs of English teaching and learning process. The results of the data were used to develop the book in order to make it appropriate with the students' needs.

b. The Quantitative Data

The researcher used *Likert Scale* in analyzing the data. *Likert Scale* was used to quantify the respondents' opinion through the questionnaires. The quantitative data were obtained from the first questionnaire in the needs analysis; second questionnaire and third questionnaire in the implementation; and the fourth questionnaire in the expert judgement.

The formula of frequency was used to analyze the data from the first questionnaire. the number of data were presented in the form of percentage. The formula can be seen as follows:

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

P = Percentage of the item

F = Collected Scores

N = Number of Cases

100% = Fix number

There were 5 points in the *Likert Scale* used in the implementation.

Scoring of the data formulated in the following formula.

1 = Very Poor

2 = Poor

3 = Fairly

4 = Good

5 = Very Good

After calculating the percentage, the data from the *Likert Scale* then were converted into descriptive statistics. The data conversion table proposed by Purwanto (2000) was used to describe the result using descriptive analysis in the implementation. Below is the data conversion table.

**Table 4. Data Conversion Table**

Scores (%)	Category
81% - 100%	Very Good
61%- 80%	Good
41% - 60%	Fair
21% - 40%	Poor
≤ 20%	Very Poor

The fourth questionnaire which was addressed to the expert to get their judgements was also analyzed using *Likert Scale*. The data from this questionnaire

was measured by using Mean and analyzed by using formula proposed by Suharto (2008) which is:

$$Mn = \frac{\sum fx}{N}$$

Where: Mn= Mean

$\sum fx$ = total score

N= total number of data

In classifying the category of mean, theory proposed by Suharto (2006) about quantitative data conversion was used.

$$R = \frac{(Xt - Xr)}{4}$$

Where: R= Range

$Xt$ = highest score

$Xr$ = lowest score

The range obtained from calculating of the formula above was 0,75. The conversion was presented below.

**Table 4.1 Data Conversion Table for Expert Judgement**

Scale	Descriptive Categories	Interval
1	Poor	$1 \leq x \leq 1.74$
2	Fair	$1.75 \leq x \leq 2.49$
3	Good	$2.5 \leq x \leq 3.24$
4	Very Good	$3.25 \leq x \leq 4$

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Result of the Development**

There were some steps conducted in designing culture-based supplementary reading materials for grade eight students of Junior High School. The steps are presented as the result of the development in order to answer the questions in the research question. There are five steps presented in the result of the development. Those are the needs analysis, the course grid, the activities format, the evaluation and the revision of the first draft of culture-based supplementary reading materials for grade eight students of Junior High School and the implementation, evaluation and revision of the second draft of culture-based supplementary reading materials for grade eight students of Junior High School.

##### **1. The Needs Analysis**

Information collection is the first step in conducting the Research and Development. Information collection is very important in conducting this research because it provides useful information which is used to know the students needs and interests. The needs analysis was conducted at SMP N 1 Prambanan Sleman.

There were three instruments provided to collect the data. The three instruments were one close-ended questionnaire and two interview guidelines. The instruments used in this research were made through some steps. The first step was making the blue prints of the instruments. The blue prints were designed



based on the literature review. Then, the questions in the interview and questionnaire were organized and developed based on the blue prints.

The second step was developing the blue prints into the interview guideline and the questionnaire. The questions were consisted of some categories used to gain the students' information of their needs and interests. The next step was consulting the instruments into the expert. After that, those instruments were evaluated and revised into the good one. Finally, the revised instruments of needs analysis distributed to the grade eight students of SMP N Prambanan Sleman in the class VIII C and the English teachers of that school.

The needs analysis was done in grade eight students of SMP N Prambanan Sleman to obtain the students' learning needs, interests and their background knowledge. Moreover, it is used to obtain the teacher's method and opinion about the teaching and learning process especially in reading class. The first instrument was a close-ended questionnaire. The questionnaire consisted of several questions related to the students' profile; the students' opinion and interest of learning activities in the classroom; students' preferred in the election of input, topic, materials; and the involvement of Indonesian culture and technology in the reading materials. Those components were elaborated into 20 questions with four options of answer.

The second instrument was an interview guideline for the students. The interview guideline consisted of five questions obtained the students' opinion about the culture-based reading materials and their interests in learning English,

especially reading. The questions were developed based on the blue prints and there were three students chosen to be interviewed.

The last instrument was an interview guideline for the English teacher of grade eight students of SMP N 1 Prambanan Sleman. The questions were developed based on the blue prints and it consists of ten main questions. The questions were aimed to obtain the teacher's opinion about the culture-based reading materials, the input in teaching reading and the teaching method.

#### **a. The Result of the Questionnaire for the Grade Eight Students**

The questionnaire distributed to the students was designed as a close-ended questionnaire. It consists of 20 multiple choices and it was aimed to obtain the students' profile; the students' opinion and interest of learning activities in the classroom; students' preferred in the election of input, topic, materials; and the involvement of Indonesian culture and technology in the reading materials. Students can choose more than 1 answer in the certain questions.

#### **A. The Description of Students' Profile**

There total number of the students of Class VIII C was 32 students. There are 12 male students and 20 female students in the class. They were mostly at 14 years old and the rest was 13 years old.

**Table 5. Data of the students in Class VIII C**

Number of Students	Sex		Age Range
	Male	Female	

32	12	20	13-14
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## B. The Descriptions of the Students' Needs

### 1) Goal

The questions number 1, 2, 5, 15, and 18 were aimed at finding the information about the students' opinion and interest of learning activities in the classroom.

- a. The teaching and learning process in the classroom, especially in reading activities.

Most of the students said that the teaching learning process in the classroom, especially reading is interesting, and only few students said that reading class is very not interesting. Below is the result of the analysis of the first question.

**Table 6.1. Result of the Question Number 1**

No.	Question	Items	N	%
1.	How is the teaching and learning process in the classroom, especially in reading activities?	a. very interesting	2	6.25%
		b. interesting	19	59.375%
		c. not interesting	8	25%
		d. very not interesting	3	9.375%

b. The importance of the ability to read in English

This question was aimed to know the importance of the ability reading in English for the students. 75% of the students in class VIIIC said that English is very important to their life, especially the ability to read in English. The rest of them said that the ability to read in English is quite important. Below is the table of the result of the question number 2.

**Table 6.2. Result of the Question Number 2**

No.	Question	Items	N	%
2.	How important is the ability to read in English?	a. very important	24	75%
		b. quite important	8	25%
		c. less important	-	
		d. not important	-	

c. Reading activities

The question number 5 was aimed to know the students' opinion about the election of reading activities seemed interesting for them. The students can choose more than 1 answer. Based on the table of the result below, there are 2 options which have the same percentage. Those are "a" and "d". The students like to read then answer questions based on the texts and read then practice in accordance with the content of the texts. There were only 4 students like reading then summarizing for the reading activities.

**Table 6.3. Result of the Question Number 5**

No.	Question	Items	N	%
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5.	In your opinion, what kind of activities that could improve your reading skills?	a. answering questions based on the texts	15	46.875%
		b. reading then summarizing	4	12.5%
		c. reading then practicing in accordance with the content of the texts	15	46.875%
		d. reading then analyzing	11	34.375%

d. The importance of the picture in learning reading.

The aim of the question number 15 is to obtain the opinion of the students about the importance of picture in the reading materials. 56.25% of the students argued that picture is very important for them in learning reading. On the other hand, there is no student said that the picture is not very important. It is proven by the table of the result below.

**Table 6.4. Result of the Question Number 15**

No.	Question	Items	N	%
15.	How important is the function of picture in learning reading?	a. very important	18	56.25%
		b. important	12	37.5%
		c. not important	2	6.25%
		d. very not important	-	-

e. The attraction of additional reading material that contains local Indonesian culture with varied materials and tasks

This question was aimed to obtain the students' opinion about additional reading material that contains local Indonesian culture with varied materials and tasks. Based on the table below, 65.625% of the students or 21 students stated that they were interested with that kind of book. The rest of them said that they were very interested with it.

**Table 6.5. Result of the Question Number 18**

No.	Question	Items	N	%
18.	If there is an additional reading material that contains local Indonesian culture with varied materials and tasks, will you be interested in?	a. very interested	11	34.375%
		b. quite interested	21	65.625%
		c. less interested	-	-
		d. not interested	-	-

e. The needs of additional book

The question number 10 was aimed to know the needs of the students about the additional book. Additional book here is supplementary reading materials. Based on the table below, 65.625% of the students said that the supplementary reading material is very needed. In contrast, there is no students said that they do not need supplementary reading materials.

**Table 6.6. Result of the Question Number 10**

No.	Question	Items	N	%
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10.	In addition to books that are currently used in learning process, do you still need additional material to support your reading ability?	a. very needed	21	65.625%
		b. needed	11	34.375%
		c. not needed	-	-
		d. very not needed	-	-

## 2) Wants

In the questions number 3 and 14, the researcher tried to find out the students' desire in learning reading. The students are allowed to choose more than one answer. The data below were the result of the students' desire to support them to improve their reading skills.

- a. The students' expectations of the enhancement of reading activities in the classroom

This question was aimed to obtain the students' expectation in the end of the learning process, especially in reading skill. The students can choose more than 1 answer. Most of the students said that in the reading learning process, they are able to comprehend the texts and answer the questions based on the texts correctly. It is proven by the table of the result below. 25 students chose 'd' and there were only 11 students wanted to be able to use the language of the texts in daily life context.

**Table 6.7. Result of the Question Number 3**

No.	Question	Items	N	%
3.	What are your expectations of the enhancement of reading activities in the classroom?	a. to be able to enrich the vocabulary	16	50%
		b. to be able to read the text fluently	19	59.375%
		c. to be able to use the language of the texts in daily life context	11	34.375%
		d. to be able to comprehend the texts and answer the questions based on the texts correctly	25	78.125%

b. The election of Indonesian local culture

The question number 14 was aimed to obtain the students' preferences about the local culture which interested them. The students can choose more than 1 answer. Based on the table below, 81.25% of the students or 26 students said that they like to learn about tourist attractions / historical buildings in Indonesia and there was view students wanted to learn about dances in Indonesia.

**Table 6.8. Result of the Question Number 14**

No.	Question	Items	N	%
14	If there is an additional material for reading, what	a. dances in Indonesia	9	28.125%



	kinds of culture would you like to learn?			
		b. tourist attractions / historical buildings in Indonesia	26	81.25%
		c. folklore	19	59.375%
		d. typical food in various regions in Indonesia	12	37.5%

### 3) Input

The aim of this question is to obtain the students' preferences in choosing the reading materials. The students can choose more than 1 answer. The students can choose more than 1 answer. Most of them chose reading materials which contained many texts and involved many pictures or illustrations. Only 9 students wanted reading materials involved many news or articles from magazines and newspaper.

**Table 6.9. Result of the Question Number 4**

No.	Question	Items	N	%
4.	What kinds of reading materials do you want to have?	a. involved many texts	19	59.375%
		b. involved many short stories	11	34.375%
		c. involved many pictures or illustrations	17	53.12%
		d. involved many news or articles from magazines and newspaper	9	28.125%

#### 4) Topic

This question was aimed to obtain the students' preferences of the topic of the reading materials. Moreover, it is used to prove that the students like the involvement of culture in the reading materials. In this question, the students can choose more than 1 answer. As a result, 96.875% of the students chose Indonesian culture as a topic in the reading materials. On the other hand, there were no student chose politics as a topic in reading materials.

**Table 6.10. Result of the Question Number 6**

No.	Question	Items	N	%
6.	In your opinion, what kind of topics of reading materials that you like the most?	a. Health	15	46.875%
		b. Education	20	93.75%
		c. local culture (Indonesian culture)	31	96.875%
		d. politics	4	-

#### 5) Materials

##### a. The attraction of the book used in the class

This question was aimed to obtain the students' opinion about the current book which they use is interesting or not. The book can be an old book which they have ever used in the past or the current book. 65.625% of the students said that the book that they use is quite interesting and none of them said that the book is very interesting.

**Table 6.11. Result of the Question Number 7**

No.	Question	Items	N	%
7.	Is the book which currently used in learning reading in the classroom interesting?	a. very interesting	-	-
		b. quite interesting	21	65.625%
		c. less interesting	9	28.125%
		d. not interesting	2	6.25%

b. The book improve their reading skill or not

The aim of this question is to know whether the book improved their reading skill or not. 50 % of the students said that the book quite improve their reading skill. On the other hand, there is only 9.375% of the students said that the book is very not improve their reading skills.

**Table 6.12. Result of the Question Number 8**

No.	Question	Items	N	%
8.	Did the book which currently used in learning reading in the classroom have improved your reading ability?	a. greatly improve reading skills	2	6.25%
		b. quite improve reading skills	16	50%
		c. not improve reading skills	11	34.375%
		d. very not improve reading skills	3	9.375%

- c. The book which currently used in learning reading in the classroom is sufficient or not.

The aim of the question number 9 is to know whether the book is sufficient to fulfil their needs of reading or not. 50% of the students stated that the book is less sufficient. It means that they need more materials or supplementary to fulfil their needs. On the other hand, there is no student who said that the book is very sufficient.

**Table 6.13. Result of the Question Number 9**

No.	Question	Items	N	%
9.	Is the book which currently used in learning reading in the classroom sufficient?	a. very sufficient	-	-
		b. sufficient	10	31.25%
		c. less sufficient	16	50%
		d. not sufficient	6	18.75%

- d. The involvement of local culture (Indonesian culture) in the book

The aim of this question is to know whether the book which they used is already containing local culture or not. Based on the table below, 93.75% of the students stated that the book contains less elements of local culture. Besides, there is only one students said that the book do not contain elements of local culture.

**Table 6.14. Result of the Question Number 11**

No.	Question	Items	N	%
11.	Are in English books used in the classroom already contain elements of local culture?	a. very contain elements of local culture	6	18.75%
		b. less contain elements of local culture	20	93.75%
		c. do not contain elements of local culture	1	3.125%
		d. very not contain elements of local culture	5	15.625%

#### **6) The Involvement of Culture**

- a. The importance of local culture in the reading material to comprehend the content of texts.

The question number 12 was aimed to obtain the importance of local culture in the reading book for the students. Based on the table below, 53.125% of the students stated that the presence of local culture is very important. In contrast, there is no student said that the presence of local culture is not very important.

**Table 6.15. Result of the Question Number 12**

No.	Question	Items	N	%
12.	How important is the presence of local culture in the reading material so that you can comprehend the content of texts better?	a. very important	17	53.125%

		b. quite important	14	43.75%
		c. less important	1	3.125%
		d. very not important	-	-

- b. The existence of Indonesian local cultural will help the students to comprehend the content of text or not

The aim of this question is to know whether the local culture presented in the book will help the students comprehend the text well or not. 40.625% of the students stated that the existence of local culture is very helpful for them. Besides, there is no students said that the local culture do not help them comprehending the text well.

**Table 6.16. Result of the Question Number 13**

No.	Question	Items	N	%
13.	Does the existence of Indonesian local cultural that you have will help you to comprehend the content of text well?	a. very helpful	13	40.625%
		b. quite helpful	17	53.125%
		c. less helpful	2	6.25%
		d. very not helpful	-	-

The question number 14 was aimed to obtain the students' preferences about the local culture which interested them. The students can choose more than 1 answer. Based on the table below, 81.25% of the students or 26 students said that they like to learn about tourist attractions / historical buildings in Indonesia and there was view students wanted to learn about dances in Indonesia.

**Table 6.17. Result of the Question Number 14**

No.	Question	Items	N	%
14	If there is an additional material for reading, what kinds of culture would you like to learn?	e. dances in Indonesia	9	28.125%
		f. tourist attractions / historical buildings in Indonesia	26	81.25%
		g. folklore	19	59.375%
		h. typical food in various regions in Indonesia	12	37.5%

## **7) The Involvement of Technology**

- a. The use of technology such as laptops, mobile phones to support the explanation of the materials

The question number 16 was aimed to know the students' interest is using the technology in the learning process. Based on the table, 46.875% of the students stated that sometimes they used technology in the teaching and learning process, while one student said that they never get technology in the teaching and learning process.

**Table 6.18. Result of the Question Number 16**

No.	Question	Items	N	%
16.	How does the use of technology such as laptops, mobile phones to support the explanation of the materials?	a. always	4	12.5%
		b. sometimes	15	46.875%
		c. seldom	12	37.5%
		d. never	1	3.125%

b. The involvement of technology in the teaching and learning process

The question number 17 was aimed to know the students' interest about the involvement of technology in the teaching and learning process. 78.125% of the students or 25 students said that the involvement of technology will motivate them in the learning process, especially in reading. In contrast, there is no student said that the involvement of technology will highly not motivate them in the learning process. It is proven from the table below.

**Table 6.19. Result of the Question Number 17**

No.	Question	Items	N	%
17.	If there is an involvement of technology in the teaching and learning process, will you be motivated?	a. highly motivating	5	15.625%
		b. motivating	25	78.125%
		c. not motivating	2	6.25%
		d. highly not motivating	-	-



## 8) Learners' role

### a. Learners' role in doing the tasks

The aim of the question number 19 is to know about the learners' role in doing the tasks. Based on the table below, there is no significantly different between 4 options. 11 students like to work in groups, 9 students like to work individually, 8 students like to work in a classical way and the rest like to work in pairs.

**Table 6.20. Result of the Question Number 19**

No.	Question	Items	N	%
19.	When you do reading activity, how do you expect to finish the task?	a. Alone	11	34.375%
		b. in pairs	4	12.5%
		c. in groups	9	28.125%
		d. whole class	8	25%

### b. Learner's role in solving the problem

The last question was aimed to obtain the students' role in solving their problem. According to the table, 81.25% of the students or 26 students stated that they asked their teacher and their friends if they found a problem. There is no student do anything when they get a problem.

**Table 6.21. Result of the Question Number 20**

No.	Question	Items	N	%
20.	When you find a problem during reading a text, what do you do?	a. asking a teacher	2	6.25%

		b. asking the teacher and friends	26	81.25%
		c. trying to solve the problem by yourself	4	12.5%
		d. doing nothing	-	-

### b. The Result of the Interview with the Students

There were three students which interviewed by the researcher. The three students consisted of two girls and one boy. They are the age of 13-14 years old. The first question was aimed to know whether they like reading or not and to know the importance of reading skill for the students. All of the three students said that they like reading and stated that reading is very important for them because it can improve their vocabulary and increase the knowledge. The excerpt can be seen as follows.

- R : Gini, Miss rekyan mau tanya, kalian suka nggak sih sama pelajaran reading? Penting nggak buat kalian? (Well, I want to ask you. Do you like reading? Is it important for you?)*
- S1 : Suka sih miss. Sangat penting (I like it, Miss. It is very important.)*
- S2 : Suka dan penting (yes, I like it, and it is important.)*
- S3 : Iya suka kok miss (Yes, I like it, Miss)*
- R : Oke.. kalian suka reading dan menganggap reading itu penting karena apa? (Okay. Why do you like reading? Why is it important for you?)*
- S2 : Ya kita jadi tambah pengetahuan miss (We can increase our knowledge.)*
- S1 : Banyak vocab baru miss. (There are many new vocabularies.)*
- R : Kalo mas Ghani? (How about you, Ghani?)*
- S3 : Ya nambah vocab baru, pengetahuan juga sih (It increases our vocabulary and our knowledge too.)*

*(Appendix H/Interview 1)*

The next question was aimed at finding the information about the type of the task made them excited to solve it. The first student argued that she liked to read and then practice it. The second student said that she liked a task with many pictures on it. She thought that she will be interested in doing the task because of those pictures. While the last student stated that he liked to answer several questions based on the text. The excerpt can be seen as follows.

- |    |   |
|----|---|
| R  | : Kalau menurut kalian, kalau pas pelajaran reading itu kalian sukanya latihan soal yang seperti apa? (In your opinion, what kind of task that you like most in the reading class?)   |
| S1 | : Saya sih sukanya abis baca terus praktek gitu miss. Kaya drama- drama gitu<br>( I like reading and then practicing.it looks like a mini drama.)   |
| S2 | : Saya sukanya yang ada gambarnya miss, soalnya saya cepet bosen kalau bukunya gitu-gitu aja ga ada gambarnya.<br>(I like a task with a picture. I think that I will get bored if the book does not contain lots of pictures) |
| R  | : Oh begitu, kalau Mas Ghani? (Alright. How about you, Ghani?)  |
| S3 | : Saya sih sukanya jawab pertanyaan aja miss. Soalnya biar bisa memahami isi bacaan.(I just like to answer the question because I can comprehend the text.)   |
| R  | : Oh jadi mas Ghani sukanya yg jawab pertanyaan sesuai dengan teks itu aja?<br>(So, you just like to answer the questions based on the text?)   |
| S3 | : Iya miss. Saya juga suka soal-soal yang menantang.<br>(yes, Miss. I also like challenging tasks.)   |

(Appendix H/Interview 1)

The next was about the involvement of technology in the task. The challenging task can attract the students to learn more. Book with many variant task is very needed for the students to improve their skill. The involvement of technology was very familiar for the students in the teaching and learning process.

Based on the result of the interview, the two students liked to have a task with the involvement of technology, while the rest did not like a task with the involvement of technology. The first student said that it will be fun if using technology in the learning process while the second student stated that it will be more modern because the current learning process was still conventional. On the other hand, the third student did not like the involvement of technology because the students will busy to play their gadget rather than doing the task. The excerpt can be seen as follows.

- R : *Baiklah.. Kalau misal latihan soalnya melibatkan teknologi bagaimana? Misalnya hasil jawabannya di posting di grup facebook. Suka nggak?*(Alright. How about a task with the involvement of technology?for example, posting your answer in the facebook group.)
- S1 : *Ya suka aja sih miss.*(I like it, Miss.)
- S2 : *Suka suka* (Yes, I like.)
- S3 : *Kalau saya nggak suka Miss.* (I don't like it, Miss.)
- R : *Kenapa salsa dan kurnia suka?*  
(For Salsa and Kurnia, why do you like it?)
- S1 : *Soalnya bakal asyik miss* (Because I think that it will be fun.)
- S2 : *Kita bisa lebih modern miss, ga cuma gitu-gitu aja.* (We can be more modern and it do not just the same as before.)
- R : *Terus kenapa Ghani nggak suka?*  
(Then, why you do not like it, Ghani?)
- S3 : *Soalnya nanti pada asik main hapenya sendiri*  
(Because the others will busy with their handphone.)

(Appendix H/Interview 1)

The next question was aimed at finding the information about the involvement of Indonesian culture in the reading books. The presence of Indonesian culture is very important to make the students aware of the Indonesian

heritage. The three students stated that the presence of Indonesian culture in the reading materials was very important. The excerpt can be seen as follows.

- |           |   |
|-----------|---|
| R         | : <i>Menurut kalian, adanya unsur budaya di dalam teks bacaan itu penting gak sih?</i><br>(In your opinion, is the involvement of Indonesian culture in the reading materials important?) |
| S1,S2, S3 | : <i>Penting miss</i> (It is important.)  |
| R         | : <i>Kenapa?</i> (Why?)   |
| S1        | : <i>Ya karena kita kan warga Indonesia harus menjunjung tinggi budaya Indonesia miss.</i><br>(Because we are Indonesian and we have to hold the high esteem of Indonesian culture.)      |
| S2        | : <i>Untuk melestarikan budaya Miss.</i> (To conserve our culture, Miss.)   |
| R         | : <i>Adanya unsur budaya yang kalian udah ketahui bisa membantu kalian dalam memahami teks nggak?</i> (Is the presence of Indonesian culture help you to comprehend the texts?)           |
| S2        | : <i>Bisa, Miss.</i> (Yes, It can.)   |
| S1        | : <i>Sangat membantu miss, soalnya kan kita udah pernah tau sebelumnya tentang budaya Indonesia</i><br>(It is helpful, Miss, because we have ever known about Indonesian culture before.) |
| S3        | : <i>Membantu Miss.</i> (It helps us, Miss.)  |
- (Appendix H/Interview 1)*

According to the result of the interview, the three students stated that the presence of Indonesian culture helped them in comprehending the text. The second student said that the culture helped them in comprehending the text because they have ever known about Indonesian culture. Moreover, because they were Indonesian, they knew about Indonesian culture and their prior knowledge helped them to understand the texts.

The next question was about the needs of supplementary materials for the grade eight students of Junior High School. The students stated that they did really

need supplementary materials because there was no book for them. They could not study at home and did some exercise because they did not have any book. They wanted to have book to improve their skill. The excerpt can be seen as follows.

- R : *Kan buku kelas delapan belum ada, menurut kalian, kalian butuh nggak buku penunjang untuk lebih mengembangkan skill membaca kalian?*  
(There is no English book for grade eight students of Junior High School. In your opinion, do you need supplementary materials to improve your reading skill?)
- S1, S2, S3 : *Butuh banget Miss. ( I do really need, Miss.)*
- R : *Kenapa?(Why?)*
- S1 : *Soalnya kan buku nya ga ada terus kita ga bisa latihan belajar di rumah. (Because there is no book, we cannot do some exercise at home.)*
- S2 : *Iya Miss, kita cuma dikasih potongan-potongan materi. (Yes, Miss. The teacher gave me piece of materials.)*
- S3 : *Bukunya aja ga ada, gimana mau belajar miss. Ya harusnya ada buku lain miss*  
(There is no book. How can we study at home? There should be another book.

*(Appendix H/Interview 1)*

### c. The Result of the Interview with the Teacher

The interview guideline administered to the English teacher of grade eight student of SMP N 1 Prambanan Sleman was designed after designing the blue prints. There were ten questions aimed at finding information about the technique in teaching reading, the source of the materials, and the teacher's opinion about culture-based reading materials. The excerpt can be seen as follows.

- R : *Apakah teknik yang Anda gunakan dalam mengajarkan reading di kelas?*  
(What is your technique used in teaching reading in the class?)
- T : *Saya mengajarkan reading sesuai dengan jenis teksnya mbak. Keywordnya apa, unsur kebahasaannya apa.*  
(I teach reading based on the type of the text. What the keywords are and what the language elements are.)
- R : *Sumber buku darimana sajakah yang Bapak gunakan dalam mengajar reading?(Where is the source of the book taken from?)*
- T : *Karena buku kelas 8 belum ada maka saya ambilkan dari buku-buku lain dan sedikit dari internet.*  
(Because the English book for grade eight is not available yet, I use another book and I put some materials from the internet.)
- R : *Bagaimana pendapat Bapak tentang adanya unsur budaya lokal dalam materi reading untuk lebih membantu siswa dalam memahami teks?*  
(What do you think about the presence of Indonesian culture in the reading materials in order to help students in comprehending the text?)
- T : *Bagus sekali. Siswa sudah familiar dengan budaya Indonesia dan tentu saja akan membantu siswa dalam memahami teks. Saran saya adalah buatlah semenarik mungkin.*  
(It is very good. The students are familiar with the culture and of course, it will help them in comprehending the text. My suggestion is that make it interesting and attractive.)

*(Appendix H/Interview 2)*

From the excerpt above, it can be concluded that the students need supplementary reading materials as the book for grade eight students of Junior High School is not available yet. Supplementary reading materials contained lots of culture will help them in comprehending the text better.

## **2. The Course Grid**

### **a. Planning**

The course grid was written based on the result of the needs analysis. The basic competences of the course grid were taken from the Curriculum 2013 as the school was using that curriculum in the teaching and learning process. There were three basic competences taken in the curriculum 2013 in which there were three different text types to be learned. Supplementary reading materials were developed to fulfill the objectives of the lesson in Junior High School. The supplementary reading books were developed into three units and each unit was contained of one genre of the text.

The theme of the book was culture as mentioned before in the previous chapter. Moreover, based on the result of the needs analysis, 96.875% of the students in class VIIIC of SMP N 1 Prambanan Sleman said that they liked Indonesian local culture as the theme of the text. The theme was divided into three topics. Those were tourist attractions or historical buildings in Indonesia, interesting experience in Indonesia, and Indonesian fairytales. The first topic was in the unit 1, the second topic was in the unit 2, and the last topic was in the unit 3.

The learning objectives of the lessons were to make the students are able to understand the generic structure and the language features of the descriptive text, recount text and narrative text. After deciding the learning objectives, the



indicators were listed in detail. There were some indicators in each of the unit indicated the abilities that should be learned in the end of every lesson.

In the learning materials, there were six sub components. The first component was topic. The topic in the unit 1 was tourist attractions or historical buildings in Indonesia, the topic in the unit 2 was interesting experience in Indonesia, and the topic in the unit 3 was Indonesian fairytales. The second component was input of the text. The input of the text in each unit was written based on the topic.

The grammar was also one of the components in the course grid. The grammar used to explain the construction of the sentence and how to make a good sentence based on the type of the text. The grammar was written in the language features component because there were some characteristics used in each text. The grammar used to be learned were simple present tense and simple past tense.

#### **b. Developing the Course Grid**

The course grid was developed based on the Curriculum 2013 for grade eight students of Junior High School and the result of the needs analysis. The course grid was developed based on the type of text written on the basic competence of the curriculum. There were three types of text. Those were descriptive, recount and narrative. There were seven main components in the course grid. Those were unit, basic competence, indicators, learning materials, learning activities, time allocation and teaching kits. The components of the course grid can be seen as follows.

**Table 7. The Components of the Course Grid**

Unit	Basic Competences	Indicators	Learning Materials	Learning Activities	Time Allocation	Teaching Kits
			1. Topic 2. Input Text 3. Social Function 4. Language Features 5. Generic Structure 6. Vocabulary			

According to the table above, the first component of the course grid was unit. There were three units written in the course grid and each of the unit was developed based on the type of text from the basic competence. Unit one explained about descriptive text; unit 2 explained about recount text; and unit 3 explained about narrative text.

The next component of the course grid was the Basic Competences. The Basic Competences in the course grid was taken from curriculum 2013 for grade eight Junior High School. There were three Basic Competences put in the course grid. Those were Basic Competence number 3.10, 3.12 and 3.14. Each of it had one type of text used to be the basis in writing the course grid.

The third component of the course grid was indicators. The indicators were listed from the learning objectives of the lesson. The indicators of each unit explained the things which have to be done by the students at the end of the lesson. The students were expected to be able to understand about descriptive text, recount text and narrative text.

The next component was the learning materials. The learning materials consisted of some sub components. Those sub components were topic, input of the text, social function, language features, generic structure and vocabulary. Those sub components were developed based on each type of text. For example, the social function of descriptive text was to describe and reveal a particular person, place, or thing. The vocabularies used were related to the stories and activities in the unit. The examples of vocabularies were temple, big, small, wall, relief, tall, beautiful, enjoy, interesting, holiday, kingdom, princess, grinding, village, and many more.

The next component after the learning materials was the learning activities. This component was about activities done by the students in the learning process. The activities were divided into three main activities. They were pre-reading, while-reading and post-reading. There were some activities done by the students in each stage.

The next component was the time allocation. The time allocation was explained about the time taken by the students to do the activities. Each activity had a certain time and the students had to finish the activity based on the time

allocation. The time allocation was determined by looking at the level difficulty of the task. The more difficult the task, the task had more time allocation. The time allocation for the lesson in each unit was 2x40 minutes.

The last component of the course grid was the teaching kits. The teaching kits were the media used by the teachers and the students in the teaching and learning process. The teaching kits in each stage of activities were different. It depends on the needs of each activity. For example, the teaching kits used in the while-reading stage in the unit one were descriptive texts, some pictures, pencil colours and worksheets.

The components written in the course grid were aimed to achieve the learning objectives of the lessons. The media and the other teaching aids were supported the teaching and learning process more interesting. Therefore, the teaching and learning process should gain the students' attention and motivate them to learn the English lesson.

### **c. The Description of the Course Grid of Culture-Based Supplementary Reading Materials**

#### **1) Unit 1: "Wonderful Indonesia"**

The topic of the first unit in the supplementary reading book was about tourist attractions or historical buildings in Indonesia. In this unit, the students learned about descriptive text. The input of the texts was chosen based on the topic. The texts were about Prambanan Temple, National Monument, Lawang Sewu, Borobudur Temple and Gedung Sate.

The indicators were listed to achieve the learning objectives of the lessons. The students were expected to be able to understand the use of each genre; know the generic structure and the language features of the texts; get detailed information from the texts; get detailed information that described in each paragraph of descriptive text; put the correct verb in Simple Present Tense; and put the sentences into the correct generic structure.

As mentioned before, there were six components in the learning materials. The social function of descriptive text was to describe and reveal a particular person, place, or thing. The language features of the descriptive text were the use of Simple Present Tense, the use of adjectives and nominal group in the text. The examples of adjective were Buddhist, biggest, magnificent, well-known, and wonderful. The generic structures of the descriptive text were identification and description. The vocabularies used were related to the story such as temple, big, small, wall, relief, tall, Hindu, building, door, monument, tourist, famous, corridors, military, haunted, castle, royal, construction, and stupa.

In the learning activities, there were three main stages. As stated before, the three main stages were pre-reading, while-reading and post-reading. In the pre-reading stage, the students were presented some pictures about the topic in order to gain their attention. In the while-reading stage, the students read some texts with the topic related to tourist attractions or historical buildings in Indonesia. In the post-reading, the students were expected to understand about the content of the text and produce the descriptive text.

The time allocation in every activity was different. As stated before, the time allocation was determined based on the level difficulty of the tasks. For example, in the first activity of pre-reading stage, the time allocation was 3 minutes only, while the second activity took 5 minutes. It was different because finding words in the jumbled alphabets were more difficult rather than labelling the pictures with the short descriptions.

The teaching kits used in each stage were different. The media used in the pre-reading stage were some pictures and worksheets. The media used in the while-reading stage were many kinds of descriptive texts, some pictures and worksheets. While in the post-reading stage, the teaching kits were texts, pictures, worksheets, Facebook account, and the equipments to make wall magazine. Those media supported the teaching and learning process well.

## **2) Unit 2 “What’s Your Story?”**

The topic of the second unit in the supplementary reading book was about interesting experiences in Indonesia. In this unit, the students learned about recount text. The input of the texts was chosen based on the topic. The texts were about Joining the Traditional Dances Competition, Celebrating Kartini’s Day, A Trip to Balikpapan, and A Beautiful Day in Yogyakarta.

The indicators were listed to achieve the learning objectives of the lessons. The students were expected to be able to understand the use of each genre; know the generic structure and the language features of the texts; get detailed information from the texts; get detailed information that described in each

paragraph of recount text; put the correct verb in Simple Past Tense; and put the sentences into the correct generic structure.

The social function of recount text was to inform and retells events or experiences in the past or to entertain the audience. The language features of the recount text were the use of Simple Past Tense, The use of chronological connection or connectives. The generic structures of the recount text were orientation, events, and re-orientation. The vocabularies used were related to the story such as beautiful, enjoy, interesting, holiday, experience, place, wonderful, journey, competition, traditional, nervous.

In the pre-reading stage of this second unit, the students were presented some pictures about interesting experiences in order to gain their attention. Moreover, the existing pictures built their ideas to jump in the next activities. In the while-reading stage, the students read some texts with the topic related to some interesting experiences in Indonesia. In the post-reading, the students were expected to understand about the content of the text and produce the recount text.

The same with the previous unit, the time allocation was determined based on the level difficulty of the tasks. The time allocation was varied. Those were consisting of 3 minutes, 5 minutes and 10 minutes. The media used in the pre-reading stage were comic strips and pictures. The media used in the while-reading stage were many kinds of recount texts, comic strips, pictures and worksheets. While in the post-reading stage, the teaching kits were pencil, worksheets, and comic strips form. Those media supported the teaching and learning process well.

### 3) Unit 3 “Indonesian Fairytales”

The topic of the third unit in the supplementary reading book was about Indonesian fairytales. In this unit, the students learned about narrative text. The input of the texts was chosen based on the topic. The texts were about The Legend of Tangkuban Perahu, The Story of Lake Toba, The legend of Malin Kundang and The Legend of Prambanan Temple

In this unit, the students were expected to be able to understand the use of each genre; know the generic structure and the language features of the texts; get detailed information from the texts; get detailed information that described in each paragraph of narrative text; put the correct verb in Simple Past Tense; and put the sentences into the correct generic structure.

The social function of narrative text was to tell stories (fairy-tale) or past events and entertain the readers. The language features of the narrative text were the use of Simple Past Tense and the use of setting, character, problem and solution in the story. The generic structures of the narrative text were orientation, complication or sequences of events, resolution and re-orientation. The vocabularies used were related to the story such as kingdom, princess, grinding, village, cock, mountain, statue, seashore, rich, curse, stone, fish, disaster, earthquake, and flood.

In the pre-reading stage of this last unit, the students were presented a list of stories about the legend of Indonesia. In the while-reading stage, the students read some texts with the topic related to some story of legend in Indonesia. In the



post-reading, the students were expected to understand about the content of the text and produce the narrative text.

The media used in the pre-reading stage were stories and pictures. The media used in the while-reading stage were many kinds of narrative texts, pictures, comic strips and pencil colour. While in the post-reading stage, the teaching kits were list of stories, script of drama and recorder.

### **3. The Format of the Activities**

#### **a. The Course Grid, Supplementary Reading Book and Teacher's Guide Book**

There were three teaching instruments developed in this research. They were the course grid, supplementary reading book and the teacher's guide book. The development of course grid was already presented before. The supplementary reading book was developed based on the result of the needs analysis. It was developed based on the students' needs and interests in learning English, especially in learning reading.

In developing the supplementary reading book, the researcher used many pictures, different colours, attractive fonts and interesting text to make the students enjoy in the teaching and learning process. Supplementary reading book used culture as the main theme of the book and it helped the students in comprehending the text. There were three units in that book and it consisted of 18 tasks in each unit.

The format of the developed supplementary reading book can be seen below:

1. Cover of the book

Title of the book
Description of the Book
Name of the author

*Figure 2: The Outline of the Cover of the Student Book*

2. Content of the book

Table of Content
UNIT.....
Introduction of the Unit
A. Let's Get Started
(Pre-reading stage)
Task 1-3
B. Are you Ready?
Task 4-15
(While-reading stage)
Task 16-18
(Post-reading stage)
C. Let Wrap Things Up
Picture References

*Figure 3: The Outline of the Content of the Student Book*

The teacher's guide book was one of the teaching instruments used by the teachers in operating the book and guiding them in the teaching and learning process. Teacher's guide book consisted of the standard operating procedure of the book and the answer key. The standard operating procedure consisted of in

many instructions used by the teachers to operate the book. It was really help the teachers in using the book and guide them what should they do in the teaching and learning process. The format of teacher's guide book can be seen in the table below.

1. Cover of the Book

Teacher's guide book
Title of the book
Junior High School/Class

*Figure 4: The Outline of the Cover of Teacher's Guide Book*

2. Content of the Book

Table of Content
Core Competence and Basic Competence
Teaching and Learning Process
UNIT ...
The Procedure in Each Task
(Picture of every task)
Answer Key

*Figure 5: The Outline of the Content of the of Teacher's Guide Book*

**b. The Outline of the Supplementary Reading Book and the Teacher's Guide Book**

1. The Outline of the Supplementary Reading Book

**Table 8.1. The Outline of the Supplementary Reading Book**

UNIT	STAGE	TASKS	ACTIVITIES	MATERIALS
1 Wonderful Indonesia	<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• While-reading</li> <li>• Post-reading</li> </ul>	<ul style="list-style-type: none"> <li>• TASK 1</li> <li>• TASK 2</li> <li>• TASK 3</li> <li>• TASK 4</li> <li>• TASK 5</li> <li>• TASK 6</li> <li>• TASK 7</li> <li>• TASK 8</li> <li>• TASK 9</li> <li>• TASK 10</li> <li>• TASK 11</li> <li>• TASK 12</li> <li>• TASK 13</li> <li>• TASK 14</li> <li>• TASK 15</li> <li>• TASK 16</li> <li>• TASK 17</li> </ul>	<ul style="list-style-type: none"> <li>• Label the pictures with short description.</li> <li>• Find some vocabularies</li> <li>• Guess the meaning of the word</li> <li>• Read and discuss.</li> <li>• Read and answer the questions</li> <li>• Read and then circle the object</li> <li>• Study and choose the correct verbs and to be.</li> <li>• Read and underline the present tense verbs</li> <li>• Read and put the sentences into the correct generic structure.</li> <li>• Draw the following words in the box.</li> <li>• Study and choose the correct adjectives word in the sentences.</li> <li>• Read and then colour the adjective words</li> <li>• List some of the possibility adjectives about the picture.</li> <li>• Draw the picture based on the descriptions.</li> <li>• List the adjective words and present tense verbs</li> <li>• Decide whether the</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Descriptive text</li> <li>Pencil</li> <li>Pencil colour</li> <li>Pictures</li> <li>Pictures</li> <li>Wall magazine</li> </ul>

		<ul style="list-style-type: none"> <li>TASK 18</li> </ul>	<p>sentence is true/false.</p> <ul style="list-style-type: none"> <li>Make description about the picture and share it via Facebook.</li> <li>Print the works and make a wall magazine</li> </ul>	
UNIT 2	<ul style="list-style-type: none"> <li>Pre-reading</li> </ul>	<ul style="list-style-type: none"> <li>TASK 1</li> <li>TASK 2</li> <li>TASK 3</li> <li>TASK 4</li> <li>TASK 5</li> <li>TASK 6</li> <li>TASK 7</li> <li>TASK 8</li> <li>TASK 9</li> <li>TASK 10</li> <li>TASK 11</li> <li>TASK 12</li> <li>TASK 13</li> <li>TASK 14</li> </ul>	<ul style="list-style-type: none"> <li>Match the picture with the topics</li> <li>List some topics they have experienced</li> <li>Mention what the students usually do in that place.</li> <li>Read and discuss with your friends.</li> <li>Read and identify the meaning of underlined words</li> <li>Read and identify the word references.</li> <li>Read and do the crossword puzzle.</li> <li>Read and arrange the jumbled paragraphs into the correct generic structure</li> <li>Read the comic strips and tell the story</li> <li>Read the comic strips and match the picture with 5W questions</li> <li>Study and put the correct past tense</li> <li>Read and underline the past tense verb</li> <li>Read and match with the pictures.</li> </ul>	<p>Pictures</p> <p>Pictures</p> <p>Recount text</p> <p>Recount text</p> <p>Comic strips</p> <p>Recount text</p> <p>Pictures</p> <p>Worksheet</p>

	<ul style="list-style-type: none"> <li>• Post-reading</li> </ul>	<ul style="list-style-type: none"> <li>• TASK 15</li> <li>• TASK 16</li> <li>• TASK 17</li> <li>• TASK 18</li> </ul>	<ul style="list-style-type: none"> <li>• Read and list the connectives</li> <li>• Read and correct the statements</li> <li>• Ask friends about embarrassing experiences</li> <li>• Report their friends' stories in front of the class</li> <li>• Draw the stories in the comic strip form</li> </ul>	Comic strips form
UNIT 3 Indonesian Fairytale	<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• While-reading</li> </ul>	<ul style="list-style-type: none"> <li>• TASK 1</li> <li>• TASK 2</li> <li>• TASK 3</li> <li>• TASK 4</li> <li>• TASK 5</li> <li>• TASK 6</li> <li>• TASK 7</li> <li>• TASK 8</li> <li>• TASK 9</li> <li>• TASK 10</li> <li>• TASK 11</li> <li>• TASK 12</li> <li>• TASK 13</li> <li>• TASK 14</li> </ul>	<ul style="list-style-type: none"> <li>• Presented a list of stories and tick the box.</li> <li>• Match the picture with the name of the story</li> <li>• Find the hidden words about stories</li> <li>• Read and discuss with your friends.</li> <li>• Read and answer the questions</li> <li>• Study and find the verb 1</li> <li>• Read and identify the generic structure</li> <li>• Read and identify the adverb of time.</li> <li>• List the time connection of the text.</li> <li>• Circle the correct past tense verbs</li> <li>• Read and complete the comic strips.</li> <li>• Read and do the crossword.</li> <li>• Decide whether the statement is true or false.</li> <li>• Group the words</li> </ul>	Pictures  Narrative text       Comic strips    Comic strips

	<ul style="list-style-type: none"> <li>• Post-reading</li> </ul>	<ul style="list-style-type: none"> <li>• TASK 15</li> <li>• TASK 16</li> <li>• TASK 17</li> <li>• TASK 18</li> </ul>	into 2 categories <ul style="list-style-type: none"> <li>• Read comic and discuss with the partner.</li> <li>• Identify the character, setting and problem and solution of the story.</li> <li>• The students can read the script</li> <li>• Record the drama and post it in their social media.</li> </ul>	Script of drama Recorder
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The Outline of Teacher's Guide Book

**Table 8.2. The Outline of Teacher's Guide Book**

UNIT	TASKS	ACTIVITIES	MATERIALS
1 Wonderful Indonesia	<ul style="list-style-type: none"> <li>• TASK 1</li> <li>• TASK 2</li> <li>• TASK 3</li> <li>• TASK 4</li> <li>• TASK 5</li> <li>• TASK 6</li> <li>• TASK 7</li> <li>• TASK 8</li> <li>• TASK 9</li> <li>• TASK 10</li> <li>• TASK 11</li> </ul>	<ul style="list-style-type: none"> <li>• Label the pictures with short description.</li> <li>• Find some vocabularies</li> <li>• Guess the meaning of the word</li> <li>• Read and discuss.</li> <li>• Read and answer the questions</li> <li>• Read and then circle the object</li> <li>• Study and choose the correct verbs and to be.</li> <li>• Read and underline the present tense verbs</li> <li>• Read and put the sentences into the correct generic structure.</li> <li>• Draw the following words in the box.</li> <li>• Study and choose the correct adjectives word in</li> </ul>	Glue, scissors  Power Point about Descriptive text  Pencil  Power Point about adjective

	<ul style="list-style-type: none"> <li>• TASK 12</li> <li>• TASK 13</li> <li>• TASK 14</li> <li>• TASK 15</li> <li>• TASK 16</li> <li>• TASK 17</li> <li>• TASK 18</li> </ul>	<p>the sentences.</p> <ul style="list-style-type: none"> <li>• Read and then colour the adjective words</li> <li>• List some of the possibility adjectives about the picture.</li> <li>• Draw the picture based on the descriptions.</li> <li>• List the adjective words and present tense verbs</li> <li>• Decide whether the sentence is true/false.</li> <li>• Make description about the picture and share it via Facebook.</li> <li>• Print the works and make a wall magazine</li> </ul>	<p>Pencil colour</p> <p>Pictures</p> <p>Pictures</p> <p>Laptop Glue, scissors, carton</p>
<p>UNIT 2</p> <p>What's</p> <p>Your</p> <p>Story?</p>	<ul style="list-style-type: none"> <li>• TASK 1</li> <li>• TASK 2</li> <li>• TASK 3</li> <li>• TASK 4</li> <li>• TASK 5</li> <li>• TASK 6</li> <li>• TASK 7</li> <li>• TASK 8</li> <li>• TASK 9</li> <li>• TASK 10</li> <li>• TASK 11</li> <li>• TASK 12</li> </ul>	<ul style="list-style-type: none"> <li>• Match the picture with the topics</li> <li>• List some topics they have experienced</li> <li>• Mention what the students usually do in that place.</li> <li>• Read and discuss with your friends.</li> <li>• Read and identify the meaning of underlined words</li> <li>• Read and identify the word references.</li> <li>• Read and do the crossword puzzle.</li> <li>• Read and arrange the jumbled paragraphs into the correct generic structure</li> <li>• Read the comic strips and tell the story</li> <li>• Read the comic strips and match the picture with 5W questions</li> <li>• Study and put the correct past tense</li> <li>• Read and underline the past tense verb</li> </ul>	<p>Pictures</p> <p>Pictures</p> <p>Recount text</p> <p>Recount text</p> <p>Power Point about Recount text</p> <p>Comic strips</p>



	<ul style="list-style-type: none"> <li>• TASK 13</li> <li>• TASK 14</li> <li>• TASK 15</li> <li>• TASK 16</li> <li>• TASK 17</li> <li>• TASK 18</li> </ul>	<ul style="list-style-type: none"> <li>• Read and match with the pictures.</li> <li>• Read and list the connectives</li> <li>• Read and correct the statements</li> <li>• Ask friends about embarrassing experiences</li> <li>• Report their friends' stories in front of the class</li> <li>• Draw the stories in the comic strip form</li> </ul>	<p>Recount text Pictures</p> <p>Worksheets</p> <p>Comic strips form</p>
<p>UNIT 3</p> <p>Indonesian Fairytale</p>	<ul style="list-style-type: none"> <li>• TASK 1</li> <li>• TASK 2</li> <li>• TASK 3</li> <li>• TASK 4</li> <li>• TASK 5</li> <li>• TASK 6</li> <li>• TASK 7</li> <li>• TASK 8</li> <li>• TASK 9</li> <li>• TASK 10</li> <li>• TASK 11</li> <li>• TASK 12</li> <li>• TASK 13</li> <li>• TASK 14</li> <li>• TASK 15</li> <li>• TASK 16</li> </ul>	<ul style="list-style-type: none"> <li>• Presented a list of stories and tick the box.</li> <li>• Match the picture with the name of the story</li> <li>• Find the hidden words about stories</li> <li>• Read and discuss with your friends.</li> <li>• Read and answer the questions</li> <li>• Study and find the verb 1</li> <li>• Read and identify the generic structure</li> <li>• Read and identify the adverb of time.</li> <li>• List the time connection of the text.</li> <li>• Circle the correct past tense verbs</li> <li>• Read and complete the comic strips.</li> <li>• Read and do the crossword.</li> <li>• Decide whether the statement is true or false.</li> <li>• Group the words into 2 categories</li> <li>• Read comic and discuss with the partner.</li> <li>• Identify the character, setting, problem and</li> </ul>	<p>Pictures</p> <p>Power Point about Narrative text</p> <p>Comic strips</p> <p>Comic strips Power Point about character,</p>

	<ul style="list-style-type: none"> <li>• TASK 17</li> <li>• TASK 18</li> </ul>	solution of the story. <ul style="list-style-type: none"> <li>• The students can read the script</li> <li>• Record the drama and post it in their social media.</li> </ul>	setting, problem and solution. Script of drama Recorder
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**c. The Description of the Supplementary Reading Book and the Teacher's Guide Book**

**1) Unit 1 "Wonderful Indonesia"**

There were three main activities in this unit. The first main activity was belonged to pre-reading activity; the second was belonged to while-reading activity and the last was post reading activity. There were 3 activities in pre-reading, 12 activities in while-reading and 3 activities in post-reading. Therefore, there were 18 activities in this first unit.

The first activity was labelling the pictures of historical building in Indonesia with the short descriptions. The next activity was finding some vocabularies about historical places in Indonesia in a jumbled alphabet. The last activity was guessing the meaning of the word which the students have found by matching. Those three activities were aimed to gain the students' interests in reading. Activities with some interesting illustrations will attract the students to learn and get their full attention before they started to do the main activities.

There were 12 tasks in the while-reading activity. Those activity were reading and discussing with their friends; reading and answering the questions; reading and circling the object which mentioned in the text; studying about

Simple Present Tense and choosing the correct verbs and to be; reading and underlining the present tense verbs; reading and putting the sentences into the correct generic structure; drawing the following words in the box; studying about adjectives and choosing the correct adjectives word; reading and colouring the adjective words; listing some of the possibility adjectives about the picture; drawing the picture based on the descriptions; and the last was listing the adjective words and present tense verbs. In those activities, the students had to read carefully in order to answer the questions. The aim of this while-reading activity was making the students understand about the content of the text and they can answer the questions based on the text.

The third activity was post-reading activity. There were three tasks in this last activity. The first task was deciding whether the sentence is true/false based on the text. The second was making description about the picture and share it to their friends via Facebook. The last task of this activity was printing the works and making a wall magazine. In those activities, the students had to understand about the previous lessons first, so that they can produce a text. The very last activity was the activity to gain the students creativity and the result of their works will be read by another students. In other words, those three activities were aimed at checking their understanding about the text and improving their skill into another challenging tasks.

## **2) Unit 2 “What’s Your Story?”**

There were eighteen activities in this second unit. The first activity was matching the picture with the topics related to some interesting experiences in

Indonesia. The second activity was listing some interesting moment they have experienced before. The last was mentioning what the students usually do in the picture. Those kinds of activity were belonged to pre-reading activity and the aim was at preparing the students in learning a recount text. The students can use their background knowledge to answer the questions because they might have already known about the materials.

There were twelve tasks in the while-reading activity. Those were reading and discussing with friends; reading and identifying the meaning of underlined words by matching it with the picture; reading and identifying the word references; reading and doing the crossword puzzle; reading and arranging the jumbled paragraphs into the correct generic structure; reading the comic strips and telling the story; reading and matching the picture with 5W questions (what, who, when, where and why); studying about Simple Past Tense and putting the correct past tense verb; reading and underlining the past tense verb; reading the description of activities and matching with the pictures; reading and listing the connectives; and the last was reading and correcting the statements.

The twelve tasks in the while-reading activities were aimed at checking the comprehension of the students after reading the texts. In those activities, the students took important information from the texts by reading it and answer the questions to check their comprehension. The students had to know about the generic structure, the language features, the grammar and the vocabulary of the recount text. The varied tasks helped the students in understanding the materials as well.

There were three tasks in the post-reading activity. The first task was asking their friends about embarrassing experiences. The second activity was reporting their friends' stories in front of the class by reading it. This activity was aimed at checking the students' understanding about recount text. The teachers can check the content of the students' work and how they tell the stories in front of the class. The last task in the post-reading activity was drawing the stories in the comic strips form. This activity was aimed at checking the content of the story and exploring the students' creativity at drawing something.

### **3) Unit 3 “Indonesian Fairytales”**

There were eighteen tasks in the unit 3. It was the same with the previous unit. It consisted of three tasks of pre-reading activity, twelve tasks of while-reading activity and three tasks of post-reading activity. In the pre-reading activity, the first task was ticking the box containing some stories of the legend of Indonesia. The aim of this task was at finding the information about how many stories did the students know.

The next task was matching the picture with the name of the story. The aim of this task was at finding the information about the students' knowledge about the legend of Indonesia. The third task was finding the hidden words about stories of legend in Indonesia. This task was aimed at checking the students skill in finding the hidden words and knowing the name of the stories of Indonesian legend. This pre-reading task was aimed at preparing the students in learning

narrative text and checking the students' background knowledge about Indonesian fairytales.

The second activity was while-reading activity. There were twelve tasks in it. They were reading and discussing with your friends; reading and answering the questions related to the text; studying about Simple Past Tense and finding the verb 1 of the colour words in the story; reading and identifying the generic structure of the text; reading and identifying the adverb of time; listing the time connection of the text; circling the correct past tense verbs in the sentences; reading and completing the comic strips; reading and doing the crossword; deciding whether the statement is true or false; grouping the words into 2 categories (Simple Present Tense and Simple Past Tense); and the last was reading comic strips and discussing with the partner.

The aim of while-reading activity was at helping the students in comprehending the texts. There were many texts provided in the book and it helped the students to compare between one text to another texts. While-reading activity was the time for the students to read a lot and studied about the materials. In this unit, the students learned about narrative text.

There were three tasks in the post-reading activity. The first task was identifying the character, setting and problem and solution of the story. The aim of this task was at making the students argued about the content of the story. The components of the story were consisted of character, setting, problem and solution. The students can make some arguments about the problem based on

their opinion, while others can have different arguments. It explored the students' opinion and correlated their opinion with their experienced.

The second was making a mini drama. After reading many kinds of the texts above, the students are asked to make a mini drama. The students were divided into 5-6 groups. The students were asked to work in a small group to practice the story based on each character. The students can read the script when they practiced the story. This activity was aimed at checking the students' comprehension about the content of the story and expressing the feelings of each character.

The last task in the post-reading activity was recording the drama. The students were asked to record their mini drama about the legend of Indonesia and they had to upload it into their social media. This activity was aimed to make the students aware of the technology and they can make a documentation of their works. They can comment and give suggestion to their friends' expression via social media. Moreover, the students liked to use technology in this modern era, so that they were interested in doing this task.

## **B. Result of the Product Testing**

### **a. The Result of Expert Judgement**

#### **1. The Result of the Expert Judgement of Unit 1**

There were four aspects of to be evaluated in the questionnaire. The Expert evaluated the appropriateness of the content, language, presentation, and graphic of the materials. Table 9.1 below shows the appropriateness of content for unit 1.

**a) The Appropriateness of Content**

**Table 9.1. The Appropriateness of Content for Unit 1**

Item Number	Evaluated Aspect	Score
1	The materials are in accordance with the 2013 Curriculum Core Competence 1,2,3,4 and Basic Competence 1.1, 2.2, 3.10, 4.11 of grade VIII students of Junior High School.	4
2	The materials developed are based on the course grid.	4
3	The topics on the materials developed are about Indonesian culture.	4
4	The materials developed contain texts which are relevant to students' daily life.	4
5	The materials developed involve the explanation of the structure of the text of a particular genre.	4
6	The materials developed involve the explanation of the social function of the text of a particular genre	4
7	The materials developed involve the explanation of the linguistics features of the language of the text.	4
8	The materials developed involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
9	The materials developed lead the students to communicate in daily life contexts such as describing places.	3
10	The materials developed lead the students to communicate accurately and functionally.	4
	Mean	3.9

It is shown by the table 9.1 that the mean value of the appropriateness of content of the developed material was 3.9. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .



### b) The Appropriateness of Language

**Table 9.2. The Appropriateness of Language for Unit 1**

Item Number	Evaluated Aspect	Score
11	The materials are developed in grammatical English.	4
12	The instructions use a correct spelling.	3
13	The materials use a correct word choice.	4
14	The language of the instruction can be easily understood by the students.	3
15	The explanation of the materials can be easily understood by the students.	4
16	The explanation of the materials is appropriate with the students' level.	4
17	The materials show a meaning organization in each part.	4
18	The materials show a meaning relationship in each part.	4
	Mean	3.75

It is shown by the table 9.2 that the mean value of the appropriateness of language of the developed material was 3.75. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

### c) The Appropriateness of Presentation

**Table 9.3. The Appropriateness of Presentation for Unit 1**

Item Number	Evaluated Aspect	Score
19	The materials developed are presented systematically from Let's Get Started, Are You Ready?, and Let's Wrap	4

	Things Up.	
20	The materials developed are based on the learning activities of Pre-reading, While-reading, Post-reading.	3
21	The materials present in texts, activities, and picture equally.	4
22	The materials developed contain tasks that encourage the students' perform both spoken and written communication.	4
23	The materials promote the students to be responsible with their own learning so that they become autonomous learners.	4
24	The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning.	4
25	Every unit of the developed materials has the learning objective stated.	4
26	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
27	Texts and pictures have identity such as title, number, or reference.	3
28	The materials added by a good explanation and enough vocabulary.	3
	Mean	3.7

It is shown by the table 9.3 that the mean value of the appropriateness of presentation of the developed material was 3.7. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

#### a) The Appropriateness of Graphic

**Table 9.4. The Appropriateness of Graphic for Unit 1**

Item Number	Evaluated Aspect	Score
29	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4

30	The layout of the developed materials is proportional.	3
31	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
32	The illustrations in the developed materials help to clarify the presentation in the materials.	4
33	The developed materials use the variation of the fonts to interest the students.	3
34	The pictures or illustrations are propositional and reflected the content of the book.	3
35	The overall design of the developed materials is visually interesting.	4
	Mean	3.57

It is shown by the table 9.4 that the mean value of the appropriateness of graphic of the developed material was 3.57. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

## 2. The Result of the Expert Judgement of Unit 2

### a) The Appropriateness of Content

**Table 9.5. The Appropriateness of Content for Unit 2**

Item Number	Evaluated Aspect	Score
1	The materials are in accordance with the 2013 Curriculum Core Competence 1,2,3,4 and Basic Competence 1.1, 2.2, 3.10, 4.14 of grade VIII students of Junior High School.	4
2	The materials developed are based on the course grid.	4
3	The topics on the materials developed are about Indonesian culture.	4
4	The materials developed contain texts which are relevant to students' daily life.	4

5	The materials developed involve the explanation of the structure of the text of a particular genre.	4
6	The materials developed involve the explanation of the social function of the text of a particular genre	4
7	The materials developed involve the explanation of the linguistics features of the language of the text.	4
8	The materials developed involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
9	The materials developed lead the students to communicate in daily life contexts such as telling the interesting past experiences.	3
10	The materials developed lead the students to communicate accurately and functionally.	2
	Mean	3.7

It is shown by the table 9.5 that the mean value of the appropriateness of content of the developed material was 3.7. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

#### **b) The Appropriateness of Language**

**Table 9.6. The Appropriateness of Language for Unit 2**

Item Number	Evaluated Aspect	Score
11	The materials are developed in grammatical English.	3
12	The instructions use a correct spelling.	3
13	The materials use a correct word choice.	4
14	The language of the instruction can be easily understood by the students.	4
15	The explanation of the materials can be easily understood by the students.	4

16	The explanation of the materials is appropriate with the students' level.	4
17	The materials show a meaning organization in each part.	4
18	The materials show a meaning relationship in each part.	4
	Mean	3.75

It is shown by the table 9.6 that the mean value of the appropriateness of language of the developed material was 3.75. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

### c) The Appropriateness of Presentation

**Table 9.7. The Appropriateness of Presentation for Unit 2**

Item Number	Evaluated Aspect	Score
19	The materials developed are presented systematically from Let's Get Started, Are You Ready?, and Let's Wrap Things Up.	4
20	The materials developed are based on the learning activities of Pre-reading, While-reading, Post-reading.	3
21	The materials present in texts, activities, and picture equally.	4
22	The materials developed contain tasks that encourage the students' perform both spoken and written communication.	3
23	The materials promote the students to be responsible with their own learning so that they become autonomous learners.	4
24	The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning.	3
25	Every unit of the developed materials has the learning objective stated.	4
26	Every unit of the developed materials has summary part that provides the summary of the learning materials	4

	presented in the unit.	
27	Texts and pictures have identity such as title, number, or reference.	4
28	The materials added by a good explanation and enough vocabulary.	3
	Mean	3.6

It is shown by the table 9.7 that the mean value of the appropriateness of presentation of the developed material was 3.6. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

#### d) The Appropriateness of Graphic

**Table 9.8. The Appropriateness of Graphic for Unit 2**

Item Number	Evaluated Aspect	Score
29	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
30	The layout of the developed materials is proportional.	3
31	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
32	The illustrations in the developed materials help to clarify the presentation in the materials.	4
33	The developed materials use the variation of the fonts to interest the students.	2
34	The pictures or illustrations are propositional and reflected the content of the book.	4
35	The overall design of the developed materials is visually interesting.	4
	Mean	3.43

It is shown by the table 9.8 that the mean value of the appropriateness of graphic of the developed material was 3.43. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

### 3. The Result of the Expert Judgement of Unit 3

#### a) The Appropriateness of Content

**Table 9.9. The Appropriateness of Content for Unit 3**

Item Number	Evaluated Aspect	Score
1	The materials are in accordance with the 2013 Curriculum Core Competence 1,2,3,4 and Basic Competence 1.1, 2.2, 3.10, 4.18 of grade VIII students of Junior High School.	4
2	The materials developed are based on the course grid.	4
3	The topics on the materials developed are about Indonesian culture.	4
4	The materials developed contain texts which are relevant to students' daily life.	4
5	The materials developed involve the explanation of the structure of the text of a particular genre.	4
6	The materials developed involve the explanation of the social function of the text of a particular genre	4
7	The materials developed involve the explanation of the linguistics features of the language of the text.	4
8	The materials developed involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9	The materials developed lead the students to communicate in daily life contexts such as telling the Indonesian fairytales.	3
10	The materials developed lead the students to communicate accurately and functionally.	3

	Mean	3.7
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It is shown by the table 9.9 that the mean value of the appropriateness of content of the developed material was 3.7. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

### b) The Appropriateness of Language

**Table 9.10. The Appropriateness of Language for Unit 3**

Item Number	Evaluated Aspect	Score
11	The materials are developed in grammatical English.	3
12	The instructions use a correct spelling.	3
13	The materials use a correct word choice.	4
14	The language of the instruction can be easily understood by the students.	4
15	The explanation of the materials can be easily understood by the students.	4
16	The explanation of the materials is appropriate with the students' level.	4
17	The materials show a meaning organization in each part.	4
18	The materials show a meaning relationship in each part.	4
	Mean	3.75

It is shown by the table 9.10 that the mean value of the appropriateness of language of the developed material was 3.75 it was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .



**c) The Appropriateness of Presentation**

**Table 9.11. The Appropriateness of Presentation for Unit 3**

Item Number	Evaluated Aspect	Score
19	The materials developed are presented systematically from Let's Get Started, Are You Ready?, and Let's Wrap Things Up.	4
20	The materials developed are based on the learning activities of Pre-reading, While-reading, Post-reading.	4
21	The materials present in texts, activities, and picture equally.	3
22	The materials developed contain tasks that encourage the students' perform both spoken and written communication.	4
23	The materials promote the students to be responsible with their own learning so that they become autonomous learners.	4
24	The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning.	4
25	Every unit of the developed materials has the learning objective stated.	4
26	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
27	Texts and pictures have identity such as title, number, or reference.	4
28	The materials added by a good explanation and enough vocabulary.	3
	Mean	3.8

It is shown by the table 9.11 that the mean value of the appropriateness of presentation of the developed material was 3.8. It was categorized as "Very Good" as its position in the interval  $3.25 < \bar{x} \leq 4$ .

**d) The Appropriateness of Graphic**

**Table 9.12. The Appropriateness of Graphic for Unit 3**

Item Number	Evaluated Aspect	Score
29	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
30	The layout of the developed materials is proportional.	3
31	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
32	The illustrations in the developed materials help to clarify the presentation in the materials.	4
33	The developed materials use the variation of the fonts to interest the students.	2
34	The pictures or illustrations are propositional and reflected the content of the book.	4
35	The overall design of the developed materials is visually interesting.	4
	Mean	3.43

It is shown by the table 9.12 that the mean value of the appropriateness of graphic of the developed material was 3.43. It was categorized as “Very Good” as its position in the interval  $3.25 < \bar{x} \leq 4$ .

**b. Implementation of the Second Draft of Culture-Based Supplementary Reading Materials**

The second draft of culture-based supplementary reading materials was made after revising and evaluating the first draft. The culture-based supplementary reading book was implemented to the grade eight students of SMP N Prambanan Sleman. The implementation was done on 2 May 2015. It was done

in one day and the students were asked to do the tasks in three units of the book. They did not ask to do all the tasks in three units because of the limitation of the time. They did not do all the tasks, but they were asked to read all of the various tasks in those three units.

The students seemed happy on the implementation day. Before they tried to do the tasks, the students were asked about their understanding of the instruction. If they did not understand about what they were going to do, the researcher explained the instruction. The students were enthusiastic in doing the tasks in the culture-based supplementary reading book. Sometimes they asked their friends if they did not know about the answer.

The researcher walked around the class to check the students' work. The students can directly answer the tasks in that book. They felt challenged in doing the tasks. They also seemed happy because they did not have an English book in the teaching and learning process. Some of the students said that they wanted the book to be their own because they wanted to use it as the materials to be learned.

The students did not do all of the tasks in the book due to the limitation of the time. They were asked to see the various tasks and the content in the three units in order to find their opinion that the book was interesting or not. The students read the book very carefully. Sometimes they gave some opinion about the book with their friends and some of them saw the pictures intensively.

### **c. The Result of the Questionnaire for the Students**

The evaluation questionnaire distributed to the students after the implementation. Some of them were also interviewed. The aim of the evaluation

questionnaire and interview were at finding the students' opinion and feedback about the culture-based supplementary reading book. It also used to revise the book. The result of the questionnaire for the students can be seen as follows.

### A. Material Aspect

**Table 10.1. The Result of the Material Aspect from the Students**

No.	Aspect	Statement/Indicators	Statement Numbers	Percentage
1.	Material	The input of the materials are related to the learners characteristics	1	90%
		The materials are up-to date	2	82,5%
		The input materials are interesting	3	88,75%
		The effectiveness of the language use in explaining the materials	4	90%
		Quality of pictures in explaining the materials	5	89,375%
		The balance between the materials and the evaluation items	6	87,5%
			14	86,25%
		The effectiveness and attraction of using culture-based materials	7	91,875%
		The appropriateness of the culture materials	8	89,375%
	<b>Total</b>		<b>9 items</b>	<b>795,625 %</b>
	<b>Average</b>			<b>88, 403%</b>

Based on the table above, the percentage of the material aspect is 88,403%. It means that the material aspect of these culture-based supplementary reading books is very good. The evaluation of the material aspect was aimed at evaluating how the materials were presented in the book.

### B. Instructional Aspect

**Table 10.2. The Result of the Instructional Aspect from the Students**

No.	Aspect	Statement/Indicators	Statement Numbers	Percentage
2.	Instruction	Quality of the instruction	9	84,375%
			10	88,125%
			11	85,625%
		Quality of the evaluation items	12	91,875%
			13	91,875%
	<b>Total</b>		<b>5 items</b>	<b>441,875%</b>
	<b>Average</b>			<b>88,375%</b>

Based on the table above, the percentage of the instructional aspect is 88,375%. It means that the instructional aspect of these culture-based supplementary reading books is very good. The evaluation of the instructional aspect was aimed at evaluating how the instructions were presented in the book.

### C. Media Aspect

**Table 10.3. The Result of the Media Aspect from the Students**

No.	Aspect	Statement/Indicators	Statement Numbers	Percentage
3.	Media	The appropriateness of the picture choice	15	91,875%
		The effectiveness of the pictures	16	91,25%
		The appropriateness of the font	17	93,75%
		The effectiveness of the colour	18	90%

		The text efficiency and effectiveness	19	94,375%
		The involvement of technology is interesting	20	85%
	<b>Total</b>		<b>6 items</b>	<b>546,25%</b>
	<b>Average</b>			<b>91,042%</b>

Based on the table above, the percentage of the media aspect is 91,042%. It means that the media aspect of these culture-based supplementary reading books is very good. The evaluation of the media aspect was aimed at evaluating how the media were presented in the book.

The average score of the evaluation from the respondents is described below:

**Table. 10.4. Average Score of the Book Evaluation from the Students**

ASPECT	SCORE
MATERIAL	88,403%
INSTRUCTIONAL	88,375%
MEDIA	91,042%
TOTAL	<b>267,82%</b>
AVERAGE	<b>89,273%</b>

The table above showed about the average percentage scores of the students' evaluation on the second draft of culture-based supplementary reading book from the students. The table consists of three aspects. Those are materials, instructional, and media. The average of percentage was 89,273 %. It means that the book was very good and no need to revise.

#### d. The Result of Interview with the Students

Beside the evaluation questionnaire distributed to the students, they also gave their opinion of the culture-based supplementary reading book in the evaluation interview. The results of the evaluation interview are presented below.

##### A. Materials

Based on the evaluation interview, the students stated that the materials were easy to understand. They said that the tasks were not difficult to answer and it was very challenging. However, one of the students interviewed said that some of the tasks were quite difficult. She said that the materials contained some difficult words, so that she did not know the content of the text. The excerpt can be seen as follows.

- |    |   |
|----|---|
| R  | : Menurut adik-adik, materi yang di ajarkan di dalam buku susah nggak?(In your opinion, is the materials presented on the book difficult or not?)   |
| S1 | : Enggak sih Miss. Mudah dipahami kok.<br>(I don't think so, Miss. It is easy to understand.)   |
| S2 | : Enggak Miss, soal-soal yang diajarkan malah menantang. Suka banget Miss. (No. It is not. The tasks are very challenging and I like it very much.)   |
| S3 | : Ada yang susah sih Miss. Ada kata yang aku nggak ngerti jadi nggak tau deh maksudnya apa.<br>(Some of them are difficult, Miss. There are some words which I don't understand, so that I don't know the meaning.) |
|    | (Appendix H/Interview 3)  |

Moreover, the students stated that they liked the culture-based materials. They said that they liked it because they have already had a prior knowledge about Indonesian culture, so that they can comprehend the text well. They also

said that the culture-based materials really help them in the learning process, especially in learning reading. The excerpt can be seen as follows.

- R : *Adik-adik suka nggak sama materi budaya yang diajarkan di dalam buku tadi?*  
(Do you like the culture materials presented on the book?)
- S2, S3 : *Suka, Miss.* (I like it, Miss.)
- R : *Kalau menurut Arifin gimana?* (How about you, Arifin?)
- S1 : *Suka banget Miss. Kan kita udah tau dan mengenal budaya Indonesia sebelumnya jadi kan kita bisa nebak-nebak itu nanti bakal bahas apa, gitu Miss.*  
(I like it very much, Miss. We have already known about Indonesian culture before, so that we can guess what is it going to discuss.)
- (Appendix H/Interview 3)

In addition, the students seemed happy to learn about the material presented in the book. They learned more about Indonesian culture. They stated that they learned about some interesting places in Indonesia and the legend of Indonesia. Some of them said that they have not visited some places in Indonesia yet. The excerpt can be seen as follows

- R : *Oke. Tentang Candi Prambanan, Borobudur, Malin Kundang. Lalu apalagi? Mbak Hanifah belajar apa tadi?*  
(Okay. You learned about Prambanan and Borobudur temple, Malin Kundang and what else? What did you learn, Hanifah?)
- S2 : *Tadi baca tentang Balikpapan gitu Miss. Balikpapan itu dimana sih Miss?*  
(I read about Balikpapan. Where is Balikpapan, Miss Rekyan?)
- R : *Balikpapan itu di Kalimantan Timur. Pernah kesana nggak?*  
(Balikpapan is in East Kalimantan. Have you ever been there?)
- S1, S2 : *Belum pernah Miss.* (Not yet, Miss.)
- R : *Oh iya, berarti kalian tadi belajar banyak dong tentang budaya di Indonesia? Suka kan?* (Okay. It means that you learned more about Indonesian culture, right? Do you like it?)
- S1, S2, S3 : *Iya Miss..* (Yes, Miss.)
- (Appendix H/Interview 3)



## B. Instruction

In the evaluation interview, the students were asked some questions related to the instruction presented on the book. They stated that the instructions were already clear. They understood about what they were going to do. On the other hand, some of them argued that in some activities, they did not understand what they were going to do. Actually, the instructions were already clear, but they felt doubt so that they have to ask first to ensure their answers. Below is the excerpt of the interview.

- |    |  |
|----|--|
| R  | : <i>Kalau perintah dalam setiap soalnya jelas nggak?</i><br>(How about the instruction? Is it clear?)   |
| S1 | : <i>Jelas kok Miss. Saya bisa memahaminya.</i><br>(It is clear, Miss. I understand it.)   |
| S3 | : <i>Ada yang susah Miss. Sebagian aja sih.</i> (Some of them are difficult to understand, Miss. Only some of them.)   |
| S2 | : <i>Udah jelas sih Miss, tapi kadang harus nanya dulu ke Miss bener apa nggak. Cuma mastiin aja, Miss.</i><br>(It is already clear, Miss, but I have to ask it first to you to ensure that it is true.) |
- (Appendix H/Interview 3)*

## C. Media

Based on the evaluation interview, the students stated that they liked the picture, font, colour, and the design very much. They said that the picture, font, colour and the design were very attractive. The media on the book made the students wanted to learn and motivated them very much. They argued that the old book used in the previous grade was not interesting and it was not challenging.

They liked the book very much, so that they wanted to own the book. The book for grade eight students of Junior High School is not available yet. The teacher only gave the students pieces of materials and he made a presentation in every meeting. Therefore, the students were happy to have a supplementary book as materials to be learned at home. Below is the excerpt of the interview.

- R : *Adik-adik suka nggak sama gambar-gambar, jenis huruf, jenis warna dan desain dari bukunya?*(Do you like the pictures, fonts, \ colours and the design of the book?)
- S1, S2, S3 : *Suka banget, Miss.* (I do like it, Miss.)
- R : *Suka karena apa?* (Why do you like it?)
- S1 : *Menarik kita buat baca Miss.* (It is interesting to read, Miss.)
- S2 : *Iya Miss. Banyak gambar di dalam buku, terus jenis hurufnya juga macem-macem, warna nya juga banyak. Bagus banget Miss. Itu yang buat bukunya siapa, Miss?*  
(Yes, Miss. There are many pictures, various fonts and colours. The book is ver good. Who made this book, Miss?)
- R : *Ya Miss Rekyan dong.* (I made this book.)
- S3 : *Keren dong Miss. Bagus banget bukunya. Buat saya aja ya Miss. Boleh ya di bawa pulang?* (Wow, it's cool. It is a good book. May I have this book, Miss?)
- R : *Iya tapi ini kan belum final, masih di revisi lagi. Besok kalau udah final nanti Miss Rekyan kasih ke Pak Usman terus bisa dibagi ke kalian.*(Yes, you can, but this is not final yet. If it is a final, I will give it to Mr. Usman and he can give it to you.)
- (Appendix H/Interview 3)

R : *Buku kelas 8 belum ada ya dik?*  
(Is there any English book for grade eight?)  
S1, S2, S3 : *Belum Miss. (Not yet, Miss.)*  
R : *Terus sampai sekarang kalau belajar pakai apa?*  
(So, what do you use in the learning process?)  
S1, S2, S3 : *Ya dibagiin kertas gitu Miss. Terus liat power point dari Pak Usman. (Allotted pieces of paper and saw a presentation.)*  
R : *Oh begitu ya. Berarti kalau kalian dapat buku seperti ini, kalau senang dong ya?*  
(Alright. If you get this kind of book, will you love it?)  
S1, S2, S3 : *Seneng banget Miss. Suka banget Miss. (I do love it, Miss.)*  
*(Appendix H/Interview 3)*

#### e. The Result of the Questionnaire for the Respondents

The questionnaire was distributed to some respondents was aimed at finding the teachers' opinion for the book and evaluating the second draft of culture-based supplementary reading book. The respondents were two English teachers of SMP N Prambanan Sleman and eight students of English Education Department. There were twenty indicators in the evaluation and it consisted of three main aspects. They were material, instruction and media aspect. The result of the questionnaire can be seen in the table below.

#### A. Material Aspect

**Table 11.1. The Result of the Material Aspect from the Respondents**

Aspect	No.	Statement	Item Number	Percentage
Material	1.	The input of the materials are related to the learners characteristics	1	86%

	2.	The materials are up-to date	2	84%
	3.	The input materials are interesting	3	80%
	4.	The effectiveness of the language use in explaining the materials	4	88%
	5.	Quality of pictures in explaining the materials	5	84%
	6.	The balance between the materials and the evaluation items	6	80%
	7.	The effectiveness and attraction of using culture-based materials	7	86%
	8.	The appropriateness of the culture materials	8	82%
<b>TOTAL</b>			<b>8 items</b>	<b>670%</b>
<b>AVERAGE</b>				<b>83,75%</b>

Based on the table above, the percentage of the material aspect is 83,75%. It means that the material aspect of these culture-based supplementary reading books is very good. The evaluation of the material aspect was aimed at evaluating how the materials were presented in the book.

### **B. Instructional Aspect**

**Table 11.2. The Result of the Instructional Aspect from the Respondents**

Instruction	9.	The instructions used are clear.	1	82%
	10.	The exercises are clear.	2	86%
	11.	The target audiences of the instructions are clear.	3	86%
	12.	The test items are appropriate to the indicators.	4	84%
	13.	The indicators are appropriate to the goal of the instruction.	5	84%
	14.	The materials and the	6	84%

		exercises are balance.		
<b>TOTAL</b>			<b>6 items</b>	<b>506%</b>
<b>AVERAGE</b>				<b>84,3%</b>

Based on the table above, the percentage of the instructional aspect is 84,3%. It means that the instructional aspect of these culture-based supplementary reading books is very good. The evaluation of the instructional aspect was aimed at evaluating how the instructions were presented in the book.

### C. Media Aspect

**Table 11.3. The Result of the Media Aspect from the Respondents**

Media	15.	The appropriateness of the picture choice	1	88%
	16.	The appropriateness of the arrangement of the pictures	2	86%
	17.	The appropriateness of the font	3	82%
	18.	The effectiveness of the colour	4	86%
	19.	The text efficiency and effectiveness	5	82%
	20.	The involvement of technology is interesting	6	82%
<b>TOTAL</b>			<b>6 items</b>	<b>506%</b>
<b>AVERAGE</b>				<b>84,3%</b>

Based on the table above, the percentage of the media aspect is 84,3%. It means that the media aspect of these culture-based supplementary reading books is very good. The evaluation of the media aspect was aimed at evaluating how the media were presented in the book.

The average score of the evaluation from the respondents is described below.

**Table. 11.4. Average Score of the Book Evaluation from the Respondents**

ASPECT	SCORE
MATERIAL	83,75%
INSTRUCTIONAL	84,3%
MEDIA	84,3%
TOTAL	<b>252,35%</b>
AVERAGE	<b>84,12%</b>

The table above showed about the average percentage scores of the students' evaluation on the second draft of culture-based supplementary reading book from the respondents. The table consists of three aspects. Those are materials, instructional, and media. The average of percentage was 84,12 %. It means that the book was very good and no need to revise.

#### **e. The Result of the Interview with the Respondents**

Beside the evaluation questionnaire distributed to the respondents, they also gave their opinion of the culture-based supplementary reading book in the evaluation interview. Based on the interview, the English teachers of SMP N 1 Prambanan Sleman said that the materials presented in the book were good. The culture-based material in the book was good for the students to make them aware of the local culture. They also said that the book was attractive to make the students learned because it contained many pictures and colours. The excerpt can be seen as follows.

- R : Menurut Bapak, apakah input yang terdapat di dalam buku sudah dapat menarik siswa untuk belajar membaca? (In your opinion, is the input in the book attract the students to read?)
- T1 : Sudah bagus. Materinya sudah bagus ya. Mengajarkan tentang teks deskriptif, recount dan naratif. (It is good. The materials are good. It taught about descriptive, recount and narrative text.)
- T2 : Sudah bagus mbak. Ini materinya juga diambil dari budaya-budaya di Indonesia, jadi anak-anak juga tertarik untuk membaca. (It is good. The materials are taken from the Indonesian Culture, so the students are interested in reading.)
- R2 : Apakah materi berbasis budaya yang terdapat di dalam buku sudah layak dan pantas diberikan kepada siswa? Apakah dengan adanya materi tersebut dapat lebih membantu siswa dalam memahami isi teks. (Are the culture-based materials presented in the book appropriate for the students? Is it helpful for the students in comprehending the texts?)
- T2 : Sudah sih mbak. Budaya-budaya yang diajarkan di dalam buku sudah merepresentasikan budaya-budaya yang ada di Indonesia. Lagipula anak-anak juga pasti sudah familiar dengan budaya tersebut, seperti Candi Prambanan, Borobudur itu kan mereka pasti sudah tau jadi ya mereka paham dengan isi teksnya. (Yes. It is appropriate. The culture taught in the book have already represented the Indonesian culture. Moreover, the students are familiar with the those culture, for example, Prambanan temple and Borobudur temple. They have already known about those places and they can comprehend the text well.)  
(Appendix H/Interview 4)

- R : Bagaimanakah penampilan dari buku tersebut? Apakah sudah menarik? Bagaimanakah peran gambar yang terdapat dalam buku tersebut? (What do you think about the appearance of the book? is it attractive? How about the effectiveness of the pictures presented in the book?)
- T1 : Sudah bagus mbak. Covernya colourful, di dalam bukunya juga banyak gambar-gambar. Pasti anak-anak sangat tertarik untuk membacanya. (It is good. The cover is colourful. There are many pictures in the book and of course the students are very interested to read it.)
- T2 : Sangat bagus mbak. Biasanya kan anak-anak suka yang banyak gambar-gambar animasi-animasi begitu, warnanya juga banyak kan jadi pastinya anak-anak senang ya dengan buku ini dan tentunya sangat membantu meningkatkan kemampuan membaca mereka. (It is very good. The students usually like the book with many pictures and animation there. They also like the book with many colours, so that they like to have this book and it also helps the students in increasing their reading skill.)  
(Appendix H/Interview 4)

From the result of the interview above, the teachers stated that the book was already good in attracting the students to read and it helped the students in increasing the students' reading skill. They said that the book contained many interesting pictures and the book was colourful. Those were important factors to gain the students' motivation and attention to improve their reading skill.

**Table. 11.5. Average Score of the Book Evaluation**

Book Evaluation	Students	Respondents
PERCENTAGE	<b>89,273%</b>	<b>84,12%</b>
TOTAL	<b>173,393%</b>	
AVERAGE	<b>86,696%</b>	

The table above showed about the average percentage scores of the students' evaluation on the second draft of culture-based supplementary reading book from the students and the respondents. The average of percentage was 86,696%. It means that the book was very good and no need to revise.

### **C. Product Revision**

The Product revision is very important at improving the quality of the culture-based supplementary reading book. The product was revised based on the comment and suggestion from the English Education lecturers, students, and English teachers and the students of English Education Department. The product revision was divided into two categories. The first revision was at the first draft and the second was at the second draft.



## 1. Revisions from the Expert Judgement

In order to improve the quality of the developed learning materials, the expert gave some suggestions and recommendations to revise some aspects of the developed materials. table .... in the following describes the points of revisions of unit 1,2 and 3 and the revisions.

**Table 12.1 Product Revision from the Expert Judgement**

Unit	Parts of the unit	Point to revise	Revision
Unit 1	Key note	Add article “the” in front of the title.	“the” article is added.
	Task 8	Change the word “came” into “come”.	Change the word into “come”.
	Task 18	Add article “a” in front of descriptive text.	“a” article is added.
Unit 2	Learning objective	Change the word “gone” into “been”.	Change the word into “been”.
	Task 7	Change the word into “recommended”.	Change the word into “recommended”.
	Task 12	Add article “a” in front of the title.	“a” article is added.
Unit 3	Task 4	Change the word “has” into “had”.	Change the word into “had”.

	Task 9	Add “s” into the word “connection”.	Change the word into “connections”.
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## 2. Revisions from the Implementation

The second revision was based on the comment and the suggestion of the students, the English teachers, and the students of English Education Department. The following is the description of the revision 2.

### a. Supplementary Reading Book

**Table 12.2. The Revision of Supplementary Reading Book**

Revision Target	Comment	Action Taken
Table of content	There should be a table of content in the book	Table of the content has been added.
Materials	Task 15 Unit 1 : There should be an example  Task 9 Unit 2 : The comic strips should be added with numbers.  Task 11 Unit 3 : The narrative text was too long.	Task 15 : The example has been added.  Task 9 : The numbers have been added.  Shorten the narrative text into the simple one.
Instructions	The instructions of culture-based supplementary reading	No revision needed.

	book were already clear.	
Media	Task 1 Unit 2 : The font of “Celebrating Kartini’s Day” should be changed.	The font has been changed.
Table of content	There should be table of content in the book.	Table of content has been added.

### **b. Teacher’s Guide Book**

**Table 12.3. The Revision of Teacher’s Guide Book**

Revision Target	Comment	Action Taken
Language	Teacher’s guide book of supplementary reading book was in Bahasa Indonesia	No revision needed.
Basic Competence	There was an explanation about basic competences used in the book.	No revision needed.
Learning Process	There was an explanation about the stage of the learning process used in the book.	No revision needed.
Table of Content	There should be a table of content in the teacher’s guide	Table of content has been added.

	book.	
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#### **D. Analysis of the Latest Product**

This part is the analysis of the culture-based supplementary reading book. It explains about the appropriateness of the developed culture-based supplementary reading book for grade eight students of Junior High School. The students', the expert's and the respondents' responses to the questionnaires and interviews will be used to conclude the appropriateness of the book. Moreover, the analysis will answer the questions in the formulation of the problem.

##### **1. Materials**

The materials developed in the culture-based supplementary reading book were based on the curriculum and the course grid. There were three types of text learned in the book. They were descriptive, recount and narrative. The theme used in the book was Indonesian culture as the students liked to learn it based on the result of the needs analysis.

The three types of text learned in the book were aimed to make the students able to describe tourist attractions or historical buildings in Indonesia, tell the past experience and retell the legend of Indonesia. The three types of texts were taken from the curriculum used by eight grade students of Junior High School in the second semester. The culture-based supplementary reading book was aimed at providing additional materials for the students as the book is not available yet.

The texts used in book were based on the topic chosen based on the students' interest. There were three topics in the book. Those three topics were about a tourist attractions, interesting experiences in Indonesia and the legend of Indonesia. The texts were made as simple as possible to make the students understand about the content and to avoid the students' boredom.

The collected data also prove that the materials qualities of the book are good and durable. The culture-based materials were useful for the students in comprehending the text because they have already familiar with Indonesian culture. The students learned more about the Indonesian culture and it made them more aware with their local culture. Based on the excerpt explained before, the culture-based materials really helped the students in learning reading.

Further, based on the excerpt in the previous point, the students were very happy to have this culture-based supplementary reading book. They were very excited in doing the activities in the book. The students said that they very needed this book as the materials to be learned because they do not have any English book. It means that the culture-based supplementary reading book have succeeded in providing the students' needs.

## **2. Activities**

Since the young learners are easy to get bored in the teaching and learning process, the culture-based supplementary reading book was designed as attractive as possible to gain the students' attention in learning reading. The activities developed in the culture-based supplementary reading book were based on Pre-

reading, While-reading and Post-reading activity as the approach in the learning process. There were so many interesting activities to maintain their motivation and focus. Moreover, the various and plenty activities were very helpful for the students to comprehend the given materials easily.

The culture-based supplementary reading book was contained some interesting tasks in which the students can enjoy the reading activities and they can read the book individually. The students can focus on reading and doing the various tasks in the book. Culture-based supplementary reading book had various challenging tasks to do and the students had to stay focus in answering those tasks. Not only answering some questions based on the text, there were many interesting tasks with different level of difficulty.

The collected data from the questionnaires and interviews proved that the students enjoyed in doing the activities presented in the book. The students said that the tasks were challenging and various. Moreover, the use of technology in doing the activities was interesting for them because it made the teaching and learning process more attractive and not monotonous.

### **3. Instructions**

The instruction of the culture-based supplementary reading book was in the above of each activity. The culture-based supplementary reading book was completed with the teacher's guide book in which there were complete instructions of the teaching and learning process. Teacher's guide book gave the teacher explanation about the procedures in using the book, guidance in each

activity, and the media used in the teaching and learning process. It was easy to understand because it was written in Bahasa Indonesia. Moreover, it was completed with the language expression in the teaching process.

#### **4. Media**

The culture-based supplementary reading book was designed as attractive as possible since it was difficult to gain the young learners' attention. The culture-based supplementary reading book was colourful and attractive. There were many pictures and interesting frames in the book. The pictures were also suitable with the topic and the theme of the book, so that the students can link their imagination with the stories.

Moreover, the pictures were used to give the students more explanation and illustration about the object discussed in the text. For example, the use of maps was helpful to make the students understand about the location of the object. The use of many colours in the book also made the students motivated to read. The book used black and white colours made the students bored and lazy to read.

Based on the data collected in the previous point, the students stated that the culture-based supplementary reading book had a good quality of pictures and various fonts. The use of pictures supported the material presentation in the book. Moreover, the picture of activities in the teacher's guide book also helped the teacher in finding the activities in the book. There was a picture of activity in every explanation about each activity in the teacher's guide book.

Further, the culture-based supplementary reading book was designed to make the students read and do the activities in that book. The book was designed with the worksheet in every activity. The students did not have to waste their paper and they can answer the tasks in the worksheets provided in the book. From the explanation above, it can be concluded that the media in culture-based supplementary reading book facilitate the teacher and the students in the teaching and learning process.

#### **E. Research Constraint**

There was an obstacle in doing this research. The obstacle came from the external factor. It was in extending the time. It was difficult to find a long time in implementing the product. The eight grade students of SMP N 1 Prambanan Sleman were very busy in several activities. They had a camping for some days and had a long holiday because the ninth grade students had a national exam. Furthermore, they would have a final exam in this last semester. In result, it was difficult in having a long time for them to do the whole tasks in the book.

However, the obstacle was not significantly influencing the result of the product. Though the students could not do the whole tasks in the book, the researcher asked them to read the whole tasks, so that they know what kind of tasks presented in the book. Moreover, the students knew about the type of the tasks and the media used in the tasks. In result, they could assess the book objectively and gave their suggestions to the book.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusions About the Product**

This research was aimed at revealing the reading target needs, the learning needs and finding the out the characteristics of appropriate culture-based supplementary reading materials for grade eight students of Junior High School. The conclusions of this research were drawn from the findings and the discussion presented in the previous chapter and it was aimed to answer the research questions. There were three conclusions in this research. They were conclusion about finding the reading target needs, the learning needs of the students, and the characteristics of appropriate culture-based supplementary reading materials for grade eight students of Junior High School.

##### **1. The Reading Target Needs**

The reading target needs refer to what the learners need to do in the target situation. There were three terms in the reading target needs. They were necessities, lacks and wants in learning reading. For the necessities, the students are expected to be able to read the texts smoothly, comprehend the texts and understand about the types of the texts. For lack, the book was not sufficient for them to learn reading, so that they found it difficult to learn the texts. Moreover, the students had lack of motivation to read in the class. For want, the students

wanted to communicate in English well and they wanted to have an interesting supplementary reading book to support their learning process.

## **2. The Learning Needs**

The learning needs were about the students' opinion about what they should do to attain the target situation. For the input, the students wanted Indonesian culture as the theme in learning reading. The Indonesian culture consisted of tourist attractions or historical buildings in Indonesia, interesting experiences in Indonesia, and Indonesian fairytales. The students also wanted the involvement of many pictures and colours in the texts to attract their motivation in the learning process. Moreover, they liked to involved many texts in the reading class and the texts were based on each topic.

For the activities, the students liked to answer the questions based on the text. In addition, they like to read then practice in accordance with the content of the texts. The students wanted the tasks with the involvement of technology in the teaching and learning process. It means that the students were familiar with the presence of the technology in this modern era. In doing the activities, some of the students liked to do in group work and some of them liked to do individual activities. It means that the materials should make the students do individually and in a group discussion. In the learners' role, the students liked to solve their problem by asking their teachers and friends. In result, the teachers are expected to be the facilitator in the teaching and learning process.

### **3. The Characteristics of the Appropriate Culture-Based Supplementary Reading Book**

Based on the result of the product testing, the developed culture-based supplementary reading materials were considered to be appropriate. The results of the product testing were based on the students' and teachers' opinion. The ranges of the percentage of the scores were 86,696%, and it was categorized as very good book. The appropriate culture-based supplementary reading book that can be applied for grade eight students of Junior High School should have the following criteria as presented bellow.

There were there units in the supplementary reading book. Each of the unit was developed based on the type of text from the basic competence. Each unit of the developed culture-based supplementary reading book consists of 18 tasks. Unit one explained about descriptive text; unit 2 explained about recount text; and unit 3 explained about narrative text. The book consisted of several points. They were the number of the unit, unit title, introduction to the unit, let's get started, are you ready?, let wrap things up and picture references.

The activities were divided into three main activities. They were pre-reading, while-reading and post-reading. There were 3 activities in pre-reading, 12 activities in while-reading and 3 activities in post-reading. Pre-reading stage is the introduction of the reading activity in which the students will make a preparation about what they are going to read. While-reading aims to help the students understand the texts. It is the main activity of reading. The students read the main

idea of the texts and find the important information in the text. The last is Post-reading activity. In this stage, they are expected to give more information and giving their own ideas about the texts. They are not only comprehending the text, but also linking the topic with their own experiences in their real life.

The culture-based supplementary reading book was completed with the teacher's guide book. Teacher's guide book consisted of the standard operating procedure of the book and the answer key. The standard operating procedure consisted of in many instructions used by the teachers to operate the book. Furthermore, both the culture-based supplementary reading book and teacher's guide book had a good quality of pictures and various fonts. The use of pictures supported the material presentation in the book.

The culture-based materials were useful for the students in comprehending the text because they have already familiar with Indonesian culture. The students learned more about the Indonesian culture and it made them more aware with their local culture and really helped the students in learning reading.

## **B. Recommendations of the Product Use**

### **1. Recommendation for the English Teachers**

The English teachers of grade eight students of Junior High School could use the culture-based supplementary reading materials in the teaching and learning process. The teachers could use the materials in the book as an input in teaching reading and this book was a supplementary book to improve the students' reading skill. The teachers could use the culture-based supplementary

reading book to teach the students about descriptive, recount and narrative text. This supplementary book could also be used as the materials to teach the students about Indonesian culture and increase their cultural awareness.

The teachers should read the teacher's guide book to know the procedures before using the book. The teachers should explain the students about what they were going to learn in each unit. The teachers could prepare the media used in the teaching and learning process. Moreover, the teachers can make the teaching and learning process more interesting by using attractive media and exciting learning method.

## **2. Recommendation for the Material Developers**

Culture-based supplementary reading materials was a supplementary book for grade eight students of Junior High School consisted of interesting culture-based materials, and various challenging activities. Material developers are expert in developing the materials more innovative and effective. Thus, the material developers could make more interesting supplementary reading materials with different theme, activities, and teaching and learning method.

The material developers should improve the supplementary reading more attractive in order to maintain the students' attention longer. Furthermore, by conducting the needs analysis, the material developers could know the needs and interests of the students in order to make it relevant. Interesting theme, attractive learning media, various activities, and colourful design could make the

supplementary reading materials fresh and make the students enjoy in improving their reading skill.

### **3. Recommendation to the Course Book Writers**

The English course book writers are expected to write a good quality book for the students. Good course book is completed with the teacher's guide book. The teacher's guide book of culture-based supplementary reading materials was made based on the curriculum and the result of the needs analysis. There were some procedures in each activity to help the teachers in the teaching and learning process. Moreover, the teacher's guide book of culture based supplementary reading materials was completed with the answer key.

### **4. Recommendation for the Students of English Education Department**

The students of English Education Department are the teacher candidate expected to become creative teacher in the teaching and learning process. Moreover, they are expected to become an innovative person to fulfill the students' needs. The culture-based supplementary reading materials were successful in fulfilling the students' needs. The book was really helpful for them because they did not have any English book. They were very happy to have this culture-based supplementary reading material and they were very enthusiastic in learning reading.

The various challenging activities and interesting topic really motivated the students in improving their reading skill. The reading materials with culture as the theme helped the students in comprehending the texts. Furthermore, the

teacher's guide book really helped the teacher in conducting the teaching and learning process.

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# APPENDICES

# **APPENDIX A**

## **COURSE GRID**

## THE COURSE GRID OF DEVELOPING CULTURE-BASED SUPPLEMENTARY READING MATERIALS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL

**Name of the School** : SMP N 1 Prambanan Sleman

**Subject** : English

**Class** : VIII/II

**Core of competence** : 3. Understanding and applying factual, conceptual, and procedural knowledge based on the curiosity of science, technology, arts, culture and events related to the visible phenomenon.

Unit	Basic Competence	Indicators	Learning Materials	Learning Activities	Time Allocation	Teaching Kits
I	Applying the structure of the text and the elements of language to perform social functions of descriptive text by stating and asking about short and simple description about people, animals, and objects based on the use of the	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Understand the use of each genre</li> <li>2. Know the generic structure and the language features of the texts</li> <li>3. Get detailed information from the texts</li> <li>4. Get detailed information that described in each</li> </ol>	<p><b>1. Topic</b> Wonderful Indonesia</p> <p><b>2. Input Text</b></p> <ul style="list-style-type: none"> <li>• The Prambanan Temple</li> <li>• The National Monument</li> <li>• The Secret of Lawang Sewu</li> <li>• The Amazing Borobudur Temple</li> <li>• The Uniqueness of Gedung Sate</li> </ul> <p><b>3. Social Function</b> To describe and reveal a particular person, place, or thing.</p>	<ol style="list-style-type: none"> <li>1. Pre-reading               <ul style="list-style-type: none"> <li>• Presented several pictures about historical places in Indonesia.</li> <li>• Label those pictures with short description.</li> <li>• Find some vocabularies about historical places in Indonesia.</li> <li>• Guess the meaning of the word which they have found by matching</li> </ul> </li> <li>2. While-reading               <ul style="list-style-type: none"> <li>• Read a descriptive text entitled “The Gorgeous Prambanan</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• 3’</li> <li>• 5’</li> <li>• 3’</li> <li>• 3’</li> </ul>	<p>Pre-reading:</p> <ol style="list-style-type: none"> <li>1. Pictures</li> <li>2. Worksheets</li> </ol> <p>While-reading:</p> <ol style="list-style-type: none"> <li>1. Descriptive text</li> </ol>

	context.	<p>paragraph of descriptive text</p> <p>5. Put the correct verb in Simple Present tense</p> <p>6. Put the sentences into the correct generic structure.</p>	<p><b>4. Language features</b></p> <p>1. The use of Simple Present Tense</p> <p><b>Grammar</b></p> <p>Present Tense (VI):</p> <ul style="list-style-type: none"> <li>to be: is, am, are e.g. Prambanan Temple is one of the greatest temple in Indonesia</li> <li>have/has: e.g. It has three main temples.</li> <li>VI (s/es): e.g. Those three main temples are Brahma, Vishnu, and Siva.</li> </ul> <p>2. The use of adjective and classifiers in nominal group. e.g. Buddhist, biggest, magnificent, well-known, wonderful</p> <p><b>5. Generic Structure</b></p> <ul style="list-style-type: none"> <li>Identification Identifying the phenomenon to be described.</li> <li>Description</li> </ul>	<p>Temple” and discuss with your friends.</p> <ul style="list-style-type: none"> <li>Read a descriptive text entitled “The Gorgeous Prambanan Temple” again and answer the questions related to the text.</li> <li>Read a descriptive text entitled “National Monument” then circle the object which mentioned in the text.</li> <li>Study about Simple Present Tense and choose the correct verbs and to be for these sentences.</li> <li>Read a descriptive text entitled “The Secret of Lawang Sewu” and underline the present tense verbs of the text.</li> <li>Read and put the sentences into the correct generic structure.</li> <li>Draw the following words in the box.</li> <li>Study about adjectives and choose the correct adjectives word in the sentences.</li> <li>Read a descriptive text entitled “The Amazing Borobudur Temple” and then color the</li> </ul>	<ul style="list-style-type: none"> <li>5’</li> <li>5’</li> <li>5’</li> <li>5’</li> <li>3’</li> <li>5’</li> <li>3’</li> <li>5’</li> </ul>	<p>about “The Gorgeous Prambanan Temple”</p> <p>2. Descriptive text about “National Monument”</p> <p>3. Descriptive text about “The Secret of Lawang Sewu”</p> <p>4. Descriptive text entitled “The Amazing Borobudur Temple”</p> <p>5. Pictures</p> <p>6. Pencil color</p> <p>7. Worksheets</p>
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			<p>Describing the phenomenon in parts, qualities, or/and characteristics</p> <p><b>6. Vocabulary</b> e.g. temple, big, small, wall, relief, tall, Hindu, building, door, monument, tourist, famous, corridors, military, haunted, castle, royal, construction, stupa</p>	<p>adjective words in the text.</p> <ul style="list-style-type: none"> <li>List some of the possibility adjectives about the picture.</li> <li>Draw the picture based on the descriptions.</li> <li>List the adjective words and present tense verbs from the text entitled “The Uniqueness of Gedung Sate”.</li> </ul> <p>3. Post-reading</p> <ul style="list-style-type: none"> <li>Decide whether the sentence is true/false based on the text.</li> <li>Make description about the picture and share it to their friends via facebook.</li> <li>Print their works and make a wall magazine</li> </ul>	<ul style="list-style-type: none"> <li>5’</li> <li>5’</li> <li>5’</li> <li>5</li> <li>10</li> </ul>	<p>Post-reading:</p> <ol style="list-style-type: none"> <li>Descriptive text about “The Uniqueness of Gedung Sate</li> <li>Pictures</li> <li>Worksheets</li> <li>Facebook</li> <li>Wall magazine</li> </ol>
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II	Applying the structure of the text and elements of language to perform social functions of recount text by stating and asking about short and simple activities, incidents, and events based on the use of the context.	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Understand the use of each genre</li> <li>2. Know the generic structure and the language features of the texts</li> <li>3. Get detailed information from the texts</li> <li>4. Get detailed information that described in each paragraph of recount text</li> <li>5. Put the correct verb in Simple Past Tense</li> <li>6. Put the sentences into the correct generic structure.</li> <li>7. Identify the main</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Topic</b> What's Your Story?</li> <li><b>2. Input Text</b> <ul style="list-style-type: none"> <li>• Joining the Traditional Dances Competition</li> <li>• Celebrating Kartini's Day</li> <li>• A Trip to Balikpapan</li> <li>• A Beautiful Day in Yogyakarta</li> </ul> </li> <li><b>3. Social Function</b> To inform and retells events or experiences in the past or to entertain the audience.</li> <li><b>4. Language features</b> <ul style="list-style-type: none"> <li>• The use of chronological connection Connectives (then, first, second, etc.) e.g. Then, my friends and I took</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Pre-reading <ul style="list-style-type: none"> <li>• Presented some pictures about interesting experiences and match the picture with the topics</li> <li>• List some topics they have experienced</li> <li>• Presented a picture about interesting place and then mention what the students usually do in that place.</li> </ul> </li> <li>2. While-reading <ul style="list-style-type: none"> <li>• Read a recount text entitled "Joining the Traditional Dances" and discuss with your friends.</li> <li>• Read and identify the meaning of underlined words by matching it with the picture</li> <li>• Read "Joining the Traditional Dance" again and identify the word references.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• 3'</li> <li>• 3'</li> <li>• 3'</li> <li>• 3'</li> <li>• 3'</li> <li>• 3'</li> <li>• 5'</li> </ul>	<p>Pre-reading:</p> <ol style="list-style-type: none"> <li>1. Comic strips</li> <li>2. Pictures</li> </ol> <p>While-reading:</p> <ol style="list-style-type: none"> <li>1. Recount text entitled "Joining the Traditional Dance"</li> <li>2. Recount text entitled "A Funeral in Toraja"</li> <li>3. Recount text</li> </ol>
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		idea of the texts	<p>some photos there.</p> <ul style="list-style-type: none"> <li>• The use of Simple Past Tense <b>Grammar</b> Past Tense (V2): <ul style="list-style-type: none"> <li>• to be: was, were e.g. I told my teacher that I was really nervous.</li> <li>• V2 (d/ed/non-regular): e.g. Last month my family and I went to Toraja to attend Grandpa's funeral. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian</li> </ul> </li> <li>• Focus on specific participants e.g. I, we</li> </ul> <p><b>5. Generic Structure</b></p> <ul style="list-style-type: none"> <li>• Orientation Introducing the participants, place and time.</li> <li>• Events Describing series of event that happened in the past.</li> <li>• Reorientation It is optional. Stating personal comment of the writer to the</li> </ul>	<ul style="list-style-type: none"> <li>• Read a recount text entitled "Celebrating Kartini's Day" and do the crossword puzzle.</li> <li>• Read and arrange the jumbled paragraphs into the correct generic structure of the text above</li> <li>• Read the comic strips and tell what the story is about.</li> <li>• Read the comic strips entitled "A Trip to Balikpapan" and match the picture with 5W questions (what, who, when, where and why)</li> <li>• Study about Simple Past Tense and put the correct past tense verb in the sentences.</li> <li>• Read a recount text entitled "A Beautiful Day in Yogyakarta" and underline the past tense verb in the text.</li> <li>• Read the description of activities and match with the pictures.</li> <li>• Read a recount text entitled "A Beautiful Day in Yogyakarta" again and list the connectives in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• 5'</li> <li>• 10'</li> <li>• 5'</li> <li>• 3'</li> <li>• 5'</li> <li>• 3'</li> <li>• 3'</li> <li>• 3'</li> </ul>	<p>entitled "Trip to Papua"</p> <p>4. Recount text entitled "Wonderful Holiday in Jogja"</p> <p>5. Pictures</p> <p>6. Comic strips</p> <p>7. Worksheets</p>
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III	Understanding the social function, the structure of the text, and linguistic elements of narrative text in the fable form based on the use of the context.	Students are able to : 1. Understand the use of each genre 2. Know the generic structure and the language features of the texts 3. Get detailed information from the texts 4. Get detailed information that described in each paragraph of narrative text 5. Put the correct verb in Simple Present tense	<p>story.</p> <p><b>6. Vocabulary</b> e.g. beautiful, enjoy, interesting, holiday, experience, place, wonderful, journey, competition, traditional, nervous.</p> <p><b>1. Topic</b> Indonesian Fairytale</p> <p><b>2. Input Text</b></p> <ul style="list-style-type: none"> <li>• The Legend of Tangkuban Perahu</li> <li>• The Story of Lake Toba</li> <li>• The legend of Malin Kundang</li> <li>• The Legend Of Prambanan Temple</li> </ul> <p><b>3. Social Function</b> To tell stories (fairy-tale) or past events and entertain the readers.</p> <p><b>4. Language features</b></p> <ul style="list-style-type: none"> <li>• The use of Simple Past Tense</li> </ul> <p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• Read and correct the statements.</li> </ul> <p>3. Post-reading</p> <ul style="list-style-type: none"> <li>• Become a magazine reporter</li> <li>• Ask their friends about embarrassing experiences</li> <li>• Report their friends' stories in front of the class by reading it</li> <li>• Draw their stories in the comic strip form</li> </ul> <p>1. Pre-reading</p> <ul style="list-style-type: none"> <li>• Presented a list of stories and tick the box to show how many stories that you know.</li> <li>• Presented some pictures related to the stories and match the picture with the name of the story</li> <li>• Find the hidden words about stories of legend in Indonesia.</li> </ul> <p>2. While-reading</p> <ul style="list-style-type: none"> <li>• Read a narrative text entitled "The Legend of Tangkuban Perahu" and discuss with your friends.</li> <li>• Read and answer the questions related to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• 5'</li> <li>• 5'</li> <li>• 10'</li> <li>• 3'</li> <li>• 3'</li> <li>• 3'</li> <li>• 3'</li> <li>• 5'</li> </ul>	<p>Post-reading:</p> <ol style="list-style-type: none"> <li>1. Worksheets</li> <li>2. Comic strips form</li> </ol> <p>Pre-reading:</p> <ol style="list-style-type: none"> <li>1. Stories</li> <li>2. Pictures</li> </ol> <p>While-reading:</p> <ol style="list-style-type: none"> <li>1. Narrative text entitled "The Legend of Tangkuban Perahu"</li> <li>2. Narrative text</li> </ol>
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		<p>6. Put the sentences into the correct generic structure.</p> <p>7. Identify the main idea of the texts</p>	<p>Past Tense (V2):</p> <ul style="list-style-type: none"> <li>to be: was, were e.g. Once upon a time, there was a kingdom in Priangan Land.</li> <li>V2 (d/ed/non-regular): e.g. Princess Rara jonggrang felt sad due to her death father.</li> </ul> <ul style="list-style-type: none"> <li>The use of material process (behavior and verbal process)</li> </ul> <p><b>5. Generic Structure</b></p> <ul style="list-style-type: none"> <li>Orientation Sets the scene and introduces the participants.</li> <li>Complication A crisis arises.</li> <li>Resolution The crisis is resolved for better or worse.</li> <li>Re-orientation Optional.</li> </ul> <p><b>6. Vocabulary</b> e.g. kingdom, princess, grinding, village, cock, mountain, statue,</p>	<ul style="list-style-type: none"> <li>Study about Simple Past Tense and find the verb 1 of the colored words in the story of “The Legend of Tangkuban Perahu”</li> <li>Read a narrative text entitled “The Story of Lake Toba” and identify the generic structure of the text.</li> <li>Read “The Story of Lake Toba” again and identify the adverb of time.</li> <li>List the time connection of the text.</li> <li>Circle the correct past tense verbs in the sentences.</li> <li>Read a narrative text entitled “The legend of Malin Kundang” and then individually, complete the comic strips.</li> <li>Read “The legend of Malin Kundang” again and do the crossword.</li> <li>Decide whether the statement is true or false.</li> <li>Group the words into 2 categories (Simple Present Tense and Simple Past Tense)</li> </ul>	<ul style="list-style-type: none"> <li>3’</li> <li>5’</li> <li>3’</li> <li>3’</li> <li>3’</li> <li>5’</li> <li>5’</li> <li>3’</li> <li>5’</li> </ul>	<p>entitled “The Story of Lake Toba”</p> <p>3. Narrative text entitled “The legend of Malin Kundang”</p> <p>4. Narrative text entitled “Golden Snail”</p> <p>5. Narrative text entitled “The Legend Of Prambanan Temple”</p> <p>6. Pictures</p> <p>7. Comic strips</p> <p>8. Pencil color</p>
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			<p>seashore, rich, curse, stone, fish, disaster, earthquake, flood</p>	<ul style="list-style-type: none"> <li>• Read comic strips entitled “The Legend of Prambanan Temple” and then discuss with the partner.</li> <li>• Identify the character, setting and problem and solution of the story.</li> </ul> <p>3. Post-reading</p> <ul style="list-style-type: none"> <li>• After reading many kinds of the texts above, the students are asked to make a mini drama. The students will work in a small group to practice the story based on each character. (the students can read the script)</li> <li>• Can have different story to be practiced.</li> <li>• Record the drama and post it in their social media.</li> </ul>	<ul style="list-style-type: none"> <li>• 3’</li> <li>• 5’</li> <li>• 20’</li> </ul>	<p>Post-reading:</p> <ol style="list-style-type: none"> <li>1. Script of drama</li> <li>2. List of stories</li> <li>3. Recorder</li> </ol>
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**APPENDIX B**

**INSTRUMENT OF THE**

**NEEDS ANALYSIS**

## ANGKET UNTUK SISWA

### A. DATA SISWA

Isilah data di bawah ini sesuai dengan identitas adik-adik.

Nama :  
Umur :  
Jenis Kelamin :

### B. POTENSI SISWA

Di bagian ini, adik-adik akan diberikan beberapa pertanyaan yang berhubungan dengan pembelajaran bahasa Inggris di kelas, terutama mengenai materi *reading*. Adik-adik diminta untuk memilih salah satu jawaban pada setiap pertanyaan yang diberikan sesuai dengan apa yang adik-adik rasakan dengan cara memberikan **tanda silang (x)** pada huruf a, b, c, atau d, kecuali pada nomor tertentu (Adik-adik diperbolehkan untuk memilih lebih dari satu)

1. Menurut adik-adik, bagaimana pembelajaran bahasa Inggris, khususnya membaca (reading) di kelas?
  - a. Pembelajaran bahasa Inggris, membaca (reading) sudah sangat menarik.
  - b. Pembelajaran bahasa Inggris, membaca (reading) sudah menarik.
  - c. Pembelajaran bahasa Inggris, membaca (reading) tidak menarik.
  - d. Pembelajaran bahasa Inggris, membaca (reading) sangat tidak menarik.
2. Menurut adik-adik, seberapa pentingkah memiliki kemampuan membaca (reading) dalam bahasa Inggris?
  - a. Sangat penting
  - b. Cukup penting
  - c. Kurang penting
  - d. Tidak penting
3. Peningkatan kemampuan apa yang adik-adik harapkan dari pembelajaran bahasa Inggris khususnya membaca (reading)? \*(boleh memilih lebih dari satu)
  - a. Dapat meningkatkan kosa kata (vocabulary)

- b. Dapat menggunakan bahasa yang digunakan dalam teks dalam kehidupan sehari-hari.
  - c. Dapat membaca teks dengan lancar
  - d. Dapat memahami teks dengan baik, dan menjawab semua pertanyaan sesuai teks dengan benar.
- 4. Bahan pembelajaran membaca (reading) apakah yang paling adik-adik inginkan dalam pembelajaran bahasa Inggris? \*(boleh memilih lebih dari satu)
  - a. Teks dialog dan monolog
  - b. Cerita pendek
  - c. Gambar
  - d. Berita / artikel koran
- 5. Aktivitas pembelajaran membaca (reading) yang adik-adik sukai adalah .... \*(boleh memilih lebih dari satu)
  - a. Membaca kemudian dilanjutkan dengan menjawab pertanyaan mengenai isi teks bacaan
  - b. Membaca kemudian meringkas
  - c. Membaca kemudian mempraktikkan sesuai dengan isi bacaan
  - d. Membaca kemudian menganalisa
- 6. Menurut adik-adik, topik apakah yang adik-adik sukai dalam pembelajaran bahasa Inggris? \*(boleh memilih lebih dari satu)
  - a. Topik yang berhubungan dengan kesehatan
  - b. Topik yang berhubungan dengan pendidikan
  - c. Topik yang berhubungan dengan ragam kebudayaan Indonesia
  - d. Topik yang berhubungan dengan politik
- 7. Apakah buku yang saat ini digunakan dalam belajar membaca (reading) di dalam kelas sudah cukup menarik?
  - a. Sangat menarik
  - b. Cukup menarik
  - c. Kurang menarik
  - d. Tidak menarik
- 8. Apakah buku yang saat ini digunakan dalam belajar membaca (reading) di dalam kelas sudah meningkatkan kemampuan membaca adik-adik?
  - a. Sangat meningkatkan kemampuan membaca
  - b. Cukup meningkatkan kemampuan membaca

- c. Tidak meningkatkan kemampuan membaca
  - d. Sangat tidak meningkatkan kemampuan membaca
9. Buku bahasa Inggris yang sekarang digunakan dalam pelajaran bahasa Inggris khususnya membaca (reading), apakah sudah mencukupi kebutuhan materi membaca adik-adik?
- a. Sangat mencukupi
  - b. Mencukupi
  - c. Kurang mencukupi
  - d. Tidak mencukupi
10. Menurut adik-adik, selain buku yang saat ini digunakan dalam pembelajaran membaca (reading), apakah masih diperlukan materi tambahan untuk menunjang kemampuan membaca?
- a. Sangat diperlukan materi tambahan untuk menunjang kemampuan membaca.
  - b. Diperlukan materi tambahan untuk menunjang kemampuan membaca.
  - c. Tidak diperlukan materi tambahan untuk menunjang kemampuan membaca.
  - d. Sangat tidak diperlukan materi tambahan untuk menunjang kemampuan membaca.
11. Apakah di dalam buku bahasa Inggris yang digunakan di dalam kelas sudah mengandung unsur budaya lokal?
- a. Sangat banyak mengandung unsur budaya lokal
  - b. Kurang mengandung unsur budaya lokal
  - c. Tidak mengandung unsur budaya lokal
  - d. Sangat tidak mengandung unsur budaya lokal
12. Menurut adik-adik, seberapa pentingkah adanya budaya lokal dalam materi bacaan sehingga kalian dapat lebih memahami isi bacaan?
- a. Sangat penting
  - b. Penting
  - c. Tidak penting
  - d. Sangat tidak penting
13. Apakah dengan adanya unsur budaya lokal Indonesia yang sudah adik-adik ketahui dapat lebih membantu adik-adik dalam memahami isi bacaan?
- a. Sangat membantu
  - b. Cukup membantu



- c. Kurang membantu
  - d. Tidak membantu
14. Jika ada materi tambahan untuk pembelajaran membaca (reading), budaya lokal apa sajakah yang adik-adik ingin pelajari dari materi tersebut?\*(boleh memilih lebih dari satu)
- a. Tari-tarian di Indonesia
  - b. Tempat wisata/bangunan bersejarah di Indonesia
  - c. Cerita rakyat
  - d. Makanan khas di berbagai wilayah di Indonesia
15. Menurut adik-adik, seberapa pentingkah fungsi gambar dalam pembelajaran membaca (reading)?
- a. Sangat penting
  - b. Penting
  - c. Tidak penting
  - d. Sangat tidak penting
16. Bagaimana pemanfaatan teknologi seperti laptop, handphone dalam pembelajaran bahasa Inggris, khususnya membaca (reading) di kelas?
- a. Selalu menggunakan teknologi dalam pembelajaran di kelas
  - b. Biasanya menggunakan teknologi dalam pembelajaran di kelas
  - c. Kadang-kadang menggunakan teknologi dalam pembelajaran di kelas
  - d. Tidak pernah menggunakan teknologi dalam pembelajaran di kelas
17. Apabila di dalam mengerjakan soal-soal membaca (reading) menggunakan teknologi seperti laptop, handphone, apakah akan memotivasi adik-adik?
- a. Sangat memotivasi
  - b. Memotivasi
  - c. Tidak memotivasi
  - d. Sangat tidak memotivasi
18. Apabila terdapat materi reading tambahan yang berisi tentang budaya lokal Indonesia dengan bacaan dan soal yang bervariasi, apakah akan menarik adik-adik untuk belajar membaca?
- a. Sangat tertarik
  - b. Cukup tertarik
  - c. Kurang tertarik
  - d. Tidak tertarik

19. Cara belajar seperti apakah yang adik-adik lebih suka lakukan?

- a. Sendiri
- b. Berpasangan
- c. Berkelompok
- d. Melibatkan semua

20. Apabila adik-adik merasa kesulitan dalam mengerjakan tugas yang diberikan guru, apakah adik-adik akan mencari jawaban dengan bertanya kepada guru, bertanya kepada guru dan teman, mencari jawaban sendiri atau tidak melakukan apa-apa?

- a. bertanya kepada guru,
- b. bertanya kepada guru dan teman
- c. mencari jawaban sendiri
- d. tidak melakukan apa-apa

### **Interview Guideline for the Teacher**

1. Apakah teknik yang Anda gunakan dalam mengajarkan reading di kelas?
2. Menurut Bapak, teknik apa yang paling efektif untuk mengajar reading?
3. Menurut Bapak, teknik apa yang paling efektif untuk mengajar reading?
4. Sumber buku darimana sajakah yang Bapak gunakan dalam mengajar reading?
5. Strategi apa saja yang Bapak gunakan agar siswa dapat terus memperhatikan dalam pelajaran?
6. Bentuk evaluasi apa yang Bapak gunakan untuk mengecek komprehensi siswa?
7. Feedback apa yang Bapak gunakan setelah mengevaluasi hasil belajar siswa?
8. Bagaimana cara Bapak memotivasi siswa?
9. Apakah Bapak mengembangkan materi sendiri?
10. Bagaimana pendapat Bapak tentang adanya unsur budaya lokal dalam materi reading untuk lebih membantu siswa dalam memahami teks?

# **APPENDIX C**

## **RESULT OF THE**

### **NEEDS ANALYSIS**

## THE NEEDS ANALYSIS

### The Result of the Questionnaire Given to the Students

No.	Question	Items	N	%
1.	How is the teaching and learning process in the classroom, especially in reading activities?	a. very interesting	2	6.25%
		b. interesting	19	59.375%
		c. not interesting	8	25%
		d. very not interesting	3	9.375%
2.	How important is the ability to read in English?	a. very important	24	75%
		b. quite important	8	25%
		c. less important	-	
		d. not important	-	
3.	What are your expectations of the enhancement of reading activities in the classroom?	a. to be able to enrich the vocabulary	16	50%
		b. to be able to read the text fluently	19	59.375%
		c. to be able to use the language of the texts in daily life context	11	34.375%
		d. to be able to comprehend the texts and answer the questions based on the texts correctly	25	78.125%
4.	What kinds of reading materials do you want to have?	a. involved many texts	19	59.375%
		b. involved many short stories	11	34.375%
		c. involved many pictures or illustrations	17	53.12%
		d. involved many	9	28.125%

		news or articles from magazines and newspaper		
5.	In your opinion, what kind of activities that could improve your reading skills?	a. answering questions based on the texts	15	46.875%
		b. reading then summarizing	4	12.5%
		c. reading then practicing in accordance with the content of the texts	15	46.875%
		d. reading then analyzing	11	34.375%
6.	In your opinion, what kind of topics of reading materials that you like the most?	a. health	15	46.875%
		b. education	20	93.75%
		c. local culture (Indonesian culture)	31	96.875%
		d. politics	4	-
7.	Is the book which currently used in learning reading in the classroom interesting?	a. very interesting	-	
		b. quite interesting	21	65.625%
		c. less interesting	9	28.125%
		d. not interesting	2	6.25%
8.	Did the book which currently used in learning reading in the classroom have improved your reading ability?	a. greatly improve reading skills	2	6.25%
		b. quite improve reading skills	16	50%
		c. not improve reading skills	11	34.375%
		d. very not improve reading skills	3	9.375%
9.	Is the book which currently used in learning reading in the classroom sufficient?	a. very sufficient	-	-
		b. sufficient	10	31.25%
		c. less sufficient	16	50%
		d. not sufficient	6	18.75%
10.	In addition to books that are	a. very needed	21	65.625%

	currently used in learning process, do you still need additional material to support your reading ability?	b. needed	11	34.375%
		c. not needed	-	-
		d. very not needed	-	-
11.	Are in English books used in the classroom already contain elements of local culture?	a. very contain elements of local culture	6	18.75%
		b. less contain elements of local culture	20	93.75%
		c. do not contain elements of local culture	1	3.125%
		d. very not contain elements of local culture	5	15.625%
12.	How important is the presence of local culture in the reading material so that you can comprehend the content of texts better?	a. very important	17	53.125%
		b. quite important	14	43.75%
		c. less important	1	3.125%
		d. very not important	-	-
13.	Does the existence of Indonesian local cultural that you have will help you to comprehend the content of text well?	a. very helpful	13	40.625%
		b. quite helpful	17	53.125%
		c. less helpful	2	6.25%
		d. very not helpful	-	-
14	If there is an additional material for reading, what kinds of culture would you like to learn?	a. dances in Indonesia	9	28.125%
		b. tourist attractions / historical buildings in Indonesia	26	81.25%
		c. folklore	19	59.375%
		d. typical food in various regions in Indonesia	12	37.5%
15.	How important is the function	a. very important	18	56.25%

	of picture in learning reading?	b. important	12	37.5%
		c. not important	2	6.25%
		d. very not important	-	-
16.	How does the use of technology such as laptops, mobile phones to support the explanation of the materials?	a. always	4	12.5%
		b. sometimes	15	46.875%
		c. seldom	12	37.5%
		d. never	1	3.125%
17.	If there is an involvement of technology in the teaching and learning process, will you be motivated?	a. highly motivating	5	15.625%
		b. motivating	25	78.125%
		c. not motivating	2	6.25%
		d. highly not motivating	-	-
18.	If there is an additional reading material that contains local Indonesian culture with varied materials and tasks, will you be interested in?	a. very interested	11	34.375%
		b. quite interested	21	65.625%
		c. less interested	-	-
		d. not interested	-	-
19.	When you do reading activity, how do you expect to finish the task?	a. alone	11	34.375%
		b. in pairs	4	12.5%
		c. in groups	9	28.125%
		d. whole class	8	25%
20.	When you find a problem during reading a text, what do you do?	a. asking a teacher	2	6.25%
		b. asking the teacher and friends	26	81.25%
		c. trying to solve the problem by yourself	4	12.5%
		d. doing nothing	-	-



**APPENDIX D**

**THE INSTRUMENT OF**

**THE BOOK**

**EVALUATION**

Kepada Yth.

Bapak/Ibu responden

Dengan hormat,

Saya mahasiswa Program Studi Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta sedang melaksanakan penelitian skripsi dengan judul “Developing Culture-Based Supplementary Reading Materials for Grade Eight Students of Junior High School”. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini. Partisipasi dan bantuan Bapak/Ibu sangat bermanfaat dalam memberi masukan yang berarti. Saya sangat berterimakasih atas kesediaan dan partisipasi Bapak/Ibu dalam meluangkan waktu untuk mengisi kuesioner ini.

Atas perhatian dan kerja sama Anda, saya ucapkan terima kasih.

Hormat saya,

Rekyan Wara Hita – NIM 11202241049

Data Responden

Nama :

Institusi :

Petunjuk Pengisian

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

1. Sangat kurang (very poor)
2. Kurang (poor)
3. Cukup (fair)
4. Baik (good)
5. Sangat baik (very good)

Put a tick (✓) in the appropriate box.

### 1. Material Aspect (Aspek Material)

No.	Statement	1	2	3	4	5
1.	Materi yang diajarkan jelas. The materials taught are clear.					
2.	Materi yang diajarkan lengkap. The materials taught are complete.					
3.	Bahasa yang digunakan jelas. The language used is clear.					
4.	Gambar yang digunakan untuk menjelaskan materi jelas. The pictures explaining the materials are clear.					
5.	Contoh yang digunakan untuk menjelaskan materi jelas. The examples used to explain the materials are clear.					
6.	Materi dan soal seimbang. The materials and the test item are balance.					
7.	Materi bertemakan budaya efektif dan menarik. The culture-based materials are effective and interesting.					
8.	Materi berbasis budaya layak untuk diajarkan The culture-based materials are appropriate to be learned.					

### 2. Intructional Aspect (Aspek Instruksi)

No.	Statement	1	2	3	4	5
1.	Petunjuk yang digunakan jelas. The instructions used are clear.					
2.	Soal-soal latihan jelas. The exercises are clear.					
3.	Sasaran pembelajaran jelas. The target audiences of the instructions are clear.					
4.	Soal sesuai dengan indikator. The test items are appropriate to the indicators.					
5.	Indikator sesuai dengan tujuan					

	pembelajaran. The indicators are appropriate to the goal of the instruction.					
6.	Latihan soal dan materi yang diberikan seimbang. The materials and the exercises are balance.					

### 3. Media Aspect (Aspek Media)

No.	Statement	1	2	3	4	5
1.	Pemilihan gambar menarik. The picture choices are interesting.					
2.	Penataan gambar menarik. The picture arrangements are interesting.					
3.	Pemilihan variasi jenis huruf menarik. The variances of the font are interesting.					
4.	Pemilihan warna menarik. The colors are interesting.					
5.	Pemilihan teks menarik. The texts used are interesting.					
6.	Penggunaan teknologi dalam soal menarik. The involvements of tecnology in the tasks are interesting.					

1. Bagaimana pendapat Bapak/Ibu mengenai kelemahan buku reading berbasis budaya ini?

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2. Bagaimana saran ibu agar buku ini lebih efektif dalam memfasilitasi siswa dalam belajar reading?

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Yogyakarta, Mei 2015

Guru Mata Pelajaran

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A. DATA SISWA

Isilah data di bawah ini sesuai dengan identitas adik-adik.

Nama :  
Umur :  
Jenis Kelamin :

B. POTENSI SISWA

Di bagian ini, adik-adik akan diberikan beberapa pertanyaan yang berhubungan dengan buku pembelajaran bahasa Inggris yang telah adik-adik kerjakan. Adik-adik diminta untuk memilih salah satu jawaban pada setiap pertanyaan yang diberikan sesuai dengan apa yang adik-adik rasakan dengan cara memberikan **tanda silang (x)** pada huruf a, b, c, atau d, kecuali pada nomor tertentu (Adik-adik diperbolehkan untuk memilih lebih dari satu)

1. Materi yang diajarkan dalam buku jelas.
  - a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah
2. Materi yang diajarkan dalam buku lengkap.
  - a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah
3. Bahasa yang digunakan dalam buku jelas.
  - a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah
4. Gambar yang digunakan untuk menjelaskan materi jelas.
  - a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah
5. Contoh yang digunakan untuk menjelaskan materi jelas.
  - a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah
6. Materi dan soal-soal yang terdapat dalam buku seimbang.
  - a. Sangat benar
  - d. Salah

- b. Benar
- c. Ragu-ragu
- e. Sangat salah

7. Materi yang bertemakan budaya di dalam buku sangat efektif dan menarik.
- a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah

8. Materi yang bertemakan budaya di dalam buku membantu adik-adik dalam memahami isi bacaan.
- a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah

9. Petunjuk yang digunakan dalam soal sangat jelas sehingga adik-adik dapat memahami perintah.
- a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah

10. Soal-soal latihan di dalam buku sangat jelas, sehingga adik-adik mengetahui apa yang seharusnya adik-adik kerjakan.
- a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah

11. Bahasa yang digunakan dalam perintah mudah dipahami.
- a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah

12. Soal-soal yang diberikan membantu adik-adik dalam belajar membaca.
- a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah

13. Soal-soal yang diberikan sangat menarik dan menantang.
- a. Sangat benar
  - b. Benar
  - c. Ragu-ragu
  - d. Salah
  - e. Sangat salah

14. Latihan soal dan materi yang terdapat di dalam buku seimbang.
- a. Sangat benar
  - d. Salah

- b. Benar
- c. Ragu-ragu
- e. Sangat salah

15. Gambar-gambar yang terdapat di dalam buku sangat menarik.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat salah

16. Gambar-gambar yang terdapat di dalam buku membantu adik-adik dalam memahami bacaan.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat salah

17. Jenis-jenis huruf (font) yang digunakan dalam buku sangat menarik.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat salah

18. Terdapatnya banyak warna yang terdapat dalam buku menarik perhatian adik-adik.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat salah

19. Teks yang digunakan di dalam buku sangat menunjang kebutuhan pengetahuan adik-adik.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat salah

20. Penggunaan teknologi dalam soal-soal latihan sangat menarik.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat salah



## LIST OF QUESTIONS FOR INTERVIEW WITH TEACHER (STUDENT'S BOOK)

1. Menurut Bapak, apakah input yang terdapat di dalam buku sudah dapat menarik siswa untuk belajar membaca?
2. Bagaimanakah penggunaan bahasa di dalam buku? Apakah terlalu sulit untuk siswa?
3. Apakah jumlah materi yang diajarkan seimbang dengan latihan yang diberikan?
4. Apakah materi berbasis budaya cukup bagus untuk diberikan kepada siswa dalam belajar membaca dan apakah sudah cukup menarik?
5. Apakah materi berbasis budaya yang terdapat di dalam buku sudah layak dan pantas diberikan kepada siswa? Apakah dengan adanya materi tersebut dapat lebih membantu siswa dalam memahami isi teks?
6. Menurut Bapak, apakah perintah yang terdapat di dalam soal sudah baik dan dapat dipahami oleh siswa?
7. Bagaimanakah penampilan dari buku tersebut? Apakah sudah menarik? Bagaimanakah peran gambar yang terdapat dalam buku tersebut?
8. Bagaimanakah jenis huruf, desain serta warna dari buku tersebut?
9. Bagaimana menurut pendapat Bapak tentang adanya keterlibatan penggunaan teknologi di dalam soal?
10. Apakah saran Bapak untuk buku ini agar menjadi buku yang baik dan layak digunakan untuk siswa?

## LIST OF QUESTIONS FOR INTERVIEW WITH STUDENTS (STUDENT'S BOOK)

1. Menurut adik, gimana latihan awal dari tiap unit? Menarik nggak?
2. Bahasa yang digunakan dalam buku susah nggak? Bagian mana saja yang susah?
3. Menurut adik, belajar membaca dengan tema budaya Indonesia seperti ini bagus nggak? Suka nggak sama materinya?
4. Apakah adik sudah jelas dengan perintah yang terdapat dalam buku? Paham nggak sama bahasa yang digunakan dalam perintah?
5. Menurut adik, gambar-gambar yang terdapat dalam buku itu membantu adik nggak dalam memahami isi teks? Menarik atau tidak gambarnya?
6. Jenis tulisan nya menarik nggak sih? Suka nggak sama jenis tulisannya? Lalu, dengan adanya banyak warna itu menjadi lebih menarik nggak?
7. Apakah latihan soal yang melibatkan teknologi menarik adik-adik?
8. Menurut adik, buku reading itu bagus nggak? Suka nggak sama bukunya? Isinya menarik atau menantang nggak?
9. Kalau adik-adik disuruh untuk mengerjakan buku seperti itu lagi mau nggak?
10. Gimana saran adik untuk buku ini?

**APPENDIX E**

**THE RESULT OF THE**

**BOOK EVALUATION**

**APPENDIX F**

**THE INSTRUMENT OF**

**EXPERT JUDGEMENT**

## SURAT PERMOHONAN EXPERT JUDGEMENT

Hal: Permohonan Kesediaan Expert Judgement

Kepada  
Yth. Ari Purnawan, M.Pd., M.A.  
Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di Jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan materi pembelajaran bahasa Inggris khususnya *reading* yang berjudul “Developing Culture-Based Supplementary Reading Materials for Grade Eight Students of Junior High School”. Penelitian dilakukan oleh:

Nama : Rekyan Wara Hita  
NIM : 11202241049  
Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan Ahli Materi untuk memvalidasi materi pembelajaran bahasa Inggris yang kami rancang. Materi pembelajaran bahasa Inggris khususnya materi *reading* ini digunakan untuk siswa kelas VIII SMP. Untuk itu, kami mohon kesediaan Bapak untuk bisa memberikan penilaian demi mendapatkan materi pembelajaran bahasa Inggris khususnya materi *reading* yang baik.

Atas bantuan dan kesediaan Bapak, kami mengucapkan terima kasih.

Yogyakarta, 2015

Dosen Pembimbing

Pemohon

Dra. Nury Supriyanti, M.A.

Rekyan Wara Hita

NIP. 19570829 198812 2 001

NIM. 11202241049

Mengetahui

Ketua Jurusan

Pendidikan Bahasa Inggris

Drs. Samsul Maarif, M.A.

NIP. 19530423 197803 1 004

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama :

NIP :

Institusi :

menyatakan bahwa materi pembelajaran bahasa Inggris khususnya *reading* sebagai hasil dari skripsi berjudul “Developing Culture-Based Supplementary Reading Materials for Grade Eight Students of Junior High School” dari mahasiswa:

Nama : Rekyan Wara Hita

NIM : 11202241049

Telah dinyatakan (**layak tanpa revisi/layak dengan revisi/tidak layak**)\* untuk diimplementasikan sebagai materi *reading* untuk pembelajaran bahasa Inggris SMP/MTS kelas VIII dengan menambahkan saran sbb”

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Yogyakarta, 2015

Evaluator

Ari Purnawan, M.Pd., M.A.

NIP. 19710123 200112 1 002

\*)coret yang tidak perlu

## **ANGKET EVALUASI MATERI PEMBELAJARAN**

### **BAHASA INGGRIS SMP KELAS VIII**

#### **Pengantar**

Angket ini bertujuan untuk mengevaluasi isi dan bahasa dalam materi pembelajaran Bahasa Inggris khususnya *Reading* untuk siswa SMP kelas VIII di SMP N 1 Prambanan Sleman.

#### **Data Responden**

Nama :

Jenis Kelamin : L / P

Pendidikan : (Nama Universitas)

S1 :

S2 :

S3 :

Lama Mengajar : tahun

#### **Petunjuk Pengisian**

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

**UNIT 1****WONDERFUL INDONESIA**

No.	A. Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMP Kelas VIII Semester 2 Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.2, 3.10, 4.11				
2.	Materi yang dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran sesuai dengan tema kebudayaan Indonesia.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa SMP kelas VIII.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
9.	Materi pembelajaran mencakup bimbingan yang membantu siswa berlatih komunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti mendekripsikan tempat.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa				



	mengembangkan kompetensi dalam berkomunikasi menggunakan bahasa Inggris dengan akurat dan berterima.				
Lain-lain					
.....					
.....					
.....					

No.	A. Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11.	Materi menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar ( <i>grammatical</i> ).				
12.	Materi ini menggunakan ejaan ( <i>spelling</i> ) yang benar dan tepat.				
13.	Materi menggunakan pilihan kata yang benar dan tepat.				
14.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
16.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan siswa.				
17.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
18.	Materi ini mencerminkan keterkaitan pada satu bagian/bab/subbab/kalimat/paragraf.				

Lain-lain

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No.	A. Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
19.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Let's Get Started, Are You Ready?</i> dan <i>Let's Wrap Things Up</i> .				
20.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran <i>Pre-reading, While-reading, Post-reading</i> .				
21.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran dan gambar yang seimbang.				
22.	Materi yang disajikan mencakup kegiatan pembelajaran (task) yang mendukung siswa untuk berkomunikasi secara lisan maupun tertulis.				
23.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25.	Dalam tiap unit materi dilengkapi dengan				

	pernyataan tujuan pembelajaran.				
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
27.	Teks dan gambar mempunyai identitas seperti judul, nomor dan rujukan.				
28.	Materi dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.				
Lain-lain					
.....					
.....					
.....					

No.	A. Kelayakan Grafis				
	Pernyataan	STS	TS	S	SS
29.	Materi pembelajaran yang dikembnagkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, ketengan gambar, nomor halaman) pada bidang di cetak proporsional.				
31.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetik dan fungsional.				
32.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
33.	Variasi jenis huruf dalam materi pembelajaran menarik siswa untuk belajar.				
34.	Gambar/ilustrasi yang digunakan relevan				

	dengan topik dan isi materi.				
35.	Keseluruhan desain visual materi menarik.				
Lain-lain ..... ..... .....					

### **TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

.....  
.....  
.....  
.....

2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

.....  
.....  
.....  
.....

3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

.....  
.....  
.....  
.....

**UNIT 2****WHAT'S YOUR STORY?**

No.	A. Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMP Kelas VIII Semester 2 Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.2, 3.10, 4.14				
2.	Materi yang dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran sesuai dengan tema kebudayaan Indonesia.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa SMP kelas VIII.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
9.	Materi pembelajaran mencakup bimbingan yang membantu siswa berlatih komunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti menceritakan kembali pengalaman yang menarik.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa				

	mengembangkan kompetensi dalam berkomunikasi menggunakan bahasa Inggris dengan akurat dan berterima.				
Lain-lain					
.....					
.....					
.....					

No.	B. Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11.	Materi menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar ( <i>grammatical</i> ).				
12.	Materi ini menggunakan ejaan ( <i>spelling</i> ) yang benar dan tepat.				
13.	Materi menggunakan pilihan kata yang benar dan tepat.				
14.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
16.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan siswa.				
17.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
18.	Materi ini mencerminkan ketertautan pada satu bagian/bab/subbab/kalimat/paragraf.				

Lain-lain

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.....

.....

No.	C. Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
19.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Let's Get Started, Are You Ready?</i> dan <i>Let's Wrap Things Up</i> .				
20.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran <i>Pre-reading, While-reading, Post-reading</i> .				
21.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran dan gambar yang seimbang.				
22.	Materi yang disajikan mencakup kegiatan pembelajaran (task) yang mendukung siswa untuk berkomunikasi secara lisan maupun tertulis.				
23.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25.	Dalam tiap unit materi dilengkapi dengan				

	pernyataan tujuan pembelajaran.				
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
27.	Teks dan gambar mempunyai identitas seperti judul, nomor dan rujukan.				
28.	Materi dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.				
Lain-lain ..... ..... .....					

No.	D. Kelayakan Grafis				
	Pernyataan	STS	TS	S	SS
29.	Materi pembelajaran yang dikembnagkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, ketengan gambar, nomor halaman) pada bidang di cetak proporsional.				
31.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetik dan fungsional.				
32.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
33.	Variasi jenis huruf dalam materi pembelajaran menarik siswa untuk belajar.				
34.	Gambar/ilustrasi yang digunakan relevan				



	dengan topik dan isi materi.				
35.	Keseluruhan desain visual materi menarik.				
Lain-lain ..... ..... .....					

### **TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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.....

.....

.....

2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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.....

.....

3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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.....

.....

.....

**UNIT 3****INDONESIAN FAIRYTALES**

No.	A. Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMP Kelas VIII Semester 2 Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.2, 3.10, 4.18				
2.	Materi yang dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran sesuai dengan tema kebudayaan Indonesia.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa SMP kelas VIII.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
9.	Materi pembelajaran mencakup bimbingan yang membantu siswa berlatih komunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti menceritakan dongeng dan sejarah.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa				

	mengembangkan kompetensi dalam berkomunikasi menggunakan bahasa Inggris dengan akurat dan berterima.				
Lain-lain					
.....					
.....					
.....					

No.	B. Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11.	Materi menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar ( <i>grammatical</i> ).				
12.	Materi ini menggunakan ejaan ( <i>spelling</i> ) yang benar dan tepat.				
13.	Materi menggunakan pilihan kata yang benar dan tepat.				
14.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
16.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan siswa.				
17.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
18.	Materi ini mencerminkan keterkaitan pada satu bagian/bab/subbab/kalimat/paragraf.				

Lain-lain

.....

.....

.....

No.	C. Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
19.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Let's Get Started, Are You Ready?</i> dan <i>Let's Wrap Things Up</i> .				
20.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran <i>Pre-reading, While-reading, Post-reading</i> .				
21.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran dan gambar yang seimbang.				
22.	Materi yang disajikan mencakup kegiatan pembelajaran (task) yang mendukung siswa untuk berkomunikasi secara lisan maupun tertulis.				
23.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25.	Dalam tiap unit materi dilengkapi dengan				

	pernyataan tujuan pembelajaran.				
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
27.	Teks dan gambar mempunyai identitas seperti judul, nomor dan rujukan.				
28.	Materi dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.				
Lain-lain ..... ..... .....					

No.	D. Kelayakan Grafis				
	Pernyataan	STS	TS	S	SS
29.	Materi pembelajaran yang dikembnagkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, ketengan gambar, nomor halaman) pada bidang di cetak proporsional.				
31.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetik dan fungsional.				
32.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
33.	Variasi jenis huruf dalam materi pembelajaran menarik siswa untuk belajar.				
34.	Gambar/ilustrasi yang digunakan relevan				

	dengan topik dan isi materi.				
35.	Keseluruhan desain visual materi menarik.				
Lain-lain ..... ..... .....					

### **TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

.....  
.....  
.....  
.....

2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

.....  
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.....  
.....

3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

.....  
.....  
.....  
.....

**APPENDIX G**

**THE RESULT OF**

**EXPERT JUDGEMENT**

### The Result of Expert Judgement

Unit	Item Number	Evaluated Aspect	Score
Unit 1	1	The materials are in accordance with the 2013 Curriculum Core Competence 1,2,3,4 and Basic Competence 1.1, 2.2, 3.10, 4.11 of grade VIII students of Junior High School.	4
	2	The materials developed are based on the course grid.	4
	3	The topics on the materials developed are about Indonesian culture.	4
	4	The materials developed contain texts which are relevant to students' daily life.	4
	5	The materials developed involve the explanation of the structure of the text of a particular genre.	4
	6	The materials developed involve the explanation of the social function of the text of a particular genre	4
	7	The materials developed involve the explanation of the linguistics features of the language of the text.	4
	8	The materials developed involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
	9	The materials developed lead the students to communicate in daily life contexts such as describing places.	3
	10	The materials developed lead the students to communicate accurately and functionally.	4
	11	The materials are developed in grammatical English.	4
	12	The instructions use a correct spelling.	3
	13	The materials use a correct word choice.	4
	14	The language of the instruction can be easily understood by the students.	3
	15	The explanation of the materials can be easily understood by the students.	4



	16	The explanation of the materials is appropriate with the students' level.	4
	17	The materials show a meaning organization in each part.	4
	18	The materials show a meaning relationship in each part.	4
	19	The materials developed are presented systematically from Let's Get Started, Are You Ready?, and Let's Wrap Things Up.	4
	20	The materials developed are based on the learning activities of Pre-reading, While-reading, Post-reading.	3
	21	The materials present in texts, activities, and picture equally.	4
	22	The materials developed contain tasks that encourage the students' perform both spoken and written communication.	4
	23	The materials promote the students to be responsible with their own learning so that they become autonomous learners.	4
	24	The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning.	4
	25	Every unit of the developed materials has the learning objective stated.	4
	26	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
	27	Texts and pictures have identity such as title, number, or reference.	3
	28	The materials added by a good explanation and enough vocabulary.	3
	29	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
	30	The layout of the developed materials is proportional.	3
	31	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
	32	The illustrations in the developed materials help to clarify the presentation in the materials.	4
	33	The developed materials use the variation of the fonts to interest the students.	3
	34	The pictures or illustrations are propositional and reflected the content of the book.	3

	35	The overall design of the developed materials is visually interesting.	4
Unit2	1	The materials are in accordance with the 2013 Curriculum Core Competence 1,2,3,4 and Basic Competence 1.1, 2.2, 3.10, 4.14 of grade VIII students of Junior High School.	4
	2	The materials developed are based on the course grid.	4
	3	The topics on the materials developed are about Indonesian culture.	4
	4	The materials developed contain texts which are relevant to students' daily life.	4
	5	The materials developed involve the explanation of the structure of the text of a particular genre.	4
	6	The materials developed involve the explanation of the social function of the text of a particular genre	4
	7	The materials developed involve the explanation of the linguistics features of the language of the text.	4
	8	The materials developed involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
	9	The materials developed lead the students to communicate in daily life contexts such as telling the interesting past experiences.	3
	10	The materials developed lead the students to communicate accurately and functionally.	2
	11	The materials are developed in grammatical English.	3
	12	The instructions use a correct spelling.	3
	13	The materials use a correct word choice.	4
	14	The language of the instruction can be easily understood by the students.	4
	15	The explanation of the materials can be easily understood by the students.	4
	16	The explanation of the materials is appropriate with the students' level.	4
	17	The materials show a meaning organization in each part.	4

	18	The materials show a meaning relationship in each part.	4
	19	The materials developed are presented systematically from Let's Get Started, Are You Ready?, and Let's Wrap Things Up.	4
	20	The materials developed are based on the learning activities of Pre-reading, While-reading, Post-reading.	3
	21	The materials present in texts, activities, and picture equally.	4
	22	The materials developed contain tasks that encourage the students' perform both spoken and written communication.	3
	23	The materials promote the students to be responsible with their own learning so that they become autonomous learners.	4
	24	The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning.	3
	25	Every unit of the developed materials has the learning objective stated.	4
	26	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
	27	Texts and pictures have identity such as title, number, or reference.	4
	28	The materials added by a good explanation and enough vocabulary.	3
	29	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
	30	The layout of the developed materials is proportional.	3
	31	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
	32	The illustrations in the developed materials help to clarify the presentation in the materials.	4
	33	The developed materials use the variation of the fonts to interest the students.	2
	34	The pictures or illustrations are propositional and reflected the content of the book.	4
	35	The overall design of the developed materials is visually interesting.	4
Unit3	1	The materials are in accordance with the 2013 Curriculum Core Competence 1,2,3,4 and Basic Competence 1.1, 2.2, 3.10, 4.18 of grade VIII	4

		students of Junior High School.	
	2	The materials developed are based on the course grid.	4
	3	The topics on the materials developed are about Indonesian culture.	4
	4	The materials developed contain texts which are relevant to students' daily life.	4
	5	The materials developed involve the explanation of the structure of the text of a particular genre.	4
	6	The materials developed involve the explanation of the social function of the text of a particular genre	4
	7	The materials developed involve the explanation of the linguistics features of the language of the text.	4
	8	The materials developed involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
	9	The materials developed lead the students to communicate in daily life contexts such as telling the Indonesian fairytales.	3
	10	The materials developed lead the students to communicate accurately and functionally.	3
	11	The materials are developed in grammatical English.	3
	12	The instructions use a correct spelling.	3
	13	The materials use a correct word choice.	4
	14	The language of the instruction can be easily understood by the students.	4
	15	The explanation of the materials can be easily understood by the students.	4
	16	The explanation of the materials is appropriate with the students' level.	4
	17	The materials show a meaning organization in each part.	4
	18	The materials show a meaning relationship in each part.	4
	19	The materials developed are presented systematically from Let's Get Started, Are You Ready?, and Let's Wrap Things Up.	4

	20	The materials developed are based on the learning activities of Pre-reading, While-reading, Post-reading.	4
	21	The materials present in texts, activities, and picture equally.	3
	22	The materials developed contain tasks that encourage the students' perform both spoken and written communication.	4
	23	The materials promote the students to be responsible with their own learning so that they become autonomous learners.	4
	24	The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning.	4
	25	Every unit of the developed materials has the learning objective stated.	4
	26	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
	27	Texts and pictures have identity such as title, number, or reference.	4
	28	The materials added by a good explanation and enough vocabulary.	3
	29	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
	30	The layout of the developed materials is proportional.	3
	31	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
	32	The illustrations in the developed materials help to clarify the presentation in the materials.	4
	33	The developed materials use the variation of the fonts to interest the students.	2
	34	The pictures or illustrations are propositional and reflected the content of the book.	4
	35	The overall design of the developed materials is visually interesting.	4
		Mean	3.68



**APPENDIX H**

**INTERVIEW**

**TRANSCRIPT**

## INTERVIEW TRANSCRIPT 1

Day/date : Monday, January 26, 2015

Place : Classroom

Interviewer : The researcher (R)

Respondents : Student 1 Salsa (S1), Student 2 Kurnia (S2), Student 3  
Ghani (S3)

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R : *Selamat siang adik-adik..*(Good afternoon, everyone.)

S1, S2, S3 : *Selamat siang, Miss.*(Good afternoon, Miss.)

R : *Gimana kabarnya?* (How are you, today?)

S1, S2, S3 : *Baik miss, miss gimana?*(I'm fine, and you?)

R : *Baik juga.. Maaf ya kalau miss mengganggu waktu kalian. Miss Rekyan ingin menanyakan beberapa pertanyaan tentang pelajaran reading tidak apa apa ya?*(I'm good. Thank you. I'm sorry if I disturb you. I want to ask some questions related to reading class. Is it okay?)

S1, S2, S3 : *Tidak apa-apa kok miss* (It's okay, Miss.)

R : *Gini, Miss rekyan mau tanya, kalian suka nggak sih sama pelajaran reading? Penting nggak buat kalian?*(Well, I want to ask you. Do you like reading? Is it important for you?)

S1 : *Suka sih miss. Sangat penting* (I like it, Miss. It is very important.)

S2 : *Suka dan penting* (Yes, I like it, and it is important.)

S3 : *Iya suka kok miss* (Yes, I like it, Miss)

R : *Oke.. kalian suka reading dan menganggap reading itu penting karena apa?*(Okay. Why do you like reading? Why is it important for you?)

S2 : *Ya kita jadi tambah pengetahuan Miss.*(We can increase our knowledge.)

S1 : *Banyak vocab baru miss* (There are many new vocabularies.)

R : *Kalo mas Ghani?*(How about you, Ghani?)

S3 : *Ya nambah vocab baru, pengetahuan juga sih* (It increases our vocabulary and our knowledge too.)

R : *Kalau menurut kalian, kalau pas pelajaran reading itu kalian sukanya*



*latihan soal yang seperti apa? (In your opinion, what kind of task that you like most in the reading class?)*

S1 : *Saya sih sukanya abis baca terus praktek gitu miss. Kaya drama- drama gitu. ( I like reading and then practicing.it looks like a mini drama.)*

S2 : *Saya sukanya yang ada gambarnya miss, soalnya saya cepet bosan kalau bukunya gitu-gitu aja ga ada gambarnya. (I like a task with a picture. I think that I will get bored if the book does not contain lots of pictures)*

R : *Oh begitu, kalau Mas Ghani? (Alright. How about you, Ghani?)*

S3 : *Saya sih sukanya jawab pertanyaan aja miss. Soalnya biar bisa memahami isi bacaan. (I just like to answer the question because I can comprehend the text.)*

R : *Oh jadi mas Ghani sukanya yg jawab pertanyaan sesuai dengan teks itu aja?(So, you just like to answer the questions based on the text?)*

S3 : *Iya miss. Saya juga suka soal-soal yang menantang. (Yes, Miss. I also like challenging tasks.)*

R : *Baiklah.. Kalau misal latihan soalnya melibatkan teknologi bagaimana? Misalnya hasil jawabannya di posting di grup facebook. Suka nggak? (Alright. How about a task with the involvement of technology?for example, posting your answer in the facebook group.)*

S1 : *Ya suka aja sih Miss.(I like it, Miss.)*

S2 : *Suka suka.(Yes, I like.)*

S3 : *Kalau saya nggak suka Miss. (I don't like it, Miss.)*

R : *Kenapa salsa dan kurnia suka?(For Salsa and Kurnia, why do you like it?)*

S1 : *Soalnya bakal asyik miss (Because I think that it will be fun.)*

S2 : *Kita bisa lebih modern miss, ga cuma gitu-gitu aja.(We can be more modern and it do not just the same as before.)*

R : *Terus kenapa Ghani nggak suka?(Then, why you do not like it, Ghani?)*

S3 : *Soalnya nanti pada asik main hapenya sendiri (Because the others will busy with their handphone.)*

R : *Menurut kalian, adanya unsur budaya di dalam teks bacaan itu penting*

*gak sih?*(In your opinion, is the involvement of Indonesian culture in the reading materials important?)

S1,S2, S3 : *Penting Miss* (It is important.)

R : *Kenapa?*(Why?)

S1 : *Ya karena kita kan warga Indonesia harus menjunjung tinggi budaya Indonesia Miss.* (Because we are Indonesian and we have to hold the high esteem of Indonesian culture.)

S2 : *Untuk melestarikan budaya Miss.*(To conserve our culture, Miss.)

R : *Adanya unsur budaya yang kalian udah ketahui bisa membantu kalian dalam memahami teks nggak* (Is the presence of Indonesian culture help you to comprehend the texts?)

S2 : *Bisa, Miss.*(It can.)

S1 : *Sangat membantu miss, soalnya kan kita udah pernah tau sebelumnya tentang budaya Indonesia* (It is helpful, Miss, because we have ever known about Indonesian culture before.)

S3 : *Membantu Miss.*(It helps us, Miss.)

R : *Kan buku kelas delapan belum ada, menurut kalian, kalian butuh nggak buku penunjang untuk lebih mengembangkan skill membaca kalian?*  
(There is no English book for grade eight students of Junior High School. In your opinion, do you need supplementary materials to improve your \ reading skill?)

S1, S2, S3 : *Butuh banget Miss.*(I do really need, Miss.)

R : *Kenapa?*(Why?)

S1 : *Soalnya kan buku nya ga ada terus kita ga bisa latihan belajar di rumah.*(Because there is no book, we cannot do some exercise at home.)

S2 : *Iya Miss, kita cuma dikasih potongan-potongan materi.*(Yes, Miss. The teacher gave me piece of materials.)

S3 : *Bukunya aja ga ada, gimana mau belajar miss. Ya harusnya ada buku Lain Miss.* (There is no book. How can we study at home? There should be another book.

R : *Oke baiklah. Terimakasih ya adik-adik sudah meluangkan waktunya*

*untuk diwawancarai oleh Miss Rekyan.* (Allright then. Thank you so much for spending the time to be interviewed.)

S1, S2, S3 : *Iya Miss Rekyan, sama sama.* (Yes, Miss. You're welcome.)

## INTERVIEW TRANSCRIPT 2

Day/date : Monday, January 26, 2015

Place : Library

Interviewer : The researcher (R)

Respondents : Mr. Usman (Teacher)

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R : *Selamat siang, Pak Usman.* (Good afternoon, Mr. Usman.)

T : *Selamat siang Mbak Rekyan.* (Good afternoon, Miss Rekyan.)

R : *Mohon maaf mengganggu waktu Bapak. Saya mau bertanya sedikit tentang belajar dan mengajar reading di kelas.* (I'm sorry for interrupting your time, Sir. I want to ask some questions related to the teaching and learning process of reading in the class.)

T : Oh tidak apa apa mbak. Santai saja. (It's okay. Be relaxed.)

R : *Pertanyaan pertama ini Pak, Apakah teknik yang Anda gunakan dalam mengajarkan reading di kelas?* (Firstly, what is your technique used in teaching reading in the class?)

T : *Saya mengajarkan reading sesuai dengan jenis teksnya mbak. Keywordnya apa, unsur kebahasaannya apa.* (I teach reading based on the type of the text. What the keywords are and what the language elements are.)

R : *Menurut Bapak, teknik apa yang paling efektif untuk mengajar reading?* (In your opinion, what is the most effective technique in teaching reading?)

T : *Menurut saya dengan cara menjelaskan keywordsnya. Keywords tersebut antara lain tentang vocabulary, tenses, dan elemen bahasanya.* (I think the most effective technique is by explaining the keywords. The keywords are about the vocabulary, tenses, and the language elements.)

R : *Sumber buku darimana sajakah yang Bapak gunakan dalam mengajar reading?* (Where is the source of the book taken from?)

T : *Karena buku kelas 8 belum ada maka saya ambilkan dari*

*buku-buku lain dan sedikit dari internet.*

(Because the English book for grade eight is not available yet, I use another book and I put some materials from the internet.)

R : *Strategi apa saja yang Bapak gunakan agar siswa dapat terus memperhatikan dalam pelajaran?*

(What are your strategies in making the students focus in the teaching and learning process?)

T : *Ada banyak model ya mbak. Jika ada yang ramai, nanti kasih saja pertanyaan pada mereka agar mereka memperhatikan. Lalu ada perlakuan khusus bagi siswa yang susah dalam fokus belajar.*

(There are many models. If the students are crowd, I will give them some questions to make them focus. Then, there is a special treatment in the students having difficulty to focus.)

R : *Bentuk evaluasi apa yang Bapak gunakan untuk mengecek komprehensi siswa?*(What is the evaluation form used to check the students' comprehension?)

T : *Dengan memberi mereka tugas. Seperti membuat kalimat sederhana. Lalu jika mengajarkan deskriptif yang menanyakan tentang benda-benda dan kata sifat yang digunakan.*

(By giving them a task. For example, making a simple sentence. If we teach descriptive text, I ask them about the noun and the adjective.)

R : *Feedback apa yang Bapak gunakan setelah mengevaluasi hasil belajar siswa?*(What is your feedback used after evaluating the result of the learning process?)

T : *Dengan memberi mereka nilai yang bagus dan memberika pujian. Jika hasilnya jelek dengan cara memberi mereka tugas tambahan.*

(By giving them a good mark and reward. If the result is bad, give them an additional task.)

R : *Bagaimana cara Bapak memotivasi siswa?* (How do you motivate your students?)

T : *Dengan memberikan sesuatu yang menarik. Seperti permainan,*

*menyuruh mereka mencari tulisan bahasa inggris di televisi.*

(By giving the students an interesting thing. For example, games and ask them to find English writing in television.)

R : *Apakah Bapak mengembangkan materi sendiri?* (Do you develop your own materials?)

T : *Sementara masih dari buku.* (I put the materials from the book.)

R : *Bagaimana pendapat Bapak tentang adanya unsur budaya lokal dalam materi reading untuk lebih membantu siswa dalam memahami teks?*

(What do you think about the presence of Indonesian culture in the reading materials in order to help students in comprehending the text?)

T : *Bagus sekali. Siswa sudah familiar dengan budaya Indonesia dan tentu saja akan membantu siswa dalam memahami teks. Saran saya adalah buatlah semenarik mungkin.*

(It is very good. The students are familiar with the culture and of course, it will help them in comprehending the text. My suggestion is that make it interesting and attractive.)

R : *Gitu aja Pak. Terimakasih banyak atas waktunya.* (That's all, Sir. Thank you so much for your time.

T : *Sama-sama mbak Rekyan. Sukses selalu, buruan dikerjakan bukunya.* (You're welcome. Be success and do the book as soon as possible.)

R : *Iya baik pak.* (Yes, Sir)

### INTERVIEW TRANSCRIPT 3

Day/date : Friday, May2, 2015

Place : Classroom

Interviewer : The researcher (R)

Respondents : Student 1 Arifin (S1), Student 2 Hanifah (S2), Student 3  
Indri (S3)

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R : *Hallo adik-adik. Apa kabar?*(Hello everyone. How are you?)

S1,S2,S3 : *Baik Miss Rekyan.* (I'm fine, Miss.)

R : *Seneng nggak ketemu Miss Rekyan lagi?*(Are you happy seeing me?)

S1,S2,S3 : *Seneeennggg.* (I'm happy.)

R : *Miss Rekyan nanya-nanya lagi ya..*(I want to ask some questions again, is okay?)

S1,S2,S3 : *Iya nggak papa Miss. Hehehe.* (It's okay, Miss.)

R : *Menurut adik, gimana latihan dari tiap unit? Menarik nggak?*  
(In your opinion, how is the task in each unit? Is it interesting?)

S1, S2 : *Menarik kok Miss.* (It is.)

S3 : *Menarik sekali Miss.* (It is very interesting, Miss.)

R : *Menurut adik-adik, materi yang di ajarkan di dalam buku susah nggak? Bahasa yang digunakan dalam buku susah nggak? Bagian mana saja yang susah?*

(In your opinion, is the materials presented on the book difficult or not? is the language difficult to understand?)

S1 : *Enggak sih Miss. Mudah dipahami kok.*

(I don't think so, Miss. It is easy to understand.)

S2 : *Enggak Miss, soal-soal yang diajarkan malah menantang. Suka banget Miss.*(No. It is not. The tasks are very challenging and I like it very much.)

S3 : *Ada yang susah sih Miss. Ada kata yang aku nggak ngerti jadi*

*nggak tau deh maksudnya apa.*

(Some of them are difficult, Miss. There are some words which I don't understand, so that I don't know the meaning.)

R : *Dari buku yang Miss Rekyan bagi tadi, adik-adik belajar tentang budaya apa aja sih?*(What did you learn from the book?)

S1 : *Belajar tentang Candi Prambanan, Candi Borobudur, Monas.*  
(I learned about Prambanan temple, Borobudur temple and National Monument.)

S3 : *Tadi baca tentang Malin Kundang Miss.*(I read about Malin Kundang, Miss.)

R : *Oke. Tentang Candi Prambanan, Borobudur, Malin Kundang. Lalu apalagi? Mbak Hanifah belajar apa tadi?*  
(Okay. You learned about Prambanan and Borobudur temple, Malin Kundang and what else? What did you learn, Hanifah?)

S2 : *Tadi baca tentang Balikpapan gitu Miss. Balikpapan itu dimana sih Miss?*  
(I read about Balikpapan. Where is Balikpapan, Miss Rekyan?)

R : *Balikpapan itu di Kalimantan Timur. Pernah kesana nggak?*  
(Balikpapan is in East Kalimantan. Have you ever been there?)

S1, S2 : *Belum pernah Miss.* (Not yet, Miss.)

R : *Oh iya, berarti kalian tadi belajar banyak dong tentang budaya di Indonesia? Suka kan?*  
(Okay. It means that you learned more about Indonesian culture, right? Do you like it?)

S1, S2, S3 : *Iya Miss..* (Yes, Miss.)

R : *Kalau perintah dalam setiap soalnya jelas nggak?*  
(How about the instruction? Is it clear?)

S1 : *Jelas kok Miss. Saya bisa memahaminya.* (It is clear, Miss. I understand it.)

S3 : *Ada yang susah Miss. Sebagian aja sih.*(Some of them are difficult to understand, Miss. Only some of them.)



- S2 : *Udah jelas sih Miss, tapi kadang harus nanya dulu ke Miss bener apa nggak. Cuma mastiin aja, Miss.*  
(It is already clear, Miss, but I have to ask it first to you to ensure that it is true.)
- R : *Adik-adik suka nggak sama gambar-gambar, jenis huruf, jenis warna dan desain dari bukunya?*  
(Do you like the pictures, fonts, colours and the design of the book?)
- S1, S2, S3 : *Suka banget, Miss. (I do like it, Miss.)*
- R : *Suka karena apa? (Why do you like it?)*
- S1 : *Menarik kita buat baca Miss. (It is interesting to read, Miss.)*
- S2 : *Iya Miss. Banyak gambar di dalam buku, terus jenis hurufnya juga macem-macem, warna nya juga banyak. Bagus banget Miss. Itu yang buat bukunya siapa, Miss?*  
(Yes, Miss. There are many pictures, various fonts and colours. The book is ver good. Who made this book, Miss?)
- R : *Ya Miss Rekyan dong. (I made this book.)*
- S3 : *Keren dong Miss. Bagus banget bukunya. Buat saya aja ya Miss. Boleh ya di bawa pulang?(Wow, it's cool. It is a good book. May I have this book, Miss?)*
- R : *Iya tapi ini kan belum final, masih di revisi lagi. Besok kalau udah final nanti Miss Rekyan kasih ke Pak Usman terus bisa dibagi ke kalian.*  
(Yes, you can, but this is not final yet. If it is a final, I will give it to Mr. Usman and he can give it to you.)
- R : *Buku kelas 8 belum ada ya dik? (Is there any English book for grade eight?)*
- S1, S2, S3 : *Belum Miss. (Not yet, Miss.)*
- R : *Terus sampai sekarang kalau belajar pakai apa?*  
(So, what do you use in the learning process?)
- S1, S2, S3 : *Ya dibagiin kertas gitu Miss. Terus liat power point dari*

*Pak Usman. (Allotted pieces of paper and saw a presentation.)*

R : *Oh begitu ya. Berarti kalau kalian dapat buku seperti ini, kalau senang dong ya?*

*(Alright. If you get this kind of book, will you love it?)*

S1, S2, S3 : *Seneng banget Miss. Suka banget Miss. (I do love it, Miss.)*

R : *Saran adik-adik tentang buku ini gimana? (What is your suggestion for this book?)*

S1 : *Dibagiin buat kita Miss. (Give me the book, Miss.)*

S2, S3 : *Iya Miss. Kita ga punya buku lho Miss. (Yes, Miss. We don't have any book.)*

R : *Iya besok kalau sudah direvisi ya. (Yes, if it is already revised.)*

S1, S2, S3 : *Oke Miss. (Okay, Miss.)*

R : *Makasih ya adik-adik udah mau diwawancarai sama Miss Rekyan. ( Thank you for your time to be interviewed.)*

S1, S2, S3 : *Sama-sama Miss Rekyan. Kapan-kapan main sini lagi ya. (You're welcome, Miss. Please come again anytime.)*

R : *Okay.. good bye everyone.*

## INTERVIEW TRANSCRIPT 4

Day/date : Friday, May2, 2015

Place : Counseling room

Interviewer : The researcher (R)

Respondents : Mr. Heru (Teacher 1), Mr. Usman (Teacher 2)

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R : *Menurut Bapak, apakah input yang terdapat di dalam buku sudah dapat menarik siswa untuk belajar membaca?* (In your opinion, is the input in the book attract the students to read?)

T1 : *Sudah bagus. Materinya sudah bagus ya. Mengajarkan tentang teks deskriptif, recount dan naratif.* (It is good. The materials are good. It taught about descriptive, recount and narrative text.)

T2 : *Sudah bagus mbak. Ini materinya juga diambil dari budaya-budaya di Indonesia, jadi anak-anak juga tertarik untuk membaca.* (It is good. The materials are taken from the Indonesian Culture, so the students are interested in reading.)

R : *Bagaimanakah penggunaan bahasa di dalam buku? Apakah terlalu sulit untuk siswa?* (How is the language used in the book? is it difficult for the students?)

T1 : *Tidak, ini cukup jelas ya bagi siswa.* (I don't think so. It is clear enough for them.)

T2 : *Jelas bagi mereka harus ngapain.* (It is clear enough for them what they are going to do.)

R : *Apakah jumlah materi yang diajarkan seimbang dengan latihan yang diberikan?* (Are the materials and the evaluation items balance?)

T1 : *Menurut saya dalam buku ini lebih banyak soalnya mbak.* (I think there so many tasks in the book.)

T2 : *Kalau menurut saya karena ini menjelaskan tentang type of text ya, jadi ya mungkin ini lebih banyak latihan soalnya. Menurut saya sudah sih mbak. Sudah bagus.* (I think the book is explaining about the type of text,

so there so there should many tasks in the book. I think it is balance. It is good.)

R : *Apakah materi berbasis budaya cukup bagus untuk diberikan kepada siswa dalam belajar membaca dan apakah sudah cukup menarik?* (Are the culture-based materials good for the students in learning reading? Is it interesting?)

T1 : *Tentunya siswa tertarik dengan materi dalam buku ini ya. Soalnya kan mereka orang Indonesia, tau budaya Indonesia pastinya mereka paham dengan apa yang diajarkan dalam belajar bahasa Inggris melalui budaya.* (The students are interested with the materials presented in the book certainly. They were Indonesian and they understand with the English taught in the book though the presence of culture.)

R : *Apakah materi berbasis budaya yang terdapat di dalam buku sudah layak dan pantas diberikan kepada siswa? Apakah dengan adanya materi tersebut dapat lebih membantu siswa dalam memahami isi teks.* (Are the culture-based materials presented in the book appropriate for the students? Is it helpful for the students in comprehending the texts?)

T2 : *Sudah sih mbak. Budaya-budaya yang diajarkan di dalam buku sudah merepresentasikan budaya-budaya yang ada di Indonesia. Lagipula anak-anak juga pasti sudah familiar dengan budaya tersebut, seperti Candi Prambanan, Borobudur itu kan mereka pasti sudah tau jadi ya mereka paham dengan isi teksnya.* (Yes. It is appropriate. The culture taught in the book have already represented the Indonesian culture. Moreover, the students are familiar with those culture, for example, Prambanan temple and Borobudur temple. They have already known about those places and they can comprehend the text well.)

R : *Menurut Bapak, apakah perintah yang terdapat di dalam soal sudah baik dan dapat dipahami oleh siswa?* (In your opinion, are the instructions good and comprehensible for the students?)

T1, T2 : *Sudah mbak.* (They are good and comprehensible.)

R : *Bagaimanakah penampilan dari buku tersebut? Apakah sudah menarik?*

*Bagaimanakah peran gambar yang terdapat dalam buku tersebut?(What do you think about the appearance of the book? is it attractive? How about the effectiveness of the pictures presented in the book?*

T1 : *Sudah bagus mbak. Covernya colourful, di dalam bukunya juga banyak gambar-gambarnya. Pasti anak-anak sangat tertarik untuk membacanya.*(It is good. The cover is colourful. There are many pictures in the book and of course the students are very interested to read it.)

T2 : *Sangat bagus mbak. Biasanya kan anak-anak suka yang banyak gambar-gambar animasi-animasi begitu, warnanya juga banyak kan jadi pastinya anak-anak senang ya dengan buku ini dan tentunya sangat membantu meningkatkan kemampuan membaca mereka.*(It is very good. The students usually like the book with many pictures and animation there. They also like the book with many colours, so that they like to have this book and it also helps the students in increasing their reading skill.]

R : *Kalau jenis huruf, desain serta warna dari buku tersebut gimana Pak?*  
(How about the fonts, design and the colours in the book?)

T1,T2 : *Sudah bagus.* (It is good.)

R : *Bagaimana menurut pendapat Bapak tentang adanya keterlibatan penggunaan teknologi di dalam soal?* (How about the involvement of technology in the certain tasks?)

T1, T2 : *Sudah baik juga mbak apalagi kan anak-anak sangat dekat dengan penggunaan teknologi.* (It is good. Moreover, the students are very close to the use of technology.)

R : *Apakah saran Bapak untuk buku ini agar menjadi buku yang baik dan layak digunakan untuk siswa?*(What is your suggestion for this book?)

T1 : *Buku nya sudah bagus. Lebih ditingkatkan lagi saja.* (The book is good. Make it better.)

T2 : *Sudah bagus. Mungkin diberi daftar isi ya mbak agar lebih mudah mencari halamannya dan isi yang akan di buka.* (It is good. Please give the table of the content to find the page and the content easily.)

- R : *Sekarang untuk buku guru nya ini Pak. Gimana pak menurut Bapak?*  
(Now, how about the teacher's guide book? What do you think about it?)
- T : *Sudah bagus juga mbak. Ada penjelasan di setiap soalnya.* (It is good, there is an explanation in each task.)
- T2 : *Bagus mbak. Sudah seperti di buku guru di buku K13.* (It is good. It looks like the book used curriculum 2013.)
- R : *Mudah dipahami kan bahasanya Pak?* Is the language easy to understand?)
- T1, T2 : *Iya mudah kok mbak orang pakai bahasa Indonesia.* (It is easy because it is used bahasa Indonesia.)
- R : *Baiklah kalau begitu. Terimakasih banyak ya Pak Usman dan Pak Heru, sudah membantu saya dalam penelitian ini.* (Alright then. Thank you very much Mr. Usman and Mr. Heru for helping me in this research.)
- T1, T2 : *Sama-sama mbak Rekyan. Sukses terus cepat wisuda.* (You're welcome. Success and graduate soon.)

# **APPENDIX I**

## **DESCRIPTION OF THE**

### **TASKS**

### Description of Tasks in Unit One

Unit 1 – Wonderful Indonesia	
Let's Get Started Pre-Reading Stage	
<b>Task 1</b> Instruction: Label these pictures with the description in the box below. Number 1 has done for you.	<b>Description:</b> This task is designed to gain the students' attention before learning descriptive text. The pictures are used to motivate the students in prediction the topic.
<b>Task 2</b> Instruction: Find ten hidden words below. The words are the part of historical building in Indonesia.	<b>Description:</b> This task is designed to gain the students' attention before learning descriptive text. The task is designed to give the students illustration about what they are going to learn in the unit one.
<b>Task 3</b> Instruction: After finding the ten hidden words, try to match those words with the definition below. Number 1 has done for you.	<b>Description:</b> This task is designed to develop the students' vocabulary. By answering this task, the teacher can check their vocabulary mastery.
Are You Ready? While-Reading Stage	
<b>Task 4</b> Instruction: Read The Gorgeous Prambanan Temple" below, and then discuss it with your friends.	<b>Description:</b> This task aims to make the students ready to read the descriptive text. This task provides a descriptive text and the explanation about features of the text.
<b>Task 5</b> Instruction: Read the "Prambanan Temple" text again and answer the questions.	<b>Description:</b> This task aims to check the students' comprehension in reading the descriptive text entitled "The Gorgeous Prambanan Temple"
<b>Task 6</b> Instruction: Read this following descriptive text and circle the object which is mentioned in the text.	<b>Description:</b> This task provides a descriptive text about the National Monument. The aim of this task is to check the students understanding about the objects mentioned in the text.
<b>Task 7</b> Instruction: Choose the correct verbs and to be for these sentences.	<b>Description:</b> This task is designed to check the students' understanding about Simple Present Tense in a sentence. The Simple Present Tense is one of the



	language features used in the descriptive text.
<p>Task 8</p> <p>Instruction:</p> <p>Study this text below and underline the words that use simple present tense.</p>	<p>Description:</p> <p>This task provides a descriptive text about Lawang Sewu. The aim of this task is to check the students understanding about Simple Present Tense used in the text. By answering it, the teacher may know the students' comprehension about the use of Simple Present Tense in the descriptive text.</p>
<p>Task 9</p> <p>Instruction:</p> <p>Study the following descriptive text about "The Secret of Lawang Sewu" and put the sentences into the correct generic structure.</p>	<p>Description:</p> <p>The aim of this task is to check the students' understanding of the generic structure of the descriptive text. Before answering this task, the students have to understand the explanation about descriptive text first in the previous page.</p>
<p>Task 10</p> <p>Instruction:</p> <p>Draw these following words in the box below. Number one is done for you.</p>	<p>Description:</p> <p>This task is designed to make the students give an illustration about the object mentioned in the descriptive text. Moreover, it aims to return the students motivation in doing the tasks. The students may get bored if they have to read continuously.</p>
<p>Task 11</p> <p>Instruction:</p> <p>Choose the correct adjective in these sentences.</p>	<p>Description:</p> <p>This task is designed to check the students' understanding in learning adjective. The students have to read the explanation about adjective first to answer the questions.</p>
<p>Task 12</p> <p>Instruction:</p> <p>Choose the correct adjective in these sentences.</p>	<p>Description:</p> <p>This task provides a descriptive text about Borobudur Temple. The aim of this task is to make the students understand about the use of adjective in the text. The students may get bored if they just underline the adjective words with the pen, so that by colouring is the fun way to make the students motivate in doing the task.</p>
<p>Task 13</p> <p>Instruction:</p> <p>List some possibility adjective of these</p>	<p>Description:</p> <p>This task provides some pictures. The aim of this task is to make the students</p>

pictures.	think about the characteristics of the object in the picture. By answering this task, the students can understand about the use of adjective in the object.
<p>Task 14</p> <p>Instruction:</p> <p>Read these following descriptions about traditional food from Indonesia bellow and then draw it.</p>	<p>Description:</p> <p>The aim of this task is to check the students understanding about the object explain in a short paragraph. The students have to read the explanation first, and then draw the object being discussed.</p>
<p>Task 15</p> <p>Instruction:</p> <p>Read “The Uniqueness of Gedung Sate”, and then list the adjective words and present tense verbs.</p>	<p>Description:</p> <p>This task provides a descriptive text about Gedung Sate. This task is aimed at checking the students’ mastery about the use of adjective and Simple Present Tense in the text. This task is to measure the students about the features used in the descriptive text.</p>
Post-Reading	
<p>Task 16</p> <p>Instruction:</p> <p>Read “The Uniqueness of Gedung Sate” again, and then decide whether the statement is true or false. Number one is done for you.</p>	<p>Description:</p> <p>The aim of this task is to check the students’ comprehension about the content of the text. After reading the text, the students will be checked their understanding about the descriptive text and link their idea with the statements.</p>
<p>Task 17</p> <p>Instruction:</p> <p>Look at these pictures. Choose one of these pictures, then make descriptions and share it to your friends via Facebook.</p>	<p>Description:</p> <p>This task provides some pictures to be described. This task is aimed at making the students try to describe an object after reading some descriptive texts and learning some keynotes. This task is to check the students understanding about descriptive text by looking the result of the students’ answer in making the descriptive text. Moreover, the use of technology will increase the students’ motivation in doing the task.</p>
<p>Task 18</p> <p>Instruction:</p> <p>Make a group of 6. Print your work about descriptive text and make a board magazine. Bellow is the example of board magazine.</p>	<p>Description:</p> <p>This task is aimed at making the students creative. The result of their work in the previous task will be used as the materials in making a board magazine. Furthermore, the students can learn the descriptive text by looking</p>

	at their work in the board magazine.
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### Description of Tasks in Unit Two

Unit 2 – What’s Your Story?	
Let’s Get Started Pre-Reading Stage	
Task 1 Instruction: Match the picture with the topic related to some experiences. Number 1 is done for you.	Description: This task is designed to gain the students’ attention before learning recount text. The pictures are used to motivate the students in prediction the topic.
Task 2 Instruction: List 5 interesting experiences in your life.	Description: The aim of the task is to make the students think about their own experiences in their life. This task is designed to give them illustration about experiences and how to tell about it.
Task 3 Instruction: Look at this picture below, and then mention what you usually do in this place.	Description: This task is designed to make the students predict about the activity usually done in the picture.
Are You Ready? While-Reading Stage	
Task 4 Instruction: Read this “Joining Traditional Dances” and discuss it with your friends.	Description: This task aims to make the students ready to read the recount text. This task provides a recount text and the explanation about features of the text.
Task 5 Instruction: Read “Joining Traditional Dance” again and indentify the meaning of underlined words by matching it with the picture. Number 1 is done for you.	Description: This task aims to check the students’ vocabulary mastery after reading the text. This task provides some pictures as the answer of the questions. The aim is to make the students interest in doing the task.
Task 6 Instruction: Read “Joining Traditional Dance” again and indentify what the following words	Description: This task provides a recount text about joining traditional dances. The aim of this task is to check the students’

refer to based on the text.	understanding about the reference of the word.
<p>Task 7</p> <p>Instruction:</p> <p>Read “Celebrating Kartini’s Day” and do the crossword puzzles bellow. Number 1 is done for you.</p>	<p>Description:</p> <p>This task is designed to check the students’ understanding about the recount text entitled “Celebrating Kartini’s Day”. Crossword puzzle is another way to check the students’ comprehension in a fun way.</p>
<p>Task 8</p> <p>Instruction:</p> <p>Re arrange the jumbled paragraph below into a good paragraph by writing the number into each stage.</p>	<p>Description:</p> <p>This task aims to make the students understand about the generic structure of the recount text. The generic structure of the text is one of the features of recount text which the students have to master.</p>
<p>Task 9</p> <p>Instruction:</p> <p>Read this comic strip below and then tell what the story is about.</p>	<p>Description:</p> <p>The aim of this task is to check the students’ understanding of the content of the comic strip. The students have to read so that they know what activities done in the comic strip. Comic strip is another fun way of reading because some of the students may get bored if they have to read the text.</p>
<p>Task 10</p> <p>Instruction:</p> <p>Read again the comic strips entitled “Trip to Balikpapan” and then match the picture with 5W questions (what, who, when, where and why)</p>	<p>Description:</p> <p>This task is also designed to make the students understand about the content of the comic strip. The 5W questions help them in comprehending the content.</p>
<p>Task 11</p> <p>Instruction:</p> <p>Put the correct past tense verb in these sentences.</p>	<p>Description:</p> <p>This task is designed to check the students’ understanding in learning Simple Past Tense. The students have to read the explanation about Simple Past Tense first to answer the questions.</p>
<p>Task 12</p> <p>Instruction:</p> <p>Read “Beautiful Day in Yogyakarta and underline the past tense verb.</p>	<p>Description:</p> <p>This task provides a recount text about Beautiful Day in Yogyakarta. The aim of this task is to make the students understand about the use of Simple Past Tense verbs in the text.</p>
<p>Task 13</p> <p>Instruction:</p>	<p>Description:</p> <p>This task provides some pictures. The</p>

Read these following activities and match with the pictures.	aim of this task is to make the students think about the object explained in the text. By answering this task, the students can illustrate the object mentioned in the text.
<p>Task 14</p> <p>Instruction:</p> <p>Read “A Beautiful Day in Yogyakarta” again in task 12, and then list the connectives of the text. Number 1 is done for you.</p>	<p>Description:</p> <p>The aim of this task is to check the students understanding about the use of connectives in the text. Before answering the questions, the students have to read the explanation about connective first in the previous page.</p>
<p>Task 15</p> <p>Instruction:</p> <p>Read the “A Beautiful Day in Yogyakarta” again in task 12, and then tick the correct statements.</p>	<p>Description:</p> <p>This task is aimed at checking the students’ comprehension about the content of the recount text entitled “A Beautiful Day in Yogyakarta”. The students have to read the text first and then they can decide whether the statement is true or false.</p>
Post-Reading	
<p>Task 16</p> <p>Instruction:</p> <p>Ask your friends about embarrassing experiences and then write it on this worksheet.</p>	<p>Description:</p> <p>The aim of this task is to make the students tell about their experiences. The explanation about the recount text in the previous tasks can make them understand how to tell about the past experiences. The students can write the story in the provided worksheet.</p>
<p>Task 17</p> <p>Instruction:</p> <p>Report your friends’ embarrassing experiences in front of the class by reading it.</p>	<p>Description:</p> <p>This task is aimed at making the students to read the result of their friends’ story. After hearing the story and writing it in the worksheet, the students can tell the story by reading it in front of the class. Moreover, this task makes the students motivate to learn about recount text and they have fun activities in the class.</p>
<p>Task 18</p> <p>Instruction:</p> <p>Draw your embarrassing experiences in the comic strips form.</p>	<p>Description:</p> <p>This task is designed to gain the students activity after reading about the recount text. The students can draw their own comic strip about their experiences in the provided worksheet. This task can motivate the students and</p>

	make them fun.
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### Description of Tasks in Unit Three

Unit 3 – Indonesian Fairytales	
Let's Get Started Pre-Reading Stage	
Task 1 Instruction: Tick (✓) the box to show how many stories that you know.	Description: This task is designed to check the students' knowledge about the legend in Indonesia before they learn about narrative text. This task also aims to make the students predict the topics that they are going to learn.
Task 2 Instruction: Match these pictures below with the name of the story. Number 1 is an example.	Description: The aim of the task is to make the students think about the illustration of the mentioned topics. This task is also aimed at checking the students' understanding about the stories.
Task 3 Instruction: Find ten hidden words below. The words are the legend about Indonesia.	Description: This task is designed to make the students predict about the topics that they are going to learn and the stories that they are going to read.
Are You Ready? While-Reading Stage	
Task 4 Instruction: Read "The Legend of Tangkuban Perahu" and then discuss with your friends.	Description: This task aims to make the students ready to read the narrative text. This task provides a narrative text and the explanation about features of the text.
Task 5 Instruction: Read "The Legend of Tangkuban Perahu" and answer these following questions.	Description: This task aims to check the students' comprehension about the content of the text entitled "The Legend of Tangkuban Perahu". The involvement of pictures is to avoid the students' boredom in doing the task.
Task 6 Instruction:	Description: This task is aimed at checking the

Find the verb 1 of the colored words in “The Legend of Tangkuban Perahu”. Number 1 is an example.	students’ understanding about Simple Past Tense. This task provides some questions about finding the V1 of the V2 provided in the task.
Task 7 Instruction: Read “The Story of Lake Toba” and identify the generic structure of the text. Number one is done for you.	Description: This task is designed to check the students’ understanding about the generic structure of the narrative text. The students have to read the explanation about narrative text first in order to answer the question.
Task 8 Instruction: Read “The Story of Lake Toba” again and identify the adverb of time.	Description: This task aims to check the students’ understanding about the use of adverb of time in the text. The explanation of the adverb of time is in the previous page.
Task 9 Instruction: Read “The Story of Lake Toba” again in the task 7, and list the time connection of the text. Number 1 is done for you.	Description: The aim of this task is to check the students’ understanding about the use of time connection in the narrative text. The example is to give an illustration about the time connection.
Task 10 Instruction: Circle the correct past tense verbs in these sentences. Number 1 is an example.	Description: This task is designed to remind the students about the Simple Past Tense. The students have to find the correct Simple Past Tense verb in each sentence. Simple Past Tense is one of the important features used in the narrative text.
Task 11 Instruction: Read “The Myth of Malin Kundang” and complete the comic strips with the story below.	Description: This task is aimed at checking the students’ comprehension about the content of the text. The pictures help the students in answering the question. The students have to read the text about Malin Kundang carefully and then they can answer the question.
Task 12 Instruction: Read “The Myth of Malin Kundang” and do the crossword below.	Description: This task is also aimed at checking the students’ comprehension about the content of the text. The questions are more specific and the task is more fun. The students may get bored in

	answering the task coventionally. Doing a crossword is one of fun ways to gain the students' motivation in reading.
Task 13 Instruction: Read "The Myth of Malin Kundang" and decide whether the statement is true or false.	Description: This task aims to make the check the students' understanding about the text. If the students comprehend the text, they will know whether the statements are correct or incorrect.
Task 14 Instruction: Group these words into 2 categories (simple past tense and simple present tense)	Description: The aim of this task is to remind the students about the use of Simple Present Tense and Simple Past Tense and how to differentiate them. the students have to categorized the words. By answering this task, the teacher can check the students' mastery about the use of tenses used in the text.
Task 15 Instruction: Read the comic strips about "The Legend of Prambanan Temple" and discuss with your partner.	Description: This task is designed to make the students read about narrative text in a fun way. The students have to discuss the content of the story with their friends. Comic strip will make them interested in reading and the pictures will gain their attention.
Post-Reading	
Task 16 Instruction: Read the story about "The Legend of Prambanan again, and identify the character, setting, problem and solution of the story.	Description: The aim of this task is to check the students' understanding about character, setting, problem and solution. The students have to read the narrative text about Prambanan Temple first and read the key note. By answering this task, it can be concluded that the students are comprehend the text well. Moreover, the students are expected to argue and give their opinion after reading the text.
Task 17 Instruction: Work in group of 5. Make a mini drama about various legends in Indonesia. You can choose one of them.	Description: This task is aimed at checking the students' comprehension of the content of the story after reading and learning several narrative texts. The students' understanding can be checked by



	looking at their performances.
<p>Task 18</p> <p>Instruction:</p> <p>Record the drama and post it in your social media.</p>	<p>Description:</p> <p>This task is designed to make the students learn from their performances. They can record their performances and upload it to their social media in order to get comment and suggestion from their other friends. Furthermore, the use of technology makes them motivate in the learning activities.</p>

# **APPENDIX J**

## **FIELD NOTES**

## **FIELD NOTE**

### **Observation**

**Place : SMP N 1 Prambanan Sleman**

**Date : 24 January 2015**

**Time : 9.20 – 10.40 WIB**

The observation was done on the grade eight students of SMP N 1 Prambanan Sleman. There were 32 students in the class VIIIC. The material being taught was the simple past tense. The students seemed not understand about the material given by the teacher. The students were paying their attention to the teacher, while some others were talking to their friends. Moreover, some of the students were talking with Javanese language to the teacher loudly.

The teacher gave the students materials in some papers and the students seemed not enthusiast to learn English. In addition, they had to prepare a piece of paper in answering the questions. Some of the students did not pay any attention and they did not do the task provided in the materials. Furthermore, the others were busy with their own business.

The teacher only explained few things about simple past tense, and then he checked the students' understanding. On the other hand, the students seemed confused about the materials and they had to answer the questions. In the end of the lesson, the students had to gather their answer in a piece of paper. Some of the students did the tasks well, while others did it haphazardly. They seemed did not care about their mark and they did not have any passion on learning English.

## **FIELD NOTE**

### **Implementation**

**Place : SMP N 1 Prambanan Sleman**

**Date : 2 May 2015**

**Time : 8.00 – 10.00 WIB**

The culture-based supplementary reading book was implemented to the grade eight students of SMP N Prambanan Sleman. The implementation was done on 2 May 2015. It was done in one day and the students were asked to do the tasks in three units of the book. They did not ask to do all the tasks in three units because of the limitation of the time. They did not do all the tasks, but they were asked to read all of the various tasks in those three units.

The students seemed happy on the implementation day. Before they tried to do the tasks, the students were asked about their understanding of the instruction. If they did not understand about what they were going to do, the researcher explained the instruction. The students were enthusiastic in doing the tasks in the culture-based supplementary reading book. Sometimes they asked their friends if they did not know about the answer.

The researcher walked around the class to check the students' work. The students can directly answer the tasks in that book. They felt challenged in doing the tasks. They also seemed happy because they did not have an English book in the teaching and learning process. Some of the students said that they wanted the book to be their own because they wanted to use it as the materials to be learned.

**FIRST DRAFT**

# UNIT 1

## Wonderful Indonesia



Picture taken from: [www.indonesia.travel](http://www.indonesia.travel)

Have you ever been travelling? Have you ever visited to historical places in Indonesia? I bet you have ever been travelling to some interesting places in Indonesia. What do they look like? Can you describe one of them? In this unit, you will learn how to describe some of interesting places in Indonesia.

## A. Let's Get Started!

### TASK 1

- Label these pictures with the description in the box below. Number 1 is done for you.

1.



Pict. 1.1

Taman Sari is the site of garden palace of Yogyakarta Palace. It has a big pool inside and high tower at the north and south.

2.



Pict. 1.2

3.



Pict. 1.3

4.



Pict. 1.4

5.



Pict. 1.5



1.

Taman Sari is the site of garden palace of Yogyakarta Palace. It has a big pool inside and high tower at the north and south.

2.

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom.

3.

Prambanan temple has three main temples in the primary yard, namely Vishnu, Brahma, and Shiva.

4.

Gedung Sate is the popular name for the governor's office of the West Java province.

5.

The National Monument or simply Monas is a 132 m (433 ft) tower in the centre of Merdeka Square, Central Jakarta.



## TASK 2 ➡ WORD SEARCH!

- Find ten hidden words below. The words are the parts of historical buildings in Indonesia.

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

- DOOR
- 
- 
- 
- 

- 
- 
- 
- 
-

### TASK 3 ⇒ MATCH!

After finding the ten hidden words, try to match those words with these definitions below. Number 1 is done for you.



Pict. 1.6

1. DOOR
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.




1. candi
2. pintu
3. atap
4. jembatan
5. istana
6. masjid
7. dinding
8. halaman
9. air
10. stupa
11. jendela


## B.Are You Ready?

### TASK 4


Read the text entitled "The Gorgeous Prambanan Temple" below, then discuss it with your friends.



Pict. 1.7



Pict. 1.8



Pict. 1.9

**Identification**

The Prambanan temple is the largest Hindu temple in the central of Java. It is located approximately 17 miles from Jogjakarta. The location is only about 100 m from the highway of Yogya-Solo, so that it is easy to reach. The Prambanan temple was built by Rakai Pikatan and it is a UNESCO World Heritage. This temple is really famous all over the world. Many local as well as foreign visitors want to see the temple.

**Description**

The Prambanan temple has three main temples in the primary yard, namely Vishnu, Brahma, and Shiva. Those three main temples is the symbol of Trimurti in the Hindu belief. However, there is a legend behind the story of Prambanan temple. It is told that the temple was built by Bondowoso as a promise to marry Rorojonggrang, but she did not want to be Bondowoso's wife. Finally Bondowoso cursed Rorojonggrang become a statue to complete the temple.



# Let's Study!

## Descriptive Text

Teks yang berjudul "The Gergous Prambanan Temple" adalah salah satu contoh teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, hewan, tempat atau benda lainnya.

Teks deskriptif berbeda dengan teks Report. Teks deskriptif menjelaskan tentang satu hal tertentu yang lebih spesifik, sedangkan teks report menjelaskan sesuatu yang lebih umum.

Ada dua tahap yang menunjukkan tentang struktur dari teks deskripsi. Dua langkah tersebut adalah:

1. Identification → menjelaskan atau mengidentifikasi obyek yang akan dideskripsikan.
2. Description → mendeskripsikan fenomena tentang bagian, kualitas serta karakteristik dari obyek.

Paragraf pertama dalam teks yang berjudul "The Gorgeous Prambanan Temple" adalah Identification. Obyek yang akan dideskripsikan yaitu Candi Prambanan. Dalam Identification disebutkan tentang jenis candi, nama pembangun, dan letak candi itu sendiri.

Paragraf kedua adalah description. Dalam bagian ini menggambarkan karakteristik Candi Prambanan itu sendiri.

Fitur bahasa teks deskriptif adalah:

1. Menggunakan Simple Present Tense (e.g. The Prambanan temple has three main temples.)
2. Penggunaan "be": is, am, are (e.g. The Prambanan Temple is one of the greatest temple in Indonesia.)
3. Menggunakan kata sifat dan pengklasifikasi dalam kelompok nominal. (e.g. large, beautiful, famous)

## **TASK 5**

**Read the “Prambanan Temple” text again and answer the questions.**

**1. What is the text about?**

**a. Rakai Pikatan**



Pict. 1.10

**c. Bandung Bondowoso**



Pict. 1.11

**b. Roro Jonggrang**



Pict. 1.12

**d. Prambanan Temple**



Pict. 1.13

**2. Where is the location of Prambanan temple?**

- a. 19 miles from Jogjakarta**
- b. 17 miles from Jogjakarta**
- c. 100 m from Jogjakarta**
- d. 110 m from Jogjakarta**

**3. Who built Prambanan Temple?**

**a. Roro Jonggrang**



Pict. 1.14

**c. Rakai Pikatan**



Pict. 1.15

**b. Bandung Bondowoso**



Pict. 1.16

**d. Sidharta Gautama**



Pict. 1.17

**4. How many main temples are there in the Prambanan temple?**

**a.**

**4**

**c.**

**2**

**b.**

**3**

**d.**

**1**

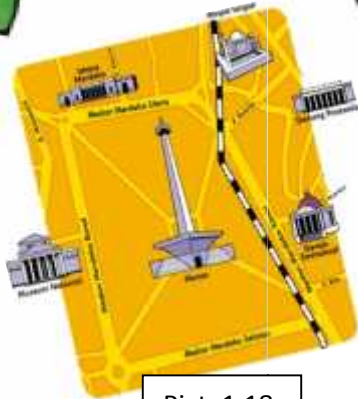
**5. Why did Bondowoso curse Roro Jonggrang?**

- a. because he did not believe Roro Jonggrang**
- b. because he loved Roro Jonggrang**
- c. because Roro Jonggrang is ugly**
- d. because Roro Jonggrang did not want to marry him**



## TASK 6

Read this following descriptive text and circle the object which is mentioned in the text.



Pict. 1.18



Pict. 1.19



Pict. 1.20

### The National Monument

The National Monument or simply Monas is a 132 m (433 ft) tower in the centre of Merdeka Square, Central Jakarta. It is symbolizing the fight for Indonesia. It is the national monument of the Republic of Indonesia and it was built to commemorate the struggle for Indonesian independence from Dutch colonialism.

The National monument construction was began on 17th August, 1961 in the reign of the first Indonesian president, Sukarno. Monas was opened to the public in 1975. This monument is crowned by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument symbolized as the spirit of the fiery Indonesian struggle. We can see the beauty of the Monument national in the middle of Merdeka court, Central Jakarta.

1.



Pict. 1.21

5.



Pict. 1.22

2.



Pict. 1.23

6.



Pict. 1.24

3.



Pict. 1.25

7.



Pict. 1.26

4.



Pict. 1. 27

8.



Pict. 1.28



# Key Note

## Simple Present Tense

**PRESENT TENSE** menunjukkan suatu kejadian, peristiwa atau pekerjaan yang dilakukan atau terjadi pada saat ini. Umumnya, digunakan untuk menggambarkan tindakan yang faktual atau kebiasaan

Singular (tunggal)	Plural (jamak)
I run	we run
you run	you run
he/she/it runs	they run

To be yang digunakan dalam Simple Present Tense:

Singular (tunggal)	Plural (jamak)
I am	You } are
He } is	We }
She }	They }
It }	

e.g. I run fast.

It is my pen.

He runs perfectly.

They are my friend.

Let's Give it a Try!

### TASK 7

- Choose the correct verb and to be for these sentences.

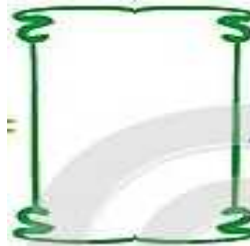
1. Prambanan (**IS** / **ARE**) the largest Hindu temple in Central Java, Indonesia.
2. The fauna motifs (**IS** / **ARE**) naturalistic.
3. The characteristic ornament of Gedung Sate (**LOOKS**/**LOOK**) like a sate stick.
4. There (**IS**/**ARE**) many temples in the province, such as Prambanan, Kalasan and Sambi Sari.
5. The design of Borobudur (**SYMBOLIZES**/**SYMBOLIZE**) the structure of universe.

Write your answer here.

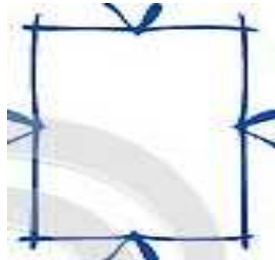
1.



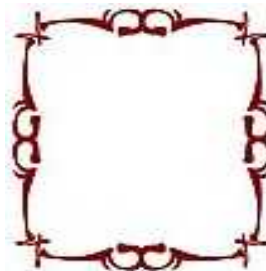
3.



2.



4.

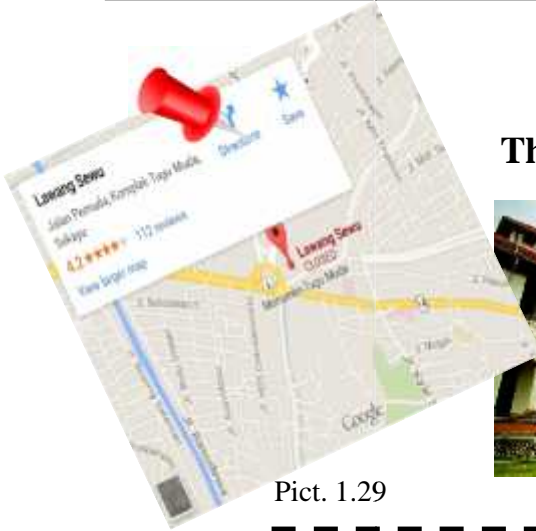


5.



## TASK 8

- Study this text below and underline the words that use Simple Present Tense.



Pict. 1.29

### The Secret of Lawang Sewu



Pict. 1.30



Pict. 1.31

Lawang Sewu is a popular place in Semarang. The place is famous for the thousand doors and windows and the fascinating stained glass windows. It is representing the Dutch Symbolism and also the royal family. It was built by the Dutch between the years 1904 and 1907. It is Located on Central Java's north coast, Semarang city and it is easily accessible either by air, train, bus or car.

The place was often considered to be a haunted place as many people believed that the place was inhabited by spirits and ghosts, so they feel scared to visit the place. However, later the place is now turning into a heritage site and many people came to visit the place during their holidays or vacations while coming to visit the Semarang.

## TASK 9

Study the following descriptive text about “The Secret of Lawang Sewu”, and put the sentences into the correct generic structure.

*Lawang Sewu was often considered to be a haunted place as many truly and sincerely believed that the place was inhabited by spirits and ghosts, so many people feel scared to visit the place. However later the place is now turning into a heritage site and many people came to visit the place during their holidays or vacations while coming to visit the Semarang.*

*Lawang Sewu is a popular place in Semarang. The place is famous for the thousand doors and windows and the fascinating stained glass windows. It is representing the Dutch Symbolism and also the royal family. It was built by the Dutch between the years 1904 and 1907. It is Located on Central Java's north coast, Semarang city and it is easily accessible either by air, train, bus or car.*

### 1. Identification


### 2. Description





## **TASK 10**

**Draw these following words in the box below. Number 1 is done for you.**

<b>1. DOOR</b>	
<b>2. WINDOW</b>	
<b>3. HOUSE</b>	
<b>4. PARK</b>	
<b>5. ROOF</b>	

# ADJECTIVES

Adjectives adalah kata sifat yang mendeskripsikan tentang kata benda atau ganti. Ketika kata sifat (adjectives) mendeskripsikan kata benda (noun) atau kata ganti (pronouns), mereka menjawab beberapa pertanyaan seperti di bawah ini:

**What kind?**  
(jenis apa)

**Which one?**  
(yang mana)

**How many?**  
(berapa banyak)

sebagai contoh dalam frasa di bawah ini:

**A BEAUTIFUL TEMPLE**

*Beautiful* adalah kata sifat yang mendeskripsikan kata benda Candi (*temple*).

*Beautiful* menjawab pertanyaan “Candi yang mana?” (which temple?) atau “jenis Candi yang mana?” (what kind of temple?)

Demikian pula dalam frasa di bawah ini:

**BLUE WATER**

*Blue* adalah kata sifat untuk mendeskripsikan kata benda air (*water*).

### TASK 11

Choose the correct adjective in these sentences.

1. Gedung Sate is a very (black/famous) building in Bandung.
2. Benteng Vredeburg is a (big/small) castle in Yogyakarta.
3. I love to visit Borobudur because it is an/a (boring/interesting) place.
  - a. The length of Borobudur's relief is 6 km. It is a very (short/long) relief!
4. Indonesia is a multicultural and (beautiful/bad) country.

Write your answer here.

1.



2.



3.



4.



5.



## TASK 12

- Read “The Amazing Borobudur Temple” and then colour the adjective words.

### The Amazing Borobudur Temple



Pict.1.32



Pict. 1.33

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is the biggest and the most magnificent among all the temples such as Dieng, Gebang, Sambisari, and Prambanan.

Borobudur is well-known all over the world. It is one of the seven wonders in the world. Its construction is influenced by the Gupta architecture of India. It is really magnificent and wonderful. Borobudur's wall has 2672 relief panels and the length is 6 km. Those relief panels tell about the life of the Buddha and his teachings. Moreover, it also records the progress of Java society.

Buddhists in Indonesia come to Borobudur temple to celebrate the feast of Vesak. Vesak is celebrated as the day of birth and the death of Siddhartha Gautama. On the eve of Vesak, especially during the peak moment of the full moon, Buddhists gathered around Borobudur. It is very crowded because many domestic and non-domestic tourists come to see the celebration.



Pict. 1. 34



Pict. 1. 35



### TASK 13

- List some possibilities of adjective words of these pictures.

1.



Pict. 1.36

1. RED
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2.



Pict. 1.37

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3.



Pict 1.38

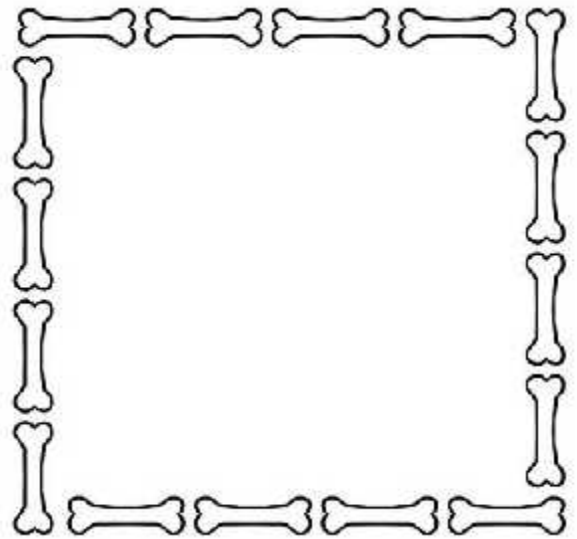
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## TASK 14

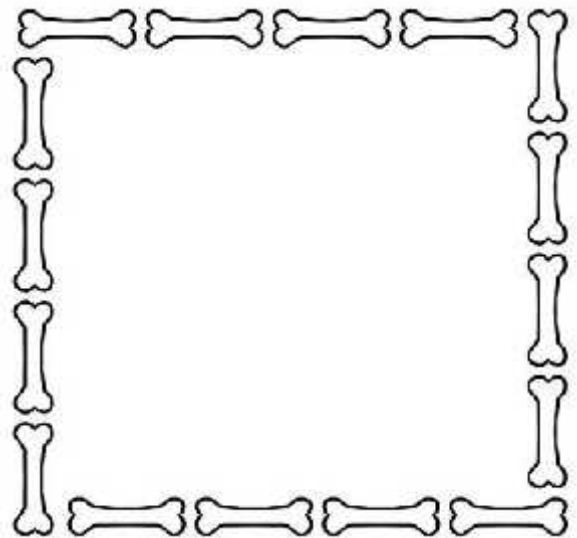
- Read these following descriptions about traditional food from Indonesia, and then draw the foods.



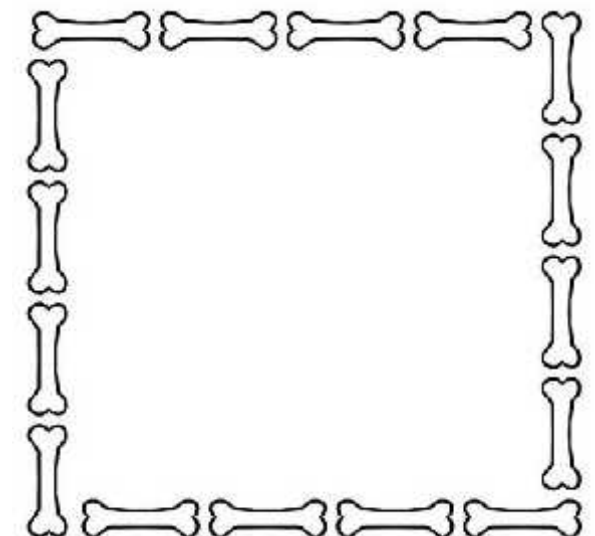
Gudeg is a traditional Javanese cuisine from Yogyakarta and Central Java. Gudeg is commonly served with an egg or a chicken. Yogyakarta's gudeg is usually called "red gudeg".



Sate Ayam is one of the traditional foods from Madura. It is available almost everywhere in Indonesia. It is a dish of seasoned grilled meat with a sauce. It uses bamboo skewers and it is very delicious.



Tumpeng is a traditional cuisine from Java. It is very well-known and delicious. It is a cone-shaped rice with various kinds of vegetables and meat. People usually make tumpeng when they celebrate their birthday or celebrate their special moments.



## TASK 15

Read “The Uniqueness of Gedung Sate”, and then list the adjective words and present tense verbs. Number one is done for you.

### The Uniqueness of Gedung Sate



Pict. 1. 39



Pict. 1. 40



Pict. 1. 41



Pict. 1. 42

Gedung Sate is the popular name for the governor's office of West Java province. It is very unique because the characteristic ornament of Gedung Sate looks like a sate stick. It is located at Diponegoro Street No.22, Bandung, West Java.

Gedung Sate has now become one of the tourist attractions in the city of Bandung. Many visitors from abroad visit Bandung because of their historic relation with this building and the city as well. Every Sunday, the area around Gedung Sate is opened for public, so they can spend their free day of the week here enjoying the gardens and fresh air of the city or doing some sport activities.



# List Your Answers Below



Pict. 1.40

<b>No</b>	<b>Adjective</b>	<b>Simple Present Tense</b>
1.	Popular	Looks
2.		
3.		
4.		
5.		
6.		
7.		
8.		



### TASK 16

Read “The Uniqueness of Gedung Sate” again, and then decide whether the statement is true or false. Number 1 is done for you.

No.	Statement	True	False
1.	Governor's office of West Java province is at Gedung Sate.	T	
2.	Gedung Sate is located in East Java, Indonesia.		
3.	It is very unique because Gedung Sate looks like a sate stick.		
4.	There are only few visitors from abroad visit Bandung.		
5.	Gedung Sate is not opened for public.		
6.	People visit Bandung because Bandung is the icon of fashion.		
7.	People can do some sport activities in the area of Gedung Sate.		
8.	Many people spend their free day of the week here enjoying the gardens.		

### TASK 17

Look at these pictures. Choose one of these pictures, then make descriptions and share it to your friends via Facebook.

1.



Pict. 1. 43

3.



Pict. 1. 44

2.



Pict. 1. 45

4.



Pict. 1. 46



Write your draft here.

A large rectangular area with a green, wavy border, containing horizontal lines for writing. The lines are arranged in a single column, with a short line at the top followed by 18 longer lines below it.

## TASK 18

- Make a group of 6. Print your work about descriptive text and make a board magazine. Bellow is the example of board magazine.



Pict. 1.48



### C. Let's Wrap Things Up

## In This Unit, You Learn:

Ada dua tahap yang menunjukkan tentang struktur dari teks deskripsi.

1. IDENTIFICATION
2. DESCRIPTION

Karakteristik teks deskripsi:

1. Menggunakan Simple Present Tense
2. Penggunaan "be": is, am, are
3. Menggunakan kata sifat dan pengklasifikasi dalam kelompok nominal.

#### SIMPLE PRESENT TENSE

I	AM	RUN
HE/SHE	IS	RUNS
IT	IS	RUNS
WE	ARE	RUN
YOU	ARE	RUN
THEY	ARE	RUN

#### ADJECTIVES

**YELLOW      FLOWER**



**ADJECTIVE/**

**NOUN/**

**KATA SIFAT    KATABENDA**



# UNIT 2

## WHAT'S YOUR STORY?



Picture taken from: [tracystella.com](http://tracystella.com)

Have you ever gone to beautiful places for vacation? Can you tell your interesting stories in a different form? Can you read the story fluently? Learn those and more in this unit through challenging tasks.

## A. Let's Get Started!

### TASK 1

- Match the picture with the topic related to some experiences. Number 1 is done for you.



Pict. 2.1



Pict. 2.2



Pict. 2.3



Pict 2.4



Pict 2.5

Joining Indonesian  
traditional dances

Having fun with  
friends at Sekaten  
Keraton Yogyakarta

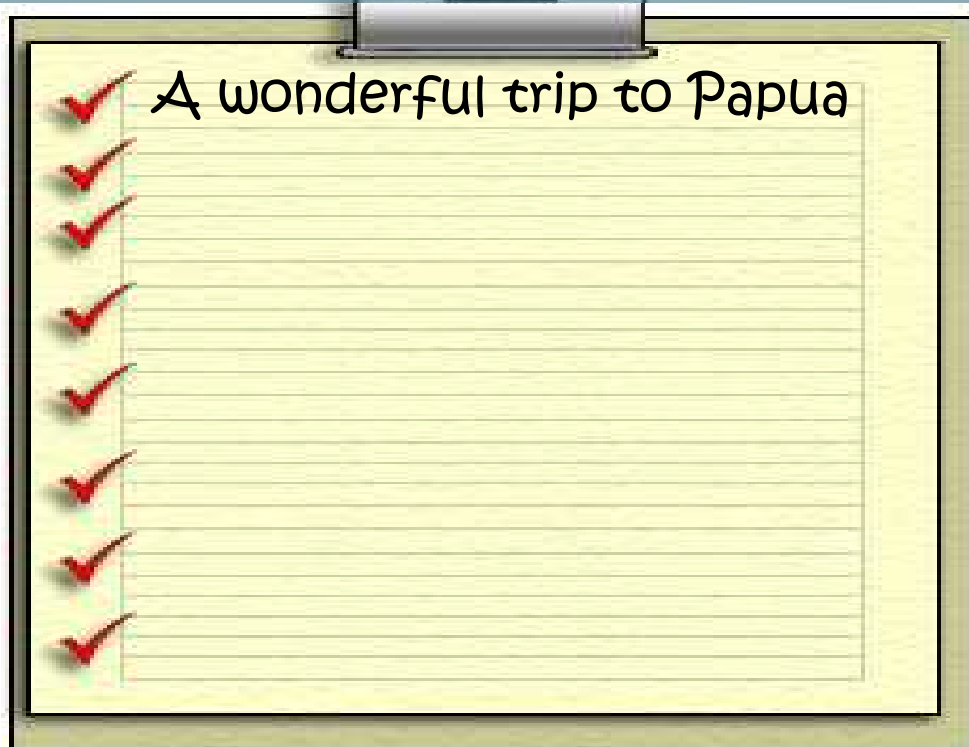
Beautiful  
holidays at beach

Celebrating Kartini's  
Day at school

Wonderful picnic at  
the mountain with  
beloved family

## TASK 2

- List 5 interesting experiences in your life.

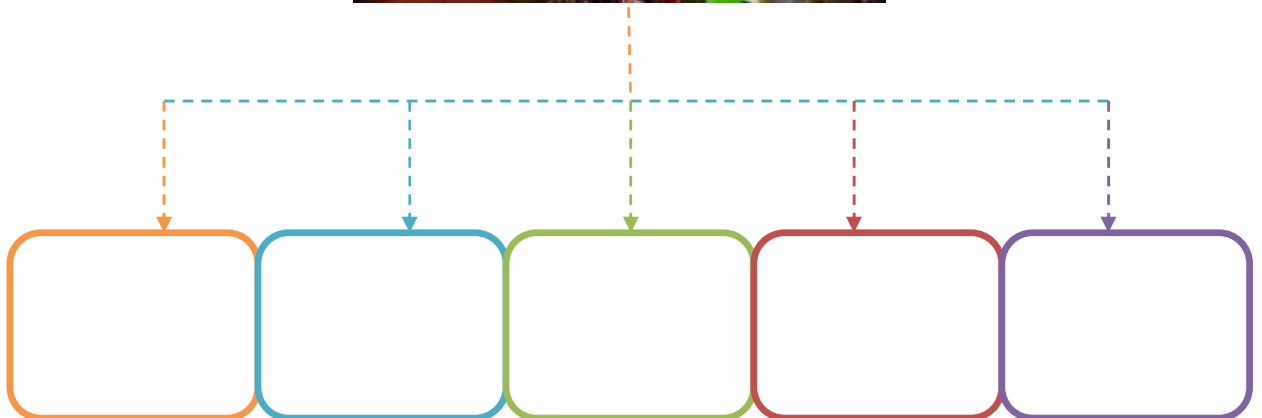


## TASK 3

- Look at this picture below, and then mention what you usually do in this place.



Pict. 2.6





## B. Are You Ready?

### TASK 4

- Read this “Joining Traditional Dances” and discuss it with your friends.



Pict. 2.7

Orientation

I joined the Traditional Dance Competition in Jakarta last year. It was my biggest competition and I represented my Junior High School. I practised hard with my friends and my teacher for 1 month. We also prepared the best costume we had. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. There were already some participants when we arrived. The competition would start in an hour.

Sequence  
of Events

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. I told my teacher that I was really nervous. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and many people watched my performance. I did not feel nervous anymore and I performed on the stage confidently. I really did it the best.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement.

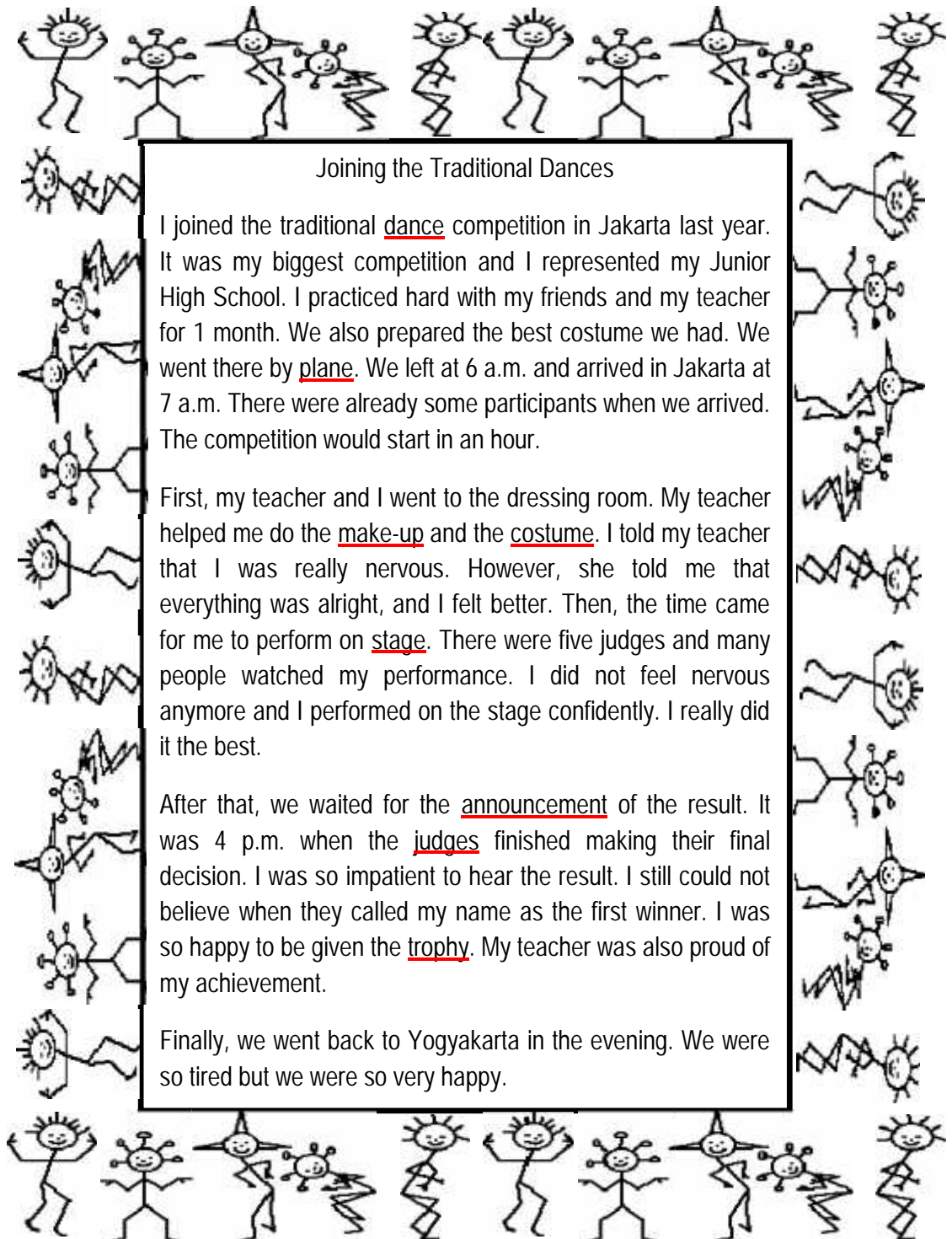
Reorientation

Finally, we went back to Yogyakarta in the evening. We were so tired but we were so very happy.

Adapted from: <http://www.worldisround.com>

## TASK 5

- Read “Joining Traditional Dance” again and identify the meaning of underlined words by matching it with the picture. Number 1 is done for you.



Joining the Traditional Dances

I joined the traditional dance competition in Jakarta last year. It was my biggest competition and I represented my Junior High School. I practiced hard with my friends and my teacher for 1 month. We also prepared the best costume we had. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. I told my teacher that I was really nervous. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and many people watched my performance. I did not feel nervous anymore and I performed on the stage confidently. I really did it the best.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement.

Finally, we went back to Yogyakarta in the evening. We were so tired but we were so very happy.

- 1 DANCE
- 2 PLANE
- 3 COSTUME
- 4 MAKE-UP
- 5 STAGE
- 6 ANNOUNCEMENT
- 7 JUDGES
- 8 TROPHY



Pict. 2.8



Pict. 2.9



Pict. 2.10



Pict. 2.11



Pict. 2.12



Pict. 2.13



Pict. 2.14



Pict. 2.15



## Key Note

# Recount Text

Recount Text adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau. Tujuan dari Recount Text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik.

Struktur Recount Text adalah sebagai berikut :

a. Orientation

Yaitu pengenalan berupa memberikan informasi tentang siapa, dimana dan kapan peristiwa atau kejadian itu terjadi di masa lampau.

b. Events

Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis, seperti : "In the first day... . And in the next day... . And in the last day... ." Pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

c. Reorientation

Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.

Ciri Kebahasaan Recount Text

1. Menggunakan kalimat dalam bentuk Past Tense.  
e.g. I joined the traditional dance competition in Jakarta last year.
2. Menggunakan Action Verbs.  
e.g. joined, practised, prepared, dll
3. Menggunakan Adverbs and Adverbial Phrase untuk mengungkapkan waktu, tempat dan cara.  
e.g. yesterday, at school, quickly, dll.
4. Menggunakan Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian.  
e.g. but, and, after that, dll.

## TASK 6

- Read “Joining Traditional Dance” again and identify what the following words refer to based on the text.

1. It (paragraph 1, sentence 2) refers to .....
2. We (paragraph 1, sentence 5) refers to .....
3. She (paragraph 2, sentence 4) refers to .....
4. It (paragraph 2, sentence 8) refers to .....
5. It (paragraph 3, sentence 2) refers to .....

## TASK 7

- Read “Celebrating Kartini’s Day” and do the crossword puzzles bellow. Number 1 is done for you.



Pict. 2.16

### *Celebrating Kartini’s Day*

Every April 21, people in Indonesia celebrate the Kartini day. It is a beautiful day for the women because we celebrate the birth of a great lady, RA. Kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with the bright idea.

My school always celebrate the Kartini’s day by wearing special clothes. Girls must wear kebaya and boys must wear *beskap*. They are special clothes from the middle of Java. Each class must present a couple of boy and girl. They have to wear and to perform those traditional clothes. The couple who can perform the best will be the winner of this competition.

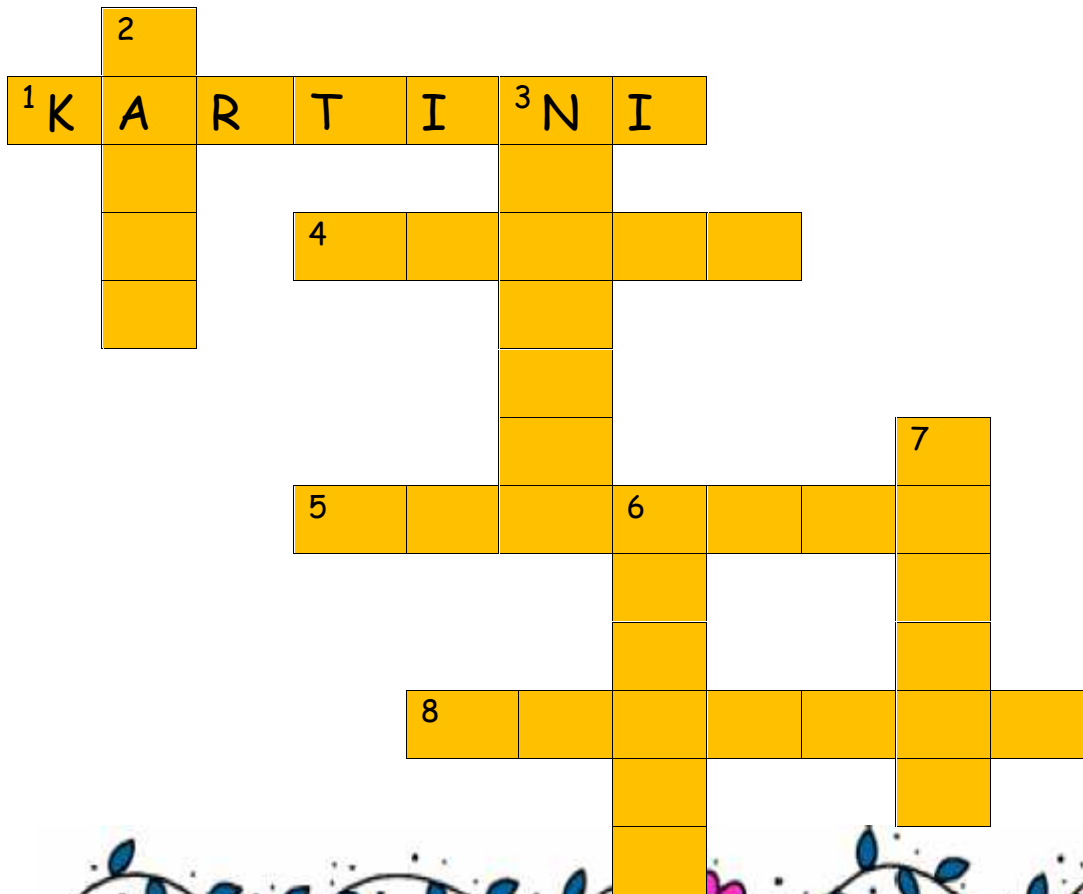
My teacher recommended me and my friend to represent my class. I was very nervous at that time. I have to walk elegantly and I saw my other friends from different classes showed their best too. However, I walk confidently and I saw the judges smiled at me. I was very happy at that time.

Finally, the judges announced that my friend and I were the best couple of this competition. My teacher and my classmates were very happy and we took photo together. It was the best Kartini’s day I have ever had.



Pict. 2.17





Across:

1. Who was the great lady with the bright idea?
4. In what month do we celebrate Kartini's day?
5. What is Javanese traditional clothing for boys?
8. Who did recommend her to be a couple?

Down:

2. How did her teacher and her classmates feel?
3. What is the girl's feeling when she had to walk elegantly?
6. What is Javanese traditional clothing for girls?
7. Who smiled at her?

## TASK 8

- Re arrange the jumbled paragraph below into a good paragraph by writing the number into each stage.

**1** My teacher recommended me and my friend to represent my class. I was very nervous at that time. I have to walk elegantly and I saw my other friends from different classes showed their best too. However, I walk confidently and I saw the judges smiled at me. I was very happy at that time.

**2** My school always celebrate Kartini's day by wearing special clothes. Girls must wear kebaya and boys must wear beskap. They are special clothes from the middle of Java. Each class must present a couple of boy and girl. They have to wear and perform those traditional clothes. The couple who can perform the best will be the winner of this competition.

**3** Finally, the judges announced that my friend and I were the best couple of this competition. My teacher and my classmates were very happy and we took photo together. It was the best Kartini's day I have ever had.

**4** Every April 21, people in Indonesia celebrate the Kartini day. It is a beautiful day for the women because we celebrate the birth of a great lady, RA. Kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with the bright idea.

1. Orientation



2. Sequence of Events



3. Re-orientation



## TASK 9

- Read the comic strips below and then tell what the story is about.

### A TRIP TO BALIKPAPAN


Pict. 2.18

**1** 9 p.m.



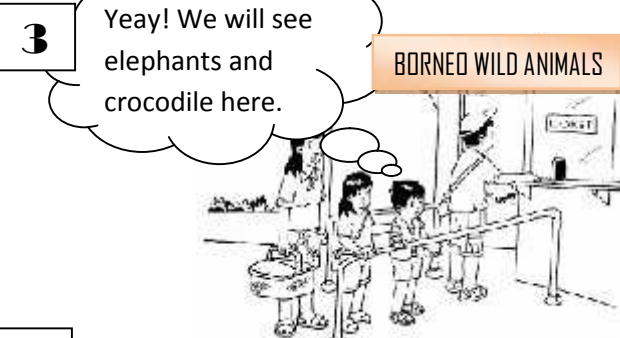
Yeaaay... finally we are in Balikpapan, East Kalimantan.

**2** February 28, 2015



We are going to visit some places.

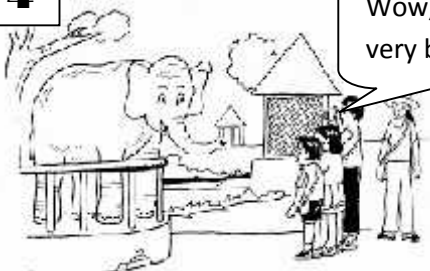
**3**



Yeay! We will see elephants and crocodile here.

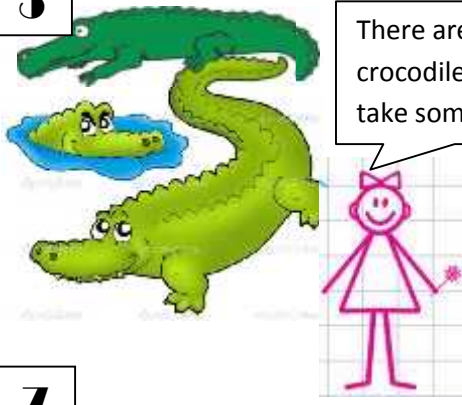
BORNEO WILD ANIMALS

**4**



Wow, that's very big!

**5**




There are so many crocodiles. I want to take some photos.

**6**



Lamaru beach is very beautiful. I can take a rest here after visiting borneo wild animals.

**7**



My family and I visit Kebun Sayur market and buy some foods.

**8** 17.00 p.m



Finally, we're home. We're happy to see our home because we're very tired.



The writer arrived in Balikpapan on Friday, February 27 at 9 p.m.

[illegible]

## TASK 10

- Read again the comic strips entitled “Trip to Balikpapan” and then answer this 5W questions (what, who, when, where and why)

Who are the people?



---

---

---

When did they go?



---

---

---

Where did they go?



---

---

---

What did they see at Borneo wild animal?



---

---

Why did they feel happy to see their home?



---

---

---

## KEY NOTE

### SIMPLE PAST TENSE

Simple Past Tense adalah suatu bentuk kata kerja sederhana untuk menunjukkan bahwa suatu kejadian terjadi di masa lampau. Pada *simple past tense*, waktu kejadian (yesterday, last two days, last year) atau periode waktunya (for two months, for a day, for an hour) dapat disebutkan secara spesifik.

1. Positive (kalimat positif)  
Subject + (verb + ed) / V2  
e.g. I studied
2. Negative (kalimat negatif)  
Subject + did not + V1  
e.g. I did not study
3. Interrogative (kalimat tanya)  
Did + Subject + V1  
Was/were + Subject + V1  
e.g. Did you study?  
Was she happy?  
Were they tired after visiting some places?

Subject	Verb			Contoh Kalimat		
	Be	Have	Do	Be	Have	Do
I	Was	Had	Did	I was happy.	I had a headache.	I did my homework last night.
You	Were	Had	Did	You were late.	You had a headache.	You did your homework last night.
He/She/It	Was	Had	Did	He was late.	She had a headache.	He did his homework last night.
We	Were	Had	Did	We were tired.	We had a headache.	We did our homework last night.
They	Were	had	Did	They were sad.	They had a headache.	They did their homework last night.

Let's Give it a Try!

### TASK 11

- Put the correct past tense verb in these sentences.

was

were

had

did

went

1. I  a wonderful experience in my life.

2. We  to Bali by bus.

3. It  an amazing statue.

4. We  very happy to visit Bali.

5. I  exercise last night.

## TASK 12

- Read “Beautiful Day in Yogyakarta and underline the past tense verb.

### A Beautiful Day in Yogyakarta

Last week, my friends and I went to Yogyakarta. We went there by motorcycle and arrived at 9.30 a.m. At first, we went to Taman Sari. Taman sari is a very beautiful and historical place in Yogyakarta. I saw many old and tall buildings there. The tour guide said that it was a place for Sultan Yogyakarta and his family. There is a beautiful pool and it has pure water. Then, my friends and I took some photos there.

After visiting Taman Sari, we went to Malioboro. We walked for a while and bought some souvenirs. After walking for a long time, we decided to have lunch in Malioboro. Then, we went to Gembira Loka zoo. We saw many kinds of animals there. Fortunately, there was an animal show there. We were happy to see the animal show and the animals were very smart.

Finally, we went home after visiting some interesting places in Yogyakarta. Yogyakarta is a beautiful town I have ever seen. It has various cultures and I want to visit it again next time.



### TASK 13

- Read these following activities and match with the pictures.

I saw many old and tall buildings there. The tour guide said that it was a place for Sultan Yogyakarta and his family. There is a beautiful pool and it has pure water.



Pict. 2.19

We saw many kinds of animals there. Fortunately, there was an animal show there. We were happy to see the animal show and the animals were very smart.



Pict. 2.20

We walked for a while and bought some souvenirs. After walking for a long time, we decided to have lunch in Malioboro.



Pict. 2.21



Pict. 2.22

## KEY NOTE

### CONNECTIVES

Connectives adalah kata yang menggabungkan satu kalimat ke kalimat yang lain. Penghubung dapat berupa konjungsi atau kata keterangan.

Connectives yang digunakan dalam recount text adalah time connectives

Seperti: e.g. Finally, we went home.

First, we visited Taman Sari.

Next
Then
Finally
After that
Meanwhile
First
Last week

Let's Give it a Try!

#### TASK 14

- Read "A Beautiful Day in Yogyakarta" again in task 12, and then list the connectives of the text. Number 1 is done for you.

1	Last week
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

### TASK 15

- Read the “A Beautiful Day in Yogyakarta” again in task 12, then tick the correct statements.



1. The writer arrived at Yogyakarta at 9.15 p.m.
2. The writer arrived at Yogyakarta at 9.30 p.m.
3. The writer arrived at Yogyakarta at 9.30 a.m.



1. Taman Sari was a place for Sultan Yogyakarta and his family.
2. Taman Sari was a place for tourists.
3. Taman Sari was a place for animal



1. The writer bought some souvenirs at Taman Sari.
2. The writer bought some souvenirs at Malioboro.
3. The writer bought some souvenirs at Gembira Loka zoo.



1. The writer had lunch at Taman Sari.
2. The writer had lunch at Gembira Loka zoo.
3. The writer had lunch at Malioboro.



1. The writer watched the animal show at Taman Sari.
2. The writer watched the animal show at Gembira Loka zoo.
3. The writer watched the animal show at Malioboro.

### **TASK 16**

- **Ask your friends about embarrassing experiences, and then write it on this worksheet.**

\_\_\_\_\_

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### **TASK 17**

- **Report your friends' embarrassing experiences in front of the class by reading it.**

### **TASK 18**

- **Draw your embarrassing experiences in the comic strips form.**

The form is a comic strip template. It has a dashed orange border. At the top center, there is a white rectangular box with a blue border, intended for a title. Below this box, a vertical dashed blue line runs down the center. Two horizontal dashed blue lines cross this vertical line, dividing the space into four panels. The panels are currently empty, intended for drawing a comic strip.

### C. Let's Wrap Things Up

## In This Unit, You Learn:

### Recount Text

Recount Text adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

Struktur Recount Text adalah sebagai berikut :

- Orientation
- Sequence of events
- Re-orientation

Ciri Kebahasaan Recount Text

1. Menggunakan kalimat dalam bentuk Past Tense.
2. Menggunakan Action Verbs.
3. Menggunakan Adverbs and Adverbial Phrase untuk mengungkapkan waktu, tempat dan cara.
4. Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian.

### SIMPLE PAST TENSE

Simple Past Tense adalah suatu bentuk kata kerja sederhana untuk menunjukkan bahwa suatu kejadian terjadi di masa lampau.

1. Positive (kalimat positif)  
Subject + (verb + ed) / V2  
e.g. I studied
2. Negative (kalimat negatif)  
Subject + did not + V1  
e.g. I did not study
3. Interrogative (kalimat tanya)  
Did + Subject + V1  
Was/were + Subject + V1  
e.g. Did you study?

## CONNECTIVES

Connectives adalah kata yang menggabungkan satu kalimat ke kalimat yang lain. Penghubung dapat berupa konjungsi atau kata keterangan.

Connectives yang digunakan dalam recount text adalah time connectives seperti: next, then, finally, after that, meanwhile, first, last week, etc.

e.g. Finally, we went home.



# UNIT 3

## INDONESIAN FAIRY TALES



Picture taken from: [www.imgarcade.com](http://www.imgarcade.com)

*Do you love reading? Do you know Indonesian tales? Can you read it fluently? Find more interesting Indonesian fairy tales and learn more through pleasurable tasks.*

## A. Let's Get Started!

### TASK 1

- Tick (✓) the box to show how many stories that you know.



**MALIN KUNDANG**

**KEONG EMAS**

**SANGKURIANG**

**JAKA TARUB**

**RORO JONGGRANG**

**LAKE TOBA**

**BAWANG MERAH BAWANG PUTIH**

**ANDE ANDE LUMUT**

### TASK 2

- Match these pictures below with the name of the story. Number 1 is an example.

1.



Pict. 3.1

2.



Pict. 3.2

3.



Pict. 3.3

THE STORY OF  
LAKE TOBA

THE LEGEND OF  
PRAMBANAN

THE LEGEND OF  
TANGKUBAN PERAHU

THE STORY OF  
JAKA TARUB

THE STORY OF  
GOLDEN SNAIL

THE LEGEND OF  
MALIN KUNDANG

BAWANG MERAH  
BAWANG PUTIH

4.



Pict. 3.4

5.



Pict. 3.5

6.



Pict. 3.6



### TASK 3

- Find five hidden words below. The words are the legend about Indonesia.

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

- 
- 
- 
- 
-

## B. Are You Ready?

### TASK 4

- Read "The Legend of Tangkuban Perahu" and then discuss with your friends.

Pict. 3.7



#### The Legend of Tangkuban Perahu



Pict. 3.8

#### Orientation

Once upon a time in West Java, lived a woman called Dayang Sumbi. She has a boy, named Sangkuriang. Sangkuriang like to hunt in a forest with his lovely dog, Tumang. Tumang is Sangkuriang's father, but Sangkuriang did not know it because his mother did not want to tell Sangkuriang.

#### Complication / sequence of events

One day, Dayang Sumbi asked her son to go hunting with his lovely dog. After hunting all day long, Sangkuriang began desperate and worried because he hunted no deer. Then, he thought to shoot his own dog. Then he took the dog's liver and carried it home.

Soon Dayang Sumbi found out that it was not a deer liver but it is Tumang's liver. She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar.

Years gone by, Sangkuriang had travel to many places and finally, he arrived at a village. He met a beautiful woman and he felt in love with her. The woman looked at the wound in Sangkuriang's head and it matched to her son's wound. Soon she realized that she was felt in love with her own son.

#### Resolution

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day and Sangkuriang had to make them in one night. He built a lake and with just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

#### Re-orientation

Sangkuriang failed to marry her. She was very angry and kicked the boat. It was fell over and it became the mountain of Tangkuban Perahu Bandung.

*Adapted from: my.englishclub.com*

## TASK 5

- Read “The Legend of Tangkuban Perahu” and answer these following questions.

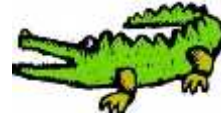
1. Who is Sangkuriang's father?

a.

Pict. 3.9



c.



Pict. 3.10

b.

Pict. 3.11



d.



Pict. 3.12

2. Why did Sangkuriang hunt a dog? Because he found no .....

a.

Pict. 3.13



c.



Pict. 3.14

b.

Pict. 3.15



d.



Pict. 3.16

3. With whom did Sangkuriang fall in love?

a. his mother

c. his friend

b. his aunt

d. his niece

4. What did Sangkuriang make in the one night?

a.

Pict. 3.17



c.



Pict. 3.18

b.

Pict. 3.19



d.



Pict. 3.20

5. What did Sangkuriang do when he was angry?

a.

Pict. 3.21



c.



Pict. 3.22

b.

Pict. 3.23



d.



Pict. 3.24

# Key Note

## SIMPLE PAST TENSE

### IRREGULAR VERBS




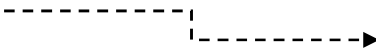





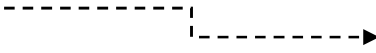
Irregular verb adalah kata kerja yang bentuk past tense dan past participle-nya tidak didapat dengan cara yang biasa (menambahkan *suffix* (akhiran) *-ed*, *-d*).

Base form (V1)	Simple Past (V2)	Past Participle (V3)	Arti
arise	arose	arisen	muncul, timbul
be	was/were	been	adalah, to be
begin	began	begun	mulai
become	became	become	menjadi
build	built	built	membangun
buy	bought	bought	membeli
come	Came	come	datang
drink	drank	drunk	minum
eat	ate	eaten	makan
feel	felt	felt	merasa
find	found	found	menemukan
get	got	got	mendapat
know	knew	known	mengetahui
make	made	made	membuat
meet	met	met	bertemu
say	said	said	berbicara
see	saw	seen	melihat
shoot	shot	shot	menembak
take	took	taken	mengambil



## TASK 6

- Find the verb 1 of the highlights words in “The Legend of Tangkuban Perahu”. Number 1 is an example.

1.	were		be
2.	began		
3.	shot		
4.	took		
5.	found		
6.	got		
7.	felt		
8.	built		
9.	made		
10.	became		

## *Narrative Text*

Narrative text atau teks narasi adalah cerita imajinatif yang bertujuan menghibur orang.

Narrative text ini mempunyai struktur / susunan seperti di bawah ini

**Orientation** : berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

e.g. Pada teks "The legend of Tangkuban Perahu", paragraf pertama

**Complication / Sequence of events** : berisi tentang gambaran munculnya krisis atau masalah yang di alami oleh tokoh pada cerita tersebut yang harus dipecahkan.

e.g. Pada teks "The legend of Tangkuban Perahu", paragraf 2, 3 dan 4

**Resolution** : penyelesaian dari suatu masalah atau konflik yang timbul dalam cerita. Dalam Narrative text, setiap permasalahan yang muncul harus ada penyelesaiannya, bisa ditutup dengan akhir yang menyenangkan (happy ending) atau tidak sedikit berakhir tragis, menyedihkan (sad ending).

e.g. Pada teks "The legend of Tangkuban Perahu", paragraf 5

**Re-orientation** : pernyataan penutup cerita dan itu hanyalah opsional. Ini terdiri dari pelajaran moral, nasihat atau pengajaran dari penulis

e.g. Pada teks "The legend of Tangkuban Perahu" paragraf terakhir

### **Language Features :**

a. Menggunakan pola kalimat Simple Past Tense

e.g. She needed a lake and a boat for celebrating their wedding day.

b. Biasanya dimulai dengan kata keterangan waktu (Adverbs of Time). Seperti : long time ago..., once, one, once upon a time.

e.g. Once, there was a kingdom in Priangan Land.

c. Menggunakan kata penghubung waktu (time connection: one day, soon, then, etc)

e.g. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang.

## TASK 7

- Read “The Story of Lake Toba” and identify the generic structure of the text. Number one is done for you.

### The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily lives.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter helped her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying and felt sad that her husband had broke his promise.

Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon, there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

*adapted from: [www.yk-edu.org](http://www.yk-edu.org)*

# Generic Structure

## ORIENTATION

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily lives.

## COMPLICATION

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## RESOLUTION

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## RE-ORIENTATION

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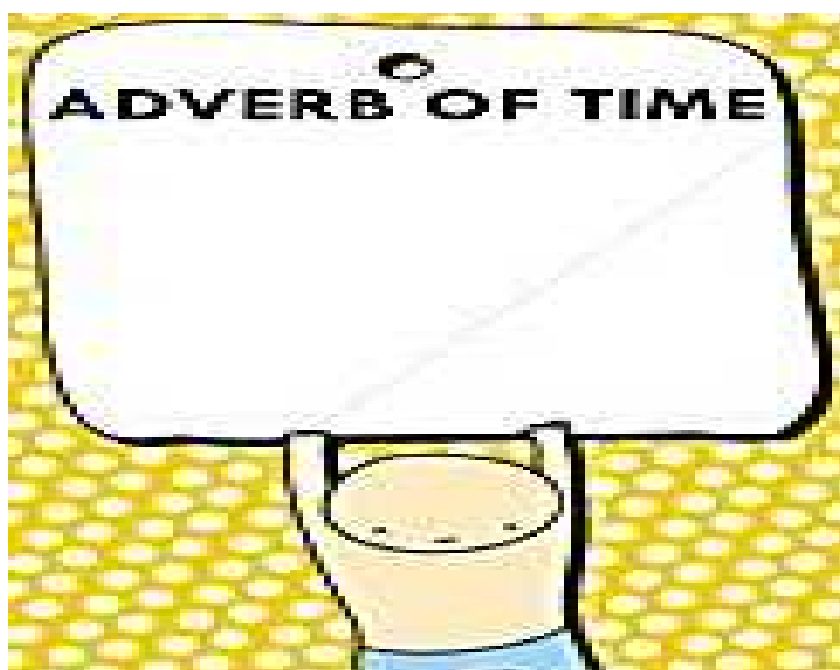
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### TASK 8

- Read “The Story of Lake Toba” again and identify the adverb of time.





### TASK 9

- Read “The Story of Lake Toba” again in the task 7, and list the time connection of the text. Number 1 is done for you.



### TASK 10

- Circle the correct past tense verb in these sentences. Number 1 is an example.

1. THERE ( WAS / WERE ) A MAN WHO WAS LIVING IN NORTH SUMATRA.
2. HE ( CATCH / CAUGHT ) A BIG GOLDEN FISH IN HIS TRAP.
3. THE DAUGHTER ( RUN / RAN ) HOME AND ASKED HER MOTHER.
4. HE ( MEETED / MET ) A BEAUTIFUL WOMAN
5. SANGKURIANG ( FEEL / FELT ) IN LOVE WITH HER.
6. SANGKURIANG ( MAKED / MADE ) A BOAT IN ONE NIGHT.
7. SHE ( TELLED / TOLD ) HER DAUGHTER TO RUN UP.
8. SHE ( TURNED / TURNT ) INTO A FISH.

## TASK 11

- Read “The Myth of Malin Kundang” and complete the comic strips with the story below.

### The Myth of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, there lived a woman and her son. They were Malin Kundang and her mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to the sea to catch fish. After getting fish, he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant and the merchant was so happy and thanked to him. In return, the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed and he left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and he had a beautiful wife too. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother and she wanted to hug him. Unfortunately, when the mother came, Malin Kundang denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to sail. He would leave the old mother again, but in that time she was very sad and angry.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid her curse. Suddenly, he turned into a stone.

Adapted from : <http://understandingtext.blogspot.com>



A long time ago, in a small village near the beach in West Sumatra, there lived a woman and her son.

Pict. 3.25

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Pict. 3.26

Pict. 3.27




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Pict. 3.28



Pict. 3.29




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Pict. 3.30



Pict. 3.31

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An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time.

Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly, he had a beautiful wife too.

Malin Kundang usually went to sea to catch fish. He helped the merchant from the pirates and the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed and left his mother alone.

He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid her curse. Suddenly, he turned into a stone.

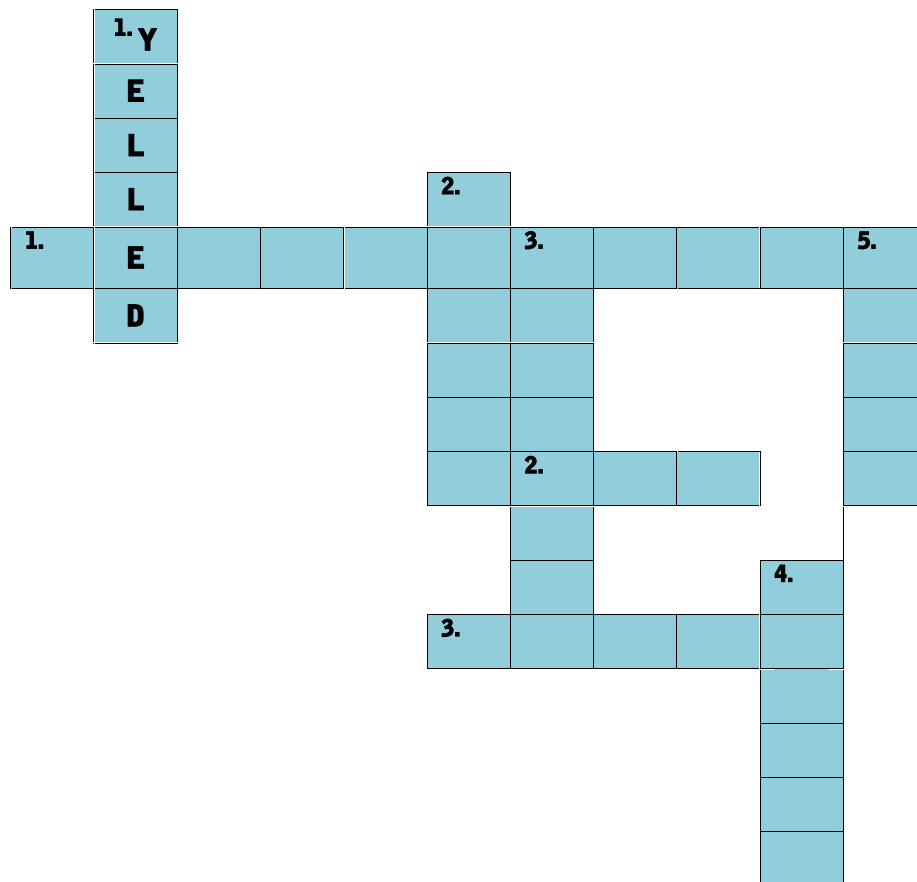
*For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"*

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.



## TASK 12

- Read “The Myth of Malin Kundang” and do the crossword below.



### Across

- Where did the old woman and her son live?
- What did Malin Kundang's mother want?
- What did Malin Kundang turn into finally?

### Down

- What did Malin Kundang do after her mother begged at him?
- What did she do finally?
- Whose ship was being raided by a small band of pirates?
- What did Malin Kundang do after his mother cursed him?
- What was the feeling of Malin Kundang's mother?

### TASK 13

- Read “The Myth of Malin Kundang” and decide whether the statement is true or false.

No.	Statements	True	False
1.	Malin Kundang's father had passed away when he was in kindergarten.		
2.	The pirates help the merchant.		
3.	Malin Kundang had a huge ship and he was helped by many ship crews loading trading goods.		
4.	Malin Kundang didn't want to hug her mother because she is ugly.		
5.	Malin Kundang's mother was not angry at him.		
6.	Malin Kundang's mother cursed Malin Kundang turn into a stone.		
7.	It was too late for Malin Kundang to apologize.		
8.	He fell on a huge island.		

Do you still remember?

### TASK 14

- Group these words into 2 categories (simple past tense and simple present tense)

BUY      TAUGHT    SEE    KNEW      TAKE      ATE    MADE  
FOUND    DRAW      BOUGHT      SANG      FEEL  
JUMP                  SHOOT      TALKED    WRITE

#### SIMPLE PRESENT TENSE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

#### SIMPLE PAST TENSE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## TASK 15

- Read the comic strips about “The Legend of Prambanan Temple” and discuss with your partner.



Pict. 3.32

Once, there was a beautiful Javanese princess called Rara Jonggrang. Rara Jonggrang was a very beautiful and famous woman in the land. She was the daughter of Prabu Baka.



Pict. 3.33

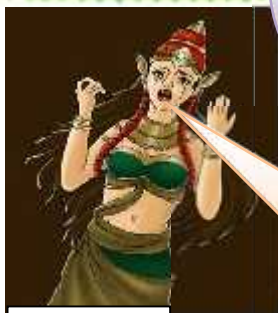
A handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka. Seeing the Rara Jonggrang's beauty, Bandung Bondowoso felt in love with her and he wanted to marry her.



Pict. 3.34

She did not want to marry Bandung because he had killed her father. Yet, she was also afraid of Bandung.

"I will marry you, but you have to build one thousand temples in one night as the wedding gift."



Pict. 3.36

"What shall I do? Bandung Bondowoso is smarter than I. I would lose against him."



Pict. 3.35

Helped by the spirit of the demons, Bandung Bondowoso was started to build the temples.



Pict. 3.37

She got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice, so that the rooster thought that it had already been dawn.



"You have been cheated. Now, the thousandth temple is you!"



Pict. 3.38

At once, the Princess turned into a statue. From then, people called the place into Prambanan Temple and the statue of Rara Jonggrang.



Pict. 3.39



### NOTE

Character : tokoh-tokoh yang ada di dalam sebuah cerita

Setting : setting adalah tempat terjadinya cerita. Dimana kejadian tersebut terjadi

Problem : problem adalah masalah yang timbul di dalam suatu cerita.

Solution : solution adalah solusi dari masalah yang muncul. Bagaimana masalah tersebut terselesaikan.

### TASK 16

- Read the story about “The Legend of Prambanan again, and identify the character, setting, problem and solution of the story.

**CHARACTER**

**SETTING**

**PROBLEM**

**SOLUTION**



### TASK 17

- Work in group of 5. Make a mini drama about various legends in Indonesia. You can choose one of them.

1. *The Legend of Tangkuban Perahu*

2. *The Story of Lake Toba*

3. *The Myth of Malin Kundang*

4. *The Legend of Prambanan Temple*

### TASK 18

- Record the drama and post it in your social media.



## C. Let's Wrap Things Up

### In This Unit, You Learn:

#### IRREGULAR VERBS

**Irregular verb** adalah kata kerja yang bentuk **past tense** dan **past participle**-nya tidak didapat dengan cara yang biasa (menambahkan *suffix* (akhiran) *-ed, -d* ).

Base form (V1)	Simple Past (V2)	Past Participle (V3)	Arti
eat	ate	Eaten	makan
feel	felt	Felt	merasa
find	found	found	menemukan

#### Narrative Text

Narrative text atau teks narasi adalah cerita imajinatif yang bertujuan menghibur orang.

- ✓ Orientation
- ✓ Complication
- ✓ Resolution
- ✓ Re-orientation

#### CHARACTER, SETTING, PROBLEM AND SOLUTION

*Character* : tokoh-tokoh yang ada di dalam sebuah cerita

*Setting* : setting adalah tempat terjadinya cerita. Dimana kejadian tersebut terjadi

*Problem* : problem adalah masalah yang timbul di dalam suatu cerita.

*Solution* : solution adalah solusi dari masalah yang muncul. Bagaimana masalah tersebut terselesaikan.

# Picture References

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# Daftar Isi

<b>Daftar isi .....</b>	<b>i</b>
<b>Kompetensi Inti dan Kompetensi Dasar .....</b>	<b>ii</b>
<b>Proses Pembelajaran .....</b>	<b>iii</b>
<b>Unit 1 .....</b>	<b>1</b>
<b>Unit 2 .....</b>	<b>9</b>
<b>Unit 3 .....</b>	<b>16</b>
<b>Answer Key Unit 1 .....</b>	<b>23</b>
<b>Answer Key Unit 2 .....</b>	<b>27</b>
<b>Answer Key Unit 3 .....</b>	<b>30</b>



**A. Kompetensi Inti dan Kompetensi Dasar Bahasa Inggris kelas VIII SMP/MTs yang di pakai dalam buku**

Kompetensi Inti	Kompetensi Dasar
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p>

## **B. Proses Pembelajaran**

### **1. Pre-reading**

Tahap ini adalah pengenalan kegiatan membaca, di mana siswa akan membuat persiapan tentang apa yang mereka akan baca. Guru dapat memberikan suatu kegiatan misalnya menebak topik, memberikan ilustrasi visual, atau memprediksi topik dengan memberikan beberapa kata kunci.

### **2. While-reading**

Tahap ini bertujuan untuk membantu siswa memahami teks. Ini adalah kegiatan utama membaca. Para siswa dapat membaca gagasan utama dari teks, scanning dan skimming informasi penting dalam teks. Yang penting adalah bahwa siswa dapat memahami isi dari bagian itu. Mereka dapat menjawab pertanyaan-pertanyaan dan mengajarkan mereka terkait hal-hal lain yang berhubungan dengan teks.

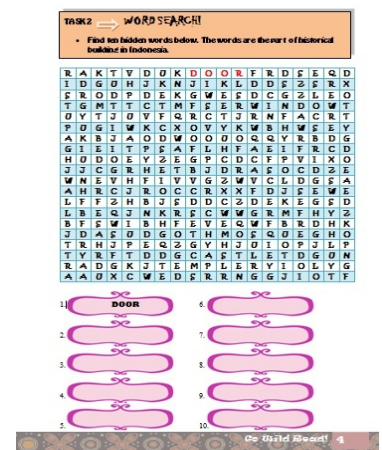
### **3. Post-reading**

Setelah siswa memahami tentang isi teks, mereka diharapkan untuk memberikan informasi lebih lanjut dan memberikan ide-ide mereka sendiri tentang teks. Mereka tidak hanya memahami teks, tetapi juga menghubungkan topik dengan pengalaman mereka sendiri dalam kehidupan nyata mereka. Guru dapat membuat diskusi kelompok atau debat untuk mengeksplorasi pendapat siswa.



## TASK 2

- Guru menjelaskan kepada peserta didik bahwa pada latihan 2 ini mereka diminta untuk mencari 10 kata yang berhubungan dengan tempat-tempat bersejarah di Indonesia. Kata-kata tersebut diacak dengan huruf-huruf lain.
- Kata “door” merupakan contoh dari bagian bangunan bersejarah di Indonesia.
- Guru meminta peserta didik untuk menuliskan jawabannya pada kolom-kolom yang sudah tersedia.
- Setelah selesai Guru dapat menyebutkan 10 kata apa sajakah yang diacak dalam kotak tersebut.



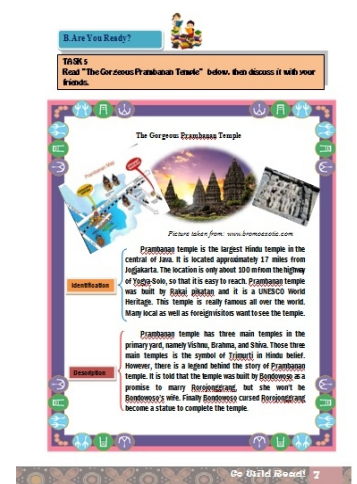
## TASK 3

- Pada latihan 3, guru meminta kepada peserta didik untuk menjodohkan kata-kata yang sudah mereka temukan pada latihan 2 dengan artinya dalam bahasa Indonesia pada kolom sebelah kanan.
- Peserta didik dapat memberikan bentuk anak panah apa sajakah yang mereka sukai. Nomor 1 adalah sebagai contoh. Guru dapat mengatakan “You can match it by drawing an arrow.”
- Setelah selesai, guru dapat membahas latihan tersebut dan menjelaskan tentang arti dari 10 kata yang sudah mereka temukan pada latihan 2.
- Guru dapat memberikan nilai pada peserta didik dengan menghitung jumlah jawaban yang benar.



## TASK 4

- Sebelum memulai mengerjakan latihan 5, guru bertanya kepada peserta didik apakah mereka pernah mengunjungi Candi Prambanan. Guru dapat mengatakan “Have you ever gone to Prambanan Temple?”
- Peserta didik mungkin akan menjawab pernah dan ada juga yang belum pernah mengunjungi Candi Prambanan.
- Guru bertanya apa sajakah yang terdapat di Candi Prambanan dengan mengatakan “What did you see in Candi Prambanan?”
- Setelah siswa menjawab, guru menjelaskan bahwa mereka akan mengetahui lebih lanjut tentang Candi Prambanan dengan cara meminta peserta didik untuk membaca teks yang



tersedia. Guru dapat mengatakan "Please read the text, and discuss with your friends."

- Peserta didik membaca teks "The Gorgeous Prambanan Temple" kemudian berdiskusi dengan temannya.
- Guru menjelaskan jika teks tersebut dilengkapi dengan gambar-gambar yang berada di atas maupun di samping sehingga peserta didik dapat lebih memahami apa yang disampaikan oleh teks.

## LET'S STUDY

- Guru menanyakan kepada peserta didik apa itu descriptive text. Guru dapat meminta salah satu murid untuk menjelaskannya atau membaca pengertian serta tujuan dari descriptive text.
- Guru menjelaskan tentang pengertian dan tujuan dari teks deskripsi.
- Guru mengecek pemahaman peserta didik dengan mengatakan "Do you understand?", "Get it?"
- Kemudian guru menjelaskan tentang generic structure dari descriptive text.
- Guru menjelaskan ciri kebahasaan yang terdapat pada descriptive text.
- Guru kembali mengecek pemahaman peserta didik dengan menanyakan kembali pengertian, tujuan, struktur dan ciri kebahasaan dari descriptive text.
- Guru menawarkan kepada peserta didik apakah ada pertanyaan dengan mengatakan "Any questions?"

## TASK 5

- Guru meminta peserta didik untuk membaca teks deskripsi tentang Candi Prambanan lagi.
- Guru meminta peserta didik untuk mengerjakan soal-soal pada latihan 6 usai membaca kembali teks Candi Prambanan.
- Peserta didik dapat menuliskan jawaban yang benar dengan cara menyilang atau melingkarkannya.
- Setelah waktu habis, guru mengecek apakah peserta didik sudah selesai mengerjakan pertanyaan-pertanyaan tersebut dengan mengatakan "have you finished?"
- Jika peserta didik belum selesai, beri waktu tambahan. Jika sudah selesai, guru dapat membahas pertanyaan tersebut satu

**Let's Study!**

**Descriptive Text**

Teks yang berjudul "The Gorgeous Prambanan Temple" adalah salah satu contoh teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, tempat, atau benda tertentu.

Teks deskriptif berbeda dengan teks narasi. Teks deskriptif menjelaskan tentang satu hal tertentu yang lebih akurat, sedangkan teks narasi menceritakan sesuatu yang lebih umum.

Ada dua tahap yang memuatkan tentang struktur dari teks deskriptif. Dua langkah tersebut adalah:

1. Identification → menjelaskan atau mengidentifikasi objek yang akan dideskripsikan.
2. Description → mendeskripsikan bagaimana tentang bagian, kualitas, serta karakteristik dari objek.

Paragraf pertama dalam teks yang berjudul "The Gorgeous Prambanan Temple" adalah, Identification. Objek yang akan dideskripsikan yaitu Candi Prambanan. Dalam Identification disebutkan tentang jenis candi, nama peninggalan, dan letak candi itu sendiri.

Paragraf kedua adalah description. Dalam bagian ini menunjukkan karakteristik Candi Prambanan itu sendiri.

Dua bahasa teks deskriptif adalah:

1. Menggunakan Simple Present Tense (e.g. Prambanan temple has three main temples.)
2. Menggunakan "to be" (e.g. Prambanan Temple is one of the greatest temple in Indonesia)
3. Menggunakan kata sifat dan pengklasifikasi dalam kelompok nominal (e.g. large, beautiful, famous)

Go Wild Read! 8

**TASK 6**

Read the "Prambanan Temple" text again and answer the questions.

1. What is the text about?
  - a. Rukmi Rikatan
  - b. Bopu Jengjeng
  - c. Bandung Bondayang
  - d. Prambanan Temple
2. Where is the location of Prambanan temple?
  - a. 19 miles from Jogjakarta
  - b. 17 miles from Jogjakarta
  - c. 100 m from Jogjakarta
  - d. 110 m from Jogjakarta
3. Who built Prambanan Temple?
  - a. Bopu Jengjeng
  - b. Rukmi Rikatan

Go Wild Read! 9

persatu. Guru dapat mengecek pemahaman siswa dengan melihat jawaban peserta didik yang benar.

## TASK 6

- Pada latihan 7, guru menjelaskan kepada peserta didik bahwa mereka harus membaca teks yang berjudul “The National Monument”
- Guru menjelaskan bahwa dengan membaca teks tersebut para peserta didik dapat menjawab pertanyaannya. Pertanyaannya adalah peserta didik diminta untuk melingkari gambar yang disebutkan dalam teks.
- Setelah selesai, guru membahas jawaban yang benar
- Guru dapat memberikan nilai dengan cara menghitung jumlah jawaban yang benar. Hal ini digunakan untuk mengecek pemahaman siswa dalam membaca.



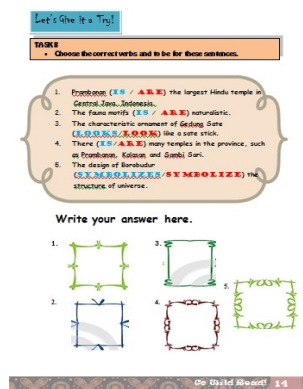
## KEY NOTE

- Guru bertanya kepada peserta didik tentang Simple Present Tense dengan mengatakan “Do you know Simple Present Tense”
- Guru meminta atau menunjuk salah satu siswa untuk membaca pengertian Simple Present Tense.
- Guru dapat membantu pengucapannya kemudian memberikan penghargaan seperti “Good”, “Great”, “Very Good”
- Guru menjelaskan tentang Simple Present Tense”, bagaimana contoh dan penggunaannya.
- Guru mengecek pemahaman peserta didik.
- Jika seluruh peserta didik sudah memahami Simple Present Tense, guru menyuruh mereka untuk mengerjakan latihan selanjutnya.



## TASK 7

- Guru menyuruh peserta didik untuk mengerjakan latihan 8 yaitu latihan untuk pemahaman Simple Present Tense.
- Guru menjelaskan bahwa mereka memilih bentuk Simple Present Tense yang benar dari 2 pilihan yang disediakan kemudian menuliskan jawabannya di kolom-kolom yang sudah di sediakan.
- Guru meminta peserta didik untuk membaca kalimat dengan cermat.





- Setelah selesai, guru membahas jawaban yang benar bersama-sama

#### TASK 8

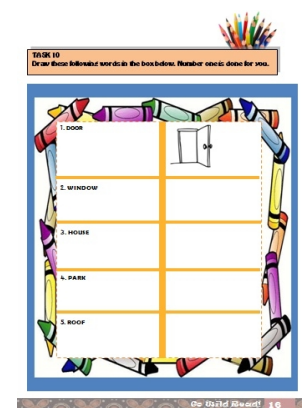
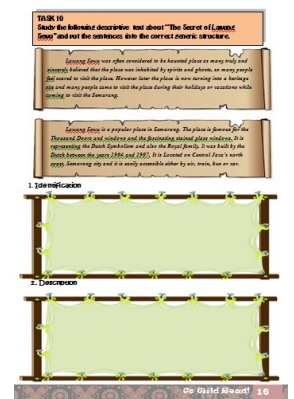
- Guru bertanya apakah peserta didik pernah berkunjung ke Lawang Sewu. "Have you ever gone to Lawang Sewu?"
- Kemudian menanyakan di kota manakah Lawang Sewu berada, dengan mengatakan "Where is the location of Lawang Sewu?"
- Guru bertanya apakah peserta didik masih ingat tentang Simple Present Tense. "Do you still remember about Simple Present Tense?"
- Guru menjelaskan kembali apa saja yang terdapat pada Simple Present Tense.
- Guru meminta peserta didik untuk membaca teks berjudul "The Secret of Lawang Sewu" dan menggaris bawahi kata yang menggunakan Simple Present Tense.
- Guru mengecek pekerjaan peserta didik dengan membahas secara bersama-sama kata apa sajakah yang menggunakan Simple Present Tense.

#### TASK 9

- Pada latihan 10, peserta didik diminta untuk membaca kembali tentang descriptive text.
- Guru bertanya kepada peserta didik apakah mereka masih ingat tentang descriptive text. Guru bertanya tentang struktur dari teks deskripsi. "Do you know the generic structure of descriptive text?"
- Jika peserta didik ingat, beri dia penghargaan.
- Guru menyuruh siswa untuk mengerjakan latihan 10 yakni menyusun paragraf yang acak sesuai dengan generic structure dari descriptive text.
- Guru membahas jawaban yang benar secara bersama-sama.

#### TASK 10

- Peserta didik diminta untuk menggambarkan kata yang mereka sudah temukan di latihan 2. Mereka dapat memilih 5 dari 10 kata yang sudah ditemukan. Peserta didik dapat menuliskan kata di kolom sebelah kiri dan menggambar di kolom sebelah kanan.



- Guru dapat meminta peserta didik untuk mengeluarkan peralatan menggambar seperti pensil, penghapus, penggaris, dll. Jika ada peserta didik yang tidak membawa peralatan menggambar, guru dapat meminta peserta didik yang lain untuk meminjaminya.

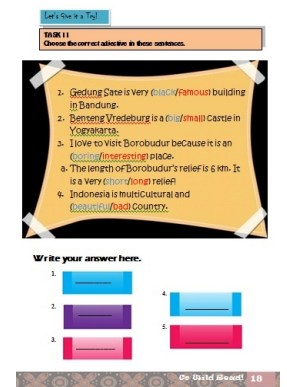
#### IT'S TIME TO KNOW MORE

- Guru bertanya apakah ada peserta didik yang tahu tentang adjective atau kata sifat. "Do you know adjective?" "What is adjective?"
- Jika peserta didik dapat menjawab, beri dia penghargaan.
- Guru dapat meminta peserta didik untuk membaca pengertian adjective serta mengartikannya dalam bahasa Indonesia.
- Guru menjelaskan pengertian, penggunaan serta contoh dari adjective.
- Guru mengecek pemahaman peserta didik.



#### TASK 11

- Guru meminta peserta didik untuk mengerjakan latihan 11 untuk mengecek pemahaman mereka tentang adjective atau kata sifat.
- Peserta didik dapat memilih kata sifat yang benar dari 2 pilihan yang disediakan lalu menuliskannya pada kolom jawaban yang sudah disediakan.
- Guru membahas jawaban yang benar secara bersama-sama



#### TASK 12

- Untuk mengecek pemahaman peserta didik tentang adjective atau kata sifat, guru menyuruh mereka untuk mengerjakan latihan 12.
- Guru menyuruh peserta didik untuk membaca teks yang berjudul "The Amazing Borobudur Temple" kemudian memberi warna kata yang merupakan adjective atau kata sifat.
- Guru menyediakan pensil warna yang dapat digunakan siswa secara bergantian.
- Guru mengecek pekerjaan siswa kemudian memberikan nilai.



### TASK 13

- Guru mengingatkan kembali tentang adjective atau kata sifat.
- Guru menjelaskan kepada peserta didik bahwa pada latihan 13 ini mereka diminta untuk menyebutkan kata sifat dari gambar yang sudah di sediakan. Sebagai contoh terdapat gambar pintu berwarna merah. Maka, contoh kata sifatnya yaitu merah atau red.
- Guru mengecek pekerjaan siswa



### TASK 14

- Guru mengingatkan kembali tentang teks deskripsi.
- Guru meminta siswa untuk membaca deskripsi pendek yang ada di kolom sebelah kiri, kemudian menggambarkan sesuatu yang sedang dideskripsikan.
- Peserta didik dapat menggambar di kolom sebelah kanan yang sudah disediakan.



### TASK 15

- Guru menjelaskan kembali tentang Simple Present Tense dan adjective.
- Guru menyuruh peserta didik untuk membaca teks yang berjudul "The Uniqueness of Gedung Sate"
- Guru meminta peserta didik untuk menuliskan kata Simple Present Tense serta adjective atau kata sifat yang digunakan dalam teks tersebut.
- Peserta didik dapat menuliskan kata Simple Present Tense pada kolom sebelah kanan, sedangkan kata sifat pada kolom sebelah kiri.
- Guru mengecek pekerjaan siswa

List Your Answer Below



No	Adjective	Simple Present Tense
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Go Wild Read! 23

### TASK 16

- Guru meminta peserta didik untuk membaca teks yang berjudul "The Uniqueness of Gedung Sate" lagi, kemudian menjawab pertanyaan true/false.
- Peserta didik dapat menyentang pada kolom true jika pernyataan tersebut benar dan menyentang pada kolom false jika pernyataan salah.

No	Statement	True	False
1.	Gedung Sate is located in East Java, Indonesia.		
2.	Gedung Sate is a very unique building.		
3.	Gedung Sate is not open for public.		
4.	There are only four of visitors from abroad visit Gedung Sate.		
5.	People visit Gedung Sate because Gedung Sate is the best of Gedung Sate.		
6.	Many people spend their free day of the week here enjoying the garden.		

## TASK 17

- Guru meminta peserta didik untuk memilih salah satu gambar yang sudah disediakan
- Peserta didik diminta untuk mendeskripsikan gambar yang sudah mereka pilih.
- Peserta didik diminta untuk membuat grup khusus kelas bahasa inggris di facebook.
- Guru meminta peserta didik untuk menuliskan draf deskripsi yang akan mereka unggah di facebook ke dalam worksheet atau lembar kerja yang telah disediakan.
- Kemudian guru menyuruh mereka untuk mengunggah hasil deskripsi mereka ke dalam grup kelas bahasa Inggris di facebook.



Write your draft here.



*The World's Best* 2015

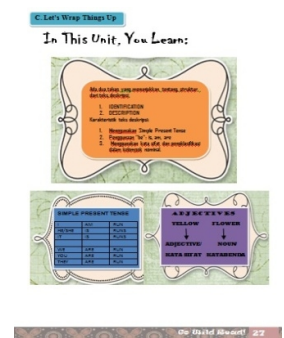
## TASK 18

- Guru meminta peserta didik untuk membuat majalah dinding tentang gambar-gambar yang telah mereka deskripsikan seperti pada contoh yang telah disediakan.
- Siswa diharapkan dapat membuat majalah dinding setelah membaca dan membuat deskripsi tentang bangunan bersejarah di Indonesia.



## LET'S WRAP THINGS UP

- Guru dapat mereview kembali pelajaran apa sajakah yang sudah dipelajari dalam unit 1.
- Guru menjelaskan kembali tentang Descriptive text, Simple Present Tense, dan adjective atau kata sifat.





## UNIT 2

### WHAT'S YOUR STORY?

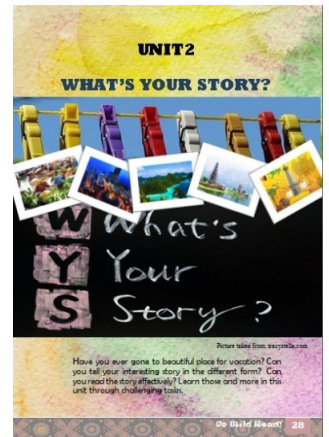
- Pada pertemuan awal, guru dapat bertanya kepada peserta didik apakah mereka pernah pergi bertamasya bersama teman atau keluarga. Guru dapat mengatakan "Have you ever gone for picnic?" "Where did you go?"
- Jika murid menjawab, "Yes." "beach." Guru dapat bertanya kembali apakah peserta didik dapat menceritakannya dalam bahasa Inggris. "Can you tell me your story?"
- Guru menjelaskan bahwa pada bab 2 ini peserta didik akan mempelajari tentang bagaimana menceritakan pengalaman (sedih, senang, malu, dll) ke dalam bahasa Inggris.
- Guru dapat mengatakan "In this unit, you will learn about how to tell experiences in English."

#### TASK 1

- Guru menjelaskan tentang intruksi latihan 1 yaitu peserta didik diminta untuk mengamati gambar-gambar yang telah disediakan di samping kiri. Kemudian mereka diminta untuk menjodohkan gambar tersebut dengan topik-topik atau pengalaman-pengalaman yang berada di sebelah kanan. Nomor 1 adalah contoh, sebagai panduan siswa dalam mengerjakan.
- Peserta didik dapat membuat bentuk panah sesuai dengan keinginan mereka.
- Setelah semua selesai, guru membahas jawaban yang benar secara bersama-sama.
- Guru dapat menanyakan kepada peserta didik apakah mereka pernah mengalami pengalaman yang sama seperti pada gambar. "Have you ever gone to mountain?" "Have you ever gone to sekaten?"

#### TASK 2

- Guru meminta peserta didik untuk menuliskan pengalaman menarik yang pernah mereka alami.
- Pengalaman tersebut dapat merupakan pengalaman yang menyenangkan, menyedihkan, memalukan, menakutkan, dan lain sebagainya.





- Peserta didik dapat menuliskan jawaban mereka ke dalam lembar kerja yang telah disediakan. Nomor 1 merupakan salah satu contoh pengalaman yang menyenangkan.

### TASK 3

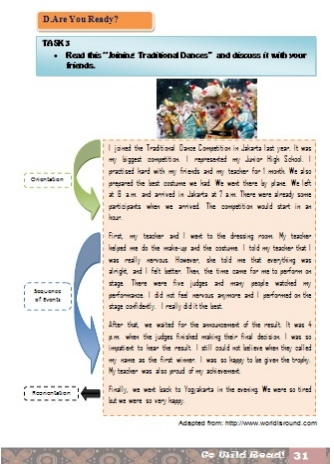
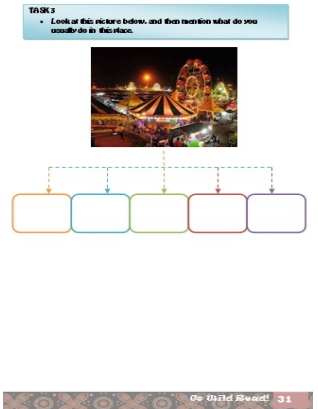
- Guru meminta peserta didik untuk melihat gambar. Kemudian menanyakan gambar apakah itu dengan mengatakan “What is it?” sambil menunjuk gambar.
- Guru dapat menanyakan apakah mereka pernah ke sekaten dengan mengatakan “Have you ever been to sekaten?”
- Peserta didik diminta untuk menebak aktifitas apa sajakah yang biasanya mereka lakukan di sekaten.
- Peserta didik dapat menuliskan jawaban mereka di dalam kotak yang telah disediakan.

### TASK 4

- Sebelum memulai mengerjakan latihan3, guru bertanya kepada peserta didik apakah mereka pernah berkunjung ke tempat yang indah, mengikuti sebuah acara yang menyenangkan, atau mempunyai pengalaman yang unik. Guru dapat mengatakan “Have you ever joint an interesting event?”
- Peserta didik mungkin akan menjawab pernah dan ada juga yang belum pernah.
- Guru bertanya apa sajakah yang mereka lakukan. “What did you do?”
- Setelah siswa menjawab, guru menjelaskan bahwa mereka akan mengetahui lebih lanjut tentang bagaimana menceritakan pengalaman unik dengan cara meminta peserta didik untuk membaca teks yang tersedia. Guru dapat mengatakan “Please read the text, and discuss with your friends.”
- Peserta didik membaca teks “Joining the Traditional Dances” kemudian berdiskusi dengan temannya.

### TASK 5

- Guru meminta peserta didik untuk membaca teks recount tersebut lagi.
- Peserta didik diminta untuk menjawab pertanyaan yaitu mencari arti dari kata-kata yang di garis bawah pada teks.



- Peserta didik mencari arti kata dengan cara menjodohkan kata tersebut dengan gambar-gambar yang telah disediakan di sebelah kanan.
- Guru dapat menilai pekerjaan siswa dengan menghitung jumlah jawaban yang benar.

#### KEY NOTE

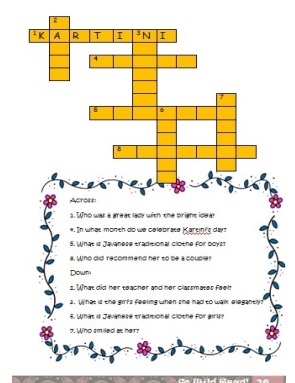
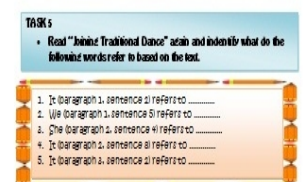
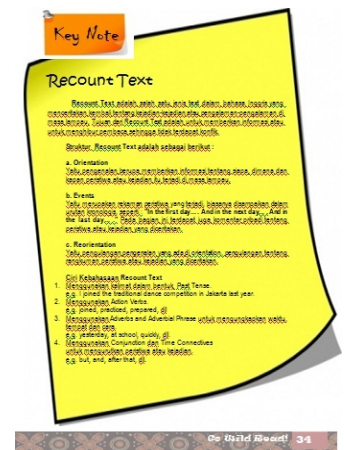
- Guru menanyakan kepada peserta didik apa itu recount text. Guru dapat meminta salah satu murid untuk menjelaskannya atau membaca pengertian serta tujuan dari recount text.
- Guru menjelaskan tentang pengertian dan tujuan dari teks recount.
- Guru mengecek pemahaman peserta didik dengan mengatakan “Do you understand?”, “Get it?”
- Kemudian guru menjelaskan tentang generic structure dari recount text.
- Guru menjelaskan ciri kebahasaan yang terdapat pada recount text.
- Guru kembali mengecek pemahaman peserta didik dengan menanyakan kembali pengertian, tujuan, struktur dan ciri kebahasaan dari recount text.
- Guru menawarkan kepada peserta didik apakah ada pertanyaan dengan mengatakan “Any questions?”

#### TASK 6

- Guru meminta peserta didik untuk membaca kembali recount text yang berjudul “Joining the Traditional Dances”
- Peserta didik diminta untuk mencari word reference atau referensi dari kata ganti (pronoun)
- Peserta didik dapat mencari pronoun berdasarkan keterangan yang sudah di sediakan di dalam kurung. Misalnya kata “It” terdapat pada paragraf 1 pada kalimat nomor 2.
- Peserta didik dapat menuliskan jawabannya pada soal.

#### TASK 7

- Peserta didik diminta untuk membaca teks yang berjudul “Celebrating Kartini’s Day”
- Dengan membaca teks tersebut maka peserta didik dapat menjawab soal-soal dalam teka-teki silang tersebut dengan benar.







- *When did they go?* yaitu kapan tokoh-tokoh tersebut melakukan perjalanan atau waktu kejadian
- *Where did they go?* yaitu dimana sajakah mereka melakukan perjalanan.
- *What did they see at Borneo wild animal?* yaitu hewan apa sajakah yang mereka liat di Borneo Wild Animal
- *Why did they feel happy to see their home?* yaitu mengapa mereka merasa senang ketika melihat rumahnya.
- Peserta didik dapat menuliskan jawabannya di bawah pertanyaan yang telah disediakan.

#### KEY NOTE

- Guru bertanya kepada peserta didik tentang Simple Past Tense dengan mengatakan “Do you know Simple Past Tense”
- Guru meminta atau menunjuk salah satu siswa untuk membaca pengertian Simple Past Tense.
- Guru dapat membantu pengucapannya kemudian memberikan penghargaan seperti “Good”, “Great”, “Very Good”
- Guru menjelaskan tentang Simple Past Tense”, bagaimana contoh dan penggunaannya.
- Guru mengecek pemahaman peserta didik.
- Jika seluruh peserta didik sudah memahami Simple Past Tense, guru menyuruh mereka untuk mengerjakan latihan selajutnya.

**KEY NOTE**

**SIMPLE PAST TENSE**

Simple Past Tense adalah suatu bentuk kata kerja sederhana untuk menunjukkan bahwa suatu kejadian terjadi di masa lampau. Pada ampe past tense, waktu kejadian (whenever) last, two days, last year, yesterday, once, often, this morning, for a day, for an hour, about, direction, about, again.

1. Positive (kalimat positif)  
Subject + Verb + ed / V2  
e.g. I studied
2. Negative (kalimat negatif)  
Subject + did not + V1  
e.g. I did not study
3. Interrogative (kalimat tanya)  
Did + Subject + V1  
What time + Subject + V1  
e.g. Did you study?  
Was she happy?  
Where they lived after visiting some place?

Subjek	Verb	Do	Be	Have	Can	Can't	Do
I	was	had	Did	I was	had	I had	I did my homework last night.
You	were	had	Did	You were	had	You had	You did your homework last night.
He/She/It	was	had	Did	He/She/It was	had	He/She/It had	He/She/It did his/her homework last night.
We	were	had	Did	We were	had	We had	We did our homework last night.
They	were	had	Did	They were	had	They had	They did their homework last night.

Go Wild Read! 41

#### TASK 11

- Guru menyuruh peserta didik untuk mengerjakan latihan 10 yaitu latihan untuk pemahaman Simple Past Tense.
- Guru menjelaskan bahwa mereka memilih bentuk Simple Past Tense yang benar dari 2 pilihan yang disediakan kemudian menuliskan jawabannya di kolom-kolom yang sudah di sediakan.
- Guru meminta peserta didik untuk membaca kalimat dengan cermat.
- Setelah selesai, guru membahas jawaban yang benar bersama-sama

Let's Give it a Try!

**TASK 10**

Put the correct past tense verb in these sentences.

was   were   had   did   went

1. I \_\_\_\_\_ a wonderful experience in my life.
2. We \_\_\_\_\_ to Bali by bus.
3. It \_\_\_\_\_ so amazing statue.
4. We \_\_\_\_\_ very happy to visit Bali.
5. I \_\_\_\_\_ exercise last night.

## TASK 12

- Guru meminta peserta didik untuk membaca recount text yang berjudul "A Beautiful Day in Yogyakarta"
- Peserta didik diminta untuk menggaris bawahi kata kerja dalam bentuk Past Tense.
- Guru dapat meminta peserta didik untuk membaca kalimat dengan cermat.

## TASK 13

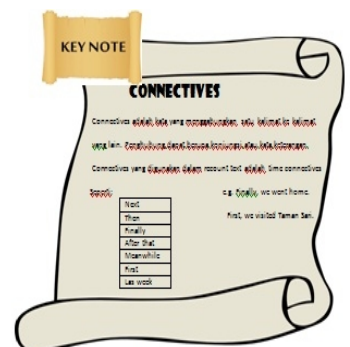
- Peserta didik diminta untuk membaca penggalan cerita yang berada di sebelah kiri.
- Cerita tersebut menceritakan sebuah tempat yang dikunjungi oleh penulis.
- Guru meminta peserta didik untuk menjodohkan penggalan cerita dengan gambar yang terdapat di sebelah kanan.

## KEY NOTE

- Guru bertanya apakah peserta didik mengetahui apa itu connectives atau penghubung. "Do you know connectives?"
- Jika ada peserta didik yang mengetahui kemudian diberi penghargaan.
- Guru dapat meminta peserta didik untuk membaca pengertian dari connectives dan menanyakan artinya dalam bentuk bahasa Indonesia.
- Guru menjelaskan apa itu connectives, apa saja contohnya dan bagaimana penggunaannya.
- Guru mengecek pemahaman peserta didik dengan menanyakan kembali tentang connectives.
- Guru menanyakan apakah ada pertanyaan atau ada materi yang kurang jelas.

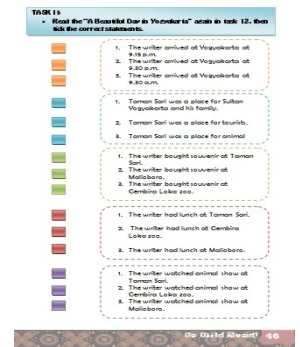
## TASK 14

- Peserta didik diminta untuk membaca kembali recount text yang berjudul "A Beautiful Day in Yogyakarta".
- Guru meminta peserta didik untuk mendaftar kata penghubung waktu yang dipakai dalam teks tersebut.
- Peserta didik dapat menuliskannya di lembar kerja yang sudah tersedia.



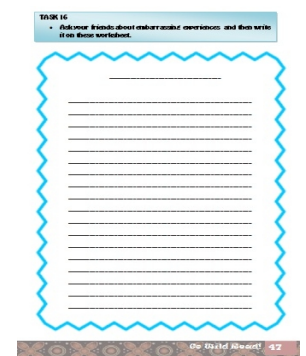
## TASK 15

- Peserta didik diminta untuk membaca kembali recount text yang berjudul “A Beautiful Day in Yogyakarta”.
- Peserta didik diminta untuk mencentang pernyataan yang benar dari 3 pilihan kalimat yang disediakan.
- Guru dapat mengecek pemahaman peserta didik tentang isi cerita dan dapat menilai dengan menghitung jumlah jawaban yang benar.



## TASK 16

- Guru meminta peserta didik untuk menanyakan salah satu pengalaman memalukan yang pernah dialami salah satu temannya.
- Peserta didik dapat menuliskan pengalaman tersebut ke dalam lembar kerja yang telah disediakan.
- Guru mendampingi peserta didik dan mengamati mereka dalam bekerja.



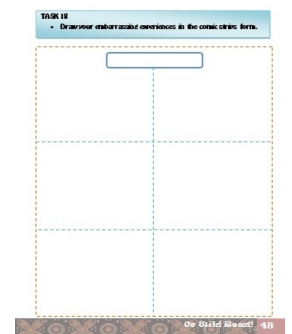
## TASK 17

- Guru meminta peserta didik untuk membacakan pengalaman memalukan yang dialami salah satu temannya di depan kelas.
- Guru dapat menilai dari segi isi, bahasa dan pengucapan yang dilakukan oleh peserta didik.



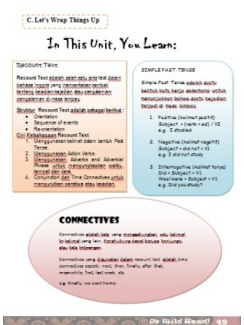
## TASK 18

- Peserta didik diminta untuk menggambarkan pengalaman malunya ke dalam comic strips seperti pada contoh sebelumnya comic strips yang berjudul “A Trip to Balikpapan”.
- Peserta didik dapat menggambar di lembar kerja yang telah disediakan.
- Peserta didik diharapkan dapat membuat karangan sendiri tentang pengalaman yang pernah mereka alami dengan bahasa Inggris dengan benar dan tepat.



## LET'S WRAP THINGS UP

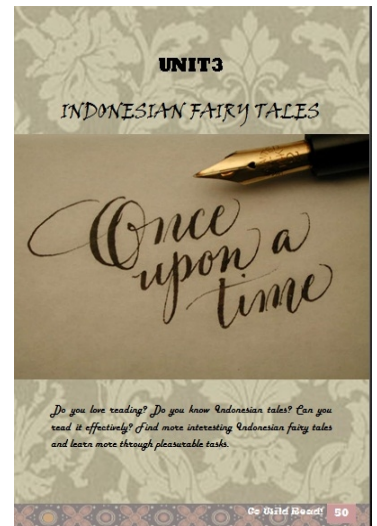
- Guru dapat mereview kembali pelajaran apa sajakah yang sudah dipelajari dalam unit 2.
- Guru menjelaskan kembali tentang Recount text, Simple Past Tense, dan Connectives atau kata penghubung.



## UNIT 3

### INDONESIAN FAIRYTALES

- Dalam pertemuan awal ini, guru dapat bertanya kepada peserta didik apakah mereka pernah mendengar cerita-cerita legenda yang terkenal di Indonesia. Guru dapat mengatakan "Have you ever heard Indonesian tales?"
- Guru juga dapat menanyakan kepada peserta didik apakah mereka suka untuk membaca, khususnya membaca cerita-cerita legenda di Indonesia.
- Jika ada peserta didik menjawab bahwa mereka suka untuk membaca cerita legenda di Indonesia, tanyakan pada mereka cerita apa sajakah yang pernah mereka baca. Guru dapat mengatakan "What story did you read?"
- Guru juga dapat menanyakan apakah mereka paham dengan ceritanya jika diceritakan dalam bahasa Inggris. "Do you understand the story when it tells in English?"
- Kemudian guru menjelaskan bahwa dalam bab ketiga ini, peserta didik akan mempelajari cerita-cerita legenda, khususnya cerita legenda populer di Indonesia. Akan dijelaskan mengenai tujuan, struktur teks serta ciri kebahasaan yang terdapat pada teks narasi.



#### TASK 1

- Pada latihan 1 ini, peserta didik diminta untuk mencentang cerita apa saja yang mereka ketahui.
- Peserta didik dapat mencentangnya tepat di kotak di samping dari judul cerita.
- Setelah selesai mencentang, guru dapat menanyakan isi sekilas cerita yang di centang oleh peserta didik.



#### TASK 2

- Guru meminta peserta didik untuk mengamati gambar yang telah disediakan.
- Peserta didik diminta untuk menjodohkan gambar-gambar tersebut dengan cerita yang terdapat di tengah-tengah gambar.
- Nomor 1 sebagai contoh.





- Setelah selesai, guru dapat membahas jawaban yang benar secara bersama-sama.

### TASK 3

- Guru meminta peserta didik untuk mencari judul cerita legenda dari Indonesia yang berada di kotak dan huruf-huruf itu disusun secara acak.
- Di dalam kotak terdapat 5 judul cerita legenda.
- Peserta didik dapat menuliskan jawabannya di kotak yang sudah disediakan.

**TASK 3**  
Find ten hidden words below. The words are the legend about Indonesia.

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

1.  4.

2.  5.

3.  6.

**Go Wild Read!** 53

### TASK 4

- Sebelum memulai mengerjakan latihan 3, guru bertanya kepada peserta didik apakah mereka pernah mengunjungi gunung Tangkuban Perahu. Guru dapat mengatakan “have you ever gone to Tangkuban Perahu?”
- Peserta didik mungkin akan menjawab pernah dan ada juga yang belum pernah mengunjungi.
- Guru bertanya apa apakah peserta didik tahu legenda Tangkuban perahu? “Do you know the story behind Tangkuban Perahu?”
- Setelah siswa menjawab, guru menjelaskan bahwa mereka akan mengetahui lebih lanjut tentang legenda Tangkuban Perahu dengan cara meminta peserta didik untuk membaca teks yang tersedia. Guru dapat mengatakan “Please read the text, and discuss with your friends.”
- Peserta didik membaca teks “The Legend of Tangkuban Perahu” kemudian berdiskusi dengan temannya.
- Guru menjelaskan jika teks tersebut dilengkapi dengan gambar-gambar yang berada di atas sehingga peserta didik yang belum tahu Tangkuban Perahu dapat lebih memahami apa yang disampaikan oleh teks.

**F. Are You Ready?**

**TASK 4**  
Read “The Legend of Tangkuban Perahu” and then discuss with your friend.

**The Legend of Tangkuban Perahu**

**Orientation**  
Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called Daying Sumbi, and a child which was called Sangkuring.

**Complication / sequence of events**  
One day, Daying Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuring began desperate and worried because he hunted no deer. Then he thought to **kill** his own dog. Then he **took** the dog liver and carried home.

**Resolution**  
Soon Daying Sumbi **found** out that it was not deer liver but Tumang's, his own dog. So, she was very angry and hit Sangkuring's head. In that accident, Sangkuring got wounded and scar then cast away from their home.

**Reorientation**  
Years go by, Sangkuring had travel many places and finally arrived at a village. He got a beautiful woman and fell in love with her. When they were discussing their wedding plan, The woman looked at the wound in Sangkuring's head. It matched to her own wound who had left several years earlier. Soon she realized that she felt in love with her own son.

**Resolution**  
She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuring had to make them in one night. He built a lake. With a dam just moments away and the boat was almost complete. Daying Sumbi had to say it. Then, she lit up the lanterns because with flashes of light, it was the cock crowed for a new day.

**Reorientation**  
Sangkuring failed to marry her. She was very angry and **burned** the boat. It fell over and **became** the mountain of Tangkuban Perahu Bandung.





*Adapted from: myanglatih.com*





**Go Wild Read!** 52

### TASK 5





- Setelah membaca legenda tentang Tangkuban Perahu, peserta didik diminta untuk menjawab pertanyaan yang tersedia.
- Peserta didik dapat menyilang atau melingkari jawaban pada pilihan atau jawaban yang mereka anggap benar.

**TASK 5**  
Read “The Legend of Tangkuban Perahu” and answer the following questions.

1. Who is Sangkuring's dad?  
a.  b.   
c.  d. 

2. Why did Sangkuring hunt a dog? Because he found a...  
a.  b.   
c.  d. 

3. Why did Sangkuring hit his dog?  
a. He wanted to kill it. b. He was angry.  
c. He was sad. d. He was tired.

4. What did Sangkuring make in the one night?  
a.  b.   
c.  d. 

5. What did Sangkuring do when he was angry?  
a.  b.   
c.  d. 

**Go Wild Read!** 53





- Guru menawarkan kepada peserta didik apakah ada pertanyaan dengan mengatakan “Any questions?”

### TASK 7

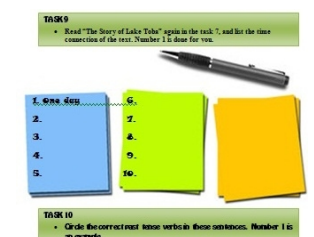
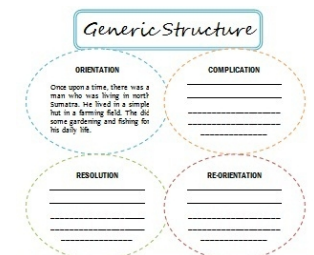
- Guru meminta peserta didik untuk membaca legenda yang berjudul “The Story of Lake Toba”.
- Peserta didik diminta untuk mengidentifikasi struktur teks dari cerita tersebut.
- Peserta didik hanya menuliskan bagian mana atau paragraf mana yang termasuk dalam orientation, complication/sequence of events, resolution dan re-orientation.
- Nomor 1 sudah menjadi contoh.
- Peserta didik dapat menuliskannya pada lembar jawab yang telah disediakan.

### TASK 8

- Guru mengingatkan kembali ciri kebahasaan dari narrative text. “Do you still remember about the language features of narrative text?”
- Guru menjelaskan ciri kebahasaan narrative text termasuk adverb of time.
- Peserta didik diminta untuk membaca kembali legenda tentang Danau Toba.
- Guru meminta peserta didik untuk mengerjakan latihan 8 yakni menuliskan adverb of time yang digunakan dalam teks yang berjudul “The Story of Lake Toba”
- Peserta didik dapat menuliskan di lembar kerja yang telah disediakan.

### TASK 9

- Guru menjelaskan salah satu ciri kebahasaan narrative text yaitu time connectors.
- Guru meminta peserta didik untuk membaca kembali legenda tentang Danau Toba.
- Peserta didik diminta untuk menuliskan time connection yang terdapat dalam teks.



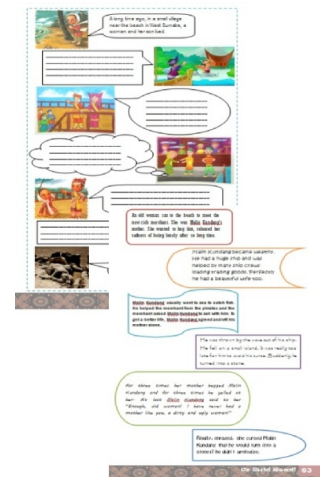
## TASK 10

- Guru mengingatkan kembali tentang Simple Past Tense.
- Peserta didik diminta untuk memilih bentuk Simple Past Tense yang benar dari 2 pilihan yang tersedia.
- Peserta didik memilih jawaban dengan cara melingkari kata yang di anggap benar.



## TASK 11

- Guru meminta peserta didik untuk membaca narrative text yang berjudul “The Mith of Malin Kundang”
- Peserta didik melihat gambar yang terdapat dalam pertanyaan serta melihat penggalan-penggalan cerita.
- Guru meminta peserta didik untuk melengkapi ruang-ruang rumpang yang terdapat di samping gambar dengan penggalan-penggalan cerita yang telah disediakan.
- Nomor satu merupakan contoh. Peserta didik dapat melanjutkan cerita atau menebak cerita dengan melihat kejadian apa yang terjadi pada gambar.



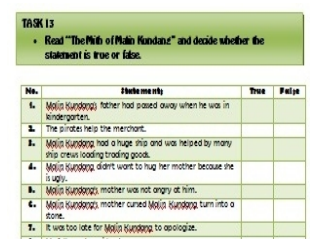
## TASK 12

- Guru meminta peserta didik untuk mengerjakan latihan 11 yaitu mengisi teka-teki silang.
- Peserta didik diminta untuk menjawab pertanyaan dengan cara membaca lagi cerita legenda Malin Kundang.
- Peserta didik harus mengisi jawaban sesuai dengan jumlah kotak yang ditentukan.
- Guru dapat menilai siswa dengan cara menghitung jumlah jawaban yang benar.



## TASK 13

- Guru meminta peserta didik untuk membaca teks yang berjudul “The Myth of Malin Kundang” lagi, kemudian menjawab pertanyaan true/false.
- Peserta didik dapat menyentang pada kolom true jika pernyataan tersebut benar dan menyentang pada kolom false jika pernyataan salah.





## TASK 14

- Guru mengingatkan kembali tentang Simple Past Tense khususnya irregular verbs.
- Pada latihan 13, Peserta didik diminta untuk mengklasifikasi atau mengelompokkan kata-kata yang terdapat di dalam box.
- Peserta didik harus mengelompokkan kata mana yang termasuk Simple Present Tense dan mana yang termasuk Simple Past Tense.
- Peserta didik dapat mengelompokkannya ke dalam kolom yang sudah disediakan.

Do you still remember?

**TASK 14**  
Group these words into 2 categories (future past tense and simple present tense)

BUY	TAUGHT	SEE	KNEW	TAKE	ATE	MADE
FOUND	DRAW	BOUGHT	SANG	FEEL		
JUMP		SHOOT	TALKED	WRITE		

**SIMPLE PRESENT TENSE**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

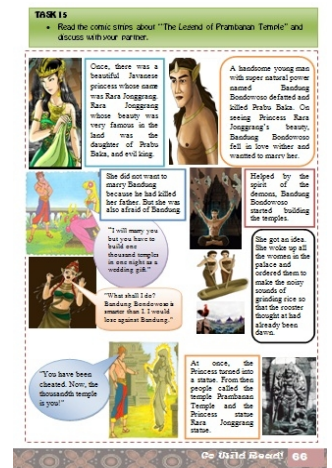
**SIMPLE PAST TENSE**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

On Third Street! 65

## TASK 15

- Guru menanyakan apakah peserta didik sudah mengetahui legenda tentang Candi Prambanan. Guru dapat mengatakan "Do you know the legend of Candi Prambanan?"
- Jika mereka mengetahui tentang legenda tersebut, tanyakan bagaimana cerita tersebut. Guru dapat mengatakan "How is the story?"
- Guru menanyakan apakah peserta didik ingin mengetahui bagaimana cerita legenda Malin Kundang. "Do you want to know the story of Prambanan Temple?"
- Guru meminta peserta didik untuk membaca comic strips yang berjudul "The legend of Prambanan Temple".
- Peserta didik membaca comic strips dan mendiskusikannya dengan teman sebangku.



## NOTE

- Guru bertanya kepada peserta didik apakah mereka mengetahui apa itu character, setting, problem dan solution.
- Guru dapat meminta salah satu peserta didik untuk membacakan definisi tentang character, setting, problem dan solution.
- Guru menjelaskan apa yang dimaksud dengan character, setting, problem dan solution.
- Guru mengecek pemahaman peserta didik tentang materi yang disampaikan.

**NOTE**

Character : tokoh dalam yang ada di dalam sebuah cerita

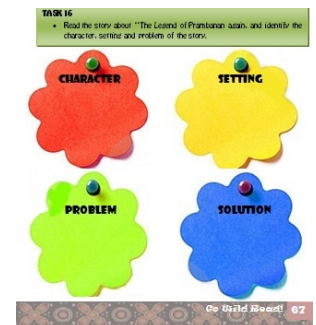
Setting : setting adalah tempat terjadinya cerita. Dimana kejadian tersebut terjadi.

Problem : problem adalah masalah yang timbul di dalam suatu cerita.

Solution : solution adalah solusi dari masalah yang timbul. Bagaimana masalah tersebut terselesaikan.

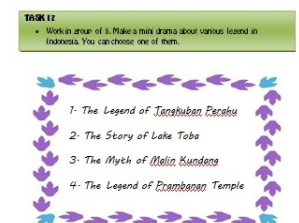
## TASK 16

- Peserta didik diminta untuk membaca kembali legenda tentang Candi prambanan.
- Pada latihan 15 ini, peserta didik diminta untuk menuliskan character (siapa tokoh yang terlibat dalam cerita), setting (tempat terjadinya peristiwa), problem (masalah yang timbul), serta solution (solusi atau pemecahan masalah yang timbul).
- Peserta didik dapat menuliskan jawaban di lembar kerja yang telah disiapkan.



## TASK 17

- Guru meminta peserta didik untuk bekerja secara kelompok.
- 1 kelompok terdiri dari 5 orang.
- Guru meminta 1 kelompok memilih cerita yang sudah disediakan di dalam box.
- Peserta didik diminta untuk membuat mini drama tentang cerita yang mereka pilih.



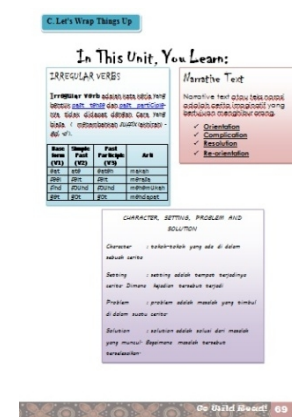
## TASK 18

- Guru meminta peserta didik untuk merekam drama yang mereka perankan kemudian mengunggahnya ke grup kelas bahasa Inggris di facebook.
- Peserta didik diharapkan agar dapat mempraktikkan hasil membaca mereka tentang cerita legenda Indonesia dengan merekam hasil karya mereka.



## LET'S WRAP THINGS UP

- Guru dapat mereview kembali pelajaran apa sajakah yang sudah dipelajari dalam unit 3.
- Guru menjelaskan kembali tentang Narrative text, Simple Past Tense, adverb of time, time connection, character, setting, problem serta solution.



# ANSWER KEY UNIT 1

## TASK 1

1. Taman Sari or Yogyakarta Sultan Palace is the site of garden palace of Yogyakarta Palace, which is used to rest and meditate Sultan and their families.

4. The National Monument or simply Monas is a 132 m (433 ft) tower in the centre of Merdeka Square, Central Jakarta.

2. Prambanan temple has three main temples in the primary yard, namely Vishnu, Brahma, and Shiva.

5. Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom.

3. Gedung Sate is the popular name for the governor's office of West Java province.

## TASK 2

### VERTIKAL:

1. STUPA
2. WALL
3. WATER
4. ROOF
5. BRIDGE

### HORIZONTAL

6. DOOR
7. WINDOW
8. MOSQUE
9. CASTLE
10. TEMPLE

## TASK 3

1. DOOR – PINTU
2. STUPA – STUPA
3. WATER – AIR
4. ROOF – ATAP
5. BRIDGE – JEMBATAN

6. WALL - DINDING
7. WINDOW - JENDELA
8. MOSQUE - MASJID
9. CASTLE - ISTANA
10. TEMPLE – CANDI

## TASK 5

1. D. Prambanan Temple



2. B. 17 miles from Jogjakarta

4.B.



5. D. because Roro Jonggrang did not want to marry with him

3. C. Rakai Pikatan



## TASK 6



## TASK 7

1. IS
2. ARE
3. LOOKS
4. ARE
5. SYMBOLIZES

## TASK 8

Lawang Sewu is a popular place in Semarang. The place is famous for the Thousand Doors and windows and the fascinating stained glass windows. It is representing the Dutch Symbolism and also the Royal family. **It** was built by the Dutch between the years 1904 and 1907. It is Located on Central Java's north coast, Semarang city and it is easily accessible either by air, train, bus or car.

The place was often considered to be haunted place as many people believed that the place was inhabited by spirits and ghosts, so they feel scared to visit the place. However, later the place is now turning into a heritage site and many people came to visit the place during their holidays or vacations while coming to visit the Semarang.



## TASK 9

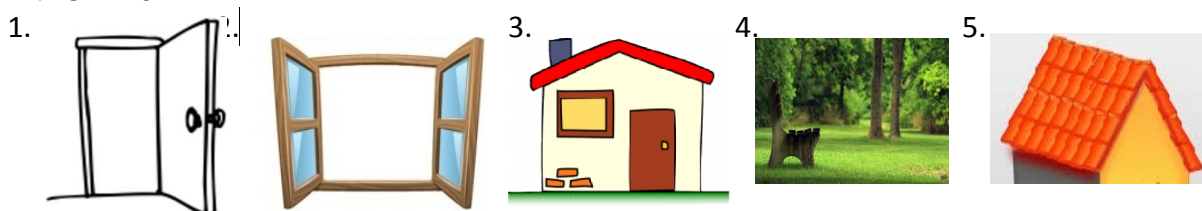
### IDENTIFICATION :

Lawang Sewu is a popular place in Semarang. The place is famous for the Thousand Doors and windows and the fascinating stained glass windows. It is representing the Dutch Symbolism and also the Royal family. It was built by Dutch between the years 1904 and 1907. It is Located on Central Java's north coast, Semarang city and it is easily accessible either by air, train, bus or car.

### DESCRIPTION:

Lawang Sewu was often considered to be haunted place as many truly and sincerely believed that the place was inhabited by spirits and ghosts, so many people feel scared to visit the place. However later the place is now turning into a heritage site and many people came to visit the place during their holidays or vacations while coming to visit the Semarang.

## TASK 10



## TASK 11

1. FAMOUS
2. BIG
3. INTERESTING
4. LONG
5. BEAUTIFUL

## TASK 12

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is the biggest and the most magnificent among all the temples such as Dieng, Gebang, Sambisari, and Prambanan.

Borobudur is well-known all over the world. It is one of the seven wonders in the world. Its construction is influenced by the Gupta architecture of India. It is really magnificent and wonderful. Borobudur's wall has 2672 relief panels and the length is 6 km. Those relief panels tell about the life of the Buddha and his teachings. Moreover, it also records the progress of Java society.

Buddhists in Indonesia come to Borobudur temple to celebrate the feast of Vesak. Vesak is celebrated as the day of birth, death of Siddhartha Gautama. On the eve of Vesak, especially during the peak moment of the full moon, Buddhists gathered around Borobudur. It is very crowded because many domestic and non-domestic tourists come to see the celebration.



### TASK 13

1.



- BIG
- RED
- STRONG
- HIGH
- HEAVY

2.



- BEAUTIFUL
- BLUE
- COOL
- PURE
- WIDE

3.



- OLD
- UNIQUE
- YELLOW
- SLOW
- TRADITIONAL

### TASK 14

1.



2.



3.



### TASK 15

Gedung Sate is the popular name for the governor's office of West Java province. It is very unique because the characteristic ornament of Gedung Sate looks like a sate stick. It is located at Diponegoro Street No.22, Bandung, East Java.

Gedung Sate has now become one of the tourist attractions in the city of Bandung. Many visitors from abroad visit Bandung because of their historic relation with this building and the city as well. Every Sunday, the area around Gedung Sate is opened for public, so they can spend their free day of the week here enjoying the gardens and fresh air of the city or to do some light sporting activity.



ADJECTIVE



SIMPLE PRESENT TENSE

## TASK 16

- |          |          |
|----------|----------|
| 1. TRUE  | 5. FALSE |
| 2. FALSE | 6. FALSE |
| 3. TRUE  | 7. TRUE  |
| 4. FALSE | 8. TRUE  |

## ANSWER KEY UNIT 2

### TASK 1



Beautiful  
holiday at beach



Wonderful picnic at  
the mountain with  
beloved family



**JOINING INDONESIAN  
TRADITIONAL DANCES**



Celebrating Kartini's  
Day at school



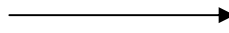
Having fun with friends at  
Sekaten Keraton  
Yogyakarta

### TASK 3

- Playing some vehicles in sekaten such as rainbow, mini train, kora-kora, merry-go-round, etc
- Visiting ghost house
- Buying some foods
- Buying clothe/shoes/accesories/etc

### TASK 5

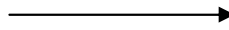
DANCE



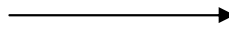
PLANE



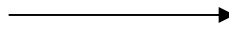
COSTUME



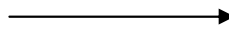
MAKE-UP



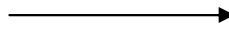
STAGE



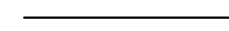
ANNOUNCEMENT



JUDGES



TROPHY



### TASK 6

1. traditional dance competition
2. the writer, the writer's friends and the writer's teacher
3. the writer's teacher
4. performing dance on the stage
5. announcement of the result

### TASK 7

ACROSS

DOWN

1. KARTINI

2. HAPPY

4. APRIL

3. NERVOUS

5. BESKAP

6. KEBAYA

8. TEACHER

7. JUDGES

## TASK 8

ORIENTATION	: NUMBER 4
SEQUENCE OF EVENTS	: NUMBER 1 & 2
RE-ORIENTATON	: NUMBER 3

## TASK 9

The writer arrived in Balikpapan on Friday, February 27 at 9 p.m. They went to Balikpapan by plane. The next day, February 28, 2015, they went to Borneo Wild Animal. They see elephants and crocodile there. After they visit Borneo Wild Animal, they went to Lamaru beach. They took a rest in that beautiful beach. Then, they visit Kebun Sayur market. They bought some foods there. There are many seller and a lot of people bought some foods and tools. Finally they went home at 5 p.m. they were happy to see their home because they were vary tired yet very happy.

## TASK 10

1. Who are the persons? —→ The writer and the writer's family
2. When did they go? —→ February 27, 2015
3. Where did they go? —→ Borneo Wild Animal, Lamaru beach and  
Kebun Sayur market
4. What did they see at Borneo wild animal? —→ Elephants and crocodiles
5. Why did they feel happy to see their home? —→ Because they were very tired

## TASK 11

1. had
2. went
3. was
4. were
5. did

## TASK 12

Last week, my friends and I went to Yogyakarta. We went there by motorcycle and arrived at 9.30 a.m. At first, we went to Taman Sari. Taman sari is very beautiful and historical place in Yogyakarta. I saw many old and tall building there. The tour guide said that it was a place for Sultan Yogyakarta and his family. There is a beautiful pool and it has pure water. Then, my friends and I took some photos there.

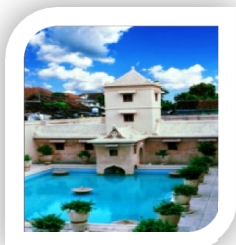
After visiting Taman Sari, we went to Malioboro. We walked for a while and bought some souvenir. After walking for a long time, we decided to have lunch in Malioboro. Then, we went to Gembira Loka zoo. We saw many kinds of animals there. Fortunately, there was an animal show there. We were happy to see the animal show and they were very smart.



Finally, we went home after having some interesting places in Yogyakarta. Yogyakarta is a beautiful town I have ever seen. It has various cultures and I want to visit it again next time.

### TASK 13

1.



2.



3.



### TASK 14

1. Last week
2. At first
3. Then
4. Then
5. Finally

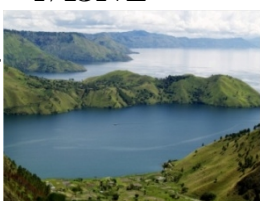
### TASK 15

1. The writer arrived at Yogyakarta at 9.30 a.m.
2. Taman Sari was a place for Sultan Yogyakarta and his family.
3. The writer bought souvenir at Malioboro.
4. The writer had lunch at Malioboro.
5. The writer watched animal show at Gembira Loka zoo.

## ANSWER KEY UNIT 3

### TASK 2

1.



THE STORY OF  
LAKE TOBA

2.



THE LEGEND OF  
MALIN KUNDANG

3.



THE LEGEND OF  
TANGKUBAN



THE LEGEND OF  
PRAMBANAN



BAWANG MERAH  
BAWANG PUTIH



THE STORY OF  
JAKA TARUB

### **TASK 3**

1. MALIN KUNDANG
2. TANGKUBAN PERAHU
3. JAKA TARUB
4. KEONGMAS
5. RORO JONGGRANG

### **TASK 5**

1. D
2. C
3. A
4. B
5. C

### **TASK 6**

- |          |            |
|----------|------------|
| 1. be    | 6. get     |
| 2. begin | 7. feel    |
| 3. shoot | 8. build   |
| 4. take  | 9. make    |
| 5. find  | 10. become |

### **TASK 7**

#### **1. ORIENTATION**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

#### **2. COMPLICATION (SEQUENCE OF EVENTS)**

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

#### **3. RESOLUTION**

Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon, there was a big earthquake

followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

#### **TASK 8**

1. Once upon a time

#### **TASK 9**

1. One day
2. Few years later
3. Then
4. Soon

#### **TASK 10**

- |           |           |
|-----------|-----------|
| 1. was    | 5. felt   |
| 2. caught | 6. made   |
| 3. ran    | 7. told   |
| 4. met    | 8. Turned |

#### **TASK 11**



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived.



Malin Kundang usually went to sea to catch fish. He helped the merchant from the pirates and the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed and left his mother alone.



Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too.



An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time.



For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"



Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.



He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

### TASK 12

#### ACROSS

1. WEST SUMATRA
2. HUG
3. STONE

#### DOWN

1. YELLED
2. CURSED
3. MERCHANT
4. LAUGHED
5. ANGRY

### TASK 13

1. FALSE
2. FALSE
3. TRUE
4. TRUE

5. FALSE
6. TRUE
7. TRUE
8. FALSE

### TASK 14

#### SIMPLE PRESENT TENSE

1. BUY
2. SEE
3. TAKE
4. FEEL
5. JUMP
6. SHOOT
7. WRITE
8. DRAW

#### SIMPLE PAST TENSE

1. TAUGHT
2. KNEW
3. ATE
4. MADE
5. FOUND
6. BOUGHT
7. SANG
8. TALKED

### TASK 16

CHARACTER : Roro Jonggrang and Bandung Bondowoso

SETTING : Prambanan Temple

PROBLEM : Roro Jonggrang won't marry with Bandung Bondowoso and she asked him to build 1000 temples in one night

SOLUTION : Roro Jonggrang woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought it had already been dawn.



**FINAL DRAFT**

# Daftar Isi

<b>Daftar isi .....</b>	<b>i</b>
<b>Unit 1 .....</b>	<b>1</b>
<b>Let's wrap things up Unit 1 .....</b>	<b>27</b>
<b>Unit 2 .....</b>	<b>28</b>
<b>Let's wrap things up Unit 2 .....</b>	<b>49</b>
<b>Unit 3 .....</b>	<b>50</b>
<b>Let's wrap things up Unit 3 .....</b>	<b>69</b>
<b>Picture references .....</b>	<b>70</b>

# UNIT 1

## Wonderful Indonesia



Picture taken from: [www.indonesia.travel](http://www.indonesia.travel)

Have you ever been travelling? Have you ever visited historical places in Indonesia? I bet you have ever been travelling to some interesting places in Indonesia. What do they look like? Can you describe one of them? In this unit, you will learn how to describe some of interesting places in Indonesia.

## A. Let's Get Started.

### TASK 1

- Label these pictures with the description in the box below. Number 1 is done for you.

1.



Pict. 1.1

Taman Sari is the site of garden palace of Yogyakarta Palace. It has a big pool inside and high tower at the north and south.

2.



Pict. 1.2

3.



Pict. 1.3

4.



Pict. 1.4

5.



Pict. 1.5



1.

Taman Sari is the site of garden palace of Yogyakarta Palace. It has a big pool inside and high tower at the north and south.

2.

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom.

3.

Prambanan temple has three main temples in the primary yard, namely Vishnu, Brahma, and Shiva.

4.

Gedung Sate is the popular name for the governor's office of the West Java province.

5.

The National Monument or simply Monas is a 132 m (433 ft) tower in the centre of Merdeka Square, Central Jakarta.

## TASK 2 ➡ WORD SEARCH

- Find ten hidden words below. The words are the parts of historical buildings in Indonesia.

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

- DOOR
- 
- 
- 
- 

- 
- 
- 
- 
-

### TASK 3 ⇒ MATCH

After finding the ten hidden words, try to match those words with these definitions below. Number 1 is done for you.



Pict. 1.6

1. DOOR
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.




1. candi
2. pintu
3. atap
4. jembatan
5. istana
6. masjid
7. dinding
8. halaman
9. air
10. stupa
11. jendela


## B.Are You Ready?

### TASK 4


Read the text entitled "The Gorgeous Prambanan Temple" below, then discuss it with your friends.



Pict. 1.7



Pict. 1.8



Pict. 1.9

#### Identification

The Prambanan temple is the largest Hindu temple in the central of Java. It is located approximately 17 miles from Jogjakarta. The location is only about 100 m from the highway of Yogya-Solo, so that it is easy to reach. The Prambanan temple was built by Rakai Pikatan and it is a UNESCO World Heritage. This temple is really famous all over the world. Many local as well as foreign visitors want to see the temple.

#### Description

The Prambanan temple has three main temples in the primary yard, namely Vishnu, Brahma, and Shiva. Those three main temples is the symbol of Trimurti in the Hindu belief. However, there is a legend behind the story of Prambanan temple. It is told that the temple was built by Bondowoso as a promise to marry Rorojonggrang, but she did not want to be Bondowoso's wife. Finally Bondowoso cursed Rorojonggrang become a statue to complete the temple.



# Let's Study

## Descriptive Text

Teks yang berjudul "The Gergous Prambanan Temple" adalah salah satu contoh teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, hewan, tempat atau benda lainnya.

Teks deskriptif berbeda dengan teks Report. Teks deskriptif menjelaskan tentang satu hal tertentu yang lebih spesifik, sedangkan teks report menjelaskan sesuatu yang lebih umum.

Ada dua tahap yang menunjukkan tentang struktur dari teks deskripsi. Dua langkah tersebut adalah:

1. Identification → menjelaskan atau mengidentifikasi obyek yang akan dideskripsikan.
2. Description → mendeskripsikan fenomena tentang bagian, kualitas serta karakteristik dari obyek.

Paragraf pertama dalam teks yang berjudul "The Gorgeous Prambanan Temple" adalah Identification. Obyek yang akan dideskripsikan yaitu Candi Prambanan. Dalam Identification disebutkan tentang jenis candi, nama pembangun, dan letak candi itu sendiri.

Paragraf kedua adalah description. Dalam bagian ini menggambarkan karakteristik Candi Prambanan itu sendiri.

Fitur bahasa teks deskriptif adalah:

1. Menggunakan Simple Present Tense (e.g. The Prambanan temple has three main temples.)
2. Penggunaan "be": is, am, are (e.g. The Prambanan Temple is one of the greatest temple in Indonesia.)
3. Menggunakan kata sifat dan pengklasifikasi dalam kelompok nominal. (e.g. large, beautiful, famous)

## **TASK 5**

**Read the “Prambanan Temple” text again and answer the questions.**

**1. What is the text about?**

**a. Rakai Pikatan**



Pict. 1.10

**c. Bandung Bondowoso**



Pict. 1.11

**b. Roro Jonggrang**



Pict. 1.12

**d. Prambanan Temple**



Pict. 1.13

**2. Where is the location of Prambanan temple?**

- a. 19 miles from Jogjakarta**
- b. 17 miles from Jogjakarta**
- c. 100 m from Jogjakarta**
- d. 110 m from Jogjakarta**

**3. Who built Prambanan Temple?**

**a. Roro Jonggrang**



Pict. 1.14

**c. Rakai Pikatan**



Pict. 1.15

**b. Bandung Bondowoso**



Pict. 1.16

**d. Sidharta Gautama**



Pict. 1.17

**4. How many main temples are there in the Prambanan temple?**

**a.**

**4**

**c.**

**2**

**b.**

**3**

**d.**

**1**

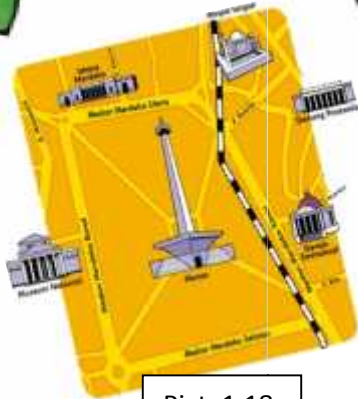
**5. Why did Bondowoso curse Roro Jonggrang?**

- a. because he did not believe Roro Jonggrang**
- b. because he loved Roro Jonggrang**
- c. because Roro Jonggrang was ugly**
- d. because Roro Jonggrang did not want to marry him**



## TASK 6

Read this following descriptive text and circle the object which is mentioned in the text.



Pict. 1.18



Pict. 1.19



Pict. 1.20

### The National Monument

The National Monument or simply Monas is a 132 m (433 ft) tower in the centre of Merdeka Square, Central Jakarta. It is symbolizing the fight for Indonesia. It is the national monument of the Republic of Indonesia and it was built to commemorate the struggle for Indonesian independence from Dutch colonialism.

The National monument construction was begun on 17th August, 1961 in the reign of the first Indonesian president, Sukarno. Monas was opened to the public in 1975. This monument is crowned by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument symbolized as the spirit of the fiery Indonesian struggle. We can see the beauty of the Monument national in the middle of Merdeka court, Central Jakarta.

1.



Pict. 1.21

5.



Pict. 1.22

2.



Pict. 1.23

6.



Pict. 1.24

3.



Pict. 1.25

7.



Pict. 1.26

4.



Pict. 1. 27

8.



Pict. 1.28

## Key Note

### The Simple Present Tense

**PRESENT TENSE** menunjukkan suatu kejadian, peristiwa atau pekerjaan yang dilakukan atau terjadi pada saat ini. Umumnya, digunakan untuk menggambarkan tindakan yang faktual atau kebiasaan

Singular (tunggal)	Plural (jamak)
I run	we run
you run	you run
he/she/it runs	they run

To be yang digunakan dalam Simple Present Tense:

Singular (tunggal)	Plural (jamak)
I am	You } are
He } She } It }	We } They }
is	

e.g. I run fast.

It is my pen.

He runs perfectly.

They are my friend.



Let's Give it a Try.

### TASK 7

- Choose the correct verb and to be for these sentences.

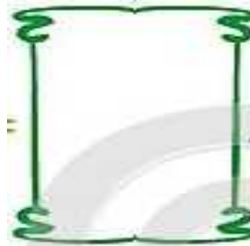
1. Prambanan (**IS** / **ARE**) the largest Hindu temple in Central Java, Indonesia.
2. The fauna motifs (**IS** / **ARE**) naturalistic.
3. The characteristic ornament of Gedung Sate (**LOOKS**/**LOOK**) like a sate stick.
4. There (**IS**/**ARE**) many temples in the province, such as Prambanan, Kalasan and Sambi Sari.
5. The design of Borobudur (**SYMBOLIZES**/**SYMBOLIZE**) the structure of universe.

Write your answer here.

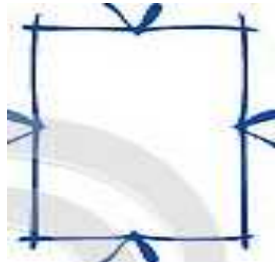
1.



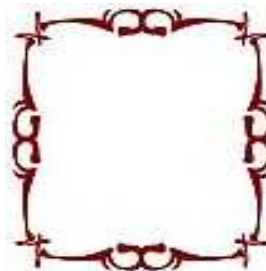
3.



2.



4.

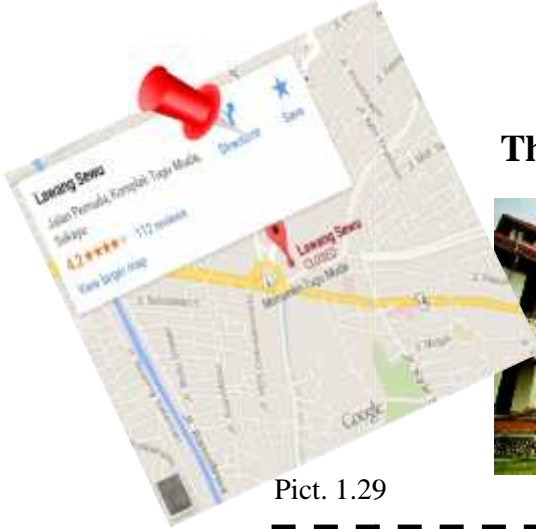


5.



## TASK 8

- Study this text below and underline the words that use the Simple Present Tense.



Pict. 1.29

### The Secret of Lawang Sewu



Pict. 1.30



Pict. 1.31

Lawang Sewu is a popular place in Semarang. The place is famous for the thousand doors and windows and the fascinating stained glass windows. It is representing the Dutch Symbolism and also the royal family. It was built by the Dutch between the years 1904 and 1907. It is Located on Central Java's north coast, Semarang city and it is easily accessible either by air, train, bus or car.

The place was often considered to be a haunted place as many people believed that the place was inhabited by spirits and ghosts, so they feel scared to visit the place. However, later the place is now turning into a heritage site and many people come to visit the place during their holidays or vacations while coming to visit the Semarang.



## TASK 9

Study the following descriptive text about “The Secret of Lawang Sewu”, and put the sentences into the correct generic structure.

*Lawang Sewu was often considered to be a haunted place as many truly and sincerely believed that the place was inhabited by spirits and ghosts, so many people feel scared to visit the place. However later the place is now turning into a heritage site and many people came to visit the place during their holidays or vacations while coming to visit the Semarang.*

*Lawang Sewu is a popular place in Semarang. The place is famous for the thousand doors and windows and the fascinating stained glass windows. It is representing the Dutch Symbolism and also the royal family. It was built by the Dutch between the years 1904 and 1907. It is Located on Central Java's north coast, Semarang city and it is easily accessible either by air, train, bus or car.*


### 1. Identification

### 2. Description



## **TASK 10**

**Draw these following words in the box below. Number 1 is done for you.**

<b>1. DOOR</b>	
<b>2. WINDOW</b>	
<b>3. HOUSE</b>	
<b>4. PARK</b>	
<b>5. ROOF</b>	

# ADJECTIVES

Adjectives adalah kata sifat yang mendeskripsikan tentang kata benda atau ganti. Ketika kata sifat (adjectives) mendeskripsikan kata benda (noun) atau kata ganti (pronouns), mereka menjawab beberapa pertanyaan seperti di bawah ini:

**What kind?**  
(jenis apa)

**Which one?**  
(yang mana)

**How many?**  
(berapa banyak)

sebagai contoh dalam frasa di bawah ini:

**A BEAUTIFUL TEMPLE**

*Beautiful* adalah kata sifat yang mendeskripsikan kata benda Candi (*temple*).

*Beautiful* menjawab pertanyaan “Candi yang mana?” (which temple?) atau “jenis Candi yang mana?” (what kind of temple?)

Demikian pula dalam frasa di bawah ini:

**BLUE WATER**

*Blue* adalah kata sifat untuk mendeskripsikan kata benda air (*water*).

### TASK 11

Choose the correct adjective in these sentences.

1. Gedung Sate is a very (black/famous) building in Bandung.
2. Benteng Vredeburg is a (big/small) castle in Yogyakarta.
3. I love to visit Borobudur because it is an/a (boring/interesting) place.
  - a. The length of Borobudur's relief is 6 km. It is a very (short/long) relief!
4. Indonesia is a multicultural and (beautiful/bad) country.

Write your answer here.

1.



2.



3.



4.



5.





## TASK 12

- Read “The Amazing Borobudur Temple” and then colour the adjective words.

### The Amazing Borobudur Temple



Pict.1.32



Pict. 1.33

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is the biggest and the most magnificent among all the temples such as Dieng, Gebang, Sambisari, and Prambanan.

Borobudur is well-known all over the world. It is one of the seven wonders in the world. Its construction is influenced by the Gupta architecture of India. It is really magnificent and wonderful. Borobudur's wall has 2672 relief panels and the length is 6 km. Those relief panels tell about the life of the Buddha and his teachings. Moreover, it also records the progress of Java society.

Buddhists in Indonesia come to Borobudur temple to celebrate the feast of Vesak. Vesak is celebrated as the day of birth and the death of Siddhartha Gautama. On the eve of Vesak, especially during the peak moment of the full moon, Buddhists gathered around Borobudur. It is very crowded because many domestic and non-domestic tourists come to see the celebration.



Pict. 1. 34



Pict. 1. 35

### TASK 13

- List some possibilities of adjective words of these pictures.

1.



Pict. 1.36

1. RED

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

2.



Pict. 1.37

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

3.



Pict 1.38

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

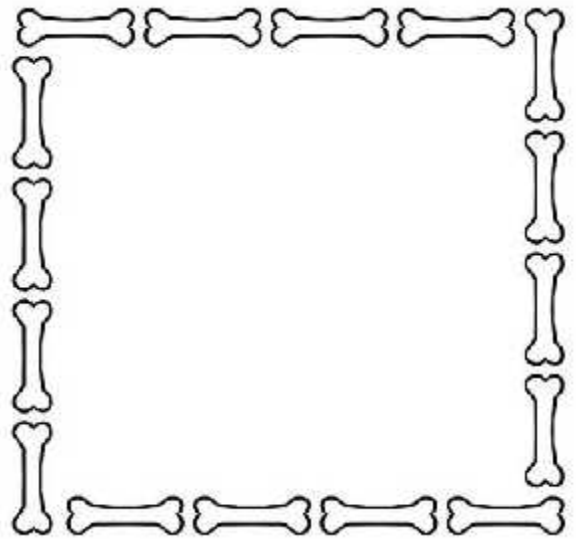
5. \_\_\_\_\_

## TASK 14

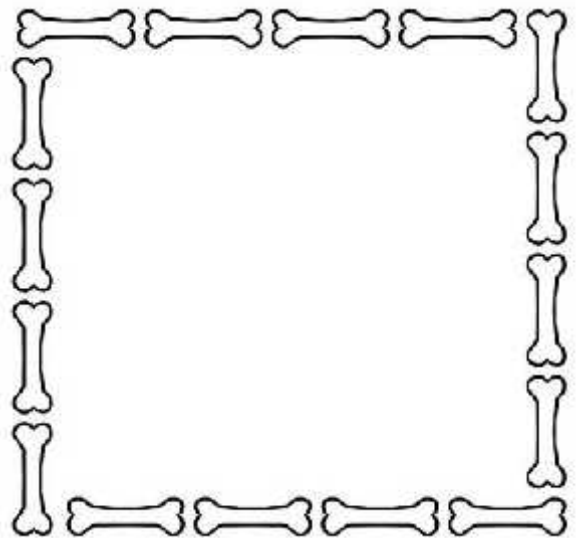
- Read these following descriptions about traditional food from Indonesia, and then draw the foods.



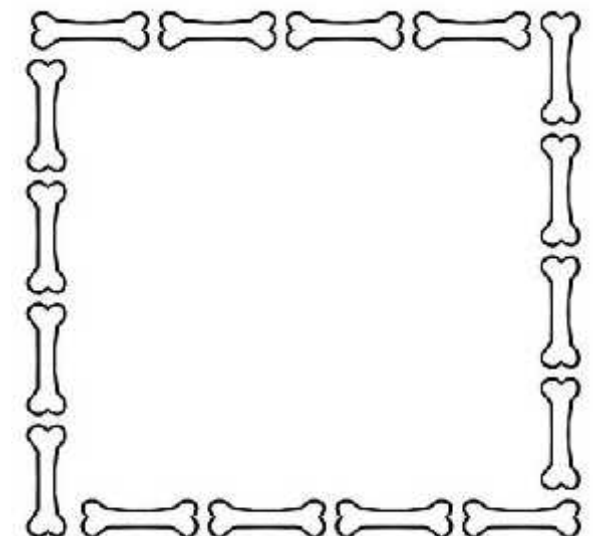
Gudeg is a traditional Javanese cuisine from Yogyakarta and Central Java. Gudeg is commonly served with an egg or a chicken. Yogyakarta's gudeg is usually called "red gudeg".



Sate Ayam is one of the traditional foods from Madura. It is available almost everywhere in Indonesia. It is a dish of seasoned grilled meat with a sauce. It uses bamboo skewers and it is very delicious.



Tumpeng is a traditional cuisine from Java. It is very well-known and delicious. It is a cone-shaped rice with various kinds of vegetables and meat. People usually make tumpeng when they celebrate their birthday or celebrate their special moments.





## TASK 15

Read “The Uniqueness of Gedung Sate”, and then list the adjective words and present tense verbs. Number one is done for you.

### The Uniqueness of Gedung Sate



Pict. 1. 39



Pict. 1. 40



Pict. 1. 41



Pict. 1. 42

Gedung Sate is the popular name for the governor's office of West Java province. It is very unique because the characteristic ornament of Gedung Sate looks like a sate stick. It is located at Diponegoro Street No.22, Bandung, West Java.

Gedung Sate has now become one of the tourist attractions in the city of Bandung. Many visitors from abroad visit Bandung because of their historic relation with this building and the city as well. Every Sunday, the area around Gedung Sate is opened for public, so they can spend their free day of the week here enjoying the gardens and fresh air of the city or doing some sport activities.



# List Your Answers Below



Pict. 1.40

<b>No</b>	<b>Adjective</b>	<b>Simple Present Tense</b>
1.	Popular	Looks
2.		
3.		
4.		
5.		
6.		
7.		
8.		



### TASK 16

Read “The Uniqueness of Gedung Sate” again, and then decide whether the statement is true or false. Number 1 is done for you.

No.	Statement	True	False
1.	Governor's office of West Java province is at Gedung Sate.	T	
2.	Gedung Sate is located in East Java, Indonesia.		
3.	It is very unique because Gedung Sate looks like a sate stick.		
4.	There are only few visitors from abroad visit Bandung.		
5.	Gedung Sate is not opened for public.		
6.	People visit Bandung because Bandung is the icon of fashion.		
7.	People can do some sport activities in the area of Gedung Sate.		
8.	Many people spend their free day of the week here enjoying the gardens.		

### TASK 17

Look at these pictures. Choose one of these pictures, then make descriptions and share it to your friends via Facebook.

1.



Pict. 1. 43

3.



Pict. 1. 44

2.



Pict. 1. 45

4.



Pict. 1. 46



Pict. 1. 47

Write your draft here.

A large rectangular area with a green, wavy border, containing horizontal lines for writing. The lines are arranged in a single column, with a short line at the top followed by 18 longer lines below it.

## TASK 18

- Make a group of 6. Print your work about a descriptive text and make a board magazine. Below is the example of board magazine.



Pict. 1.48



### C. Let's Wrap Things Up

## In This Unit, You Learn:

Ada dua tahap yang menunjukkan tentang struktur dari teks deskripsi.

1. IDENTIFICATION
2. DESCRIPTION

Karakteristik teks deskripsi:

1. Menggunakan Simple Present Tense
2. Penggunaan "be": is, am, are
3. Menggunakan kata sifat dan pengklasifikasi dalam kelompok nominal.

#### SIMPLE PRESENT TENSE

I	AM	RUN
HE/SHE	IS	RUNS
IT	IS	RUNS
WE	ARE	RUN
YOU	ARE	RUN
THEY	ARE	RUN

#### ADJECTIVES

**YELLOW      FLOWER**



**ADJECTIVE/**

**NOUN/**

**KATA SIFAT    KATABENDA**

# UNIT 2

## WHAT'S YOUR STORY?



Picture taken from: [tracystella.com](http://tracystella.com)

Have you ever been to beautiful places for vacation? Can you tell your interesting stories in a different form? Can you read the story fluently? Learn those and more in this unit through challenging tasks.

**A. Let's Get Started.**

**TASK 1**

- Match the picture with the topic related to some experiences.  
Number 1 is done for you.



Pict. 2.1



Pict. 2.2



Pict. 2.3



Pict 2.4



Pict 2.5

*Joining Indonesian  
traditional dances*

*Having fun with  
friends at Sekaten  
Keraton Yogyakarta*

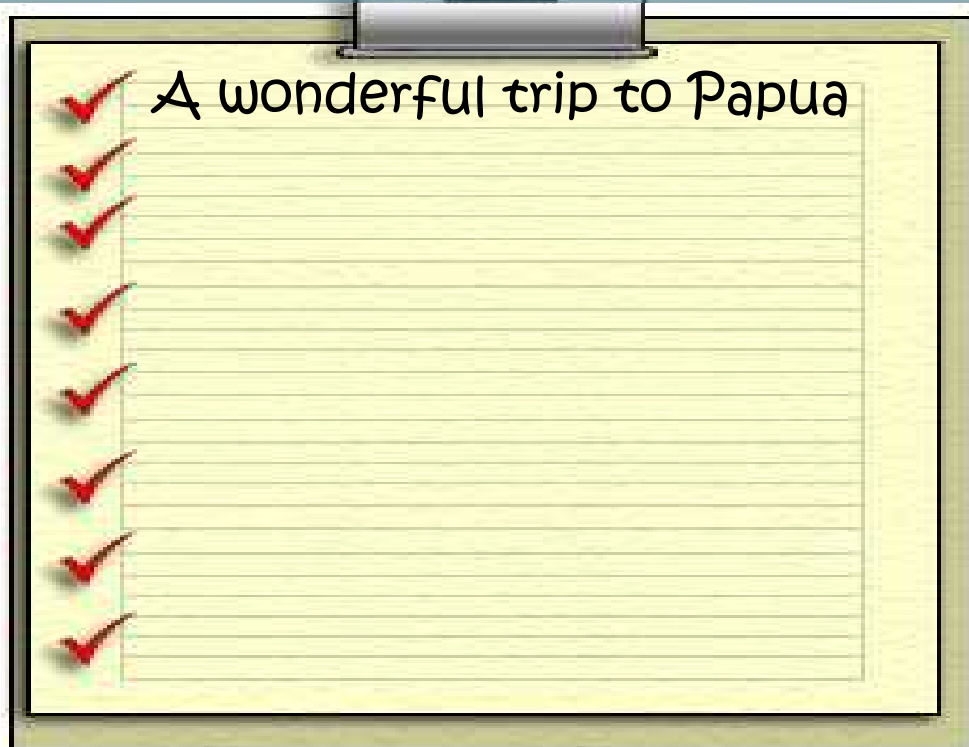
*Beautiful  
holidays at beach*

*Celebrating Kartini's  
Day at school*

*Wonderful picnic at  
the mountain with  
beloved family*

## TASK 2

- List 5 interesting experiences in your life.

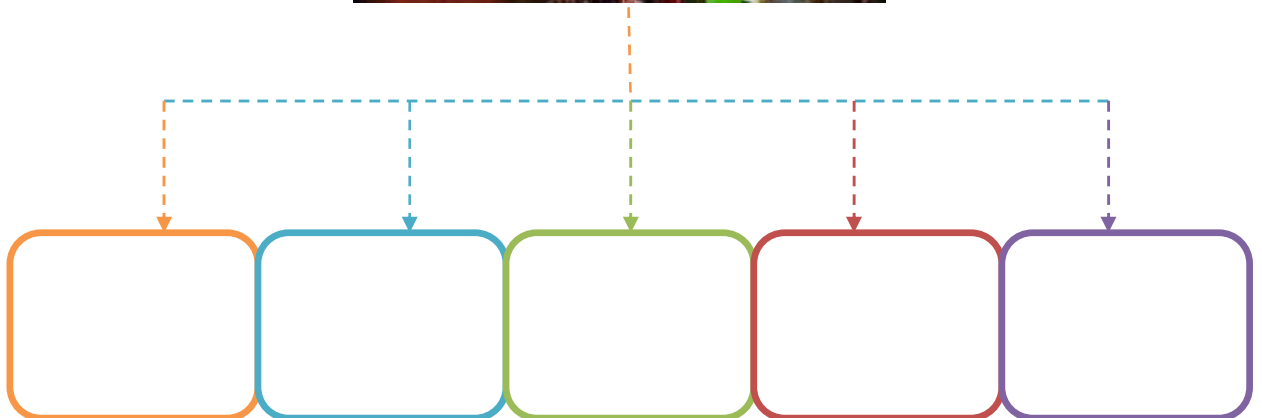


## TASK 3

- Look at this picture below, and then mention what you usually do in this place.



Pict. 2.6





## B. Are You Ready?

### TASK 4

- Read this “Joining Traditional Dances” and discuss it with your friends.



Pict. 2.7

Orientation

I joined the Traditional Dance Competition in Jakarta last year. It was my biggest competition and I represented my Junior High School. I practised hard with my friends and my teacher for 1 month. We also prepared the best costume we had. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. There were already some participants when we arrived. The competition would start in an hour.

Sequence  
of Events

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. I told my teacher that I was really nervous. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and many people watched my performance. I did not feel nervous anymore and I performed on the stage confidently. I really did it the best.

Reorientation

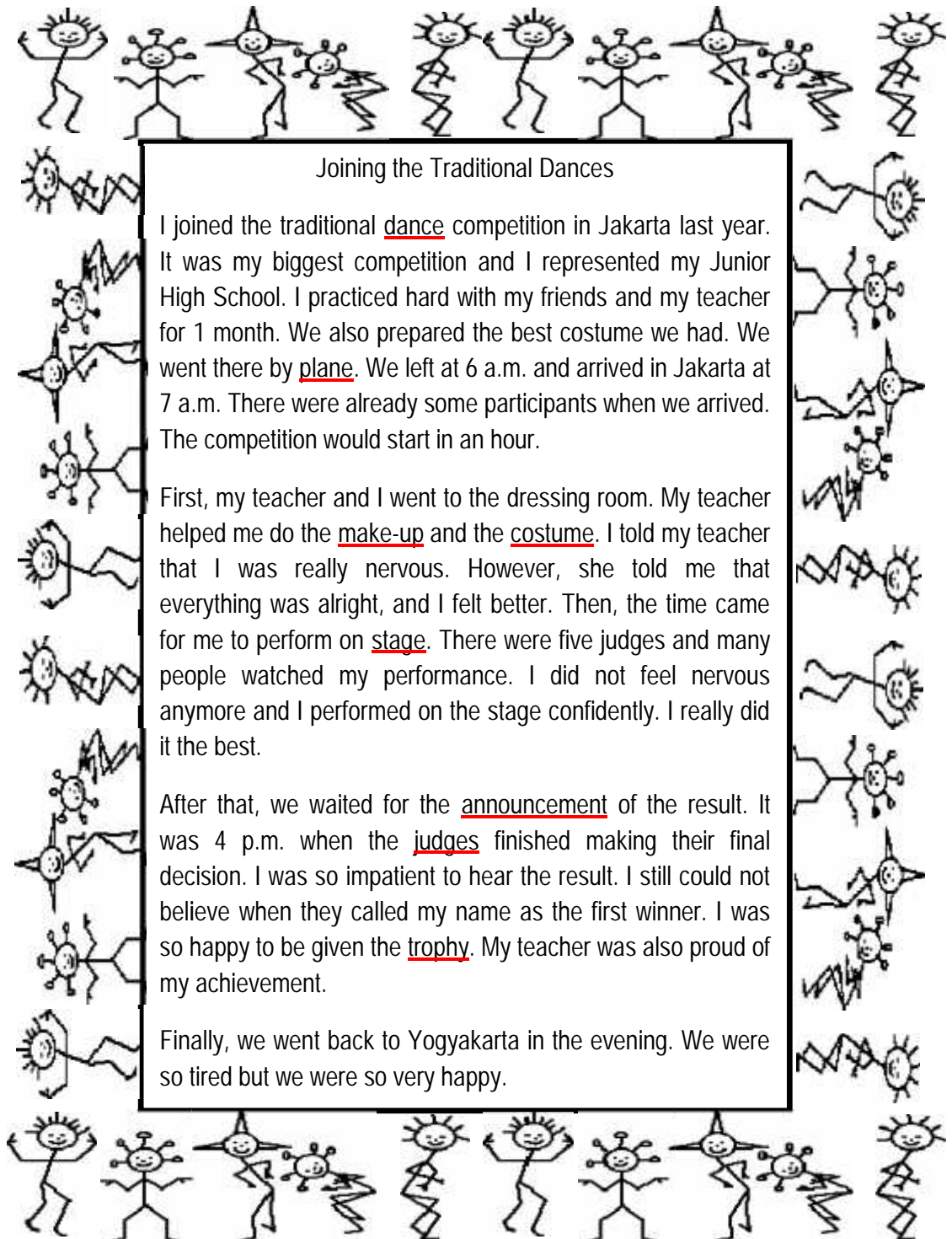
After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement.

Finally, we went back to Yogyakarta in the evening. We were so tired but we were so very happy.

Adapted from: <http://www.worldisround.com>

## TASK 5

- Read “Joining Traditional Dance” again and identify the meaning of underlined words by matching it with the picture. Number 1 is done for you.



Joining the Traditional Dances

I joined the traditional dance competition in Jakarta last year. It was my biggest competition and I represented my Junior High School. I practiced hard with my friends and my teacher for 1 month. We also prepared the best costume we had. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. I told my teacher that I was really nervous. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and many people watched my performance. I did not feel nervous anymore and I performed on the stage confidently. I really did it the best.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement.

Finally, we went back to Yogyakarta in the evening. We were so tired but we were so very happy.

- 1 DANCE
- 2 PLANE
- 3 COSTUME
- 4 MAKE-UP
- 5 STAGE
- 6 ANNOUNCEMENT
- 7 JUDGES
- 8 TROPHY



Pict. 2.8



Pict. 2.9



Pict. 2.10



Pict. 2.11



Pict. 2.12



Pict. 2.13



Pict. 2.14



Pict. 2.15



## Key Note

# Recount Text

Recount Text adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau. Tujuan dari Recount Text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik.

Struktur Recount Text adalah sebagai berikut :

a. Orientation

Yaitu pengenalan berupa memberikan informasi tentang siapa, dimana dan kapan peristiwa atau kejadian itu terjadi di masa lampau.

b. Events

Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis, seperti : "In the first day... . And in the next day... . And in the last day... ." Pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

c. Reorientation

Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.

Ciri Kebahasaan Recount Text

1. Menggunakan kalimat dalam bentuk Past Tense.  
e.g. I joined the traditional dance competition in Jakarta last year.
2. Menggunakan Action Verbs.  
e.g. joined, practised, prepared, dll
3. Menggunakan Adverbs and Adverbial Phrase untuk mengungkapkan waktu, tempat dan cara.  
e.g. yesterday, at school, quickly, dll.
4. Menggunakan Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian.  
e.g. but, and, after that, dll.

## TASK 6

- Read “Joining Traditional Dance” again and identify what the following words refer to based on the text.

1. It (paragraph 1, sentence 2) refers to .....
2. We (paragraph 1, sentence 5) refers to .....
3. She (paragraph 2, sentence 4) refers to .....
4. It (paragraph 2, sentence 8) refers to .....
5. It (paragraph 3, sentence 2) refers to .....

## TASK 7

- Read “Celebrating Kartini’s Day” and do the crossword puzzles below. Number 1 is done for you.



Pict. 2.16

### *Celebrating Kartini’s Day*

Every April 21, people in Indonesia celebrate the Kartini day. It is a beautiful day for the women because we celebrate the birth of a great lady, RA. Kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with the bright idea.

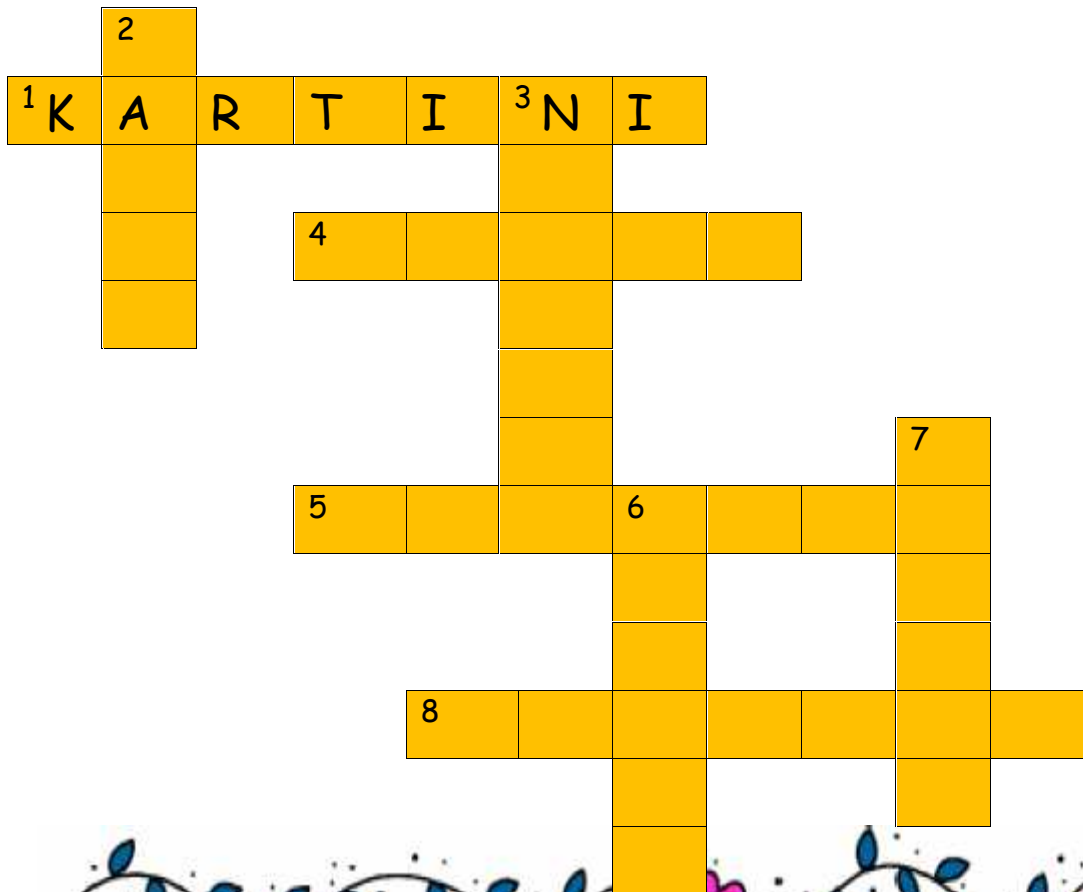
Students at my school always celebrate the Kartini’s day by wearing special clothes. Girls must wear kebaya and boys must wear *beskap*. They are special clothes from the middle of Java. Each class must present a couple of boy and girl. They have to wear and to perform those traditional clothes. The couple who can perform the best will be the winner of this competition.

My teacher recommended me and my friend to represent my class. I was very nervous at that time. I have to walk elegantly and I saw my other friends from different classes showed their best too. However, I walk confidently and I saw the judges smiled at me. I was very happy at that time.

Finally, the judges announced that my friend and I were the best couple of this competition. My teacher and my classmates were very happy



Pict. 2.17



Across:

1. Who was the great lady with the bright idea?
4. In what month do we celebrate Kartini's day?
5. What is Javanese traditional clothing for boys?
8. Who recommended her to be a couple?

Down:

2. How did her teacher and her classmates feel?
3. What is the girl's feeling when she had to walk elegantly?
6. What is the Javanese traditional clothing for girls?
7. Who smiled at her?

## TASK 8

- Rearrange the jumbled paragraph below into a good paragraph by writing the number into each stage.

**1** My teacher recommended me and my friend to represent my class. I was very nervous at that time. I have to walk elegantly and I saw my other friends from different classes showed their best too. However, I walk confidently and I saw the judges smiled at me. I was very happy at that time.

**2** My school always celebrate Kartini's day by wearing special clothes. Girls must wear kebaya and boys must wear beskap. They are special clothes from the middle of Java. Each class must present a couple of boy and girl. They have to wear and perform those traditional clothes. The couple who can perform the best will be the winner of this competition.

**3** Finally, the judges announced that my friend and I were the best couple of this competition. My teacher and my classmates were very happy and we took photo together. It was the best Kartini's day I have ever had.

**4** Every April 21, people in Indonesia celebrate the Kartini day. It is a beautiful day for the women because we celebrate the birth of a great lady, RA. Kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with the bright idea.

1. Orientation



2. Sequence of Events



3. Re-orientation






## TASK 9

- Read the comic strips below and then tell what the story is about.

### A TRIP TO BALIKPAPAN


Pict. 2.18

**1** 9 p.m.



Yeaaay... finally we are in Balikpapan, East Kalimantan.

**2** February 28, 2015



We are going to visit some places.

**3**



Yeay! We will see elephants and crocodile here.

**4**



Wow, that's very big!

**5**




There are so many crocodiles. I want to take some photos.

**6**




Lamaru beach is very beautiful. I can take a rest here after visiting borneo wild animals.

**7**



My family and I visit Kebun Sayur market and buy some foods.

**8** 17.00 p.m



Finally, we're home. We're happy to see our home because we're very tired.



The writer arrived in Balikpapan on Friday, February 27 at 9 p.m.

[illegible]

## TASK 10

- Read again the comic strips entitled “Trip to Balikpapan” and then answer this 5W questions (what, who, when, where and why)

Who are the people?



---

---

---

When did they go?



---

---

---

Where did they go?



---

---

---

What did they see at Borneo wild animal?



---

---

Why did they feel happy to see their home?



---

---

---

## KEY NOTE

### SIMPLE PAST TENSE

Simple Past Tense adalah suatu bentuk kata kerja sederhana untuk menunjukkan bahwa suatu kejadian terjadi di masa lampau. Pada *simple past tense*, waktu kejadian (yesterday, last two days, last year) atau periode waktunya (for two months, for a day, for an hour) dapat disebutkan secara spesifik.

1. Positive (kalimat positif)  
Subject + (verb + ed) / V2  
e.g. I studied
2. Negative (kalimat negatif)  
Subject + did not + V1  
e.g. I did not study
3. Interrogative (kalimat tanya)  
Did + Subject + V1  
Was/were + Subject + V1  
e.g. Did you study?  
Was she happy?  
Were they tired after visiting some places?

Subject	Verb			Contoh Kalimat		
	Be	Have	Do	Be	Have	Do
I	Was	Had	Did	I was happy.	I had a headache.	I did my homework last night.
You	Were	Had	Did	You were late.	You had a headache.	You did your homework last night.
He/She/It	Was	Had	Did	He was late.	She had a headache.	He did his homework last night.
We	Were	Had	Did	We were tired.	We had a headache.	We did our homework last night.
They	Were	had	Did	They were sad.	They had a headache.	They did their homework last night.

Let's Give it a Try.

### TASK 11

- Put the correct past tense verb in these sentences.

was

were

had

did

went

1. I  a wonderful experience in my life.

2. We  to Bali by bus.

3. It  an amazing statue.

4. We  very happy to visit Bali.

5. I  exercise last night.

## TASK 12

- Read a “Beautiful Day in Yogyakarta and underline the past tense verb.

### A Beautiful Day in Yogyakarta

Last week, my friends and I went to Yogyakarta. We went there by motorcycle and arrived at 9.30 a.m. At first, we went to Taman Sari. Taman sari is a very beautiful and historical place in Yogyakarta. I saw many old and tall buildings there. The tour guide said that it was a place for Sultan Yogyakarta and his family. There is a beautiful pool and it has pure water. Then, my friends and I took some photos there.

After visiting Taman Sari, we went to Malioboro. We walked for a while and bought some souvenirs. After walking for a long time, we decided to have lunch in Malioboro. Then, we went to Gembira Loka zoo. We saw many kinds of animals there. Fortunately, there was an animal show there. We were happy to see the animal show and the animals were very smart.

Finally, we went home after visiting some interesting places in Yogyakarta. Yogyakarta is a beautiful town I have ever seen. It has various cultures and I want to visit it again next time.



### TASK 13

- Read these following activities and match with the pictures.

I saw many old and tall buildings there. The tour guide said that it was a place for Sultan Yogyakarta and his family. There is a beautiful pool and it has pure water.



Pict. 2.19

We saw many kinds of animals there. Fortunately, there was an animal show there. We were happy to see the animal show and the animals were very smart.



Pict. 2.20

We walked for a while and bought some souvenirs. After walking for a long time, we decided to have lunch in Malioboro.



Pict. 2.21



Pict. 2.22

## KEY NOTE

### CONNECTIVES

Connectives adalah kata yang menggabungkan satu kalimat ke kalimat yang lain. Penghubung dapat berupa konjungsi atau kata keterangan.

Connectives yang digunakan dalam recount text adalah time connectives

Seperti: e.g. Finally, we went home.

First, we visited Taman Sari.

Next
Then
Finally
After that
Meanwhile
First
Last week

Let's Give it a Try.

#### TASK 14

- Read "A Beautiful Day in Yogyakarta" again in Task 12, and then list the connectives of the text. Number 1 is done for you.

1	Last week
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

### TASK 15

- Read the “A Beautiful Day in Yogyakarta” again in Task 12, then tick the correct statements.



1. The writer arrived at Yogyakarta at 9.15 p.m.
2. The writer arrived at Yogyakarta at 9.30 p.m.
3. The writer arrived at Yogyakarta at 9.30 a.m.



1. Taman Sari was a place for Sultan Yogyakarta and his family.
2. Taman Sari was a place for tourists.
3. Taman Sari was a place for animal



1. The writer bought some souvenirs at Taman Sari.
2. The writer bought some souvenirs at Malioboro.
3. The writer bought some souvenirs at Gembira Loka zoo.



1. The writer had lunch at Taman Sari.
2. The writer had lunch at Gembira Loka zoo.
3. The writer had lunch at Malioboro.



1. The writer watched the animal show at Taman Sari.
2. The writer watched the animal show at Gembira Loka zoo.
3. The writer watched the animal show at Malioboro.



### **TASK 16**

- **Ask your friends about embarrassing experiences, and then write it on this worksheet.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

### **TASK 17**

- Report your friends' embarrassing experiences in front of the class by reading it.

### **TASK 18**

- Draw your embarrassing experiences in the comic strips form.

The form is a comic strip template. It has a dashed orange border. At the top center, there is a rectangular box with a solid blue border, intended for a title. Below this box, the page is divided into six panels by dashed blue lines. The panels are arranged in two columns and three rows. The first row has two panels, the second row has two panels, and the third row has two panels. The entire grid is enclosed within the dashed orange border.

### C. Let's Wrap Things Up

## In This Unit, You Learn:

### Recount Text

Recount Text adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

Struktur Recount Text adalah sebagai berikut :

- Orientation
- Sequence of events
- Re-orientation

Ciri Kebahasaan Recount Text

1. Menggunakan kalimat dalam bentuk Past Tense.
2. Menggunakan Action Verbs.
3. Menggunakan Adverbs and Adverbial Phrase untuk mengungkapkan waktu, tempat dan cara.
4. Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian.

### SIMPLE PAST TENSE

Simple Past Tense adalah suatu bentuk kata kerja sederhana untuk menunjukkan bahwa suatu kejadian terjadi di masa lampau.

1. Positive (kalimat positif)  
Subject + (verb + ed) / V2  
e.g. I studied
2. Negative (kalimat negatif)  
Subject + did not + V1  
e.g. I did not study
3. Interrogative (kalimat tanya)  
Did + Subject + V1  
Was/were + Subject + V1  
e.g. Did you study?

## CONNECTIVES

Connectives adalah kata yang menggabungkan satu kalimat ke kalimat yang lain. Penghubung dapat berupa konjungsi atau kata keterangan.

Connectives yang digunakan dalam recount text adalah time connectives seperti: next, then, finally, after that, meanwhile, first, last week, etc.

e.g. Finally, we went home.

# UNIT 3

## INDONESIAN FAIRY TALES



Picture taken from: [www.imgarcade.com](http://www.imgarcade.com)

*Do you love reading? Do you know Indonesian tales? Can you read it fluently? Find more interesting Indonesian fairy tales and learn more through pleasurable tasks.*

## A. Let's Get Started.

### TASK 1

- Tick (✓) the box to show how many stories that you know.

☐☐☐☐☐☐☐☐

**MALIN KUNDANG**

**KEONG EMAS**

**SANGKURIANG**

**JAKA TARUB**

**RORO JONGGRANG**

**LAKE TOBA**

**BAWANG MERAH BAWANG PUTIH**

**ANDE ANDE LUMUT**

### TASK 2

- Match these pictures below with the name of the story. Number 1 is an example.

1.



Pict. 3.1

2.



Pict. 3.2

3.



Pict. 3.3

THE STORY OF  
LAKE TOBA

THE LEGEND OF  
PRAMBANAN

THE LEGEND OF  
TANGKUBAN PERAHU

THE STORY OF  
JAKA TARUB

THE STORY OF  
GOLDEN SNAIL

THE LEGEND OF  
MALIN KUNDANG

BAWANG MERAH  
BAWANG PUTIH

4.



Pict. 3.4

5.



Pict. 3.5

6.



Pict. 3.6

### TASK 3

- Find five hidden words below. The words are the legend about Indonesia.

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

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- 
- 
- 
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## B. Are You Ready?

### TASK 4

- Read “The Legend of Tangkuban Perahu” and then discuss with your friends.

Pict. 3.7



### The Legend of Tangkuban Perahu



Pict. 3.8

#### Orientation

Once upon a time in West Java, lived a woman called Dayang Sumbi. She had a boy, named Sangkuriang. Sangkuriang like to hunt in a forest with his lovely dog, Tumang. Tumang is Sangkuriang's father, but Sangkuriang did not know it because his mother did not want to tell Sangkuriang.

#### Complication / sequence of events

One day, Dayang Sumbi asked her son to go hunting with his lovely dog. After hunting all day long, Sangkuriang began desperate and worried because he hunted no deer. Then, he thought to shoot his own dog. Then he took the dog's liver and carried it home.

Soon Dayang Sumbi found out that it was not a deer liver but it is Tumang's liver. She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar.

Years gone by, Sangkuriang had travel to many places and finally, he arrived at a village. He met a beautiful woman and he felt in love with her. The woman looked at the wound in Sangkuriang's head and it matched to her son's wound. Soon she realized that she was felt in love with her own son.

#### Resolution

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day and Sangkuriang had to make them in one night. He built a lake and with just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

#### Re-orientation

Sangkuriang failed to marry her. She was very angry and kicked the boat. It was fell over and it became the mountain of Tangkuban Perahu Bandung.

*Adapted from: my.englishclub.com*

## TASK 5

- Read “The Legend of Tangkuban Perahu” and answer these following questions.

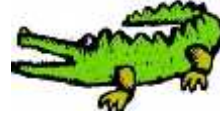
1. Who is Sangkuriang’s father?

a.

Pict. 3.9



c.



Pict. 3.10

b.

Pict. 3.11



d.



Pict. 3.12

2. Why did Sangkuriang hunt a dog? Because he found no .....

a.

Pict. 3.13



c.



Pict. 3.14

b.

Pict. 3.15



d.



Pict. 3.16

3. With whom did Sangkuriang fall in love?

a. his mother

c. his friend

b. his aunt

d. his niece

4. What did Sangkuriang make in the one night?

a.

Pict. 3.17



c.



Pict. 3.18

b.

Pict. 3.19



d.



Pict. 3.20

5. What did Sangkuriang do when he was angry?

a.

Pict. 3.21



c.



Pict. 3.22

b.

Pict. 3.23



d.



Pict. 3.24



# Key Note

## SIMPLE PAST TENSE




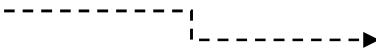





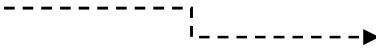
### IRREGULAR VERBS

Irregular verb adalah kata kerja yang bentuk past tense dan past participle-nya tidak didapat dengan cara yang biasa (menambahkan *suffix* (akhiran) *-ed*, *-d*).

Base form (V1)	Simple Past (V2)	Past Participle (V3)	Arti
arise	arose	arisen	muncul, timbul
be	was/were	been	adalah, to be
begin	began	begun	mulai
become	became	become	menjadi
build	built	built	membangun
buy	bought	bought	membeli
come	Came	come	datang
drink	drank	drunk	minum
eat	ate	eaten	makan
feel	felt	felt	merasa
find	found	found	menemukan
get	got	got	mendapat
know	knew	known	mengetahui
make	made	made	membuat
meet	met	met	bertemu
say	said	said	berbicara
see	saw	seen	melihat
shoot	shot	shot	menembak
take	took	taken	mengambil

## TASK 6

- Find the verb 1 of the highlights words in “The Legend of Tangkuban Perahu”. Number 1 is an example.

1.	<div style="border: 2px dashed orange; padding: 5px; display: inline-block;">were</div>		<div style="border: 2px solid orange; padding: 5px; display: inline-block;">be</div>
2.	<div style="border: 2px dashed blue; padding: 5px; display: inline-block;">began</div>		<div style="border: 2px solid blue; width: 150px; height: 50px;"></div>
3.	<div style="border: 2px dashed red; padding: 5px; display: inline-block;">shot</div>		<div style="border: 2px solid red; width: 150px; height: 50px;"></div>
4.	<div style="border: 2px dashed blue; padding: 5px; display: inline-block;">took</div>		<div style="border: 2px solid blue; width: 150px; height: 50px;"></div>
5.	<div style="border: 2px dashed purple; padding: 5px; display: inline-block;">found</div>		<div style="border: 2px solid purple; width: 150px; height: 50px;"></div>
6.	<div style="border: 2px dashed black; padding: 5px; display: inline-block;">got</div>		<div style="border: 2px solid black; width: 150px; height: 50px;"></div>
7.	<div style="border: 2px dashed green; padding: 5px; display: inline-block;">felt</div>		<div style="border: 2px solid green; width: 150px; height: 50px;"></div>
8.	<div style="border: 2px dashed orange; padding: 5px; display: inline-block;">built</div>		<div style="border: 2px solid orange; width: 150px; height: 50px;"></div>
9.	<div style="border: 2px dashed blue; padding: 5px; display: inline-block;">made</div>		<div style="border: 2px solid blue; width: 150px; height: 50px;"></div>
10.	<div style="border: 2px dashed red; padding: 5px; display: inline-block;">became</div>		<div style="border: 2px solid red; width: 150px; height: 50px;"></div>

## *Narrative Text*

Narrative text atau teks narasi adalah cerita imajinatif yang bertujuan menghibur orang.

Narrative text ini mempunyai struktur / susunan seperti di bawah ini

**Orientation** : berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

e.g. Pada teks "The legend of Tangkuban Perahu", paragraf pertama

**Complication / Sequence of events** : berisi tentang gambaran munculnya krisis atau masalah yang di alami oleh tokoh pada cerita tersebut yang harus dipecahkan.

e.g. Pada teks "The legend of Tangkuban Perahu", paragraf 2, 3 dan 4

**Resolution** : penyelesaian dari suatu masalah atau konflik yang timbul dalam cerita. Dalam Narrative text, setiap permasalahan yang muncul harus ada penyelesaiannya, bisa ditutup dengan akhir yang menyenangkan (happy ending) atau tidak sedikit berakhir tragis, menyedihkan (sad ending).

e.g. Pada teks "The legend of Tangkuban Perahu", paragraf 5

**Re-orientation** : pernyataan penutup cerita dan itu hanyalah opsional. Ini terdiri dari pelajaran moral, nasihat atau pengajaran dari penulis

e.g. Pada teks "The legend of Tangkuban Perahu" paragraf terakhir

### **Language Features :**

a. Menggunakan pola kalimat Simple Past Tense

e.g. She needed a lake and a boat for celebrating their wedding day.

b. Biasanya dimulai dengan kata keterangan waktu (Adverbs of Time). Seperti : long time ago..., once, one, once upon a time.

e.g. Once, there was a kingdom in Priangan Land.

c. Menggunakan kata penghubung waktu (time connection: one day, soon, then, etc)

e.g. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang.



## TASK 7

- Read “The Story of Lake Toba” and identify the generic structure of the text. Number one is done for you.

### The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily lives.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter helped her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying and felt sad that her husband had broke his promise.

Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon, there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

*adapted from: [www.yk-edu.org](http://www.yk-edu.org)*

# Generic Structure

## ORIENTATION

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily lives.

## COMPLICATION

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## RESOLUTION

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## RE-ORIENTATION

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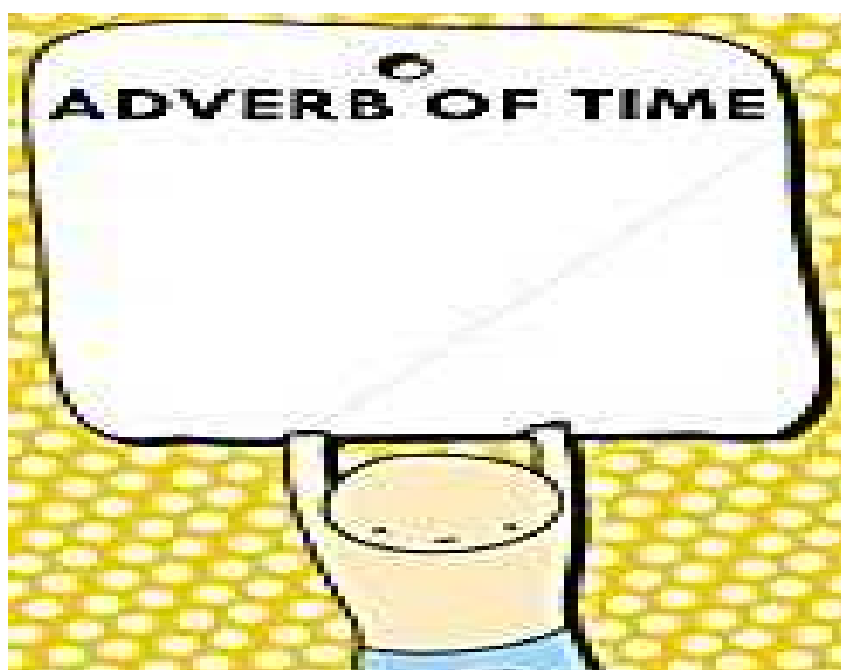
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### TASK 8

- Read “The Story of Lake Toba” again and identify the adverb of time.



### TASK 9

- Read “The Story of Lake Toba” again in the Task 7, and list the time connections of the text. Number 1 is done for you.



### TASK 10

- Circle the correct past tense verb in these sentences. Number 1 is an example.

1. THERE ( WAS / WERE ) A MAN WHO WAS LIVING IN NORTH SUMATRA.
2. HE ( CATCH / CAUGHT ) A BIG GOLDEN FISH IN HIS TRAP.
3. THE DAUGHTER ( RUN / RAN ) HOME AND ASKED HER MOTHER.
4. HE ( MEETED / MET ) A BEAUTIFUL WOMAN
5. SANGKURIANG ( FEEL / FELT ) IN LOVE WITH HER.
6. SANGKURIANG ( MAKED / MADE ) A BOAT IN ONE NIGHT.
7. SHE ( TELLED / TOLD ) HER DAUGHTER TO RUN UP.
8. SHE ( TURNED / TURNT ) INTO A FISH.

## TASK 11

- Read “The Myth of Malin Kundang” and complete the comic strips with the story below.

### The Myth of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, there lived a woman and her son. They were Malin Kundang and her mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to the sea to catch fish. After getting fish, he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant and the merchant was so happy and thanked to him. In return, the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed and he left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and he had a beautiful wife too. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother and she wanted to hug him. Unfortunately, when the mother came, Malin Kundang denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to sail. He would leave the old mother again, but in that time she was very sad and angry.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid her curse. Suddenly, he turned into a stone.

Adapted from : <http://understandingtext.blogspot.com>





Pict. 3.25

A long time ago, in a small village near the beach in West Sumatra, there lived a woman and her son.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Pict. 3.26

Pict. 3.27



\_\_\_\_\_

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Pict. 3.28



Pict. 3.29



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Pict. 3.30



Pict. 3.31

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time.

Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly, he had a beautiful wife too.

Malin Kundang usually went to sea to catch fish. He helped the merchant from the pirates and the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed and left his mother alone.

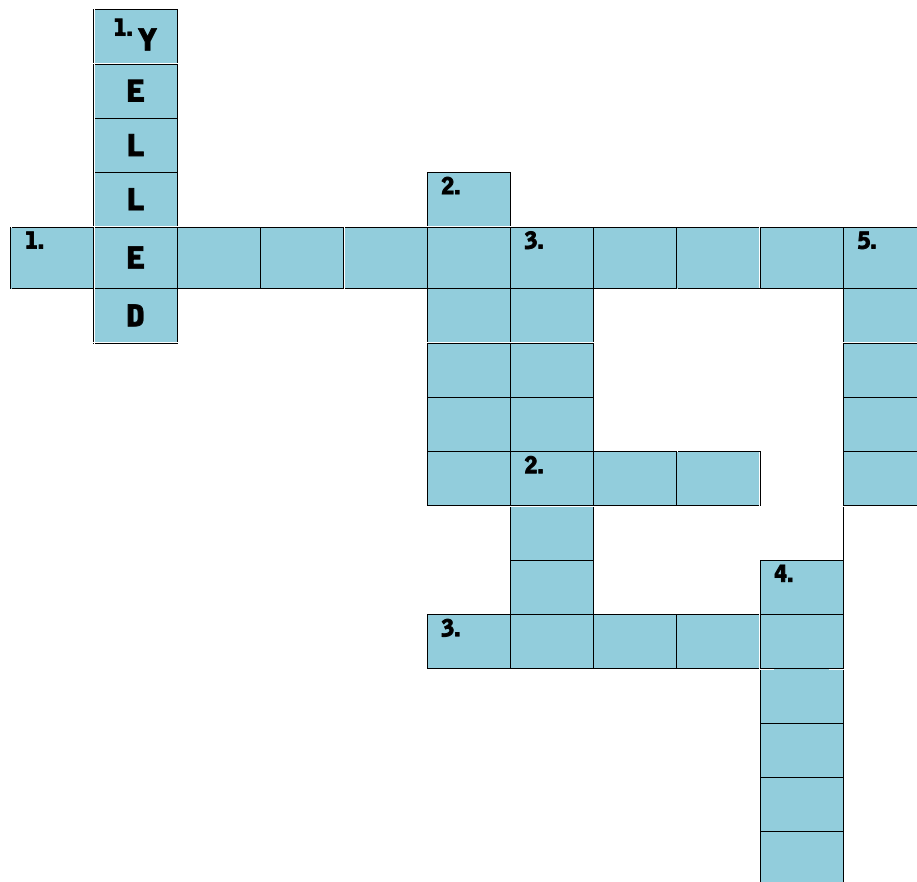
He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid her curse. Suddenly, he turned into a stone.

*For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"*

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.

## TASK 12

- Read “The Myth of Malin Kundang” and do the crossword below.



### Across

- Where did the old woman and her son live?
- What did Malin Kundang's mother want?
- What did Malin Kundang turn into finally?

### Down

- What did Malin Kundang do after her mother begged at him?
- What did she do finally?
- Whose ship was being raided by a small band of pirates?
- What did Malin Kundang do after his mother cursed him?
- What was the feeling of Malin Kundang's mother?

### TASK 13

- Read “The Myth of Malin Kundang” and decide whether the statement is true or false.

No.	Statements	True	False
1.	Malin Kundang's father had passed away when he was in kindergarten.		
2.	The pirates help the merchant.		
3.	Malin Kundang had a huge ship and he was helped by many ship crews loading trading goods.		
4.	Malin Kundang didn't want to hug her mother because she is ugly.		
5.	Malin Kundang's mother was not angry at him.		
6.	Malin Kundang's mother cursed Malin Kundang turn into a stone.		
7.	It was too late for Malin Kundang to apologize.		
8.	He fell on a huge island.		

Do you still remember?

### TASK 14

- Group these words into 2 categories (simple past tense and simple present tense)

BUY      TAUGHT      SEE      KNEW      TAKE      ATE      MADE  
FOUND      DRAW      BOUGHT      SANG      FEEL  
JUMP      SHOOT      TALKED      WRITE

#### SIMPLE PRESENT TENSE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

#### SIMPLE PAST TENSE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## TASK 15

- Read the comic strips about “The Legend of Prambanan Temple” and discuss with your partner.



Pict. 3.32

Once, there was a beautiful Javanese princess called Rara Jonggrang. Rara Jonggrang was a very beautiful and famous woman in the land. She was the daughter of Prabu Baka.



Pict. 3.33

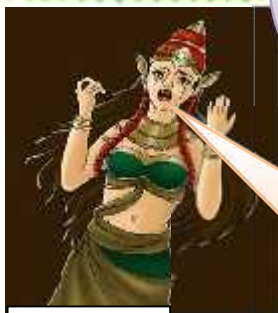
A handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka. Seeing the Rara Jonggrang's beauty, Bandung Bondowoso felt in love with her and he wanted to marry her.



Pict. 3.34

She did not want to marry Bandung because he had killed her father. Yet, she was also afraid of Bandung.

"I will marry you, but you have to build one thousand temples in one night as the wedding gift."



Pict. 3.36

"What shall I do? Bandung Bondowoso is smarter than I. I would lose against him."



Pict. 3.35

Helped by the spirit of the demons, Bandung Bondowoso was started to build the temples.



Pict. 3.37

She got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice, so that the rooster thought that it had already been dawn.



"You have been cheated. Now, the thousandth temple is you!"



Pict. 3.38

At once, the Princess turned into a statue. From then, people called the place into Prambanan Temple and the statue of Rara Jonggrang.



Pict. 3.39



### NOTE

Character : tokoh-tokoh yang ada di dalam sebuah cerita

Setting : setting adalah tempat terjadinya cerita. Dimana kejadian tersebut terjadi

Problem : problem adalah masalah yang timbul di dalam suatu cerita.

Solution : solution adalah solusi dari masalah yang muncul. Bagaimana masalah tersebut terselesaikan.

### TASK 16

- Read the story about “The Legend of Prambanan again, and identify the character, setting, problem and solution of the story.

**CHARACTER**

**SETTING**

**PROBLEM**

**SOLUTION**

### TASK 17

- Work in group of 5. Make a mini drama about various legends in Indonesia. You can choose one of them.

1. *The Legend of Tangkuban Perahu*

2. *The Story of Lake Toba*

3. *The Myth of Malin Kundang*

4. *The Legend of Prambanan Temple*

### TASK 18

- Record the drama and post it in your social media.



## C. Let's Wrap Things Up

### In This Unit, You Learn:

#### IRREGULAR VERBS

**Irregular verb** adalah kata kerja yang bentuk **past tense** dan **past participle**-nya tidak didapat dengan cara yang biasa (menambahkan *suffix* (akhiran) *-ed, -d* ).

Base form (V1)	Simple Past (V2)	Past Participle (V3)	Arti
eat	ate	Eaten	makan
feel	felt	Felt	merasa
find	found	found	menemukan

#### Narrative Text

Narrative text atau teks narasi adalah cerita imajinatif yang bertujuan menghibur orang.

- ✓ Orientation
- ✓ Complication
- ✓ Resolution
- ✓ Re-orientation

#### CHARACTER, SETTING, PROBLEM AND SOLUTION

*Character* : tokoh-tokoh yang ada di dalam sebuah cerita

*Setting* : setting adalah tempat terjadinya cerita. Dimana kejadian tersebut terjadi

*Problem* : problem adalah masalah yang timbul di dalam suatu cerita.

*Solution* : solution adalah solusi dari masalah yang muncul. Bagaimana masalah tersebut terselesaikan.

# Picture References

## PICTURE REFERENCES BOOK'S COVER

[www.v3lv3l.deviantart.com](http://www.v3lv3l.deviantart.com)

## PICTURE REFERENCES UNIT 1

Pict. 1.1	<a href="http://www.tripadvisor.com">www.tripadvisor.com</a>
Pict. 1.2	<a href="http://www.Indonesia-tourism.com">www.Indonesia-tourism.com</a>
Pict. 1.3	<a href="http://www.megatransindonesia.com">www.megatransindonesia.com</a>
Pict. 1.4	<a href="http://www.deviantart.com">www.deviantart.com</a>
Pict. 1.5	<a href="http://www.balitrips.netborobudurtourshistoryofborobudur.html">www.balitrips.netborobudurtourshistoryofborobudur.html</a>
Pict. 1.6	<a href="http://www.pixshark.com">www.pixshark.com</a>
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Pict. 1.12	<a href="http://www.en.wikipedia.org">www.en.wikipedia.org</a>
Pict. 1.13	<a href="http://www.seatourbanten.com">www.seatourbanten.com</a>
Pict. 1.14	<a href="http://www.en.wikipedia.org">www.en.wikipedia.org</a>
Pict. 1.15	<a href="http://www.jogjabiz.com">www.jogjabiz.com</a>
Pict. 1.16	<a href="http://www.deviantart.com">www.deviantart.com</a>
Pict. 1.17	<a href="http://www.abavicenna.blogspot.com">www.abavicenna.blogspot.com</a>
Pict. 1.18	<a href="http://www.indonesianway.com">www.indonesianway.com</a>
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Pict. 1.25	<a href="http://www.dream.co.id">www.dream.co.id</a>
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Pict. 1.27	<a href="http://www.bamwisata.com">www.bamwisata.com</a>
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Pict. 1.33	<a href="http://www.enjoytravelwallpapers.blogspot.com">www.enjoytravelwallpapers.blogspot.com</a>
Pict. 1.34	<a href="http://www.corbisimages.com">www.corbisimages.com</a>
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Pict. 1.36	<a href="http://www.hdwallpaper.com">www.hdwallpaper.com</a>
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Pict. 1.39	<a href="http://www.streetdirectory.com">www.streetdirectory.com</a>
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Pict. 1.46	<a href="http://www.mannaismayaadventure.com">www.mannaismayaadventure.com</a>
Pict. 1.47	<a href="http://www.imgbuddy.com">www.imgbuddy.com</a>

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Pict. 2.1	<a href="http://www.allergicauthor.wordpress.com">www.allergicauthor.wordpress.com</a>
Pict. 2.2	<a href="http://www.dreamstime.com">www.dreamstime.com</a>
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Pict. 2.22	<a href="http://www.gembiralokazoo.com">www.gembiralokazoo.com</a>

## PICTURE REFERENCES UNIT 3

Pict. 3.1	<a href="http://www.danautoba.org">www.danautoba.org</a>
Pict. 3.2	<a href="http://www.bimbingan.org">www.bimbingan.org</a>
Pict. 3.3	<a href="http://www.bpras.com">www.bpras.com</a>
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Pict. 3.5	<a href="http://www.s732.photobucket.com">www.s732.photobucket.com</a>
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Pict. 3.39	<a href="http://www.en.wikipedia.org">www.en.wikipedia.org</a>

# Daftar Isi

<b>Daftar isi .....</b>	<b>i</b>
<b>Kompetensi Inti dan Kompetensi Dasar .....</b>	<b>ii</b>
<b>Proses Pembelajaran .....</b>	<b>iii</b>
<b>Unit 1 .....</b>	<b>1</b>
<b>Unit 2 .....</b>	<b>9</b>
<b>Unit 3 .....</b>	<b>16</b>
<b>Answer Key Unit 1 .....</b>	<b>23</b>
<b>Answer Key Unit 2 .....</b>	<b>27</b>
<b>Answer Key Unit 3 .....</b>	<b>30</b>

**A. Kompetensi Inti dan Kompetensi Dasar Bahasa Inggris kelas VIII SMP/MTs yang di pakai dalam buku**

Kompetensi Inti	Kompetensi Dasar
<p>3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata</p>	<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p>

## **B. Proses Pembelajaran**

### **1. Pre-reading**

Tahap ini adalah pengenalan kegiatan membaca, di mana siswa akan membuat persiapan tentang apa yang mereka akan baca. Guru dapat memberikan suatu kegiatan misalnya menebak topik, memberikan ilustrasi visual, atau memprediksi topik dengan memberikan beberapa kata kunci.

### **2. While-reading**

Tahap ini bertujuan untuk membantu siswa memahami teks. Ini adalah kegiatan utama membaca. Para siswa dapat membaca gagasan utama dari teks, scanning dan skimming informasi penting dalam teks. Yang penting adalah bahwa siswa dapat memahami isi dari bagian itu. Mereka dapat menjawab pertanyaan-pertanyaan dan mengajarkan mereka terkait hal-hal lain yang berhubungan dengan teks.

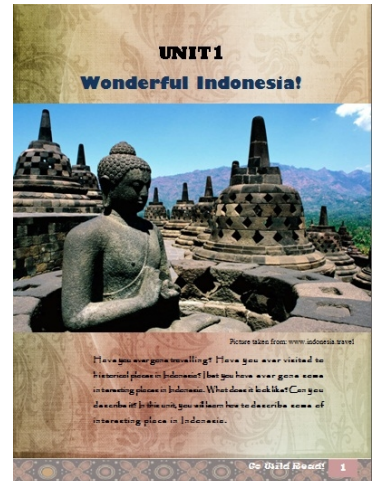
### **3. Post-reading**

Setelah siswa memahami tentang isi teks, mereka diharapkan untuk memberikan informasi lebih lanjut dan memberikan ide-ide mereka sendiri tentang teks. Mereka tidak hanya memahami teks, tetapi juga menghubungkan topik dengan pengalaman mereka sendiri dalam kehidupan nyata mereka. Guru dapat membuat diskusi kelompok atau debat untuk mengeksplorasi pendapat siswa.

# UNIT 1

## WONDERFUL INDONESIA

- Dalam pertemuan awal ini, guru dapat bertanya kepada peserta didik apakah mereka pernah mengunjungi tempat-tempat bersejarah di Indonesia. Guru dapat mengatakan “Have you ever been to Prambanan temple/Borobudur temple/etc?”
- Murid biasanya akan menjawab yes/no. Lalu tanyakan kepada mereka bagaimanakah bentuk dari bangunan tersebut. Guru dapat mengatakan “What does it look like?”
- Sebagian peserta didik mungkin akan menjawab besar, bagus, indah, dll dan sebagian lagi tidak tahu bagaimana cara mengatakannya.
- Guru bertanya apakah mereka tahu bagaimana caranya mendeskripsikan sesuatu dalam bahasa Inggris. Guru dapat mengatakannya dengan “Do you know how to describe something in English?”
- Kemudian guru menjelaskan bahwa dalam bab pertama ini, peserta didik akan mempelajari mengenai bagaimana cara mendeskripsikan sesuatu, khususnya mendeskripsikan tempat-tempat bersejarah yang berada di Indonesia.



### TASK 1

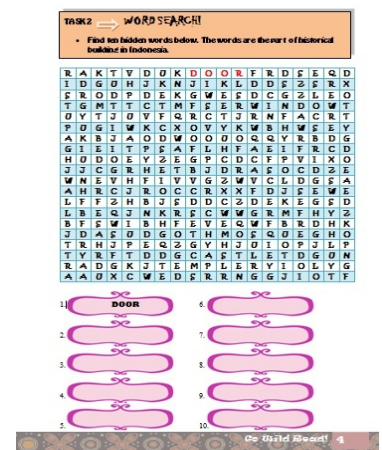
- Guru menyuruh peserta didik untuk memperhatikan latihan pertama. Disini guru dapat bertanya kepada murid gambar apa sajakah yang terdapat pada latihan 1 tersebut. Guru dapat mengatakan “What is it?” dengan menunjuk gambar yang ada.
- Peserta didik sebagian besar akan mengenali gambar-gambar pada latihan nomor 1. Guru dapat memberikan apresiasi dengan mengatakan “very good”, “excellent”, “great”
- Guru menjelaskan tentang apa yang harus dilakukan di latihan pertama. Pada latihan 1, peserta didik diminta untuk mengamati gambar yang berada pada samping kiri dan melihat deskripsi yang sudah disediakan di halaman selanjutnya, yaitu halaman 3. Peserta didik harus menjodohkan gambar dengan deskripsi yang sudah disediakan dengan cara memotong deskripsi tersebut kemudian menempelkannya pada gambar yang sesuai. Nomor 1 adalah contoh.
- Guru menyediakan gunting dan lem sebagai media pembelajaran.
- Setelah seluruh peserta didik menyelesaikan pekerjaannya, guru dapat membahas jawaban yang benar secara bersama-sama.





## TASK 2

- Guru menjelaskan kepada peserta didik bahwa pada latihan 2 ini mereka diminta untuk mencari 10 kata yang berhubungan dengan tempat-tempat bersejarah di Indonesia. Kata-kata tersebut diacak dengan huruf-huruf lain.
- Kata “door” merupakan contoh dari bagian bangunan bersejarah di Indonesia.
- Guru meminta peserta didik untuk menuliskan jawabannya pada kolom-kolom yang sudah tersedia.
- Setelah selesai Guru dapat menyebutkan 10 kata apa sajakah yang diacak dalam kotak tersebut.



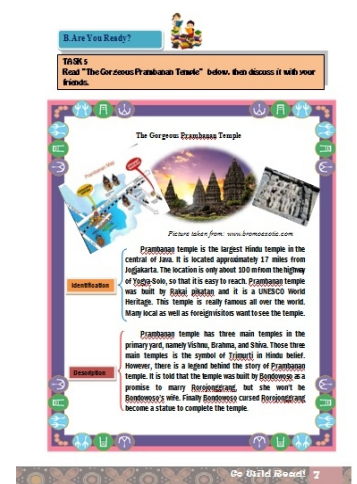
## TASK 3

- Pada latihan 3, guru meminta kepada peserta didik untuk menjodohkan kata-kata yang sudah mereka temukan pada latihan 2 dengan artinya dalam bahasa Indonesia pada kolom sebelah kanan.
- Peserta didik dapat memberikan bentuk anak panah apa sajakah yang mereka sukai. Nomor 1 adalah sebagai contoh. Guru dapat mengatakan “You can match it by drawing an arrow.”
- Setelah selesai, guru dapat membahas latihan tersebut dan menjelaskan tentang arti dari 10 kata yang sudah mereka temukan pada latihan 2.
- Guru dapat memberikan nilai pada peserta didik dengan menghitung jumlah jawaban yang benar.



## TASK 4

- Sebelum memulai mengerjakan latihan 5, guru bertanya kepada peserta didik apakah mereka pernah mengunjungi Candi Prambanan. Guru dapat mengatakan “Have you ever gone to Prambanan Temple?”
- Peserta didik mungkin akan menjawab pernah dan ada juga yang belum pernah mengunjungi Candi Prambanan.
- Guru bertanya apa sajakah yang terdapat di Candi Prambanan dengan mengatakan “What did you see in Candi Prambanan?”
- Setelah siswa menjawab, guru menjelaskan bahwa mereka akan mengetahui lebih lanjut tentang Candi Prambanan dengan cara meminta peserta didik untuk membaca teks yang



tersedia. Guru dapat mengatakan "Please read the text, and discuss with your friends."

- Peserta didik membaca teks "The Gorgeous Prambanan Temple" kemudian berdiskusi dengan temannya.
- Guru menjelaskan jika teks tersebut dilengkapi dengan gambar-gambar yang berada di atas maupun di samping sehingga peserta didik dapat lebih memahami apa yang disampaikan oleh teks.

## LET'S STUDY

- Guru menanyakan kepada peserta didik apa itu descriptive text. Guru dapat meminta salah satu murid untuk menjelaskannya atau membaca pengertian serta tujuan dari descriptive text.
- Guru menjelaskan tentang pengertian dan tujuan dari teks deskripsi.
- Guru mengecek pemahaman peserta didik dengan mengatakan "Do you understand?", "Get it?"
- Kemudian guru menjelaskan tentang generic structure dari descriptive text.
- Guru menjelaskan ciri kebahasaan yang terdapat pada descriptive text.
- Guru kembali mengecek pemahaman peserta didik dengan menanyakan kembali pengertian, tujuan, struktur dan ciri kebahasaan dari descriptive text.
- Guru menawarkan kepada peserta didik apakah ada pertanyaan dengan mengatakan "Any questions?"

## TASK 5

- Guru meminta peserta didik untuk membaca teks deskripsi tentang Candi Prambanan lagi.
- Guru meminta peserta didik untuk mengerjakan soal-soal pada latihan 6 usai membaca kembali teks Candi Prambanan.
- Peserta didik dapat menuliskan jawaban yang benar dengan cara menyilang atau melingkarkannya.
- Setelah waktu habis, guru mengecek apakah peserta didik sudah selesai mengerjakan pertanyaan-pertanyaan tersebut dengan mengatakan "have you finished?"
- Jika peserta didik belum selesai, beri waktu tambahan. Jika sudah selesai, guru dapat membahas pertanyaan tersebut satu

**Let's Study!**

**Descriptive Text**

Teks yang berjudul "The Gorgeous Prambanan Temple" adalah salah satu contoh teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, tempat, atau benda lainnya.

Teks deskriptif berbeda dengan teks narasi. Teks deskriptif menjelaskan tentang satu hal tertentu yang lebih akurat, sedangkan teks narasi menceritakan sesuatu yang lebih umum.

Ada dua tahap yang memuatkan tentang struktur dari teks deskriptif. Dua langkah tersebut adalah:

1. Identification → menjelaskan atau mengidentifikasi objek yang akan dideskripsikan.
2. Description → mendeskripsikan bagaimana tentang bagian, kualitas, serta karakteristik dari objek.

Paragraf pertama dalam teks yang berjudul "The Gorgeous Prambanan Temple" adalah, Identification. Objek yang akan dideskripsikan pada Candi Prambanan. Dalam Identification disebutkan tentang jenis candi, nama peninggalan, dan letak candi itu sendiri.

Paragraf kedua adalah description. Dalam bagian ini menunjukkan karakteristik Candi Prambanan itu sendiri.







Dua bahasa teks deskriptif adalah:

1. Menggunakan Simple Present Tense (e.g. Prambanan temple has three main temples.)
2. Menggunakan "to be" (e.g. Prambanan Temple is one of the greatest temple in Indonesia)
3. Menggunakan kata sifat dan pengklasifikasi dalam kelompok nominal (e.g. large, beautiful, famous)

Go Wild Read! 8

## TASK 6

Read the "Prambanan Temple" text again and answer the questions.

1. What is the text about?  
 a. Rukmi Rikutan  
 b. Ropo Roparano  
 c. Bandung Rongkono  
 d. Prambanan Temple  


2. Where is the location of Prambanan temple?  
 a. 19 miles from Jogjakarta  
 b. 17 miles from Jogjakarta  
 c. 100 m from Jogjakarta  
 d. 110 m from Jogjakarta  


3. Who built Prambanan Temple?  
 a. Ropo Roparano  
 b. Rukmi Rikutan  



Go Wild Read! 9



persatu. Guru dapat mengecek pemahaman siswa dengan melihat jawaban peserta didik yang benar.

## TASK 6

- Pada latihan 7, guru menjelaskan kepada peserta didik bahwa mereka harus membaca teks yang berjudul “The National Monument”
- Guru menjelaskan bahwa dengan membaca teks tersebut para peserta didik dapat menjawab pertanyaannya. Pertanyaannya adalah peserta didik diminta untuk melingkari gambar yang disebutkan dalam teks.
- Setelah selesai, guru membahas jawaban yang benar
- Guru dapat memberikan nilai dengan cara menghitung jumlah jawaban yang benar. Hal ini digunakan untuk mengecek pemahaman siswa dalam membaca.



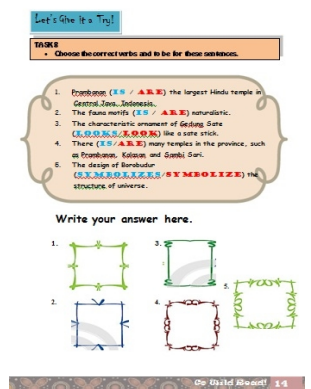
## KEY NOTE

- Guru bertanya kepada peserta didik tentang Simple Present Tense dengan mengatakan “Do you know Simple Present Tense”
- Guru meminta atau menunjuk salah satu siswa untuk membaca pengertian Simple Present Tense.
- Guru dapat membantu pengucapannya kemudian memberikan penghargaan seperti “Good”, “Great”, “Very Good”
- Guru menjelaskan tentang Simple Present Tense”, bagaimana contoh dan penggunaannya.
- Guru mengecek pemahaman peserta didik.
- Jika seluruh peserta didik sudah memahami Simple Present Tense, guru menyuruh mereka untuk mengerjakan latihan selanjutnya.



## TASK 7

- Guru menyuruh peserta didik untuk mengerjakan latihan 8 yaitu latihan untuk pemahaman Simple Present Tense.
- Guru menjelaskan bahwa mereka memilih bentuk Simple Present Tense yang benar dari 2 pilihan yang disediakan kemudian menuliskan jawabannya di kolom-kolom yang sudah disediakan.
- Guru meminta peserta didik untuk membaca kalimat dengan cermat.



- Setelah selesai, guru membahas jawaban yang benar bersama-sama

#### TASK 8

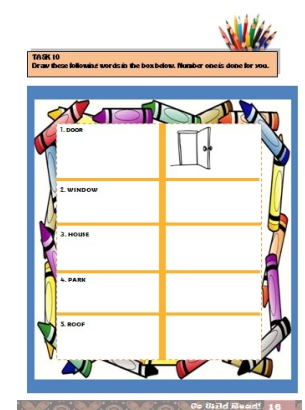
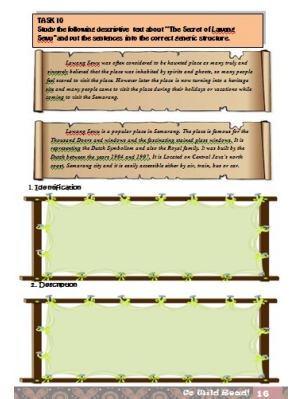
- Guru bertanya apakah peserta didik pernah berkunjung ke Lawang Sewu. "Have you ever gone to Lawang Sewu?"
- Kemudian menanyakan di kota manakah Lawang Sewu berada, dengan mengatakan "Where is the location of Lawang Sewu?"
- Guru bertanya apakah peserta didik masih ingat tentang Simple Present Tense. "Do you still remember about Simple Present Tense?"
- Guru menjelaskan kembali apa saja yang terdapat pada Simple Present Tense.
- Guru meminta peserta didik untuk membaca teks berjudul "The Secret of Lawang Sewu" dan menggaris bawahi kata yang menggunakan Simple Present Tense.
- Guru mengecek pekerjaan peserta didik dengan membahas secara bersama-sama kata apa sajakah yang menggunakan Simple Present Tense.

#### TASK 9

- Pada latihan 10, peserta didik diminta untuk membaca kembali tentang descriptive text.
- Guru bertanya kepada peserta didik apakah mereka masih ingat tentang descriptive text. Guru bertanya tentang struktur dari teks deskripsi. "Do you know the generic structure of descriptive text?"
- Jika peserta didik ingat, beri dia penghargaan.
- Guru menyuruh siswa untuk mengerjakan latihan 10 yakni menyusun paragraf yang acak sesuai dengan generic structure dari descriptive text.
- Guru membahas jawaban yang benar secara bersama-sama.

#### TASK 10

- Peserta didik diminta untuk menggambar kata yang mereka sudah temukan di latihan 2. Mereka dapat memilih 5 dari 10 kata yang sudah ditemukan. Peserta didik dapat menuliskan kata di kolom sebelah kiri dan menggambar di kolom sebelah kanan.



- Guru dapat meminta peserta didik untuk mengeluarkan peralatan menggambar seperti pensil, penghapus, penggaris, dll. Jika ada peserta didik yang tidak membawa peralatan menggambar, guru dapat meminta peserta didik yang lain untuk meminjaminya.

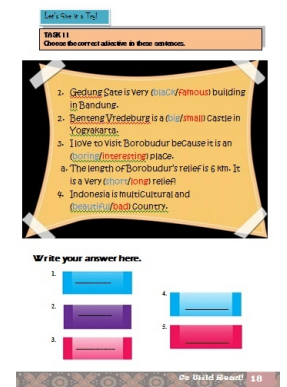
### IT'S TIME TO KNOW MORE

- Guru bertanya apakah ada peserta didik yang tahu tentang adjective atau kata sifat. "Do you know adjective?" "What is adjective?"
- Jika peserta didik dapat menjawab, beri dia penghargaan.
- Guru dapat meminta peserta didik untuk membaca pengertian adjective serta mengartikannya dalam bahasa Indonesia.
- Guru menjelaskan pengertian, penggunaan serta contoh dari adjective.
- Guru mengecek pemahaman peserta didik.



### TASK 11

- Guru meminta peserta didik untuk mengerjakan latihan 11 untuk mengecek pemahaman mereka tentang adjective atau kata sifat.
- Peserta didik dapat memilih kata sifat yang benar dari 2 pilihan yang disediakan lalu menuliskannya pada kolom jawaban yang sudah disediakan.
- Guru membahas jawaban yang benar secara bersama-sama



### TASK 12

- Untuk mengecek pemahaman peserta didik tentang adjective atau kata sifat, guru menyuruh mereka untuk mengerjakan latihan 12.
- Guru menyuruh peserta didik untuk membaca teks yang berjudul "The Amazing Borobudur Temple" kemudian memberi warna kata yang merupakan adjective atau kata sifat.
- Guru menyediakan pensil warna yang dapat digunakan siswa secara bergantian.
- Guru mengecek pekerjaan siswa kemudian memberikan nilai.





### TASK 13

- Guru mengingatkan kembali tentang adjective atau kata sifat.
- Guru menjelaskan kepada peserta didik bahwa pada latihan 13 ini mereka diminta untuk menyebutkan kata sifat dari gambar yang sudah di sediakan. Sebagai contoh terdapat gambar pintu berwarna merah. Maka, contoh kata sifatnya yaitu merah atau red.
- Guru mengecek pekerjaan siswa



### TASK 14

- Guru mengingatkan kembali tentang teks deskripsi.
- Guru meminta siswa untuk membaca deskripsi pendek yang ada di kolom sebelah kiri, kemudian menggambarkan sesuatu yang sedang dideskripsikan.
- Peserta didik dapat menggambar di kolom sebelah kanan yang sudah disediakan.



### TASK 15

- Guru menjelaskan kembali tentang Simple Present Tense dan adjective.
- Guru menyuruh peserta didik untuk membaca teks yang berjudul "The Uniqueness of Gedung Sate"
- Guru meminta peserta didik untuk menuliskan kata Simple Present Tense serta adjective atau kata sifat yang digunakan dalam teks tersebut.
- Peserta didik dapat menuliskan kata Simple Present Tense pada kolom sebelah kanan, sedangkan kata sifat pada kolom sebelah kiri.
- Guru mengecek pekerjaan siswa

List Your Answer Below



No	Adjective	Simple Present Tense
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Go Wild Read! 23

### TASK 16

- Guru meminta peserta didik untuk membaca teks yang berjudul "The Uniqueness of Gedung Sate" lagi, kemudian menjawab pertanyaan true/false.
- Peserta didik dapat menyentang pada kolom true jika pernyataan tersebut benar dan menyentang pada kolom false jika pernyataan salah.

No	Statement	True	False
1.	Gedung Sate is located in East Java, Indonesia.		
2.	Gedung Sate is a very unique building.		
3.	Gedung Sate is not open for public.		
4.	There are only four of visitors from abroad visit Gedung Sate.		
5.	People visit Gedung Sate because Gedung Sate is the best of Gedung Sate.		
6.	Many people spend their free day of the week here enjoying the garden.		

## TASK 17

- Guru meminta peserta didik untuk memilih salah satu gambar yang sudah disediakan
- Peserta didik diminta untuk mendeskripsikan gambar yang sudah mereka pilih.
- Peserta didik diminta untuk membuat grup khusus kelas bahasa Inggris di Facebook.
- Guru meminta peserta didik untuk menuliskan draf deskripsi yang akan mereka unggah di Facebook ke dalam worksheet atau lembar kerja yang telah disediakan.
- Kemudian guru menyuruh mereka untuk mengunggah hasil deskripsi mereka ke dalam grup kelas bahasa Inggris di Facebook.



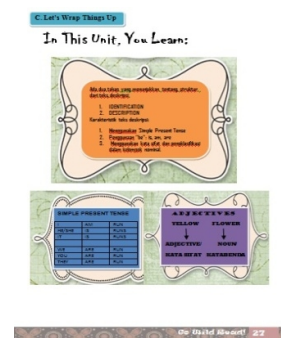
## TASK 18

- Guru meminta peserta didik untuk membuat majalah dinding tentang gambar-gambar yang telah mereka deskripsikan seperti pada contoh yang telah disediakan.
- Siswa diharapkan dapat membuat majalah dinding setelah membaca dan membuat deskripsi tentang bangunan bersejarah di Indonesia.



## LET'S WRAP THINGS UP

- Guru dapat mereview kembali pelajaran apa sajakah yang sudah dipelajari dalam unit 1.
- Guru menjelaskan kembali tentang Descriptive text, Simple Present Tense, dan adjective atau kata sifat.



## UNIT 2

### WHAT'S YOUR STORY?

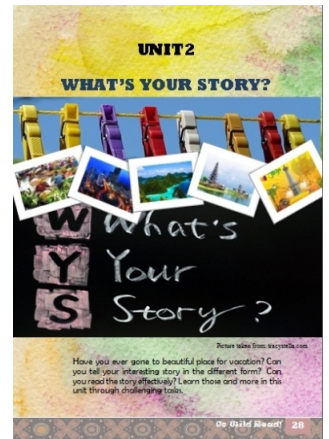
- Pada pertemuan awal, guru dapat bertanya kepada peserta didik apakah mereka pernah pergi bertamasya bersama teman atau keluarga. Guru dapat mengatakan "Have you ever gone for picnic?" "Where did you go?"
- Jika murid menjawab, "Yes." "beach." Guru dapat bertanya kembali apakah peserta didik dapat menceritakannya dalam bahasa Inggris. "Can you tell me your story?"
- Guru menjelaskan bahwa pada bab 2 ini peserta didik akan mempelajari tentang bagaimana menceritakan pengalaman (sedih, senang, malu, dll) ke dalam bahasa Inggris.
- Guru dapat mengatakan "In this unit, you will learn about how to tell experiences in English."

#### TASK 1

- Guru menjelaskan tentang intruksi latihan 1 yaitu peserta didik diminta untuk mengamati gambar-gambar yang telah disediakan di samping kiri. Kemudian mereka diminta untuk menjodohkan gambar tersebut dengan topik-topik atau pengalaman-pengalaman yang berada di sebelah kanan. Nomor 1 adalah contoh, sebagai panduan siswa dalam mengerjakan.
- Peserta didik dapat membuat bentuk panah sesuai dengan keinginan mereka.
- Setelah semua selesai, guru membahas jawaban yang benar secara bersama-sama.
- Guru dapat menanyakan kepada peserta didik apakah mereka pernah mengalami pengalaman yang sama seperti pada gambar. "Have you ever gone to mountain?" "Have you ever gone to sekaten?"

#### TASK 2

- Guru meminta peserta didik untuk menuliskan pengalaman menarik yang pernah mereka alami.
- Pengalaman tersebut dapat merupakan pengalaman yang menyenangkan, menyedihkan, memalukan, menakutkan, dan lain sebagainya.





- Peserta didik dapat menuliskan jawaban mereka ke dalam lembar kerja yang telah disediakan. Nomor 1 merupakan salah satu contoh pengalaman yang menyenangkan.

### TASK 3

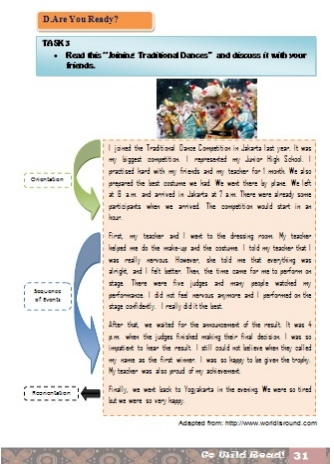
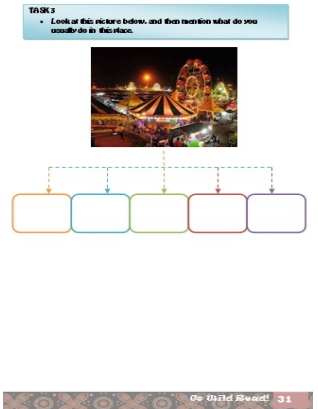
- Guru meminta peserta didik untuk melihat gambar. Kemudian menanyakan gambar apakah itu dengan mengatakan “What is it?” sambil menunjuk gambar.
- Guru dapat menanyakan apakah mereka pernah ke sekaten dengan mengatakan “Have you ever been to sekaten?”
- Peserta didik diminta untuk menebak aktifitas apa sajakah yang biasanya mereka lakukan di sekaten.
- Peserta didik dapat menuliskan jawaban mereka di dalam kotak yang telah disediakan.

### TASK 4

- Sebelum memulai mengerjakan latihan3, guru bertanya kepada peserta didik apakah mereka pernah berkunjung ke tempat yang indah, mengikuti sebuah acara yang menyenangkan, atau mempunyai pengalaman yang unik. Guru dapat mengatakan “Have you ever joint an interesting event?”
- Peserta didik mungkin akan menjawab pernah dan ada juga yang belum pernah.
- Guru bertanya apa sajakah yang mereka lakukan. “What did you do?”
- Setelah siswa menjawab, guru menjelaskan bahwa mereka akan mengetahui lebih lanjut tentang bagaimana menceritakan pengalaman unik dengan cara meminta peserta didik untuk membaca teks yang tersedia. Guru dapat mengatakan “Please read the text, and discuss with your friends.”
- Peserta didik membaca teks “Joining the Traditional Dances” kemudian berdiskusi dengan temannya.

### TASK 5

- Guru meminta peserta didik untuk membaca teks recount tersebut lagi.
- Peserta didik diminta untuk menjawab pertanyaan yaitu mencari arti dari kata-kata yang di garis bawah pada teks.



- ## KEY NOTE

- Key Note**
- ## Recount Text
- Recount Text adalah suatu jenis teks yang bertujuan untuk menceritakan kembali suatu kejadian atau peristiwa yang telah terjadi. Contoh teks recount adalah laporan perjalanan, kisah nyata, dan laporan peristiwa.
- Struktur Recount Text sebagai berikut:**
- Orientation**  
Bagian pertama dari teks yang memberikan informasi tentang siapa, di mana, dan kapan kejadian atau peristiwa telah terjadi.  
Contoh: "It was a sunny day in the month of June, 2010."
  - Events**  
Bagian kedua dari teks yang menceritakan kembali kejadian atau peristiwa yang telah terjadi.  
Contoh: "We went to the beach and played for hours. It was so fun!"
  - Reorientation**  
Bagian ketiga dari teks yang memberikan informasi tentang siapa, di mana, dan kapan kejadian atau peristiwa telah terjadi.  
Contoh: "We went home and felt tired but happy."
- Contoh Recount Text:**
- On the 15th of June, 2010, I went to the beach with my family. It was a sunny day and the water was so blue. We played for hours and had a picnic. It was so fun and we all enjoyed it. We went home and felt tired but happy.
- Daftar Isi**
1. Pengertian Recount Text
2. Struktur Recount Text
3. Contoh Recount Text
4. Kesimpulan
5. Daftar Pustaka
6. Penutup
7. Lampiran
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**TASK 5**

- Read "Joining Traditional Dance" again and identify what the following words refer to based on the text.

1. In paragraph 1, sentence 11 refers to \_\_\_\_\_.
2. In paragraph 1, sentence 13 refers to \_\_\_\_\_.
3. In paragraph 1, sentence 14 refers to \_\_\_\_\_.
4. In paragraph 1, sentence 15 refers to \_\_\_\_\_.
5. In paragraph 1, sentence 16 refers to \_\_\_\_\_.

- 
- 1 Across: ARTIST
- 2 Down: DANCE
- 3 Across: DANCE
- 4 Down: ARTIST
- 5 Across: DANCE
- 6 Down: ARTIST
- 7 Across: DANCE
- 8 Down: ARTIST
- 9 Across: DANCE
- 10 Down: ARTIST
- Across:
1. Who was a great lady with the bright color
  2. What month do we celebrate Parents day?
  3. What is the traditional dance for boys?
  4. Who did recommend her to be a coupler?
- Down:
1. Who did her teacher and her classmates feel?
  2. What is the girl's feeling when she had to walk elegantly?
  3. What is the traditional costume for girls?
  4. Who smiled at her?
- Dr David Abiodun 36

- Peserta didik diminta untuk membaca teks yang berjudul “Celebrating Kartini’s Day”
- Dengan membaca teks tersebut maka peserta didik dapat menjawab soal-soal dalam teka-teki silang tersebut dengan benar.





- *When did they go?* yaitu kapan tokoh-tokoh tersebut melakukan perjalanan atau waktu kejadian
- *Where did they go?* yaitu dimana sajakah mereka melakukan perjalanan.
- *What did they see at Borneo wild animal?* yaitu hewan apa sajakah yang mereka liat di Borneo Wild Animal
- *Why did they feel happy to see their home?* yaitu mengapa mereka merasa senang ketika melihat rumahnya.
- Peserta didik dapat menuliskan jawabannya di bawah pertanyaan yang telah disediakan.

#### KEY NOTE

- Guru bertanya kepada peserta didik tentang Simple Past Tense dengan mengatakan “Do you know Simple Past Tense”
- Guru meminta atau menunjuk salah satu siswa untuk membaca pengertian Simple Past Tense.
- Guru dapat membantu pengucapannya kemudian memberikan penghargaan seperti “Good”, “Great”, “Very Good”
- Guru menjelaskan tentang Simple Past Tense, bagaimana contoh dan penggunaannya.
- Guru mengecek pemahaman peserta didik.
- Jika seluruh peserta didik sudah memahami Simple Past Tense, guru menyuruh mereka untuk mengerjakan latihan selajutnya.

**KEY NOTE**

**SIMPLE PAST TENSE**

Simple Past Tense adalah bentuk kata kerja yang digunakan untuk menceritakan kejadian yang sudah terjadi di masa lampau. Pada bentuk past tense, waktu kejadian (whenever) saat ini dianggap telah berlalu dan tidak ada kaitannya dengan saat ini. Contoh: I went to the park yesterday.

- Positive (kalimat positif)**  
Subject + Verb + ed / V2  
e.g. I studied
- Negative (kalimat negatif)**  
Subject + did not + V1  
e.g. I did not study
- Interrogative (kalimat tanya)**  
Did + Subject + V1  
What time + Subject + V1  
e.g. Did you study?  
What time did she go?  
When did they visit their parents?

Subjek	Verb	Do	Be	Have	Can	Must	Should
I	was	did	was	was	could	could	could
You	were	did	were	were	could	could	could
He/She/It	was	did	was	was	could	could	could
We	were	did	were	were	could	could	could
They	were	did	were	were	could	could	could

Go Wild Read! 41

#### TASK 11

- Guru menyuruh peserta didik untuk mengerjakan latihan 10 yaitu latihan untuk pemahaman Simple Past Tense.
- Guru menjelaskan bahwa mereka memilih bentuk Simple Past Tense yang benar dari 2 pilihan yang disediakan kemudian menuliskan jawabannya di kolom-kolom yang sudah disediakan.
- Guru meminta peserta didik untuk membaca kalimat dengan cermat.
- Setelah selesai, guru membahas jawaban yang benar bersama-sama

Let's Give it a Try!

**TASK 10**

Put the correct past tense verb in these sentences.

1. I  a wonderful experience in my life.

2. We  to Bali by bus.

3. It  so amazing statue.

4. We  very happy to visit Bali.

5. I  exercise last night.

## TASK 12

- Guru meminta peserta didik untuk membaca recount text yang berjudul “A Beautiful Day in Yogyakarta”
- Peserta didik diminta untuk menggaris bawahi kata kerja dalam bentuk Past Tense.
- Guru dapat meminta peserta didik untuk membaca kalimat dengan cermat.



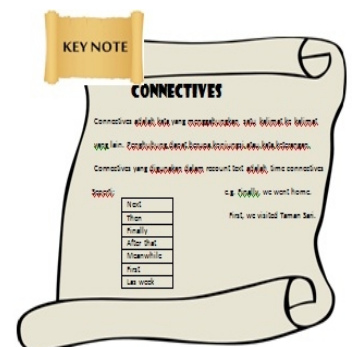
## TASK 13

- Peserta didik diminta untuk membaca penggalan cerita yang berada di sebelah kiri.
- Cerita tersebut menceritakan sebuah tempat yang dikunjungi oleh penulis.
- Guru meminta peserta didik untuk menjodohkan penggalan cerita dengan gambar yang terdapat di sebelah kanan.



## KEY NOTE

- Guru bertanya apakah peserta didik mengetahui apa itu connectives atau penghubung. “Do you know connectives?”
- Jika ada peserta didik yang mengetahui kemudian diberi penghargaan.
- Guru dapat meminta peserta didik untuk membaca pengertian dari connectives dan menanyakan artinya dalam bentuk bahasa Indonesia.
- Guru menjelaskan apa itu connectives, apa saja contohnya dan bagaimana penggunaannya.
- Guru mengecek pemahaman peserta didik dengan menanyakan kembali tentang connectives.
- Guru menanyakan apakah ada pertanyaan atau ada materi yang kurang jelas.



## TASK 14

- Peserta didik diminta untuk membaca kembali recount text yang berjudul “A Beautiful Day in Yogyakarta”.
- Guru meminta peserta didik untuk mendaftar kata penghubung waktu yang dipakai dalam teks tersebut.
- Peserta didik dapat menuliskannya di lembar kerja yang sudah tersedia.



## TASK 15

- Peserta didik diminta untuk membaca kembali recount text yang berjudul "A Beautiful Day in Yogyakarta".
- Peserta didik diminta untuk mencentang pernyataan yang benar dari 3 pilihan kalimat yang disediakan.
- Guru dapat mengecek pemahaman peserta didik tentang isi cerita dan dapat menilai dengan menghitung jumlah jawaban yang benar.

**TASK 15**  
Read the "A Beautiful Day in Yogyakarta" again in task 12. Then tick the correct statements.

1. The writer arrived at Yogyakarta at 8 a.m.	1. The writer bought souvenir at Temon Sari.
2. The writer arrived at Yogyakarta at 8 a.m.	2. The writer bought souvenir at Malioboro.
3. The writer arrived at Yogyakarta at 8 a.m.	3. The writer bought souvenir at Gambira Loka zoo.
4. Temon Sari was a place for Sultan Yogyakarta and his family.	4. The writer had lunch at Temon Sari.
5. Temon Sari was a place for tourists.	5. The writer had lunch at Gambira Loka zoo.
6. The writer bought souvenir at Temon Sari.	6. The writer had lunch at Malioboro.
7. The writer watched animal show at Temon Sari.	7. The writer watched animal show at Gambira Loka zoo.
8. The writer watched animal show at Malioboro.	8. The writer watched animal show at Malioboro.

Go Wild Read! 49

## TASK 16

- Guru meminta peserta didik untuk menanyakan salah pengalaman memalukan yang pernah dialami salah satu temannya.
- Peserta didik dapat menuliskan pengalaman tersebut ke dalam lembar kerja yang telah disediakan.
- Guru mendampingi peserta didik dan mengamati mereka dalam bekerja.

**TASK 16**  
Ask your friends about embarrassing experiences and then write it on your worksheet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Go Wild Read! 50

## TASK 17

- Guru meminta peserta didik untuk membacakan pengalaman memalukan yang dialami salah satu temannya di depan kelas.
- Guru dapat menilai dari segi isi, bahasa dan pengucapan yang dilakukan oleh peserta didik.

**TASK 17**  
Report your friends' embarrassing experiences in front of the class bravely!

## TASK 18

- Peserta didik diminta untuk menggambarkan pengalaman malunya ke dalam comic strips seperti pada contoh sebelumnya comic strips yang berjudul "A Trip to Balikpapan".
- Peserta didik dapat menggambar di lembar kerja yang telah disediakan.
- Peserta didik diharapkan dapat membuat karangan sendiri tentang pengalaman yang pernah mereka alami dengan bahasa Inggris dengan benar dan tepat.

**TASK 18**  
Draw your embarrassing experiences in the comic strip form.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Go Wild Read! 50

## LET'S WRAP THINGS UP

- Guru dapat mereview kembali pelajaran apa sajakah yang sudah dipelajari dalam unit 2.
- Guru menjelaskan kembali tentang Recount text, Simple Past Tense, dan Connectives atau kata penghubung.

**C. Let's Wrap Things Up**

**In This Unit, You Learn:**

<p><b>RECOUNT TEXT</b></p> <p>Recount text tells about an event or experience that happened in the past.</p> <p>Structure: Recount text usually follows the pattern:</p> <ol style="list-style-type: none"> <li>Orientation</li> <li>Sequence of events</li> <li>Reorientation</li> </ol> <p>Example: Recount text about a trip to Bali.</p>	<p><b>EMPHATIC TENSES</b></p> <p>Emphatic tenses are used to emphasize the truth of a statement.</p> <ol style="list-style-type: none"> <li>Present emphatic (e.g. I <b>do</b> love you.)</li> <li>Past emphatic (e.g. I <b>did</b> love you.)</li> <li>Future emphatic (e.g. I <b>will</b> love you.)</li> </ol>
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**CONNECTIVES**

Connectives are words or phrases that connect two clauses or sentences.

Connectives used in Recount text:

- First, then, after that, next, finally, last.

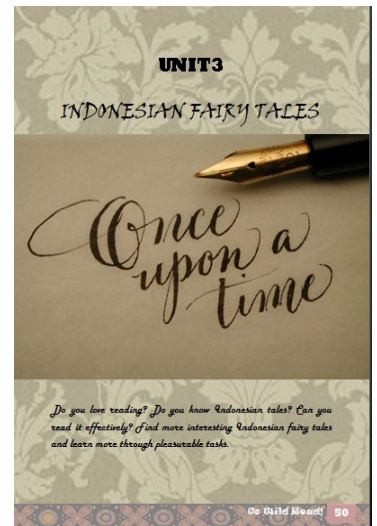
Go Wild Read! 51



## UNIT 3

### INDONESIAN FAIRYTALES

- Dalam pertemuan awal ini, guru dapat bertanya kepada peserta didik apakah mereka pernah mendengar cerita-cerita legenda yang terkenal di Indonesia. Guru dapat mengatakan "Have you ever heard Indonesian tales?"
- Guru juga dapat menanyakan kepada peserta didik apakah mereka suka untuk membaca, khususnya membaca cerita-cerita legenda di Indonesia.
- Jika ada peserta didik menjawab bahwa mereka suka untuk membaca cerita legenda di Indonesia, tanyakan pada mereka cerita apa sajakah yang pernah mereka baca. Guru dapat mengatakan "What story did you read?"
- Guru juga dapat menanyakan apakah mereka paham dengan ceritanya jika diceritakan dalam bahasa Inggris. "Do you understand the story when it tells in English?"
- Kemudian guru menjelaskan bahwa dalam bab ketiga ini, peserta didik akan mempelajari cerita-cerita legenda, khususnya cerita legenda populer di Indonesia. Akan dijelaskan mengenai tujuan, struktur teks serta ciri kebahasaan yang terdapat pada teks narasi.



#### TASK 1

- Pada latihan 1 ini, peserta didik diminta untuk mencentang cerita apa saja yang mereka ketahui.
- Peserta didik dapat mencentangnya tepat di kotak di samping dari judul cerita.
- Setelah selesai mencentang, guru dapat menanyakan isi sekilas cerita yang di centang oleh peserta didik.



#### TASK 2

- Guru meminta peserta didik untuk mengamati gambar yang telah disediakan.
- Peserta didik diminta untuk menjodohkan gambar-gambar tersebut dengan cerita yang terdapat di tengah-tengah gambar.
- Nomor 1 sebagai contoh.



- Setelah selesai, guru dapat membahas jawaban yang benar secara bersama-sama.

### TASK 3

- Guru meminta peserta didik untuk mencari judul cerita legenda dari Indonesia yang berada di kotak dan huruf-huruf itu disusun secara acak.
- Di dalam kotak terdapat 5 judul cerita legenda.
- Peserta didik dapat menuliskan jawabannya di kotak yang sudah disediakan.

**TASK 3**  
Find ten hidden words below. The words are the legend about Indonesia.

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

1.  4.

2.  5.

3.  6.

**Go Wild Read!** 53

### TASK 4

- Sebelum memulai mengerjakan latihan 3, guru bertanya kepada peserta didik apakah mereka pernah mengunjungi gunung Tangkuban Perahu. Guru dapat mengatakan “have you ever gone to Tangkuban Perahu?”
- Peserta didik mungkin akan menjawab pernah dan ada juga yang belum pernah mengunjungi.
- Guru bertanya apa apakah peserta didik tahu legenda Tangkuban perahu? “Do you know the story behind Tangkuban Perahu?”
- Setelah siswa menjawab, guru menjelaskan bahwa mereka akan mengetahui lebih lanjut tentang legenda Tangkuban Perahu dengan cara meminta peserta didik untuk membaca teks yang tersedia. Guru dapat mengatakan “Please read the text, and discuss with your friends.”
- Peserta didik membaca teks “The Legend of Tangkuban Perahu” kemudian berdiskusi dengan temannya.
- Guru menjelaskan jika teks tersebut dilengkapi dengan gambar-gambar yang berada di atas sehingga peserta didik yang belum tahu Tangkuban Perahu dapat lebih memahami apa yang disampaikan oleh teks.

**F. Are You Ready?**

**TASK 4**  
Read “The Legend of Tangkuban Perahu” and then discuss with your friend.

**The Legend of Tangkuban Perahu**

**Orientation**  
Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called Daying Sumbi, and a child which was called Sangkuring.

**Complication / sequence of events**  
One day, Daying Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuring began desperate and worried because he hunted no deer. Then he thought to kill his own dog. Then he took the dog liver and carried home.

**Resolution**  
Soon Daying Sumbi found out that it was not deer liver but Tumang's, his own dog. So, she was very angry and hit Sangkuring's head. In that accident, Sangkuring got wounded and scar then cast away from their home.

**Reorientation**  
Years go by, Sangkuring had travel many places and finally arrived at a village. He got a beautiful woman and fell in love with her. When they were discussing their wedding plan, The woman looked at the wound in Sangkuring's head. It matched to her own wound who had left several years earlier. Soon she realized that she felt in love with her own son.

**Reorientation**  
She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuring had to make them in one night. He built a lake. With a dam just moments away and the boat was almost complete. Daying Sumbi had to say it. Then, she lit up the lanterns because with flashes of light, it was the cock crowed for a new day.

**Reorientation**  
Sangkuring failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.





*Adapted from: myanglatih.com*





**Go Wild Read!** 52

### TASK 5





- Setelah membaca legenda tentang Tangkuban Perahu, peserta didik diminta untuk menjawab pertanyaan yang tersedia.
- Peserta didik dapat menyilang atau melingkari jawaban pada pilihan atau jawaban yang mereka anggap benar.



**TASK 5**  
Read “The Legend of Tangkuban Perahu” and answer the following questions.

1. Who is Sangkuring's dad?  
a.  b.   
c.  d. 

2. Why did Sangkuring hunt a dog? Because he found no...  
a.  b.   
c.  d. 

3. Why did Sangkuring hit his dog?  
a. He wanted to kill it. b. He was angry.  
c. He was sad. d. He was tired.

4. What did Sangkuring make in the one night?  
a.  b.   
c.  d. 

5. What did Sangkuring do when he was angry?  
a.  b.   
c.  d. 

**Go Wild Read!** 53

- Setelah peserta didik selesai mengerjakan soal-soal tersebut, guru membahas jawaban yang benar bersama-sama.

#### KEY NOTE

- Sebelum menjelaskan tentang Irregular verbs, guru menanyakan kepada peserta didik apakah mereka mengetahui apa itu irregular verbs. Guru dapat mengatakan "What is irregular verbs?"
- jika ada yang mengetahui tentang irregular verbs, beri dia penghargaan dan menyuruhnya untuk menyebutkan contoh.
- Guru menjelaskan pengertian, contoh, bentuk asal, serta penggunaan dari irregular verbs.
- Guru dapat meminta peserta didik untuk mengamati lebih lanjut tentang irregular verbs.

**Key Note**

**SIMPLE PAST TENSE**

**IRREGULAR VERBS**

Sebelum menjelaskan verb tenses, guru dapat menanyakan kepada peserta didik apakah mereka mengetahui apa itu irregular verbs. Guru dapat mengatakan "What is irregular verbs?"

Base Form (V1)	Simple Past (V2)	Past Participle (V3)	Abb.
am	was	been	am
be	was/were	been	be
begin	began	begun	begin
bring	brought	brought	bring
build	built	built	build
buy	bought	bought	buy
catch	caught	caught	catch
choose	chose	chosen	choose
climb	climbed	climbed	climb
come	came	come	come
cost	cost	cost	cost
cut	cut	cut	cut
do	did	done	do
draw	drew	drawn	draw
drive	drove	driven	drive
eat	ate	eaten	eat
fall	fell	fallen	fall
fight	fought	fought	fight
find	found	found	find
fly	flew	flown	fly
forget	forgot	forgot	forget
freeze	froze	frozen	freeze
give	gave	given	give
go	went	gone	go
grow	grew	grown	grow
hang	hung	hung	hang
have	had	had	have
hear	heard	heard	hear
hide	hid	hidden	hide
hit	hit	hit	hit
hold	held	held	hold
hurt	hurt	hurt	hurt
keep	kept	kept	keep
know	knew	known	know
lay	laid	laid	lay
lead	led	led	lead
learn	learned	learned	learn
leave	left	left	leave
lend	lent	lent	lend
let	let	let	let
lie	lay	lain	lie
live	lived	lived	live
lose	lost	lost	lose
love	loved	loved	love
make	made	made	make
mean	meant	meant	mean
meet	met	met	meet
move	moved	moved	move
pay	paid	paid	pay
put	put	put	put
read	read	read	read
ride	rode	ridden	ride
ring	rang	rung	ring
run	ran	run	run
say	said	said	say
see	saw	seen	see
send	sent	sent	send
set	set	set	set
show	showed	shown	show
sleep	slept	slept	sleep
speak	spoke	spoken	speak
stand	stood	stood	stand
stop	stopped	stopped	stop
swim	swam	swum	swim
take	took	taken	take
teach	taught	taught	teach
tell	told	told	tell
throw	threw	thrown	throw
turn	turned	turned	turn
use	used	used	use
wake	woke	woken	wake
want	wanted	wanted	want
wear	wore	worn	wear
win	won	won	win
write	wrote	written	write

Dr. Hilda Mawati 54

#### TASK 6

- Pada latihan 5, peserta didik diminta untuk mencari bentuk asal atau V1 dari irregular verbs yang sudah ditentukan.
- Peserta didik dapat menuliskan jawabannya di kotak sebelah kanan.
- Nomor satu adalah contoh.
- Guru dapat menilai peserta didik dengan menghitung jumlah jawaban yang benar.

**TASK 5**

Put the verb 1 of the colored words in "The Legend of Sangkubon Berabu". Number 1 is an example.

were	→	be
bedan	→	
shot	→	
boole	→	
found	→	
got	→	
felt	→	
built	→	
made	→	
became	→	

Dr. Hilda Mawati 55

#### LET'S STUDY

- Guru menanyakan kepada peserta didik apa itu narrative text. Guru dapat meminta salah satu murid untuk menjelaskannya atau membaca pengertian serta tujuan dari narrative text.
- Guru menjelaskan tentang pengertian dan tujuan dari teks narasi.
- Guru mengecek pemahaman peserta didik dengan mengatakan "Do you understand?", "Get it?"
- Kemudian guru menjelaskan tentang generic structure dari narrative text.
- Guru menjelaskan ciri kebahasaan yang terdapat pada narrative text.
- Guru kembali mengecek pemahaman peserta didik dengan menanyakan kembali pengertian, tujuan, struktur dan ciri kebahasaan dari narrative text.

**Narrative Text**

**Let's Study**

Narrative text atau teks narasi adalah cerita imajinatif yang bertujuan menghibur.

Narrative text (suatu narasi) adalah/ merupakan/ bersifat/ id/ Orientation : berisi pengalihan lokasi, tempat dan waktu. Biasanya cerita tersebut ringkas dan sederhana.

e.g. Raka tells "The legend of Sangkubon Berabu", paragraph 2 and 4.

Complication / Sequence of events : berisi, tentang gangguan, masalah, kaka atau masalah yang di alami oleh orang atau cerita tersebut yang harus dipecahkan.

e.g. Raka tells "The legend of Sangkubon Berabu", paragraph 2 and 4.

Resolution : berisi penjelasan dari suatu masalah atau konflik yang sudah dialami cerita. Biasanya, cerita tersebut berakhir dengan bahagia, sedih, atau lainnya.

e.g. Raka tells "The legend of Sangkubon Berabu", paragraph 5.

Re-orientation : penegasan kembali cerita dan biasanya berisi, tentang pelajaran moral, akibat atau pesan dari cerita.

e.g. Raka tells "The legend of Sangkubon Berabu", paragraph 6.

**Language Features:**

a. Menggunakan kata kiasan/ Simple Past Tense.

e.g. She **celebrated** a late and a boat for celebrating their wedding day.

b. Biasanya dimulai dengan kata, kata keterangan waktu. (Adverbs of time: long time ago, once, one, once upon a time).

e.g. Once, there was a kingdom in Sangkubon Land.

c. Menggunakan kata, kata penghubung. (Time connection: one day, soon, then, etc).

e.g. One day, Sangkubon told his son to go hunting with his lovely dog, Sumbag.

Dr. Hilda Mawati 57



- Guru menawarkan kepada peserta didik apakah ada pertanyaan dengan mengatakan “Any questions?”

### TASK 7

- Guru meminta peserta didik untuk membaca legenda yang berjudul “The Story of Lake Toba”.
- Peserta didik diminta untuk mengidentifikasi struktur teks dari cerita tersebut.
- Peserta didik hanya menuliskan bagian mana atau paragraf mana yang termasuk dalam orientation, complication/sequence of events, resolution dan re-orientation.
- Nomor 1 sudah menjadi contoh.
- Peserta didik dapat menuliskannya pada lembar jawab yang telah disediakan.

### TASK 8

- Guru mengingatkan kembali ciri kebahasaan dari narrative text. “Do you still remember about the language features of narrative text?”
- Guru menjelaskan ciri kebahasaan narrative text termasuk adverb of time.
- Peserta didik diminta untuk membaca kembali legenda tentang Danau Toba.
- Guru meminta peserta didik untuk mengerjakan latihan 8 yakni menuliskan adverb of time yang digunakan dalam teks yang berjudul “The Story of Lake Toba”
- Peserta didik dapat menuliskan di lembar kerja yang telah disediakan.

### TASK 9

- Guru menjelaskan salah satu ciri kebahasaan narrative text yaitu time connectors.
- Guru meminta peserta didik untuk membaca kembali legenda tentang Danau Toba.
- Peserta didik diminta untuk menuliskan time connection yang terdapat dalam teks.

**TASK 7**

• Read “The Story of Lake Toba” and identify the generic structure of the text. Number one is done for you.

**The Story of Lake Toba**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, the fish turned into a beautiful princess. He felt so lucky with her and proposed her to be his wife. She said “yes, but you have to promise not to tell anyone about the secret. It was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Five years later, the daughter would help bringing lunch to her father out in the fields. One day, the daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious and shouted “you deceived daughter of fish!”. The daughter was heart broken for mother. The mother started crying. We all know her husband had broke his promise.

Then, she told her daughter to run up the hills, because a huge disaster was about to come, when her daughter “ah”, she cried. Soon, there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Lake Toba. She turned into a fish again and the man became the island of Samosir.

—The End—

adapted from: www.yakudu.org

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**Generic Structure**

ORIENTATION	COMPLICATION
Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.	

RESOLUTION	RE-ORIENTATION

**TASK 8**

• Read “The Story of Lake Toba” again and identify the adverb of time.

**ADVERB OF TIME**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, the fish turned into a beautiful princess. He felt so lucky with her and proposed her to be his wife. She said “yes, but you have to promise not to tell anyone about the secret. It was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Five years later, the daughter would help bringing lunch to her father out in the fields. One day, the daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious and shouted “you deceived daughter of fish!”. The daughter was heart broken for mother. The mother started crying. We all know her husband had broke his promise.

Then, she told her daughter to run up the hills, because a huge disaster was about to come, when her daughter “ah”, she cried. Soon, there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Lake Toba. She turned into a fish again and the man became the island of Samosir.

—The End—

Go Wild Read! 59

**TASK 9**

• Read “The Story of Lake Toba” again in the task 7, and list the time connectors of the text. Number 1 is done for you.

1. Once upon a time

2.

3.

4.

5.

6.

7.

8.

9.

10.

**TASK 10**

• Circle the correct tense verbs in these sentences. Number 1 is an example.



## TASK 10

- Guru mengingatkan kembali tentang Simple Past Tense.
- Peserta didik diminta untuk memilih bentuk Simple Past Tense yang benar dari 2 pilihan yang tersedia.
- Peserta didik memilih jawaban dengan cara melingkari kata yang dianggap benar.

**TASK 10**  
• Circle the correct form of the verb in these sentences. Number 1 is an example.

1. TOMMY ( WAS / WERE ) A MAN WHO WAS LIVING IN NORTH SUMATRA.
2. HE ( CATCH / CAUGHT ) A BIG GOLDEN FISH IN HIS BOAT.
3. THE DAUGHTER ( RUN / RAN ) HOME AND ASKED HER MOTHER.
4. HE ( LOVE / LOVED ) A BEAUTIFUL WOMAN.
5. SANSKRIBANG ( FEEL / FEELT ) IN LOVE WITH HER.
6. SANSKRIBANG ( WAS / WAS ) A BOAT IN ONE NIGHT.
7. SHE ( LOVE / LOVED ) HER DAUGHTER TO RUN UP.
8. SHE ( TURNED / TURNED ) INTO A FISH.

Go Wild Read! 88

## TASK 11

- Guru meminta peserta didik untuk membaca narrative text yang berjudul "The Mith of Malin Kundang"
- Peserta didik melihat gambar yang terdapat dalam pertanyaan serta melihat penggalan-penggalan cerita.
- Guru meminta peserta didik untuk melengkapi ruang-ruang rumpang yang terdapat di samping gambar dengan penggalan-penggalan cerita yang telah disediakan.
- Nomor satu merupakan contoh. Peserta didik dapat melanjutkan cerita atau menebak cerita dengan melihat kejadian apa yang terjadi pada gambar.

## TASK 12

- Guru meminta peserta didik untuk mengerjakan latihan 11 yaitu mengisi teka-teki silang.
- Peserta didik diminta untuk menjawab pertanyaan dengan cara membaca lagi cerita legenda Malin Kundang.
- Peserta didik harus mengisi jawaban sesuai dengan jumlah kotak yang ditentukan.
- Guru dapat menilai siswa dengan cara menghitung jumlah jawaban yang benar.

**TASK 12**  
• Read "The Mith of Malin Kundang" and do the crossword below.

**Across**

1. Where did the old woman and her son live?
2. When did Malin Kundang's mother meet him?
3. When did Malin Kundang see his mother again?
4. When did Malin Kundang see his mother again?
5. When did Malin Kundang see his mother again?
6. When did Malin Kundang see his mother again?
7. When did Malin Kundang see his mother again?
8. When did Malin Kundang see his mother again?
9. When did Malin Kundang see his mother again?
10. When did Malin Kundang see his mother again?

**Down**

1. When did Malin Kundang see his mother again?
2. When did Malin Kundang see his mother again?
3. When did Malin Kundang see his mother again?
4. When did Malin Kundang see his mother again?
5. When did Malin Kundang see his mother again?
6. When did Malin Kundang see his mother again?
7. When did Malin Kundang see his mother again?
8. When did Malin Kundang see his mother again?
9. When did Malin Kundang see his mother again?
10. When did Malin Kundang see his mother again?

Go Wild Read! 90

## TASK 13

- Guru meminta peserta didik untuk membaca teks yang berjudul "The Myth of Malin Kundang" lagi, kemudian menjawab pertanyaan true/false.
- Peserta didik dapat menyentang pada kolom true jika pernyataan tersebut benar dan menyentang pada kolom false jika pernyataan salah.

**TASK 13**  
• Read "The Myth of Malin Kundang" and decide whether the statement is true or false.

No.	Statements	True	False
1.	Malin Kundang's father had passed away when he was in kindergarten.		
2.	The pirate had the merchant.		
3.	Malin Kundang had a huge ship and was helped by many ship crew loading trading goods.		
4.	Malin Kundang didn't want to hug his mother because he is shy.		
5.	Malin Kundang's mother was not angry at him.		
6.	Malin Kundang's mother cursed Malin Kundang turn into a stone.		
7.	It was too late for Malin Kundang to apologize.		
8.	He fell on a huge island.		

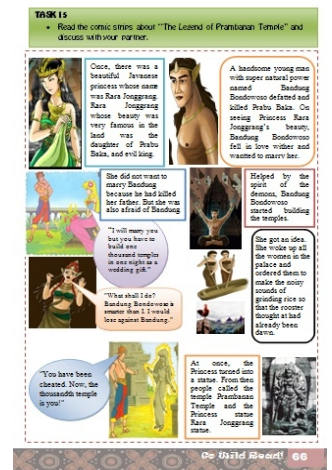
## TASK 14

- Guru mengingatkan kembali tentang Simple Past Tense khususnya irregular verbs.
- Pada latihan 13, Peserta didik diminta untuk mengklasifikasi atau mengelompokkan kata-kata yang terdapat di dalam box.
- Peserta didik harus mengelompokkan kata mana yang termasuk Simple Present Tense dan mana yang termasuk Simple Past Tense.
- Peserta didik dapat mengelompokkannya ke dalam kolom yang sudah disediakan.



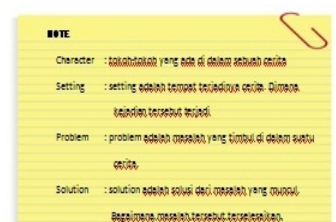
## TASK 15

- Guru menanyakan apakah peserta didik sudah mengetahui legenda tentang Candi Prambanan. Guru dapat mengatakan “Do you know the legend of Candi Prambanan?”
- Jika mereka mengetahui tentang legenda tersebut, tanyakan bagaimana cerita tersebut. Guru dapat mengatakan “How is the story?”
- Guru menanyakan apakah peserta didik ingin mengetahui bagaimana cerita legenda Malin Kundang. “Do you want to know the story of Prambanan Temple?”
- Guru meminta peserta didik untuk membaca comic strips yang berjudul “The legend of Prambanan Temple”.
- Peserta didik membaca comic strips dan mendiskusikannya dengan teman sebangku.



NOTE

- Guru bertanya kepada peserta didik apakah mereka mengetahui apa itu character, setting, problem dan solution.
- Guru dapat meminta salah satu peserta didik untuk membacakan definisi tentang character, setting, problem dan solution.
- Guru menjelaskan apa yang dimaksud dengan character, setting, problem dan solution.
- Guru mengecek pemahaman peserta didik tentang materi yang disampaikan.



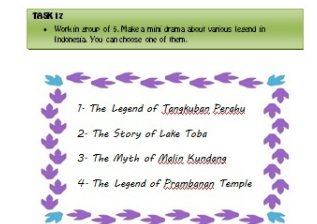
## TASK 16

- Peserta didik diminta untuk membaca kembali legenda tentang Candi prambanan.
- Pada latihan 15 ini, peserta didik diminta untuk menuliskan character (siapaakah tokoh yang terllibat dalam cerita), setting (tempat terjadinya peristiwa), problem (masalah yang timbul), serta solution (solusi atau pemecahan masalah yang timbul).
- Peserta didik dapat menuliskan jawaban di lembar kerja yang telah disiapkan.



## TASK 17

- Guru meminta peserta didik untuk bekerja secara kelompok.
- 1 kelompok terdiri dari 5 orang.
- Guru meminta 1 kelompok memilih cerita yang sudah disediakan di dalam box.
- Peserta didik diminta untuk membuat mini drama tentang cerita yang mereka pilih.



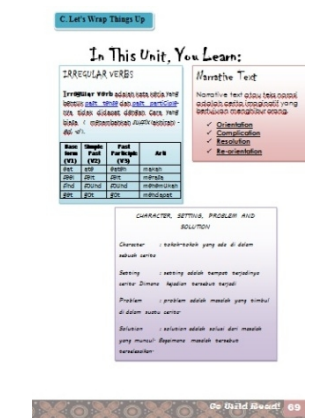
## TASK 18

- Guru meminta peserta didik untuk merekam drama yang mereka perankan kemudian mengunggahnya ke grup kelas bahasa Inggris di facebook.
- Peserta didik diharapkan agar dapat mempraktikkan hasil membaca mereka tentang cerita legenda Indonesia dengan merekam hasil karya mereka.



## LET'S WRAP THINGS UP

- Guru dapat mereview kembali pelajaran apa sajakah yang sudah dipelajari dalam unit 3.
- Guru menjelaskan kembali tentang Narrative text, Simple Past Tense, adverb of time, time connection, character, setting, problem serta solution.



# ANSWER KEY UNIT 1

## TASK 1

1. Taman Sari or Yogyakarta Sultan Palace is the site of garden palace of Yogyakarta Palace, which is used to rest and meditate Sultan and their families.

4. The National Monument or simply Monas is a 132 m (433 ft) tower in the centre of Merdeka Square, Central Jakarta.

2. Prambanan temple has three main temples in the primary yard, namely Vishnu, Brahma, and Shiva.

5. Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom.

3. Gedung Sate is the popular name for the governor's office of West Java province.

## TASK 2

### VERTIKAL:

1. STUPA
2. WALL
3. WATER
4. ROOF
5. BRIDGE

### HORIZONTAL

6. DOOR
7. WINDOW
8. MOSQUE
9. CASTLE
10. TEMPLE

## TASK 3

1. DOOR – PINTU
2. STUPA – STUPA
3. WATER – AIR
4. ROOF – ATAP
5. BRIDGE – JEMBATAN

6. WALL - DINDING
7. WINDOW - JENDELA
8. MOSQUE - MASJID
9. CASTLE - ISTANA
10. TEMPLE – CANDI



## TASK 5

1. D. Prambanan Temple



2. B. 17 miles from Jogjakarta

4.B.



5. D. because Roro Jonggrang did not want to marry with him

3. C. Rakai Pikatan



## TASK 6



## TASK 7

1. IS
2. ARE
3. LOOKS
4. ARE
5. SYMBOLIZES

## TASK 8

Lawang Sewu is a popular place in Semarang. The place is famous for the Thousand Doors and windows and the fascinating stained glass windows. It is representing the Dutch Symbolism and also the Royal family. It was built by the Dutch between the years 1904 and 1907. It is Located on Central Java's north coast, Semarang city and it is easily accessible either by air, train, bus or car.

The place was often considered to be haunted place as many people believed that the place was inhabited by spirits and ghosts, so they feel scared to visit the place. However, later the place is now turning into a heritage site and many people came to visit the place during their holidays or vacations while coming to visit the Semarang.

## TASK 9

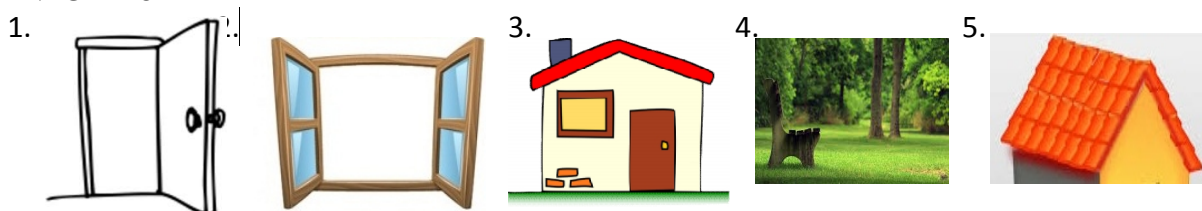
### IDENTIFICATION :

Lawang Sewu is a popular place in Semarang. The place is famous for the Thousand Doors and windows and the fascinating stained glass windows. It is representing the Dutch Symbolism and also the Royal family. It was built by Dutch between the years 1904 and 1907. It is Located on Central Java's north coast, Semarang city and it is easily accessible either by air, train, bus or car.

### DESCRIPTION:

Lawang Sewu was often considered to be haunted place as many truly and sincerely believed that the place was inhabited by spirits and ghosts, so many people feel scared to visit the place. However later the place is now turning into a heritage site and many people came to visit the place during their holidays or vacations while coming to visit the Semarang.

## TASK 10



## TASK 11

1. FAMOUS
2. BIG
3. INTERESTING
4. LONG
5. BEAUTIFUL

## TASK 12

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is the biggest and the most magnificent among all the temples such as Dieng, Gebang, Sambisari, and Prambanan.

Borobudur is well-known all over the world. It is one of the seven wonders in the world. Its construction is influenced by the Gupta architecture of India. It is really magnificent and wonderful. Borobudur's wall has 2672 relief panels and the length is 6 km. Those relief panels tell about the life of the Buddha and his teachings. Moreover, it also records the progress of Java society.

Buddhists in Indonesia come to Borobudur temple to celebrate the feast of Vesak. Vesak is celebrated as the day of birth, death of Siddhartha Gautama. On the eve of Vesak, especially during the peak moment of the full moon, Buddhists gathered around Borobudur. It is very crowded because many domestic and non-domestic tourists come to see the celebration.

### TASK 13

1.



- BIG
- RED
- STRONG
- HIGH
- HEAVY

2.



- BEAUTIFUL
- BLUE
- COOL
- PURE
- WIDE

3.



- OLD
- UNIQUE
- YELLOW
- SLOW
- TRADITIONAL

### TASK 14

1.



2.



3.



### TASK 15

Gedung Sate is the popular name for the governor's office of West Java province. It is very unique because the characteristic ornament of Gedung Sate looks like a sate stick. It is located at Diponegoro Street No.22, Bandung, East Java.

Gedung Sate has now become one of the tourist attractions in the city of Bandung. Many visitors from abroad visit Bandung because of their historic relation with this building and the city as well. Every Sunday, the area around Gedung Sate is opened for public, so they can spend their free day of the week here enjoying the gardens and fresh air of the city or to do some light sporting activity.



ADJECTIVE



SIMPLE PRESENT TENSE

## TASK 16

- |          |          |
|----------|----------|
| 1. TRUE  | 5. FALSE |
| 2. FALSE | 6. FALSE |
| 3. TRUE  | 7. TRUE  |
| 4. FALSE | 8. TRUE  |

## ANSWER KEY UNIT 2

### TASK 1



Beautiful  
holiday at beach



Wonderful picnic at  
the mountain with  
beloved family



**JOINING INDONESIAN  
TRADITIONAL DANCES**



Celebrating Kartini's  
Day at school



Having fun with friends at  
Sekaten Keraton  
Yogyakarta

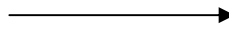
### TASK 3

- Playing some vehicles in sekaten such as rainbow, mini train, kora-kora, merry-go-round, etc
- Visiting ghost house
- Buying some foods
- Buying clothe/shoes/accesories/etc

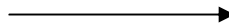


### TASK 5

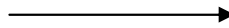
DANCE



PLANE



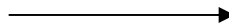
COSTUME



MAKE-UP



STAGE



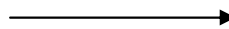
ANNOUNCEMENT



JUDGES



TROPHY



### TASK 6

1. traditional dance competition
2. the writer, the writer's friends and the writer's teacher
3. the writer's teacher
4. performing dance on the stage
5. announcement of the result

### TASK 7

ACROSS

DOWN

1. KARTINI

2. HAPPY

4. APRIL

3. NERVOUS

5. BESKAP

6. KEBAYA

8. TEACHER

7. JUDGES

## TASK 8

ORIENTATION	: NUMBER 4
SEQUENCE OF EVENTS	: NUMBER 1 & 2
RE-ORIENTATON	: NUMBER 3

## TASK 9

The writer arrived in Balikpapan on Friday, February 27 at 9 p.m. They went to Balikpapan by plane. The next day, February 28, 2015, they went to Borneo Wild Animal. They see elephants and crocodile there. After they visit Borneo Wild Animal, they went to Lamaru beach. They took a rest in that beautiful beach. Then, they visit Kebun Sayur market. They bought some foods there. There are many seller and a lot of people bought some foods and tools. Finally they went home at 5 p.m. they were happy to see their home because they were vary tired yet very happy.

## TASK 10

1. Who are the persons? —→ The writer and the writer's family
2. When did they go? —→ February 27, 2015
3. Where did they go? —→ Borneo Wild Animal, Lamaru beach and  
Kebun Sayur market
4. What did they see at Borneo wild animal? —→ Elephants and crocodiles
5. Why did they feel happy to see their home? —→ Because they were very tired

## TASK 11

1. had
2. went
3. was
4. were
5. did

## TASK 12

Last week, my friends and I went to Yogyakarta. We went there by motorcycle and arrived at 9.30 a.m. At first, we went to Taman Sari. Taman sari is very beautiful and historical place in Yogyakarta. I saw many old and tall building there. The tour guide said that it was a place for Sultan Yogyakarta and his family. There is a beautiful pool and it has pure water. Then, my friends and I took some photos there.

After visiting Taman Sari, we went to Malioboro. We walked for a while and bought some souvenir. After walking for a long time, we decided to have lunch in Malioboro. Then, we went to Gembira Loka zoo. We saw many kinds of animals there. Fortunately, there was an animal show there. We were happy to see the animal show and they were very smart.

Finally, we went home after having some interesting places in Yogyakarta. Yogyakarta is a beautiful town I have ever seen. It has various cultures and I want to visit it again next time.

### TASK 13

1.



2.



3.



### TASK 14

1. Last week
2. At first
3. Then
4. Then
5. Finally

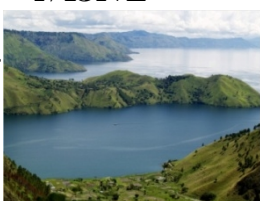
### TASK 15

1. The writer arrived at Yogyakarta at 9.30 a.m.
2. Taman Sari was a place for Sultan Yogyakarta and his family.
3. The writer bought souvenir at Malioboro.
4. The writer had lunch at Malioboro.
5. The writer watched animal show at Gembira Loka zoo.

## ANSWER KEY UNIT 3

### TASK 2

1.



THE STORY OF  
LAKE TOBA

2.



THE LEGEND OF  
MALIN KUNDANG

3.



THE LEGEND OF  
TANGKUBAN



THE LEGEND OF  
PRAMBANAN



BAWANG MERAH  
BAWANG PUTIH



THE STORY OF  
JAKA TARUB

### **TASK 3**

1. MALIN KUNDANG
2. TANGKUBAN PERAHU
3. JAKA TARUB
4. KEONGMAS
5. RORO JONGGRANG

### **TASK 5**

1. D
2. C
3. A
4. B
5. C

### **TASK 6**

- |          |            |
|----------|------------|
| 1. be    | 6. get     |
| 2. begin | 7. feel    |
| 3. shoot | 8. build   |
| 4. take  | 9. make    |
| 5. find  | 10. become |

### **TASK 7**

#### **1. ORIENTATION**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

#### **2. COMPLICATION (SEQUENCE OF EVENTS)**

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

#### **3. RESOLUTION**

Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon, there was a big earthquake



followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

#### **TASK 8**

1. Once upon a time

#### **TASK 9**

1. One day
2. Few years later
3. Then
4. Soon

#### **TASK 10**

- |           |           |
|-----------|-----------|
| 1. was    | 5. felt   |
| 2. caught | 6. made   |
| 3. ran    | 7. told   |
| 4. met    | 8. Turned |

#### **TASK 11**



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived.



Malin Kundang usually went to sea to catch fish. He helped the merchant from the pirates and the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed and left his mother alone.



Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too.



An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time.



For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"



Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.



He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

### TASK 12

#### ACROSS

1. WEST SUMATRA
2. HUG
3. STONE

#### DOWN

1. YELLED
2. CURSED
3. MERCHANT
4. LAUGHED
5. ANGRY

### TASK 13

1. FALSE
2. FALSE
3. TRUE
4. TRUE

5. FALSE
6. TRUE
7. TRUE
8. FALSE

### TASK 14

#### SIMPLE PRESENT TENSE

1. BUY
2. SEE
3. TAKE
4. FEEL
5. JUMP
6. SHOOT
7. WRITE
8. DRAW

#### SIMPLE PAST TENSE

1. TAUGHT
2. KNEW
3. ATE
4. MADE
5. FOUND
6. BOUGHT
7. SANG
8. TALKED

### TASK 16

CHARACTER : Roro Jonggrang and Bandung Bondowoso

SETTING : Prambanan Temple

PROBLEM : Roro Jonggrang won't marry with Bandung Bondowoso and she asked him to build 1000 temples in one night

SOLUTION : Roro Jonggrang woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought it had already been dawn.





**PEMERINTAH KABUPATEN SLEMAN**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasunya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 216 / 2015

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

**Dasar** : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.

**Menunjuk** : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman

Nomor : 070/Kesbang/213/2015

Tanggal : 20 Januari 2015

Hal : Rekomendasi Penelitian

**MENGIZINKAN :**

**Kepada** :  
**Nama** : REKYAN WARAHITA  
**No.Mhs/NIM/NIP/NIK** : 11202241049  
**Program/Tingkat** : S1  
**Instansi/Perguruan Tinggi** : Universitas Negeri Yogyakarta  
**Alamat instansi/Perguruan Tinggi** : Karangmalang, Yogyakarta  
**Alamat Rumah** : Sawahan, Somopuro, Jogonalan, Klaten  
**No. Telp / HP** : 085327959362  
**Untuk** : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**DEVELOPING CULTURE-BASED SUPPLEMENTARY READING MATERIALS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL**  
**Lokasi** : SMP N 1 Prambanan Sleman  
**Waktu** : Selama 3 Bulan mulai tanggal 20 Januari 2015 s/d 20 April 2015

**Dengan ketentuan sebagai berikut :**

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 20 Januari 2015

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan

ERNY MARYATUN, S.IP, MT

Pembina, IV/a

NIP 19720411 199603 2 003

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Prambanan
5. Ka. SMP N 1 Prambanan Sleman
6. Dekan FBS - UNY
7. Yang Bersangkutan