

**DESIGNING COMMUNICATIVE SUPPLEMENTARY
GRAMMAR TASKS FOR 8TH GRADE STUDENTS OF JUNIOR HIGH
SCHOOL**

A Thesis

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



By:

Novi Ika Setyani

NIM 11202244017

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

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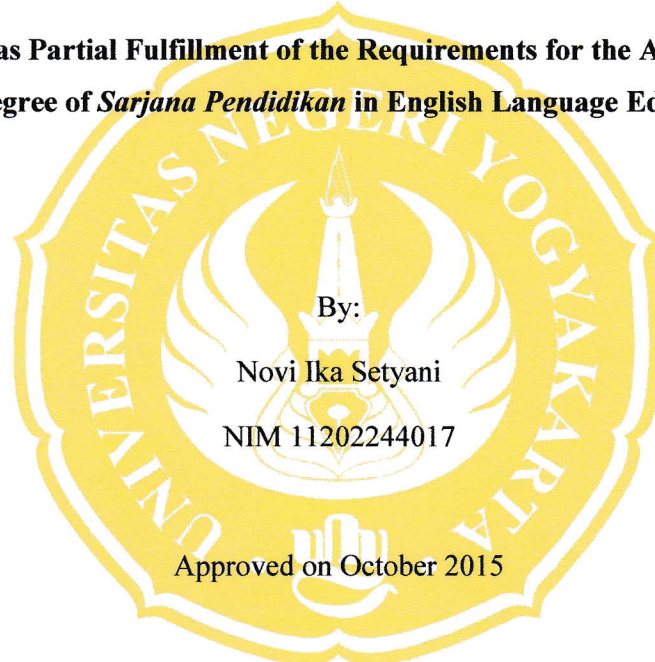
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APPROVAL SHEET

DESIGNING COMMUNICATIVE SUPPLEMENTARY GRAMMAR TASKS FOR 8TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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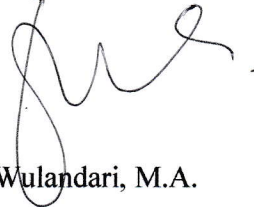
By:

Novi Ika Setyani

NIM 11202244017

Approved on October 2015

Supervisor,



Ella Wulandari, M.A.

NIP. 19830518 200604 2 001

RATIFICATION

DESIGNING COMMUNICATIVE SUPPLEMENTARY GRAMMAR TASKS FOR 8TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

A Thesis

By:

Novi Ika Setyani

11202244017

Accepted by the Board of Examiners of English Language Education Department, Faculty Languages and Arts, Yogyakarta State University, on October 16th, 2015 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in English Language Education Department.

BOARD OF EXAMINERS

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Yogyakarta, October 16th, 2015

Faculty Languages and Arts

Yogyakarta State University,

Dean



Dr. Widyastuti Purbani, M.A.

NIP.19610524 199001 2 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Novi Ika Setyani

NIM : 11202244017

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

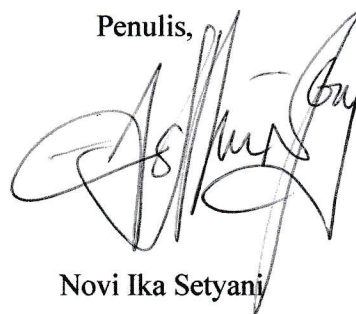
Judul Skripsi : Designing Communicative Supplementary
Grammar Tasks for 8th Grade Students of Junior
High School

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, Oktober 2015

Penulis,

A handwritten signature in black ink, appearing to read 'Novi Ika Setyani', written over a light blue horizontal line.

Novi Ika Setyani

DEDICATIONS

I fully dedicate this thesis to my parents, Sutarno and Karmi,
and my sister, Dhika Cahaya Oktavia.

MOTTOS

Bismillahirrohmanirrahim.

(Dengan menyebut nama Allah yang Maha Pengasih lagi Maha Penyayang)

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Alhamdulillahirobbil'alamin, all praise is to Allah SWT, the Almighty and the most Merciful who has always given His blessings, so that I could accomplish this thesis.

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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, October 2015

The writer,

Novi Ika Setyani

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DESIGNING COMMUNICATIVE SUPPLEMENTARY GRAMMAR TASKS FOR 8TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

Novi Ika Setyani

11202244017

ABSTRACT

The objective of this research is to design a set of communicative supplementary grammar tasks for the students of grade VIII of Junior High School. The developed tasks were aimed to help 8th grade students of Junior High School to master grammar skills in order to comprehend and create texts.

The study was educational Research and Development (R & D). The procedure of the study consisted of conducting the needs analysis, writing the course grids, developing the first draft of the developed materials, getting expert judgment, and writing the final draft of the developed materials. The type of the data was quantitative. The instruments of collecting the data were three questionnaires, which were two for needs analysis and one for expert judgment. The data from the needs analysis questionnaires were analyzed quantitatively by calculating the percentage of each answer on the questionnaires using the formula proposed by Sugiyono (2009: 144) and taking into account to the three answers of each question with the highest percentage. The results of the needs analysis questionnaires were used to conduct the course grids. Meanwhile, the data from expert judgment questionnaire were analyzed using descriptive statistics through the use of Mean and classified into a particular category by using a formula proposed by Suharto (2008: 14). The respondents of the research were 61 students of 8th grade and an English teacher of Junior High School.

The result of the study is a set of three units of communicative grammar tasks entitled Grammar for Better English. Each unit has 20 until 21 tasks which cover grammar skills related to descriptive, recount, and narrative text. The students needed the ability to use tenses correctly the most. They thought that using parts of speech was the most difficult grammar skill. The students wanted grammar tasks whose inputs were in the form of texts, videos, and songs. The types of the tasks that they preferred were matching, gap-filling, and discrimination task. They wanted to do the tasks individually, in pairs, and in small groups and in a classroom. The results of the expert judgment show that the developed tasks are categorized as “Very Good” as the mean scores ranged from 3.78 to 3.85 and considered appropriate for 8th grade students of Junior High School.

Keywords: communicative grammar, grammar skills, tasks

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is one of the ways to help students get to know themselves, their culture, and the culture of others for example from their languages. According to Outlines of English Language Teaching Program (*Garis-Garis Besar Program Pengajaran Bahasa Inggris*) of Junior / Senior High School in the Ministry of Education (2003: 4) the main purpose of learning the English language is to improve students' ability to use English in their communication.

In line with that, Celce - Murcia, et.al (1995: 6-7) represents a model of language competencies named “Communicative Competence” or communicative abilities. The major competency to be achieved by language teachers is discourse competence which means the ability to communicate orally and in writing in a variety of communication events. In order to obtain the discourse competence, students must have supporting competences, one of which is linguistic competence. Linguistic competence is a competence which requires students to have the ability to understand the grammar, vocabulary, intonation, and so on. The linguistic competence has a crucial function when it comes to the communication abilities of students. As Byrd (1998: 7) stated that the communicative competence model can help language teachers look beyond the grammar-centered material that

has been the traditional content of many foreign language courses to the other aspects of communication that need to be brought into our classrooms. He explains that the model does not imply that grammar should not be taught, but rather that grammar should be folded into the other components that make up the whole that we are teaching.

In the traditional belief, grammar is often associated with a fixed set of word forms and rules of usage. People assume that good grammar is only needed in writing and formal presentations, thus people tend to ignore the use of proper grammar in daily conversation. Those who still apply this belief will focus on the set of forms and rules when they teach or learn grammar. They will also teach grammar in traditional way by explaining the forms and rules and then drilling students on them. The students may do well in producing correct forms on exercises and tests, but they may consistently make errors when trying to use the language in context.

Meanwhile, the nature of the theory of “communicative approach” determines the need for grammar teaching. When we talk about “communicative competence”, we have to come to “communicative approach”. However, according to Ibatova (2008: 176), there are some dilemmas in current language teaching: some teachers always stress “communicative competence” and neglect “linguistic competence”. Teachers and students are always in search for fluent oral expression, but reading and written languages are weak. Meanwhile, students often make errors in oral and written expressions and lack basic knowledge of language. Obviously, this is the result of a one-sided understanding of

communicative approach, so that foreign language teaching goes to an extreme. Therefore, we should have a comprehensive and all-sided understanding of the following theory of communicative approach.

Ibatova explains further that grammar is an effective way to train students' communicative competence in English language teaching. Grammar and communicative approach should not be in opposition. Without grammar, language, communicative knowledge and competence are just “castles in the air”. With a good knowledge of grammar, students can fully improve their integrated English proficiency and promote the overall levels of their English. Therefore, teachers who teach the foreign language should try to reform the current conditions on neglecting grammar teaching in English education, and strive to explore grammar teaching methods to fully promote students' English level. Thus, there will be a need for developing a set of communicative tasks which highlights the grammar skills for students in order to obtain the communicative competence as what have been explained before.

As the follow up to the communicative competence, Indonesia is currently applying two curriculums, KTSP and Curriculum of 2013. Both curriculums apply Genre Based Approach in English subject, which put texts as the input and require students to be able to produce texts. In order to understand the texts, students have to master components of texts such as the communicative purposes, text structures, and linguistic features before students try to compile or create their own text.

Related to the production of texts, it is often associated with reading and writing skills in which grammar is necessary in order to help students comprehend the texts. Simmons (2006: 52) states that “Teaching grammar by having students actively work with and manipulate language, both in reading and writing, helps them recognize patterns, essential for good reading”. Therefore, grammar skills will help students understand how a sentence is constructed using the right choice of words and how to combine sentences into a coherent paragraph or text.

Based on the observation that has been done in SMP N 1 Pakem, the researcher found that the teacher still applied the Grammar Translation Method where the students must translate every single word in a text. The method can be effective in some ways yet, it promotes a bad habit which in result, may prevent them from constructing a decent sentence or paragraph. When the researcher asked the students to make a paragraph, they used dictionary to translate word by word without taking into account to the sentence structures and the grammar.

In order to solve those problems, the researcher proposes a set of communicative grammar tasks that will cover the students’ lacks in the sentence, paragraph, and text construction which are related to grammar skills. The tasks will help students to gain grammar skills in order to help their reading and writing skills. Although the tasks cannot all be communicative, the researcher attempts to design it as communicative as possible. The type of the input and tasks are designed to be communicative and contextual. The tasks are expected to facilitate students to create their own texts properly and appropriately.

B. Identification of the Problem

From the explanation of the background of the study above, there are several problems related to the students' grammar skills. The first problem is the students' ability of understanding English sentence structure. When they are constructing a sentence, they translate word by word from the dictionary without considering the structure. In addition, they cannot use the right tense in their sentence or paragraph. When the students are asked to write their experience in the past, they still use random tenses. They mix at least two kinds of tenses, e.g. they used simple present and past tense, when they should have used the simple past tense. They also cannot distinguish between noun, verb, adverb, and adjective. It messes up their sentences for example they write 'She study at the library' instead of 'She studies at the library'.

The second problem is the input that should depict the students' lives to make a contextual learning. The use of contextual input will lead the leaning to be as meaningful as possible so that it will be easier for them to understand the learning process. Also, the input should be matched with the texts that should be taught to 8th grade students, descriptive, recount, and narrative text. The grammar materials have to be the grammars that are related to those texts which will help students comprehend the texts.

The next is, from those input, there will be a need to identify the tasks and activities which are appropriate for 8th grade students. Further, the setting to accomplish the tasks should also be considered, whether the students want to

accomplish the tasks individually, in a small group, or in a big group. Another thing to be considered is the place where they want to do the tasks and activities. The place can be in the classroom, library, or the language laboratory. All of those aspects in developing materials ought to be identified with purpose of responding to the needs of grammar of 8th grade students.

C. Delimitation of the Problem

From the problems that have been described, the researcher decides to delimit this study into the grammar tasks which can help students to gain grammar skills in order to understand more about texts which are a part of major materials. The researcher believes that grammar skills can help students to comprehend and create texts.

The researcher proposes a supplementary communicative grammar tasks for 8th grade students of Junior High School because the researcher perceives the students in SMP N 1 Pakem as lack of grammar skills. The tasks contain various grammar activities which are in the form of communicative tasks. Those activities can help students gain grammar skills. The tasks are matched with the 8th grade syllabus and the texts that are required to be mastered by the students.

The tasks aim to go along with the major course books which are used by teachers. Since the course book concerns on the students' ability in oral communication, it lacks grammar activities. To balance students' ability in oral

and written skills, the tasks can be used as additional materials for 8th grade students of Junior High School for the whole two semesters.

This research study was conducted in April – September 2015 in the second semester of the academic year of 2014/2015.

D. Formulation of the Problem

Based on the background of study, identification of the problem, and limitation of the problem, the problems were formulated as follows:

1. What are target and learning needs of the 8th grade students of Junior High School?
2. What grammar skills should be mastered by the 8th grade students of Junior High School?
3. What communicative grammar tasks are appropriate for the 8th grade students of Junior High School?

E. Objective of the Study

The study aims at designing a set of communicative grammar tasks for the 8th grade students of Junior High School. By conducting Research and Development (R&D), the writer tries to create appropriate communicative supplementary grammar tasks for the 8th grade students of Junior High School. Later, students are expected to gain grammar skills through the tasks in order to assist students in comprehending and creating texts.

F. Significance of the Study

The result of this study is expected to give some practical and theoretical significance for the following parties.

1. Practical Significance

- a. For English teachers of 8th grade students of Junior High School, the teacher can improve students' grammar skills using the tasks.
- b. For the 8th grade students of Junior High School, the tasks can help students gain grammar skills easily. So that, they can master grammar skills for comprehending and creating texts.
- c. For other researchers who conduct research studies on the relevant topic, it can be a source.

2. Theoretical Significance

Theoretically, this study provides beneficial and referential contribution in conducting communicative grammar tasks in order to improve students' grammar skills.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Grammar

Linguistically grammar is the mental system that allows human beings to form and interpret the words and sentences of their language (O'Grady, et. al. 1997: 10-11). Meanwhile, Byrd (1998: 3) reveals that grammar is a word of multiple meanings. He suggests that grammar can refer to the structure of a language, to particular approaches to the study of linguistics and language(s) to usage, and to books or materials on a particular language. Thus, the nature of grammar depends to a great extent upon the purpose of the scholar and the teacher and upon the academic tradition to which s/he belongs. Moreover, Conlin (1961) mentions:

“to some people grammar means the study of correct English. To other it means the definition and identification of parts of speech. To still others it means sentence analysis, often with diagrams.” (Conlin, 1961, p. 1-3)

In contrast, Purpura (2004: 22) states that as L2 educators, teachers are required to have the necessary background knowledge to customize grammatical instruction to the needs of students and be able to draw on more than experience or reflection. Teachers must consult pedagogical grammars for information that might otherwise have ignored. He explains that a pedagogical grammar represents an eclectic, but principled description of the target-language forms, created for the express purpose of helping teachers understand the linguistic resources of

communication. These grammars provide information about how language is organized and offer relatively accessible ways of describing complex, linguistic phenomena for pedagogical purposes.

In conclusion, grammar refers to the rules for speaking and writing related to the sentence structure, parts of speech, the formation of words, the changes in words, etc. Meanwhile, pedagogical grammar is seen as linguistic phenomena for pedagogical purposes.

2. The Significance of Grammar Learning for 8th Grade Students

Learning English in SMP / MTs is targeted to prepare the students in achieving the functional level to communicate orally and in writing in order to solve everyday problems, while for SMA / MA students, learning English is expected to reach the level of informational because they are prepared to continue their education to the college. Epistemic literacy levels are considered too high to be achieved by SMA / MA students because English in Indonesia serves as a foreign language.

“English class in SMP / MTs intended that students have the following capabilities. The first one is the ability to develop competence to communicate in oral and written form to achieve the level of functional literacy. Then the students are expected to have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society. Lastly, English is anticipated to develop students understanding of the links between language and culture.” (Permendiknas No 22, 2006)

In addition, the scope of English subject in SMP / MTs includes the ability of using discourse. It is the ability to understand and / or produce oral texts and / or write which is accomplished in the four language skills, listening, speaking,

reading and writing in an integrated manner to achieve the level of functional literacy. The next one is, the ability to understand and create a variety of short functional text, monologue, and essays in the form of procedure, descriptive, recount, narrative, and reports text which in this case, the 8th grade students need to master descriptive, recount, and narrative text. The degree of the tasks appears in the use of vocabulary, grammar, and rhetoric steps. Thus, there will be a need for having one of the supporting competences, linguistic competence which allows students to understand and use grammar, vocabulary, and sound system.

Related to teaching grammar, Azar (2007: 2) reveals an idea about the significance of teaching grammar that is it may help students discover the nature of language for example the fact that language consists of conventional patterns that make what we say, read, hear, and write understandable. Without grammar, there will be only individual words or sound, pictures, and body expressions to communicate meaning. Further, she states that grammar is the weaving that creates the fabric.

By knowing the structure of a sentence and types of words, it will enable students to communicate effectively both in oral and written communication. In this case, grammar skills will help students to construct sentences then combine the sentences into a paragraph and create a text containing some paragraphs. In the end, the purpose of those activities is to make students comprehend texts.

a. KTSP and Curriculum of 2013

In KTSP and Curriculum of 2013 there are only few differences in term of materials that should be learned by 8th grade students of Junior High School. The

types of texts in both curriculums are similar, descriptive, recount, and narrative. In KTSP, there are Standards of Competency (*Standar Kompetensi*) and Basic Competency (*Kompetensi Dasar*) while Curriculum of 2013 has Core Competency (*Kompetensi Inti*) and Basic Competency (*Kompetensi Dasar*). The two curriculums show the requirements for them to master texts comprehension (*see Appendix A*). Below is the conclusion of the two Basic Competencies of English subject of 8th grade students from the two curriculums about reading and writing skills.

Table 1: The Conclusion of Basic Competency of English subject of 8th grade students from the two curriculums about reading and writing skills

<p>The students are required to:</p>	<ul style="list-style-type: none"> - Comprehend and apply text structure and linguistics features in a written functional text and short essay of descriptive text related to people, animal, things, and place around based on its context. - Comprehend and apply text structure and linguistics features in a written functional text and short essay of recount text related to students' environment about short actions and accidents based on its context. - Comprehend and apply text structure and linguistics features in a written functional text and short essay of narrative text in the form of fable related to students' environment based on its context. - Express and construct written texts of descriptive to describe people, animals, things, and place around using correct
---------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- social function, text structure, and **linguistics features** based on its context.
- Express and construct **written texts of recount** to retell past actions or accidents using correct social function, text structure, and **linguistics features** based on its context.
 - Express and construct **written texts of narrative** to tell past accidents in the form of fable using correct social function, text structure, and **linguistics features** based on its context.

b. Text types in Junior High School

According to Gramley and Pätzold (1992) text types are general semantic-functional concepts and are not to be confused with text forms (advertisements, editorials, sermons, shopping lists, poems, telephone books, novels, etc.). There are 5 major text types, descriptive, narrative, directive, expository, and argumentative.

Based on the Basic Competencies that have been discussed before, there are 3 types of texts that should be learned by 8th grade students. They are descriptive, recount, and narrative.

1) Narrative and Recount

Communicative purpose of narrative text is to entertain the listener or reader of the real or imaginary experience while, the communicative purpose of recount text is to report events, event or activity with the purpose of preaching or

entertaining

According to Knapp and Watskin (2005: 221-224), these texts belong to narrating text which has similar grammatical features. Thus, the grammatical features for narrative and recount text will be combined into one. They are (1) the use of past tense as in the sentence '*I went to the zoo last week*', (2) the use of passive voice as in the sentence '*My book is borrowed by Tania*', (3) the use of connectors related to time and sequence such as then, after, after that, (4) the use of pronouns such as he, she, they, (5) the use of adverbs of manner, (6) the use of determiners such as articles and quantifiers, and (7) the use of preposition.

2) Descriptive

Descriptive text communicative purpose is to describe the characteristics of a person, an object or a specific place.

For descriptive text, there are some grammatical features that can help students comprehend this text. The grammatical features include (1) the use of simple present tense as in the sentence '*Turtles are reptiles. They depend on their surroundings for their body heat*', (2) the use of comparative degrees as in the sentence '*Roni is the tallest person in my class*', (3) the use of adjectives such as slow, dark, cool, (4) the use of pronouns such as they, it, he, (5) the use of determiners such as articles and quantifiers, and (6) the use of preposition.

3. Grammar Teaching

Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps

them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it (Ellis, 2006). Grammar will give learners the competence how to combine words to form sentences. To create what is called by “good sentences”, grammar skills is necessary. With little understanding of language’s role, learners cannot develop their language skills.

Grammar skills will enable students to be aware of parts of a language such as verbs, and nouns. They will recognize and apply the grammatical knowledge better if they study grammar. Mulroy states the importance of grammar teaching as:

“Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved-and that means everywhere” (2003, p.118).

Traditionally, grammar is taught by presenting language structures which is done by the teacher, then practiced in the form of spoken or written exercises, and then used by the learners in less controlled speaking or writing activities. The method is known as Grammar Translation Method. In this approach, a grammar rule is explicitly presented to students and followed by a practice exercise to apply the rule. So, they are in control during the practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning.

Indeed, in traditional language teaching, what students learn and how they learn are determined by the classroom situation, rather than the students’ real communicative needs in real situations. As a result, they often have difficulty using what they have learned, beyond the classroom.

4. Communicative Grammar Teaching

The traditional grammar teaching method helps improve the students' mastery of the grammatical rules, but students cannot use these rules flexibly and appropriately in communication (Chang, 2011). It is said that the traditional grammar teaching method has drawbacks of preventing them from developing their communicative competence. He mentions some drawbacks that may come from the traditional grammar teaching method. Firstly, the traditional grammar teaching method is teacher-centered. As a result, the majority of the classroom time is spent on the teachers' explanation of English grammar rules, while all students are either listening or taking notes. Thus little attention is paid to the development of English communicative competence.

Secondly, memorization and rote learning are the basic learning techniques, which cannot help to stimulate students' interest, build their self-confidence or improve their communicative strategies in English learning and even makes them fear English grammar learning. He proposes an alternative to the traditional grammar teaching method which is the Communicative Approach.

The Communicative Approach makes language teaching as in real-world situation. Grammar learning is emphasized by communication through the approaches of 'learning by doing', through students' participation or co-operative completion of teaching tasks between or among students and teachers, then grammar can be acquired naturally by learners. This method is based on the recent era of learning language, Communicative Language Teaching (CLT).

Rojas (1992) strengthens what Chang said as he points out “the communicative grammar” which is based on the communicative approach to the teaching of second/foreign languages. He reveals that language structures must not be taught in isolation but integrated to the four skills of language: listening, speaking, reading and writing. Grammar can be taught through spoken and written texts which in the end will enable students produce good spoken and written language.

Related to teaching grammar in CLT era, there are two approaches called inductive and deductive approach. Those approaches are proposed by Thornbury (1999) in which he explains the two approaches widely. The inductive approach gives students some examples from which a rule is inferred, while deductive approach provides students the presentation of a rule followed by examples in which the rule is applied. The two approaches have some advantages and disadvantages.

The inductive approach allows them to expand their ideas on how a rule works based on the given examples. It also lets them to participate actively in the learning process. Unfortunately, he also states that there may some disadvantages of this approach one of which is they may hypothesize the wrong rule. On the other hand, the deductive approach gives the teacher opportunities to give the explanation of a rule straightly without wasting too many times but, somehow it may cause boredom to the students as they have to listen to the teacher’s explanation especially to the young learners.

Certainly, both approaches display advantages and disadvantages in their applicability in the teaching process; however, the deductive approach relates more strongly to the main objective of this research, for teaching grammar in a communicative manner helps students explore the given example and deduce why certain rules are applied to those specific examples. Through this process, learners may have the possibility to adapt those rules to some other examples, create some other rules and develop their own learning process (Thornbury, 1999).

Moreover, learning a language through a communicative method can provide the learner a better opportunity to communicate than a grammar-based approach. There are several aspects that make Communicative Approach useful tools for students to learn the second language. Some of which are (1) make real communication the focus of language learning, (2) provide opportunities to experiment and try what they know, (3) be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence, (4) provide opportunities for learners to develop both accuracy and fluency, (5) link the different skills, such as speaking, reading and listening, together in the real world, and (6) let students induce, or discover, grammar rules. (Richards, 2006: 13)

In order to fix the disadvantages from the two approaches, communicative grammar appears as the solution. Expanding Rojas's statement about communicative grammar, Badilla and Chacon (2013) say that certainly, Communicative Learning Teaching forces language teachers to integrate the

curriculum. They emphasize that grammar is not seen as a stand-alone subject but will be linked to other subjects in the curriculum.

To conclude, it is better to mix the two methods, the traditional and the communicative method, which later can help students to achieve the grammar skills. However, each of the method has its own advantages and disadvantages and ways of helping students acquiring the grammar skills. The combination of the two methods may bring the best way of delivering the grammar skills to the students which is the goal of the teaching grammar.

5. Communicative Grammar Tasks

According to Ellis (2003:16) in Nunan (2004), a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes. While Nunan (1989, p. 10) also defines a pedagogical as follows:

“the communicative task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.”

Further, he draws a simple model of task components below:

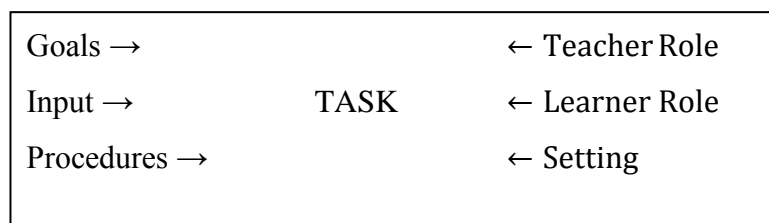


Figure 1: **Model of task components based on Nunan (2004)**

a. Goals

Nunan (2004) stated that goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behaviour. Another point worth noting is that goals may not always be explicitly stated, although they can usually be inferred from the task itself. Additionally, there is not always a simple one-to-one relationship between goals and tasks. In some cases, a complex task such as a simulation with several steps and sub-tasks may have more than one underlying goal.

b. Input

‘Input’ refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves.

c. Procedures

‘Procedures’ specifies what learners will actually do with the input that forms the point of departure for the learning task. The characteristics of effective procedure are:

- Developed for the output;
- Rehearsal the real-world task;
- Relevant to the objectives

d. Teacher roles

‘Role’ refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. There are some roles of teachers in a task. The teachers can be assistants, developers, facilitators, observers, and controllers.

e. Learner roles

Learner roles in a task are includes:

- The learner is an interactor and negotiator who is capable of giving as well as taking.
- The learner is a passive recipient of outside stimuli.
- The learner is a listener and performer who has little control over the content of learning.
- The learner is involved in a process of personal growth.
- The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes.
- The learner must take responsibility for his or her own learning, developing autonomy and skill in learning-how-to-learn.

f. Settings

Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

However, Taras (2013) states that communicative grammar tasks include several stages including the awareness-raising stage, conceptualization, proceduralization, and performance. The awareness-raising stage is where the students are looking for patterns in the target language. For example, if the tasks are going to talk about the simple past tense, the task may start by giving them a sentence that using the past tense that alerts them to the fact that there is something different about the form. The second stage is conceptualization. In this stage, the students will try to think about how the notion and form work together by themselves. This allows them to activate their own problem-solving and hypothesis-building skills in order to try and figure out how this form and notion work together. The teacher's responsibility is to be around to guide them in the right direction. The third stage is proceduralization where the students will be given the correct information about the grammatical rules. The tasks may involve students' personal experiences, memories, and personal lives. The last stage is performance where the students will use the new form that they have learned to explore their ideas.

6. Assessing Grammar

There are many types of item used to test students' awareness of the grammatical feature of the language. Purpura (2004) proposes task types that can be used to assess students' grammar skills.

a. Discrimination task

This task presents examinees with language and/or non-language input along with two response choices that are polar opposites or that contrast in some way. Some response possibilities include: true–false, right–wrong, same–different, agree–disagree, grammatical–ungrammatical and so forth. Discrimination items are designed to measure the differences between two similar areas of grammatical knowledge.

b. Multiple-choice task (MC)

This task presents input with gaps or underlined words or phrases. Examinees have to choose the correct answer from the response options given. The answer or key represents the best, correct or most appropriate, acceptable or natural choice; the other options are the distractors. MC items are well suited for testing many discrete features of grammatical knowledge.

c. Matching task

This task presents input in the form of two lists of words, phrases or sentences. One list can also be in the form of visual cues. Examinees match one list with the other. To avoid guessing, one list has one or more extra distractors. Matching tasks are designed to test several discrete features of grammatical knowledge within the same task. They are also designed to encourage test-takers

to cross-reference and examine the relationships between the two lists so that construct-related associations can be indicated. They are also easy to score.

d. Noticing task

This task presents learners with a wide range of input in the form of language and/or non-language. Examinees are asked to indicate (e.g., by circling, highlighting) that they have identified some specific feature in the language.

e. Gap-filling task

This task presents input in the form of a sentence, passage or dialogue with a number of words deleted. The gaps are specifically selected to test one or more areas of grammatical knowledge. Examinees are required to fill the gap with an appropriate response for the context. Gap-filling tasks are designed to measure the learner's knowledge of grammatical forms and meanings.

f. Short-answer task

This task presents input in the form of a question, incomplete sentence or some visual stimulus. Test-takers are expected to produce responses that range in length from a word to a sentence or two. The range of acceptable responses can vary considerably. Short-answer questions can be used to test several areas of grammatical ability, and are usually scored as right or wrong with one or more criteria for correctness or partial credit.

g. Story-telling and reporting task

These tasks present test-takers with prompts that require them to use information from their own experience or imagination to tell a story or report information. These tasks can be used to measure the test-takers' ability to use

grammatical forms to convey several meanings – both literal and implied. Given the real-time nature of these tasks, whether in the context of speaking or writing, they are intended to measure an examinee's implicit grammatical knowledge.

B. Conceptual Framework

Grammar is a part of linguistic features of texts which may help students when it comes to the understanding texts. Mastering grammar skills is not only helpful in understanding texts but also useful for students in constructing sentence, paragraph, and text. The era of Communicative Language Teaching leads to the reduction of grammar activities as the learning materials because the materials mainly focus on the oral expression skill. Those issues guide students to the lack of reading and writing skills.

Azar (2007) and Ellis (2006) point out the significance of grammar teaching is to help students discover the nature of language which will give students the competence how to combine words to form sentences. However, grammar must not be taught in isolation. Chang (2011), Rojas (1992), and Badilla and Chacon (2013) suggest the communicative grammar is the teaching of grammar based on the communicative approach. That way, grammar must be integrated to the four skills of language: listening, speaking, reading and writing. This is based on the belief that the traditional grammar teaching method helps improve the students' mastery of the grammatical rules, but students cannot use these rules flexibly and appropriately in communication.

By designing a set of communicative grammar tasks, it is expected that it will help students understand texts and balance their oral and written skills. The tasks will mainly focus on the grammar skills related to the texts. Thus, the tasks may go along with the major course book used by English teacher as supplementary materials.

The following figure is the conceptual framework of the study.

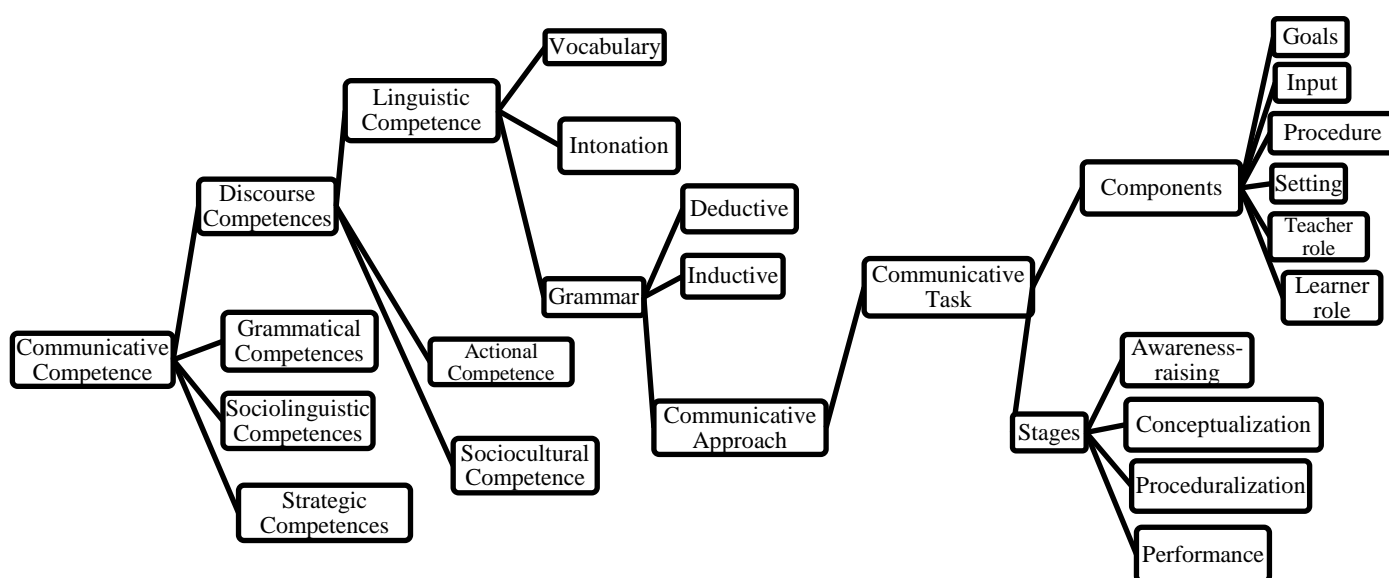


Figure 2: Conceptual Framework of the Study

CHAPTER III

RESEARCH METHOD

A. Research Type

This study is categorized as Research and Development (R&D) since the aim of the research is to develop a product, in this case is a set of tasks that will be used in educational programs. The R&D method in this research is aimed to overcome the gap between theoretical basic research and practical applied research. This research applies the research and development method in order to produce a certain product and assess the effectiveness of it (Sugiyono, 2007: 297).

Below is the model of Research and Development.

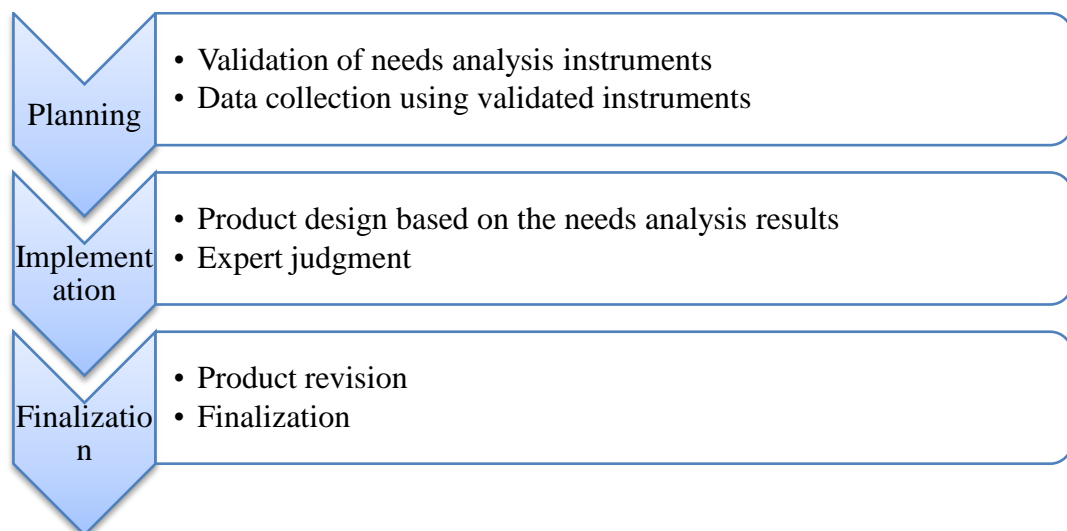


Figure 3: **Research and Development Steps by Sugiyono (2007: 297)**

B. Setting

The research took place at SMP N 1 Pakem which located in Jalan Kaliurang km.14, Pakem, Sleman, Yogyakarta.

C. Subjects

The subjects of this research were 61 students of 8th grade and the English teacher of SMP N 1 Pakem.

D. Data Collection

1. Research Instruments

In this study, the researcher applied three questionnaires. The first and the second questionnaire had the same purposes which were to assess target needs and learning needs as organized below.

Table 2: The Organization of the Needs Analysis

No	Aspect	Item Number	Question Goal	Reference
1.	Students personal identity		to find out personal information about the students	
Target Needs				
2.	Necessities	1,2,3	to find out the students' needs in terms of target situation	Hutchinson and Waters (1987: 55) Brown (2007: 308, 328, 367, 399)
3.	Lacks	7,8,9,10,11	to find out the gap between students' current proficiency and the target proficiency	Hutchinson and Waters (1987: 55)
4.	Wants	4,5,6	to find out the students needs based on their point of view	Hutchinson and Waters

				(1987: 56)
Learning Needs				
5.	Goals		to find out the reason of learning grammar	Nunan (2004: 41)
6.	Input	12,13,14,15, 16,17	to find out the input, the topic, and the length of the text which is ideal for them	Nunan (2004: 47)
7.	Procedures	18	to find out the activities that the students like most	Nunan (2004: 52)
8.	Setting	19,20,21	to find out the setting of doing tasks that the students like most	Nunan (2004: 70)
9.	Teacher's Role	22	to find the information about the role that the teacher should perform	Nunan (2004: 64)
10.	Learners' Role	23	to find the information about the role of the students	Nunan (2004: 64)

Meanwhile, the third questionnaire had purpose to evaluate the developed tasks using expert judgment. The organization of the questionnaire is presented as follows.

Table 3: The Organization of Expert Judgment

No.	The Purposes of the Questions	Reference
1.	To find out the appropriateness of the content in the materials	BSNP
2.	To find out the appropriateness of the language in the materials	BSNP
3.	To find out the appropriateness of the presentation in the materials	BSNP
4.	To find out the appropriateness of the graphic in the materials	BSNP

2. Data Collection Technique

The data were collected from the three questionnaires. The first questionnaire was given to the students and the second one was to the teacher. Both questionnaires contained the same questions which cover grammar needs of the 8th grade students. The questions consisted of the students' needs of

grammar, their lacks of grammar, their wants about learning grammar, input for learning grammar, the setting of learning grammar, the procedure, learner role, and teacher role. The type of the questions was in form of close-ended questions. Meanwhile, the third questionnaire was used for expert judgment. This questionnaire was used in order to examine the developed materials. The questionnaire was given to an expert of materials designer in this case was a lecturer.

E. Data Analysis Technique

All questionnaires that were used to gather data in this study produced quantitative data. The quantitative data from the needs analysis questionnaires were analyzed by calculating the percentage of each answer on the questionnaires by following the formula proposed by Sugiyono (2009: 144) below.

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

Where: P : Percentage

f : Frequency

n : Total number of respondents

100 : Fixed number

There were two types of questions in the needs analysis questionnaires. They were choosing from answers list and sequencing the answers. The three highest percentages answers of choosing from answers list would be used in this study. Meanwhile, answers that were placed as option number 1, 2, and 3 from the sequencing questions would also be used by the researcher.

Meanwhile, the quantitative data from the third questionnaire which were materials evaluation were analyzed using descriptive statistics through the use of Mean by using a formula proposed by Suharto (2008: 14) as follows:

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

Where : Mn : Mean

$\sum fx$: Total score

N : Total number of the data

In classifying the category of the mean, theory proposed by Suharto (2006: 52-53) about quantitative data was used.

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

Where : R : Range

Xt : Highest score

Xr : Lowest score

The range obtained from the calculation of the formula above was 0.75. The conversion was presented below.

Table 4: The Quantitative Data Conversion

Scale	Descriptive Categories	Interval
1	Poor	$1 \leq x \leq 1.74$
2	Fair	$1.75 \leq x \leq 2.24$
3	Good	$2.25 \leq x \leq 3.24$
4	Very Good	$3.25 \leq x \leq 4$

F. Research Procedure

This study used an R & D cycle presented by Borg and Gall (1989). However, the model was modified by selecting only some steps which were

applied in this study. This aimed to shorten the research time. The modified model is illustrated below.

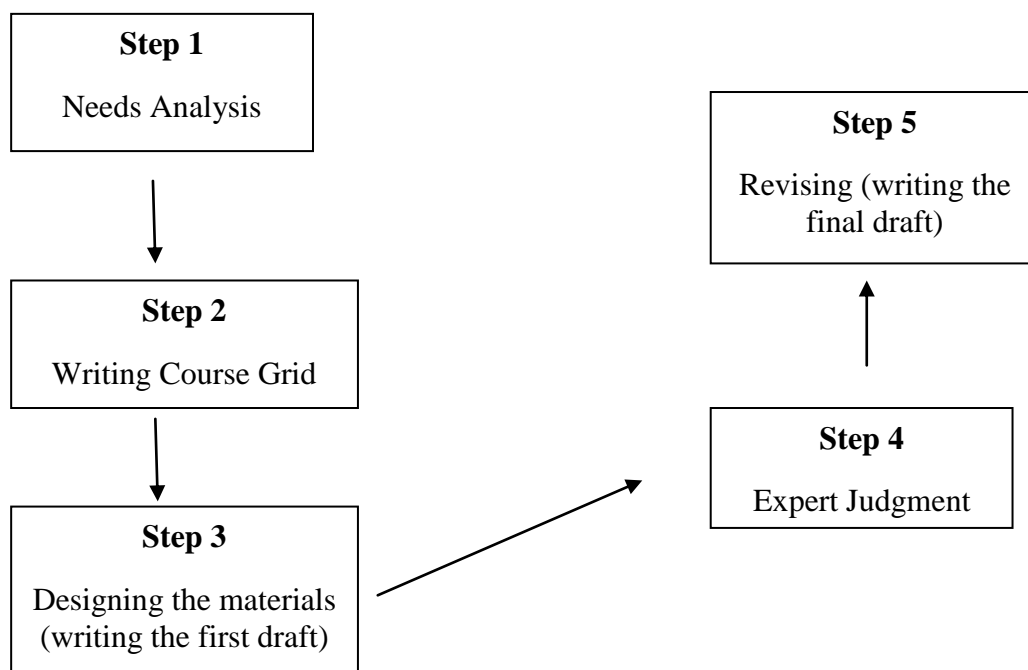


Figure 4: **R & D Cycle by Borg and Gall (1989)**

The following statements are the explanation of research procedure model proposed by Borg and Gall (1989).

1. Needs Analysis

The first step of this research was conducting needs analysis. Instruments that were used to collect the data were questionnaires which consisted of 23 questions including target needs and learning needs as what Nunan's (2004) proposed. The target needs had several aspects such as students' necessities, lacks, and wants while the learning needs consisted of goals, input, procedure, setting, teacher role, and learner roles. The questionnaires were distributed to the 8th grade

students and English teacher of SMP N 1 Pakem. The result of the needs analysis would be used to construct the course grid.

2. Writing Course Grids

After collecting data from the needs analysis result, the data were used to conduct the course grid. The course grid was also based on the conclusion of Basic Competencies from KTSP and the Curriculum of 2013. According to Nunan's (2004) theory about communicative tasks, there were 6 components that should be fulfilled including target students, goals, indicators, materials, tasks (teaching and learning activities), teacher role, learners role, and setting. There was also an assessment in the course grid to show the students' improvement after learning the materials.

3. Designing the Materials (Writing the First Draft)

The course grids were realized into the first draft of the developed materials. There were 3 units that were developed. The first unit was entitled "Famous Things" which discussed on the grammar for descriptive text. This unit was consisted of 21 tasks. The second unit entitled "Fascinating Moments" was consisted of 20 tasks in which it explained grammar related to recount text. The last unit was entitled "Once Upon A Time" and consisted of 20 tasks. This unit was enlightened grammar related to narrative text. The last task of each unit was designed as an evaluation to measure students' improvement after learning the materials. Each unit followed the communicative task stages including awareness-raising stage, conceptualization, proceduralization, and performance.

4. Expert Judgment

The first draft of the materials that had been developed by the researcher was then examined by the expert. In this part, there was a questionnaire which was adapted from the criteria of materials development proposed by BNSP (*Badan Standar Nasional Penilaian*). The result of the expert judgment would be used to revise the first draft of the materials. In addition, the results would show whether the materials were appropriate for the students or not.

5. Revising (Writing the Final Draft)

After evaluating the first draft of the developed materials, the results of the evaluation were used to revise the materials. In the end, it would produce the final draft of the materials that would be considered as appropriate materials for students and could be used as supplementary materials for 8th grade students.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Results of Needs Analysis

The first questionnaire was distributed on April 16th 2015. It contained 23 questions which had purpose to assess students' target needs and learning needs. The target needs included several aspects which were students' necessities, wants, and lacks. Meanwhile, the learning needs included goal, input, procedure, setting, learner role, and teacher role.

a. The Description of Students' Profile

Table 5: The Analysis Result of Students' Profile

No.	Class	Male	Female	Total
1.	VIII A	14	17	31
2.	VIII B	16	14	30
Total				61

The data were collected from 8th grade students of 2 classes of SMP N 1 Pakem. The VIII A class consisted of 31 students with 14 male students and 17 female students. Meanwhile, the VIII B class consisted of 30 students with 16 male students and 14 female students. The total of the participants of the research was 61 students.

b. The Description of Target Needs I

Based on Hutchinson and Waters's (1987) theory, target needs were consisted of three components like necessities, lacks, and wants. Below is the description of those components based on the results of the first questionnaire.

(Note: ☐ top 3 with highest score, ☐ option picked as number 1, 2, 3)

1) Necessities

According to Hutchinson and Waters (1987), necessities are what the learner has to know in order to functions effectively in the target situation.

Table 6: The Analysis Result of Necessities I

No.	Statements	Number of Students	Placed as Option Number	Percentage
1.	Grammar skills that you need the most (you may cross more than one):			
	a. Being able to use subject and verb agreement in a sentence correctly	31	<input checked="" type="checkbox"/>	15%
	b. Being able to use conjunctions to create coherent sentences/paragraphs/texts	24	<input type="checkbox"/>	11.6%
	c. Being able to distinguish and use parts of speech in sentences/paragraphs/texts correctly	35	<input checked="" type="checkbox"/>	17%
	d. Being able to use determiners in sentences/paragraphs/texts correctly	29	<input type="checkbox"/>	14%

	e. Being able to use preposition in sentences/paragraphs/texts correctly	28		13.5%
	f. Being able to use pronouns to create sentences/paragraphs/texts	29		14%
	g. Being able to use tenses precisely and consistently	30		14.5%
2.	Below are grammar skills that you need in descriptive text. Arrange them by giving number from 1-7 starting from what you need the most.			
	a. Using present tense precisely and consistently <input type="checkbox"/>	32	1	53%
	b. Using comparative degrees correctly <input type="checkbox"/>	15	2	25%
	c. Using adjectives precisely <input type="checkbox"/>	15	3	26%
	d. Using pronouns correctly <input type="checkbox"/>	12	4	20%
	e. Using adverbs precisely <input type="checkbox"/>	16	6	25%
	f. Using determiner in sentences/paragraphs/texts precisely <input type="checkbox"/>	12	5	20%
	g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	18	7	30%
3.	Below are grammar skills that you need in narrative and recount text. Arrange them by giving number from 1-7 starting from what you need the most.			
	a. Using past tense precisely and consistently <input type="checkbox"/>	30	1	50%
	b. Using passive voice correctly <input type="checkbox"/>	13	2	21.6%
	c. Using connectors related to time and sequence to create coherent sentences/paragraphs/texts	12	7	20%

	<input type="checkbox"/>			
	d. Using pronouns correctly <input type="checkbox"/>	15	6	25%
	e. Using adverbs of manner correctly <input type="checkbox"/>	12	3	20%
	f. Using determiners in sentences/paragraphs/texts correctly <input type="checkbox"/>	13	5	23.3%
	g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	11	4	18.3%

In terms of necessities, the students needed the ability to distinguish and use parts of speech the most. Moving to the second place with 15% was the ability to use subject and verb agreement in sentences correctly. Next, with 14.5% was the ability to use tenses correctly. The fourth and the fifth place had the same percentage, 14%, which were the ability to use determiners and pronouns. The sixth place was taken by the ability to use preposition with 13.5%. Last but not least was the ability to use conjunction with 11.6%.

The necessities points were expanded into 2 points in which the students were asked to put each option into a particular order based on their opinion. The first point was grammar skills related to descriptive text. The data showed that fifty three percents of them chose the use of the present tense as the most important grammar skill in descriptive text. Meanwhile, the use of comparative degrees was chosen by 25% students. The third option was taken by the use of adjectives placed by 26% students.

The second point was grammar skills related to narrative and recount text.

The students thought that the use of the past tense, passive voice, and adverbs of manner were grammar skill that they needed the most in narrative and recount text.

2) Wants

Wants are the learners' view to what their needs are. In this part, students were asked about what grammar skills that they wanted to master.

Table 6.1: **The Analysis Result of Wants I**

No.	Statements	Number of Students	Placed as Option Number	Percentage
4.	Grammar skills that I want to master (arrange them by giving number from 1-8 starting from what you want to master the most)			
	a. Being able to use subject and verb agreement in a sentence correctly <input type="checkbox"/>	12	5	20%
	b. Being able to use conjunctions to create coherent sentences/paragraphs/texts <input type="checkbox"/>	12	6	20%
	c. Being able to distinguish and use parts of speech in sentences/paragraphs/texts correctly <input type="checkbox"/>	19	2	31.6%
	d. Being able to use determiners in sentences/paragraphs/texts correctly <input type="checkbox"/>	12	4	18.3%
	e. Being able to use prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	12	3	20%

	f. Being able to use pronouns precisely <input type="checkbox"/>	17	1	28.3%
	g. Being able to use tenses precisely and consistently <input type="checkbox"/>	13	7	21.6%
5.	Below are grammar skills that you need in descriptive text. Arrange them by giving number from 1-7 starting from what you want to master the most.			
	a. Using present tense precisely and consistently <input type="checkbox"/>	13	7	18.3%
	b. Using comparative degrees correctly <input type="checkbox"/>	29	1	48.3%
	c. Using adverbs precisely <input type="checkbox"/>	11	6	18.3%
	d. Using pronouns correctly <input type="checkbox"/>	15	2	25%
	e. Using adjectives precisely <input type="checkbox"/>	12	5	20%
	f. Using determiner in sentences/paragraphs/texts precisely <input type="checkbox"/>	15	4	25%
	g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	13	3	21.6%
6.	Below are grammar skills that you need in narrative and recount text. Arrange them by giving number from 1-7 starting from what you want to master the most.			
	a. Using past tense precisely and consistently <input type="checkbox"/>	20	2	33.3%
	b. Using passive voice correctly <input type="checkbox"/>	13	4	21.6%
	c. Using connectors related to time and sequence to create coherent sentences/paragraphs/texts <input type="checkbox"/>	15	6	25%
	d. Using pronouns correctly <input type="checkbox"/>	14	5	20%
	e. Using adverbs of manner correctly <input type="checkbox"/>	15	3	25%
	f. Using determiners in sentences/paragraphs/texts correctly <input type="checkbox"/>	23	1	38.3%

	g. Using prepositions in sentences/paragraphs/texts correctly □	14	7	38.3%
--	-----------------------------------------------------------------	----	---	-------

The next 3 numbers reflected the wants of the students. The first number was about general grammar skills that they wanted to master the most. The ability to use pronouns was grammar skill that they wanted to master the most. Thirty one point six percents of them placed the use of parts of speech as the second option. The next with 20% was the use of prepositions.

The second number talked about grammar skills related to descriptive text that they wanted to master. Forty eight point three percents students chose the use of comparative degrees as grammar skill they wanted to master the most. Moving to the second place with 25% was the use of pronouns. The third place was the use of determiner with 21.6%.

The last number was about grammar skills related to narrative and recount text. The first place was the use of determiners with 38.3%. The second place was the use of the past tense. The third place was the use of adverbs of manner with 25%.

3) Lacks

Meanwhile, lacks are the gap between students' existing knowledge and the agreed objectives they had to achieve.

Table 6.2: **The Analysis Result of Lacks I**

No.	Statements	Number of Students	Placed as Option Number	Percentage
7.	The obstacles that I face in learning grammar (you may cross more than one)			
	a. Difficulties in understanding English sentence structure	18		16%
	b. Difficulties in distinguishing and using parts of speech	31		28%
	c. Difficulties in using prepositions precisely	12		11%
	d. Difficulties in using pronouns correctly	7		6.4%
	e. Difficulties in using conjunctions correctly	8		7.4%
	f. Difficulties in using adverbs correctly	17		15.7%
	g. Difficulties in using tenses in sentences/paragraphs/texts	25		23%
8.	The obstacles that I face in using subject and verb agreement (arrange them by giving number from 1-4 starting from the most difficult one)			
	a. Putting subject and verb in positive sentence in the form of active and passive <input type="checkbox"/>	22	3	36.6%
	b. Putting subject and verb in negative sentence in the form of active and passive <input type="checkbox"/>	20	2	33.3%
	c. Distinguishing plural and singular subject <input type="checkbox"/>	25	1	41.6%
	d. Determining the verb form that follows the subject <input type="checkbox"/>	32	4	53.3%

9.	The obstacles that I face in using tenses (arrange them by giving number from 1-5 starting from the most difficult one)			
	a. Distinguishing regular and irregular verbs <input type="checkbox"/>	28	1	46.6%
	b. Determining past form of a verb <input type="checkbox"/>	21	2	35%
	c. Determining the addition of <i>-s</i> or <i>-es</i> in a word <input type="checkbox"/>	14	3	23.3%
	d. Determining the use of <i>to be</i> in present tense <input type="checkbox"/>	20	4	33.3%
	e. Determining the use of <i>to be</i> in past tense <input type="checkbox"/>	13	5	21.6%
10.	The obstacles that I face in applying grammar for descriptive text (you may cross more than one)			
	a. Incapability in using present tense correctly	36		32.4%
	b. Incapability in choosing and using proper adjectives	17		15.3%
	c. Incapability in using proper adverbs	6		5.4%
	d. Incapability in using pronouns correctly	16		14.4%
	e. Incapability in using determiners in sentences/paragraphs/texts correctly	27		24.3%
	f. Incapability in using prepositions correctly	9		8.2%
11.	The obstacles that I face in applying grammar for narrative and recount text (you may cross more than one)			
	a. Incapability in using past tense correctly	25		21%
	b. Incapability in using passive voice correctly	41		34.4%
	c. Incapability in using connectors related to time and sequence correctly	13		10.9%

	d. Incapability in using adjectives correctly	9		7.5%
	e. Incapability in using adverbs of time correctly	11		9.2%
	f. Incapability in using determiners in sentences/paragraphs/texts correctly	15		12.6%
	g. Incapability in using prepositions correctly	5		4.2%

Related to the obstacles faced by students in learning grammar generally, twenty eight percents of students thought that they had difficulties in distinguishing and using parts of speech. They also chose the difficulty in using tenses difficulties in understanding English sentence structure as their obstacles in learning grammar.

Meanwhile, based on the data, the students encountered difficulties in distinguishing plural and singular object as it was chosen by 41.6% students. They also had problems to put subject and verb in negative sentence in the form of active and passive.

In terms of using tenses, the difficulty in distinguishing regular and irregular verbs was voted by 46.6% students. Meanwhile, the difficulty in determining past form of a verb was chosen as another option in difficulties of using tenses.

The next number was about obstacles faced by students in applying grammar for descriptive text. Based on the data, the students chose incapability of

using the present tense as the difficulty that they faced mostly. The second option was incapability of using prepositions.

The last number was the obstacles faced by students in applying grammar for narrative and recount text. They placed incapability of using passive voice as the first option with 34.4%. Then, the incapability of using the past tense was as the second option with 21%.

c. The Description of Learning Needs I

Learning needs were consisted of goals, input, procedure, teacher role, learner roles, and setting (Nunan: 2004). However, the goals aspect had been clearly stated in the introduction of the questionnaire which was to fulfill students' needs of grammar skills to comprehend texts. Below are results of learning needs based on the first questionnaire.

1) Input

'Input' refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves.

Table 7: The Analysis Result of Input I

No.	Statements	Number of Students	Placed as Option Number	Percentage
12.	What kind of topic that you prefer the most for learning grammar? (arrange them by giving from 1-8 number starting from what you prefer the most)			

	a. Daily life <input type="checkbox"/>	14	1	23.3%
	b. Fantasy <input type="checkbox"/>	12	4	20%
	c. Holiday <input type="checkbox"/>	11	7	18.3%
	d. Fable <input type="checkbox"/>	13	2	21.6%
	e. Biography <input type="checkbox"/>	21	8	35%
	f. Famous tour destination <input type="checkbox"/>	11	6	18.3%
	g. Zoo <input type="checkbox"/>	15	5	16.6%
	h. School, house, place around <input type="checkbox"/>	11	3	18.3%
13.	How many words in a sentence that you want for learning grammar? (cross one)			
	a. 7	19		31.7%
	b. 8	15		30%
	c. 9	7		11.7%
	d. 10	1		1.6%
	e. >10	18		30%
14.	How many sentences in a paragraph that you want for learning grammar? (cross one)			
	a. 3	8		13.5%
	b. 4	26		43.5%
	c. 5	13		22%
	d. 6	3		5%
	e. >6	9		15%
15.	How many paragraphs in a text that you want for learning grammar? (cross one)			
	a. 4	39		65%
	b. 5	10		17%
	c. 6	2		3.5%
	d. 7	1		1.5%
	e. >7	7		12%
16.	Types of input that you want for learning grammar (arrange them by giving number from 1-8 starting from what you like the most)			
	a. Video <input type="checkbox"/>	18	3	30%
	b. Picture <input type="checkbox"/>	33	1	55%
	c. Song <input type="checkbox"/>	20	4	33.3%

	d. Text <input type="checkbox"/>	15	2	25%
	e. Audio recording <input type="checkbox"/>	18	5	30%
	f. Magazine, newspaper, article <input type="checkbox"/>	21	6	35%
	g. Teacher's explanation <input type="checkbox"/>	22	7	36.6%
	h. Exercises <input type="checkbox"/>	33	8	55%
17.	Types of questions that you want for learning grammar (arrange them by giving number from 1-10 starting from what you like the most)			
	a. Multiple choice <input type="checkbox"/>	12	4	20%
	b. Short answer <input type="checkbox"/>	10	5	26.6%
	c. Gap filling <input type="checkbox"/>	21	3	35%
	d. True and false <input type="checkbox"/>	17	2	28.3%
	e. Matching <input type="checkbox"/>	51	1	85%
	f. Noticing <input type="checkbox"/>	16	6	26.6%
	g. Summarizing <input type="checkbox"/>	20	8	33.3%
	h. Interpreting picture <input type="checkbox"/>	13	7	21.6%
	i. Continuing story <input type="checkbox"/>	14	9	23.3%
	j. Making sentence/paragraph/text <input type="checkbox"/>	26	10	43.3%

Related to the topics that were preferred by students, they wanted to learn grammar based on the certain topics such as daily life, fables, and school, house, and place around. Going into detail, they wanted a sentence consisted of 7 words, a paragraph consisted of 4 sentences, and a text consisted of 4 paragraphs to learn grammar. The types of input that they liked the most were picture, text, and video. When they had to do some exercises, they wanted the exercises were in form of true and false, matching, and gap filling.

2) Procedure

‘Procedures’ specifies what learners will actually do with the input that forms the point of departure for the learning task.

Table 7.1: The Analysis Result of Procedure I

No.	Statement	Number of Students	Placed as Option Number	Percentage
18.	What kind of learning activities that you prefer to learn grammar? (arrange them by giving number from 1-8 starting from what you like the most)			
	a. Watching movie then doing exercise <input type="checkbox"/>	11	7	18.3%
	b. Answering questions from song and audio recording <input type="checkbox"/>	12	3	20%
	c. Reading a text then answering questions/summarizing <input type="checkbox"/>	11	5	18.3%
	d. Observing a picture and then interpreting it <input type="checkbox"/>	15	4	25%
	e. Playing games and doing exercise at the same time <input type="checkbox"/>	26	1	43.3%
	f. Listening to teacher's explanation and then doing exercise <input type="checkbox"/>	20	8	33.3%
	g. Doing exercise in discussion mode <input type="checkbox"/>	10	2	15%
	h. Making sentence/paragraph/text from a topic <input type="checkbox"/>	15	6	25%

Based on the result above, 43.3% of the students voted playing games and doing exercises at the same time as the learning activities that they liked the most. Next was, by 15%, doing exercises in discussion mode as the second option, and

the third option was answering questions from song and audio recording with 20%.

3) Setting

Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

Table 7.2: The Analysis Result of Setting I

No.	Statement	Number of Students	Placed as Option Number	Percentage
19.	I want to learn grammar (arrange them by giving number from 1-4 starting from what you like the most)			
	a. Individually <input type="checkbox"/>	25	2	41.6%
	b. In pairs <input type="checkbox"/>	26	1	43.3%
	c. In a small group <input type="checkbox"/>	27	3	45%
	d. In a big group <input type="checkbox"/>	33	4	55%
20.	How many members that you want in your group? (cross one)			
	a. 3	1		1.6%
	b. 4	37		61.7%
	c. 5	8		13.3%
	d. 6	14		23.4%
21.	I want to learn grammar in: (cross one)			
	a. Classroom	23		38.4%
	b. Language laboratory	19		31.6%
	c. Library	17		28.4%

The learning mode that the students wanted was in pairing mode since 43.3% of them placed it as the first option. When they were asked to work in a

group, they preferred a group consisted of 4 members as 61.7% of them chose this option. Most of them wanted to learn grammar in the classroom.

4) Teacher role

‘Role’ refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. There are some roles of teachers in a task. The teachers can be assistants, developers, facilitators, observers, and controllers.

Table 7.3: The Analysis Result of Teacher Role I

No.	Statement	Number of Students	Placed as Option Number	Percentage
22.	I want the teacher to teach grammar through: (you may cross more than one)			
	a. Explaining in the classroom	37		30%
	b. Giving exercises in the classroom	17		14%
	c. Giving homework	16		13.2%
	d. Discussion	42		34.7%
	e. Answering and asking questions	9		7.4%

Most of the students preferred the teacher to teach grammar by doing discussion that was chosen by 34.7% of students and explaining the materials in the classroom which were chosen by 30% of the students.

5) Learner role

Learner role was a description on how the students wanted to act when they were in a teaching and learning situation.

Table 7.4: **The Analysis Result of Learner Role I**

No.	Statement	Number of Students	Placed as Option Number	Percentage
23.	What will you do when you face difficulties in doing exercise? (cross one)			
	a. Ask to the teacher	14		23.4%
	b. Ask to the teacher and friends	36		60%
	c. Find the answers by yourself	12		16.6%
	d. Do nothing			

The last was, they would ask to the teacher and their friends when they faced difficulties in doing exercises.

d. The Description of Teacher's Profile

Table 8: **The Teacher's Profile**

Name	Gender	NIP	School
Legowo Tri Jatmiko B.S., S.Pd.	Male	19810528 201404 1 001	SMP N 1 Pakem

One of the English teachers in SMP N 1 Pakem named Legowo Tri Jatmiko B.S., S.Pd. was the participant of this research since he teaches English subject for 8th grade students. He teaches English for all students of 8th grade in SMP N 1 Pakem.

The data below were analyzed from the second questionnaire filled by the English subject teacher of 8th grade. However, the questions in the questionnaire were same as in the first questionnaire. The purpose of this questionnaire was to give confirmation to the students' answer in the first questionnaire.

e. The Description of Target Needs II

Based on Hutchinson and Waters's (1987) theory, target needs were consisted of three components like necessities, lacks, and wants. Below is the description of those components based on the results of the second questionnaire.

1) Necessities

The teacher gave his opinion on what grammar skills that students needed the most.

Table 9: The Analysis Result of Necessities II

No.	Statements	Result
1.	<p>Grammar skills that the students' need the most (you may cross more than one):</p> <ul style="list-style-type: none"> a. Being able to use subject and verb agreement in sentence correctly b. Being able to use conjunctions to create coherent sentences/paragraphs/texts c. Being able to distinguish and use parts of speech in sentences/paragraphs/texts correctly d. Being able to use determiners in sentences/paragraphs/texts correctly e. Being able to use preposition in sentences/paragraphs/texts correctly f. Being able to use pronouns to create sentences/paragraphs/texts g. Being able to use tenses precisely and consistently 	The teacher chose option A, C, D, E, and F
2.	<p>Below are grammar skills that the students' need in descriptive text. Arrange them by giving number from 1-7 starting from what students need the most.</p> <ul style="list-style-type: none"> a. Using present tense precisely and consistently <input type="checkbox"/> b. Using comparative degrees correctly <input type="checkbox"/> c. Using adjectives precisely <input type="checkbox"/> d. Using pronouns correctly <input type="checkbox"/> 	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - C as the second option - D as the third option - F as the fourth option - G as the fifth option

	e. Using adverbs precisely <input type="checkbox"/> f. Using determiner in sentences/paragraphs/texts precisely <input type="checkbox"/> g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	- B as the sixth option - E as the seventh option
3.	Below are grammar skills that students need in narrative and recount text. Arrange them by giving number from 1-7 starting from what students need the most. a. Using past tense precisely and consistently <input type="checkbox"/> b. Using passive voice correctly <input type="checkbox"/> c. Using connectors related to time and sequence to create coherent sentences/paragraphs/texts <input type="checkbox"/> d. Using pronouns correctly <input type="checkbox"/> e. Using adverbs of manner correctly <input type="checkbox"/> f. Using determiners in sentences/paragraphs/texts correctly <input type="checkbox"/> g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	The teacher placed option: - A as the first option - D as the second option - E as the third option - C as the fourth option - F as the fifth option - G as the sixth option - B as the seventh option

From the data above, it could be seen that the teacher thought the students needed the ability to use subject and verb agreement, conjunctions, determiners, prepositions, and pronouns as the grammar skills that they needed the most. It was a bit different from what students thought as they picked the ability to distinguish and use parts of speech, tenses, and subject and verb agreement.

The necessities points were expanded into 2 points in which teacher was asked to put each option into a particular order based on his opinion about the students. The first point was grammar skills related to descriptive text. He placed the use of the present tense as the first option, the use of adjectives as the second, and the use of pronouns as the third. Students also picked the use of the present

tense as the most important in descriptive text, but they picked comparative degrees rather than the use of pronouns.

The second point was grammar skills related to narrative and recount text. The use of the past tense was chosen by him as the grammar skill that the students needed the most in narrative and recount text. The next was the use of pronouns and adverbs and manner. The students were agreed with the use of the past tense and adverbs of manner, but they picked the use of passive voice as the other option.

2) Wants

In addition, he also gave ideas about what grammar skills that his students wanted to learn.

Table 9.1: **The Analysis Result of Wants II**

No.	Statements	Result
4.	<p>Grammar skills that students want to master (arrange them by giving number from 1-8 starting from what students want to master the most)</p> <ul style="list-style-type: none"> a. Being able to use subject and verb agreement in a sentence correctly <input type="checkbox"/> b. Being able to use conjunctions to create coherent sentences/paragraphs/texts <input type="checkbox"/> c. Being able to distinguish and use parts of speech in sentences/paragraphs/texts correctly <input type="checkbox"/> d. Being able to use determiners in sentences/paragraphs/texts correctly <input type="checkbox"/> e. Being able to use prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/> f. Being able to use pronouns precisely 	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - F as the second option - C as the third option - B as the fourth option - E as the fifth option - D as the sixth option - G as the seventh option - H as the eighth option

	<input type="checkbox"/> g. Being able to use tenses precisely and consistently <input type="checkbox"/>	
5.	<p>Below are grammar skills that students need in descriptive text. Arrange them by giving number from 1-7 starting from what students want to master the most.</p> <ol style="list-style-type: none"> Using present tense precisely and consistently <input type="checkbox"/> Using comparative degrees correctly <input type="checkbox"/> Using adjectives precisely <input type="checkbox"/> Using pronouns correctly <input type="checkbox"/> Using adverbs precisely <input type="checkbox"/> Using determiner in sentences/paragraphs/texts precisely <input type="checkbox"/> Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/> 	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - D as the second option - C as the third option - B as the fourth option - E as the fifth option - F as the sixth option - G as the seventh option
6.	<p>Below are grammar skills that students need in narrative and recount text. Arrange them by giving number from 1-7 starting from what students want to master the most.</p> <ol style="list-style-type: none"> Using past tense precisely and consistently <input type="checkbox"/> Using passive voice correctly <input type="checkbox"/> Using connectors related to time and sequence to create coherent sentences/paragraphs/texts <input type="checkbox"/> Using pronouns correctly <input type="checkbox"/> Using adverbs of manner correctly <input type="checkbox"/> Using determiners in sentences/paragraphs/texts correctly <input type="checkbox"/> Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/> 	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - E as the second option - D as the third option - C as the fourth option - G as the fifth option - F as the sixth option - B as the seventh option
7.	<p>The obstacles that students face in learning grammar (you may cross more than one)</p> <ol style="list-style-type: none"> Difficulties in understanding English sentence structure Difficulties in distinguishing and using parts of speech Difficulties in using prepositions precisely Difficulties in using pronouns correctly Difficulties in using conjunctions correctly Difficulties in using adverbs correctly 	<p>The teacher chose option A and G</p>

	g. Difficulties in using tenses in sentences/paragraphs/texts	
--	----------------------------------------------------------------------	--

The next 3 numbers reflected the wants of the students based on the teacher's opinion. The first number was about general grammar skills that he thought they wanted to master the most. The first place was taken by the ability to use subject and verb agreement. The next was the ability to use conjunction and then followed by the ability to distinguish and use parts of speech. However, the students had different ideas on this as they chose the use of pronouns, parts of speech, and prepositions.

The second number talked about grammar skills related to descriptive text that students wanted to master. He picked the use of the present tense as the first option. Following that was the use of pronouns and adjectives. Meanwhile, the use of comparative degrees, pronouns, and determiners were chosen by the students.

The last number was about grammar skills related to narrative and recount text. The first place was the use of the past tense, and then the use of adverbs of manner, and the use of pronouns. The students were agreed to this except for the use of pronouns as they picked determiners than pronouns.

3) Lacks

The teacher assessed what obstacles that were faced by his students in learning grammar.

Table 9.2: The Analysis Result of Lacks II

No.	Statements	Result
7.	<p>The obstacles that students face in learning grammar (you may cross more than one)</p> <p>h. Difficulties in understanding English sentence structure</p> <p>i. Difficulties in distinguishing and using parts of speech</p> <p>j. Difficulties in using prepositions precisely</p> <p>k. Difficulties in using pronouns correctly</p> <p>l. Difficulties in using conjunctions correctly</p> <p>m. Difficulties in using adverbs correctly</p> <p>n. Difficulties in using tenses in sentences/paragraphs/texts</p>	<p>The teacher chose option A and G</p>
8.	<p>The obstacles that students face in using subject and verb agreement (arrange them by giving number from 1-4 starting from the most difficult one)</p> <p>a. Putting subject and verb in positive sentence in the form of active and passive <input type="checkbox"/></p> <p>b. Putting subject and verb in negative sentence in the form of active and passive <input type="checkbox"/></p> <p>c. Distinguishing plural and singular subject <input type="checkbox"/></p> <p>d. Determining the verb form that follows the subject <input type="checkbox"/></p>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - D as the second option - B as the third option - C as the fourth option
9.	<p>The obstacles that students face in using tenses (arrange them by giving number from 1-5 starting from the most difficult one)</p> <p>a. Distinguishing regular and irregular verbs <input type="checkbox"/></p> <p>b. Determining past form of a verb <input type="checkbox"/></p> <p>c. Determining the addition of <i>-s</i> or <i>-es</i> in a word <input type="checkbox"/></p> <p>d. Determining the use of <i>to be</i> in present tense <input type="checkbox"/></p> <p>e. Determining the use of <i>to be</i> in past tense <input type="checkbox"/></p>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - B as the second option - E as the third option - C as the fourth option - D as the fifth option
10.	<p>The obstacles that students face in applying grammar for descriptive text (you may cross more than one)</p>	<p>The teacher chose option C and D</p>

	<ul style="list-style-type: none"> a. Incapability in using present tense correctly b. Incapability in choosing and using proper adjectives c. Incapability in using proper adverbs d. Incapability in using pronouns correctly e. Incapability in using determiners in sentences/paragraphs/texts correctly f. Incapability in using prepositions correctly 	
11.	<p>The obstacles that students face in applying grammar for narrative and recount text (you may cross more than one)</p> <ul style="list-style-type: none"> a. Incapability in using past tense correctly b. Incapability in using passive voice correctly c. Incapability in using connectors related to time and sequence correctly d. Incapability in using adjectives correctly e. Incapability in using adverbs of time correctly f. Incapability in using determiners in sentences/paragraphs/texts correctly g. Incapability in using prepositions correctly 	The teacher chose option A and B

The gap between students' existing knowledge and the agreed objectives they had to achieve was shown from the next 5 numbers. The first number was about the obstacles faced by students in learning grammar generally. The teacher thought that the students had difficulties in understanding English sentence structure and using conjunctions correctly. However, students felt different about their obstacles. They faced difficulties in distinguishing parts of speech and using tenses. The next number was about the obstacles in using subject and verb agreement. The option putting subject and verb in positive sentence in the form of

active and passive was placed as the first option. The second place was the ability to determine the verb form that follows the subject. The students were agreed to this but they also picked distinguishing plural and singular objects as their obstacle. The next number was, the obstacles faced by students in using tenses. He considered students were not able to distinguish regular and irregular verbs and also determine past form of a verb where they were totally agreed to this.

The next number was about obstacles faced by students in applying grammar for descriptive text. He chose incapability of using adverbs and pronouns as the most difficult things for students while they chose incapability of using the present tense and prepositions.

The last number was the obstacles faced by students in applying grammar for narrative and recount text. He placed incapability of using passive voice and the past tense as the most difficult. The students had same opinion as their teacher on this question.

f. The Description of Learning Needs II

Learning needs were consisted of goals, input, procedure, teacher role, learner roles, and setting (Nunan: 2004). Below are results of learning needs based on the second questionnaire.

1) Input

Table 10: The Analysis Result of Input II

No.	Statement	Result
12.	<p>What kind of topic that the students prefer the most for learning grammar? (arrange them by giving from 1-8 number starting from what students prefer the most)</p> <p>a. Daily life <input type="checkbox"/></p> <p>b. Fantasy <input type="checkbox"/></p> <p>c. Holiday <input type="checkbox"/></p> <p>d. Fable <input type="checkbox"/></p> <p>e. Biography <input type="checkbox"/></p> <p>f. Famous tour destination <input type="checkbox"/></p> <p>g. Zoo <input type="checkbox"/></p> <p>h. School, house, place around <input type="checkbox"/></p>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - H as the first option - A as the second option - D as the third option - G as the fourth option - C as the fifth option - F as the sixth option - B as the seventh option - E as the eighth option
13.	<p>How many words in a sentence that students want for learning grammar? (cross one)</p> <p>a. 7</p> <p>b. 8</p> <p>c. 9</p> <p>d. 10</p> <p>e. >10</p>	The teacher chose option A
14.	<p>How many sentences in a paragraph that students want for learning grammar? (cross one)</p> <p>a. 3</p> <p>b. 4</p> <p>c. 5</p> <p>d. 6</p> <p>e. >6</p>	The teacher chose option B
15.	<p>How many paragraphs in a text that students want for learning grammar? (cross one)</p> <p>a. 4</p> <p>b. 5</p> <p>c. 6</p> <p>d. 7</p> <p>e. >7</p>	The teacher chose option A
16.	Types of input that the students want for learning grammar (arrange them by giving number from 1-8 starting from what students	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option

	like the most) a. Video <input type="checkbox"/> b. Picture <input type="checkbox"/> c. Song <input type="checkbox"/> d. Text <input type="checkbox"/> e. Audio recording <input type="checkbox"/> f. Magazine, newspaper, article <input type="checkbox"/> g. Teacher's explanation <input type="checkbox"/> h. Exercises <input type="checkbox"/>	- D as the second option - B as the third option - C as the fourth option - E as the fifth option - G as the sixth option - F as the seventh option - H as the eighth option
17.	Types of questions that the students want for learning grammar (arrange them by giving number from 1-10 starting from what students like the most) a. Multiple choice <input type="checkbox"/> b. Short answer <input type="checkbox"/> c. Gap filling <input type="checkbox"/> d. True and false <input type="checkbox"/> e. Matching <input type="checkbox"/> f. Noticing <input type="checkbox"/> g. Summarizing <input type="checkbox"/> h. Interpreting picture <input type="checkbox"/> i. Continuing story <input type="checkbox"/> j. Making sentence/paragraph/text <input type="checkbox"/>	The teacher placed option: - E as the first option - D as the second option - A as the third option - C as the fourth option - B as the fifth option - F as the sixth option - I as the seventh option - H as the eighth option - J as the ninth option - G as the tenth option

The topics that were preferred by teacher that might suitable for the students to learn grammar were school, house, place around, daily life, and fables. The students had the same idea about this question. He preferred students to have a sentence consisted of 7 words, a paragraph consisted of 4 sentences, and a text consisted of 4 paragraphs to learn grammar. The types of input that he suggested were text, video, and picture. When the students had to do some exercises, he suggested the exercises were in forms of true and false, matching, and multiple choice.

2) Procedure

Table 10.1: The Analysis Result of Procedure II

No.	Statement	Result
18.	<p>What kind of learning activities that the students prefer to learn grammar? (arrange them by giving number from 1-8 starting from what students like the most)</p> <p>a. Watching movie then doing exercise <input type="checkbox"/></p> <p>b. Answering questions from song and audio recording <input type="checkbox"/></p> <p>c. Reading a text then answering questions/summarizing <input type="checkbox"/></p> <p>d. Observing a picture and then interpreting it <input type="checkbox"/></p> <p>e. Playing games and doing exercise at the same time <input type="checkbox"/></p> <p>f. Listening to teacher's explanation and then doing exercise <input type="checkbox"/></p> <p>g. Doing exercise in discussion mode <input type="checkbox"/></p> <p>h. Making sentence/paragraph/text from a topic <input type="checkbox"/></p>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - E as the first option - F as the second option - G as the third option - A as the fourth option - D as the fifth option - B as the sixth option - C as the seventh option - H as the eighth option

The teacher placed playing games and doing exercises at the same time as the first option of learning activities that they liked. Next was listening to the teacher's explanation and then doing exercises as the second option, and the third option was doing exercises in discussion mode.

3) Setting

Table 10.2: The Analysis Result of Setting II

No.	Statement	Result
19.	<p>The students want to learn grammar (arrange them by giving number from 1-4 starting from what students like the most)</p> <p>a. Individually <input type="checkbox"/></p> <p>b. In pairs <input type="checkbox"/></p> <p>c. In a small group <input type="checkbox"/></p>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - B as the first option - C as the second option - A as the third

	d. In a big group <input type="checkbox"/>	option - D as the fourth option
20.	How many members that the students want in your group? (cross one) a. 3 b. 4 c. 5 d. 6	The teacher chose option B
21.	The students want to learn grammar in: (cross one) a. Classroom b. Language laboratory c. Library	The teacher chose option A

When the students were asked to work in a group, the teacher preferred a group consisted of 4 members. He preferred students learn grammar in the classroom.

4) Teacher Role

Table 10.3: **The Analysis Result of Teacher Role II**

No.	Statement	Result
22.	The students want the teacher to teach grammar through: (you may cross more than one) a. Explaining in the classroom b. Giving exercises in the classroom c. Giving homework d. Discussion e. Answering and asking questions	The teacher chose option A and B

The teacher thought that the students liked it when he taught by explaining the materials in the classroom and giving them exercise.

5) Learner Role

Table 10.4: **The Analysis Result of Learner Role II**

No.	Statement	Result
23.	What will the students do when they face difficulties in doing exercise? (cross one) a. Ask to the teacher b. Ask to the teacher and friends c. Find the answers by themselves d. Do nothing	The teacher chose option A, B, and C

The last was, the teacher thought that students would ask to teacher, their friends, or try to find the answer by themselves when they face difficulties in doing exercise. The students had almost same opinion on the learning needs with their teacher.

In conclusion, based on the data from the first and second questionnaires, the researcher attempted to pick some points which were considered important by the students and the teacher, because the students and the teacher had different ideas on the students' target needs.

2. The Course Grids

After identifying the target and learning needs, the researcher used the results to conduct the course grids. The course grids were conducted to be guidelines for her to develop units. The writing of the course grids was based on the needs analysis and the Basic Competency from KTSP and Curriculum of 2013.

Those included the six components of communicative task proposed by Nunan (2004). Thus, they consisted of the target students, goals, indicators, materials, tasks (teaching and learning activities), teacher role, learning roles, and setting. The course grids are enclosed in the Appendix D.

3. The First Draft of the Developed Units

Each unit consisted of around 20 tasks in which every task represented grammar skills needed by the students. The unit was started with a warm-up task in form of question which had purpose to make them engage to the topic that would be talked about. Among the tasks, there was a task called *intermezzo* which provided fun activities for students. In the end of the unit, an evaluation was designed in order to assess students' improvement after learning the tasks. The tasks were designed from comprehension to the production following the communicative task definition. Each unit had variant input including text which is in oral and written forms, pictures, games, etc.

The explanation of each unit of the first draft of the developed materials is written as follows.

a. Unit 1

The first unit was entitled "Famous Thing". The objectives of this unit were, firstly to make students comprehend and apply text structure and linguistics features in a written functional text and short essay of descriptive text related to people, animal, things, and place around based on its context and secondly to

make students expose and construct written texts of descriptive to describe people, animals, things, and place around using correct social function, text structure, and linguistics features based on its context. From those objectives, there were some indicators in this unit including being able to distinguish and use parts of speech in sentences/paragraphs/texts, use adjectives correctly, use determiners in sentences/paragraphs/texts, use pronouns correctly, use simple present tense precisely and consistently, use comparative degrees correctly, and use prepositions correctly.

This unit was started by a task in which students were asked to read two sentences and distinguish them. This task aimed to make students realize that there were 2 words which were same but had different meanings and it was called by parts of speech. Task 2 was where the students had to read a text, but they needed to study some words in order to help them understand the text. This assistance was given in order to avoid the misleading to the fact that the task was a grammar task, not reading task. The next task was the students were asked to find similar words in the text with different meanings. They, then, needed to write them to the given table based on their parts of speech. This task was clearly about parts of speech. In Task 4, the students had to work in pairs to study information about parts of speech. They needed to work in pairs so they could ask to their partner if there was something they did not understand. After studying the information, in Task 5, they had to read the text in Task 2 again to find phrases that used a, an, or the and write them in the provided space. Moving to Task 6, the students must group the phrases that they found in Task 5 according to the use of

definite and indefinite articles. The next was the task where they were required to study the information about *a*, *an*, and *the*. It was intended to check their answers in Task 6. Task 8 was students had to write 2 sentences using the words from Task 3 to show its variants meanings. The next task was students were given 9 pictures in which they were required to write a short sentence for each picture using the provided words. They also needed to determine the type of the words. Task 10 was a crossword about pronouns. Task 11 had relation to the next task in which the students were asked to determine correct form in each sentence. This was aimed to help them understand the next task in which they would read a text. Before reading the text, they had to study some difficult words. In Task 13, students needed to do 2 different activities which were matching and completing sentences based on the text in Task 12. To make sure they completed sentences in Task 13, students had to study information about the present tense in Task 14. The next 2 tasks were students had to filling table about comparative and superlative by finding words in the text in Task 12. In Task 17, students had to create two sentences for each adjective using comparative and superlative forms that they found in Task 15 and 16. Task 18 was bingo game using adjectives which was an intermezzo. In this task, the teacher would participate as an instructor. In Task 19, the students were required to interpret a picture by deciding whether the sentences that described the picture were correct or not. If the sentences were incorrect, they needed to correct them. Task 20 was completing news by choosing a right answer from the brackets. The last task, as the evaluation, was creating a descriptive text.

In this task, students were assisted by certain topics with the provided words and also there were questions that might help them.

Below is the general description of the unit 1.

Table 11: The General Description of Unit 1

Task	Instruction	Function
Task 1	Read two sentences below. Can you distinguish the use of 'ring' in each sentence?	Stimulating students to engage to the topic.
Task 2	Study the following words to help you understand the text that you are going to read. Now, read the following text carefully.	Providing students the input materials for the next tasks.
Task 3	Based on the text above, in pairs, find similar words with different meanings. Then, write in the following table according to their parts of speech.	Prompting students to have idea about parts of speech.
Task 4	Still with your partner, study the following information about types of words or parts of speech.	Providing students the information about parts of speech.
Task 5	Read the text in Task 2 again. Find phrases that use <i>a</i> , <i>an</i> , or <i>the</i> and write them here.	Challenging students to read the text carefully in order to find the phrases.
Task 6	Group the phrases in Task 5 according to the use of definite and indefinite articles.	Giving opportunity to the students to guess the answers based on their knowledge.
Task 7	Study the information below about <i>a</i> , <i>an</i> , and <i>the</i> . After studying the information, have you placed the phrases in the	Providing information to the students to check their answers.

	right column? If you have, great. If not, check again your answers based on the information above.	
Task 8	For each word you listed in Task 3, write down two sentences that show its variant meanings using <i>a</i> , <i>an</i> , and <i>the</i> . You can look at the Task 1 to see the example.	Prompting students to expand their ideas.
Task 9	Under each picture write appropriate word, parts of speech and a short sentence using the word. Do not forget to put article(s) on your sentences. Match words to the pictures.	Challenging the students to use some grammar skills in one activity.
Task 10	Do the crossword below.	Digging up students' knowledge about pronouns.
Task 11	Circle the correct form in each sentence.	Stimulating students to use correct form of present tense.
Task 12	Study the following words to help you understand the text that you are going to read. Now, read the following text.	Providing students the input for the next tasks.
Task 13	Based on the text above, match the questions (1-6) and answers (a-f). Then, complete the answers.	Giving chances to the students to have better understanding on present tense.
Task 14	Study the following information about present tense.	Providing information about present tense to the students.
Task 15	Read the text in Task 12 again. Find adjectives in the text then complete the following table.	Prompting students to have idea about comparative.
Task 16	Below is another table that you have to complete based on the text in Task 12.	Prompting students to have idea about superlative.

Task 17	Using the adjectives you listed before, write two sentences for each adjective using comparative and superlative form.	Giving opportunities to the students to expand their ideas on comparative degrees.
Task 18	<ol style="list-style-type: none"> 1. Choose one bingo board – either Bingo Board A or Bingo Board B. 2. Listen to the teacher and look at your board. The teacher will read sentences with comparative adjectives. Look for the comparative form of the adjective and write an “X” over the word. 3. When you have four “X”s in a row, say “Bingo!” The row of “X”s can be left to right, top to bottom, or diagonal. 	Providing students fun activities related to the use of comparative degrees.
Task 19	Decide whether the sentences describing the picture are correct or incorrect. If they are incorrect, correct them.	Challenging students to interpret the picture.
Task 20	Complete the following news from <i>The Week</i> talking about Dubsmash application by choosing a right answer from the brackets.	Providing students an activity which combines grammar in the previous tasks.
Task 21	Choose one topic from the boxes below. In your book, write a descriptive text using the topic by following the questions in the template. You may use provided vocabularies for each topic.	Elaborating students’ ideas on writing a descriptive text using correct grammar from the previous tasks.

b. Unit 2

This unit was entitled “Fascinating Moments” which consisted of 20 tasks. The objectives of this unit were to make students comprehend and apply text structure and linguistics features in a written functional text and short essay of recount text related to students’ environment about short actions and accidents based on its context and also make them expose and construct written texts of recount to retell past actions or accidents using correct social function, text structure, and linguistics features based on its context. Meanwhile, the indicators were using past tense precisely and consistently, distinguishing regular and irregular verbs, using connectors related to time and sequence to create coherent sentences/paragraphs/texts, using passive voice correctly, using determiners in sentences/paragraphs/texts correctly, using pronouns correctly, and using prepositions in sentences/paragraphs/texts correctly.

The unit was started with a task by differentiating two sentences. The sentences used two different tenses, present and past, which had purpose to lead students to the topic. The second task was reading a newspaper story starting by studying related words. In Task 3, students were asked to work in pairs to find words in past form from the text in Task 2. After finding the words, students had to study information about the simple past tense in Task 4 continued by grouping the words from Task 3 into provided table in Task 5. This task was meant to make students be able to distinguish regular and irregular words. In Task 6, students were required to write a sentence for each word in Task 5 using the simple past tense. Task 7 was about studying connectors of sequence and then they had to

sequence sentences to make a good paragraph. After that, they had to rewrite the well-sequenced story from Task 8 in their book and put a suitable title. Moving to Task 10, students had to complete a text using provided words. Then, by using text in Task 10, students needed to find 5 active sentences and soon it would be converted into passive sentence in Task 13. However, they had to learn about passive voice in Task 12. The next task was a task which used movie segments from Ratatouille movie. In order to help students understand the clip, they were given a short preview and the characters of the movie. Then, they needed to watch the video and do exercise by filling the blanks of 10 sentences. In Task 16, students needed to rewrite the sentences in Task 15 using the passive voice. Task 17 was a game using a dice and a board of passive voice in the present and past tense. In Task 18, students had to work in a team of 3 to describe a picture using simple past tense. They needed to write sentences as many as possible in 7 minutes. Shifting to Task 19, students had to do a cloze test where they needed to read a text and find mistakes in the text. The mistakes were about determiners, pronouns, prepositions, and the use of the past tense in the amount of 45 mistakes. The last task, as the evaluation, was to create a recount text about students' last holiday. There were some questions which would help them create the text. In the end, they were asked to draw a picture of their stories.

Below is the general description of unit 2.

Table 12: The General Description of Unit 2

Task	Instruction	Function
Task 1	Look at the two sentences below. What is the	Prompting students to engage to the topic.

	difference between the use of 'goes' and 'went'?	
Task 2	Study the following words. Now, read this newspaper story.	Providing students the input for the next tasks.
Task 3	From the story in Task 2, find words in the past form. Do it in pairs.	Challenging students to re-read the text carefully in order to find the words.
Task 4	Study the following information about simple past tense.	Providing students the information about simple past tense.
Task 5	Still with your partner, group the words that you found in Task 3 following this table.	Giving chances to the students to expand their ideas.
Task 6	From the words that you have grouped in Task 5, choose 5 words from regular words and 5 words from irregular words. Write a sentence for each word using simple past tense.	Stimulating students to expand their ideas to write sentences.
Task 7	Study the following information about connectors of sequence.	Providing students the information about connectors of sequence.
Task 8	Number the sentences in each group to put the events in order.	Prompting students to use the previous information in order to sequence the sentences.
Task 9	In your book, rewrite the sentences from the Task 8 into good paragraphs. Then, put a suitable title for the story.	Prompting students to have a well-sequenced text.
Task 10	Complete the following text using the words in the box.	Challenging students to jog their memories on pronouns, prepositions, and determiner, and also providing input for the next tasks.
Task 11	Find 5 active sentences from the text in Task 10 and write them here.	Stimulating students to elaborate their ideas on what is called by active

		sentence.
Task 12	Look at the picture below. Try to understand it. Now, learn on how to use passive voice.	Providing students information about active and passive voice.
Task 13	Change the sentences that you listed in Task 11 into passive form.	Checking students' understanding on passive voice.
Task 14	You are going to watch movie segments from the Ratatouille movie. However, meet the characters of the movie below and read the preview of the movie.	Providing students information for the next tasks.
Task 15	Now, watch the video segment and fill in the blanks of the exercise with the correct verb tense form of the verbs.	Giving opportunities to the students to have better understanding on verb tense forms.
Task 16	Rewrite the sentences in Task 15 using the passive voice.	Prompting students to have better understanding on the use of passive voice.
Task 17	Use a dice to work your way around the board. For each box you land on, complete the sentence in the passive form.	Giving fun activities to the students related to the use of passive voice.
Task 18	In teams of 3, write sentences to describe this picture, using the simple past tense. Write as many as you can in 7 minutes.	Giving opportunities to the students to work in team and produce sentences as many as possible.
Task 19	Read the text below. There are 45 mistakes in the text. They are about pronouns, determiner, the use of past tense, and prepositions. Find the mistakes and then correct them.	Challenging students to focus on the text in order to find the mistakes.
Task 20	Tell me about something fun you did during your last holiday by answering	Elaborating students' ideas based on their experiences.

	these questions. Draw a picture of your day on the next page.	
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c. Unit 3

A unit which had title “Once Upon A Time” had two objectives which were to make students comprehend and apply text structure and linguistics features in a written functional text and short essay of narrative text in the form of fable related to students’ environment based on its context and make them expose and construct written texts of narrative to tell past accidents in the form of fable using correct social function, text structure, and linguistics features based on its context. Meanwhile, the indicators were using past tense precisely and consistently, distinguishing regular and irregular verbs, using pronouns correctly, using passive voice correctly, using determiners in sentences/ paragraphs/ texts correctly, using prepositions in sentences/ paragraphs/ texts correctly, and using pronouns correctly.

This unit was begun with looking at a picture. The students then were asked if they had ever seen the picture before. This picture would lead them to the text in Task 3. Before that, they had to learn about information about folktales and then they needed to name 3 well-known fables around them. They had to learn some words before they read the text. In Task 4, students were given a question about why the text in Task 3 used two verb forms. They had to read the text again in order to do Task 5 in which they needed to find phrases that used verb in past form and group them based on the use of regular and irregular verbs. Based on the

text in Task 3, they were required to work in pairs and find words with different meanings. In Task 7, they needed to write two sentences using the words in Task 6 in the form of the past tense. The next was learning the information about adverbs of manner. Then, they had to sequence sentences based on the pictures by giving number on the provided circles. To check their answers, they must watch a video in Task 10. In Task 11, they had to rewrite the story in Task 9 based on the correct order and find a suitable title. After that, they must read the story again and find adverbs of manner in the text. For each adverb that they found, they had to write a sentence using the simple past tense. Task 14 used lyrics of a song in which students had to arrange some sentences in the lyrics which were scrambled. In order to check their answers, they would listen to the song and guess who the singer was. Moving to Task 16, there were 5 sentences which were parts of the song and students had to change them into passive form. In Task 17, they would learn some words related to the text that they would read in the next task. Cloze test was the form of Task 18 where students would read a text and find mistakes in it. For Task 19, they were required to finish a story by predicting it. The last task was picking one fable from 3 fables that they listed in Task 2 and they would write the story. This was the evaluation part where they had to follow the questions and some order that would make them easier in telling the story. After that, they had to draw a picture of their stories.

Below is the general description of unit 3.

Table 13: The General Description of Unit 3

Task	Instruction	Function
Task 1	Look at the picture below. Have you ever seen this picture before?	Prompting students to engage to the topic.
Task 2	Take a look at the following information about folktales. Now, name at least 3 well-known fables in your place.	Providing information for the students and stimulating them to dig their memories about fables around them.
Task 3	Study the following words. Now, read the text below carefully.	Providing students the input for the next tasks.
Task 4	If you read the text carefully, you would find the use of verbs in present and past forms. Can you explain why the text mixes the two verb forms?	Stimulating students to give the answers to the question.
Task 5	Read the text above again. Find phrases that use verb in past form, then, group them based on the use of regular and irregular verbs.	Giving chances to the students to jog their memories on regular and irregular verbs.
Task 6	Based on the text above, in pairs, find similar words with different meaning. Then, write in the following table according to their parts of speech.	Giving opportunities to the students to jog their memories on the parts of speech.
Task 7	For each word you listed in Task 6, write down two sentences that show its variant meanings using the simple past tense.	Stimulating students to elaborate their ideas to write sentences.
Task 8	Learn the information	Providing students the

	below about adverbs of manner.	information about adverbs of manner.
Task 9	Sequence the sentence based on the pictures. Write the number of the corresponding sentence in the provided circle. Number 1 has been done for you.	Challenging students to pay attention to the pictures to sequence the story.
Task 10	Check your answer of Task 9 through the following video.	Providing answers to the students.
Task 11	Have you placed the story into a correct order? Now, rewrite the story based on the correct order on your book and find a suitable title.	Stimulating students to have a well-sequenced story and find a good title for the story.
Task 12	Read again the story that you wrote in Task 11. Find adverbs of manner and write them below.	Stimulating students to re-read the story carefully.
Task 13	Using the adverbs that you found, create a sentence for each adverb using simple past tense.	Giving chances to the students to expand their ideas.
Task 14	Below are lyrics of a song. Some of them are already in correct order, but there are some lyrics which are scrambled. Arrange them into good sentences.	Providing input to the students.
Task 15	To check your answers, listen to the following songs. Can you guess whose song that is? What is the possible title for the song?	Giving opportunity to the students to have interesting activity.
Task 16	Change the sentences below into passive form.	Stimulating students to jog their memories on the passive voice.
Task 17	Study the following words.	Providing assistance to the students for the next task.
Task 18	Read the text below. Find	Challenging students to

	the mistakes and correct them.	read the text carefully in order to find the mistakes.
Task 19	Read the story below. Then finish the story in a separate piece of paper. Predict what will happen next. Finish this story on a separate sheet of paper. Be sure to write about who Porter Pig had seen and how he fixed the problem.	Challenging students to expand their ideas to finish the story.
Task 20	In Task 2 you listed 3 famous fables in your place. Pick one of them and then write the story on the next page. Now, draw a picture of your story on the next page.	Elaborating students' ideas on the fable that they know.

4. The Expert Judgment

The materials that had been developed were then examined by an expert which in this case was a lecturer. The examiner was given three questionnaires for the three developed units. Each questionnaire consisted of 31 questions in which there were 10 questions for materials' content appropriateness, 11 questions for materials' presentation appropriateness, 6 questions for materials' language appropriateness, and 4 questions for materials' graphic appropriateness. Below are the data of the respondent.

Table 14: The Data of the Respondent

Name	Gender	Occupation	Education	Working Duration
Suharso	Male	Lecturer	Post-Graduate	31 years

Meanwhile, the result of the materials' evaluation is presented below.

a. The Evaluation and The Revision of Unit 1

The questionnaire that used to examine this unit covered the questions of content appropriateness, presentation appropriateness, language appropriateness, and graphic appropriateness.

1) The Evaluation of Unit 1

This unit consisted of 21 tasks which consisted of grammar skills related to descriptive text.

a) Content Appropriateness

Table 14.1: The Content Appropriateness of Unit 1

No.	Statements	Score
1.	<p>The developed materials are appropriate to SK KD and KI KD 8th grade of Junior High School which consisted of:</p> <ul style="list-style-type: none"> - Comprehend and apply text structure and linguistics features in a written functional text and short essay of descriptive text related to people, animal, things, and place around based on its context. - Expose and construct written texts of descriptive to describe people, animals, things, and place around using correct social function, text structure, and linguistics features based on its context. 	4
2.	The developed materials are appropriate to the students' language level.	3
3.	Input (texts, pictures, and tables) in the developed materials are relevant to the topic.	4
4.	The developed materials are appropriate to the needs analysis results of 8 th grade students of SMP N 1	4

	Pakem.	
5.	The developed materials contain various text types that are appropriate to students' needs.	4
6.	The developed materials direct students to comprehend the social function of the text.	4
7.	The developed materials direct students to comprehend text structure of the related text.	4
8.	The developed materials direct students to comprehend linguistic features of the text.	4
9.	The developed materials direct students to comprehend grammar elements of the text.	4
10.	The developed materials direct students to use grammar in creating text.	4
Mean		3.9

From the table shown above, the content appropriateness of this unit was categorized as "Very Good" with interval $3.25 \leq x \leq 4$.

b) Presentation Appropriateness

Table 14.2: **The Presentation Appropriateness of Unit 1**

No.	Statements	Score
11.	The tasks in the developed materials are arranged systematically from the easiest to the hardest tasks.	4
12.	The tasks in the developed materials have a good balance toward other units.	3
13.	The tasks in the developed materials support students to communicate in written.	4
14.	The tasks in the developed unit provide students with communicative grammar tasks which will help students communicate in written.	4
15.	The tasks in the developed materials direct students to think and act creatively.	4
16.	The tasks in the developed materials direct students to study independently.	4
17.	The tasks in the developed materials are arranged systematically starting from guided activities to free guided activities.	4
18.	The developed materials cover students' evaluation to measure students' improvement toward the materials.	4
19.	The developed materials cover the introduction, core	4

	content, and closing.	
20.	The developed materials provide list of vocabularies related to the materials.	4
21.	The developed materials provide technical terms related to the materials.	4
Mean		3.9

The result of the table above showed that the mean of the presentation appropriateness was 3.9 which meant that it categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

c) Language Appropriateness

Table 14.3: **The Language Appropriateness of Unit 1**

No.	Statements	Score
22.	The language that is used in the developed materials is appropriate to students’ cognitive development.	3
23.	The language that used in the instructions of the developed materials is easy for students.	4
24.	English that is used in the developed materials is grammatically correct.	3
25.	English that is used in the developed materials uses correct spelling.	4
26.	English that is used in the developed materials has proper word choice.	4
27.	The developed materials are related to the next materials.	4
Mean		3.6

The mean of the language appropriateness in this unit showed the category of “Very Good” with interval $3.25 \leq x \leq 4$.

d) Graphic Appropriateness

Table 14.4: The Graphic Appropriateness of Unit 1

No.	Statements	Score
28.	The developed materials use normal font type.	4
29.	The developed materials use normal font size.	4
30.	The developed materials use proper color.	4
31.	The developed materials use aesthetic and functional pictures.	4
Mean		4

The result of the graphic appropriateness of this unit illustrate that it categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

2) The Revision of Unit 1

According to the evaluation result of the Unit 1, there were a few things that needed to be revised. The table below shows the revision of Unit 1.

Table 15: The Revision of Unit 1

Parts of The Unit	Point to Revise	Revision
Cover	<ul style="list-style-type: none"> - Adding <i>s</i> to the word part in the parts of speech - Adding <i>the</i> in simple present tense 	<ul style="list-style-type: none"> - Changing the sentence into parts of speech - Changing the sentence into the simple present tense
Task 1	No revision	No revision
Task 2	Changing the capital letter of each word below. Sticky : Menempel Foolish : Bodoh Hasty : Gegabah Drain : Saluran Pipa Sting : Menyengat	Changing the words into: sticky : menempel foolish : bodoh hasty : gegabah : saluran drain : pipa sting : menyengat
Task 3	Adding <i>s</i> to the word <i>part</i> .	Changing the word into parts .
Task 4	<ul style="list-style-type: none"> - Adding <i>s</i> to the word <i>part</i>. - The provided information 	<ul style="list-style-type: none"> - Changing the word into part

	was unclear.	- Changing the information with a clearer one
Task 5	No revision	No revision
Task 6	Adding <i>s</i> to the word <i>article</i> .	Changing the word into articles .
Task 7	No revision	No revision
Task 8	- Changing the word <i>variants</i> . - Removing the word <i>the</i> .	- Changing the word into variant . - Removing the word the .
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	Changing the capital letter of each word below. Built-In : Bawaan Enhance : Meningkatkan Plain : Sederhana/Biasa Slight : Sedikit Vintage : Kuno	Changing the words into: built-in : bawaan enhance : meningkatkan plain : sederhana/biasa slight : sedikit vintage : kuno
Task 13	No revision	No revision
Task 14	Adding the word <i>the</i> .	Changing the sentence into the present tense .
Task 15	- Adding the word <i>and</i> . - Changing the capital letter of the word <i>Slight</i> .	- Changing the sentence into in the text and then . - Changing the word into slight .
Task 16	Changing the capital letter of the word <i>Young</i> .	Changing the word into young .
Task 17	Adding <i>s</i> to the word <i>form</i> .	Changing the word into forms .
Task 18	No revision	No revision
Task 19	Fixing the margin.	Fixing the margin.
Task 20	No revision	No revision
Task 21	Changing the word <i>vocabularies</i> .	Changing the word into words .
Let's Sum Up	- Adding <i>s</i> to the word <i>part</i> . - Adding <i>the</i> before the word <i>simple</i> .	- Changing the word into parts . - Changing the words into the simple .

b. The Evaluation and The Revision of Unit 2

The questionnaire that used to examine this unit covered the questions of content appropriateness, presentation appropriateness, language appropriateness, and graphic appropriateness.

1) The Evaluation of Unit 2

This unit consisted of 20 tasks which consisted of grammar skills related to recount text.

a) Content Appropriateness

Table 16: **The Content Appropriateness of Unit 2**

No.	Statements	Score
1.	<p>The developed materials are appropriate to SK KD and KI KD 8th grade of Junior High School which consisted of:</p> <ul style="list-style-type: none"> - Comprehend and apply text structure and linguistics features in a written functional text and short essay of recount text related to students' environment about short actions and accidents based on its context. - Expose and construct written texts of recount to retell past actions or accidents using correct social function, text structure, and linguistics features based on its context. 	4
2.	The developed materials are appropriate to the students' language level.	3
3.	Input (texts, pictures, and tables) in the developed materials are relevant to the topic.	4
4.	The developed materials are appropriate to the needs analysis results of 8 th grade students of SMP N 1 Pakem.	4
5.	The developed materials contain various text types that are appropriate to students' needs.	4
6.	The developed materials direct students to comprehend the social function of the text.	4

7.	The developed materials direct students to comprehend text structure of the related text.	4
8.	The developed materials direct students to comprehend linguistic features of the text.	4
9.	The developed materials direct students to comprehend grammar elements of the text.	4
10.	The developed materials direct students to use grammar in creating text.	4
Mean		3.9

From the table shown above, the content appropriateness of this unit was categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

b) Presentation Appropriateness

Table 16.1: **The Presentation Appropriateness of Unit 2**

No.	Statements	Score
11.	The tasks in the developed materials are arranged systematically from the easiest to the hardest tasks.	4
12.	The tasks in the developed materials have a good balance toward other units.	3
13.	The tasks in the developed materials support students to communicate in written.	4
14.	The tasks in the developed unit provide students with communicative grammar tasks which will help students communicate in written.	4
15.	The tasks in the developed materials direct students to think and act creatively.	4
16.	The tasks in the developed materials direct students to study independently.	4
17.	The tasks in the developed materials are arranged systematically starting from guided activities to free guided activities.	4
18.	The developed materials cover students' evaluation to measure students' improvement toward the materials.	4
19.	The developed materials cover the introduction, core content, and closing.	4
20.	The developed materials provide list of vocabularies related to the materials.	4
21.	The developed materials provide technical terms related to the materials.	4
Mean		3.9

The result of the table above showed that the mean of the presentation appropriateness was 3.9 which meant that it categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

c) Language Appropriateness

Table 16.2: **The Language Appropriateness of Unit 2**

No.	Statements	Score
22.	The language that is used in the developed materials is appropriate to students' cognitive development.	3
23.	The language that used in the instructions of the developed materials is easy for students.	4
24.	English that is used in the developed materials is grammatically correct.	3
25.	English that is used in the developed materials uses correct spelling.	4
26.	English that is used in the developed materials has proper word choice.	4
27.	The developed materials are related to the next materials.	4
Mean		3.6

The mean of the language appropriateness in this unit showed the category of “Very Good” with interval $3.25 \leq x \leq 4$.

d) Graphic Appropriateness

Table 16.3: **The Graphic Appropriateness of Unit 2**

No.	Statements	Score
28.	The developed materials use normal font type.	4
29.	The developed materials use normal font size.	4
30.	The developed materials use proper color.	4
31.	The developed materials use aesthetic and functional pictures.	3
Mean		3.75

The result of the graphic appropriateness of this unit illustrate that it categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

2) The Revision of Unit 2

According to the evaluation result of the Unit 2, there were a few things that needed to be revised. The table below shows the revision of Unit 2.

Table 17: The Revision of Unit 2

Parts of The Unit	Point to Revise	Revision
Cover	Adding <i>the</i> in past <i>tense</i>	Changing the sentence into the past tense
Task 1	No revision	No revision
Task 2	<ul style="list-style-type: none"> - Changing the capital letter of each word below. Uninhabited :Tak Berpenghuni Encounter : Bertemu Drift : Hanyut Shore :Pantai/Tepi Laut Safe And Sound:Sehat Wal Afiat <ul style="list-style-type: none"> - The text was unclear 	<ul style="list-style-type: none"> - Changing the words into: uninhabited :tak berpenghuni encounter :bertemu drift :hanyut shore :pantai/tepi laut safe and sound:sehat wal afiat - Changing the text into a clearer one.
Task 3	No revision	No revision
Task 4	<ul style="list-style-type: none"> - Adding <i>the</i> to the word <i>simple past tense</i>. - The provided information was unclear. 	<ul style="list-style-type: none"> - Changing the word into the simple past tense. - Changing the information with a clearer one.
Task 5	No revision	No revision
Task 6	Adding <i>the</i> to the word <i>simple past tense</i> .	Changing the word into the simple past tense .
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	Removing the word <i>the</i> .	Removing the word the .
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision

Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	Adding the word <i>the</i> before <i>past tense</i> .	Changing the sentence into the past tense .
Task 20	No revision	No revision
Let's Sum Up	Adding <i>the</i> before the word <i>past</i> .	Changing the words into the past tense .

c. The Evaluation and The Revision of Unit 3

The questionnaire that used to examine this unit covered the questions of content appropriateness, presentation appropriateness, language appropriateness, and graphic appropriateness.

1) The Evaluation of Unit 3

This unit consisted of 20 tasks which consisted of grammar skills related to narrative text.

a) Content Appropriateness

Table 18: The Content Appropriateness of Unit 3

No.	Statements	Score
1.	<p>The developed materials are appropriate to SK KD and KI KD 8th grade of Junior High School which consisted of:</p> <ul style="list-style-type: none"> - Comprehend and apply text structure and linguistics features in a written functional text and short essay of narrative text in the form of fable related to students' environment based on its context. - Expose and construct written texts of narrative to tell past accidents in the form of fable using correct social function, text structure, and linguistics features based on its context. 	4
2.	The developed materials are appropriate to the students' language level.	3

3.	Input (texts, pictures, and tables) in the developed materials are relevant to the topic.	4
4.	The developed materials are appropriate to the needs analysis results of 8 th grade students of SMP N 1 Pakem.	4
5.	The developed materials contain various text types that are appropriate to students' needs.	4
6.	The developed materials direct students to comprehend the social function of the text.	4
7.	The developed materials direct students to comprehend text structure of the related text.	4
8.	The developed materials direct students to comprehend linguistic features of the text.	4
9.	The developed materials direct students to comprehend grammar elements of the text.	4
10.	The developed materials direct students to use grammar in creating text.	4
Mean		3.9

From the table shown above, the content appropriateness of this unit was categorized as "Very Good" with interval $3.25 \leq x \leq 4$.

b) Presentation Appropriateness

Table 18.1: **The Presentation Appropriateness of Unit 3**

No.	Statements	Score
11.	The tasks in the developed materials are arranged systematically from the easiest to the hardest tasks.	4
12.	The tasks in the developed materials have a good balance toward other units.	3
13.	The tasks in the developed materials support students to communicate in written.	4
14.	The tasks in the developed unit provide students with communicative grammar tasks which will help students communicate in written.	4
15.	The tasks in the developed materials direct students to think and act creatively.	4
16.	The tasks in the developed materials direct students to study independently.	4
17.	The tasks in the developed materials are arranged systematically starting from guided activities to free	4

	guided activities.	
18.	The developed materials cover students' evaluation to measure students' improvement toward the materials.	4
19.	The developed materials cover the introduction, core content, and closing.	4
20.	The developed materials provide list of vocabularies related to the materials.	4
21.	The developed materials provide technical terms related to the materials.	4
Mean		3.9

The result of the table above showed that the mean of the presentation appropriateness was 3.9 which meant that it categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

c) Language Appropriateness

Table 18.2: **The Language Appropriateness of Unit 3**

No.	Statements	Score
22.	The language that is used in the developed materials is appropriate to students' cognitive development.	3
23.	The language that used in the instructions of the developed materials is easy for students.	4
24.	English that is used in the developed materials is grammatically correct.	3
25.	English that is used in the developed materials uses correct spelling.	4
26.	English that is used in the developed materials has proper word choice.	4
27.	The developed materials are related to the next materials.	4
Mean		3.6

The mean of the language appropriateness in this unit showed the category of “Very Good” with interval $3.25 \leq x \leq 4$.

d) Graphic Appropriateness

Table 18.3: The Graphic Appropriateness of Unit 3

No.	Statements	Score
28.	The developed materials use normal font type.	4
29.	The developed materials use normal font size.	4
30.	The developed materials use proper color.	4
31.	The developed materials use aesthetic and functional pictures.	4
Mean		4

The result of the graphic appropriateness of this unit illustrate that it categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

2) The Revision of Unit 3

According to the evaluation result of the Unit 3, there were a few things that needed to be revised. The table below shows the revision of Unit 3.

Table 19: The Revision of Unit 3

Parts of The Unit	Point to Revise	Revision
Cover	Adding <i>the</i> in past <i>tense</i>	Changing the sentence into the past tense
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	Changing the capital letter of each word below. Umpire : Wasit Nap : Tidur siang Show Off : Pamer	Changing the words into: umpire : wasit nap : tidur siang show off : pamer
Task 4	No revision	No revision
Task 5	- Adding <i>the</i> to the word <i>past form</i> . - Punctuation	- Changing the word into the past form . - Changing the sentences into in the past form. Then,
Task 6	Adding <i>s</i> to the word <i>part</i> .	Changing the word into parts of speech .

Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	Adding <i>the</i> word the before <i>simple past tense</i> .	Changing the sentence into the simple past tense .
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	Adding dot (.) in the end of each statement below. 1. You chewed me up 2. You took my light 3. You drained me down 4. You ripped me off 5. I throw my phone away 6. You put me out again	Changing the statements into: 1. You chewed me up. 2. You took my light. 3. You drained me down. 4. You ripped me off. 5. I throw my phone away. 6. You put me out again.
Task 17	Changing the capital letter of each word below. Tend : Menggembala Fool : Membodohi Shepherd : Gembala	Changing the words into: tend : menggembala fool : membodohi shepherd : gembala
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	Changing the words <i>to who?</i>	Changing the words into to whom?
Let's Sum Up	Adding <i>the</i> before the word <i>past</i> .	Changing the words into the past tense .

B. Discussions

The purpose of this research was to design a communicative supplementary grammar tasks for the 8th grade students of SMP N 1 Pakem. After going through a several steps, this research produced a set of grammar tasks which consisted of 3 units. Those steps included gathering data from needs analysis, using the data to conduct course grids, writing the first draft of materials

based on the course grid, evaluating the first draft of the materials, and writing the final of the materials based on the evaluation results.

In order to design the tasks, data were needed to be the guidelines of conducting the tasks. Thus, needs analysis was held in which the researcher attempted to use questionnaires to collect the data. There were two questionnaires used by the researcher, yet they consisted of the same questions. Both questionnaires contained 23 questions related to the target needs and students' learning needs about grammar skills. The target needs questions included several aspects such as students' necessities, lacks, and wants. Meanwhile, the students' learning needs questions comprised of goals, input, procedure, setting, teacher role, and learner roles. The first questionnaire was given to the 8th grade students of SMP N 1 Pakem in a range of 61 students, while the second questionnaire was filled by English subject teacher of SMP N 1 Pakem. The second questionnaire was meant to give confirmation for students' answers.

The data from needs analysis were then analyzed by calculating the percentage of each answer on the questionnaire. The three highest percentages were considered as the data conclusion that would be used. However, in target needs questions, the students and the teacher had different ideas which made the researcher attempted to pick some points which were considered important by the students and the teacher. Those points were grammar skills related to descriptive, recount, and narrative texts including distinguishing and using parts of speech, using adjectives, determiners, pronouns, prepositions, the simple present tense, and comparative degrees which were grammar skills for descriptive text.

Meanwhile, for recount and narrative text, there were some points such as using the simple past tense, distinguishing regular and irregular verbs, using connectors related to time and sequence, using pronouns, determiners, prepositions, and adverbs of manner.

After collecting data and analyzing them, the data were used to construct the course grids. The course grids were not only constructed based on the needs analysis results but also based on the Basic Competencies from KTSP and Curriculum of 2013. The components of the course grids had the same components as in the needs analysis questionnaires. They were the target students, goals, indicators, materials, tasks (teaching and learning activities), teacher role, learner roles, and setting. In addition, there was also assessment for each unit.

The course grids were then realized in the first draft of the developed units. There were three units where each unit consisted of around 20 tasks. Each task epitomized grammar skill needed by the students. Each unit was begun with a warm-up task where the students would recall their knowledge to get in to the topic. There was also a task called by *intermezzo* where they would have a fun activity. The last task of each unit was an evaluation in which they had to conduct a text by using provided assistances. In the end of all units, a reflection space was provided to see students' improvement after learning the materials.

The developed tasks reflected students' needs like the topics that were chosen by the researcher. The students preferred daily life, fable, school, house and place around as the topics as they liked the most. The first unit entitled

“Famous Things” exposed the daily life topic as the content of the unit was related to students’ life like things that they found in their life such as Instagram, Google, Dubsmash application, Path, etc. Moreover, the unit had several types of input like pictures and texts as the students preferred these types of input. The unit also consisted of tasks which were students’ favorites, gap filling, true and false, and matching.

The tasks were designed following Taras (2013) steps like awareness-raising steps, conceptualization, proceduralization, and performance. The units started with the awareness-raising step where the students are looking patterns in the target language. It could be seen in the first and second unit. The first task of the first unit was distinguishing the use of a word in different contexts. Meanwhile the first task of the second unit was differentiating two sentences that used different verb tense. These facts showed that the students were going through the awareness-raising steps where they had to be aware that there was something different about the form.

The next step was conceptualization where the students would have problem-solving and hypothesis-building tasks. In Unit 1, before learning the information about parts of speech, the students were asked to find similar words with different meanings and group them based on their parts of speech. This was meant to make them solve the problems using their own ideas. This type of task was also available in Unit 2 where the students had to find words in the past form although they were not given any information about the past tense.

The next was proceduralization. In this step, the students were given the correct information about related grammatical rules. This step could be seen in all units for example in Unit 1 where the students were asked to group phrases according to the use of definite and indefinite articles. After that, they were given the true information about definite and indefinite articles. The students were then required to check their answers based on the provided information.

The last step was performance. Each developed unit was ended by creating a text based on particular topics. This was the performance step where the students used the new forms that they had learned to explore their ideas.

After developing the three units, next, the units were evaluated through expert judgment. This step was done by an expert which was a lecturer. The materials were examined using a questionnaire where in the end the data from the questionnaire were measured through the use of Mean and analyzed using a formula proposed by Suharto (2008: 14). The questionnaire included several aspects like the appropriateness of content, presentation, language and graphic. Based on the data result of Unit 1, the mean of content appropriateness and presentation appropriateness were 3.9. In addition, the language appropriateness of Unit 1 was 3.6. The mean of graphic appropriateness of Unit 1 was 4. All aspects in Unit 1 were categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

Meanwhile, in Unit 2, the mean of content appropriateness and presentation appropriateness were 3.9. Moreover, the language appropriateness of

Unit 2 was 3.6. The mean of graphic appropriateness of Unit 2 was 3.75. All aspects in Unit 2 were categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

In Unit 3, the mean of content appropriateness and presentation appropriateness were 3.9. In addition, the language appropriateness of Unit 3 was 3.6. The mean of graphic appropriateness of Unit 3 was 4. All aspects in Unit 1 were categorized as “Very Good” with interval $3.25 \leq x \leq 4$.

The result of the materials evaluation was used to revise the first draft of the materials. According to the result, Unit 1 needed some revisions on writing and grammar system. Meanwhile, Unit 2 had revisions on writing and grammar system, and also unclear texts and pictures. In Unit 3, revisions were needed to fix writing and grammar system. However, all three units were considered appropriate for 8th grade students according to the expert’s opinion.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions of this research were drawn from the findings and discussion presented in Chapter IV aiming to answer the research questions of the research. The research questions included, first, target and learning needs for 8th grade students of Junior High School, second, grammar skills that should be mastered by the 8th grade students of Junior High School, and third, communicative grammar tasks which are appropriate for the 8th grade students of Junior High School. The explanation of answers of each question is presented as follows.

1. Students' Target and Learning Needs

The target needs for 8th grade students were expanded into three aspects, necessities, wants, and lacks. The necessities aspect represented what grammar skills that students needed to comprehend texts. The target needs were divided into three parts, necessities, lacks, and wants. Based on the finding result, the students needed the ability to distinguish and use parts of speech, the ability to use subject and verb agreement, and the ability to use tenses correctly. Related to the grammar skills of descriptive text, they needed the ability to use the present tense, comparatives degree, and adjectives. Meanwhile, related to grammar skills of

narrative and recount text, they needed the ability to use the past tense, passive voice, and adverbs of manner.

The students wanted to master grammar skills such as the ability to use pronouns, parts of speech, and prepositions. They also wanted to master the use of comparative degrees, pronouns, and determiners as grammar skills related to descriptive text. Moreover, related to grammar skills of narrative and recount text, they wanted to master determiners, the use of the past tense, and adverbs of manner.

According to the result, the students had difficulties in distinguishing and using parts of speech, using tenses, and understanding English sentence structure. They also faced difficulties in distinguishing plural and singular object and putting subject and verb in negative sentence in form of active and passive. In addition, they had obstacles in distinguishing regular and irregular verbs and determining past form of a verb.

In applying grammar in a text, the students encountered the incapability of using prepositions and present tense which were related to descriptive text. Moreover, related to grammar of narrative and recount text, they met difficulties in using passive voice and the past tense.

Meanwhile, the learning needs were divided into six parts which were goals, input, procedure, setting, teacher role, and learner role. The goals part had been clearly stated that the students needed to master grammar skills to help them comprehend and create texts. They preferred fables, daily life, and school, house

and place around as the topics that they wanted to learn grammar. They wanted a sentence that consisted of 7 words, a paragraph of 4 sentences, and a text of 4 paragraphs in learning grammar. The types of input they liked the most were picture, text, and video. They liked exercises in form of true and false, matching, and gap filling.

The learning activities that they wanted were playing games and doing exercises at the same time, doing exercises in discussion mode, and answering questions from song and audio recording. They wanted to do those activities in pairing mode in a classroom and if they were asked to work in a group they preferred a group consisted of 4 members. They would like to have a teacher that would do discussion and explain the materials in the classroom when they learned grammar. When they faced difficulties in doing exercises, they would ask to the teacher and their friends.

2. Grammar Skills

Based on the findings result, there were several grammar skills that should be mastered by 8th grade students in order to help them comprehend and create texts. Those grammar skills were divided into two parts which were grammar skills related to descriptive text and grammar skills related to recount and narrative text.

Grammar skills that should be mastered by 8th grade students to comprehend and create descriptive text were distinguishing and using parts of

speech, using adjectives, determiners, pronouns, the simple present tense, prepositions, and comparative degrees.

Meanwhile, to help students comprehend and create recount and narrative text, they were required to have grammar skills including the ability to use the past tense, distinguish regular and irregular verbs, use connectors related to time and sequence, use pronouns, use determiners, use prepositions, and use adverbs of manners.

3. Appropriate Communicative Grammar Tasks

According to the materials evaluation result, the mean of the first unit was 3.85, the second unit was 3.78, and the third unit was 3.85. All units were categorized as “Very Good” with interval $3.25 \leq x \leq 4$. The units were developed following the steps of awareness-raising step, conceptualization, proceduralization, and performance. Each unit was consisted of around 20 tasks in which there was a warm-up task in the beginning. There was also an intermezzo task in each unit. Every unit was ended by an evaluation which had purpose to assess students’ progress after learning the materials. Based on the mean of every unit, the developed tasks were considered appropriate for 8th grade students.

B. Suggestions

Based on the finding of the research, there are some suggestions for some parties. The suggestions are presented as follows.

1. For other materials developers that are interested in the same field, they are expected to develop communicative grammar tasks, not a set of grammar tasks in isolation. The results of this study can be used as references for them who want to conduct similar study.
2. For English teachers, it is expected that the English teacher will teach grammar in context communicatively, not in isolation. It is also expected that the English teacher considers the characteristics of his students in designing the materials, so they will meet the students' needs and characteristics.

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APPENDICES

APPENDIX A

Basic Competencies (Kompetensi Dasar)
from KTSP and Curriculum of 2013 for
English subject of 8th grade students

Kompetensi Dasar (KTSP)	Kompetensi Dasar (Curriculum of 2013)
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>
<p>2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan</p>

	<p>tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.</p> <p>3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta izin, serta cara responnya, sesuai dengan konteks penggunaannya.</p> <p>3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya.</p> <p>3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.</p> <p>3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</p> <p>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menerapkan struktur teks dan unsur kebahasaan untuk</p>
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	<p>melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya.</p> <p>3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.</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>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, 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>3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya.</p>
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	<p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.</p> <p>3.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>
<p>4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar</p>	<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta izin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>

	<p>sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>
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	<p>sesuai konteks.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <p>4.17 Menyusun teks tulis pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.18 Menangkap makna teks naratif</p>
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	<p>lisan dan tulis, berbentuk fabel pendek dan sederhana.</p> <p>4.19 Menangkap makna lagu.</p>
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar</p>	
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar</p>	
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar</p>	
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	
<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</p>	

<p>Membaca</p> <p>11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</p>	
<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar</p>	

APPENDIX B

NEEDS ANALYSIS QUESTIONNAIRES

ANGKET ANALISA KEBUTUHAN TATA BAHASA DALAM BAHASA INGGRIS SISWA KELAS 8

Angket ini berisi pertanyaan seputar kebutuhan tata bahasa dalam bahasa Inggris (*grammar*) bagi siswa kelas 8. Angket ini bertujuan untuk mengetahui beberapa hal yang berhubungan dengan kebutuhan siswa kelas 8 akan tata bahasa dalam bahasa Inggris yang nantinya akan digunakan oleh peneliti sebagai dasar penyusunan materi mengenai tata bahasa untuk siswa kelas 8. Hal-hal tersebut meliputi kemampuan tata bahasa yang dimiliki dan dibutuhkan oleh siswa, hambatan yang dimiliki siswa dalam pembelajaran tata bahasa, jenis input dan kegiatan belajar yang diinginkan siswa dalam pembelajaran tata bahasa, serta berbagai hal lainnya. Hasil angket kebutuhan ini tidak akan berpengaruh pada nilai siswa.

Silahkan isi data diri Anda di bawah ini:

Nama : _____

No. absen : _____

Kelas : _____

Nama Sekolah : _____

Paraf

Beri tanda silang (X) untuk menjawab setiap pertanyaan berikut, kecuali pertanyaan dengan perintah khusus.

1. Kemampuan tata bahasa yang saya butuhkan: (boleh memilih lebih dari satu)
 - a. Mampu menggunakan subjek dan predikat dengan urutan yang sesuai dalam kalimat
 - b. Mampu menggunakan kata penghubung (contoh: *but, because, and, or, when, then*) untuk membuat kalimat/paragraf/teks yang padu
 - c. Mampu membedakan dan menggunakan jenis kata dengan benar (contoh: *verbs, nouns, adjectives*) dalam kalimat/paragraf/teks
 - d. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks
 - e. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks
 - f. Mampu menggunakan berbagai kata ganti (contoh: *he, she, it, they*) dengan sesuai untuk menyusun kalimat/paragraf/teks yang padu
 - g. Mampu menggunakan bentuk kata kerja yang menunjukkan waktu (contoh: *I always walk to school; walk merupakan contoh bentuk kata kerja yang menunjukkan waktu sekarang/present tense*) yang sesuai dan secara konsisten
2. Berikut adalah tata bahasa yang diperlukan dalam teks deskriptif. Urutkan dari yang paling Anda butuhkan dari 1-7.
 - a. Menggunakan kata kerja dalam bentuk sekarang (contoh: *Turtles are reptiles. They depend on their surroundings for their body heat*) dengan sesuai dan konsisten ☐
 - b. Menggunakan kata yang digunakan untuk membandingkan (contoh: *Roni is the tallest person in my class*) dengan benar ☐
 - c. Menggunakan kata sifat (contoh: *slow, dark, brown, cool*) dengan sesuai ☐
 - d. Menggunakan kata ganti (contoh: *they, it, he*) dengan benar ☐
 - e. Menggunakan kata keterangan sifat (contoh: *slowly, clearly, easily*) dengan tepat ☐
 - f. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐

- g. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐
3. Berikut adalah tata bahasa yang diperlukan dalam teks naratif dan *recount*. Urutkan dari yang paling Anda butuhkan dari 1-7.
- a. Menggunakan kata kerja dalam bentuk lampau (contoh: *I went to the market yesterday*) dengan sesuai dan secara konsisten ☐
 - b. Menggunakan kalimat pasif (contoh: *My book is borrowed by Lisa*) dengan benar ☐
 - c. Menggunakan kata penghubung yang terkait dengan waktu dan urutan cerita (contoh: *then, after, after that*) untuk membuat kalimat/paragraf/teks yang padu ☐
 - d. Menggunakan kata ganti (contoh: *he, she, they*) dengan benar ☐
 - e. Menggunakan *adverbs of manner* (contoh: *carefully, quickly, lately*) dengan benar ☐
 - f. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - g. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐
4. Kemampuan tata bahasa yang paling saya ingin kuasai (urutkan dari yang paling ingin Anda kuasai dari 1-8)
- a. Mampu menggunakan subjek dan predikat dengan urutan yang sesuai dalam kalimat ☐
 - b. Mampu menggunakan kata penghubung (contoh: *but, because, and, or, when, then*) untuk membuat kalimat/paragraf/teks yang padu ☐
 - c. Mampu membedakan dan menggunakan jenis kata dengan benar (contoh: *verbs, nouns, adjectives*) dalam kalimat/paragraf/teks ☐
 - d. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - e. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐

- f. Mampu menggunakan berbagai kata ganti (contoh: *he, she, it, they*) dengan sesuai untuk menyusun kalimat/paragraf/teks yang padu ☐
 - g. Mampu menggunakan bentuk kata kerja yang menunjukkan waktu (contoh: *My mother went to Jakarta last week; went* merupakan contoh bentuk kata kerja yang menunjukkan waktu lampau/*past tense*) yang sesuai dan secara konsisten ☐
 - h. Mampu menyusun teks yang secara logika dapat dipahami ☐
5. Berikut adalah tata bahasa yang diperlukan dalam teks deskriptif. Urutkan dari yang paling ingin Anda kuasai dari 1-7.
- a. Menggunakan kata kerja dalam bentuk sekarang (contoh: *Turtles are reptiles. They depend on their surroundings for their body heat*) dengan sesuai dan secara konsisten ☐
 - b. Menggunakan kata yang digunakan untuk membandingkan (contoh: *Roni is the tallest person in my class*) dengan benar ☐
 - c. Menggunakan kata sifat (contoh: *slow, dark, brown, cool*) dengan sesuai ☐
 - d. Menggunakan kata ganti (contoh: *they, it, he*) dengan benar ☐
 - e. Menggunakan kata keterangan sifat (contoh: *slowly, clearly, easily*) dengan tepat ☐
 - f. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - g. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐
6. Berikut adalah tata bahasa yang diperlukan dalam teks naratif dan *recount*. Urutkan dari yang paling ingin Anda kuasai dari 1-7.
- a. Menggunakan kata kerja dalam bentuk lampau (contoh: *I went to the market yesterday*) dengan sesuai dan secara konsisten ☐
 - b. Menggunakan kalimat pasif (contoh: *My book is borrowed by Lisa*) dengan benar ☐
 - c. Menggunakan kata penghubung yang terkait dengan waktu dan urutan cerita (contoh: *then, after, after that*) untuk membuat kalimat/paragraf/teks yang padu ☐
 - d. Menggunakan kata ganti (contoh: *he, she, they*) dengan benar ☐

- e. Menggunakan *adverbs of manner* (contoh: *quickly, lately, carefully*) dengan benar ☐
 - f. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - g. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐
7. Hambatan saya dalam belajar tata bahasa adalah: (boleh memilih lebih dari satu)
- a. Tidak paham dengan struktur kalimat sederhana dalam bahasa Inggris
 - b. Tidak bisa membedakan dan menggunakan berbagai jenis kata (contoh: *nouns, verbs, adjectives*)
 - c. Tidak bisa menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan sesuai
 - d. Tidak bisa menggunakan berbagai kata ganti (contoh: *he, she, it, they*) dengan tepat
 - e. Tidak bisa menggunakan berbagai kata penghubung (contoh: *then, after, after that*) dengan benar
 - f. Tidak bisa menggunakan berbagai kata keterangan (contoh: *slowly, clearly, when, one day*) dengan sesuai
 - g. Tidak bisa membedakan bentuk kata kerja yang menunjukkan waktu (contoh: *My mother went to Jakarta last week; went* merupakan contoh bentuk kata kerja yang menunjukkan waktu lampau /*past tense*) yang ada di dalam kalimat/paragraf/teks
8. Hambatan saya dalam menggunakan subjek dan predikat dalam kalimat adalah (urutkan dari 1-4 diawali dari yang menurut Anda paling sulit)
- a. Peletakan subjek dan predikat dalam kalimat positif baik dalam bentuk kalimat aktif maupun pasif ☐
 - b. Peletakan subjek dan predikat dalam kalimat negatif baik dalam bentuk kalimat aktif maupun pasif ☐
 - c. Membedakan jenis subjek jamak dan tunggal ☐
 - d. Menentukan bentuk kata kerja yang mengikuti subjek (contoh: penggunaan imbuhan *-s* atau *-es* bila subjeknya tunggal seperti dalam kalimat *Hasan gives his sister a pencil case*) ☐

9. Hambatan saya saat menggunakan jenis kata yang menunjukkan waktu/*tenses* adalah (urutkan dari 1-5 diawali dari yang menurut Anda paling sulit)
- Membedakan jenis kata berubah beraturan dan kata yang berubah tidak beraturan (contoh: kata kerja berubah beraturan *walk* menjadi *walked*, kata kerja berubah tidak beraturan *take* menjadi *took*) ☐
 - Menentukan bentuk lampau dari sebuah kata ☐
 - Menentukan penambahan *-s* atau *-es* pada jenis kata untuk waktu sekarang ☐
 - Menentukan penggunaan *to be* dalam bentuk sekarang (*is, am, are*) ☐
 - Menentukan penggunaan *to be* dalam bentuk lampau (*was, were*) ☐
10. Hambatan saya saat menggunakan tata bahasa dalam teks deskriptif adalah: (boleh memilih lebih dari satu)
- Tidak bisa menggunakan kata kerja dalam bentuk sekarang (contoh: *Turtles are reptiles. They depend on their surroundings for their body heat*) dengan benar
 - Tidak bisa memilih dan menggunakan kata sifat (contoh: *fast, slow, dark, bright*) yang sesuai
 - Tidak bisa menggunakan kata ganti (contoh: *he, she, it*) dengan benar
 - Tidak bisa menggunakan kata keterangan sifat (*quickly, slowly, easily*) dengan benar
 - ☐ Tidak bisa menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/teks
 - ☐ Tidak bisa menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks
11. Hambatan saya saat menggunakan tata bahasa dalam teks naratif dan *recount* adalah: (boleh memilih lebih dari satu)
- Tidak bisa menggunakan kata kerja dalam bentuk lampau (contoh: *I went to the market yesterday*) dengan benar
 - Tidak bisa menggunakan kalimat pasif (contoh: *My book is borrowed by Lisa*) dengan benar
 - Tidak bisa menggunakan kata penghubung yang terkait dengan waktu dan urutan cerita (contoh: *then, after, after that*)
 - Tidak bisa menggunakan kata ganti (contoh: *he, she, they*) dengan benar

- e. Tidak bisa menggunakan *adverbs of manner* (contoh: *carefully, quickly, easily*) dengan benar
 - f. Tidak mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks
 - g. Tidak mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks
12. Topik apa yang Anda inginkan untuk digunakan dalam pembelajaran tata bahasa? (urutkan dari yang paling Anda inginkan dari 1-8)
- a. Kehidupan sehari-hari ☐
 - b. Fantasi ☐
 - c. Liburan ☐
 - d. Dongeng, cerita rakyat lokal ☐
 - e. Biografi ☐
 - f. Tempat wisata terkenal ☐
 - g. Kebun binatang ☐
 - h. Sekolah, rumah, lingkungan sekitar ☐
13. Berapa banyak kata dalam sebuah kalimat yang Anda inginkan untuk belajar tata bahasa?
- a. 7
 - b. 8
 - c. 9
 - d. 10
 - e. Lebih dari 10
14. Berapa banyak kalimat dalam satu paragraf yang Anda inginkan untuk belajar tata bahasa?
- a. 3
 - b. 4
 - c. 5
 - d. 6
 - e. Lebih dari 6
15. Berapa banyak paragraf dalam sebuah teks yang Anda inginkan untuk belajar tata bahasa?

- a. 4
 - b. 5
 - c. 6
 - d. 7
 - e. Lebih dari 7
16. Input pembelajaran yang Anda inginkan untuk belajar tata bahasa adalah: (urutkan dari yang paling Anda sukai dari 1-8)
- a. Video ☐
 - b. Gambar ☐
 - c. Lagu ☐
 - d. Cerita ☐
 - e. Rekaman suara ☐
 - f. Majalah, Koran, artikel ☐
 - g. Penjelasan dari guru ☐
 - h. Latihan soal ☐
17. Bentuk latihan soal yang Anda inginkan untuk meningkatkan kemampuan tata bahasa Anda adalah: (urutkan dari yang paling Anda sukai dari 1-10)
- a. Pilihan ganda ☐
 - b. Jawaban singkat ☐
 - c. Mengisi kalimat rumpang ☐
 - d. Benar dan salah ☐
 - e. Menjodohkan ☐
 - f. Menunjukkan perbedaan ☐
 - g. Membuat kesimpulan/ringkasan ☐
 - h. Menginterpretasikan gambar ☐
 - i. Meneruskan cerita ☐
 - j. Membuat kalimat/paragraf/teks ☐
18. Kegiatan belajar tata bahasa seperti apa yang lebih suka Anda lakukan? (urutkan dari yang paling Anda sukai dari 1-8)
- a. Menonton film kemudian mengerjakan soal ☐
 - b. Menjawab soal yang inputnya berasal dari lagu/rekaman suara ☐
 - c. Membaca teks kemudian menjawab pertanyaan/membuat ringkasan ☐

- d. Mengamati gambar kemudian menginterpretasikannya ☐
 - e. Bermain games sambil menjawab soal ☐
 - f. Mendengarkan penjelasan guru kemudian mengerjakan soal ☐
 - g. Mengerjakan soal sambil berdiskusi dengan teman sekelompok ☐
 - h. Diberikan topik kemudian membuat kalimat/paragraph/teks berdasarkan topik tersebut ☐
19. Saya ingin belajar tata bahasa secara (urutkan dari yang paling Anda sukai dari 1-4)
- a. Individu/sendiri ☐
 - b. Berpasangan ☐
 - c. Berkelompok kecil ☐
 - d. Berkelompok besar ☐
20. Jika Anda diminta untuk bekerja secara berkelompok, berapa jumlah anggota kelompok yang Anda inginkan?
- a. 3
 - b. 4
 - c. 5
 - d. 6
21. Saya ingin belajar mengenai tata bahasa di:
- a. Dalam kelas
 - b. Laboratorium bahasa
 - c. Perpustakaan
22. Saya ingin guru mengajar tata bahasa dengan cara: (boleh memilih lebih dari satu)
- a. Menerangkan di dalam kelas
 - b. Memberikan tugas/latihan di dalam kelas
 - c. Memberikan tugas rumah
 - d. Berdiskusi
 - e. Tanya jawab
23. Apabila Anda merasa kesulitan dalam mengerjakan tugas yang diberikan guru, apa yang Anda lakukan?
- a. Bertanya kepada guru
 - b. Bertanya kepada guru dan teman
 - c. Mencari jawaban sendiri
 - d. Tidak melakukan apa-apa

ANGKET ANALISA KEBUTUHAN GRAMMAR SISWA KELAS 8

Angket ini berisi pertanyaan seputar kebutuhan *grammar* bagi siswa kelas 8. Angket ini bertujuan untuk mengetahui beberapa hal yang berhubungan dengan kebutuhan akan *grammar* bagi siswa kelas 8. Hal-hal tersebut meliputi kemampuan *grammar* yang dimiliki dan dibutuhkan oleh siswa, hambatan yang dimiliki siswa dalam pembelajaran *grammar*, jenis input dan kegiatan belajar *grammar* yang diinginkan siswa, serta berbagai hal lainnya. Nantinya hasil dari angket ini akan digunakan peneliti sebagai acuan penyusunan materi *grammar* untuk siswa kelas 8.

Silahkan isi data diri Bapak/Ibu di bawah ini:

Nama : _____

NIP : _____

Nama Sekolah : _____

Paraf

Beri tanda silang (X) untuk menjawab setiap pertanyaan berikut, kecuali pertanyaan dengan perintah khusus.

1. Kemampuan *grammar* yang dibutuhkan oleh siswa adalah: (boleh memilih lebih dari satu)
 - h. Mampu menggunakan subjek dan predikat dengan urutan yang benar dalam kalimat
 - i. Mampu menggunakan kata penghubung (contoh: *but, because, and, or, when, then*) untuk membuat kalimat/paragraf/teks yang padu
 - j. Mampu membedakan dan menggunakan jenis kata dengan benar (contoh: *verbs, nouns, adjectives*)
 - k. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks
 - l. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks
 - m. Mampu menggunakan berbagai kata ganti (contoh: *he, she, it, they*) dengan sesuai untuk menyusun kalimat/paragraf/teks yang padu
 - n. Mampu menggunakan *tenses* yang sesuai dan secara konsisten
2. Berikut adalah *grammar* yang diperlukan dalam teks *decriptive*. Urutkan dari yang menurut Bapak/Ibu paling dibutuhkan oleh siswa dari 1-7.
 - h. Menggunakan kata kerja dalam bentuk *present tense* (contoh: *Turtles are reptiles. They depend on their surroundings for their body heat*) ☐
 - i. Menggunakan kata yang digunakan untuk membandingkan (contoh: *Roni is the tallest person in my class*) ☐
 - j. Menggunakan kata sifat (contoh: *slow, dark, brown, cool*) dengan sesuai ☐
 - k. Menggunakan kata ganti (contoh: *they, it, he*) dengan benar ☐
 - l. Menggunakan kata keterangan sifat (contoh: *slowly, clearly, always*) dengan tepat ☐
 - m. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - n. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐

3. Berikut adalah *grammar* yang diperlukan dalam teks *narrative* dan *recount*. Urutkan dari yang menurut Bapak/Ibu paling dibutuhkan oleh siswa dari 1-7.
- h. Menggunakan kata kerja dalam bentuk lampau (contoh: *I went to the market yesterday*) ☐
 - i. Menggunakan kalimat pasif (contoh: *My book is borrowed by Lisa*) dengan benar ☐
 - j. Menggunakan *adverbs of manner* (contoh: *carefully, easily, lately*) untuk membuat kalimat/paragraf/teks yang padu ☐
 - k. Menggunakan kata ganti (contoh: *he, she, they*) dengan benar ☐
 - l. Menggunakan kata keterangan waktu (contoh: *when, one day, once upon a time*) dengan benar ☐
 - m. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - n. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐
4. Kemampuan *grammar* yang paling ingin dikuasai oleh siswa adalah (urutkan dari yang menurut Bapak/Ibu paling ingin dikuasai oleh siswa dari 1-8)
- a. Mampu menggunakan subjek dan predikat dengan urutan yang benar dalam kalimat ☐
 - b. Mampu menggunakan kata penghubung (contoh: *but, because, and, or, when, then*) untuk membuat kalimat/paragraf/teks yang padu ☐
 - c. Mampu membedakan dan menggunakan kata dengan benar (contoh: *verbs, nouns, adjectives*) ☐
 - d. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - e. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐
 - f. Mampu menggunakan berbagai kata ganti (contoh: *he, she, it, they*) dengan sesuai untuk menyusun kalimat/paragraf/teks yang padu ☐
 - g. Mampu menggunakan *tenses* yang sesuai dan secara konsisten ☐
 - h. Mampu menyusun teks yang secara logika dapat dipahami ☐

5. Berikut adalah *grammar* yang diperlukan dalam teks *descriptive*. Urutkan dari yang menurut Bapak/Ibu paling siswa ingin kuasai dari 1-7.
 - a. Menggunakan kata kerja dalam bentuk *present tense* (contoh: *Turtles are reptiles. They depend on their surroundings for their body heat*) ☐
 - b. Menggunakan kata yang digunakan untuk membandingkan (contoh: *Roni is the tallest person in my class*) ☐
 - c. Menggunakan kata sifat (contoh: *slow, dark, brown, cool*) dengan sesuai ☐
 - d. Menggunakan kata ganti (contoh: *they, it, he*) dengan benar ☐
 - e. Menggunakan kata keterangan sifat (contoh: *slowly, clearly, always*) dengan tepat ☐
 - f. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - g. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐
6. Berikut adalah tata bahasa yang diperlukan dalam teks *narrative* dan *recount*. Urutkan dari yang menurut Bapak/Ibu paling siswa ingin kuasai dari 1-7.
 - a. Menggunakan kata kerja dalam bentuk lampau (contoh: *I went to the market yesterday*) ☐
 - b. Menggunakan kalimat pasif (contoh: *My book is borrowed by Lisa*) dengan benar ☐
 - c. Menggunakan kata penghubung yang terkait dengan waktu dan urutan cerita (contoh: *then, after, after that*) ☐
 - d. Menggunakan kata ganti (contoh: *he, she, they*) dengan benar ☐
 - e. Menggunakan *adverbs of manner* (contoh: *quickly, carefully, easily*) dengan benar ☐
 - f. Mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/paragraf/teks ☐
 - g. Mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/paragraf/teks ☐
7. Hambatan siswa dalam belajar *grammar* adalah: (boleh memilih lebih dari satu)
 - h. Tidak paham dengan struktur kalimat sederhana dalam bahasa Inggris

- i. Tidak bisa membedakan dan menggunakan berbagai jenis kata (contoh: *nouns, verbs, adjectives*)
 - j. Tidak bisa menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan sesuai
 - k. Tidak bisa menggunakan berbagai kata ganti (contoh: *he, she, it, they*) dengan tepat
 - l. Tidak bisa menggunakan berbagai kata penghubung (contoh: *then, after, after that*) dengan benar
 - m. Tidak bisa menggunakan berbagai kata keterangan (contoh: *slowly, clearly, when, one day*) dengan sesuai
 - n. Tidak bisa membedakan bentuk kata kerja (contoh: *simple present tense, past tense*) yang ada di dalam kalimat/paragraf/teks
8. Hambatan siswa dalam menggunakan subjek dan predikat dalam kalimat adalah: (urutkan dari 1-4 diawali dari yang menurut Bapak/Ibu paling sulit bagi siswa)
- a. Peletakan subjek dan predikat dalam kalimat positif baik dalam bentuk kalimat aktif maupun pasif ☐
 - b. Peletakan subjek dan predikat dalam kalimat negatif baik dalam bentuk kalimat aktif maupun pasif ☐
 - c. Membedakan jenis subjek jamak dan tunggal ☐
 - d. Menentukan bentuk kata kerja yang mengikuti subjek (contoh: penggunaan imbuhan *-s* atau *-es* bila subjeknya tunggal seperti dalam kalimat *Hasan gives his sister a pencil case*) ☐
9. Hambatan siswa saat menggunakan jenis kata yang menunjukkan waktu/*tenses* adalah (urutkan dari 1-5 diawali dari yang menurut Bapak/Ibu paling sulit bagi siswa)
- f. Membedakan jenis kata berubah beraturan dan kata yang berubah tidak beraturan (contoh: kata kerja berubah beraturan *walk* menjadi *walked*, kata kerja berubah tidak beraturan *take* menjadi *took*) ☐
 - g. Menentukan bentuk lampau dari sebuah kata ☐
 - h. Menentukan penambahan *-s* atau *-es* pada jenis kata untuk waktu sekarang ☐
 - i. Menentukan penggunaan *to be* dalam bentuk sekarang (*is, am, are*) ☐
 - j. Menentukan penggunaan *to be* dalam bentuk lampau (*was, were*) ☐
10. Hambatan siswa saat menggunakan *grammar* dalam teks *descriptive* adalah: (boleh memilih lebih dari satu)

- e. Tidak bisa menggunakan kata kerja dalam bentuk *present tense* (contoh: *Turtles are reptiles. They depend on their surroundings for their body heat*) dengan benar
 - f. Tidak bisa memilih kata sifat (contoh: *fast, slow, dark, bright*) yang sesuai
 - g. Tidak bisa menggunakan kata ganti (contoh: *he, she, it*) dengan benar
 - h. Tidak bisa menggunakan kata keterangan sifat (*quickly, slowly, always*) dengan benar
 - i. Tidak bisa menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/teks
 - j. Tidak bisa menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/teks
11. Hambatan siswa saat menggunakan *grammar* dalam teks *narrative* dan *recount* adalah: (boleh memilih lebih dari satu)
- a. Tidak bisa menggunakan kata kerja dalam bentuk lampau (contoh: *I went to the market yesterday*)
 - b. Tidak bisa menggunakan kalimat pasif (contoh: *My book is borrowed by Lisa*)
 - c. Tidak bisa menggunakan kata penghubung yang terkait dengan waktu dan urutan cerita (contoh: *then, after, after that*)
 - d. Tidak bisa menggunakan kata ganti (contoh: *he, she, they*) dengan benar
 - e. Tidak bisa menggunakan *adverbs of manner* (contoh: *carefully, quickly, easily*) dengan benar
 - f. Tidak mampu menggunakan kata yang diletakkan di depan kata benda (contoh: *a, an, the, many, much, these, those*) dengan benar dalam kalimat/teks
 - g. Tidak mampu menggunakan preposisi (contoh: *at, in, on, from, before, after*) dengan benar dalam kalimat/teks
12. Topik apa yang paling diinginkan oleh siswa untuk digunakan dalam pembelajaran *grammar*? (urutkan dari yang menurut Bapak/Ibu paling diinginkan oleh siswa dari 1-8)
- i. Kehidupan sehari-hari ☐
 - j. Fantasi ☐
 - k. *Holiday* (liburan) ☐
 - l. *Fable* (dongeng), cerita rakyat lokal ☐
 - m. Biografi ☐

- n. Tempat wisata terkenal ☐
 - o. Kebun binatang ☐
 - p. Sekolah, rumah, lingkungan sekitar ☐
13. Menurut Bapak/Ibu, berapa banyak kata dalam sebuah kalimat yang siswa inginkan untuk belajar *grammar*?
- f. 7
 - g. 8
 - h. 9
 - i. 10
 - j. Lebih dari 10
14. Menurut Bapak/Ibu, berapa banyak kalimat dalam satu paragraf yang siswa inginkan untuk belajar *grammar*?
- f. 3
 - g. 4
 - h. 5
 - i. 6
 - j. Lebih dari 6
15. Menurut Bapak/Ibu, berapa banyak paragraf dalam sebuah teks yang siswa inginkan untuk belajar *grammar*?
- f. 4
 - g. 5
 - h. 6
 - i. 7
 - j. Lebih dari 7
16. Menurut Bapak/Ibu, siswa suka belajar *grammar* melalui: (urutkan dari yang menurut Bapak/Ibu paling siswa sukai dari 1-8)
- i. Video ☐
 - j. Gambar ☐
 - k. Lagu ☐
 - l. Cerita ☐
 - m. Rekaman suara ☐
 - n. Majalah, Koran, artikel ☐
 - o. Penjelasan dari guru ☐

- p. Latihan soal ☐
17. Bentuk latihan soal yang menurut Bapak/Ibu diinginkan oleh siswa untuk meningkatkan kemampuan *grammar* adalah: (boleh memilih lebih dari satu)
- k. Pilihan ganda ☐
 - l. Jawaban singkat ☐
 - m. Mengisi kalimat rumpang ☐
 - n. Benar dan salah ☐
 - o. Menjodohkan ☐
 - p. Menunjukkan perbedaan ☐
 - q. Noticing ☐
 - r. Membuat kesimpulan/ringkasan ☐
 - s. Menginterpretasikan gambar ☐
 - t. Meneruskan cerita ☐
18. Kegiatan belajar seperti apa yang lebih suka dilakukan oleh siswa? (urutkan dari yang menurut Bapak/Ibu paling siswa suka dari 1-8)
- i. Menonton film kemudian mengerjakan soal ☐
 - j. Mengerjakan soal yang inputnya berasal dari lagu/rekaman suara ☐
 - k. Membaca teks kemudian menjawab pertanyaan/membuat ringkasan ☐
 - l. Mengamati gambar kemudian menginterpretasikannya ☐
 - m. Bermain games sambil menjawab soal ☐
 - n. Mendengarkan penjelasan guru kemudian mengerjakan soal ☐
 - o. Mengerjakan soal sambil berdiskusi dengan teman sekelompok ☐
 - p. Diberikan topic kemudian membuat kalimat/paragraph/teks berdasarkan topic tersebut ☐
19. Menurut Bapak/Ibu, siswa ingin belajar *grammar* secara (urutkan dari yang menurut Bapak/Ibu paling disukai oleh siswa dari 1-4)
- e. Individu/sendiri
 - f. Berpasangan
 - g. Berkelompok kecil
 - h. Berkelompok besar
20. Menurut Bapak/Ibu, berapa jumlah anggota kelompok yang diinginkan siswa?
- e. 3

- f. 4
 - g. 5
 - h. 6
21. Menurut Bapak/Ibu, siswa lebih suka belajar *grammar* di:
- d. Dalam kelas
 - e. Laboratorium bahasa
 - f. Perpustakaan
22. Menurut Bapak/Ibu, siswa ingin guru mengajar *grammar* dengan cara: (boleh memilih lebih dari satu)
- f. Menerangkan di dalam kelas
 - g. Memberikan tugas/latihan di dalam tugas
 - h. Memberikan tugas rumah
 - i. Berdiskusi
 - j. Tanya jawab
23. Apabila siswa merasa kesulitan dalam mengerjakan tugas yang diberikan guru, menurut Bapak/Ibu apa yang akan siswa lakukan?
- e. Bertanya kepada guru
 - f. Bertanya kepada guru dan teman
 - g. Mencari jawab sendiri
 - h. Tidak melakukan apa-apa

APPENDIX C

NEEDS ANALYSIS RESULT

Questionnaire I

No.	Statements	Number of Students	Placed as Option Number	Percentage
1.	Grammar skills that you need the most (you may cross more than one):			
	a. Being able to use subject and verb agreement in a sentence correctly	31		15%
	b. Being able to use conjunctions to create coherent sentences/paragraphs/texts	24		11.6%
	c. Being able to distinguish and use part of speech in sentences/paragraphs/texts correctly	35		17%
	d. Being able to use determiners in sentences/paragraphs/texts correctly	29		14%
	e. Being able to use preposition in sentences/paragraphs/texts correctly	28		13.5%
	f. Being able to use pronouns to create sentences/paragraphs/texts	29		14%
	g. Being able to use tenses precisely and consistently	30		14.5%
2.	Below are grammar skills that you need in descriptive text. Arrange them by giving number from 1-7 starting from what you need the most.			
	a. Using present tense precisely and consistently <input type="checkbox"/>	32	1	53%
	b. Using comparative degrees correctly <input type="checkbox"/>	15	2	25%
	c. Using adjectives precisely <input type="checkbox"/>	15	3	26%
	d. Using pronouns correctly <input type="checkbox"/>	12	4	20%
	e. Using adverbs precisely <input type="checkbox"/>	16	6	25%

	f. Using determiner in sentences/paragraphs/texts precisely <input type="checkbox"/>	12	5	20%
	g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	18	7	30%
3.	Below are grammar skills that you need in narrative and recount text. Arrange them by giving number from 1-7 starting from what you need the most.			
	a. Using past tense precisely and consistently <input type="checkbox"/>	30	1	50%
	b. Using passive voice correctly <input type="checkbox"/>	13	2	21.6%
	c. Using connectors related to time and sequence to create coherent sentences/paragraphs/texts <input type="checkbox"/>	12	7	20%
	d. Using pronouns correctly <input type="checkbox"/>	15	6	25%
	e. Using adverbs of manner correctly <input type="checkbox"/>	12	3	20%
	f. Using determiners in sentences/paragraphs/texts correctly <input type="checkbox"/>	13	5	23.3%
	g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	11	4	18.3%
4.	Grammar skills that I want to master (arrange them by giving number from 1-8 starting from what you want to master the most)			
	a. Being able to use subject and verb agreement in a sentence correctly <input type="checkbox"/>	12	5	20%
	b. Being able to use conjunctions to create coherent sentences/paragraphs/texts <input type="checkbox"/>	12	6	20%

	<ul style="list-style-type: none"> c. Being able to distinguish and use part of speech in sentences/paragraphs/texts correctly <input type="checkbox"/> d. Being able to use determiners in sentences/paragraphs/texts correctly <input type="checkbox"/> e. Being able to use prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/> f. Being able to use pronouns precisely <input type="checkbox"/> g. Being able to use tenses precisely and consistently <input type="checkbox"/> 	<p>19</p> <p>12</p> <p>12</p> <p>17</p> <p>13</p>	<p>2</p> <p>4</p> <p>3</p> <p>1</p> <p>7</p>	<p>31.6%</p> <p>18.3%</p> <p>20%</p> <p>28.3%</p> <p>21.6%</p>
5.	<p>Below are grammar skills that you need in descriptive text. Arrange them by giving number from 1-7 starting from what you want to master the most.</p> <ul style="list-style-type: none"> a. Using present tense precisely and consistently <input type="checkbox"/> b. Using comparative degrees correctly <input type="checkbox"/> c. Using adverbs precisely <input type="checkbox"/> d. Using pronouns correctly <input type="checkbox"/> e. Using adjectives precisely <input type="checkbox"/> f. Using determiner in sentences/paragraphs/texts precisely <input type="checkbox"/> g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/> 	<p>13</p> <p>29</p> <p>11</p> <p>15</p> <p>12</p> <p>15</p> <p>13</p>	<p>7</p> <p>1</p> <p>6</p> <p>2</p> <p>5</p> <p>4</p> <p>3</p>	<p>18.3%</p> <p>48.3%</p> <p>18.3%</p> <p>25%</p> <p>20%</p> <p>25%</p> <p>21.6%</p>
6.	<p>Below are grammar skills that you need in narrative and recount text. Arrange them by giving number from 1-7 starting from what you want to master the most.</p> <ul style="list-style-type: none"> a. Using past tense precisely and consistently <input type="checkbox"/> 	<p>20</p>	<p>2</p>	<p>33.3%</p>

	b. Using passive voice correctly <input type="checkbox"/>	13	4	21.6%
	c. Using connectors related to time and sequence to create coherent sentences/paragraphs/texts <input type="checkbox"/>	15	6	25%
	d. Using pronouns correctly <input type="checkbox"/>	14	5	20%
	e. Using adverbs of manner correctly <input type="checkbox"/>	15	3	25%
	f. Using determiners in sentences/paragraphs/texts correctly <input type="checkbox"/>	23	1	38.3%
	g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	14	7	38.3%
7.	The obstacles that I face in learning grammar (you may cross more than one) a. Difficulties in understanding English sentence structure b. Difficulties in distinguishing and using part of speech c. Difficulties in using prepositions precisely d. Difficulties in using pronouns correctly e. Difficulties in using conjunctions correctly f. Difficulties in using adverbs correctly g. Difficulties in using tenses in sentences/paragraphs/texts	18 31 12 7 8 17 25		16% 28% 11% 6.4% 7.4% 15.7% 23%
8.	The obstacles that I face in using subject and verb agreement (arrange them by giving number from 1-4 starting from the most difficult one) a. Putting subject and verb in positive sentence in the form of active and passive <input type="checkbox"/>	22	3	36.6%

	b. Putting subject and verb in negative sentence in the form of active and passive □	20	2	33.3%
	c. Distinguishing plural and singular subject □	25	1	41.6%
	d. Determining the verb form that follows the subject □	32	4	53.3%
9.	The obstacles that I face in using tenses (arrange them by giving number from 1-5 starting from the most difficult one)			
	a. Distinguishing regular and irregular verbs □	28	1	46.6%
	b. Determining past form of a verb □	21	2	35%
	c. Determining the addition of <i>-s</i> or <i>-es</i> in a word □	14	3	23.3%
	d. Determining the use of <i>to be</i> in present tense □	20	4	33.3%
	e. Determining the use of <i>to be</i> in past tense □	13	5	21.6%
10.	The obstacles that I face in applying grammar for descriptive text (you may cross more than one)			
	a. Incapability in using present tense correctly	36		32.4%
	b. Incapability in choosing and using proper adjectives	17		15.3%
	c. Incapability in using proper adverbs	6		5.4%
	d. Incapability in using pronouns correctly	16		14.4%
	e. Incapability in using determiners in sentences/paragraphs/texts correctly	27		24.3%
	f. Incapability in using prepositions correctly	9		8.2%
11.	The obstacles that I face in applying grammar for narrative and recount text (you may cross more than one)			
	a. Incapability in using past	25		21%

	tense correctly			
	b. Incapability in using passive voice correctly	41		34.4%
	c. Incapability in using connectors related to time and sequence correctly	13		10.9%
	d. Incapability in using adjectives correctly	9		7.5%
	e. Incapability in using adverbs of time correctly	11		9.2%
	f. Incapability in using determiners in sentences/paragraphs/texts correctly	15		12.6%
	g. Incapability in using prepositions correctly	5		4.2%
12.	What kind of topic that you prefer the most for learning grammar? (arrange them by giving from 1-8 number starting from what you prefer the most)			
	a. Daily life <input type="checkbox"/>	14	1	23.3%
	b. Fantasy <input type="checkbox"/>	12	4	20%
	c. Holiday <input type="checkbox"/>	11	7	18.3%
	d. Fable <input type="checkbox"/>	13	2	21.6%
	e. Biography <input type="checkbox"/>	21	8	35%
	f. Famous tour destination <input type="checkbox"/>	11	6	18.3%
	g. Zoo <input type="checkbox"/>	15	5	16.6%
	h. School, house, place around <input type="checkbox"/>	11	3	18.3%
13.	How many words in a sentence that you want for learning grammar? (cross one)			
	a. 7	19		31.7%
	b. 8	15		30%
	c. 9	7		11.7%
	d. 10	1		1.6%
	e. >10	18		30%
14.	How many sentences in a paragraph that you want for learning grammar? (cross one)			
	a. 3	8		13.5%

	b. 4	26		43.5%
	c. 5	13		22%
	d. 6	3		5%
	e. >6	9		15%
15.	How many paragraphs in a text that you want for learning grammar? (cross one)			
	a. 4	39		65%
	b. 5	10		17%
	c. 6	2		3.5%
	d. 7	1		1.5%
	e. >7	7		12%
16.	Types of input that you want for learning grammar (arrange them by giving number from 1-8 starting from what you like the most)			
	a. Video <input type="checkbox"/>	18	3	30%
	b. Picture <input type="checkbox"/>	33	1	55%
	c. Song <input type="checkbox"/>	20	4	33.3%
	d. Text <input type="checkbox"/>	15	2	25%
	e. Audio recording <input type="checkbox"/>	18	5	30%
	f. Magazine, newspaper, article <input type="checkbox"/>	21	6	35%
	g. Teacher's explanation <input type="checkbox"/>	22	7	36.6%
	h. Exercises <input type="checkbox"/>	33	8	55%
17.	Types of questions that you want for learning grammar (arrange them by giving number from 1-10 starting from what you like the most)			
	a. Multiple choice <input type="checkbox"/>	12	4	20%
	b. Short answer <input type="checkbox"/>	10	5	26.6%
	c. Gap filling <input type="checkbox"/>	21	3	35%
	d. True and false <input type="checkbox"/>	17	2	28.3%
	e. Matching <input type="checkbox"/>	51	1	85%
	f. Noticing <input type="checkbox"/>	16	6	26.6%
	g. Summarizing <input type="checkbox"/>	20	8	33.3%
	h. Interpreting picture <input type="checkbox"/>	13	7	21.6%
	i. Continuing story <input type="checkbox"/>	14	9	23.3%
	j. Making sentence/paragraph/text <input type="checkbox"/>	26	10	43.3%

18.	<p>What kind of learning activities that you prefer to learn grammar? (arrange them by giving number from 1-8 starting from what you like the most)</p> <p>a. Watching movie then doing exercise <input type="checkbox"/></p> <p>b. Answering questions from song and audio recording <input type="checkbox"/></p> <p>c. Reading a text then answering questions/summarizing <input type="checkbox"/></p> <p>d. Observing a picture and then interpreting it <input type="checkbox"/></p> <p>e. Playing games and doing exercise at the same time <input type="checkbox"/></p> <p>f. Listening to teacher's explanation and then doing exercise <input type="checkbox"/></p> <p>g. Doing exercise in discussion mode <input type="checkbox"/></p> <p>h. Making sentence/paragraph/text from a topic <input type="checkbox"/></p>	<p>11</p> <p>12</p> <p>11</p> <p>15</p> <p>26</p> <p>20</p> <p>10</p> <p>15</p>	<p>7</p> <p>3</p> <p>5</p> <p>4</p> <p>1</p> <p>8</p> <p>2</p> <p>6</p>	<p>18.3%</p> <p>20%</p> <p>18.3%</p> <p>25%</p> <p>43.3%</p> <p>33.3%</p> <p>15%</p> <p>25%</p>
19.	<p>I want to learn grammar (arrange them by giving number from 1-4 starting from what you like the most)</p> <p>a. Individually <input type="checkbox"/></p> <p>b. In pairs <input type="checkbox"/></p> <p>c. In a small group <input type="checkbox"/></p> <p>d. In a big group <input type="checkbox"/></p>	<p>25</p> <p>26</p> <p>27</p> <p>33</p>	<p>2</p> <p>1</p> <p>3</p> <p>4</p>	<p>41.6%</p> <p>43.3%</p> <p>45%</p> <p>55%</p>
20.	<p>How many members that you want in your group? (cross one)</p> <p>a. 3</p> <p>b. 4</p> <p>c. 5</p> <p>d. 6</p>	<p>1</p> <p>37</p> <p>8</p> <p>14</p>		<p>1.6%</p> <p>61.7%</p> <p>13.3%</p> <p>23.4%</p>
21.	<p>I want to learn grammar in: (cross one)</p> <p>a. Classroom</p> <p>b. Language laboratory</p> <p>c. Library</p>	<p>23</p> <p>19</p> <p>17</p>		<p>38.4%</p> <p>31.6%</p> <p>28.4%</p>

22.	I want the teacher to teach grammar through: (you may cross more than one)			
	a. Explaining in the classroom	37		30%
	b. Giving exercises in the classroom	17		14%
	c. Giving homework	16		13.2%
	d. Discussion	42		34.7%
	e. Answering and asking questions	9		7.4%
23.	What will you do when you face difficulties in doing exercise? (cross one)			
	a. Ask to the teacher	14		23.4%
	b. Ask to the teacher and friends	36		60%
	c. Find the answers by yourself	12		16.6%
	d. Do nothing			

Questionnaire II

No.	Statements	Result
1.	<p>Grammar skills that the students' need the most (you may cross more than one):</p> <ol style="list-style-type: none"> Being able to use subject and verb agreement in sentence correctly Being able to use conjunctions to create coherent sentences/paragraphs/texts Being able to distinguish and use part of speech in sentences/paragraphs/texts correctly Being able to use determiners in sentences/paragraphs/texts correctly Being able to use preposition in sentences/paragraphs/texts correctly Being able to use pronouns to create sentences/paragraphs/texts Being able to use tenses precisely and consistently 	The teacher chose option A, C, D, E, and F
2.	<p>Below are grammar skills that the students' need in descriptive text. Arrange them by giving number from 1-7 starting from what students need the most.</p> <ol style="list-style-type: none"> Using present tense precisely and consistently <input type="checkbox"/> Using comparative degrees correctly <input type="checkbox"/> Using adjectives precisely <input type="checkbox"/> Using pronouns correctly <input type="checkbox"/> Using adverbs precisely <input type="checkbox"/> Using determiner in sentences/paragraphs/texts precisely <input type="checkbox"/> Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/> 	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - C as the second option - D as the third option - F as the fourth option - G as the fifth option - B as the sixth option - E as the seventh option
3.	<p>Below are grammar skills that students need in narrative and recount text. Arrange them by giving number from 1-7 starting from what students need the most.</p> <ol style="list-style-type: none"> Using past tense precisely and consistently <input type="checkbox"/> Using passive voice correctly <input type="checkbox"/> Using connectors related to time and sequence to create coherent sentences/paragraphs/texts <input type="checkbox"/> Using pronouns correctly <input type="checkbox"/> 	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - D as the second option - E as the third option - C as the fourth option - F as the fifth option - G as the sixth option - B as the seventh option

	e. Using adverbs of manner correctly <input type="checkbox"/> f. Using determiners in sentences/paragraphs/texts correctly <input type="checkbox"/> g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	
4.	<p>Grammar skills that students want to master (arrange them by giving number from 1-8 starting from what students want to master the most)</p> a. Being able to use subject and verb agreement in a sentence correctly <input type="checkbox"/> b. Being able to use conjunctions to create coherent sentences/paragraphs/texts <input type="checkbox"/> c. Being able to distinguish and use part of speech in sentences/paragraphs/texts correctly <input type="checkbox"/> d. Being able to use determiners in sentences/paragraphs/texts correctly <input type="checkbox"/> e. Being able to use prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/> f. Being able to use pronouns precisely <input type="checkbox"/> g. Being able to use tenses precisely and consistently <input type="checkbox"/>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - F as the second option - C as the third option - B as the fourth option - E as the fifth option - D as the sixth option - G as the seventh option - H as the eighth option
5.	<p>Below are grammar skills that students need in descriptive text. Arrange them by giving number from 1-7 starting from what students want to master the most.</p> a. Using present tense precisely and consistently <input type="checkbox"/> b. Using comparative degrees correctly <input type="checkbox"/> c. Using adjectives precisely <input type="checkbox"/> d. Using pronouns correctly <input type="checkbox"/> e. Using adverbs precisely <input type="checkbox"/> f. Using determiner in sentences/paragraphs/texts precisely <input type="checkbox"/> g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - D as the second option - C as the third option - B as the fourth option - E as the fifth option - F as the sixth option - G as the seventh option
6.	<p>Below are grammar skills that students need in narrative and recount text. Arrange them by giving number from 1-7 starting from what students want to master the most.</p> a. Using past tense precisely and consistently <input type="checkbox"/> b. Using passive voice correctly <input type="checkbox"/> c. Using connectors related to time and	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - E as the second option - D as the third option - C as the fourth option - G as the fifth option - F as the sixth option

	<p>sequence to create coherent sentences/paragraphs/texts <input type="checkbox"/></p> <p>d. Using pronouns correctly <input type="checkbox"/></p> <p>e. Using adverbs of manner correctly <input type="checkbox"/></p> <p>f. Using determiners in sentences/paragraphs/texts correctly <input type="checkbox"/></p> <p>g. Using prepositions in sentences/paragraphs/texts correctly <input type="checkbox"/></p>	<p>- B as the seventh option</p>
7.	<p>The obstacles that students face in learning grammar (you may cross more than one)</p> <p>a. Difficulties in understanding English sentence structure</p> <p>b. Difficulties in distinguishing and using part of speech</p> <p>c. Difficulties in using prepositions precisely</p> <p>d. Difficulties in using pronouns correctly</p> <p>e. Difficulties in using conjunctions correctly</p> <p>f. Difficulties in using adverbs correctly</p> <p>g. Difficulties in using tenses in sentences/paragraphs/texts</p>	<p>The teacher chose option A and G</p>
8.	<p>The obstacles that students face in using subject and verb agreement (arrange them by giving number from 1-4 starting from the most difficult one)</p> <p>a. Putting subject and verb in positive sentence in the form of active and passive <input type="checkbox"/></p> <p>b. Putting subject and verb in negative sentence in the form of active and passive <input type="checkbox"/></p> <p>c. Distinguishing plural and singular subject <input type="checkbox"/></p> <p>d. Determining the verb form that follows the subject <input type="checkbox"/></p>	<p>The teacher placed option:</p> <p>- A as the first option</p> <p>- D as the second option</p> <p>- B as the third option</p> <p>- C as the fourth option</p>
9.	<p>The obstacles that students face in using tenses (arrange them by giving number from 1-5 starting from the most difficult one)</p> <p>a. Distinguishing regular and irregular verbs <input type="checkbox"/></p> <p>b. Determining past form of a verb <input type="checkbox"/></p> <p>c. Determining the addition of <i>-s</i> or <i>-es</i> in a word <input type="checkbox"/></p> <p>d. Determining the use of <i>to be</i> in present</p>	<p>The teacher placed option:</p> <p>- A as the first option</p> <p>- B as the second option</p> <p>- E as the third option</p> <p>- C as the fourth option</p> <p>- D as the fifth option</p>

	<p>tense <input type="checkbox"/></p> <p>e. Determining the use of <i>to be</i> in past tense <input type="checkbox"/></p>	
10.	<p>The obstacles that students face in applying grammar for descriptive text (you may cross more than one)</p> <ul style="list-style-type: none"> a. Incapability in using present tense correctly b. Incapability in choosing and using proper adjectives c. Incapability in using proper adverbs d. Incapability in using pronouns correctly e. Incapability in using determiners in sentences/paragraphs/texts correctly f. Incapability in using prepositions correctly 	The teacher chose option C and D
11.	<p>The obstacles that students face in applying grammar for narrative and recount text (you may cross more than one)</p> <ul style="list-style-type: none"> a. Incapability in using past tense correctly b. Incapability in using passive voice correctly c. Incapability in using connectors related to time and sequence correctly d. Incapability in using adjectives correctly e. Incapability in using adverbs of time correctly f. Incapability in using determiners in sentences/paragraphs/texts correctly g. Incapability in using prepositions correctly 	The teacher chose option A and B
12.	<p>What kind of topic that the students prefer the most for learning grammar? (arrange them by giving from 1-8 number starting from what students prefer the most)</p> <ul style="list-style-type: none"> a. Daily life <input type="checkbox"/> b. Fantasy <input type="checkbox"/> c. Holiday <input type="checkbox"/> d. Fable <input type="checkbox"/> e. Biography <input type="checkbox"/> f. Famous tour destination <input type="checkbox"/> g. Zoo <input type="checkbox"/> h. School, house, place around <input type="checkbox"/> 	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - H as the first option - A as the second option - D as the third option - G as the fourth option - C as the fifth option - F as the sixth option - B as the seventh option - E as the eighth option
13.	How many words in a sentence that students	The teacher chose option

	<p>want for learning grammar? (cross one)</p> <p>a. 7</p> <p>b. 8</p> <p>c. 9</p> <p>d. 10</p> <p>e. >10</p>	A
14.	<p>How many sentences in a paragraph that students want for learning grammar? (cross one)</p> <p>a. 3</p> <p>b. 4</p> <p>c. 5</p> <p>d. 6</p> <p>e. >6</p>	The teacher chose option B
15.	<p>How many paragraphs in a text that students want for learning grammar? (cross one)</p> <p>a. 4</p> <p>b. 5</p> <p>c. 6</p> <p>d. 7</p> <p>e. >7</p>	The teacher chose option A
16.	<p>Types of input that the students want for learning grammar (arrange them by giving number from 1-8 starting from what students like the most)</p> <p>a. Video <input type="checkbox"/></p> <p>b. Picture <input type="checkbox"/></p> <p>c. Song <input type="checkbox"/></p> <p>d. Text <input type="checkbox"/></p> <p>e. Audio recording <input type="checkbox"/></p> <p>f. Magazine, newspaper, article <input type="checkbox"/></p> <p>g. Teacher's explanation <input type="checkbox"/></p> <p>h. Exercises <input type="checkbox"/></p>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - A as the first option - D as the second option - B as the third option - C as the fourth option - E as the fifth option - G as the sixth option - F as the seventh option - H as the eighth option
17.	<p>Types of questions that the students want for learning grammar (arrange them by giving number from 1-10 starting from what students like the most)</p> <p>a. Multiple choice <input type="checkbox"/></p> <p>b. Short answer <input type="checkbox"/></p> <p>c. Gap filling <input type="checkbox"/></p> <p>d. True and false <input type="checkbox"/></p> <p>e. Matching <input type="checkbox"/></p> <p>f. Noticing <input type="checkbox"/></p> <p>g. Summarizing <input type="checkbox"/></p> <p>h. Interpreting picture <input type="checkbox"/></p>	<p>The teacher placed option:</p> <ul style="list-style-type: none"> - E as the first option - D as the second option - A as the third option - C as the fourth option - B as the fifth option - F as the sixth option - I as the seventh option - H as the eighth option - J as the ninth option - G as the tenth option

	i. Continuing story <input type="checkbox"/> j. Making sentence/paragraph/text <input type="checkbox"/>	
18.	What kind of learning activities that the students prefer to learn grammar? (arrange them by giving number from 1-8 starting from what students like the most) a. Watching movie then doing exercise <input type="checkbox"/> b. Answering questions from song and audio recording <input type="checkbox"/> c. Reading a text then answering questions/summarizing <input type="checkbox"/> d. Observing a picture and then interpreting it <input type="checkbox"/> e. Playing games and doing exercise at the same time <input type="checkbox"/> f. Listening to teacher's explanation and then doing exercise <input type="checkbox"/> g. Doing exercise in discussion mode <input type="checkbox"/> h. Making sentence/paragraph/text from a topic <input type="checkbox"/>	The teacher placed option: - E as the first option - F as the second option - G as the third option - A as the fourth option - D as the fifth option - B as the sixth option - C as the seventh option - H as the eighth option
19.	The students want to learn grammar (arrange them by giving number from 1-4 starting from what students like the most) a. Individually <input type="checkbox"/> b. In pairs <input type="checkbox"/> c. In a small group <input type="checkbox"/> d. In a big group <input type="checkbox"/>	The teacher placed option: - B as the first option - C as the second option - A as the third option - D as the fourth option
20.	How many members that the students want in your group? (cross one) a. 3 b. 4 c. 5 d. 6	The teacher chose option B
21.	The students want to learn grammar in: (cross one) a. Classroom b. Language laboratory c. Library	The teacher chose option A
22.	The students want the teacher to teach grammar through: (you may cross more than one) a. Explaining in the classroom b. Giving exercises in the classroom c. Giving homework d. Discussion e. Answering and asking questions	The teacher chose option A and B

23.	<p>What will the students do when they face difficulties in doing exercise? (cross one)</p> <ul style="list-style-type: none"> a. Ask to the teacher b. Ask to the teacher and friends c. Find the answers by themselves d. Do nothing 	<p>The teacher chose option A, B, and C</p>
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APPENDIX D

THE COURSE GRIDS

UNIT 1

Famous Things

Students : VIII Grade

Subject : English

Objectives :

- Comprehend and apply text structure and linguistics features in a written functional text and short essay of descriptive text related to people, animal, things, and place around based on its context.
- Express and construct written texts of descriptive to describe people, animals, things, and place around using correct social function, text structure, and linguistics features based on its context.

Indicators	Materials	Tasks	Teacher's role	Students' role	Setting	Assessment
<ul style="list-style-type: none"> - Being able to distinguish parts of speech in sentences/ paragraphs/ texts - Being able to use parts of speech in sentences/ 	Parts of speech	Task 1 Read two sentences below. Can you distinguish the use of 'ring' in each sentence?	Instructor for knowledge building by luring students' knowledge	Brainstorming	<ul style="list-style-type: none"> - Individual - Classroom 	Task 20 Choose one topic from the boxes below. In your book, write a descriptive text using the topic by following the
	Parts of speech	Task 2 Study the following words	<ul style="list-style-type: none"> - Explaining the materials - Monitoring 	Autonomy learners	<ul style="list-style-type: none"> - Individual - Classroom 	

paragraphs/ texts - Being able to use adjectives correctly - Being able to use determiners in sentences/ paragraphs/ texts - Being able to use pronouns correctly		to help you in understanding the text that you are going to read. Now, read the following text carefully.	students' activities			questions in the template. You may use provided words for each topic.
	Parts of speech	Task 3 Based on the text above, in pairs, find similar words with different meaning. Then, write in the following table according to their parts of speech.	Monitor	- Participants - Autonomy learners	- In pairs - Classroom	
	Parts of speech	Task 4 Still with your partner, study the following information about kinds of words or parts of speech.	- Facilitator - Explaining the materials	- Participants - Active recipients of the teacher's stimuli	- In pairs - Classroom	
	Determiners	Task 5 Read the text in Task 2 again.	Monitor	Autonomy learners	- Individual - Classroom	

		Find phrases that use a, an, or the and write them here.				
	Determiners	Task 6 Group the phrases in Task 5 according to the use of definite and indefinite articles.	Monitor	Autonomous participants	- Individual - Classroom	
	Determiners	Task 7 Study the information below about a, an, and the. After studying the information, have you placed the phrases in the right column? If you have, great. If not, check again your answers based on the information above.	Corrector	Autonomy learners	- Individual - Classroom	
	Determiners	Task 8	- Monitor	Autonomy	- Individual	

		For each word you listed in Task 2, write two sentences that show its variant meanings using a, an, and the. You can look at Task 1 to see the example.	- Stimulator	learners	- Classroom	
	- Parts of speech - Determiners	Task 9 Under each picture write the appropriate word, part of speech and a short sentence using the word. Do not forget to put article(s) on your sentences. Match words to the pictures.	Monitor	Autonomy learners	- Individual - Classroom	
	Pronouns	Task 10 Do the crossword below.	Monitor	Autonomous participants	- Individual - Classroom	
- Being able to use the simple	The simple present tense	Task 11 Circle the correct	Monitor	Autonomy learners	- Individual - Classroom	

<p>present tense precisely and consistently</p> <ul style="list-style-type: none"> - Being able to use comparative degrees correctly - Being able to use prepositions correctly 		form in each sentence.				
	The simple present tense	Task 12 Study the following words. Now, read the following text.	<ul style="list-style-type: none"> - Stimulator - Monitor 	Passive recipients	<ul style="list-style-type: none"> - Individual - Classroom 	
	The simple present tense	Task 13 Based on the text above, match the questions (1-6) and answers (a-f). Then, complete the answers.	Monitor	Autonomy learners	<ul style="list-style-type: none"> - Individual - Classroom 	
	<ul style="list-style-type: none"> - Adjectives - Comparative degrees 	Task 15 Read the text in Task 13 again. Find adjectives in the text then complete the following table.	Monitor	Autonomy learners	<ul style="list-style-type: none"> - Individual - Classroom 	
	<ul style="list-style-type: none"> - Adjectives - Comparative degrees 	Task 16 Below is another table that you have to complete based on the text in Task 12.	Monitor	Autonomy learners	<ul style="list-style-type: none"> - Individual - Classroom 	
	- Comparative	Task 17	Monitor	Autonomy	- Individual	

	degrees - The simple present tense	Using the adjectives you listed before, write two sentences for each adjective using comparative and superlative forms.		learners	- Classroom	
	The simple present tense	Task 14 Study the following information about the present tense.	- Stimulator - Explaining the materials	- Autonomy learners - Passive recipients	- Individual - Classroom	
	- Adjectives - Comparative degrees	Task 18 1. Choose one bingo board – either Bingo Board A or Bingo Board B. 2. Listen to the teacher and look at your board. The teacher will read sentences with	- Facilitator - Participant	Participants	- Individual - Classroom	

		<p>comparative adjectives. Look for the comparative form of the adjective and write an “X” over the word.</p> <p>When you have four “X”s in a row, say “Bingo!” The row of “X”s can be left to right, top to bottom, or diagonal.</p>				
	The simple present tense	<p>Task 19 Decide whether the sentences describing the picture are correct or incorrect. If they are incorrect, correct them.</p>	Monitor	Autonomy learners	<ul style="list-style-type: none"> - Individual - Classroom 	
	<ul style="list-style-type: none"> - Parts of speech - Determiners 	<p>Task 20 Complete the following news</p>	<ul style="list-style-type: none"> - Stimulator - Monitor 	Autonomy learners	<ul style="list-style-type: none"> - Individual - Classroom 	

	<ul style="list-style-type: none"> - Pronouns - Comparative degrees - Adjective - The simple present tense 	from <i>The Week</i> talking about Dubsmash application by choosing a right answer from the brackets.				
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UNIT 2

Fascinating Moments

Students : VIII Grade

Subject : English

Objectives :

- Express and construct written texts of recount to retell past actions or accidents using correct social function, text structure, and linguistics features based on its context.
- Comprehend and apply text structure and linguistics features in a written functional text and short essay of recount text related to students' environment about short actions and accidents based on its context.

Indicators	Materials	Tasks	Teacher's role	Students' role	Setting	Assessment
<ul style="list-style-type: none"> - Using the past tense precisely and consistently - Distinguishing regular and irregular verbs 	The simple past tense	Task 1 Look at the two sentences below. What is the difference between the use of 'goes' and 'went'?	Instructor for knowledge building by luring students' knowledge	Brainstorming	<ul style="list-style-type: none"> - Individual - In the classroom 	Task 20 Tell me about something fun you did during your last holiday by answering these questions. Draw a
	The simple past tense	Task 2 Study the	<ul style="list-style-type: none"> - Stimulator - Monitor 	Autonomy learners	<ul style="list-style-type: none"> - Individual - In the 	

		following words. Now, read this newspaper story.			classroom	picture of your day on the next page
	The simple past tense	Task 3 From the story in Task 2, find words in the past form. Do it in pairs.	Monitor	Autonomy learners	- In pairs - In the classroom	
	The simple past tense	Task 4 Study the following information about the simple past tense.	Explaining the materials	Passive recipients	- Individual - In the classroom	
	Regular and irregular verbs	Task 5 Still with your partner, group the words that you found in Task 3 following this table.	Monitor	Autonomy learners	- In pairs - In the classroom	
	- Regular and	Task 6	Monitor	Autonomy	- Individual	

	irregular verbs - The simple past tense	From the words that you have grouped in Task 5, choose 5 words from regular words and 5 words from irregular words. Write a sentence for each word using the simple past tense.		learners	- In the classroom	
	Connectors of sequence	Task 7 Study the following information about connectors of sequence.	- Facilitator - Explaining the materials	Autonomy learners	- Individual - In the classroom	
Using connectors related to time and sequence to create coherent sentence/paragraph/text	- Connectors of sequence - The simple past tense	Task 8 Number the sentences in each group to put the events in order.	Monitor	Autonomy learners	- Individual - In the classroom	
	- Connectors	Task 9	Monitor	Autonomy	- Individual	

	<ul style="list-style-type: none"> of sequence - The simple past tense 	In your book, rewrite the sentences from Task 8 into good paragraphs. Then, put a suitable title for the story.		learners	<ul style="list-style-type: none"> - In the classroom 	
<ul style="list-style-type: none"> - Using passive voice correctly - Using determiners in sentences/ paragraphs/ texts correctly - Using pronouns correctly - Using prepositions in sentences/ paragraphs/ texts correctly 	<ul style="list-style-type: none"> - Determiners - Prepositions - Pronouns 	Task 10 Complete the following text using the words in the box.	Monitor	Autonomy learners	<ul style="list-style-type: none"> - Individual - In the classroom 	
	Passive voice	Task 11 Find 5 active sentences from the text in Task 10 and write them here.	Monitor	Autonomy learners	<ul style="list-style-type: none"> - Individual - In the classroom 	
	Passive voice	Task 13 Change the sentences that you listed in Task 11 into passive form.	Monitor	Autonomy learners	<ul style="list-style-type: none"> - Individual - In the classroom 	
	Passive voice	Task 12 Look at the	<ul style="list-style-type: none"> - Facilitator - Explaining 	Passive recipients	<ul style="list-style-type: none"> - Individual - In the 	

		picture below. Try to understand it. Now, learn on how to use passive voice.	the materials		classroom	
	<ul style="list-style-type: none"> - The simple past tense - Passive voice 	Task 14 You are going to watch movie segments from the Ratatouille movie. However, meet the characters of the movie below and read the preview of the movie.	<ul style="list-style-type: none"> - Facilitator - Explaining the materials 	Autonomy learners	<ul style="list-style-type: none"> - Individual - In the classroom 	
	The simple past tense	Task 15 Now, watch the video segment and fill in the blanks of the exercise with the correct verb tense form of the verbs.	<ul style="list-style-type: none"> - Facilitator - Monitor 	Autonomy learners	<ul style="list-style-type: none"> - Individual - In the classroom 	
	Passive voice	Task 16	Monitor	Autonomy	- Individual	

		Rewrite the sentences in Task 15 using the passive voice.		learners	- In the classroom	
	Passive voice	Task 17 Use a dice to work your way around the board. For each box you land on, complete the sentence in the passive form.	Facilitator	Active participants	- Individual - In the classroom	
	The simple past tense	Task 18 In teams of 3, write sentences to describe this picture, using the simple past tense. Write as many as you can in 7 minutes.	Monitor	Autonomy learners	- In a group of 3 - In the classroom	
	- Pronouns - Determiners - Prepositions	Task 19 Read the text below. There	Monitor	Autonomy learners	- Individual - In the classroom	

	- The simple past tense	are 45 mistakes in the text. They are about pronouns, determiner, the use of the past tense, and prepositions. Find the mistakes and then correct them.				
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UNIT 3

Once Upon A Time

Students : VIII Grade

Subject : English

Objectives :

- Comprehend and apply text structure and linguistics features in a written functional text and short essay of narrative text in the form of fable related to students' environment based on its context
- Expose and construct written texts of narrative to tell past accidents in the form of fable using correct social function, text structure, and linguistics features based on its context.

Indicators	Materials	Tasks	Teacher's role	Students' role	Setting	Assessment
<ul style="list-style-type: none"> - Using the past tense precisely and consistently - Distinguishing regular and irregular verbs 	The simple past tense	Task 1 Look at the picture below. Have you ever seen this picture before?	Instructor for knowledge building by luring students' knowledge	Brainstorming	<ul style="list-style-type: none"> - Individual - In the classroom 	Task 20 In Task 2 you listed 3 famous fables in your place. Pick one of them and then write the story on the next page. Now,
	The simple past tense	Task 2 Take a look at the following information	<ul style="list-style-type: none"> - Explaining the materials - Stimulator 	Autonomy learners	<ul style="list-style-type: none"> - Individual - In the classroom 	

		about folktales. Now, name at least 3 well-known fables in your place.				draw a picture of your story on the next page.
	The simple past tense	Task 3 Study the following words. Now, read the text below carefully.	Monitor	Autonomy learners	- Individual - In the classroom	
	The simple past tense	Task 4 If you read the text carefully, you would find the use of verbs in present and past forms. Can you explain why the text mixes the two verb forms?	Corrector	Autonomous learners	- Individual - In the classroom	
	- Regular and irregular verbs - The simple past tense	Task 5 Read the text above again. Find phrases that use verb in	Monitor	Autonomy learners	- Individual - In the classroom	

		the past form, then, group them based on the use of regular and irregular verbs.				
	Parts of speech	Task 6 Based on the text above, in pairs, find similar words with different meaning. Then, write in the following table according to their parts of speech.	Monitor	Autonomy learners	- In pairs - In the classroom	
	- Parts of speech - The simple past tense	Task 7 For each word you listed in Task 6, write down two sentences that show its variant meanings using the simple past tense.	Monitor	Autonomy learners	- Individual - In the classroom	

- Using adverbs of manner correctly	Adverbs of manner	Task 8 Learn the information below about adverbs of manner.	Explaining the materials	Passive recipients	- Individual - In the classroom	
	- Adverbs of manner - The simple past tense	Task 9 Sequence the sentences based on the pictures. Write the number of the corresponding sentence in the provided circle. Number 1 has been done for you.	Monitor	Autonomy learners	- Individual - In the classroom	
		Task 11 Have you placed the story into a correct order? Now, rewrite the story based on the correct order on your book and find a suitable	Corrector	Autonomy learners	- Individual - In the classroom	

		title.				
		Task 12 Read again the story that you wrote in Task 11. Find adverbs of manner and write them below.	Monitor	Autonomy learners	- Individual - In the classroom	
		Task 13 Using the adverbs that you found, create a sentence for each adverb using simple past tense.	Monitor	Autonomy learners	- Individual - In the classroom	
		Task 10 Check your answer of Task 9 through the following video.	Facilitator	Autonomy learners	- Individual - In the classroom	
- Using passive voice correctly	Passive voice	Task 14 Below are lyrics of a song. Some	Monitor	Autonomy learners	- Individual - In the classroom	

		of them are already in correct order, but there are some lyrics which are scrambled. Arrange them into good sentences.				
		Task 15 To check your answers, listen to the following songs. Can you guess whose song that is? What is the possible title for the song?	Facilitator Corrector	Autonomy learners	- Individual - In the classroom	
		Task 16 Change the sentences below into passive form.	Monitor	Autonomy learners	- Individual - In the classroom	
- Using determiners in sentences/ paragraphs/ texts	- Determiners - Prepositions - Pronouns	Task 17 Study the following	Monitor	Autonomy learners	- Individual - In the classroom	

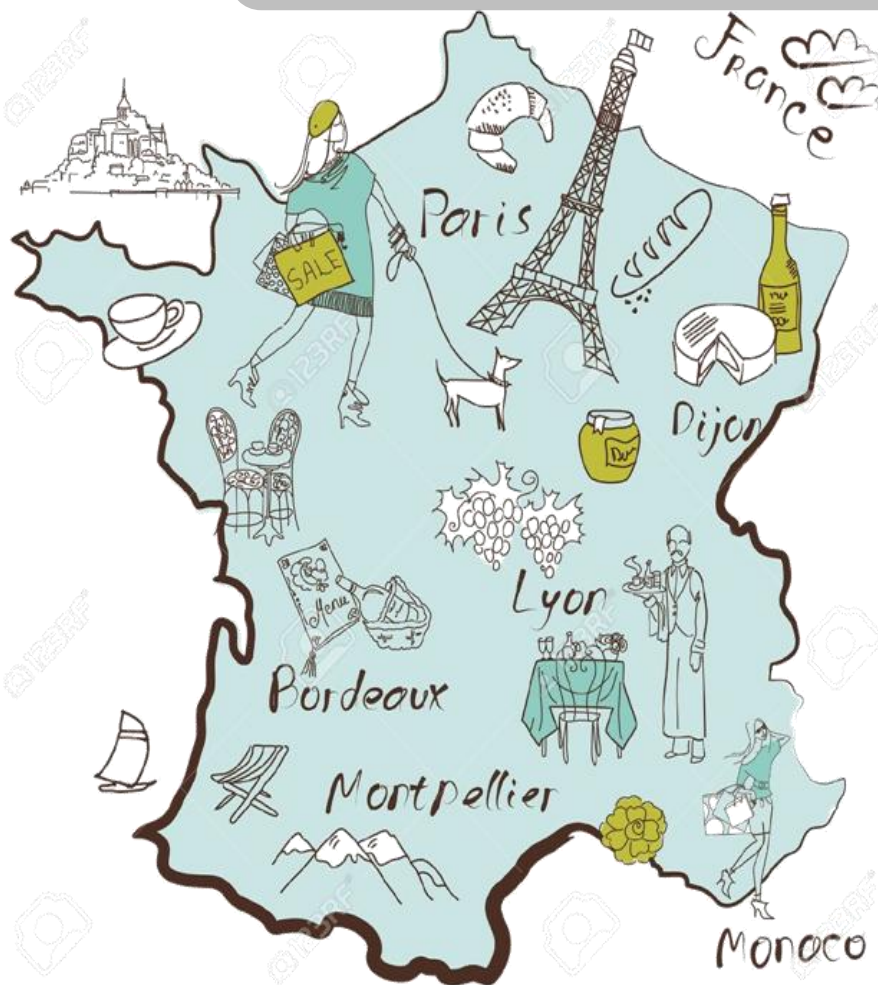
correctly - Using prepositions in sentences/ paragraphs/ texts correctly - Using pronouns correctly		words.				
		Task 18 Read the text below. Find the mistakes and correct them.	Monitor	Autonomy learners	- Individual - In the classroom	
	- Determiners - Pronouns - Prepositions - Passive voice - Regular and irregular verbs - The simple past tense	Task 19 Read the story below. Then finish the story in a separate piece of paper. Predict what will happen next. Finish this story on a separate sheet of paper. Be sure to write about who Porter Pig had seen and how he fixed the problem.	Explaining the materials Monitor	Autonomy learners	- Individual - In the classroom	

APPENDIX E

FIRST DRAFT OF THE DEVELOPED UNITS

UNIT ONE

FAMOUS THINGS



In this unit you will learn:

- * distinguishing and using part of speech in sentences/paragraphs/texts;
- * using adjectives correctly;
- * using determiners in sentences/paragraphs/texts;
- * using pronouns correctly;
- * using simple present tense precisely and consistently;
- * using prepositions correctly;
- * using comparative degrees correctly.

Task 1

Read two sentences below.

- My father gives a ring to my mother to celebrate their anniversary.
- My father rings my brother because he is not home.

Can you distinguish the use of 'ring' in each sentence?

Task 2

Study the following words to help you understand the text that you are going to read.

Sticky	:	Menempel
Foolish	:	Bodoh
Hasty	:	Gegabah
Drain	:	Saluran Pipa
Sting	:	Menyengat

Now, read the following text carefully.

LARVA



Larva is a computer-animated comedy television series made by Tuba Entertainment in Seoul, South Korea. This cartoon shows two larvae as its main characters.

They are larvae with yellow and red color. The yellow larva is a sticky and foolish yellow colored Larva with an antenna. Yellow is always manipulated by Red, though Yellow still sees him as his best friend. Although usually he

follows Red, he loses his mind in front of food.

The red larva is a hasty and extreme red colored Larva. His specialty is shouting and kicking like Bruce Lee. It is always showing off and manipulating Yellow, and often hurting himself. Sometimes there are also different characters that show up like a frog which often appears in the drain. It is sensitive and tries to monopolize all power by eating the insects and larva. It is several

times bigger than other normal frogs. Another character is a honey bee which collects honey. It stings when someone touches its honey that it collected or makes it angry.

(171 words)

(Adapted from [https://en.wikipedia.org/wiki/Larva_\(TV_series\)](https://en.wikipedia.org/wiki/Larva_(TV_series)))

(Picture: <http://www.onehallyu.com>)

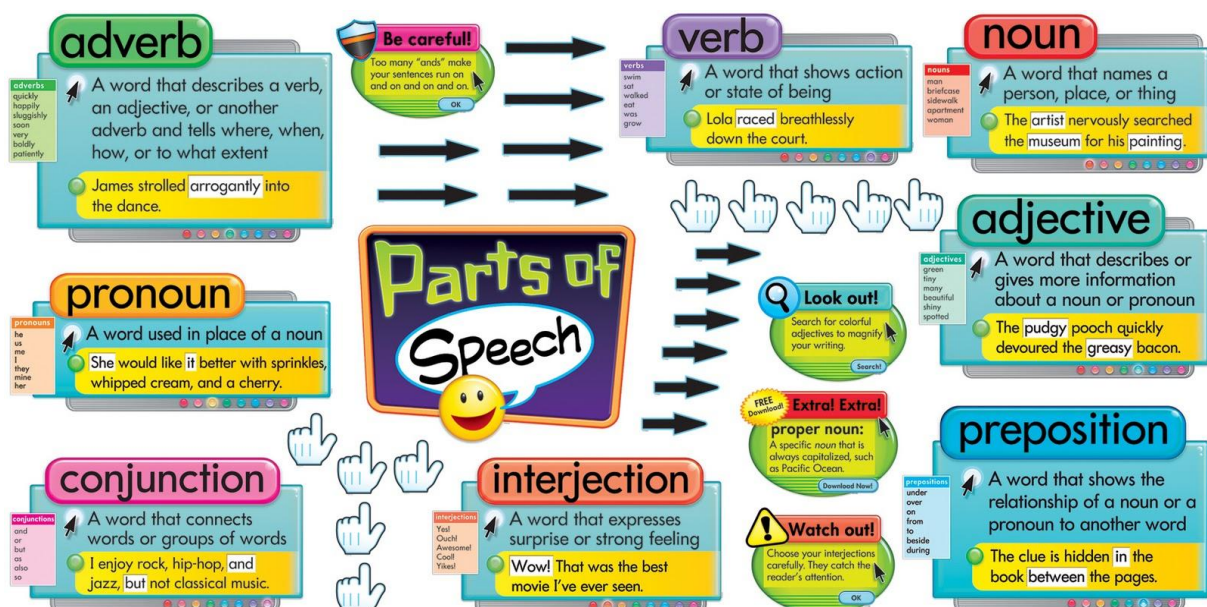
Task 3

Based on the text above, in pairs, find similar words with different meaning. Then, write in the following table according to their part of speech.

No.	Adjective	Verb	Noun	Adverb

Task 4

Still with your partner, study the following information about kinds of words or part of speech.



(Taken from: <https://chrisedelacruzofficial.files.wordpress.com/2014/03/parts-of-speech.jpg>)

Task 5

Read the text in Task 2 again. Find phrases that use *a*, *an*, or *the* and write them here.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

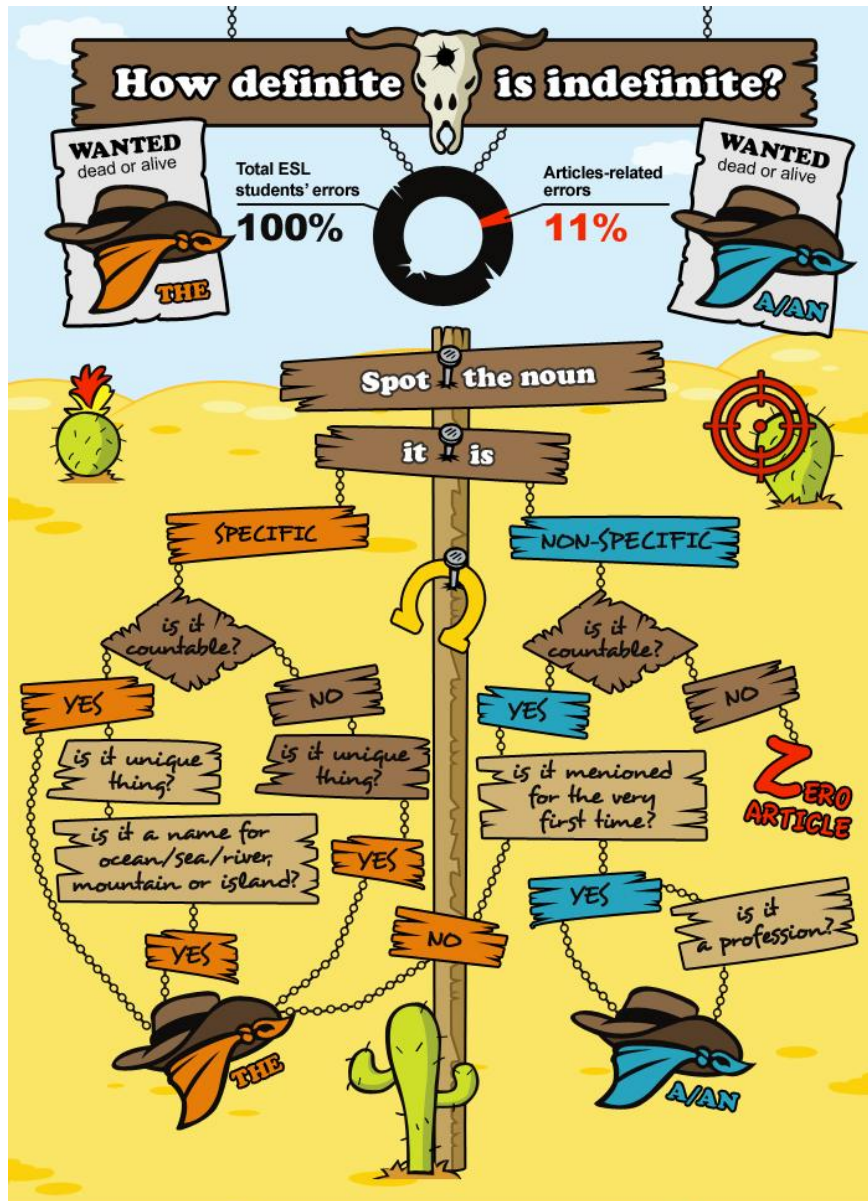
Task 6

Group the phrases in Task 5 according to the use of definite and indefinite article.

Definite	Indefinite

Task 7

Study the information below about *a*, *an*, and *the*.



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(Taken from: <http://www.grammar.net/wp-content/uploads/2011/05/articles.jpg>)

After studying the information, have you placed the phrases in the right column? If you have, great. If not, check again your answers based on the information above.

Task 3

For each word you listed in Task 3, write down two sentences that show its variants meanings using *a*, *an*, and *the*. You can look at the Task 1 to see the example.

1. –
 –
2. –
 –
3. –
 –
4. –
 –
5. –
 –

Task 9

Under each picture write the appropriate word, part of speech and a short sentence using the word. Do not forget to put article(s) on your sentences. Match words to the pictures:

city, eats, slowly, happy, beautiful, cold, buying, drives, quickly, hungry, house, books



1. eat (verb)
He eats a hamburger.



2.



3.



4.



5.



6.



7.



8.

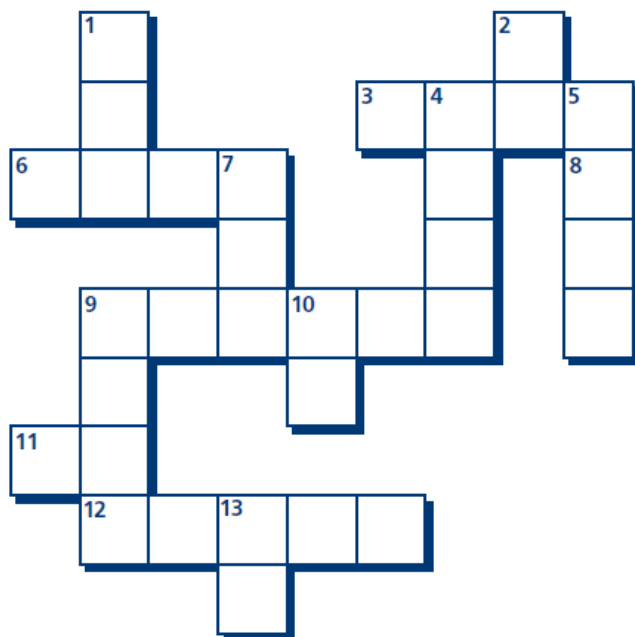


9.

(Adapted from <http://www.eslflow.com>)

Task 10

Do the crossword below.



5. If it belongs to me, it's.
7. Subject pronoun that goes along with *her*.
9. As a subject, refers to my brother and sister.
10. Neutral pronoun.
13. If we want something, we'll ask you to give it to.

ACROSS

3. Third person plural object pronoun.
6. That book belongs to us. It is.
8. Subject pronoun that corresponds to *me*.
9. Third person plural possessive pronoun.
11. Object pronoun that corresponds to *I*.
12. If it belongs to you, it is.

DOWN

1. "Where do live?"
2. Refers to my brother.
4. Goes along with *she*.

(Picture: Fun With Grammar)

Task 11

Circle the correct form in each sentence.

1. Instagram (is / are) online photo sharing.
2. It (allow / allows) you to apply different types of photo sharing.
3. They (do / does) not produce quality photos.
4. The Earlybird filter (add / adds) a slight blur to the image.
5. The two primary ways to use Instagram (is / are) the Instagram website and Instagramapp.

Task 12

Study the following words to help you in understanding the text that you are going to read.

Built-In	:	Bawaan
Enhance	:	Meningkatkan
Plain	:	Sederhana/Biasa
Slight	:	Sedikit
Vintage	:	Kuno

Now, read the following text.

Instagram



Instagram

Instagram is an [online](#) photo sharing service. It allows you to apply different types of photo filters to your pictures with a single click then, share them with others. Instagram's simplicity has helped it gain worldwide popularity.

While nearly all [smartphones](#) have built-in cameras, they do often not produce quality photos. By using Instagram, you can raise ordinary images and make them look professional. For example, Instagram's Valencia filter brightens photos, enhances the contrast, and improves the appearance of plain photos. The Earlybird filter adds a slight blur to the image, warms the colors, and vignettes the corners, so the photos look softer. You can also make drastic changes to photos using a filter like "1977," which makes images look like vintage photographs which are taken with an old camera.

The two primary ways to use Instagram are the Instagram website (instagram.com) and the Instagram [app](#). The website allows you to upload images, manage your photos, apply filters, and share them with your friends. The app allows you to take pictures with your [iPhone](#) or [Android](#) device and immediately apply the filter of your choice. You can share your photos directly on Instagram.com or on other [social media](#) websites like [Facebook](#), [Twitter](#), and [Tumblr](#).

(203 words)

(Adapted from <http://techterms.com/definition/instagram>)

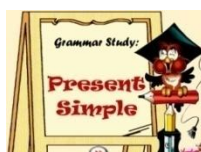
Task 13

Based on the text above, match the questions (1-6) and answers (a-f). Then, complete the answers.

1. (a) Does Instagram allow you to apply photo filters?
 2. () Do all smartphones have built-in cameras?
 3. () Does Instagram's Valencia filter darken photos?
 4. () Does the 1977 filter have modest changes?
 5. () Do you have to have a smartphone to be able to use Instagram?
 6. () Does Instagram give you choices of photo filters?
-
- a. Yes, it does . It allows you to apply photo filters.
 - b. No, _____ . It brightens photos.
 - c. No, _____ . It can also be accessed through website.
 - d. Yes, _____ . It give you choices of many types of photo filters.
 - e. No, _____ . They do not often produce quality photos.
 - f. No, _____ . It has drastic changes.

Task 14

Study the following information about simple present tense.



Simple Present Tense		
Affirmative	Negative	Question
I/You/We/They + V1	I/You/We/They + don't + V1	Do + I/You/We/They + V1
He/She/It + V1 (s,es,ies)	He/She/It + doesn't + V1	Does + He/She/It + V1
I play football.	I don't play football.	Do I play football?
You play football.	You don't play football.	Do you play football?
We play football.	We don't play football.	Do we play football?
They play football.	They don't play football.	Do they play football?
He plays football.	He doesn't play football.	Does he play football?
She plays football.	She doesn't play football.	Does she play football?
It plays football.	It doesn't play football.	Does it play football?

(Taken from <http://hasanbalyemezler.com>)

Task 15

Read the text in Task 12 again. Find adjectives in the text then complete the following table.

		Adjective	Comparative
1	Add -er	<i>Slight</i>	<i>slighter</i>
2	Add -r		

3	Double the final consonant and add <i>-er</i>		
4	Drop <i>-y</i> and add <i>-ier</i>		
5	Put the word <i>more</i> in front		
6	Irregular comparatives		

Task 16

Below is another table that you have to complete based on the text in Task 12.

		Adjective	Superlative
1	Add <i>-est</i>	<i>Young</i>	<i>the youngest</i>
2	Add <i>-st</i>		

3	Double the final consonant and add <i>-est</i>		
4	Drop <i>-y</i> and add <i>-iest</i>		
5	Put the word <i>most</i> in front		
6	Irregular superlatives		

Task 17

Using the adjectives you listed before, write two sentences for each adjective using comparative and superlative form.

1. -

-

2. -

-

3. -

-

4. -

-

5. -

-

Task 18

Intermezzo

3. Choose one bingo board – either Bingo Board A or Bingo Board B.

Bingo Board A

Bingo Board A			
better	younger	wider	angrier
louder	greater	harder	longer
taller	stronger	lighter	quieter
faster	calmer	lower	nicer

Bingo Board B

Bingo Board B			
higher	harder	newer	colder
heavier	earlier	later	cheaper
smarter	worse	easier	stronger
happier	lighter	bigger	quieter

4. Listen to the teacher and look at your board. The teacher will read sentences with comparative adjectives. Look for the comparative form of the adjective and write an "X" over the word.
5. When you have four "X"s in a row, say "Bingo!" The row of "X"s can be left to right, top to bottom, or diagonal.

Task 19

Decide whether the sentences describing the picture are correct or incorrect. If they are incorrect, correct them.

- ___ 1. The cat is under the table.
- ___ 2. The baby is beside the father.
- ___ 3. The hot dogs are next to the plates.
- ___ 4. The chairs are under the table.
- ___ 5. The grill is in front of the man.
- ___ 6. The bird is on the umbrella.
- ___ 7. The sandwiches are behind the salad.
- ___ 8. The spatula is on the man's hand.
- ___ 9. The hammock is between a tree and a pole.
- ___ 10. The dog is under the table.

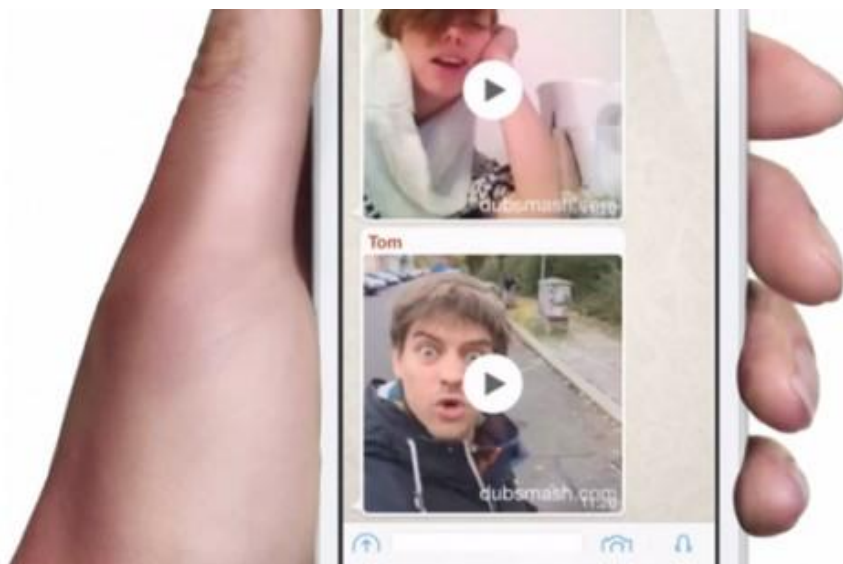


(Adapted from Fun With Grammar)

Task 20

Complete the following news from *The Week* talking about Dubsmash application by choosing a right answer from the brackets.

Dubsmash app: what is it and why's it so successful?



What is Dubsmash?

Dubsmash is (a / an / the) video messaging app for Android and Apple phones that (let / lets) users add soundtracks to videos recorded on their phones – often matching a clip of themselves performing a song or film scene with audio from the original.

Users can upload sounds themselves or (select / selects) (to / from) a list of audio clips uploaded by others. After selecting an audio clip, users record (his / her / their) own video to play with the sound they have chosen and can then share the clip they have created via Whatsapp, Facebook, Instagram or (on / in) a text message.

Why is it so popular?

Part of the app's charm is its simplicity. A large number of Dubsmash's hundreds of thousands of videos (in / on) Instagram have been posted by children, the [BBC](#) reports.

(158 words)

(Adapted from <http://www.theweek.co.uk/technology/62272/dubsmash-app-what-is-it-and-why-is-it-so-popular>)

Task 21

Evaluation

Choose one topic from the boxes below. In your book, write a descriptive text using the topic by following the questions in the template. You may use provided vocabularies for each topic.

Path

sharing moments, photos, thoughts,
place, music, sleep and awake,
feeling, check-in

adidas

sportswear, German, business,
manufacturer, clothing, sport
shoes, accessories

Google

search engine, information, internet-
related services, Google Books, Google
Maps, Google Translate, Google Images

Title

Identification

Description

- What is Path/Adidas/Google?

- What are products offered by Path/Adidas/Google?
- How can you find Path/Adidas/Google?
- Where can you find Path/Adidas/Google?
- What are the special characteristics of Path/Adidas/Google?

LET'S SUM UP

In this unit you learned:

- ❖ distinguishing and using part of speech in sentences/paragraphs/texts;
- ❖ using adjectives correctly;
- ❖ using determiners in sentences/paragraphs/texts;
- ❖ using pronouns correctly;
- ❖ using simple present tense precisely and consistently;
- ❖ using prepositions correctly;
- ❖ using comparative degrees correctly.

REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

.....

.....

.....

.....

.....

What I don't like in this unit:

.....

.....

.....

.....

.....

The improvement I have made after learning in this unit:

.....

.....

.....

.....

.....

UNIT TWO

FASCINATING MOMENTS



In this unit you will learn:

- * using simple past tense precisely and consistently;
- * distinguishing regular and irregular verbs;
- * using connectors related to time and sequence to create coherent sentences/paragraphs/texts;
- * using pronouns correctly;
- * using determiners in sentences/paragraphs/texts correctly;
- * using prepositions correctly.

Task 1

Look at the two sentences below. What is the difference between the use of 'goes' and 'went'?



Task 2

Study the following words.


Uninhabited	:	Tak Berpenghuni
Encounter	:	Bertemu
Drift	:	Hanyut
Shore	:	Pantai/Tepi Laut
Safe And Sound	:	Sehat Wal Afiat

Now, read this newspaper story.

Fishermen found safe and sound

Three Taiwanese fishermen were rescued yesterday from a small uninhabited island in the South Pacific. The men had disappeared for more than three months.

They had left Taiwan in a small fishing boat and had planned a week-long trip. On their fifth day, however, they encountered a typhoon, and it badly damaged their boat. Fortunately, no one was hurt. After the storm had passed, though, they discovered that the engine wouldn't start, so their



boat just drifted at sea for over a month. During this time, the fishermen caught fish to eat and drank rain water to stay alive.

Finally, the boat drifted toward a small island. When it got close enough, the men jumped out and swam to shore. On the island, they found fresh fruit and vegetables, and they continued to catch fish to eat.

The fishermen had lived on the island for two months when a passing ship rescued them. Although the three men had lost a lot of weight, they were still in fairly good shape. Their families feared that the fishermen had died during the typhoon. They were surprised and happy that the ship had found them and that they were safe and sound.

(198 words)

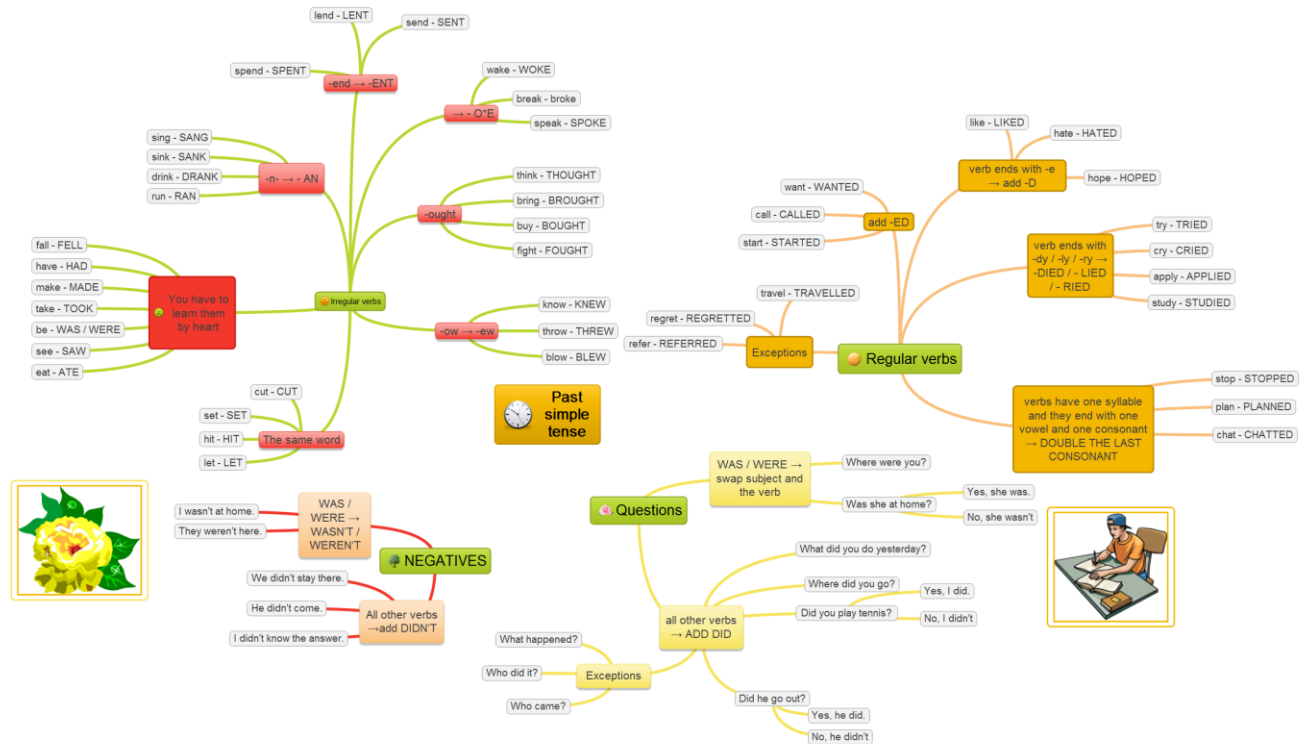
(Taken from New Interchange 3)

Task 3

From the story in Task 2, find words in the past form. Do it in pairs.

Task 4

Study the following information about simple past tense.



(Taken from www.enggames.eu)

Task 5

Still with your partner, group the words that you found in Task 3 following this table.

Regular words	Irregular words

Task 6

From the words that you have grouped in Task 5, choose 5 words from regular words and 5 words from irregular words. Write a sentence for each word using simple past tense.

Task 7

Study the following information about connectors of sequence.

CONNECTORS OF SEQUENCE

You use them to show the order in which things happen.

- First
- Then / Next
- After
- As soon as
- Later
- Before

Task 8

Number the sentences in each group to put the events in order.

_____ Then, we searched Tom's room.

_____ We finally found our ball in the backyard.

_____ First, we looked in my room.

_____ The sky filled with storm clouds while he was watering.

_____ Dad watered the garden this morning.

_____ By this afternoon, it was raining hard.

_____ Now I can play the guitar pretty well.

_____ I started taking guitar lessons last year.

_____ After just a few days, I could play some chords.

_____ Then, I learned to play some simple songs.

Task 9

In your book, rewrite the sentences from the Task 8 into good paragraphs. Then, put a suitable title for the story.

Task 10

Complete the following text using the words in the box.

a(2), when, after, my, under, on, her, she, in

Sick on Saturday



I have just had (1)..... terrible weekend! (2) Saturday I was so tired that I slept all morning.(3)I woke up I had a headache and my throat was sore. My body ached all over. My nose ran and I coughed a lot. My mother took my temperature but I did not have a fever.

(4)..... made me some soup for lunch and I ate it in bed. I drank some juice. I tried to read a book but I couldn't keep my eyes open. I lay (5)..... bed all afternoon. I drifted in and out of sleep. I drank more juice. I felt miserable all afternoon. I didn't want to do anything.

I got out of bed at dinner time.

(6)..... parents ordered pizza for dinner and I was able to eat some of it. I drank more juice! I felt (7)..... bit better (8)..... dinner so I stayed up. I snuggled (9)..... a blanket on the couch and watched some TV with my parents. I fell asleep (10)..... front of the TV.

The next morning I felt better but now my mother had a cold! She looked miserable. It was her turn to be sick.

(198 words)

(Adapted from <http://www.readingessl.ca/grammar/past.htm>)

Task 11

Find 5 active sentences from the text in Task 10 and write them here.

1.

2.

3.

4.

5.

Task 12

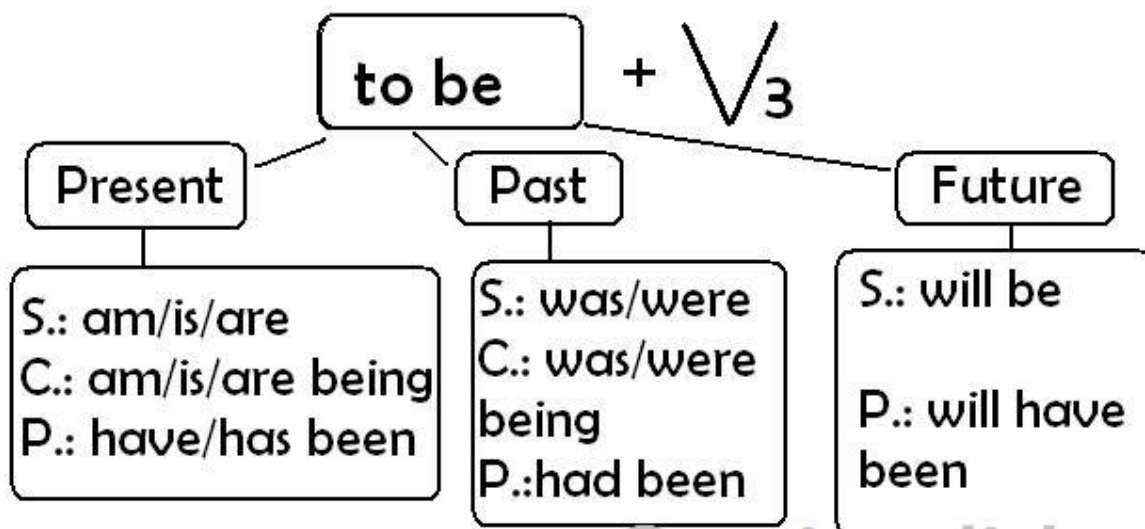
Look at the picture below. Try to understand it.



(Taken from www.enkivillage.com)

Now, learn on how to use passive voice.

Passive Voice



© u4ienglish.ru

Task 13

Change the sentences that you listed in Task 11 into passive form.

1.

2.

3.

4.

5.

Task 14

You are going to watch movie segments from the Ratatouille movie. However, meet the characters of the movie below and read the preview of the movie.



(Source: www.moviesegments.com)



Colette



Remy



Linguini

Remy is an ambitious young rat. He has a unique ability which is the ability to sense taste and smell very well. He is inspired by his idol, a famous chef namely Auguste Gusteau, to become a chef. One day, Remy met a young man named Alfredo Linguini. Linguini is a garbage boy of Gusteau's restaurants which is owned by a former sous-chef named Skinner. Suddenly, Linguini spills a pot and soup and he tries to recreate it and it doesn't taste that good. Remy falls into the kitchen and cooks the soup to make it better. Linguini catches Remy and he tries to explain the problem to Skinner. The soup is accidentally served to customers and they like it. Colette Tatou, the only female chef, convinces Skinner to keep Linguini, who is assumed to be the soup's creator. After Skinner catches Remy, he orders Linguini to take the rat far away and kill it. Linguini then discovers Remy's intelligence and passion for food, so he keeps him.

This is how the story begins between Remy, Linguini, and Colette.

Task 15

Now, watch the video segment and fill in the blanks of the exercise with the correct verb tense form of the verbs.

- 1) Remy (distract) the cyclist.
- 2) The cyclist (crash) his bike into a car that was parked on the street.
- 3) Remy (pull) Linguini's hair in order to move his body.
- 4) Remy (command) Linguini's body movements.
- 5) Remy (open) Linguini's eyes.
- 6) Colette (park) her scooter in front of the restaurant.
- 7) Linguini (cook) the food when Colette arrived.
- 8) Colette (sharpen) the knives.
- 9) Because Linguini was sleeping, he (hear) Colette's story.
- 10) Colette (slap) Linguini's face.

Task 16

Rewrite the sentences in Task 15 using the passive voice.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

Task 17

Intermezzo

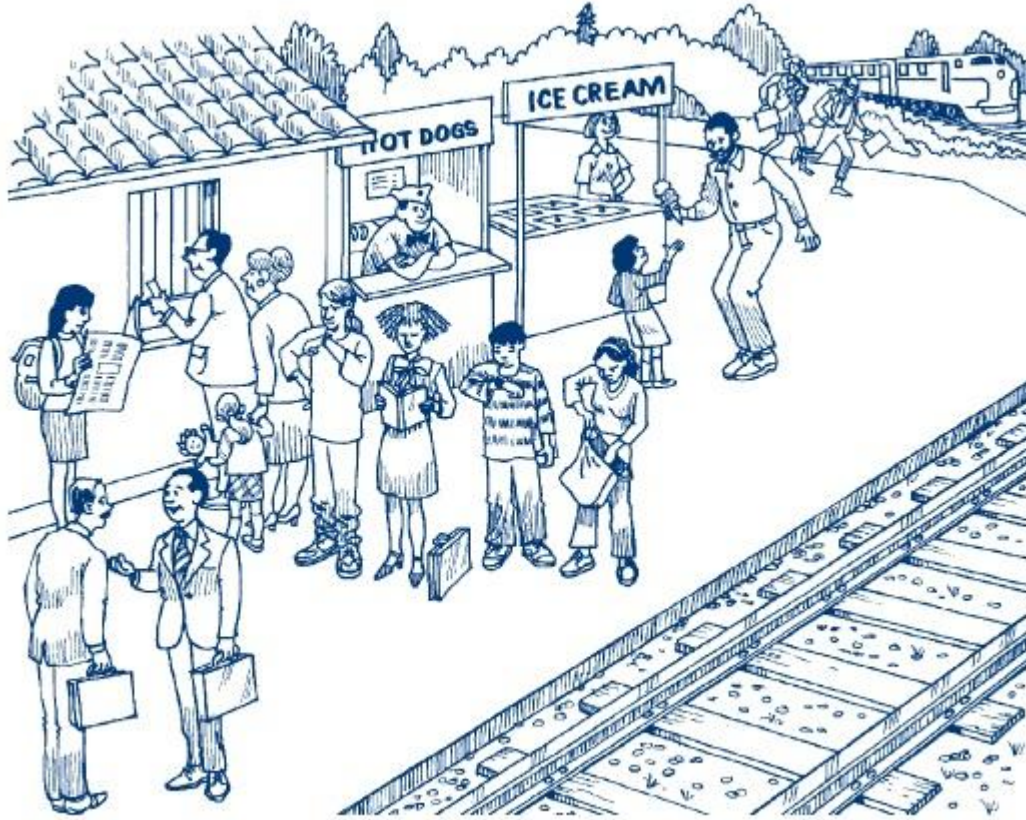
Use a dice to work your way around the board. For each box you land on, complete the sentence in the passive form.



(Taken from www.islcollective.com)

Task 18

In teams of 3, write sentences to describe this picture, using the simple past tense. Write as many as you can in 7 minutes.



(Adapted from Fun With Grammar)

Task 19

Read the text below. There are 45 mistakes in the text. They are about pronouns, determiners, the use of simple past tense, and prepositions. Find the mistakes and then correct them.

My First Visit to Singapore

My first visit to Singapore was a visit to remember. I go there with my friends Eddy to attend youth conference. We arrived lately to Harbourfront because we did not got an earlier fly. Upon arriving we are very confusing and nervous because there were no one to pick us up. Later we obtain some instructions of how could we get to Expo where the conference were being holded. We was

asked to take the Mass Rapid Transit (MRT), but the problem was that it was the first time we go to Singapore and we didn't really knew what to expect.

We walked out of Harbourfront like two silly guy with suitcase. We have no idea where could we find the MRT station. Luckily, I saw Indian security guard and ask them where could we find the nearest MRT. I am quite shock because he spoke very fastly. I hardly catch a single word. Honestly, I do not really understand what did he say, in fact, I just looked to his gestures when he pointed the way we need to go.

We finally manage to find the MRT station after asking some more peoples, but the adventure had not finish yet. When they entered the station, they didn't know what to do. The station were very crowded. After observing what people do, we began to understand the way it works. First, we went to the ticket machine, insert some money and get two one-way tickets. Next, we saw the map posting in the wall and tried to understand them. Then, we tap the electronic ticket and walked into the waiting area. Finally, our MRT comes and we rode them to the Expo station.

I would love to say that this is the end of the story, but it isn't. The real problem occur when we want to exit the Expo station. We tap the cards, but we could not pass the gate. I tapped it again, but it didn't worked. My friend saw a small side doors and immediately walk through it. Suddenly a officer appears and calls my friends. We were shocked, embarrassed, and afraid of. I nervously explained to hers what has happened. She explained the problem to we. She tells us that the amount of money in our cards were not enough, so we had to pay more money in order to pass the gate. We paid the money and tapped the card again. Before leaving, I said, "Sorry, it is the first time." She smiled and replied "It's okay."

Finally, we get to Expo where the conference is being held. We felt so relieve when we meet our friends there. We told him about the incident. They bursted into laughter when they hear the story. I often smiled when I remember the incident. I will always remember what happens that day.

(475 words)

(Adapted from <http://www.islcollective.com>)

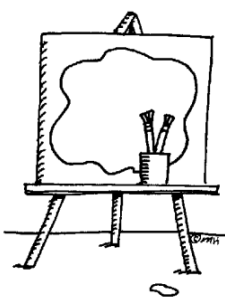
Task 20

Evaluation

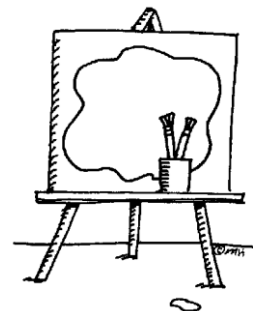
Tell me about something fun you did during your last holiday by answering these questions.

- **When** did you go? **Where** did you go? **Who** were you with?
- **Why** did you go? **What** did you do? Did you have fun?

When?
Where?
Who?
Why?
What?
Did you have a fun time or not?



Draw a picture of your day
on the next page.



Draw your picture here.

LET'S SUM UP

In this unit you learned:

- ❖ using simple past tense precisely and consistently;
- ❖ distinguishing regular and irregular verbs;
- ❖ using connectors related to time and sequence to create coherent sentences/paragraphs/texts;
- ❖ using pronouns correctly;
- ❖ using determiners in sentences/paragraphs/texts correctly;
- ❖ using prepositions correctly.

REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

.....

.....

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.....

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What I don't like in this unit:

.....

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The improvement I have made after learning in this unit:

.....

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.....

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.....

UNIT THREE

ONCE UPON A TIME



In this unit you will learn:

- * using simple past tense precisely and consistently;
- * distinguishing regular and irregular verbs;
- * using adverbs of manner;
- * using pronouns correctly;
- * using determiners in sentences/paragraphs/texts correctly;
- * using prepositions correctly.

Task 1

Look at the picture below. Have you ever seen this picture before?



(Taken from <http://static.moralstories.org/wp-content/uploads/2009/05/Rabbit-Turtle.jpg>)

Task 2

Take a look at the following information about folktales.

Folktales can be... <i>Fairy Tales</i>	Folktales can be... Fables	Folktales can be... <i>Myths</i>	Folktales can be... Legends	Folktales can be... TALL TALES
<div>Once upon a time</div> <ul style="list-style-type: none"> *Royalty (King, Queen, etc.) *Animals 	<div>Very short stories.</div> <ul style="list-style-type: none"> *Animals acting like people *3 or less 	<ul style="list-style-type: none"> Gods and Goddesses 	<ul style="list-style-type: none"> *Everyday people *Animals are often main characters 	<div>Based on the life of a real person</div> <ul style="list-style-type: none"> Everyday people with superhuman abilities
<ul style="list-style-type: none"> *Castle *Forest 	<ul style="list-style-type: none"> Generally outside somewhere 	<ul style="list-style-type: none"> Nothing specific 	<ul style="list-style-type: none"> Nothing specific 	<ul style="list-style-type: none"> Linked to a real historical time period
<ul style="list-style-type: none"> Good vs Evil 	<ul style="list-style-type: none"> Only one problem using trickery 	<ul style="list-style-type: none"> Explains something that happens in nature by using gods and/or goddesses 	<ul style="list-style-type: none"> Explains how or why something in nature came to be 	<ul style="list-style-type: none"> Problem solved in a humorous way
<ul style="list-style-type: none"> *Magic *Repeat of 3 and 7 <div>They lived happily ever!</div>	<ul style="list-style-type: none"> Ends with a lesson (Moral) 	<ul style="list-style-type: none"> *Good = rewarded *Bad = punished 	<ul style="list-style-type: none"> *Magic *Sometimes it teaches a lesson 	<ul style="list-style-type: none"> *Exaggerated details *Tells about a person's accomplishments
<ul style="list-style-type: none"> *Magic *Unusual creatures *Can teach a lesson 				

(Taken from <http://thebookfairygoddess.blogspot.com>)

Now, name at least 3 well-known fables in your place.

Task 3

Study the following words.

Umpire	:	Wasit
Nap	:	Tidur siang
Show Off	:	Pamer

Now, read the text below carefully.

The Rabbit and the Turtle

One day a rabbit was showing off about how fast he could run. He was laughing at the turtle for being so slow. The turtle then challenged him to a race that made him surprised. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

(182 words)

(Adapted from <http://static.moralstories.org>)

Task 4

If you read the text carefully, you would find the use of verbs in present and past forms. Can you explain why the text mixes the two verb forms?

Task 5

Read the text above again. Find phrases that use verb in past form, then, group them based on the use of regular and irregular verbs.

Regular Verbs:

1.
2.

3.
4.
5.

Irregular Verbs:

1.
2.
3.
4.
5.

Task 6

Based on the text above, in pairs, find similar words with different meaning. Then, write in the following table according to their part of speech.

No.	Adjective	Verb	Noun	Adverb

Task 7

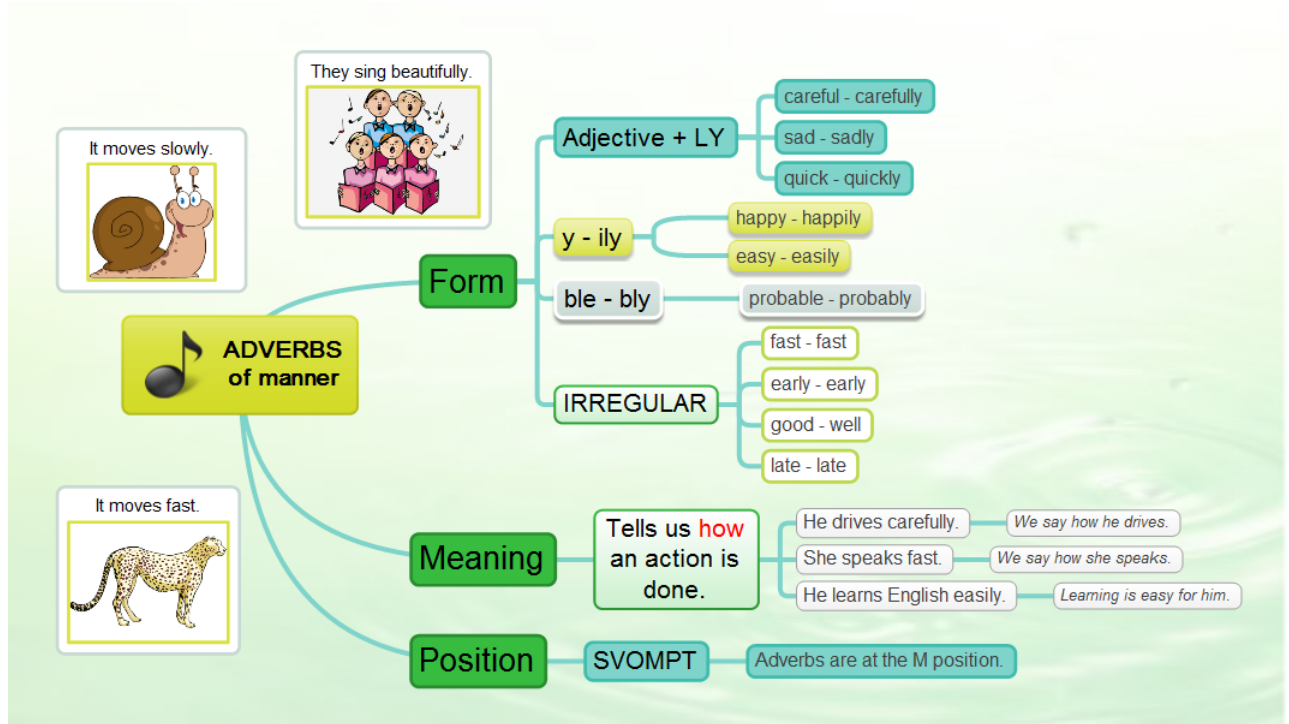
For each word you listed in Task 6, write down two sentences that show its variant meanings using the simple past tense.

1. -.....
-.....
2. -.....
-.....
3. -.....

-
4.
-
5.
-

Task 8

Learn the information below about adverbs of manner.



(Taken from www.enggames.eu)

Task 9

Sequence the sentence based on the pictures. Write the number of the corresponding sentence in the provided circle. Number 1 has been done for you.



A Fox was caught in a trap and painfully tried to get away.

1



1

But he had to leave his beautiful bushy tail behind him.

2



He called a meeting of all the Foxes, confidently saying that he had something of great importance to tell the tribe.

3



When they were all gathered together, the Fox Without a Tail got up and made a long speech about men hunt Foxes simply for their tails.

4



When he had finished talking, a Fox arose, and said, smiling:

"Master Fox, kindly turn around for a moment, and you shall have your answer."

5



When foxes went away, the poor Fox Without a Tail turned around saw how useless it was to try any longer to persuade the Foxes to part with their tails

6

(Source: Aesop's Fables)

Task 10

Check your answer of Task 9 through the following video.

Task 11

Have you placed the story into a correct order? Now, rewrite the story based on the correct order on your book and find a suitable title.

Task 12

Read again the story that you wrote in Task 11. Find adverbs of manner and write them below.

1.
2.
3.
4.
5.

Task 13

Using the adverbs that you found, create a sentence for each adverb using simple past tense.

1.
2.
3.
4.
5.

Task 14

Intermezzo



Below are lyrics of a song. Some of them are already in correct order, but there are some lyrics which are scrambled.
Arrange them into good sentences.

Days like this,
I want to drive away

Pack my bags and watch your shadow fade
up – chewed – you - me
And spit me out
Like in- poison – was – your - I
my – took – you - light
me – drained – you - down
But that was then and this is now
Now look at me!

This is the part of me
That you're never gonna ever take away from me, no
This is the part of me
That you're never gonna ever take away from me, no
Throw your sticks and stones,
Throw your bombs and bones,
But you're not gonna break my soul.
This is the part of me
That you're never gonna ever take away from me, no

I just wanna throw my phone away
Find out who is really there for me
ripped – off – you - me
was – love – cheap - your
It was always tearing at the seams,
I fell deep, you let me down,
But that was then and this is now
Now look at me!

Now look at me I'm sparkling,
A firework, a dancing' flame
You won't ever put me out again
I'm glowing', oh woah,
So you can keep the diamond ring,
It don't mean nothing anyway,
In fact you can keep everything, yeah, yeah, yeah
Except for me!

Task 15

To check your answers, listen to the following songs. Can you guess whose song that is? What is the possible title for the song?

Task 16

Change the sentences below into passive form.

1. You chewed me up
2. You took my light
3. You drained me down
4. You ripped me off
5. I throw my phone away
6. You put me out again

Task 17

Study the following words.

Tend	:	Menggembala
Fool	:	Membodohi
Shepherd	:	Gembala

Task 18

Read the text below. Find the mistakes and correct them.

The Shepherd's Boy



There was once an young Shepherd Boy who tended her sheep at the foot of a mountain near a dark forest. It were rather lonely for him all day, so he thought upon a plan by which he could get a little company and some excitement.

He rush down towards the village calling out 'Wolf, Wolf,' and the villagers came out to meet him, and some of them stopped with him for a considerable time. This pleased a boy so much that a few day afterwards he tried the same trick, and again the villagers came to help. But shorty after this a Wolf actually came out from the forest, and began to worry the sheep, and the boy of course cried out 'Wolf, Wolf,' still loudest than before. But this time the villagers, who had been fooled twice

before, thought the boy was again tricking them, and nobody come to help. So the Wolf eat the boy's shepherd, and when the boy complained, the wise man of the village said:

'A liar will not be believed, even when he speaks the truth.'

(187 words)

(Adapted from Aesop's Fable)

(Picture: www.englishcentral.com)

Task 19

Read the story below. Then finish the story in a separate piece of paper.

Porter Pig's Problem



Porter Pig was a very famous pig on farms all across the world. Not only could he lift a barn above his head, but he also had the best snout that anyone had ever seen. Porter Pig was the best at sniffing out trouble. He could smell trouble from fifty miles away. Whenever Porter Pig found trouble, he was always able to fix the problem and make everything okay. Farmers all over the world asked to see Porter Pig, hoping that they would be able to use his strength and snout to make their farm peaceful.

One day, on a farm in the south, Porter Pig was sniffing for trouble when he smelled the worst smell he could ever imagine. Porter Pig rushed over to the barn where the smell was very strong. He lifted up the huge barn above his head, and there it was staring right into his eyes. Porter Pig had never seen anything like this before.

(160 words)

(Adapted from www.havefunteaching.com)

Predict what will happen next. Finish this story on a separate sheet of paper. Be sure to write about who Porter Pig had seen and how he fixed the problem.

Task 20

Evaluation

In Task 2 you listed 3 famous fables in your place. Pick one of them and then write the story on the next page.

Who are the people?
Where is the story?

1. The Beginning

What goes wrong? What's the problem? To who?
What? Why?

2. The Problem

What is the climax of the problem?

3. The Climax

How is the problem solved?
Are the people happy again?

4. The Ending

Now, draw a picture of your story on the next page.

Draw your picture here.

LET'S SUM UP

In this unit you learned:

- ❖ using simple past tense precisely and consistently;
- ❖ distinguishing regular and irregular verbs;
- ❖ using adverbs of manner;
- ❖ using pronouns correctly;
- ❖ using determiners in sentences/paragraphs/texts correctly;
- ❖ using prepositions correctly.

REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning in this unit:

APPENDIX F

EXPERT JUDGMENT QUESTIONNAIRES

ANGKET UJI AHLI MATERI PEMBELAJARAN *COMMUNICATIVE GRAMMAR* UNTUK SISWA SMP N 1 PAKEM KELAS VIII
(*Expert Judgement*)

Angket ini bertujuan untuk mengevaluasi materi *communicative grammar* untuk siswa SMP N 1 Pakem kelas VIII. Materi yang disusun bertujuan untuk membantu siswa memahami dan menggunakan *grammar* dalam berbagai jenis teks untuk berkomunikasi secara tertulis.

A. IDENTITAS RESPONDEN

Nama : _____

Jenis Kelamin : L / P (*lingkari yang sesuai*)

Pekerjaan : _____

Pendidikan : ()D3 ()S1 ()S2 ()S3

Lama bekerja : _____

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (✓) pada salah satu kolom skor pada masing-masing pernyataan sesuai dengan pendapat Bapak/Ibu mengenai materi yang telah disusun.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

EVALUASI MATERI PEMBELAJARAN UNIT 1

FAMOUS THINGS

No	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1	<p>Materi yang disusun sesuai dengan SK KD dan KI KD SMP kelas VIII yang berisi</p> <ul style="list-style-type: none"> - Memahami dan menerapkan struktur dan unsur kebahasaan teks pada teks tulis fungsional dan esai pendek deskriptif tentang orang, binatang, dan benda sesuai dengan konteksnya. - Menyusun teks deskriptif dalam bentuk tertulis untuk menyatakan orang, binatang, dan benda menggunakan fungsi social, struktur teks, dan unsur kebahasaan yang sesuai dengan konteksnya. 				
2	Materi yang disusun sesuai dengan tingkat kemampuan berbahasa siswa.				
3	Materi (teks, gambar, dan table) relevan dengan topik yang dibahas.				
4	Materi yang disusun sesuai dengan analisa kebutuhan siswa SMP N 1 Pakem kelas VIII.				
5	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa.				
6	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas.				

7	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur teks yang dibahas.				
8	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas.				
9	Materi yang disusun mengarahkan siswa untuk memahami unsur <i>grammar</i> dari teks yang dibahas.				
10	Materi yang disusun mengarahkan siswa untuk menggunakan <i>grammar</i> dalam penyusunan teks.				

Lain-lain:

.....

.....

.....

No	Pernyataan	SS	S	TS	STS
Kelayakan Penyajian					
11	Kegiatan pembelajaran (<i>task</i>) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
12	Kegiatan pembelajaran (<i>task</i>) yang disusun memiliki keseimbangan antar bab.				
13	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
14	Kegiatan pembelajaran (<i>task</i>) yang disusun menyediakan latihan <i>grammar</i> yang komunikatif dan disusun secara bertahap untuk mendukung siswa berkomunikasi secara tertulis.				

15	Kegiatan pembelajaran (<i>task</i>) yang disusun mengarahkan siswa untuk berpikir dan bertindak secara kreatif.				
16	Kegiatan pembelajaran (<i>task</i>) yang disusun mendorong siswa untuk belajar mandiri.				
17	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas.				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas.				

Lain-lain:

.....

.....

.....

No	Pernyataan	SS	S	TS	STS
Kelayakan Bahasa					
22	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik.				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				

24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>).				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata (<i>word choice</i>).				
27	Materi yang disajikan memiliki ketertautan dengan materi selanjutnya.				

Lain-lain:

.....

.....

.....

No	Pernyataan	SS	S	TS	STS
Kelayakan Kegrafikan					
28	Penggunaan jenis huruf dalam penyajian materi tidak berlebihan.				
29	Pemilihan ukuran huruf dalam penyajian materi tidak terlalu besar/terlalu kecil.				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi.				
31	Penyajian gambar bersifat estetis dan fungsional.				

Lain-lain:

.....

.....

.....

1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 1 yang saya kembangkan ini?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 1 yang saya kembangkan ini?

3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu bagi materi pada Unit 1 ini?

REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 1 dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak Layak
- ☐ Layak dengan revisi sebagai berikut:

Yogyakarta, September 2015

Evaluator Materi,

NIP. (_____)

EVALUASI MATERI PEMBELAJARAN UNIT 2

FASCINATING MOMENTS

No	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1	<p>Materi yang disusun sesuai dengan SK KD dan KI KD SMP kelas VIII yang berisi</p> <ul style="list-style-type: none"> - Memahami dan menerapkan struktur dan unsur kebahasaan teks pada teks tulis fungsional dan esai pendek dalam bentuk <i>recount</i> tentang lingkungan sekitar sesuai dengan konteksnya. - Menyusun teks <i>recount</i> dalam bentuk tertulis tentang lingkungan sekitar menggunakan fungsi social, struktur teks, dan unsur kebahasaan yang sesuai dengan konteksnya. 				
2	Materi yang disusun sesuai dengan tingkat kemampuan berbahasa siswa.				
3	Materi (teks, gambar, dan table) relevan dengan topik yang dibahas.				
4	Materi yang disusun sesuai dengan analisa kebutuhan siswa SMP N 1 Pakem kelas VIII.				
5	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa.				
6	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas.				
7	Materi yang disusun mengarahkan siswa				

	untuk memahami unsur dan struktur teks yang dibahas.				
8	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas.				
9	Materi yang disusun mengarahkan siswa untuk memahami unsur <i>grammar</i> dari teks yang dibahas.				
10	Materi yang disusun mengarahkan siswa untuk menggunakan <i>grammar</i> dalam penyusunan teks.				

Lain-lain:

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No	Pernyataan	SS	S	TS	STS
Kelayakan Penyajian					
11	Kegiatan pembelajaran (<i>task</i>) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
12	Kegiatan pembelajaran (<i>task</i>) yang disusun memiliki keseimbangan antar bab.				
13	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
14	Kegiatan pembelajaran (<i>task</i>) yang disusun menyediakan latihan <i>grammar</i> yang komunikatif dan disusun secara bertahap untuk mendukung siswa berkomunikasi secara tertulis.				
15	Kegiatan pembelajaran (<i>task</i>) yang disusun				

	mengarahkan siswa untuk berpikir dan bertindak secara kreatif.				
16	Kegiatan pembelajaran (<i>task</i>) yang disusun mendorong siswa untuk belajar mandiri.				
17	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas.				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas.				

Lain-lain:

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.....

No	Pernyataan	SS	S	TS	STS
Kelayakan Bahasa					
22	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik.				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				
24	Bahasa Inggris yang digunakan sesuai				

	dengan kaidah gramatikal yang benar.				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>).				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata (<i>word choice</i>).				
27	Materi yang disajikan memiliki ketertautan dengan materi selanjutnya.				

Lain-lain:

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No	Pernyataan	SS	S	TS	STS
Kelayakan Kegrafikan					
28	Penggunaan jenis huruf dalam penyajian materi tidak berlebihan.				
29	Pemilihan ukuran huruf dalam penyajian materi tidak terlalu besar/terlalu kecil.				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi.				
31	Penyajian gambar bersifat estetis dan fungsional.				

Lain-lain:

.....

.....

.....

1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 2 yang saya kembangkan ini?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 2 yang saya kembangkan ini?

3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu bagi materi pada Unit 2 ini?

REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 2 dinyatakan:

☐ Layak tanpa revisi

☐ Tidak Layak

☐ Layak dengan revisi sebagai berikut:

Yogyakarta, September 2015

Evaluator Materi,

NIP. (_____)

EVALUASI MATERI PEMBELAJARAN UNIT 3

ONCE UPON A TIME

No	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1	<p>Materi yang disusun sesuai dengan SK KD dan KI KD SMP kelas VIII yang berisi</p> <ul style="list-style-type: none"> - Memahami dan menerapkan struktur dan unsur kebahasaan teks pada teks tulis fungsional dan esai pendek <i>narrative</i> tentang fabel sesuai dengan konteksnya. - Menyusun teks <i>narrative</i> dalam bentuk tertulis tentang fabel menggunakan fungsi social, struktur teks, dan unsur kebahasaan yang sesuai dengan konteksnya. 				
2	Materi yang disusun sesuai dengan tingkat kemampuan berbahasa siswa.				
3	Materi (teks, gambar, dan table) relevan dengan topik yang dibahas.				
4	Materi yang disusun sesuai dengan analisa kebutuhan siswa SMP N 1 Pakem kelas VIII.				
5	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa.				
6	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas.				
7	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur teks				

	yang dibahas.				
8	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas.				
9	Materi yang disusun mengarahkan siswa untuk memahami unsur <i>grammar</i> dari teks yang dibahas.				
10	Materi yang disusun mengarahkan siswa untuk menggunakan <i>grammar</i> dalam penyusunan teks.				

Lain-lain:

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No	Pernyataan	SS	S	TS	STS
Kelayakan Penyajian					
11	Kegiatan pembelajaran (<i>task</i>) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
12	Kegiatan pembelajaran (<i>task</i>) yang disusun memiliki keseimbangan antar bab.				
13	Kegiatan pembelajaran (<i>task</i>) yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
14	Kegiatan pembelajaran (<i>task</i>) yang disusun menyediakan latihan <i>grammar</i> yang komunikatif dan disusun secara bertahap untuk mendukung siswa berkomunikasi secara tertulis.				
15	Kegiatan pembelajaran (<i>task</i>) yang disusun mengarahkan siswa untuk berpikir dan				

	bertindak secara kreatif.				
16	Kegiatan pembelajaran (<i>task</i>) yang disusun mendorong siswa untuk belajar mandiri.				
17	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas.				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas.				

Lain-lain:

.....

.....

.....

No	Pernyataan	SS	S	TS	STS
Kelayakan Bahasa					
22	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik.				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				

25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>).				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata (<i>word choice</i>).				
27	Materi yang disajikan memiliki ketertautan dengan materi selanjutnya.				

Lain-lain:

.....

.....

.....

No	Pernyataan	SS	S	TS	STS
Kelayakan Kegrafikan					
28	Penggunaan jenis huruf dalam penyajian materi tidak berlebihan.				
29	Pemilihan ukuran huruf dalam penyajian materi tidak terlalu besar/terlalu kecil.				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi.				
31	Penyajian gambar bersifat estetis dan fungsional.				

Lain-lain:

.....

.....

.....

1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 3 yang saya kembangkan ini?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 3 yang saya kembangkan ini?

3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu bagi materi pada Unit 3 ini?

REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 3 dinyatakan:

☐ Layak tanpa revisi

☐ Tidak Layak

☐ Layak dengan revisi sebagai berikut:

Yogyakarta, September 2015

Evaluator Materi,

NIP. (_____)

APPENDIX G

EXPERT JUDGMENT RESULT

UNIT 1 “FAMOUS THINGS”

No.	Statements	Score
Content Appropriateness		
1.	The developed materials are appropriate to SK KD and KI KD 8 th grade of SMP which consisted of: <ul style="list-style-type: none"> - Comprehend and apply text structure and linguistics features in a written functional text and short essay of descriptive text related to people, animal, things, and place around based on its context. - Expose and construct written texts of descriptive to describe people, animals, things, and place around using correct social function, text structure, and linguistics features based on its context. 	4
2.	The developed materials are appropriate to the students' language level.	3
3.	Input (texts, pictures, and tables) in the developed materials are relevant to the topic.	4
4.	The developed materials are appropriate to the needs analysis results of 8 th grade students of SMP N 1 Pakem.	4
5.	The developed materials contain various text types that are appropriate to students' needs.	4
6.	The developed materials direct students to comprehend the social function of the text.	4
7.	The developed materials direct students to comprehend text structure of the related text.	4
8.	The developed materials direct students to comprehend linguistic features of the text.	4
9.	The developed materials direct students to comprehend grammar elements of the text.	4
10.	The developed materials direct students to use grammar in creating text.	4
Presentation Appropriateness		
11.	The tasks in the developed materials are arranged systematically from the easiest to the hardest tasks.	4
12.	The tasks in the developed materials have a good balance toward other units.	3
13.	The tasks in the developed materials support students to communicate in written.	4
14.	The tasks in the developed unit provide students with communicative grammar tasks which will help students communicate in written.	4
15.	The tasks in the developed materials direct students to think and act creatively.	4
16.	The tasks in the developed materials direct students to study independently.	4

17.	The tasks in the developed materials are arranged systematically starting from guided activities to free guided activities.	4
18.	The developed materials cover students' evaluation to measure students' improvement toward the materials.	4
19.	The developed materials cover the introduction, core content, and closing.	4
20.	The developed materials provide list of vocabularies related to the materials.	4
21.	The developed materials provide technical terms related to the materials.	4
Language Appropriateness		
22.	The language that is used in the developed materials is appropriate to students' cognitive development.	3
23.	The language that used in the instructions of the developed materials is easy for students.	4
24.	English that is used in the developed materials is grammatically correct.	3
25.	English that is used in the developed materials uses correct spelling.	4
26.	English that is used in the developed materials has proper word choice.	4
27.	The developed materials are related to the next materials.	4
Graphic Appropriateness		
28.	The developed materials use normal font type.	4
29.	The developed materials use normal font size.	4
30.	The developed materials use proper color.	4
31.	The developed materials use aesthetic and functional pictures.	4
Mean		3.85

UNIT 2 “FASCINATING MOMENTS”

No.	Statements	Score
Content Appropriateness		
1.	The developed materials are appropriate to SK KD and KI KD 8 th grade of SMP which consisted of: <ul style="list-style-type: none"> - Comprehend and apply text structure and linguistics features in a written functional text and short essay of recount text related to students’ environment about short actions and accidents based on its context. - Expose and construct written texts of recount to retell past actions or accidents using correct social function, text structure, and linguistics features based on its context. 	4
2.	The developed materials are appropriate to the students’ language level.	3
3.	Input (texts, pictures, and tables) in the developed materials are relevant to the topic.	4
4.	The developed materials are appropriate to the needs analysis results of 8 th grade students of SMP N 1 Pakem.	4
5.	The developed materials contain various text types that are appropriate to students’ needs.	4
6.	The developed materials direct students to comprehend the social function of the text.	4
7.	The developed materials direct students to comprehend text structure of the related text.	4
8.	The developed materials direct students to comprehend linguistic features of the text.	4
9.	The developed materials direct students to comprehend grammar elements of the text.	4
10.	The developed materials direct students to use grammar in creating text.	4
Presentation Appropriateness		
11.	The tasks in the developed materials are arranged systematically from the easiest to the hardest tasks.	4
12.	The tasks in the developed materials have a good balance toward other units.	3
13.	The tasks in the developed materials support students to communicate in written.	4
14.	The tasks in the developed unit provide students with communicative grammar tasks which will help students communicate in written.	4
15.	The tasks in the developed materials direct students to think and act creatively.	4
16.	The tasks in the developed materials direct students to study independently.	4
17.	The tasks in the developed materials are arranged	4

	systematically starting from guided activities to free guided activities.	
18.	The developed materials cover students' evaluation to measure students' improvement toward the materials.	4
19.	The developed materials cover the introduction, core content, and closing.	4
20.	The developed materials provide list of vocabularies related to the materials.	4
21.	The developed materials provide technical terms related to the materials.	4
Language Appropriateness		
22.	The language that is used in the developed materials is appropriate to students' cognitive development.	3
23.	The language that used in the instructions of the developed materials is easy for students.	4
24.	English that is used in the developed materials is grammatically correct.	3
25.	English that is used in the developed materials uses correct spelling.	4
26.	English that is used in the developed materials has proper word choice.	4
27.	The developed materials are related to the next materials.	4
Graphic Appropriateness		
28.	The developed materials use normal font type.	4
29.	The developed materials use normal font size.	4
30.	The developed materials use proper color.	4
31.	The developed materials use aesthetic and functional pictures.	3
Mean		3.78

UNIT 3 “ONCE UPON A TIME”

No.	Statements	Score
Content Appropriateness		
1.	The developed materials are appropriate to SK KD and KI KD 8 th grade of SMP which consisted of: <ul style="list-style-type: none"> - Comprehend and apply text structure and linguistics features in a written functional text and short essay of narrative text in the form of fable related to students’ environment based on its context. - Expose and construct written texts of narrative to tell past accidents in the form of fable using correct social function, text structure, and linguistics features based on its context. 	4
2.	The developed materials are appropriate to the students’ language level.	3
3.	Input (texts, pictures, and tables) in the developed materials are relevant to the topic.	4
4.	The developed materials are appropriate to the needs analysis results of 8 th grade students of SMP N 1 Pakem.	4
5.	The developed materials contain various text types that are appropriate to students’ needs.	4
6.	The developed materials direct students to comprehend the social function of the text.	4
7.	The developed materials direct students to comprehend text structure of the related text.	4
8.	The developed materials direct students to comprehend linguistic features of the text.	4
9.	The developed materials direct students to comprehend grammar elements of the text.	4
10.	The developed materials direct students to use grammar in creating text.	4
Presentation Appropriateness		
11.	The tasks in the developed materials are arranged systematically from the easiest to the hardest tasks.	4
12.	The tasks in the developed materials have a good balance toward other units.	3
13.	The tasks in the developed materials support students to communicate in written.	4
14.	The tasks in the developed unit provide students with communicative grammar tasks which will help students communicate in written.	4
15.	The tasks in the developed materials direct students to think and act creatively.	4
16.	The tasks in the developed materials direct students to study independently.	4

17.	The tasks in the developed materials are arranged systematically starting from guided activities to free guided activities.	4
18.	The developed materials cover students' evaluation to measure students' improvement toward the materials.	4
19.	The developed materials cover the introduction, core content, and closing.	4
20.	The developed materials provide list of vocabularies related to the materials.	4
21.	The developed materials provide technical terms related to the materials.	4
Language Appropriateness		
22.	The language that is used in the developed materials is appropriate to students' cognitive development.	3
23.	The language that used in the instructions of the developed materials is easy for students.	4
24.	English that is used in the developed materials is grammatically correct.	3
25.	English that is used in the developed materials uses correct spelling.	4
26.	English that is used in the developed materials has proper word choice.	4
27.	The developed materials are related to the next materials.	4
Graphic Appropriateness		
28.	The developed materials use normal font type.	4
29.	The developed materials use normal font size.	4
30.	The developed materials use proper color.	4
31.	The developed materials use aesthetic and functional pictures.	4
Mean		3.85

APPENDIX H

FINAL DRAFT OF THE DEVELOPED UNITS

UNIT ONE

FAMOUS THINGS



In this unit you will learn:

- * distinguishing and using parts of speech in sentences/paragraphs/texts;
- * using adjectives correctly;
- * using determiners in sentences/paragraphs/texts;
- * using pronouns correctly;
- * using the simple present tense precisely and consistently;
- * using prepositions correctly;
- * using comparative degrees correctly.

Task 1

Read two sentences below.

- My father gives a ring to my mother to celebrate their anniversary.
- My father rings my brother because he is not home.

Can you distinguish the use of 'ring' in each sentence?

Task 2

Study the following words to help you understand the text that you are going to read.

sticky	:	menempel
foolish	:	bodoh
hasty	:	gegabah
drain	:	saluran pipa
sting	:	menyengat

Now, read the following text carefully.

LARVA



Larva is a computer-animated comedy television series made by Tuba Entertainment in Seoul, South Korea. This cartoon shows two larvae as its main characters.

They are larvae with yellow and red color. The yellow larva is a sticky and foolish yellow colored Larva with an antenna. Yellow is always manipulated by Red, though Yellow still sees him as his best friend. Although usually he

follows Red, he loses his mind in front of food.

The red larva is a hasty and extreme red colored Larva. His specialty is shouting and kicking like Bruce Lee. It is always showing off and manipulating Yellow, and often hurting himself. Sometimes there are also different characters that show up like a frog which often appears in the drain. It is sensitive and likes to monopolize all power by eating the insects and larva. It is several

times bigger than other normal frogs. Another character is a honey bee which collects honey. It stings when someone touches its honey that it collected or makes it angry.

(171 words)

(Adapted from [https://en.wikipedia.org/wiki/Larva_\(TV_series\)](https://en.wikipedia.org/wiki/Larva_(TV_series)))

(Picture: <http://www.onehallyu.com>)

Task 3

Based on the text above, in pairs, find similar words with different meaning. Then, write in the following table according to their parts of speech.

No.	Adjective	Verb	Noun	Adverb

Task 4

Still with your partner, study the following information about kinds of words or parts of speech.

Nouns

A **noun** is the name of a person, place, thing, or idea.

Person	Place	Thing	Idea
girl boy	school home	pencil dog	freedom hope

The **girl** walked her **dog**.

Pronouns

A **pronoun** takes the place of a noun in a sentence.

I	you	she	he
it	we	they	me

Rob said that **he** wanted popcorn.

Verbs

A **verb** tells what action someone or something is doing or expresses a state of being.

Action	State of Being
run sit	am is are was

My horse is fast. He **runs** across the field.

Adjectives

An **adjective** describes a noun or a pronoun. It tells what kind, how many, or which one.

What Kind	How Many	Which One
happy brave	more two	these that

The **brave** bear protected her **two** cubs.

Articles

The words **a**, **an**, and **the** are special adjectives called **articles**. An **article** is used before a noun.

a	an	the
a bird a rabbit	an apple an elephant	the boy the tree

A **bird** is sitting in **the** tree.

Adverbs

An **adverb** describes a verb, adjective, or adverb. It tells how, when, where, or to what extent.

How	When	Where	To What Extent
quickly	today	outside	always

Today, I finished my homework **quickly**.

Prepositions

A **preposition** describes a relationship between a noun or pronoun and another word in the sentence.

from	to	until
over	up	after

The deer sprinted **up** the hill **to** safety.

Conjunctions

A **conjunction** joins words or phrases in a sentence.

and	but	or	nor
-----	-----	----	-----

Would you like macaroni **and** cheese **or** a peanut butter **and** jelly sandwich?

Interjections

An **interjection** is a word or phrase that expresses strong feeling or emotion.

Help!	Oh!	Ouch!
Ugh!	Whew!	Look out!

Ugh! That bug is gross!

(Taken from: belajar-tanpa-henti.blogspot.com)

Task 5

Read the text in Task 2 again. Find phrases that use *a*, *an*, or *the* and write them here.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

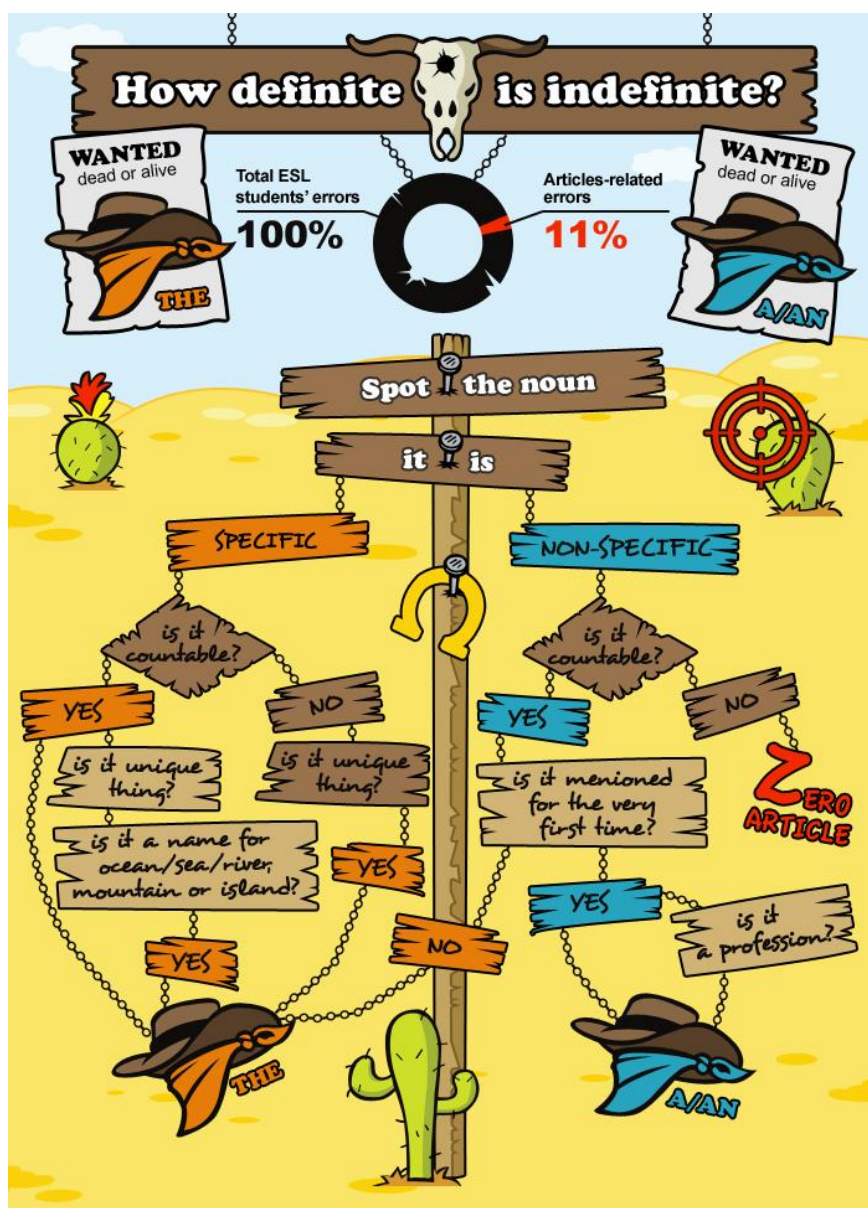
Task 6

Group the phrases in Task 5 according to the use of definite and indefinite articles.

Definite	Indefinite

Task 7

Study the information below about *a*, *an*, and *the*.



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(Taken from: <http://www.grammar.net/wp-content/uploads/2011/05/articles.jpg>)

After studying the information, have you placed the phrases in the right column? If you have, great. If not, check again your answers based on the information above.

Task 3

For each word you listed in Task 3, write down two sentences that show its variant meanings using *a*, *an*, and *the*. You can look at Task 1 to see the example.

1. —
 —
2. —
 —
3. —
 —
4. —
 —
5. —
 —

Task 9

Under each picture write the appropriate word, part of speech and a short sentence using the word. Do not forget to put article(s) on your sentences. Match words to the pictures:

city, eats, slowly, happy, beautiful, cold, buying, drives, quickly, hungry, house, books



1. eat (verb)
He eats a hamburger.



2.



3.



4.



5.



6.



7.



8.

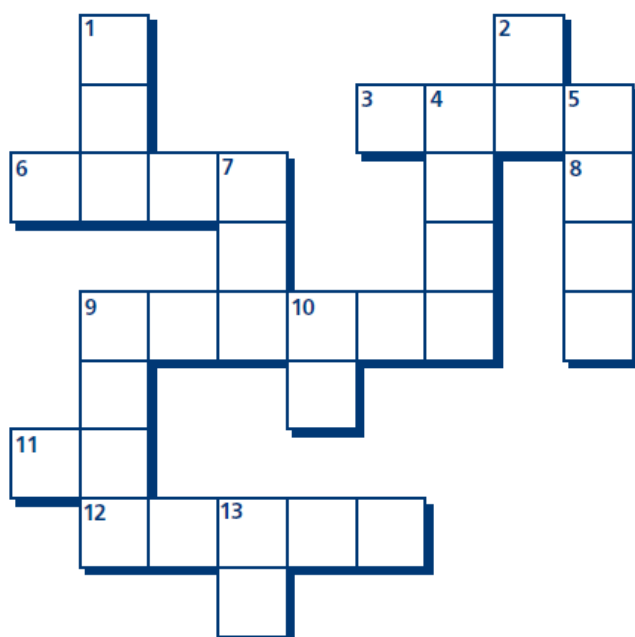


9.

(Adapted from <http://www.eslflow.com>)

Task 10

Do the crossword below.



5. If it belongs to me, it's.
7. Subject pronoun that goes along with *her*.
9. As a subject, refers to my brother and sister.
10. Neutral pronoun.
13. If we want something, we'll ask you to give it to.

ACROSS

3. Third person plural object pronoun.
6. That book belongs to us. It is.
8. Subject pronoun that corresponds to *me*.
9. Third person plural possessive pronoun.
11. Object pronoun that corresponds to *I*.
12. If it belongs to you, it is.

DOWN

1. "Where do live?"
2. Refers to my brother.
4. Goes along with *she*.

(Picture: Fun With Grammar)

Task 11

Circle the correct form in each sentence.

1. Instagram (is / are) online photo sharing.
2. It (allow / allows) you to apply different types of photo sharing.
3. They (do / does) not produce quality photos.
4. The Earlybird filter (add / adds) a slight blur to the image.
5. The two primary ways to use Instagram (is / are) the Instagram website and Instagramapp.

Task 12

Study the following words to help you in understanding the text that you are going to read.

built-in	:	bawaan
enhance	:	meningkatkan
plain	:	sederhana/biasa
slight	:	sedikit
vintage	:	kuno

Now, read the following text.

Instagram



Instagram

Instagram is an [online](#) photo sharing service. It allows you to apply different types of photo filters to your pictures with a single click then, share them with others. Instagram's simplicity has helped it gain worldwide popularity.

While nearly all [smartphones](#) have built-in cameras, they do often not produce quality photos. By using Instagram, you can raise ordinary images and make them look professional. For example, Instagram's Valencia filter brightens photos, enhances the contrast, and improves the appearance of plain photos. The Earlybird filter adds a slight blur to the image, warms the colors, and vignettes the corners, so the photos look softer. You can also make drastic changes to photos using a filter like "1977," which makes images look like vintage photographs which are taken with an old camera.

The two primary ways to use Instagram are the Instagram website (instagram.com) and the Instagram [app](#). The website allows you to upload images, manage your photos, apply filters, and share them with your friends. The app allows you to take pictures with your [iPhone](#) or [Android](#) device and immediately apply the filter of your choice. You can share your photos directly on Instagram.com or on other [social media](#) websites like [Facebook](#), [Twitter](#), and [Tumblr](#).

(203 words)

(Adapted from <http://techterms.com/definition/instagram>)

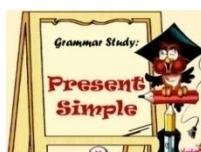
Task 13

Based on the text above, match the questions (1-6) and answers (a-f). Then, complete the answers.

1. (a) Does Instagram allow you to apply photo filters?
 2. () Do all smartphones have built-in cameras?
 3. () Does Instagram's Valencia filter darken photos?
 4. () Does the 1977 filter have modest changes?
 5. () Do you have to have a smartphone to be able to use Instagram?
 6. () Does Instagram give you choices of photo filters?
-
- a. Yes, it does . It allows you to apply photo filters.
 - b. No, _____ . It brightens photos.
 - c. No, _____ . It can also be accessed through website.
 - d. Yes, _____ . It give you choices of many types of photo filters.
 - e. No, _____ . They do not often produce quality photos.
 - f. No, _____ . It has drastic changes.

Task 14

Study the following information about the simple present tense.



Simple Present Tense		
Affirmative	Negative	Question
I/You/We/They + V1	I/You/We/They + don't + V1	Do + I/You/We/They + V1
He/She/It + V1 (s,es,ies)	He/She/It + doesn't + V1	Does + He/She/It + V1
I play football.	I don't play football.	Do I play football?
You play football.	You don't play football.	Do you play football?
We play football.	We don't play football.	Do we play football?
They play football.	They don't play football.	Do they play football?
He plays football.	He doesn't play football.	Does he play football?
She plays football.	She doesn't play football.	Does she play football?
It plays football.	It doesn't play football.	Does it play football?

(Taken from <http://hasanbalyemezler.com>)

Task 15

Read the text in Task 12 again. Find adjectives in the text and then complete the following table.

		Adjective	Comparative
1	Add -er	<i>slight</i>	<i>slighter</i>
2	Add -r		

3	Double the final consonant and add <i>-er</i>		
4	Drop <i>-y</i> and add <i>-ier</i>		
5	Put the word <i>more</i> in front		
6	Irregular comparatives		

Task 16

Below is another table that you have to complete based on the text in Task 12.

		Adjective	Superlative
1	Add <i>-est</i>	<i>young</i>	<i>the youngest</i>
2	Add <i>-st</i>		

3	Double the final consonant and add <i>-est</i>		
4	Drop <i>-y</i> and add <i>-iest</i>		
5	Put the word <i>most</i> in front		
6	Irregular superlatives		

Task 17

Using the adjectives you listed before, write two sentences for each adjective using comparative and superlative forms.

1. -

-

2. -

-

3. -
-

4. -
-

5. -
-

Task 18

Intermezzo

1. Choose one bingo board – either Bingo Board A or Bingo Board B.

Bingo Board A

Bingo Board A			
better	younger	wider	angrier
louder	greater	harder	longer
taller	stronger	lighter	quieter
faster	calmer	lower	nicer

Bingo Board B

Bingo Board B			
higher	harder	newer	colder
heavier	earlier	later	cheaper
smarter	worse	easier	stronger
happier	lighter	bigger	quieter

2. Listen to the teacher and look at your board. The teacher will read sentences with comparative adjectives. Look for the comparative form of the adjective and write an "X" over the word.
3. When you have four "X"s in a row, say "Bingo!" The row of "X"s can be left to right, top to bottom, or diagonal.

Task 19

Decide whether the sentences describing the picture are correct or incorrect. If they are incorrect, correct them.

- ___ 1. The cat is under the table.
- ___ 2. The baby is beside the father.
- ___ 3. The hot dogs are next to the plates.
- ___ 4. The chairs are under the table.
- ___ 5. The grill is in front of the man.
- ___ 6. The bird is on the umbrella.
- ___ 7. The sandwiches are behind the salad.
- ___ 8. The spatula is on the man's hand.
- ___ 9. The hammock is between a tree and a pole.
- ___ 10. The dog is under the table.

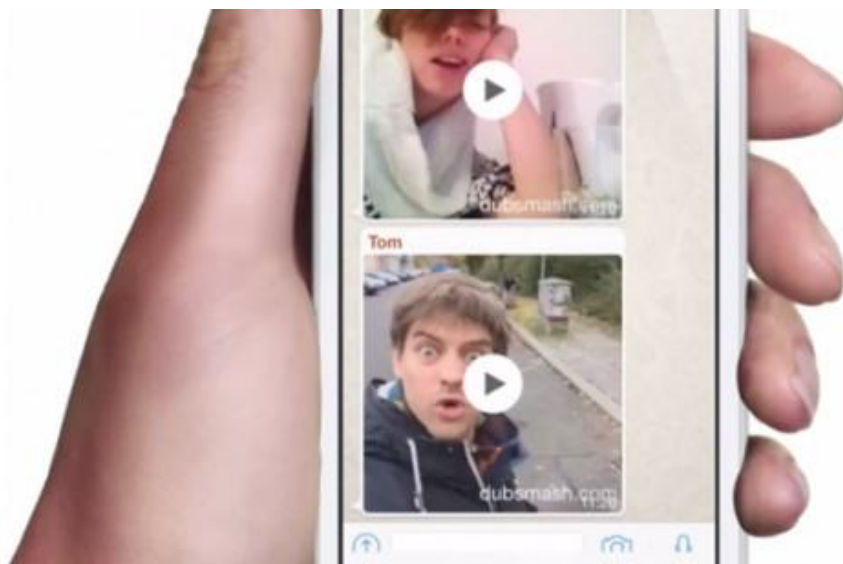


(Adapted from Fun With Grammar)

Task 20

Complete the following news from *The Week* talking about Dubsmash application by choosing a right answer from the brackets.

Dubsmash app: what is it and why's it so successful?



What is Dubsmash?

Dubsmash is (a / an / the) video messaging app for Android and Apple phones that (let / lets) users add soundtracks to videos recorded on their phones – often matching a clip of themselves performing a song or film scene with audio from the original.

Users can upload sounds themselves or (select / selects) (to / from) a list of audio clips uploaded by others. After selecting an audio clip, users record (his / her / their) own video to play with the sound they have chosen and can then share the clip they have created via Whatsapp, Facebook, Instagram or (on / in) a text message.

Why is it so popular?

Part of the app's charm is its simplicity. A large number of Dubsmash's hundreds of thousands of videos (in / on) Instagram have been posted by children, the [BBC](#) reports.

(158 words)

(Adapted from <http://www.theweek.co.uk/technology/62272/dubsmash-app-what-is-it-and-why-is-it-so-popular>)

Task 21

Evaluation

Choose one topic from the boxes below. In your book, write a descriptive text using the topic by following the questions in the template. You may use provided words for each topic.

Path

sharing moments, photos, thoughts,
place, music, sleep and awake,
feeling, check-in

adidas

sportswear, German, business,
manufacturer, clothing, sport
shoes, accessories

Google

search engine, information, internet-
related services, Google Books, Google
Maps, Google Translate, Google Images

Title

Identification

Description

- What is Path/Adidas/Google?

- What are products offered by Path/Adidas/Google?
- How can you find Path/Adidas/Google?
- Where can you find Path/Adidas/Google?
- What are the special characteristics of Path/Adidas/Google?

LET'S SUM UP

In this unit you learned:

- ❖ distinguishing and using parts of speech in sentences/paragraphs/texts;
- ❖ using adjectives correctly;
- ❖ using determiners in sentences/paragraphs/texts;
- ❖ using pronouns correctly;
- ❖ using the simple present tense precisely and consistently;
- ❖ using prepositions correctly;
- ❖ using comparative degrees correctly.

REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

.....

.....

.....

.....

.....

What I don't like in this unit:

.....

.....

.....

.....

.....

The improvement I have made after learning in this unit:

.....

.....

.....

.....

.....

UNIT TWO

FASCINATING MOMENTS



In this unit you will learn:

- * using the simple past tense precisely and consistently;
- * distinguishing regular and irregular verbs;
- * using connectors related to time and sequence to create coherent sentences/paragraphs/texts;
- * using pronouns correctly;
- * using determiners in sentences/paragraphs/texts correctly;
- * using prepositions correctly.

Task 1

Look at the two sentences below. What is the difference between the use of 'goes' and 'went'?



Task 2

Study the following words.

uninhabited	:	tak berpenghuni
encounter	:	bertemu
drift	:	hanyut
shore	:	pantai/tepi laut
safe and sound	:	sehat wal afiat

Now, read this newspaper story.



Fishermen found safe and sound

Three Indian fishermen were rescued yesterday from a small uninhabited island in the South Pacific. The men had disappeared for more than three months.

They had left India in a small fishing boat and had planned a week-long trip. On their fifth day, however, they encountered a typhoon, and it badly damaged their boat.

Fortunately, no one was hurt. After the storm had passed, though, they discovered that the engine wouldn't start, so their boat just drifted at sea over a month. During this time, the fishermen caught fish to eat and drank rain water to stay alive.

Finally, the boat drifted toward a small island. When it got close enough, the men jumped out and swam to shore. On the island, they found fresh fruit and vegetables, and they continued to catch fish to eat.

The fishermen had lived on the island for two months when a passing ship rescued them. Although the three men had lost a lot of weight, they were still in fairly good shape. Their families feared that the fishermen had died during the typhoon. They were surprised and happy that the ship had found them and that they were safe and sound.

(198 words)

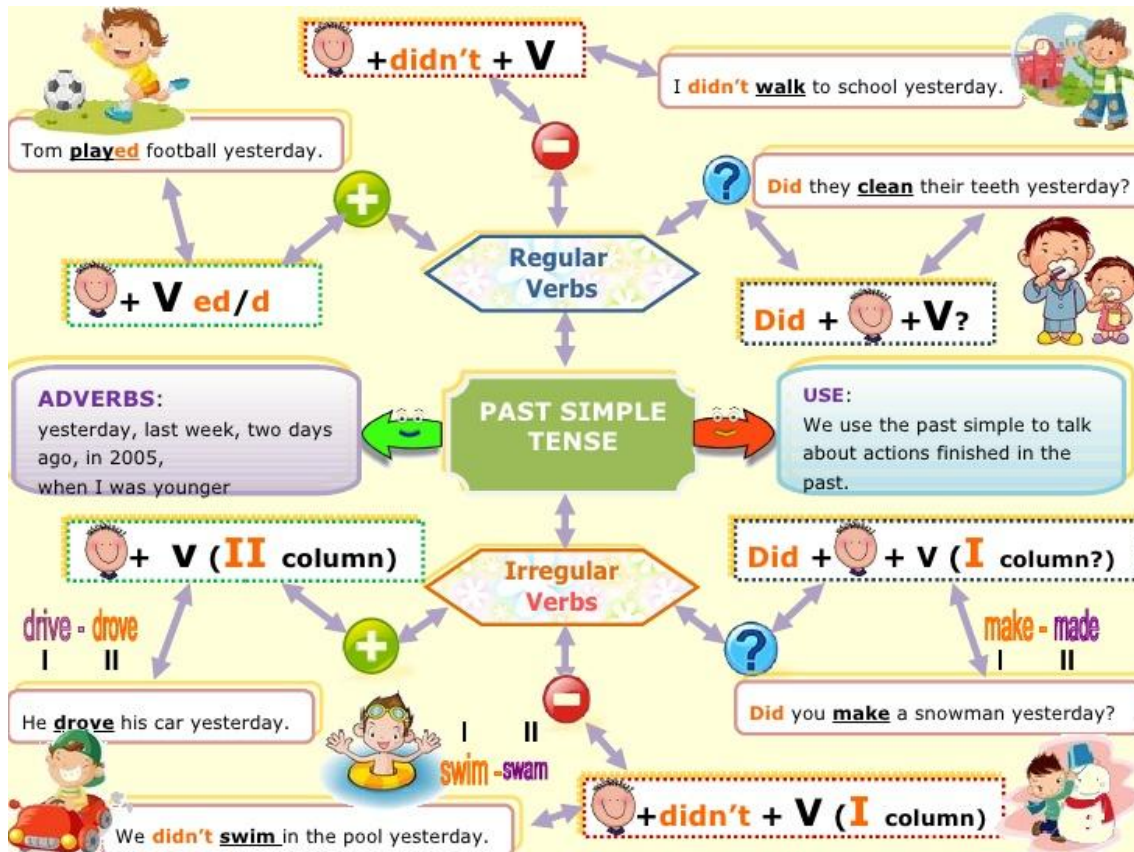
(Adapted from New Interchange 3)

Task 3

From the story in Task 2, find words in the past form. Do it in pairs.

Task 4

Study the following information about the simple past tense.



(Taken from www.blendspace.com)

WAS - WERE TO BE - Past Tense

AFFIRMATIVE

I	was	happy.
He	was	hungry.
She	was	a nurse.
It	was	big.
We	were	early.
You	were	at school.
They	were	quiet.

NEGATIVE

I	wasn't	sad.
He	wasn't	thirsty.
She	wasn't	a teacher.
It	wasn't	small.
We	weren't	late.
You	weren't	at home.
They	weren't	noisy.

QUESTIONS

Affirmative

They **were** happy. She **was** rich.

Question

Were they happy? **Was** she rich?

Short Answer

Yes, they were / No, they weren't Yes, she was / No, she wasn't

WH- Word

Where	+	was	+	I / he / she / it	+	sick ...?
Why	+	were	+	we / you / they	+	tired ...?
When	+	were	+	we / you / they	+	ready ...?

Examples:

- Why **was** he angry?
- Where **were** you yesterday?
- When **was** she nervous?
- Who **were** those people?

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

(Taken from www.grammar.cl)

Task 5

Still with your partner, group the words that you found in Task 3 following this table.

Regular words	Irregular words

Task 6

From the words that you have grouped in Task 5, choose 5 words from regular words and 5 words from irregular words. Write a sentence for each word using the simple past tense.

Task 7

Study the following information about connectors of sequence.

CONNECTORS OF SEQUENCE

You use them to show the order in which things happen.

- First
- Then / Next
- After
- As soon as
- Later
- Before

Task 8

Number the sentences in each group to put the events in order.

_____ Then, we searched Tom's room.

_____ We finally found our ball in the backyard.

_____ First, we looked in my room.

_____ The sky filled with storm clouds while he was watering.

_____ Dad watered the garden this morning.

_____ By this afternoon, it was raining hard.

_____ Now I can play the guitar pretty well.

_____ I started taking guitar lessons last year.

_____ After just a few days, I could play some chords.

_____ Then, I learned to play some simple songs.

Task 9

In your book, rewrite the sentences from Task 8 into good paragraphs. Then, put a suitable title for the story.

Task 10

Complete the following text using the words in the box.

a(2), when, after, my, under, on, her, she, in

Sick on Saturday



I have just had (1)..... terrible weekend! (2) Saturday I was so tired that I slept all morning.(3)I woke up I had a headache and my throat was sore. My body ached all over. My nose ran and I coughed a lot. My mother took my temperature but I did not have a fever.

(4)..... made me some soup for lunch and I ate it in bed. I drank some juice. I tried to read a book but I couldn't keep my eyes open. I lay (5)..... bed all afternoon. I drifted in and out of sleep. I drank more juice. I felt miserable all afternoon. I didn't want to do anything.

I got out of bed at dinner time.

(6)..... parents ordered pizza for dinner and I was able to eat some of it. I drank more juice! I felt (7)..... bit better (8)..... dinner so I stayed up. I snuggled (9)..... a blanket on the couch and watched some TV with my parents. I fell asleep (10)..... front of the TV.

The next morning I felt better but now my mother had a cold! She looked miserable. It was her turn to be sick.

(198 words)

(Adapted from <http://www.reading esl.ca/grammar/past.htm>)

Task 11

Find 5 active sentences from the text in Task 10 and write them here.

- 1.
- 2.
- 3.
- 4.
- 5.

Task 12

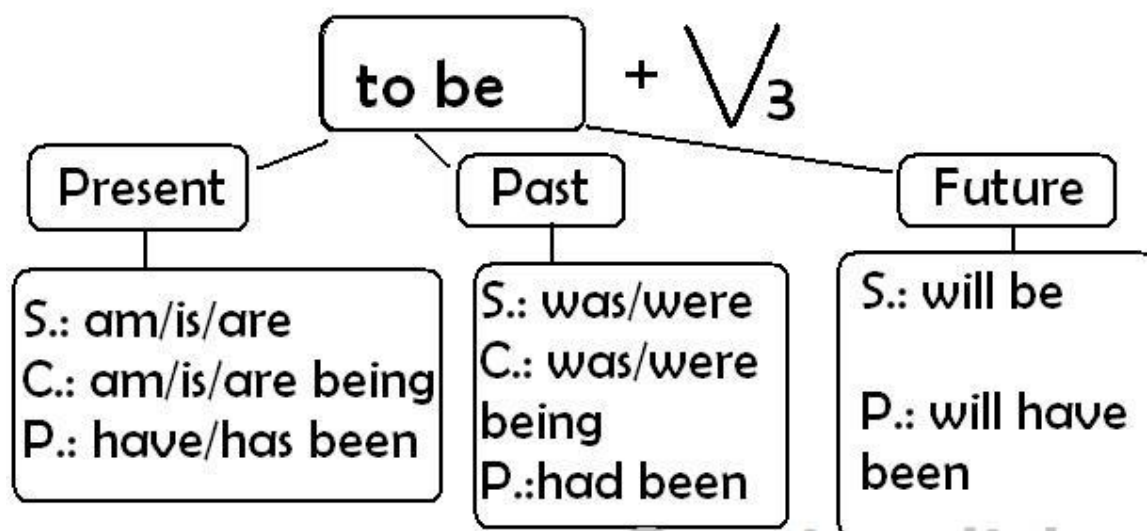
Look at the picture below. Try to understand it.



(Taken from www.enkivillage.com)

Now, learn on how to use passive voice.

Passive Voice



© u4ienglish.ru

Task 13

Change the sentences that you listed in Task 11 into passive form.

1.

2.

3.

4.

5.

Task 14

You are going to watch movie segments from the Ratatouille movie. However, meet the characters of the movie below and read the preview of the movie.



(Source: www.moviesegments.com)



Colette



Remy



Linguini

Remy is an ambitious young rat. He has a unique ability which is the ability to sense taste and smell very well. He is inspired by his idol, a famous chef namely Auguste Gusteau, to become a chef. One day, Remy met a young man named Alfredo Linguini. Linguini is a garbage boy of Gusteau's restaurants which is owned by a former sous-chef named Skinner. Suddenly, Linguini spills a pot and soup and he tries to recreate it and it doesn't taste that good. Remy falls into the kitchen and cooks the soup to make it better. Linguini catches Remy and he tries to explain the problem to Skinner. The soup is accidentally served to customers and they like it. Colette Tatou, the only female chef, convinces Skinner to keep Linguini, who is assumed to be the soup's creator. After Skinner catches Remy, he orders Linguini to take the rat far away and kill it. Linguini then discovers Remy's intelligence and passion for food, so he keeps him.

This is how the story begins between Remy, Linguini, and Colette.

Task 15

Now, watch the video segment and fill in the blanks of the exercise with the correct verb tense form of the verbs.

- 1) Remy (distract) the cyclist.
- 2) The cyclist (crash) his bike into a car that was parked on the street.
- 3) Remy (pull) Linguini's hair in order to move his body.
- 4) Remy (command) Linguini's body movements.
- 5) Remy (open) Linguini's eyes.
- 6) Colette (park) her scooter in front of the restaurant.
- 7) Linguini (cook) the food when Colette arrived.
- 8) Colette (sharpen) the knives.
- 9) Because Linguini was sleeping, he (hear) Colette's story.
- 10) Colette (slap) Linguini's face.

Task 16

Rewrite the sentences in Task 15 using the passive voice.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

Task 17

Intermezzo

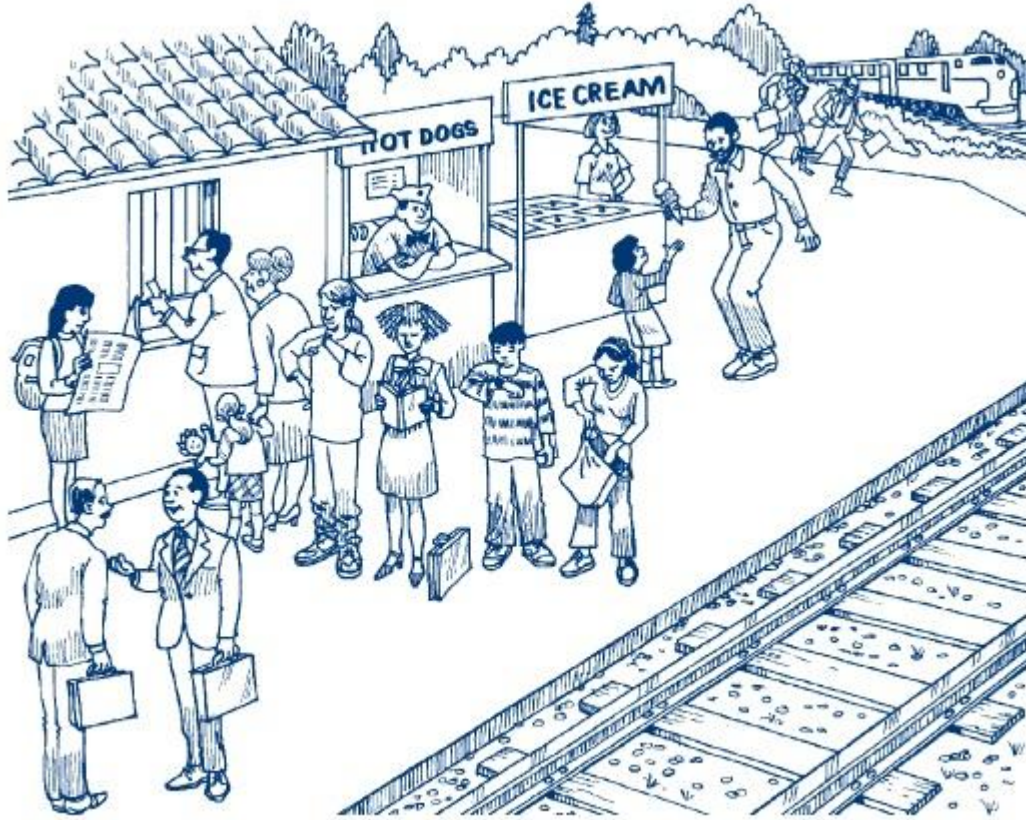
Use a dice to work your way around the board. For each box you land on, complete the sentence in the passive form.



(Taken from www.islcollective.com)

Task 18

In teams of 3, write sentences to describe this picture, using the simple past tense. Write as many as you can in 7 minutes.



(Adapted from Fun With Grammar)

Task 19

Read the text below. There are 45 mistakes in the text. They are about pronouns, determiners, the use of the simple past tense, and prepositions. Find the mistakes and then correct them.

My First Visit to Singapore

My first visit to Singapore was a visit to remember. I go there with my friends Eddy to attend youth conference. We arrived lately to Harbourfront because we did not got an earlier fly. Upon arriving we are very confusing and nervous because there were no one to pick us up. Later we obtain some instructions of how could we get to Expo where the conference were being holded. We was

asked to take the Mass Rapid Transit (MRT), but the problem was that it was the first time we go to Singapore and we didn't really knew what to expect.

We walked out of Harbourfront like two silly guy with suitcase. We have no idea where could we find the MRT station. Luckily, I saw Indian security guard and ask them where could we find the nearest MRT. I am quite shock because he spoke very fastly. I hardly catch a single word. Honestly, I do not really understand what did he say, in fact, I just looked to his gestures when he pointed the way we need to go.

We finally manage to find the MRT station after asking some more peoples, but the adventure had not finish yet. When they entered the station, they didn't know what to do. The station were very crowded. After observing what people do, we began to understand the way it works. First, we went to the ticket machine, insert some money and get two one-way tickets. Next, we saw the map posting in the wall and tried to understand them. Then, we tap the electronic ticket and walked into the waiting area. Finally, our MRT comes and we rode them to the Expo station.

I would love to say that this is the end of the story, but it isn't. The real problem occur when we want to exit the Expo station. We tap the cards, but we could not pass the gate. I tapped it again, but it didn't worked. My friend saw a small side doors and immediately walk through it. Suddenly a officer appears and calls my friends. We were shocked, embarrassed, and afraid of. I nervously explained to hers what has happened. She explained the problem to we. She tells us that the amount of money in our cards were not enough, so we had to pay more money in order to pass the gate. We paid the money and tapped the card again. Before leaving, I said, "Sorry, it is the first time." She smiled and replied "It's okay."

Finally, we get to Expo where the conference is being held. We felt so relieve when we meet our friends there. We told him about the incident. They bursted into laughter when they hear the story. I often smiled when I remember the incident. I will always remember what happens that day.

(475 words)

(Adapted from <http://www.islcollective.com>)

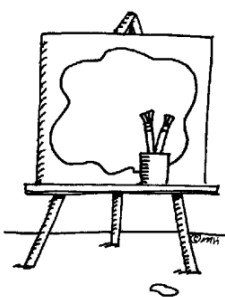
Task 20

Evaluation

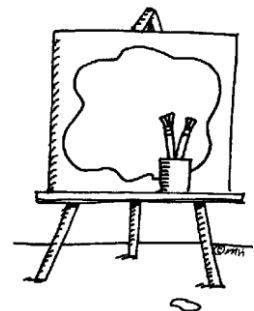
Tell me about something fun you did during your last holiday by answering these questions.

- **When** did you go? **Where** did you go? **Who** were you with?
- **Why** did you go? **What** did you do? Did you have fun?

When?
Where?
Who?
Why?
What?
Did you have a fun time or not?



Draw a picture of your day
on the next page.



Draw your picture here.

LET'S SUM UP

In this unit you learned:

- ❖ using the simple past tense precisely and consistently;
- ❖ distinguishing regular and irregular verbs;
- ❖ using connectors related to time and sequence to create coherent sentences/paragraphs/texts;
- ❖ using pronouns correctly;
- ❖ using determiners in sentences/paragraphs/texts correctly;
- ❖ using prepositions correctly.

REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

.....

.....

.....

.....

.....

What I don't like in this unit:

.....

.....

.....

.....

.....

The improvement I have made after learning in this unit:

.....

.....

.....

.....

.....

UNIT THREE

ONCE UPON A TIME



In this unit you will learn:

- * using the simple past tense precisely and consistently;
- * distinguishing regular and irregular verbs;
- * using adverbs of manner;
- * using pronouns correctly;
- * using determiners in sentences/paragraphs/texts correctly;
- * using prepositions correctly.

Task 1

Look at the picture below. Have you ever seen this picture before?



(Taken from <http://static.moralstories.org/wp-content/uploads/2009/05/Rabbit-Turtle.jpg>)

Task 2

Take a look at the following information about folktales.

Folktales can be... <i>Fairy Tales</i>	Folktales can be... Fables	Folktales can be... <i>Myths</i>	Folktales can be... Legends	Folktales can be... TALL TALES
<div>Once upon a time</div> <ul style="list-style-type: none"> *Royalty (King, Queen, etc.) *Animals 	<div>Very short stories.</div> <ul style="list-style-type: none"> *Animals acting like people *3 or less 	<ul style="list-style-type: none"> Gods and Goddesses 	<ul style="list-style-type: none"> *Everyday people *Animals are often main characters 	<div>Based on the life of a real person</div> <ul style="list-style-type: none"> Everyday people with superhuman abilities
<ul style="list-style-type: none"> *Castle *Forest 	<ul style="list-style-type: none"> Generally outside somewhere 	<ul style="list-style-type: none"> Nothing specific 	<ul style="list-style-type: none"> Nothing specific 	<ul style="list-style-type: none"> Linked to a real historical time period
<ul style="list-style-type: none"> Good vs Evil 	<ul style="list-style-type: none"> Only one problem using trickery 	<ul style="list-style-type: none"> Explains something that happens in nature by using gods and/or goddesses 	<ul style="list-style-type: none"> Explains how or why something in nature came to be 	<ul style="list-style-type: none"> Problem solved in a humorous way
<ul style="list-style-type: none"> *Magic *Repeat of 3 and 7 <div>They lived happily ever!</div>	<ul style="list-style-type: none"> Ends with a lesson (Moral) 	<ul style="list-style-type: none"> *Good = rewarded *Bad = punished 	<ul style="list-style-type: none"> *Magic *Sometimes it teaches a lesson 	<ul style="list-style-type: none"> *Exaggerated details *Tells about a person's accomplishments

(Taken from <http://thebookfairygoddess.blogspot.com>)

Now, name at least 3 well-known fables in your place.

Task 3

Study the following words.

umpire	:	wasit
nap	:	tidur siang
show off	:	pamer

Now, read the text below carefully.

The Rabbit and the Turtle

One day a rabbit was showing off about how fast he could run. He was laughing at the turtle for being so slow. The turtle then challenged him to a race that made him surprised. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

(182 words)

(Adapted from <http://static.moralstories.org>)

Task 4

If you read the text carefully, you would find the use of verbs in present and past forms. Can you explain why the text mixes the two verb forms?

Task 5

Read the text above again. Find phrases that use verb in the past form. Then, group them based on the use of regular and irregular verbs.

Regular Verbs:

1.
2.
3.

4.
5.

Irregular Verbs:

1.
2.
3.
4.
5.

Task 6

Based on the text above, in pairs, find similar words with different meaning. Then, write in the following table according to their parts of speech.

No.	Adjective	Verb	Noun	Adverb

Task 7

For each word you listed in Task 6, write down two sentences that show its variant meanings using the simple past tense.

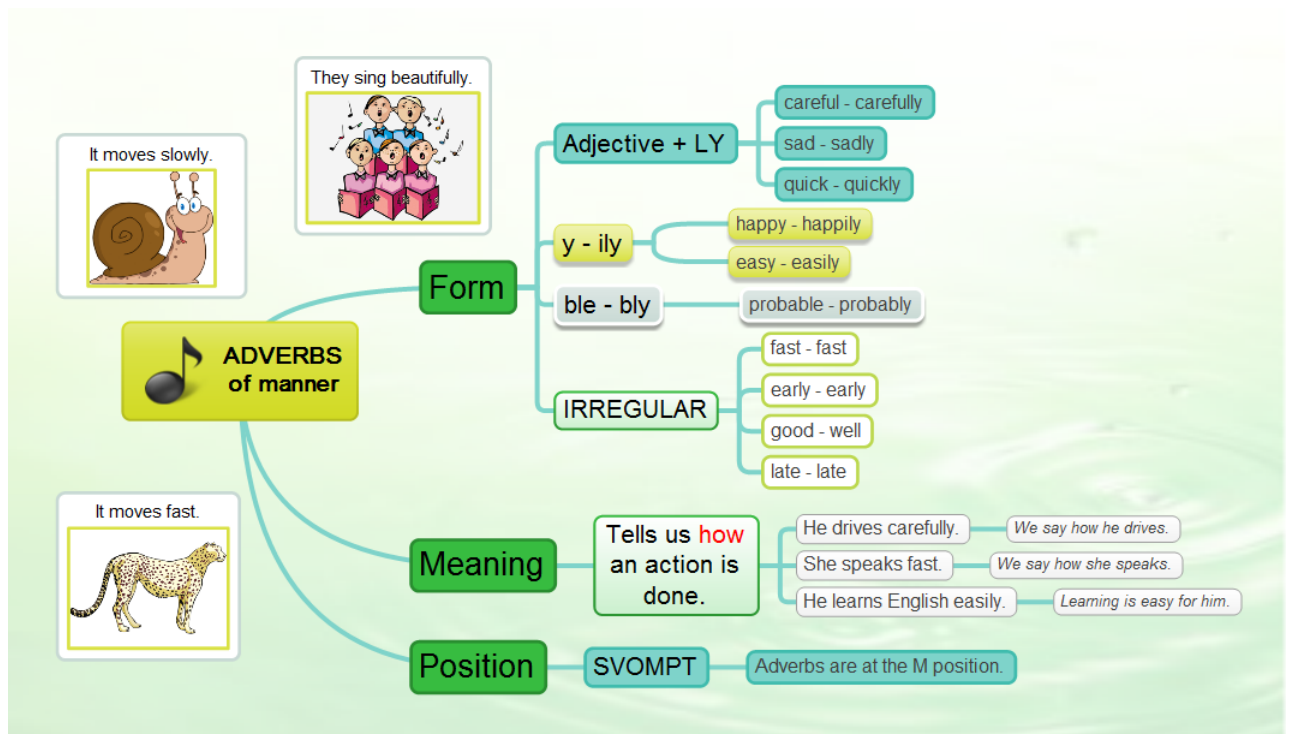
1. -
-
2. -
-
3. -

4.

5.

Task 8

Learn the information below about adverbs of manner.



(Taken from www.enggames.eu)

Task 9

Sequence the sentence based on the pictures. Write the number of the corresponding sentence in the provided circle. Number 1 has been done for you.



A Fox was caught in a trap and painfully tried to get away.

1



1

But he had to leave his beautiful bushy tail behind him.

2



He called a meeting of all the Foxes, confidently saying that he had something of great importance to tell the tribe.

3



When they were all gathered together, the Fox Without a Tail got up and made a long speech about men hunt Foxes simply for their tails.

4



When he had finished talking, a Fox arose, and said, smiling:

"Master Fox, kindly turn around for a moment, and you shall have your answer."

5



When foxes went away, the poor Fox Without a Tail turned around saw how useless it was to try any longer to persuade the Foxes to part with their tails

6

(Source: Aesop's Fables)

Task 10

Check your answer of Task 9 through the following video.

Task 11

Have you placed the story into a correct order? Now, rewrite the story based on the correct order on your book and find a suitable title.

Task 12

Read again the story that you wrote in Task 11. Find adverbs of manner and write them below.

1.
2.
3.
4.
5.

Task 13

Using the adverbs that you found, create a sentence for each adverb using the simple past tense.

1.
2.
3.
4.
5.



Task 14

Intermezzo

Below are lyrics of a song. Some of them are already in correct order, but there are some lyrics which are scrambled.

Arrange them into good sentences.

Days like this,
I want to drive away
Pack my bags and watch your shadow fade
up – chewed – you - me
And spit me out
Like in- poison – was – your - I
my – took – you - light
me – drained – you - down
But that was then and this is now
Now look at me!

This is the part of me
That you're never gonna ever take away from me, no
This is the part of me
That you're never gonna ever take away from me, no
Throw your sticks and stones,
Throw your bombs and bones,
But you're not gonna break my soul.
This is the part of me
That you're never gonna ever take away from me, no

I just wanna throw my phone away
Find out who is really there for me
ripped – off – you - me
was – love – cheap - your
It was always tearing at the seams,
I fell deep, you let me down,
But that was then and this is now
Now look at me!

Now look at me I'm sparkling,
A firework, a dancing' flame
You won't ever put me out again
I'm glowing', oh woah,
So you can keep the diamond ring,
It don't mean nothing anyway,
In fact you can keep everything, yeah, yeah, yeah
Except for me!

Task 15

To check your answers, listen to the following songs. Can you guess whose song that is? What is the possible title for the song?

Task 16

Change the sentences below into passive form.

1. You chewed me up.
2. You took my light.
3. You drained me down.
4. You ripped me off.
5. I throw my phone away.
6. You put me out again.

Task 17

Study the following words.

tend	:	menggembala
fool	:	membodohi
shepherd	:	gembala

Task 18

Read the text below. Find the mistakes and correct them.

The Shepherd's Boy



There was once an young Shepherd Boy who tended her sheep at the foot of a mountain near a dark forest. It were rather lonely for him all day, so he thought upon a plan by which he could get a little company and some excitement.

He rush down towards the village calling out 'Wolf, Wolf,' and the villagers came out to meet him, and some of them stopped with him for a considerable time. This pleased a boy so much that a few day afterwards he tried the same trick, and again the villagers came to help. But shorty after this a Wolf actually came out from the forest, and began to worry the sheep, and the boy of course cried out 'Wolf, Wolf,' still loudest than before. But this time the villagers, who had been fooled twice

before, thought the boy was again tricking them, and nobody come to help. So the Wolf eat the boy's shepherd, and when the boy complained, the wise man of the village said:

'A liar will not be believed, even when he speaks the truth.'

(187 words)

(Adapted from Aesop's Fable)

(Picture: www.englishcentral.com)

Task 19

Read the story below. Then finish the story in a separate piece of paper.

Porter Pig's Problem



Porter Pig was a very famous pig on farms all across the world. Not only could he lift a barn above his head, but he also had the best snout that anyone had ever seen. Porter Pig was the best at sniffing out trouble. He could smell trouble from fifty miles away. Whenever Porter Pig found trouble, he was always able to fix the problem and make everything okay. Farmers all over the world asked to see Porter Pig, hoping that they would be able to use his strength and snout to make their farm peaceful.

One day, on a farm in the south, Porter Pig was sniffing for trouble when he smelled the worst smell he could ever imagine. Porter Pig rushed over to the barn where the smell was very strong. He lifted up the huge barn above his head, and there it was staring right into his eyes. Porter Pig had never seen anything like this before.

(160 words)

(Adapted from www.havefunteaching.com)

Predict what will happen next. Finish this story on a separate sheet of paper. Be sure to write about who Porter Pig had seen and how he fixed the problem.

Task 20

Evaluation

In Task 2 you listed 3 famous fables in your place. Pick one of them and then write the story on the next page.

Who are the people?
Where is the story?

1. The Beginning

What goes wrong? What's the problem? To whom?
What? Why?

2. The Problem

What is the climax of the problem?

3. The Climax

How is the problem solved?
Are the people happy again?

4. The Ending

Now, draw a picture of your story on the next page.

(Adapted from <http://www.islcollective.com>)

Draw your picture here.

LET'S SUM UP

In this unit you learned:

- ❖ using the simple past tense precisely and consistently;
- ❖ distinguishing regular and irregular verbs;
- ❖ using adverbs of manner;
- ❖ using pronouns correctly;
- ❖ using determiners in sentences/paragraphs/texts correctly;
- ❖ using prepositions correctly.

REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning in this unit:

APPENDIX I

PERMIT LETTER