

**DEVELOPING ENGLISH LEARNING MATERIALS FOR
THE SEVENTH GRADE STUDENTS OF MTs MUHAMMADIYAH
WONOSARI IN THE ACADEMIC YEAR OF 2014/2015**

A Thesis

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



By:

Etika Ratna Sari

10202244041

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2015**

APPROVAL SHEET

**DEVELOPING ENGLISH LEARNING MATERIALS FOR
THE SEVENTH GRADE STUDENTS OF MTs MUHAMMADIYAH
WONOSARI IN THE ACADEMIC YEAR OF 2014/2015**

A THESIS

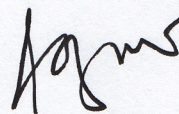
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Etika Ratna Sari

10202244041

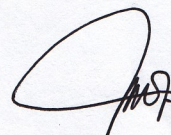
Approved on September 15th, 2015

First Supervisor



Dr. Agus Widyanoro, M.Pd.
NIP. 19600308 198502 1 001

Second Supervisor



Siwi Karmadi K., S.Pd, M.Hum.
NIP. 19760503 200501 2 001




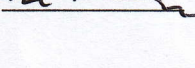
RATIFICATION SHEET

DEVELOPING ENGLISH LEARNING MATERIALS FOR THE SEVENTH GRADE STUDENTS OF MTs MUHAMMDIYAH WONOSARI IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

Accepted by the Board of Examiners of Department of English Language Education, Faculty of Languages and Arts, Yogyakarta State University, on October 7, 2015 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* Degree in English Language Education.

BOARD OF EXAMINERS

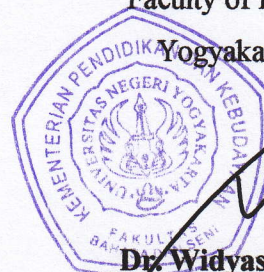
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Siwi Karmadi K., S.Pd., M.Hum.	Secretary		13/10/15
Ashadi, M.Hum, Ed.D	First Examiner		13/10/15
Dr. Agus Widyanoro, M.Pd.	Second Examiner		16/10/15

Yogyakarta, October 13, 2015

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Dr. Widyastuti Purbani M.A.

NIP. 19610524 199001 2 001

PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Etika Ratna Sari

NIM : 10202244041

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *Developing English Learning Materials for the Seventh Grade
Students of MTs Muhammdiyah Wonosari in the Academic Year of
2014/2015*

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

Yogyakarta, 15 September 2015

Penulis

Etika Ratna Sari

10202244041

MOTTO

من جاد جاد

“Man Jadda Wa Jadda”

Whoever strives shall succeed.

DEDICATIONS

I dedicate this thesis to my beloved parents,
my brothers' family, my lovely niece,
and my dearest friends.

I would like to say my deepest gratitude for your love, prayers, supports and
motivations.

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In the name of Allah, the Most Gracious and the Most Merciful, I praise Allah SWT for all of His blessing, strength and opportunity. Eternal peace may also be given to Muhammad SAW, his family, friends, and companions, so that I can finish this thesis.

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I realize that this thesis is far from being perfect. Therefore, suggestions for the improvement of this thesis are highly appreciated.

Yogyakarta, 15 September 2015

The researcher,

Etika Ratna Sari

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ABSTRACT

The objectives of this study are: (1) to find out the target and learning needs of the seventh grade students of MTs Muhammadiyah Wonosari, (2) to develop the appropriate learning materials for the seventh grade students of MTs Muhammadiyah Wonosari.

This is a Research and Development (R&D) study. The subjects of the research were the grade VII students of MTs Muhammadiyah Wonosari in the academic year of 2014/2015. This research procedure adapted the R&D model proposed by Dick and Carey (2001). The steps of this research were conducting the needs analysis, designing the course grid, developing learning materials, doing expert judgment, and revising. The research instruments used to collect the data were the questionnaire of the needs analysis and expert judgment. The quantitative data of the needs analysis were analyzed through frequency and percentage. The result of the needs analysis showed that the seventh grade students of MTs Muhammadiyah Wonosari have difficulties in reading comprehension (reading) and spelling (writing). Based on the result of the needs analysis, the learning activities of the materials focused on developing reading and writing skills through recognizing and producing grammatical word classes, recognizing and producing graphemes and orthographic patterns, interpreting pictures to texts, developing and using reading strategies, and producing short texts.

The materials were developed based on Curriculum 2013. It also implemented the steps of scientific approach: observing, questioning, collecting information, analyzing information, communicating, and creating. The developed materials consist of three units. The number of tasks was different in each unit but they have the same unit design: introduction, main lesson, and reinforcement. The developed materials were then evaluated in terms of the appropriateness of content, language, presentation, and graphic. The questionnaire of expert judgment was modified from *BNSP* (2014). The data of expert judgment were analyzed through descriptive statistics. Based on the result of the material evaluation, the mean score of the developed materials is 3.28 which can be categorized as appropriate.

Keywords: learning materials, Grade VII, MTs Muhammdiyah Wonosari

CHAPTER I

INTRODUCTION

A. Background of the Problem

In teaching and learning English, the development of a curriculum has been made to prepare students to improve their competence and knowledge of the foreign language to be able to enter the global society. In this case, Indonesian government has gradually developed and modified the curriculum to meet the needs of students and the relevance to the current condition in the world.

The latest development of the curriculum is Curriculum 2013. According to the Preamble of the Regulation of Minister of Education and Culture Number 68 Year 2013 on Basic Framework and Curriculum Structure of Junior High School and Madrasah Tsanawiyah, Curriculum 2013 has been developed by the theory of the competency-based curriculum which engages the students to widely improve their competence, knowledge, and positive attitude (spiritual and social values). This curriculum provides the students with intergrated materials to actively participate in the process of learning and teaching English. It focuses on learner-centered learning and is adapted into the learning model of scientific approach. Curriculum 2013 has been implemented on selected secondary schools.

Based on Curriculum 2013, the four language skills i.e. reading, listening, speaking, and writing, have been integrated into one, known as core competence (*Kompetensi Inti*). It is supposed to make the teaching and learning more effective and efficient because the teacher can integrate the language skills in every lesson

or material. In reality, the implementation of the curriculum cannot be successfully applied in all schools. Not all students can adapt to the curriculum and are prepared to learn in integrated skills. It makes the students struggle in learning a particular skill, while at the same time they are very dominant in the other skills. This situation leads to the degradation of the underdeveloped skill. The problem has been found during the observation at MTs Muhammadiyah Wonosari.

During the observation, the students had been seen to be more active and participated in listening and speaking activities compared to reading and writing activities. They are more intrigued in the activity that required a lot of movement, interacting or communicating with others, and interesting learning material. Further, the students are struggling in learning reading and writing skills, they have difficulties in forming a word or a simple sentence, comprehending the written texts, and improving the vocabulary mastery. Besides, the learning materials do not support the students' needs.

In order to solve these problems, the research aims to design and develop English learning materials focusing on reading and writing skills. It is important because in Indonesia, the standard examination is still in the written test which mainly focuses on reading and writing activities. Besides, English is one of the content subjects for the final examination in junior high schools.

The research integrates reading and writing skills because reading activity offers the contributions through the acquisition of language input to develop writing skill. Krashen (1984, cited in Tsai 2006: 1) stated that reading builds the

knowledge base of written text which helps the students acquire necessary language constructs such as grammatical structures and discourse rules for writing, and facilitates the process of language acquisition. Reading provides the knowledge of vocabulary, grammatical structure, and the features of the texts. Further, the knowledge encourages the students to interact with written texts and improve their comprehension of the text. The students produce their written text based on the knowledge they had from the reading activity.

Considering the connection between reading and writing activities, the researcher believes that designing an appropriate material for reading and writing will help the students to achieve their learning needs.

B. Identification of the Problem

Based on the background of the study, the research identified two main concerns in language learning material. The problems were related to the students' learning needs and the learning material development.

First, the students tended to be passive and did not like to participate in reading and writing activities. They had less interest and did not want to volunteer in joining an activity. Most of the students were reluctant to read a text because they were afraid that they made mistakes in reading the text. Besides, they had difficulty in understanding the meaning of the words which leads to the difficulty in comprehending the text. The length of the text is also a problem because the students got less interested in reading a longer text. Therefore, the majority of the students' problem in writing is that the students do not know the English

equivalent of the Indonesian words they wanted to use in their writing. They did not have enough vocabulary to formulate a sentence. Also, they tended to misspell the words that they wanted to put on the sentence.

The second problem is the material used at MTs Muhammadiyah Wonosari. Since the textbooks had not been distributed yet, the teacher asked the students to use a worksheet provided by the school. The worksheet provides exercises and general knowledge of English learning based on the Core Competence of Curriculum 2013. However, the materials in the worksheet made the students easily bored. Besides, the materials were not appropriate because the exercises were not varied and mostly in the form of texts with less pictures. The text also lacks in providing authentic materials and the exposure of the language use in the variety of contexts. The worksheet also lacks colorful pictures which can help stimulate students' interest.

As stated in the statement above, appropriate materials are a main issue in the developmental of language learning. Tomlinson (1998: 2) stated that materials refer to anything which is used by the teacher to facilitate the learning of a language. The materials are used to develop students' proficiency. The materials consist of competency, knowledge, and positive attitude that must be learned in order to achieve the Core Competence and Basic Competence of Curriculum 2013.

C. The Limitation of the Problem

In this research, the researcher designs the English learning material for the seventh grade students at MTs Muhammadiyah Wonosari. The development of the material mainly focuses on reading and writing skills. The materials are developed based on the reasons stated before and the demand of the students' needs in language learning. The English learning materials would be designed based on the Core Competence and Basic Competence of Curriculum 2013.

D. The Formulation of the Problem

The background, the identification, and the limitation of the research have guided the researcher to formulate the problem of the research as follows:

1. What are the target needs and learning needs of the seventh grade students of MTs Muhammadiyah Wonosari?
2. What are the appropriate English learning materials for the seventh grade students of MTs Muhammadiyah Wonosari?

E. Objectives of the Research

Related to the formulation of the problem above, the objective of this research are:

1. to identify the target needs and learning needs of the seventh grade students of MTs Muhammadiyah Wonosari,
2. to develop appropriate English learning materials for the seventh grade students of MTs Muhammadiyah Wonosari.

F. Significance of the Research

The research is expected to give some contribution to the English teaching and learning in the following ways:

1. MTs Muhammadiyah Wonosari

The result of the research can be used as a source in improving the quality of English teaching and learning.

2. English teachers

The result of the research is expected to provide the variety of activities in teaching reading and writing in junior high schools. Thus, it can inspire the teacher to design learning materials which are appropriate for the students' needs and stimulating their competence, knowledge and attitude.

3. Students

The result of the research can motivate the learners, improve their interest in learning English as the foreign language, and make them more active in participating reading and writing activities.

4. The researcher

The result of the research can develop researcher's competence in developing English learning materials to improve the quality of English teaching and learning. It can be a reference in conducting a research in material development research.

CHAPTER II

THEORITICAL REVIEW AND CONCEPTUAL FRAMEWORK

B. Literature Review

1. English Language Learning in Madrasah Tsanawiyah

a. Curriculum 2013 of Madrasah Tsanawiyah

Starting in the academic year of 2013, the Indonesian Ministry of Education and Culture has developed Curriculum 2013. The new curriculum has been implemented nationwide. The curriculum has lasted for six months because there has an alteration of policies of Indonesian Ministry of Education and Culture; although some schools are still applying Curriculum 2013.

According to the Preamble of the Regulation of Minister of Education and Culture Number 68 Year 2013 on Basic Framework and Curriculum Structure of Junior High School and Madrasah Tsanawiyah, the objective of Curriculum 2013 is preparing young generation to develop their competence as an individual and a part of society that is faithful, productive, creative, innovative, affective and contributed for the society, country, and world. Curriculum 2013 has been characterized as to (1) balance spiritual and social attitude with intellectual and psychomotor, (2) experience the teaching and learning process in the school and society, (3) develop and apply positive attitude, competence and knowledge in school and society, (4) provide sufficient time for developing positive attitude,

competence, and knowledge, (5) specify core competence into standard of competence, (6) define the core competence as organizing elements for standard of competence, and (7) develop standard of competence through the principle of accumulative.

Considering the goal of Curriculum 2013, it can be seen that the curriculum focuses on the development of three domains of learning i.e. attitudes (spiritual and social), knowledge, and skills, which are developed based on the Standard Graduate of Competence. Attitude concerns faithfulness, confidence, and responsibility in interacting with nature and social environment. Skill concerns the use of cognitive and psychomotor competence that has been learned before. Knowledge concerns textual, conceptual, and procedural knowledge regarding the current phenomena. The three domains of development are integrated in each competence in core competence.

In Curriculum 2013, the core competence is further explained into basic competence. It is quite different from the previous curriculum, where the standard of competence is divided into four basic language skills i.e. listening, speaking, reading, and writing; Curriculum 2013 is elaborating four language skills in each of core competencies. Therefore, the competencies of Curriculum 2013 do not only focus on teaching the grammatical structure of the texts, but also identifying and implementing the language use of the texts in both spoken and written forms.

The basic competencies of Curriculum 2013 widely expose the language in particular context in which the students are familiar with. In terms of knowledge and skills, the texts stated in the basic competence are texts to express and respond greeting, leave-taking, thanking, apologizing, texts to introduce himself and others, texts to identify and describe dates, months, and year, texts to identify the adjectives and verbs used in describing people, things, animals, and buildings, short functional texts (label, list, short notice, instruction), and descriptive text. The basic competence also cover the teaching of spiritual and social values, which are honesty, discipline, confidence, responsibility, caring, cooperation, and loving peace. The teaching of these values is integrated in the teaching and learning process. The spiritual and social attitudes nurture the balance of students' intelligence and psychomotor as already stated in the characteristics of Curriculum 2013.

b. English Learning Process in MTs

In accordance of the Indonesian Ministry of Education and Culture year 2013, the learning process implemented in Curriculum 2013 is competency-based learning. The learning process is conducted by elaborating the knowledge, competences, and attitudes. Every domain has different processes in achieving the learning outcome. Attitude proceeds through receiving, doing, appreciating, experiencing, and applying. Knowledge proceeds through memorizing, comprehending, implementing, analyzing, and evaluating; while skill proceeds through observing,

questioning, trying, analyzing, communicating, and creating. Overall, the learning processes are implemented in scientific approach.

McCollum (2009) stated four principles of learning in scientific approach, (1) foster a sense of wonder, (2) encourage observation, (3) push for analysis, and (4) require communication. Scientific approach invokes students' curiosity of what they will learn through observation and analyzes the information that had been found by doing an experiment and collecting information from other resources to strengthen the analysis. In the final step of scientific approach, the result of the analysis is presented in written or spoken forms and communicated it with the audience. Scientific approach accommodates the students to learn by themselves through independent learning and the use of technology. The learning process focuses on the students as the center of learning in which the students actively participate in the learning activities. Therefore, the learning process does not only take place inside the classroom but also outside, where the real life situation of the language use might happen. According to scientific approach, there are six stages of language learning proposed in this approach.

- 1) Observing. In observing, learners are asked to observe something that they cannot readily explain with their existing knowledge or they observe some phenomenon that are explained by existing knowledge but those may have another explanation. Observing

assists the learners to identify things that they want to know and/or texts they want to create or produce.

- 2) Questioning. In questioning, learners are asked to formulate relevant questions regarding the phenomenon and to acquire more information on what they had observed before. In this stage, learners should develop critical thinking in order to propose the questions with the use of their existing knowledge.
- 3) Collecting information. Learners collect data/information relevant to the questions using one or more techniques such as experiment, observation, interview, and reading books.
- 4) Analyzing information. After collecting the information, learners are asked to process the information to identify the relevance among the information. They find out the patterns of the information and draw out the conclusions of the questions.
- 5) Communicating knowledge. After analyzing the information, learners are asked to report their findings in the form of written or spoken language. Communicating the findings enables learners to share their ideas or thought about a problem and find out the solution to it from different perspectives.
- 6) Creating text. Learners are asked to produce texts to express thought/ideas on what they had learned from the previous stages. In this stage, learners are expected to develop the ability in thinking systematically and using English effectively.

c. English Learning in MTs Muhammadiyah Wonosari

Teaching is defined as a process of showing or helping the learners to learn how to do something, giving instruction, providing with knowledge, causing to know or understand (Kimble and Garmey in Brown, 1994: 7). In sum, teaching is a process of facilitating the learners to achieve new knowledge. Teaching has to guide and facilitate the learning process, enabling the learner to learn and providing positive environment for learning.

Teaching English in junior high schools is aimed to develop students' competencies in spoken and also written forms. The students are expected to be able to use English and communicate with it in daily life. Based on the basic competencies of Curriculum 2013, the students are expected to be able to use written language accurately and appropriately in daily life.

In Curriculum 2013, English learning elaborates the language skills in each of the competencies; it is also possible that the learners may need to learn specific skill in which they are lacking in learning English. Based on the observation and discussion with the teacher of MTs Muhammadiyah Wonosari, the seventh grade students of MTs Muhammadiyah Wonosari have difficulty in learning reading and writing skill. In order to find out the valid data regarding the problems of reading and writing, the questionnaire of needs analysis are conducted and the result shows that the seventh grade students are struggling with vocabulary, reading comprehension and spelling. Despite these reasons, the learning materials designed in teaching English focus on learning written language, i.e. reading and writing skills.

In teaching reading, English is introduced through short passages written with simple vocabulary and structures, the comprehension is taught through translation and grammatical analysis, and if the spoken language is taught, it is generally used to reinforce reading and limited to the oral reading of texts. Meanwhile in writing, English are exposed through written texts in which learners can enhance words recognition, spelling, sentence patters, and grammatical rules appeared in daily life communication. Teaching reading and writing cannot be separated since they are interrelated and process-product oriented skill. Reading provides the input for teaching writing.

In order to provide an appropriate learning materials for seventh grade students of MTs Muhammadiyah Wonosari, the materials has been designed based on the Core Competence and Basic Competence of Junior High School or Madrasah Tsanawiyah for grade VII semester II, as follows:

Table 1. The Core and Basic Competence of Grade VII of Junior High School/Madrasah Tsanawiyah

Core Competencies	Basic Competencies
1. <i>Menghargai dan menghayati ajaran agama yang dianutnya.</i>	1.1 <i>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</i>
2. <i>Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</i>	2.2 <i>Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</i> 2.3 <i>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</i>

(continued)

(continued)

Core Competencies	Basic Competencies
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	<p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar barang (list), sesuai dengan konteks penggunaannya.</p> <p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p>
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	<p>4.7 Menyusun teks tulis label nama (label) dan daftar barang (list), 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 sifat orang, binatang, dan benda, 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 tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>

Regarding the content of core competence and basic competence, the English learning materials in MTs is the same with in junior high school, but the materials' context situation are quite different. It is clear that the learning materials are in Islamic environment to provide appropriate examples of positive attitudes in daily life. In term of knowledge and skills, the learning materials are mainly followed the competencies stated in Curriculum 2013.

2. Written Language

In general, language is divided into two major categories i.e. spoken and written language. The spoken language is subdivided into listening and speaking; while written language is reading and writing. The language is distinguished based on the receptive and productive skills. Reading deals with receiving information from a text, while writing deals with transmitting the information into a written text. In order to differentiate written language from spoken language, Brown (2000: 341-342) had classified written language into seven characteristics: (1) permanence (the form of written language stay permanent in printed text), (2) processing time (the reading speed depends on the individual's rate), (3) distance (the interpretation built by the writer to make the written language is understandable through the physical and temporal distances), (4) orthography (written language aware of graphemes use to deliver the writer's message), (5) complexity (written language is simple and structured to avoid redundancies), (6) vocabulary (written language contains a greater variety of lexical items), and (7) formality (written language required different writing conventions for each type of texts).

In accordance to the characteristics of written language, it can be concluded that reading and writing are interrelated and interdependent skill in which both skills share the same concept of cognitive and linguistic processes. In English language learning, learners should have the opportunity to make use of the interaction between reading and writing to incorporate the ideas through written language. In reading, learners focus on comprehending the

information, while in writing they have to transmit the information through mastering the punctuation, spelling, and grammar. In order to find out the interaction between reading and writing, Nation (2009: 193) has concluded the similarities between the English reading and writing processes, as follows:

- 1) both activities are centered around written language and do not exist in language that are unwritten,
- 2) both reading and writing consist of a wide variety of genres (formality, complexity, vocabulary, and discourse structure) with which students need to be familiar in order to succeed in school settings,
- 3) both activities require an understanding of the relationship of phonemes and graphemes that make up for words,
- 4) both are complex activities with many component processes enfolded in them,
- 5) both reading and writing are a way of creating, selecting, and organizing information that can be stored for later use,
- 6) academic vocabulary expectations for both reading and writing become more challenging as students move up through the grade levels,
- 7) both skills are context reduced in which meanings are able to be communicated through words alone,
- 8) both reading and writing may use English structures that are more complex and lengthy than oral speech and lack the redundancies and clarifications of spoken English,
- 9) reading and writing vary according to different purposes, audiences, and contexts, and
- 10) reading and writing are the cornerstones of academic success.

The relationship between reading and writing are closely connected through language acquisition and language learning. In language acquisition, reading and writing shares similar cognitive process in which both skills interact with the texts. Tierney and Pearson (1983 in Tsai, 2006: 1) say that reading and writing have similar processes of meaning construction. In line with Tierney and Pearson, Krashen (1984, in Hirvela, 2004: 20) states that reading gives the contributions in writing. Both theories recognize the contribution that reading can make writing. Reading builds the knowledge

base of written texts and acquires grammatical knowledge for writing; in which facilitate the process of language acquisition.

In language learning, reading supports writing competencies through acquisition of language input when the learners are performing reading tasks. Reading requires considerable knowledge and skills, including recognizing the letters and words, vocabulary and grammatical and textual knowledge. Writing tends to encourage learners' interaction with written text and support the learners to experience reading as a composing process. Therefore, Hirvela (2004: 53) states that reading and writing connection serves as a learning tool for learners' composing processes as readers and writers. Tavares (1991: 59-60) states that in composing process, learners have to consider five knowledge of composing written language; which are (1) information knowledge (the knowledge of the world and the concept of the texts), (2) structural knowledge (the knowledge of discourse and writing structures), (3) transactional knowledge (the knowledge of communicative functions of written texts), (4) aesthetic knowledge (the knowledge of writing styles), and process knowledge (the knowledge of reading and writing process).

Further, reading also provides models for writing. William (2003: 167) says that models on reading become significant in writing instruction in junior high schools and senior high schools as well as colleges. Models improve learners' writing. The connections of reading and writing become a consideration in developing learning materials which relate both skills. It is beneficial since reading provides appropriate models for writing and acquires

good language used from reading texts. The learning activity which connects the reading and writing becomes one of the writing teaching principles proposed by Brown (2001:346-355). In his statement, he explains that students learn to write in part by carefully observing what is already written. They learn by observing, or reading, the written words. By reading and studying a variety of relevant types of text, learners can gain important insights on how they should write and what subject matter that may become the topic of their writing. By following the principles, the teaching and learning processes will run effectively.

In summary, reading and writing are integrated skills that should be learned simultaneously since they are interdependent skill that can support each other. Reading provides knowledge of written texts and models of texts for writing. Reading decodes the information before it is transmitted into written texts.

3. Reading

a. The Nature of Reading

Reading is one of the basic language skills dealing with written language as a receptive skill in which involves responding to a text, rather than producing the text. Urquhart & Weir (1998, cited in Grabe, 2009: 14) states that reading is the process of receiving and interpreting information encoded in language from via the medium of print. The process requires the interaction between the writer, the reader and the text. During the act

of reading, the reader will construct the meaning of the text by comprehending what the writer intends with the reader's background knowledge.

Further, Smith (2004: 2) says that all reading of print is interpretation, making sense of print. Making sense is a matter of interpreting, relating the situation with reader's knowledge of the world. The understanding of the information comes by linking one idea to another, making a general sense of the word by seeing it in the context of the sentence and paragraph. All learning and comprehension is interpretation.

Meanwhile, Pang (2003: 6) defines reading as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of the words, sentences and connected text. He adds that the reader, who has background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies, can help them understand written text.

In summary, reading requires an interaction process between the writer, the reader, and the text. It may contribute the knowledge of the world to understand the text. Reading is a complex process to respond to what the writer has written in the text by using the knowledge and

information owned by the reader. Reading is the process in understanding what the writer intended to convey in writing.

b. The Process of Reading

Since reading decodes the information in written texts to be able to get the intended meanings given by the writer, learners need to understand the processes of decoding the texts. Brown (2001: 292) classifies the processes of reading into bottom-up processing, top-down processing, and interactive reading.

1) Bottom-up processing (data-driven)

In this process, learners decode written symbols by working on the smaller units (letters) to larger ones (words, clauses and sentences) in order to comprehend meanings,

2) Top-down processing (concept-driven)

In this stage, learners use their existing knowledge to relate the topic of the text in order to comprehend the text. They can make prediction, interpretation and guessing from the title, pictures, knowledge of the world, etc.

3) Interactive reading

The process is a combination of bottom-up and top-down processing. In this process, they complement each other to derive the meaning from a written text. Learners adopt the top-down processing to predict possible meaning using their background knowledge. Then they move to the bottom-up processing by

recognizing the letters, words, phrases, clauses and sentences to confirm the writer's intended meaning.

c. The Micro-skills of Reading

Richards and Schmidt (2002: 331) refer micro-skill as individual processes and abilities which facilitate the learners to effectively learn the language skills. There are several micro-skills of reading said by Davis in Alderson (2000: 9) as recalling word meanings, drawing inferences about the meaning of a word in context, finding answer to question answered explicitly or in paraphrase, weaving together ideas in the content, drawing inferences from the content, recognizing a writer's purpose, attitude, tone, and mood, identifying a writer's techniques, and following the structure of passage. Meanwhile Brown (2001: 307) proposes 14 micro-skills of reading, as follows:

- 1) discriminate among the distinctive graphemes and orthographic patterns of English,
- 2) retain chunks of language of different lengths in short-term memory,
- 3) process writing at an efficient rate of speed to suit the purpose,
- 4) recognize a core words, and interpret word order patterns and their significance,
- 5) recognize grammatical word classes (nouns, verbs, etc.), systems (tense, agreement, pluralisation), patterns, rules, and elliptical forms,
- 6) recognize that a particular meaning may be expressed in different grammatical forms,
- 7) recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses,
- 8) recognize the rhetorical forms of written discourse and their significance for interpretation,
- 9) recognize the communicative functions of written texts, according to form and purpose,
- 10) infer context that is not explicit by using background knowledge,

- 11) infer links and connections between events, ideas, etc., deduce cause and effects, and detect such relations as main ideas, supporting ideas, new information, given information, generalization, and exemplification,
- 12) distinguish between literal and implied meanings,
- 13) detect culturally specific references and interpret them in a context of the appropriate cultural schemata, and
- 14) develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Therefore, in order to design reading materials, the micro-skills should be implemented in the learning activities. The micro-skills assist the learners to decode the information from the texts effectively and easier access to understand the meanings of the written texts. Learners are able to develop their reading skills through learning its micro-skills.

d. Reading Strategies

Reading cannot be done in scrambled ways. The readers should have good strategies to comprehend the intended meanings of the texts. In order to achieve the understanding, learners have to combines the prior knowledge and the information through reading the written texts. To make the learner effectively comprehend the content of the texts, there are some reading strategies which can be used by the learners. Brown (2001:306-310) explains some strategies which can be applied while reading. The strategies are mentioned below.

- 1) Identifying the purpose in reading.
- 2) Using graphemic rules and patterns to aid in bottom-up decoding.
- 3) Using efficient silent reading techniques for relatively rapid comprehension.
- 4) Skimming the text for main ideas.
- 5) Scanning the text for specific information.
- 6) Using semantic mapping and clustering.

- 7) Guessing when the reader is not certain.
- 8) Analyzing vocabulary.
- 9) Distinguishing between literal and implied meanings.
- 10) Capitalizing on discourse markers to process relationship.

e. Types of Reading Performance

In designing reading material, teacher should have the clear picture of what appropriate reading performance used to be adapted in the learning activity. Brown (2001: 312) proposes two types of reading performance oral and silent reading (intensive and extensive reading).

1) Oral and silent reading

Oral reading is saying a written text aloud. This is aimed to serve as an evaluation check on bottom-up processing skills, as a pronunciation check, and enhancing students' participation in a certain short segment of reading passage.

Silent reading is perceiving a written text in order to understand its content by silently reading the text. This activity improves learners' understanding because it helps them concentrate on what they are reading without being burdened to pay attention to pronunciation. Also, it develops the strategies for reading fast with better comprehension.

2) Intensive and extensive reading

Intensive reading involves learners' participation in getting into the text intensely by focusing their attention on linguistic or semantic details of a reading and surface structure details such as grammar and discourse markers. This activity is aimed to build more language

knowledge rather than simply practice the skills of reading. This reading is sometimes called content related reading which deals with short texts.

Extensive reading is carried out to achieve a general understanding of a text. This activity is aimed to build learners' confidence and enjoyment in reading a text. The activity provides a variety topic of texts. The materials are well within the linguistics competence of the learners in terms of vocabulary and grammar.

Further, Brosnan (1984, in Nunan, 2003: 35) states that in carrying out reading activity, there are some considerations involved in the activity such as recognizing and understanding scripts and format, recognizing and understand key words and phrase, skimming for gist, identifying the main points in text, and reading in detail.

4. Writing

a. The Nature of Writing

Writing is one of the productive skills which is dealing with the production of written language. The starting point of producing written text is developing ideas. Hyland (2004: 9) defines writing as the process of developing ideas by engaging the learners to share their personal views on a topic. He proposes the use of prewriting tasks to stimulate the learner's ideas and construct their own views on topics presented by the teacher. Further Hyland also states that writing is an act to discover meanings by guiding and initiating the learners to give responses of the ideas.

Brown (2001: 335) defines writing as the nature of composing process of writing. Meanwhile, Elbow (1973) in Brown (2001: 337) states that writing is a thinking process, in which the learners develop what they presently think, feel and perceive into a written product. Both theories propose the same ideas that in order to write, the learners should be able to compose their ideas through the process of thinking, drafting, and revising. In the process of composing a written product, the learners have to learn how to generate the ideas, how to arrange them coherently and organize them cohesively into a text using discourse markers, how to check and revise the text to make it clearer, how to use appropriate grammar, and how to produce a final product of writing.

Further, Sokolik (2003) in Linse and Nunan (2006: 98) defines writing as a combination of process and product. Writing shows the relationship between the process of writing (i.e. prewriting, drafting, revising, and editing) and the production of a written product. In order to produce language outputs (products), the learners have to understand the underlying abilities and skills used in producing them (processes). The composing process of writing is linked to a particular language outcome.

In conclusion, writing is process to communicate ideas and information by transferring them into words, sentences and paragraphs coherently and cohesively. Writing engages the learners in developing ideas, making draft, and revising the written text to achieve the final product of writing.

b. The Process of Writing

In order to be able to communicate the ideas through written texts, the learners have to be able to write by following the steps of the writing process. Seow in Renandya (2002: 316) states that the writing process provides learners with a series of planned learning experiences to help them understand the nature of writing at any point. The five-steps of the process of writing described by Graves (1983, in Johnson (2008: 179-180). The process provides a context for writing activities as follows:

- 1) Prewriting. It encourages learners to write. Prewriting provides the learners to generate ideas by listing, brainstorming, outlining, silent thinking, or power thinking.
- 2) Drafting. It focuses on the fluency of writing by giving a chance for learners in capturing the ideas on paper. The draft usually is in the form of a rambling, disconnected accumulation of ideas.
- 3) Revising. Revising improves the content and organization of ideas to make the written work clearer and readable. Revising provides the chance to overlook the flow and structure of the ideas by moulding and changing the arrangement of the sentences.
- 4) Editing. It engages learners to tidy up the written work as they prepare the final draft. Editing provides corrections to any grammar, spelling, and punctuation errors.
- 5) Publishing and sharing. The last writing process is where the learners' writings are shared with the audience.

The process of writing helps the learner to understand that writing is not only the process of transferring the ideas on paper but also the process of composing the ideas coherently into an appropriate written product. The process is starting with generating ideas, making a draft, revising the mistakes and errors to clearer meanings, editing, and the last process is sharing the meanings with the others.

c. The Micro-skills of Writing

Micro-skills of writing are the individual processes and abilities which are used in carrying out a written works during the learning and teaching process of writing. There are 12 micro-skills proposed by Brown (2001: 342), as follows:

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

Writing has various micro-skills that will help to develop learners' writing skill. The micro-skills teach the smallest skill as forming letters, spelling and enriching the vocabulary until the complex skill of writing such as linking the ideas, distinguishing literal and implied meanings, and convey the cultural references in the text.

d. Types of Writing Tasks

In order to improve learners' writing skill, deciding writing tasks is also needed to make the teaching and learning writing more efficient and appropriate for learner' level of proficiency. According to Hyland (2003: 113) the types of writing tasks are classified into real-world tasks and pedagogical tasks. Real-world tasks are designed to learners' target communicative goals; meanwhile pedagogical tasks are designed to develop the genre knowledge and composing skills. Further, Hyland proposes the criteria of knowledge that have to consider in designing effective writing tasks; which are knowledge of the ideas and topics to be addressed (content), knowledge of the appropriate language forms to create the text (system), knowledge of drafting and revising (process), knowledge of communicative purpose and rhetorical structure (genre), and knowledge of readers' expectations and beliefs (context).

Meanwhile, Nation (2009: 95) designs types of writing tasks into four kinds of tasks called experience tasks, shared tasks, guided tasks, and independent tasks. These tasks deal with the gap which exists between learners' present knowledge and the demands of the learning task.

Experience tasks narrow the gap by using and developing learners' previous experience. Shared tasks try to get learners to help each other cross the gap. Guided tasks bridge the gap by providing the support of exercises and focused guidance. Thus, independent tasks allow learners to use their own resources in doing the tasks.

e. Types of Writing Performance

In designing writing material, teacher should have the clear picture of what appropriate writing performance used to be adapted in the learning activity. According to Brown (2001: 343-344) there are five major categories of classroom writing performance.

1. Imitative, or writing down

This activity focuses on imitating English letters, words, and sentences to learn the conventions of the orthographic code.

2. Intensive , or controlled

This activity focuses on controlling what should the learners do in learning writing in which limiting learners' creativity to express themselves in writing.

3. Self-writing

This activity focuses on referring the self in mind as an audience to records their thought, feeling, and reactions.

4. Display writing

This activity focuses on how writing display writer's thoughts and feelings in words such as essay examination, research report, etc.

5. Real writing

This activity allows the write to communicate their thoughts and feelings to the audience based on their needs.

Based on the theory above, it can be concluded that there are five types of classroom writing performances with their complexity level. In writing class, the teacher can teach the students the five types of classroom writing performances from the easiest one to the difficult one.

5. Content-Based Instruction (CBI)

Content-Based Instruction (CBI) is one of methodologies of teaching English which is focused on teaching specific content based on the learners' needs such as learning specific skills of English. In this case, they need Content-Based Instruction to support their learning.

a. The Definition of Content-Based Instruction

Content-based instruction has been known as an approach which focuses on experiential content rather than linguistic. Richards and Rodgers (2001: 204) state that content-based instruction is an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than a linguistic or other types of syllabus. Meanwhile, Krashen (1982) says that content-based instruction is a methodology in which acquires the content area of the subject matter with comprehensible input and simultaneously increase the learners' language skills.

Further, Krahne (1987: 65, cited in Richards, 2006: 27) defines content-based instruction as the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.

In conclusion, content-based instruction is a methodology which integrates content of the subject matter and target language in order to make specific materials that can engage both content mastery and second language acquisition.

b. The Principles of Content-Based Instruction

According to Briton (2003, cited in Nunan, 2004: 132-133), there are five principles in conducting content-based instruction in the learning process.

1) Base instructional decisions on content rather than language criteria

Content-based instruction allows the choice of content and what language items would be integrated in it.

2) Integrate skills

Content-based instruction employs language skills in the learning process to create a real world communication, where interactions involve multiple skills simultaneously.

3) Involve students actively in all phases of the learning process

Content-based instruction focuses on learner-centred learning; the students learn through doing and actively engaged in the learning process.

- 4) Choose content for its relevance to students' lives, interests and/or academic goals

The choice of content depends on the learners' needs and the instructional settings. Content-based instruction provides instruction that is appropriate for academic learning.

- 5) Select authentic texts and tasks.

Content-based instruction provides authentic texts and tasks in the learning process.

Content-based instruction focuses on learning through content, the students learn a language more successfully as a means for acquiring information, rather than the language itself. The choices of content are based on the learners' needs for learning a second language acquisition where the learners are the central of learning. It also provides a coherent framework that can be used to link and develop all of language skills.

c. The Theory of Language

Richards and Rodgers (2001: 207-209) state that there are a number of assumptions about the theory of language underlain CBI.

- 1) Language is text- and discourse-based

Content-based instruction addresses the role of language as the medium for learning content, while content is the source of learning language. The focus of teaching is how meaning and information of written texts are communicated and constructed through texts and discourse.

2) Language use draws on integrated skills

Content-based instruction integrates multiple language skills in learning activities because the skills are generally involved in the real world in communication process.

3) Language is purposeful

Language is used for specific purposes. Content-based instruction focuses on the purpose of the language sample they are exposed to. If the learners can attain the purpose, they will become engaged to language they learn.

d. The Theory of Learning

The way of learning is very important to affect people to learn language well. People who have clear objectives to learn English will be easier to master English than people who have not. As stated by Anderson (1983), content-based instruction is supported by cognitive learning theory, in which it is believe that learning is accumulated and developed in several stages, namely *the cognitive stage*, *the associative stage* and *the autonomous stage*.

In the cognitive stage, learners are developing the language skills through the required tasks (guided activities). Then, in the associative stage, they are more improved and have strengthened their skills, but still need support to accomplish the tasks (semi-guided activities). Finally, in the autonomous stage, learners are able to perform the tasks automatically and autonomously (free activities).

e. Designing Language Learning Materials in CBI

In CBI, the materials are used typically with the subject matter of the content course. There are a number of descriptions of learning activities in CBI. Stoller (1997, cited in Kim (2005: 150-151) provides a list of activities described as Six T's, which are themes, texts, topics, threads, tasks, and transitions.

- 1) Themes. The variety of themes foster learners' interests, needs, expectations, and comprehension. The themes assist the learners to generate their ideas and produce them into words or spoken forms.
- 2) Texts. The contents of the texts should be interesting, meaningful, and comprehensible for acquisition of content and language.
- 3) Topics. They are organized and situated under particular themes to deal with more specific details of the themes that are being learned.
- 4) Threads. They are links to connect the different themes within the curriculum so that the learners are able to relate what have been learned and gain a picture of the learning experience.
- 5) Tasks. They are designed based on the texts that carrying interesting, meaningful, and comprehensible materials. Tasks are made to gain the understanding of the materials through social interactive and communicative experiences.
- 6) Transitions. They create links across topics in each unit and across tasks within each topic. In other words, each topic has same characteristics and each topic is relevant to the previous one.

Content-based instruction provides interesting themes and topic to foster learners' interest in getting what they will learn in each unit. The tasks and texts are designed and developed to meet their needs in acquiring the goal of learning second language acquisition. The designed learning material provides meaningful tasks; meanwhile the unit design of the materials should be relevant within each unit.

6. Task Development

a. Definition of Tasks

Materials should be designed into communicative tasks in which the learners make use of the language and knowledge to communicate meaningfully in daily life. A task becomes a primary focus in a unit. Richards and Schmidt (2002: 539) say a task is an activity designed to help achieve a particular learning goal.

Meanwhile, Nunan (2004: 1) defines tasks as real-world or target tasks, and pedagogical tasks. Target tasks refer to uses of language in the world beyond the classroom, in which the tasks have a non-linguistic outcome and may not involve language use. Pedagogical tasks refer to uses of language that occur in the classroom in which 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.

Similar to Nunan, Ellis (2003: 16) defines pedagogical task as a workplan 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. In summary, task is a designed activity that involves the use of target language in order to achieve a particular purpose.

b. Principles of Task-Based Language Teaching

The tasks are designed and organized to meet the learners' needs in achieving the goals of learning. To create such appropriate tasks, there are the principles to follow that are proposed by Nunan (2004: 35-38). He summarized the underlying principles in designing tasks of language learning materials.

1) Scaffolding

At the beginning of the learning process, learners should not be expected to produce language that has not been introduced. The task has to provide an insight on what they are expected to learn by doing an observation of what is provided in the task to foster their interest in learning process.

2) Task dependency

Learners are provided tasks that exploit and build up their knowledge and competencies of the subject being learned. The task dependency focuses on engaging learners with receptive tasks rather than productive tasks.

3) Recycling

Recycling language maximizes opportunities for learning and activates the 'organic' learning principle. This principle allows the learners to encounter target language items in a range of different environments, both linguistic and experiential.

4) Active learning

Learners are actively doing the learning. It provides opportunities to construct their own knowledge and understanding of the tasks.

5) Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning. The tasks provide exposure to the systematic relationship between form, function, and meaning of the language used of what language they are needed to master.

6) Reproduction to creation

Learners are encouraged to do creative language tasks. The tasks are starting from productive tasks in which used to strengthen learners' understanding of form, meaning, and function and exposing the creative tasks. In creative tasks, learners are asked to construct the language with their own original idea.

7) Reflection

Learners should be given an opportunity to make reflection on what they have learned and how well they are doing.

c. Task Types

There are so many different task types provided as written data in language teaching. Nunan (2004: 58-60) classifies the tasks according to the strategies underpinning them. The following table proposes five different strategy types: cognitive, interpersonal, linguistic, affective and creative.

Table 2. Tasks Types in Language learning

Learning strategy	Activity
Cognitive	<ol style="list-style-type: none"> 1. Classifying: putting things that are similar together in groups. 2. Predicting: predicting what is to come in the learning process. 3. Inducing: looking for patterns and regularities. 4. Taking notes: writing down the important information in a text in your own words. 5. Concept mapping: showing the main ideas in a text in the form of a map. 6. Inferencing: using what you know to learn something new. 7. Discriminating: distinguishing between the main ideas and supporting information. 8. Diagramming: using information from a text to label a diagram.
Interpersonal	<ol style="list-style-type: none"> 1. Co-operating: sharing ideas and learning with other students. 2. Role playing: pretending to be someone else and using the language for the situation you are in.
Linguistic	<ol style="list-style-type: none"> 1. Conversational patterns: using expressions to start conversations and keep them going. 2. Practicing: doing controlled exercises to improve knowledge and skills. 3. Using context: using the surrounding context to guess the meaning of unknown word or phrase. 4. Summarizing: picking out and presenting the major points in a text in summary form. 5. Selective listening: listening for key information without trying to understand every word. 6. Skimming: reading quickly to get a general idea of a text.

(continued)

(continued)

Learning strategy	Activity
Affective	1. Personalizing: sharing the opinions, feelings, and ideas about a subject. 2. Self-evaluating: thinking about how well learners' did on a learning task and rating themselves on a scale. 3. Reflecting: thinking about ways learners' learn best
Creative	1. Brainstorming: thinking of as many words and ideas as one can.

d. Task Components

The early conceptualization of task components is proposed by Shavelson and Stern (1981, in Nunan, 2004: 40) as follows: content (the subject matter to be taught); materials (the things that learners can observe/manipulate); activities (the things that learners and teachers will be doing during a lesson); goals (the teachers' general aims for the task); students and social community. Meanwhile Candlin (1987) suggests that task should contain input, roles, settings, actions, monitoring, outcomes and feedback. Similar to Candlin, Nunan classifies the task components into goal, input, procedures, teacher role, learner role and setting; which are represented in the following figure below.

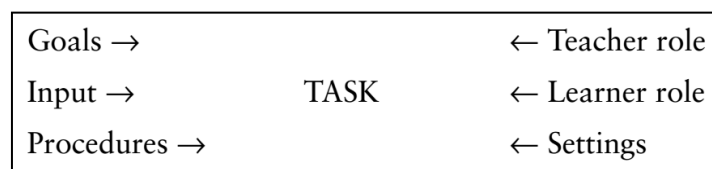


Figure 1. The Components of Tasks

- 1) Goals. They are the vague, general intentions behind any learning tasks. They may related to a range of general outcomes (communicative, affective, or cognitive) or directly describe

teacher or learner behaviour. Goals provide a link between the tasks and the curriculum.

- 2) Input. It refers to the spoken, written and visual data that learners work with in the course of completing a task. Input does not refer to the authenticity of materials, but how the authenticity can be combined with non-authentic materials to provide learners with optimal learning opportunities.
- 3) Procedures. They refer to what learners will actually do with the input that forms the point of departure for the learning task. The procedures should mirror communicative performance in the real world situation so that learners can apply them in real life.
- 4) Learner 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 relationship between the participants. Richards and Rodgers (1986, in Nunan, 2004: 65) identify some primary roles of learners that are implied in learning process as follows:
 - a) the learner is a passive recipient of outside stimuli.
 - b) the learner is an interactor and negotiator who is capable of giving as well as taking
 - c) the learner is a listener and performer who has little control over the content of learning
 - d) the learner is involved in a process of personal growth
 - e) the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes
 - f) the learner must take responsibility for his or her own learning, developing autonomy and skills in learning-how-to-learn.

- 5) Teacher role. According to Breen and Candlin (1980, in Nunan, 2004: 67) the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the last is to act as an observer and learner. In order to make a conducive environment in learning process, the teacher may need to strike a balance between the roles that they feel appropriate and those demanded by the students.
- 6) Setting. It refers to the classroom arrangement specified or implied in the task. Wright (1978: 58) cited in Nunan (2004: 71) has classify the different ways in which learners might be grouped physically within the classroom into individual activity, pair work activity, small group work activity, and whole class activity. Setting also refers to where the learning takes place whether it is inside or outside classroom.

7. Unit Development

It is a matter of fact that every course or textbook consists of a number of units and each of units has a number of tasks or learning activities. Richards and Schmidt (2002: 570) define unit as a teaching sequence that is normally longer than a single lesson but shorter than a module and consists of a group of lessons planned around a single instructional focus. A unit seeks to provide a structured sequence of activities that lead towards a learning outcome.

Further, Shambaugh and Magliaro (2006: 216) states that unit organizes what learners are going to learn in ways that help them learn. Unit determines the scope, learning focus, and sequence for the units.

Nunan (2004) defines the concepts of grading, sequencing, and integrating tasks in developing a unit. Richards, Platt and Weber (1986: 125) described grading as the arrangement of the content of a language course or textbook so that it is presented in a helpful way. In line with Nunan, Graves (2000: 135) said sequencing involves deciding the order in which the material designer will teach what. Grading affects the arrangement of words meanings, tenses, structures, topics, functions, skills, etc. in a task. The order of tasks may be presented based on the complexity of the input, the complexity of grammatical items, the complexity of the genre texts, the complexity of procedural factors (varying the difficulty of the input data), or the complexity of the learner's factors (background knowledge, confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge/awareness and linguistics knowledge). In order to overcome the complexity of grading, Nunan proposed the idea of task continuity.

According to Nunan (2004: 125), the terms 'continuity', 'dependency' and 'chaining' refer to the same thing which are the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. The instructional sequence is developed according to the cognitive and performance demanded by the learners. The following table describes the steps of instructional sequence.

Table 3. The Steps of Instructional Sequence

Phase	Steps within phase
Processing (comprehension)	In this phase, learners are asked to read or listen a text and give responses (verbal, non-verbal, non-physical and no response) regarding the information presented in tasks.
Productive	In this phase, learners are asked to actively produce their own speech and writing by doing productive activities such as listen on a cue and respond to the tasks by repeating the complete version of the cue, completing a substitution or giving meaningful response to the cue.
Interactive	In this phase, the tasks focus on the interplay between a learner and a text and or among the learners by doing interactive activities such as role play, simulation/discussion, and problem-solving gap.

Referring to table above, the phase of sequence is developed from building the learners' comprehension through receptive tasks (reading and listening). The next stage is focusing on controlled production tasks and exercises, and the last stage is interactive in which learners creatively produce an authentic communicative instruction.

8. Material Development

a. Definition of Materials

Materials are important components within the teaching and learning process. Crawford in Richards and Renandya (2002: 75-76) states that materials serve as a basis for much of the language input learners receive and the language practice that occurs in the classroom. She has classified the materials into (a) printed materials such as books,

workbooks, worksheets, or readers; (b) non-print materials such as cassette or audio materials, videos, or computer-based materials; and (c) materials that compromise both print and non-print sources such as self-access materials and materials on the internet. In addition, materials not designed for instructional use, such as magazines, newspaper, and TV materials, may also play a role in the learning process.

Meanwhile, Tomlinson (1998: 2) defines materials as anything which is deliberately used to increase the learners' knowledge and/or experience of the language. Further, he states that materials obviously in the form of cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises. Materials are summarized as any sources of possible input which can facilitate and accommodate the learning process so that learners are able to increase their knowledge and/or experience of the language.

b. Criteria of Good Learning Materials

Hutchinson and Waters (1987: 107) say that good materials do not teach learners but they encourage learners to learn. Good materials contain interesting texts, enjoyable activities which engage learners' thinking capabilities, opportunities for learners to use their existing knowledge and skills, and content which both the learners and the teacher can cope with. Good materials should provide a clear and coherent unit structure, which will guide the teacher and the learners through various activities in such a way as to maximize the chance of learning.

The principles of designing materials should help the teachers to design and develop their own learning materials. The learning materials enable to encourage the learners in achieving the learning objectives. Tomlinson in Richards (2001: 263) provides criteria of good learning materials.

- 1) Materials should achieve impact.
- 2) Materials should help learners feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) Materials should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instructions are usually delayed.
- 11) Materials should take into account that learners have different learning styles.
- 12) Materials should take into account that learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

The criteria of good materials give an insight in how to select and design appropriate materials which are suitable for the learners' needs and can improve their knowledge and skills in acquiring the second language acquisition.

c. Principles of Materials Development

Graves (2000: 150) states that materials development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course. Further, Graves develops fifteen principles in designing and organizing the activities in the materials:

- 1) the activities should draw on what students' experience and current situation and be relevant to them,
- 2) the activities should build students' confidence in transferring what learned outside of class,
- 3) the activities should build students' confidence in transferring what learned outside of class,
- 4) the activities should allow students to problem solve, discover, analyze so that the students will be engage and use the language,
- 5) the activities should help students develop specific skills and strategies so that they can transfer skills to other learning situations,
- 6) the activity should help students develop specific language and skill they need for authentic communication so that they can use in real situation,
- 7) the activities should integrate the four skills of speaking, listening, reading, and writing,
- 8) the activities should enable students to understand how a text is constructed so that the students can gain access to similar texts
- 9) the activities should enable students to understand cultural context and cultural differences so that they have more confidence in target culture context and understand own culture context,
- 10) the activities should enable students to develop social awareness so that they can navigate system in target culture,
- 11) the activities should be authentic so that the students see the relationship and gain experience with the real language,
- 12) the activities should vary the roles and groupings so that the students get different types of practice and responsibility,
- 13) the activities should be of various types and purposes to provide adequate practice,
- 14) the activities should use authentic texts or realia so that students are familiar with/have access to language used in read situation; and
- 15) the activities should employ a variety of materials to engage students and meet different learning needs.

In addition, Hutchinson and Water (1987: 107-108) propose six principles in designing materials: materials provide stimulus learning so that they can encourage learners to learn, materials help to organize the teaching-learning process by providing a path through the complex mass of language to be learned, materials embody a view of nature of language and learning, materials reflects the nature of the learning task so that they can reflect the complexity of the tasks and make it manageable, materials can have a very useful function in broadening the basis of teacher training by introducing teachers to new techniques, and materials provides models of correct and appropriate language use.

Considering the principles, in order to design an appropriate learning material, the material developer and/or the teacher have to be aware in choosing authentic texts whether the texts are appropriate and/or cater learners' needs. Materials are also organizing the activities whether they are interesting and meaningful or not; so that learner can engage in the teaching and learning process.

d. Steps of Materials Development

The learning materials are developed to help the learners in achieving the goals of learning. The developed materials are designed and organized through the steps of material development proposed by Dick and Carey (cited in Gall and Borg, 2003: 571). The following of the steps of materials development is presented in the figure below.

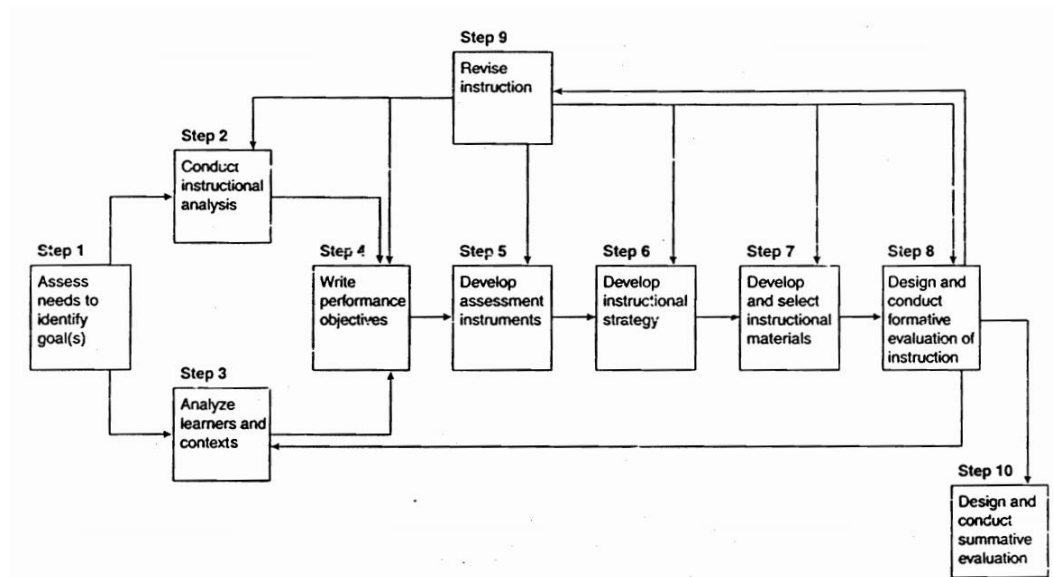


Figure 2. Dick and Carey's Model of Material Development

There are ten processes of materials development proposed by Dick and Carey (in Borg, 2003: 570). Step 1 involves the definition of goals for the instructional program or product, which often includes a need assessment. Step 2 is identifying the specific skills, procedures, and learning tasks that are involved in reaching the goals of instruction. Step 3 is indentifying the learners' entry skills and attitudes, the characteristics of the instructional setting, and the characteristics of the target situation. Step 4 involves translating the needs and goals of instruction into specific performance objectives. Step 5 is developing assessment instrument. Step 6 is developing instructional strategies for assisting learners with their efforts to achieve each performance objective. Step 7 involves the development of instructional materials including print materials. Step 8 is designing and conducting formative evaluation for target learner in order to identify the improvement and effectiveness of the instruction. Step 9 is

revising instruction to identify difficulties experienced by learners in achieving the objectives. The last step is designing and conducting summative evaluation to assess the effectiveness of instruction by involving an independent evaluator.

The developed material is adapted and modified to meet the conditions of the research such as combining the step 1, 2, 3 into one, conducting needs analysis. The steps of materials development do not include step 8 because there is no provided time to conduct any try out to evaluate the effectiveness of the materials from learners' point of view.

9. Materials Evaluation

Materials evaluation is the final step in developing the materials. According to Richards and Schmidt (2002: 322), materials evaluation is the process of measuring the value and effectiveness of learning materials in language teaching. This evaluation aims to find in which learning materials that should be revise in order to improve the effectiveness in the materials; in which learning materials that are not appropriate for the learners' target and learning needs and the competencies of curriculum. Tomlinson (1998) states material evaluation aims to measure the value of the materials. Further, he says that material evaluation is the systematic appraisal of value of materials in relation to their objectives and to the objectives of the learner using them. In sum, material evaluation is the systemic appraisal to evaluate the effectiveness and the value of materials related to learners and learning objectives.

Considering the type of research conducted, this study used expert judgment as the materials evaluation. The material evaluation aims to evaluate the appropriateness of the materials regarding content, language, presentation and graphic. The instrument of material evaluation is in the form of questionnaire. The items of questionnaire are adapted from BNSP. The evaluation of expert judgment is assessed by an independent evaluator.

B. Conceptual Framework

In accordance to the implementation of Curriculum 2013, the purpose of teaching English is to improve communication in both spoken and written languages through elaborating four language skills and applying scientific method. However, in reality, most of secondary learners are not prepared to learn English in Curriculum 2013. They have difficulties to cope up with the language learning process in which the language skills are elaborated in one competence. Consequently, learners have difficulty in developing particular language skills.

Based on the observation, it is found that the seventh grade students of MTs Muhammdiyah Wonosari are lacking in spelling, vocabulary mastery, and reading comprehension. Besides, the learning materials provided do not meet the students' needs and less interesting in terms of visualization. Considering these issues, it can be concluded that learners have difficulty in learning written language, reading and writing skill. Since reading and writing are interdependent, the learning materials should make the use of interaction between the skills to incorporate the ideas through written texts.

In order to design an appropriate learning material, the model instructional design is adapted from Dick and Carey's (2001). The first step is conducting needs analysis in which the analysis provides information regarding learners' target needs and learners' learning needs before designing a course grid. In developing learning materials that is focused on learners' needs in improving language skills, it is appropriate to use Content-Based Instruction as the approach in developing the learning materials because it better reflect learners' needs for learning a second language (Richards and Rodger, 2001). Content-based instruction allows the choice of content which is based on the learners' needs and relevant to learners' lives, interest and/or academic goals, integrates language skills, involves students actively in the learning process, and provides authentic texts and tasks in the learning process. Content-based approach put learner as the central of learning. Thus, the next step of the instructional design is material evaluation. In this study, the expert of materials development will be asked to give evaluation regarding the appropriateness of content, language, presentation, and graphic.

This study aims to find out the target needs and the learning needs of the seventh grade students of Madrasah Tsanawiyah and develops the appropriate materials for the students.

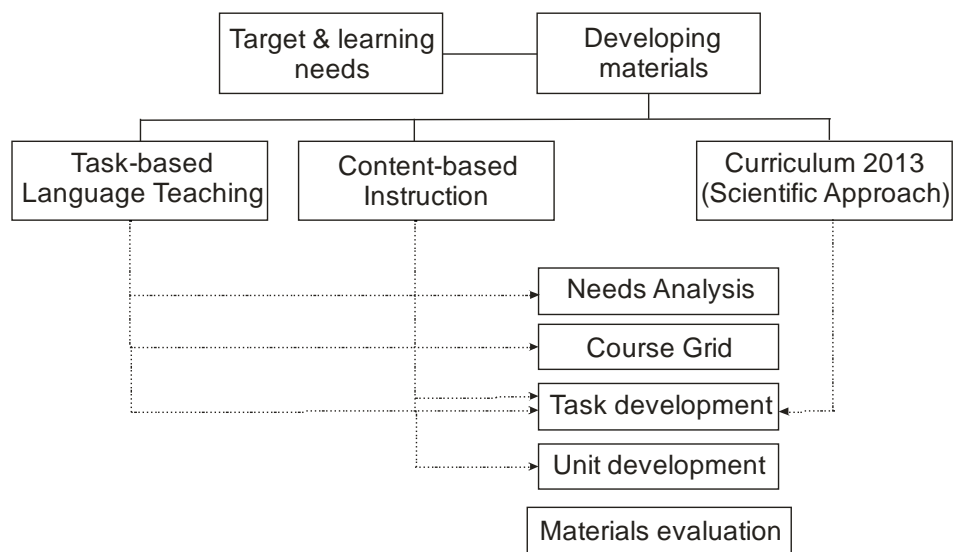


Figure 3. Conceptual Framework

CHAPTER III

RESEARCH METHOD

C. Research Design

The type of the research is Research and Development (R&D). Borg and Gall (2003: 569) defined R&D as an industry-based development model in which the findings of research are used to design new product and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. In educational setting, this kind of research involves systematic evaluation and materials development. The product of this research is English learning materials for the seventh grade students of MTs Muhammadiyah Wonosari.

B. Research Setting

This research was conducted at MTs Muhammadiyah Wonosari. The school was located at Alun-alun Street no. 9, Kepek, Wonosari, Gunungkidul. The observation of the research was held on September 5, 2014 and the distribution of needs analysis's questionnaires was on September 13, 2014.

C. Research Subject

The subject of the research was the seventh grade students of MTs Muhammadiyah Wonosari. The sample of the research had been limited into two classes. The number of the participants was 78 students.

D. Research Procedures

The research conducted was modified and adapted from the model designed by Dick and Carey (2001, in Borg and Gall, 2003: 570). The model was adapted to meet the condition of the research. The model proposed a set of procedures employed the researcher to analyze, design, develop, evaluate, and revise the design material. The steps of the materials development in this research was shown in the figure below.

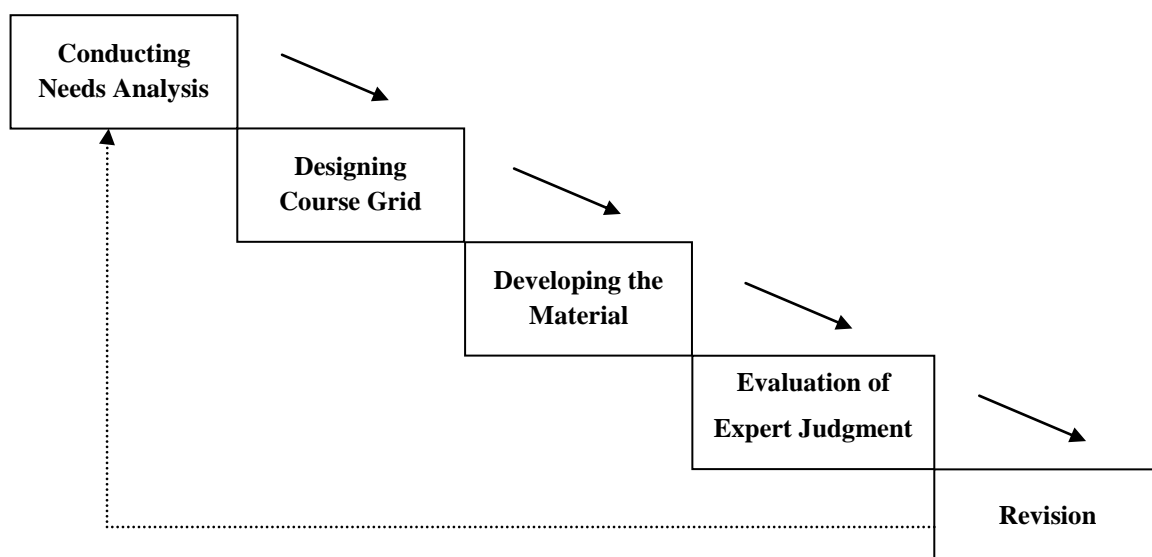


Figure 4. The Procedures of Research

1. Conducting the Needs Analysis

The first step in the model was identifying the goal of learning, the gap between students' proficiency and the required knowledge. It determined what skills, knowledge and attitude were required to achieve the goal. In order to collect the information, the researcher distributed the questionnaires of the

needs analysis for the seventh grade students of MTs Muhammadiyah Wonosari.

2. Designing the Course Grid

Based on the information from the needs analysis, the researcher designed a series of activities on what knowledge and skills should be learnt to achieve the goal of learning. It was a guideline in developing the activities of the materials.

3. Developing the Material

In this step, the researcher produced the material. This typically included the learning objectives, learning materials, evaluation tests, and self-reflection activities. The material was developed to enhance the students' skill and knowledge by applying the macro- and micro-skills of reading and writing.

4. Evaluation of Expert Judgment

An evaluation was conducted to assess the quality and the appropriateness of the product in achieving the competencies of Curriculum 2013 and the students' needs. The evaluation involved a professional evaluator in English materials development. The instrument of the evaluation was in the form of a questionnaire.

5. Revision

The final step was the revision of the material. The result of questionnaire for expert judgment was used to identify the appropriateness of the material and to create the final draft of the materials.

E. Data Collection

1. Data Collection Instrument

The instrument used in this research was a questionnaire. The instrument was appropriate for the research because the questionnaire could cover a large group of participants in a short of time. In this research, there were two kinds of questionnaires used to collect the data. The first questionnaire was the needs analysis of the seventh grade students of MTs Muhammadiyah Wonosari. The questionnaire was made to find out the information of students' identity and needs. The second questionnaire was the evaluation of the expert in materials development. The questionnaire was made to find out the appropriateness of the material through expert judgment.

2. Data Collection Technique

In conducting the needs analysis questionnaires, the researcher had developed the questions in the form of close-ended questions. It was because the result of the closed-ended questions could be displayed into numerical values. According to McKay (2006: 42-43) there were three possible alternatives in displaying the numerical value of the closed-ended questions into frequency, percentage, and central tendency. The needs analysis questionnaire employed the closed-ended question that displayed the result in the form of percentage. The delivery of the closed-ended questions could be identified through the outline of the questionnaire below.

Table 4. The Organization of the Need Analysis Questionnaire

No.	Item Number	Aspect	The purpose of the questions	Reference
1.	I, 1, 6	Who the students' are	to find the personal information of the student	Graves (2000: 103)
2.	2	Goal	to find the information about students' opinion of learning interest	Graves (2000: 104) Nunan (2004: 41)
Target Needs				
3.	3	Necessities	to find out the students' needs determined by the demand of the target situation	Hutchinson & Waters (1987: 55)
4.	9, 10	Lacks	to find out the gap between the students' proficiency and the required knowledge level	Hutchinson & Waters (1987: 56)
5.	4, 5	Wants	to find out the students' needs related to the material	Hutchinson & Waters (1987: 56)
Learning Needs				
6.	7, 8	Input	to find out the information about the students' opinion of the learning aids	Nunan (2004: 47)
7.	11, 12	Procedure	to find out the information about the students' opinion of the learning activities	Nunan (2004: 52)
8.	13	Setting	to find out the information about the students' opinion on how the task should be carried out.	Nunan (2004: 70)
9.	14	Learner's role	to find out students' roles in the classroom	Nunan (2004: 65)
10.	15	Teacher's role	to find out the teacher's roles in the classroom	Nunan (2004: 70)

The questionnaire for expert judgment was conducted into two types of questions. The close-ended questions described the data in the form of interval scales. Therefore, the questions had been adapted from the standard of evaluating a course book from BNSP (2013). The aspects of the evaluation include content, language, presentation, and graphic.

Table 5. The Organization of the Expert Judgment Questionnaire

No.	Components of the Evaluation	Aspect	Item Number	Reference
1.	Content	Completeness	1	BNSP
		Depth	2	BNSP
		Social function	3	BNSP
		Grammatical feature	4	BNSP
		Language feature	5, 6	BNSP
2.	Language	The appropriateness of the developmental level of students.	7, 8	BNSP
		Communicative language	9	BNSP
		Language accuracy	10, 11	BNSP
3.	Presentation	Systematic presentation	12	BNSP
		Student-centered	13	BNSP
		Scientific approach	14	BNSP
		Developing creativity and critical thinking	15, 16, 18	BNSP
		Independence	17	BNSP
		Self-evaluation	22	BNSP
		The organization of the presentation	19, 20, 21, 23	BNSP
4.	Graphic	Arrangement	24	BNSP
		Typography	25, 26	BNSP
		Illustration	27, 28, 29, 30	BNSP

The second type of questions in the questionnaire for expert judgment was open-ended questions. The questions provided spaces for suggestions to improve the material. The result of open-ended questions was compiled by

transcribing the answers. Here is the list of the open-ended questions of the second questionnaire.

- 1) What is your opinion concerning this unit?
- 2) What is your suggestion concerning this unit?

F. Data Analysis Techniques

1. Analyzing the Data of Need Analysis Questionnaire

The data of need analysis were analyzed by dividing the frequency of the response with the total number of the participant into percentage. The highest percentage showed the actual condition of the students' need.

2. Analyzing the Data of Expert Judgment Questionnaire

The data of expert judgment were presented in Likert-scale. Each response of the questions was given number in the scale of 1 to 4 and the number of scales represented the descriptive categories.

Table 6. A Four-point Likert-scale

Scale	Descriptive Categories
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree

The data were analyzed by calculating the range of the score. Lodico, Spaulding, and Voegtler (2010: 59) stated that range was the difference between the highest and lowest score in a distribution. This indicated how many points separate these two scores. The range had been calculated to find

the interval of a scale. In order to convert the expert judgment data into a descriptive analysis, the research used mean as the indicator of measurement.

The results of the calculated data were converted according to the data conversion table developed by Suharto (2005: 67).

Table 7. Data Conversion Table

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

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Result of the Needs Analysis

The first stage of the research was conducting the needs analysis. The needs analysis was used to identify the target and learning needs of the students. The instrument used in the research was a questionnaire. The questionnaire was distributed on September 13, 2014 for the seventh grade students of MTs Muhammadiyah Wonosari. The questionnaire consisted of multiple-choice items with a blank space to accommodate another answer which was not provided in the options. The highest percentage was considered the student's needs in learning English.

a. Target needs

Hutchinson and Waters (1987) defined target needs as what the learners need to do in the target situation. Further, he analyzed the target situation in terms of necessities, lacks, and wants.

1) Necessities

Necessities are defined as what the learner has to know in order to function effectively in the target situation. Necessities are related to the demands of the target situation. The following tables show the results of the questionnaire about the target goals and the demands of their target situation.

Table 8. The target goals

Question	Items	N	F	Percentage
Your motivation in learning English is ...	a. to get a good score.	78	8	10.3 %
	b. to pass the National examination.	78	12	15.4 %
	c. to get through a higher education.	78	25	32.0 %
	d. to get knowledge and skills in communicating with English.	78	33	42.3 %
	e. others...	78	0	0 %

The table of target goals shows that most of the students want to learn English to get the knowledge and skills in communication, which is represented by 42.3 %.

Table 9. The result of the demands of the target situation

Question	Items	N	F	Percentage
In order to get through a higher education, you would like to learn...	a. vocabulary	78	14	17.9 %
	b. grammar	78	19	24.4 %
	c. basic language skills (reading, writing, listening, and speaking).	78	34	43.6 %
	d. pronunciation	78	8	10.3 %
	e. others...	78	3	3.8 %

The table of demands of the target situation shows that half of the research respondents claim that they want to learn basic language skills (listening, speaking, reading, and writing) in order to support their later education, which is represented by 43.6 %.

2) Lacks

Lacks is the gap between learner's existing knowledge and the knowledge required in the target situation. The following tables show

the result of the questionnaire about the students' lacks which are specified in reading and writing skills.

Table 10. The result of students' lacks (reading)

Question	Items	N	F	Percentage
In learning reading, you find difficulty in ...	a. understanding the meaning of words.	78	56	53.8 %
	b. understanding the texts.	78	23	22.1 %
	c. comprehending longer texts.	78	12	11.6 %
	d. getting bored with the theme.	78	5	4.8 %
	e. getting bored with the less pictures in the texts.	78	8	7.7 %
	f. others...	78	3	3.8 %

Table 11. The result of students' lacks (writing)

Question	Items	N	F	Percentage
In learning writing, you find difficulty in ...	a. understanding the texts.	78	28	28.9 %
	b. spelling.	78	42	43.3 %
	c. making a simple sentence.	78	9	9.3 %
	d. having less vocabulary.	78	5	5.1 %
	e. making a sentence with appropriate tenses.	78	13	13.4 %
	f. others...	78	0	0 %

The tables above show students' lacks in learning reading and writing. In learning reading, 53.8 % of students have difficulty in understanding the meaning of words. Meanwhile, in learning writing, 43.3 % of students were struggled in spelling. The second place in students' lacks in reading and writing was understanding the texts with 22.1 % for reading and 28.9 % for writing.

3) Wants

Wants is what the learners would like to learn considering the target situation. Wants reflect the students' expectation of their needs. The following tables show the result of the questionnaire about the students' wants in learning English.

Table 12. The result of the students' wants in learning English

Question	Items	N	F	Percentage
In order to get through a higher education, you should improve your language skills to the level where you are able to beginner?	a. beginner: understand simple sentences and expressions used in daily life.	78	20	25.6 %
	b. beginner: make simple sentences and expressions used in daily life.	78	14	18.0%
	c. beginner: understand the main idea of a simple text about daily life.	78	38	48.7 %
	d. beginner: make a simple text about daily life.	78	6	7.7 %
	e. others...	78	1	1.3 %

The table shows that 48.7 % of the students want to improve their language skills to the level where they can understand the main idea of a simple text in order to support to the later education.

Table 13. The result of the preferred topic in learning English

Question	Items	N	F	Percentage
The theme/ topic of the text that you like is...	a. daily life.	78	21	34.1 %
	b. technology.	78	3	3.7 %
	c. animals.	78	28	25,6 %
	d. sports.	78	29	35.4 %
	e. others...	78	1	1.2 %

The table shows that 35.4 % of the students were highly interested in sport as the topic of texts in learning English.

b. Learning needs

The needs of learning are not only analysed based on the target needs, but also the learning needs. Hutchinson and Waters (1987: 54) stated that learning needs focused on what the learners need to do in order to learn, what knowledge and skills required to achieve the competencies in the target situation. Further, Nunan (2004: 47-70) classified the learning need into seven components of task, i.e. input, procedures, learner's role, teacher's role, and setting.

1) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Input defined the presentation and the preferred length of the text. The following table shows the result of the questionnaire about the learning input.

Table 14. The result of the learning input

Question	Items	N	F	Percentage
In learning reading, the preferred length of the text that you like is...	a. less than 100 words.	78	3	3.8 %
	b. 100 – 150 words.	78	7	9.0 %
	c. 150 – 200 words.	78	23	29.5 %
	d. more than 200 words.	78	45	57.7 %
	e. others...	78	0	0 %
In reading and writing, the learning input that you like is...	a. monologue and dialogue.	78	3	3.8 %
	b. monologue or dialogue with pictures.	78	11	1.2 %
	c. a simple text.	78	21	19.4 %
	d. a simple text with pictures.	78	50	46.3 %
	e. others...	78	0	0 %

In terms of the length of the text, 57.7 % of the students like a longer text, meanwhile most of the students like a simple text with pictures as the learning input.

2) Procedures

Procedures specify what the learners will actually do with the input. Procedures defined the activities that were carried on the task. The following table shows the result of the learning activities in reading and writing skills.

Table 15. The result of the learning activities

Question	Items	N	F	Percentage
Learning activity that you like in reading is...	a. reading aloud a simple text.	78	9	9.3 %
	b. finding the main ideas in a text.	78	15	15.5 %
	c. reading a text, then answer the questions that follow.	78	35	36.0 %
	d. arranging pictures into a correct order.	78	33	34.70%
	e. arranging jumbled sentences into a correct order based on a provided text.	78	5	5.2 %
	f. others...	78	0	0 %
Learning activity that you like in writing is...	a. filling the blank spaces.	78	19	22.1 %
	b. writing the name of things based on the pictures.	78	47	54.7 %
	c. arranging the words into a correct sentence.	78	7	8.1 %
	d. making a simple sentence in a correct grammar.	78	3	3.5%
	e. answering the questions of the text.	78	10	11.6 %
	f. others...	78	0	0 %

The table above show the learning activities in reading and writing skill. Reading activities presented that 36.0% of the students want to learn reading by answering questions after reading a text.

Meanwhile, writing the names of things based on the pictures is the highest percentage in learning writing chosen by the students.

3) Learner's role

One of the learner's roles proposed in Nunan (2004) was the learners have responsibility for their own learning, developing autonomy and skills in learning-how-to-learn. The role has been implied in one of the questions in the questionnaire. The following table shows the result of the learner's role.

Table 16. The result of the learner's role

Question	Items	N	F	Percentage
During the teaching and learning process, you would like to...	a. listen to the teacher's explanation.	78	46	59.0 %
	b. ask a question when you don't understand with the explanation given by the teacher.	78	14	17.9 %
	c. discuss the materials with your friend.	78	12	15.4 %
	d. discuss the materials in a small group discussion.	78	6	7.7 %
	e. others...	78	0	0 %

The table shows that 59.0 % of the students like to listen the teacher's explanation during the teaching and learning process.

4) Teacher's role

In teaching and learning, the teacher has three main roles. They are as a facilitator of the communication process, a participant, and an observer. It may make a good learning process; if the teacher can balance the roles that are appropriate and those demanded by the students.

Table 17. The result of the teacher' role

Question	Items	N	F	Percentage
During the teaching and learning process, you would like the teacher to...	a. explain the instruction of the task beforehand.	78	50	64.0 %
	b. give correction and comment on the work that you have done.	78	14	18.0 %
	c. offer a brief explanation for a difficult task.	78	7	9.0 %
	d. walk around the class to check the students' work.	78	7	9.0 %
	e. others...	78	0	0 %

The table shows that during the teaching and learning process, 64.0 % of the students like to ask the teacher to explain the instruction of the task beforehand.

5) Setting

Setting refers to the classroom management specified or implied in the task. It requires consideration of the completion of the task whether the task is to be done individually or in a group.

Table 18. The result of the setting

Question	Items	F	N	Percentage
In English teaching and learning process, you would like to work...	a. individually.	78	8	10.3 %
	b. in pairs.	78	32	41.0%
	c. in a group discussion consisting of 3-4 students.	78	20	25.6 %
	d. in a group of discussion consisting of more than four students.	78	18	23.1 %
	e. others...	78	0	0 %

The table shows that 41.0 % of the students like to do the English assignment in pairs. The second place in classroom management is a group discussion that consists of 3-4 people.

2. Course Grid

The following step of this research was designing the course grid. The course grid was designed after the students' needs were analyzed through the needs analysis questionnaire. The result of the students' needs analysis provided information of target and learning needs. The course grid was developed based on the result of needs analysis, core competence and basic competence of Curriculum 2013 for Junior High School/*Madrasah Tsanawiyah*. It was used as a guideline to design the units of the materials.

The course grid consists of the title of the unit, the topic of the unit, the basic competencies, indicators, language focus, language functions, types of tasks, the learning activities, and the sources used in designing the materials. The complete version of the course grid is presented in the Appendices.

a. Course Grid of Unit 1

Unit 1 covers the basic competence 1.1, 2.3, 3.6, and 4.7. The title of Unit 1 is "*What are They?*" The topic of Unit 1 is food and drink products. This unit focuses on giving a label and making a list. The language features learned in Unit 1 are articles and numbers.

b. Course Grid Unit 2

Unit 2 covers the basic competence 1.1, 2.2, 3.7, and 4.8. The title of Unit 2 is "*How do They Look Like?*" The topic of Unit 2 is people. This unit focuses on recognizing and identifying adjectives of people. The language features learned in Unit 2 are adjectives, nouns, and pronouns.

c. Course Grid of Unit 3

Unit 3 covers the basic competence 1.1, 2.3, 3.8, and 4.9. The title of Unit 3 is “*What do You do?*” The topic of Unit 3 is daily activities. This unit focuses on recognizing and using verbs in daily activities. The language features learned in Unit 3 are nouns, verbs, and prepositions.

3. The Unit Design

Following the course design is unit design. After the course grid was developed, the next step was designing the materials. The materials were designed based on the steps of scientific approach learning. The learning material consists of three units. The unit was divided into three main parts: Introduction, Main Lesson, and Reinforcement.

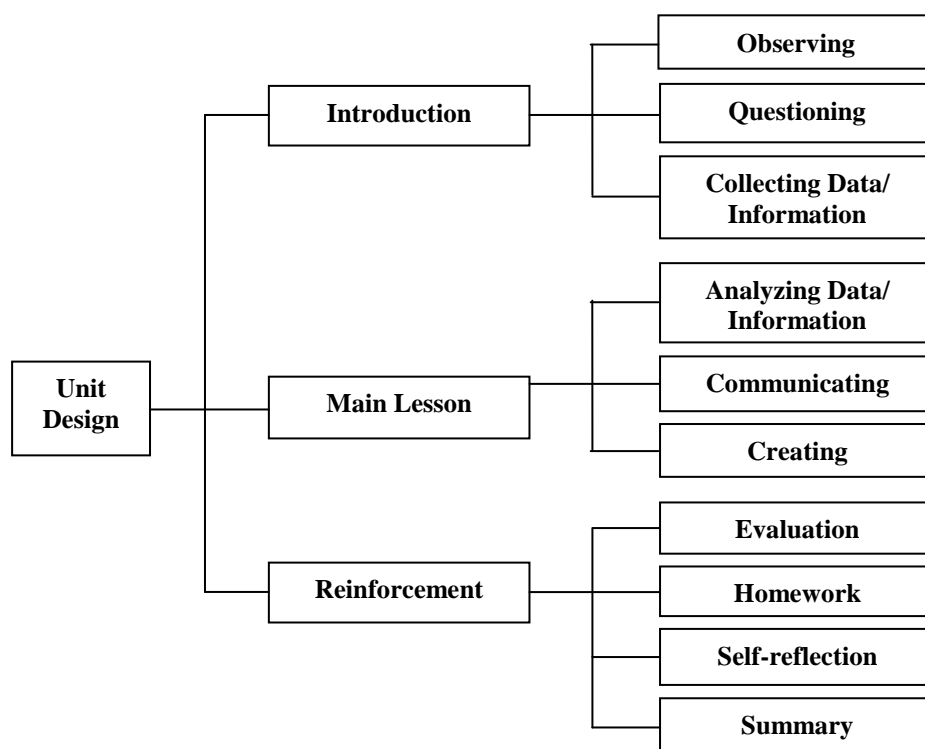


Figure 5. The Development of Unit Design

Based on the diagram above, the unit of material has three main parts. The introduction aims to give a schema building of the unit that will be learned by the students. The introduction consists of three main tasks: observing, questioning, and collecting data/information. In observing, the learner was observing several pictures related to the topic; this part functions to foster the learner's interest in getting into the lesson. In questioning, the learner was given an opportunity to propose questions related to the topic. The questions were formulated from what they had observed in the previous task. This part was designed to stimulate learners' knowledge in formulating relevant questions after identifying a problem in the observation. Later in collecting data/information, the learners collect information in order to answer the questions that they propose before. The information can be collected through a dictionary, texts, Internet, or other resources. In this part, the tasks provide the background knowledge of the topic to the learners before they are going to the main lesson.

The main lesson aims to achieve the target competencies stated in the learning objectives. The main lesson consists of three main tasks: analyzing information, communicating, and creating. In analyzing information, the learners start to analyze the newly found information that they have gathered before. In this part, the learners can work in a small group or in pairs. After analyzing the information, they should present or communicate the answers of the questions in spoken or written form to the class. Lastly, in creating, the learners will be asked to create a text. The tasks were divided into semi-guided

and free-guided tasks in which the learners work independently. They will create a text based on their own understanding and knowledge.

The last part of the unit design is reinforcement. Reinforcement aims to strengthen their knowledge and competencies after achieving the learning objectives. The reinforcement consists of four main parts: evaluation, homework, self-reflection, and summary. Evaluation and homework help the learners to recall and check their understanding of what they have learned in the materials. Self-reflection helps the learners to reflect on how much they had learned, recognizing their success and failure in understanding the materials. Meanwhile, the summary describes the important information in the materials.

4. The First Draft of the Materials

a. Unit 1

Unit 1 has been developed based on the basic competence 1.1, 2.3, 3.6, and 4.7. Unit 1 focuses on labeling and listing food and drink products. There are 17 learning activities in Unit 1. The introduction consists of 5 activities, the main lesson consists of 9 activities, while the reinforcement consists of 3 activities. The following table shows the task description of Unit 1.

Table 19. Task description of Unit 1

UNIT 1. What are They?
In this unit, the students will learn to give a label and make a list of food and drink products.
Introduction

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1. Observing	
Task 1	<p>Instruction: <i>Study the following pictures, and then identify what the pictures are about.</i></p> <p>Description: This task is the first step of scientific learning. The learners are asked to observe the pictures related to the topic of the unit. The task aims to give an insight and foster their interest of what they will learn in this unit. It also helps the learners to get accustomed to doing observation at the beginning of the learning process.</p>
2. Questioning	
Task 2	<p>Instruction: <i>After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.</i></p> <p>Description: In this task, the learners are asked to formulate relevant questions from what they have observed. The task aims to stimulate their curiosity of what they are expected to learn from this unit. It also helps them to get accustomed to formulating questions whenever they find a problem in the learning process.</p>
3. Collecting information	
Task	<p>Instruction: <i>Study the pictures, and then find and circle 10 different things from picture A to picture B.</i></p> <p>Description: In this task, the learners are asked to find the differences between the pictures. The task aims to collect information by identifying the given illustrations. It also builds up the background knowledge of what they will learn in this unit.</p>
Task 4	<p>Instruction: <i>Match the information with the correct picture, and then put the number in the circle.</i></p> <p>Description: In this task, the learners are asked to match the information with the correct pictures. The task aims to collect information by interpreting the illustrations to texts. This task gives a clear concept of labeling. There is also the explanation of a label, including the characteristics and functions of a label.</p>
Task 5	<p>Instruction: <i>In pairs, find the Indonesian equivalents of the English words below. You may open your dictionary. Report your answer to the class.</i></p>

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	<p>Description:</p> <p>In this task, the learners are asked to find the equivalent meanings of words. The task aims to analyze the information by guessing the word meanings from other resources. The task helps them to get accustomed to using dictionary and enriches their vocabulary. In the end of the task, they are asked to read aloud the words in correct pronunciation.</p>
Main Lesson	
4. Analyzing information	
Task 6	<p>Instruction:</p> <p><i>Study the picture, and then answer the questions that follow. Report your answer to the class.</i></p> <p>Description:</p> <p>In this task, the learners are asked to answer the questions related to the text. The task aims to analyze information by scanning for detailed information. They share their findings to their friends.</p>
Task 7	<p>Instruction:</p> <p><i>In pairs, study the pictures, and then arrange the jumbled letters into a correct word.</i></p> <p>Description:</p> <p>In this task, the learners are asked to arrange the letters into a word. The task aims to analyze the information by predicting the names of the products. The task also exposes the use of articles in the sentences.</p>
Task 8	<p>Instruction:</p> <p><i>Study the picture, and then complete the missing letters with the correct product.</i></p> <p>Description:</p> <p>In this task, the learners are asked to complete the words. The task aims to analyze the information by interpreting the illustrations to texts according to their knowledge of labeling. It also provides keywords to help them in completing the task.</p>
Task 9	<p>Instruction:</p> <p><i>In pairs, study the following explanation.</i></p> <p>Description:</p> <p>The task aims to analyze the information about articles. The information includes the definition and the use of articles. In this task, the learners are asked to discuss their understanding with their friends.</p>
Task 10	<p>Instruction:</p> <p><i>In pairs, put the article a or an to complete the following sentences.</i></p>

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	<p>Description:</p> <p>In this task, the learners have to complete the sentences with correct articles. The task aims to analyze the information by predicting articles that are used in sentences. Further, it is also used to check their understanding and practice to use articles in context.</p>
Task 11	<p>Instruction:</p> <p><i>Mother buys some groceries in the market. Make a list of the things she wants to buy.</i></p> <p>Description:</p> <p>In this task, the learners are asked to make a list of groceries. In listing products, they also have to use articles. The task aims to analyze information by writing a list of products. This task provides a clear concept of listing.</p>
5. Communicating knowledge	
Task 12	<p>Instruction:</p> <p><i>In pairs, write down the products used to make the following foods. Report your answers to the class.</i></p> <p>Description:</p> <p>In this task, the learners are asked to list the products. The task aims to communicate their findings after identifying the products based on their background knowledge of labeling and listing. They share their findings to their friends.</p>
6. Creating text	
Task 13	<p>Instruction:</p> <p><i>Arrange the jumbled sentences into a correct order according to the pictures.</i></p> <p>Description:</p> <p>In this task, the learners are asked to arrange sentences into a short paragraph. The task aims to produce a paragraph after identifying the information of products. It checks their understanding of the concept of labeling. In the creating section, they will work independently. This task is considered as a semi-guided task.</p>
Task 14	<p>Instruction:</p> <p><i>Individually, make a short text describing the products below. You may take a look at the previous activity as the examples.</i></p> <p>Description:</p> <p>In this task, the learners are asked to write a short text of a product. The task aims to produce a short text describing the labels. It assesses their competence in achieving learning objectives stated in the beginning of the unit. In the creating</p>

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	section, they will work independently. This task is considered as a free-guided task.
Reinforcement	
7. Evaluation	
Task 15	<p>Instruction: <i>Write down the names of food and drink products in the box. Report your answers to the class.</i></p> <p>Description: In this task, the learners are asked to write the products in correct groups. The task aims to recall and check their understanding of what they have learned in this unit.</p>
Task 16	<p>Instruction: <i>When you accompany your mother to buy groceries in the market, what products does your mother usually buy? Write down 10 products of groceries.</i></p> <p>Description: In this task, the learners are asked to make a list of groceries that their mother usually buys in the market. The task aims to recall and check their understanding of what they have learned in this unit.</p>
8. Homework	
Task 17	<p>Instruction: <i>Study the pictures, and then answer the questions that follow by circling a, b, c, or d.</i></p> <p>Description: In the homework section, the learners are asked to do a multiple-choice item. The task aims to reinforce their knowledge and competence after achieving the target competences in this unit.</p>

b. Unit 2

Unit 2 has been developed based on the basic competence 1.1, 2.2, 3.7, and 4.8. Unit 2 focuses on recognizing adjectives. There are 20 learning activities in Unit 2. The introduction consists of 6 activities, the main lesson consists of 11 activities, while the reinforcement consists of 3 activities. The following table shows the task description of Unit 2.

Table 20. Task description of Unit 2

UNIT 2. How do They Look Like?	
In this unit, the students will learn to recognize adjectives used to describe people and things.	
Introduction	
1. Observing	
Task 1	<p>Instruction: <i>Study the following pictures, and then identify what the pictures are about.</i></p> <p>Description: This task is the first step of scientific learning. The learners are asked to observe the pictures related to the topic of the unit. The task aims to give an insight and foster their interest of what they will learn from this unit. It also helps them to get accustomed to doing observation at the beginning of the learning process.</p>
2. Questioning	
Task 2	<p>Instruction: <i>After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.</i></p> <p>Description: In this task, the learners are asked to formulate relevant questions from what they have observed. The task aims to stimulate their curiosity and build up their background knowledge of what they are expected to learn from this unit. It also helps them to get accustomed to formulating questions whenever they find a problem in the learning process.</p>
3. Collecting information	
Task	<p>Instruction: <i>In pairs, study the following texts, and then underline the adjectives that you have found.</i></p> <p>Description: In this task, the learners are asked to underline the adjectives used in the texts. The task aims to collect information by scanning the detailed information of the text. It gives a scope of competencies that they are expected to learn from this unit.</p>
Task 4	<p>Instruction: <i>Match the information describing a person below with its illustration by circling the correct picture.</i></p> <p>Description: In this task, the learners are asked to match the information with the correct pictures. The task aims to collect information by</p>

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	interpreting texts to pictures. It also exposes the use of adjectives and pronouns that are used to describe people in the context.
Task 5	<p>Instruction: <i>In pairs, study the pictures, and then tick the correct adjective that describes each picture.</i></p> <p>Description: In this task, the learners are asked to find out the correct adjective that describes the picture. The task aims to collect information by interpreting texts to pictures. It provides a general exposure of adjectives that are used to describe thing.</p>
Task 6	<p>Instruction: <i>In pairs, study the following explanation.</i></p> <p>Description: The task aims to study the explanation of adjectives. The information includes the definition and the use of adjectives. In this task, the learners are asked to discuss their understanding with their friends.</p>
Main Lesson	
4. Analyzing information	
Task 7	<p>Instruction: <i>Study the following sentences, and then choose the correct adjective in the sentence.</i></p> <p>Description: In this task, the learners are asked to find out the correct adjectives used in the sentences. The task aims to analyze information by identifying and predicting the adjectives used to describe things. It deepens their understanding of adjectives in a particular context.</p>
Task 8	<p>Instruction: <i>In group of four, arrange the jumbled letters into a correct word. You may open your dictionary.</i></p> <p>Description: In this task, the learners are asked to arrange letters into an adjective. The task aims to analyze the information by predicting and producing adjectives interpreted in the illustrations. This task also exposes the use of pronouns in a particular context.</p>
Task 9	<p>Instruction: <i>Match the English word with its Indonesian equivalent. You may open your dictionary. Report your answers to the class.</i></p> <p>Description: In this task, the learners are asked to find the equivalent</p>

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	meanings of words. The task aims to analyze the information by guessing the word meanings from other resources. The task helps them to get accustomed to using a dictionary and enriches their vocabulary. In the end of the task, the learners are asked to read aloud the words in correct pronunciation.
Task 10	<p>Instruction: <i>Write down the characteristics of your friends, and then ask them how are their feeling today.</i></p> <p>Description: In this task, the learners are asked to find out their friends' feelings. The task aims to analyze the information by producing grammatical word class (adjective) based on their own understanding.</p>
Task 11	<p>Instruction: <i>In pairs, study the following explanation.</i></p> <p>Description: The task aims to study the explanation of pronouns. The information includes the definition, the function, and the list of pronouns. In this task, the learners will discuss their understanding with their friends.</p>
Task 12	<p>Instruction: <i>Fill in the blank spaces with the correct pronouns. You may take a look at the previous activity.</i></p> <p>Description: In the task, the learners are asked to complete the sentences with correct pronouns. The task aims to analyze the information by predicting and producing which pronoun referred in the sentence.</p>
Task 13	<p>Instruction: <i>Study the following dialogues, and then complete the blank spaces with the correct adjectives and pronouns. Report your answers to the class.</i></p> <p>Description: In this task, the learners are asked to complete the dialogues. The task aims to analyze the information by identifying the content of the dialogues to produce correct adjective and pronoun in the sentence based on their knowledge. The learners share their findings to their friends.</p>
5. Communicating knowledge	
Task 14	<p>Instruction: <i>Use the adjectives that are provided in Across and Down as the clue, and then write down the opposite adjectives of them in the numbered grid below. Report your answers to the class.</i></p>

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	<p>Description:</p> <p>In this task, the learners are asked to complete the crossword puzzle. The task aims to communicate their findings after predicting and producing the grammatical word class (adjective) based on their own understanding. They share their findings to their friends.</p>
Task 15	<p>Instruction:</p> <p><i>Study the following text, and then answer the questions that follow. Report your answer to the class.</i></p> <p>Description:</p> <p>In this task, the learners are asked to answer the questions related to the text. The task aims to communicate their findings after identifying general information of the text. The learners share their findings to their friends.</p>
6. Creating text	
Task 16	<p>Instruction:</p> <p><i>Study the incorrect sentences, and then rewrite the correction of the sentence.</i></p> <p>Description:</p> <p>In this task, the learners are asked to correct the sentences. The task aims to produce the correct sentences after identifying and revising the incorrect adjectives in the sentences. In the creating section, they will work independently. This task is considered as a semi-guided task.</p>
Task 17	<p>Instruction:</p> <p><i>Individually, describe the following pictures with the adjectives that you have learned. You are supposed to use pronouns to refer people and things. You may write three or more adjectives to describe each picture.</i></p> <p>Description:</p> <p>In this task, the learners are asked to write a short text to describe people and things. The task aims to produce a short text after interpreting the illustrations. It also assesses their competencies in achieving the learning objectives stated in the beginning of the unit. This task is considered as a free-guided task.</p>
Reinforcement	
7. Evaluation	
Task 18	<p>Instruction:</p> <p><i>Read the sentences carefully, and then find the meaning of the bold adjectives. You cannot open the dictionary.</i></p> <p>Description:</p> <p>In this task, the learners are asked to guess the word meanings</p>

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	from a particular context. This evaluation task aims to recall and check their understanding of what they have learned in this unit.
Task 19	<p>Instruction: <i>In group of five, make a dictionary of adjectives that you have learned along with their Indonesian meanings.</i></p> <p>Description: In this task, the learners are asked to make a pocket dictionary. The evaluation task aims to recall and check their understanding of what they have learned in this unit.</p>
8. Homework	
Task 20	<p>Instruction: <i>After you had learned the adjectives in this unit, you are asked to classify the adjectives to their respective groups in the provided table below.</i></p> <p>Description: In the homework section, the learners are asked to classify the adjectives in two groups, people and thing group. The task aims to reinforce their knowledge and competence after achieving the target competences in this unit.</p>

c. Unit 3

Unit 3 has been developed based on the basic competence 1.1, 2.3, 3.8, and 4.9. Unit 3 focuses on recognizing verbs for habitual action in daily activities. There are 20 learning activities in Unit 3. The introduction consists of 6 activities, the main lesson consists of 11 activities, while the reinforcement consists of 3 activities. The following table shows the task description of Unit 3.

Table 21. Task description of Unit 3

UNIT 3. What do You do?	
In this unit, the students will learn to recognize verbs for habitual action in daily activities.	
Introduction	
1. Observing	
Task 1	<p>Instruction: <i>Study the following pictures, and then identify what the pictures are about.</i></p>

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	<p>Description:</p> <p>This task is the first step of scientific learning. The learners are asked to observe the pictures related to the topic of the unit. The task aims to give an insight and foster their interest of what they will learn from this unit. It also helps them to get accustomed to doing observation at the beginning of the learning process.</p>
2. Questioning	
Task 2	<p>Instruction:</p> <p><i>After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.</i></p> <p>Description:</p> <p>In this task, the learners are asked to formulate relevant questions from what they have observed. The task aims to stimulate their curiosity and build up their background knowledge of what they are expected to learn from this unit. It also helps the learners to get accustomed to formulating questions whenever they find a problem in the learning process.</p>
3. Collecting information	
Task	<p>Instruction:</p> <p><i>In pairs, study the following texts, and then underline the verbs that you have found.</i></p> <p>Description:</p> <p>In this task, the learners are asked to underline the adjectives used in the texts. The task aims to collect information by scanning the detailed information of the text. It gives a scope of competencies that they are expected to learn from this unit.</p>
Task 4	<p>Instruction:</p> <p><i>Find 10 hidden verbs in the box below.</i></p> <p>Description:</p> <p>In this task, the learners are asked to do search word game. The task aims to collect information by finding the verbs. It also exposes the verbs that are usually used in daily activities.</p>
Task 5	<p>Instruction:</p> <p><i>Match the information with the correct picture, and then put the number in the circle.</i></p> <p>Description:</p> <p>In this task, the learners are asked to match the information with its correct picture. The task aims to collect information by interpreting texts to pictures. It provides a general exposure of verbs that is used to describe habitual actions.</p>
Task 6	<p>Instruction:</p> <p><i>In pairs, study the following explanation.</i></p>

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	<p>Description:</p> <p>The task aims to study the explanation of verbs in simple present tense. The information includes the definition, the function, and the formula of simple present tense. In this task, the learners are asked to discuss their understanding with their friends.</p>
Main Lesson	
4. Analyzing information	
Task 7	<p>Instruction:</p> <p><i>Match the English word with the Indonesian equivalent. You may open your dictionary.</i></p> <p>Description:</p> <p>In this task, the learners are asked to find the equivalent meanings of words. The task aims to analyze the information by guessing the word meanings from other resources. The task helps them to get accustomed to using a dictionary and enriches their vocabulary. In the end of the task, they are asked to read aloud the words in correct pronunciation.</p>
Task 8	<p>Instruction:</p> <p><i>In pairs, study the sentences below, and then change the verbs within the bracket into the correct form.</i></p> <p>Description:</p> <p>In this task, the learners are asked to change the verbs into the correct form. The task aims to analyze the information by identifying the sentences and producing a grammatical word class (verb). It checks and deepens their understanding about simple present tense (habitual action).</p>
Task 9	<p>Instruction:</p> <p><i>Ask and write down the activity of what your friends do after school. Report your answers to the class.</i></p> <p>Description:</p> <p>In this task, the learners are asked to identify the activities that have been done by their friends after school. The task aims to analyze the information by producing a grammatical word class (verb) and system (agreement). They share their findings to their friends.</p>
Task 10	<p>Instruction:</p> <p><i>Study the table of 'Nias's Daily Routine' below, and then answer the questions that follow.</i></p> <p>Description:</p> <p>In this task, the learners are asked to answer the questions related to the text. The task aims to analyze the information by interpreting timetable to get detail information. The table exposes</p>

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	prepositions that are usually used for connecting time and place in daily activities.
Task 11	<p>Instruction: <i>In pairs, study the following explanation.</i></p> <p>Description: The task aims to study the explanation of preposition. The information includes the definition, the functions, and the types of prepositions. The prepositions learn in this unit focuses on time and place. In this task, the learners will discuss their understanding with their friends.</p>
Task 12	<p>Instruction: <i>Fill in the blank spaces with the correct prepositions. You may take a look at the previous activity.</i></p> <p>Description: In the task, the learners are asked to complete the sentences with correct prepositions. The task aims to analyze the information by predicting the prepositions used to connect time or place. It checks their understanding of prepositions in a certain context.</p>
Task 13	<p>Instruction: <i>In pairs, put the number in different words categories from 1 to 6 in a correct order, and then make a sentence by following the given example.</i></p> <p>Description: In this task, the learners are asked to arrange words into a sentence and change the verbs into the correct form. The task aims to analyze the information by predicting and producing appropriate word order pattern based on their knowledge.</p>
5. Communicating knowledge	
Task 14	<p>Instruction: <i>Study the following text, and then write 'T' if the statement is true and 'F' if the statement is false according to the information in the text. You have to write down the correction of the false statement. Report your answers to the class.</i></p> <p>Description: In this task, the learners are asked to read a text and they have to state whether the statements are true or false according to the information in the text. The task aims to communicate their findings after identifying the detailed information of the text. They share their findings to their friends.</p>
Task 15	<p>Instruction: <i>Arrange the jumbled words below into a correct sentence. Report your answers to the class.</i></p>

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	<p>Description:</p> <p>In this task, the learners are asked to arrange jumbled words into a correct sentence. The task aims to communicate their findings after predicting and producing appropriate word order pattern based on their knowledge. They share their findings to their friends.</p>
6. Creating text	
Task 16	<p>Instruction:</p> <p><i>Read the following texts, and then write down the activities that you have found. Report your answers to the class.</i></p> <p>Description:</p> <p>In this task, the learners are asked to write the activities in the texts. The task aims to produce a sentence after identifying the detailed information of the text. In the creating section, they will work independently. This task is considered as a semi-guided task.</p>
Task 17	<p>Instruction:</p> <p><i>Study the following pictures, and then make a simple sentence describing the activity in each of the pictures.</i></p> <p>Description:</p> <p>In this task, the learners are asked to make a simple sentence describing the activity based on the picture. The task aims to produce sentences after interpreting the provided illustrations. This task also assesses their competence in achieving the learning objectives stated in the beginning of the unit. This task is considered as a free-guided task.</p>
Reinforcement	
7. Evaluation	
Task 18	<p>Instruction:</p> <p><i>Read the sentences carefully, and then find the incorrect form of verbs or prepositions in the sentences.</i></p> <p>Description:</p> <p>In this task, the learners are asked to identify the incorrect form of verbs or prepositions in the sentences. This evaluation task aims to recall and check their understanding of what they have learned.</p>
Task 19	<p>Instruction:</p> <p><i>Make your own timetable of daily routines from Monday to Sunday. You may take a look at the activity 11 as an example.</i></p> <p>Description:</p> <p>In this task, the learners are asked to make a timetable based on their daily routine. This evaluation aims to recall and check their understanding of what they have learned in this unit.</p>
8. Homework	

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Task 20	<p>Instruction: <i>Study the following texts, and then put the number from 1 to 5 to each sentence of the text in correct order.</i></p> <p>Description: In the homework section, the learners are asked to reconstruct a coherent text by putting the number in a correct order. The task aims to reinforce their knowledge and competence after achieving the target competences in this unit.</p>
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5. The Expert Judgment

Following the completion of the draft of the materials, an evaluation was conducted to collect the data that were used to identify the appropriateness of the materials according to the target and learning needs and the competencies of grade 7 Madrasah Tsanawiyah. The draft of the materials were evaluated by an expert of English materials development in State University of Yogyakarta, Siti Mahripah, S.Pd., M.App.Ling.(TESP).

The instrument used for the expert judgment was a questionnaire. The items of the questionnaire were adapted and developed from BNSP (2014). The evaluation of the materials is divided into four aspects of assessment, i.e. the appropriateness of content, language, presentation, and graphic. The appropriateness of content evaluates the relevance of the competencies in Core Competence and Basic Competence of Junior High School/Madrasah Tsanawiyah. The appropriateness of language evaluates the relevance of learners' language development in understanding the instruction and explanation. The appropriateness of presentation evaluates the completion and the systematic arrangement of the materials. The appropriateness of graphic evaluates the topography and illustrations used in the materials. The expert

judgment questionnaire consists of 30 items that are divided into those four aspects of assessment. The appropriateness of content has 6 items; the appropriateness of language has 5 questions; the appropriateness of presentation has 12 items; while the appropriateness of graphic has 7 items.

The result of the expert judgment questionnaire was analyzed to evaluate and revise the first draft of the materials. It was analyzed using descriptive statistics. The conversion of descriptive statistics was measured by mean (\bar{x}).

a. The Result of the Expert Judgment and Revision of Unit 1

1) The Result of the Expert Judgment

a) The Appropriateness of Content

The first aspect to evaluate was the appropriateness of the content. The following table shows the result of content appropriateness analysis of Unit 1.

Table 22. The Appropriateness of Content of Unit 1

No.	Items	Score
1.	The developed materials are in relevance to Core Competence and Basic Competence of Junior High School/Madrasah Tsanawiyah Grade VII.	4
2.	The developed materials are in accordance to Scientific approach.	4
3.	The developed materials include the guidance related to the social function of the discussed text.	4
4.	The developed materials include the guidance related to the text structure of the discussed text.	4
5.	The developed materials include the guidance related to the linguistic features of the discussed text.	4
6.	The topics of developed materials are relevant to the learners' daily life.	3

The mean value of the appropriateness of content of Unit 1 is 3.83. The value is in the interval of $3.26 \leq x \leq 4.0$ which is categorized as “very good”.

b) The Appropriateness of Instruction

The second aspect to evaluate was the appropriateness of language. The following table shows the result of language appropriateness analysis of Unit 1.

Table 23. The Appropriateness of Language of Unit 1

No.	Items	Score
1.	The language used in instruction and explanation are relevant to learner’s cognitive development.	3
2.	The language used in instruction and explanation are relevant to learner’ language development.	3
3.	The language used in the materials is clear and easily understood by the learners.	3
4.	The language used in the materials is relevant to English grammatical rules.	3
5.	The language used in the materials is familiar in learners’ daily life.	3

The mean value of the appropriateness of language of Unit 1 is 3.00. The value is in the interval of $2.51 \leq x \leq 3.25$ which is categorized as “good”.

c) The Appropriateness of Presentation

The third aspect to evaluate was the appropriateness of presentation. The following table shows the result of presentation appropriateness analysis of Unit 1.

Table 24. The Appropriateness of Presentation of Unit 1

No.	Items	Score
1.	The systematic arrangement of the learning materials consists of introduction, main activities, evaluation, reflection, and summary.	4
2.	The learning materials are student-centered.	3
3.	The learning materials are developed based on the steps of Scientific approach.	4
4.	The learning materials are stimulating learners' imagination and creativity.	4
5.	The learning materials encourage learners' critical thinking.	3
6.	The learning materials encourage the learners to learn independently.	3
7.	The learning materials encourage the learners to actively participate in the learning process.	3
8.	The variety of learning materials fosters learners' attention and curiosity.	3
9.	The activities of learning materials are developed from full-guided to free-guided.	3
10.	The comprehension levels of learning materials are developed from easy to difficult.	3
11.	The learning materials encourage the learners to do self-reflection.	3
12.	The learning materials are featured with homework tasks, evaluation tasks, and summary of the unit.	3

The mean value of the appropriateness of presentation of Unit 1 is 3.25. The value is in the interval of $2.51 \leq x \leq 3.25$ which is categorized as “good”.

d) The Appropriateness of Graphic

The third aspect to evaluate was the appropriateness of graphic. The following table shows the result of graphic appropriateness analysis of Unit 1.

Table 25. The Appropriateness of Graphic of Unit 1

No.	Items	Score
1.	The lay-out (title, subtitle, illustration, texts, and pages) in each unit is consistent.	4
2.	The use of font variation and font type is interesting and readable.	4
3.	The use of font variation and font type is sufficient.	4
4.	The choice of color and illustration is interesting and contrast with the real life objects in learners' daily life.	3
5.	The illustrations in learning materials are aesthetic and functional.	3
6.	The illustrations are relevant with the topic and the content of learning material in learners' daily life.	3
7.	The visual design of learning material is interesting.	3

The mean value of the appropriateness of graphic of Unit 1 is 3.42. The value is in the interval of $3.26 \leq x \leq 4.0$ which is categorized as “very good”.

2) The Revision of Unit 1

In accordance to the result of the expert judgment questionnaire and the suggestion proposed by the expert, the draft material of Unit 1 is considered appropriate. However, there are some aspects that have to be revised to improve the effectiveness of the learning materials. The revisions are described below.

First, in terms of the appropriateness of content, the developed materials have to accommodate the local wisdom. The topic of this unit has to consider the traditional foods in Wonosari. The traditional foods are not included in this topic because the vocabulary used to label the food is more complex for seventh grade students. They will struggle to learn difficult vocabulary.

Second, in terms of the appropriateness of language, there are some grammatical and spelling mistakes in the instructions, explanations, and activities.

Third, in terms of the appropriateness of presentation, the learning materials have to accommodate the values of local culture so that the learners are familiar with the real-life objects in their daily life, especially those which represent the characteristics of Wonosari.

The last aspect is the appropriateness of graphic, the illustration of learning materials should be familiar in learners' daily life. The following table describes the points of revisions of Unit 1 and their revision.

Table 26. The Revision of Unit 1

Tasks	Points to Revise	Revision
1	No revision.	No revision.
2	No revision.	No revision.
3	No revision.	No revision.
4	No revision.	No revision.
5	No revision.	No revision.
6	No revision.	No revision.
7	No revision.	No revision.
8	No revision.	No revision.
9	Grammatical mistakes in the explanation of article, ' <i>...writing plural noun,..</i> '	The revision is 'You have to be careful in writing a plural nouns <i>or nouns</i> , because the noun usually ends with -s or -es.'
10	No revision.	No revision.
11	No revision.	No revision.
12	Spelling mistakes in the instruction, ' <i>the product</i> '. It should be plural nouns.	The revision is ' <i>...the products..</i> '
13	Spelling mistakes in the instruction, ' <i>the picture</i> '. It should be plural nouns.	The revision is ' <i>...the pictures</i> '

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14	No revision.	No revision.
15	The instruction has several grammatical mistakes. It is also not appropriate and effective.	<i>'Study the picture of products below, and then classify the products into foods and drinks group. Write down your answers in the provided space.'</i>
16	No revision.	No revision.
17	The answers of one item in multiple-choice have to be revised its format by writing the dates in full notation.	The revised items of the multiple- choices are ... <i>04 January, 2015</i> <i>14 January, 2015,</i> <i>04 February, 2015</i> <i>14 February, 2015</i>

b. The Result of the Expert Judgment and Revision of Unit 2

1) The Result of the Expert Judgment

a) The Appropriateness of Content

The first aspect to evaluate was the appropriateness of content. The following table shows the result of content appropriateness analysis of Unit 2.

Table 27. The Appropriateness of Content of Unit 2

No.	Items	Score
1.	The developed materials are in relevance to Core Competence and Basic Competence of Junior High School/Madrasah Tsanawiyah Grade VII.	3
2.	The developed materials are in accordance to Scientific approach.	3
3.	The developed materials include the guidance related to the social function of the discussed text.	3
4.	The developed materials include the guidance related to the text structure of the discussed text.	4
5.	The developed materials include the guidance related to the linguistic features of the discussed text.	4
6.	The topics of developed materials are relevant to the learners' daily life.	3

The mean value of the appropriateness of content of Unit 2 is 3.33. The value is in the interval of $3.26 \leq x \leq 4.0$ which is categorized as “very good”.

b) The Appropriateness of Instruction

The second aspect to evaluate was the appropriateness of language. The following table shows the result of language appropriateness analysis of Unit 2.

Table 28. The Appropriateness of Language of Unit 2

No.	Items	Score
1.	The language used in instruction and explanation are relevant to learner’s cognitive development.	3
2.	The language used in instruction and explanation are relevant to learner’ language development.	3
3.	The language used in the materials is clear and easily understood by the learners.	3
4.	The language used in the materials is relevant to English grammatical rules.	3
5.	The language used in the materials is familiar in learners’ daily life.	3

The mean value of the appropriateness of language of Unit 2 is 3.00. The value is in the interval of $2.51 \leq x \leq 3.25$ which is categorized as “good”.

c) The Appropriateness of Presentation

The third aspect to evaluate was the appropriateness of presentation. The following table shows the result of presentation appropriateness analysis of Unit 2.

Table 29. The Appropriateness of Presentation of Unit 2

No.	Items	Score
1.	The systematic arrangement of the learning materials consists of introduction, main activities, evaluation, reflection, and summary.	3
2.	The learning materials are student-centered.	3
3.	The learning materials are developed based on the steps of Scientific approach.	3
4.	The learning materials are stimulating learners' imagination and creativity.	3
5.	The learning materials encourage learners' critical thinking.	3
6.	The learning materials encourage the learners to learn independently.	3
7.	The learning materials encourage the learners to actively participate in the learning process.	3
8.	The variety of learning materials fosters learners' attention and curiosity.	3
9.	The activities of learning materials are developed from full-guided to free-guided.	3
10.	The comprehension levels of learning materials are developed from easy to difficult.	3
11.	The learning materials encourage the learners to do self-reflection.	3
12.	The learning materials are featured with homework tasks, evaluation tasks, and summary of the unit.	4

The mean value of the appropriateness of presentation of Unit 2 is 3.08. The value is in the interval of $2.51 \leq x \leq 3.25$ which is categorized as “good”.

d) The Appropriateness of Graphic

The third aspect to evaluate was the appropriateness of graphic. The following table shows the result of graphic appropriateness analysis of Unit 2.

Table 30. The Appropriateness of Graphic of Unit 2

No.	Items	Score
1.	The lay-out (title, subtitle, illustration, texts, and pages) in each unit is consistent.	4
2.	The use of font variation and font type is interesting and readable.	4
3.	The use of font variation and font type is sufficient.	4
4.	The choice of color and illustration is interesting and contrast with the real life objects in learners' daily life.	4
5.	The illustrations in learning materials are aesthetic and functional.	4
6.	The illustrations are relevant with the topic and the content of learning material in learners' daily life.	3
7.	The visual design of learning material is interesting.	4

The mean value of the appropriateness of graphic of Unit 2 is 3.85. The value is in the interval of $3.26 \leq x \leq 4.0$ which is categorized as “very good”.

2) The Revision of Unit 2

In accordance to the result of the expert judgment questionnaire and the suggestion proposed by the expert, the draft material of Unit 2 is considered appropriate. However, there are some mistakes found in the materials. The suggestions are describe below.

First, in terms of the appropriateness of content, the learning materials need to develop the relevance of the basic competencies implied in this unit. The topic of the unit is focused on learners' daily life (people and things) which is based on the result of need analysis.

Second, in terms of the appropriateness of language, there are some grammatical and spelling mistakes found in the instructions, explanations, and activities. The instruction should be more explicit.

Some of the dialogues have to be revised because they are not congruent with one another.

Third, in terms of the appropriateness of presentation, the learning materials are less varied. The summary section has to be revised because it is not summarizing the learning materials.

Lastly, the graphic aspect; some of the illustrations have to be clear and easily understood to interpret. The following table describes the points of revisions of Unit 2 and their revision.

Table 31. The Revision of Unit 2

Tasks	Points to Revise	Revision
1	Revising content.	Revising content.
2	Revising content.	Revising content.
3	No revision.	No revision.
4	Grammatical mistakes in the learning material, ‘.. <i>pale skin.</i> ’	The revision is ‘.. <i>a fair skin.</i> ’
5	One of the illustrations in this task is ambiguous.	Revising the illustrations of a coffee to sugar.
6	No revision.	No revision.
7	The instruction should be revised, ‘ <i>Study the following sentences, and then choose the correct adjective in the sentence.</i> ’	Revising the instruction to ‘ <i>Study the following sentence, and then underline the correct adjectives within the brackets in the sentence.</i> ’
	Some of the sentences in the materials have no punctuation to separate two independent clauses.	Revising the sentences by adding semicolons, ‘ <i>That pillow is (hard/soft); I might sleep for all day.</i> ’
8	Grammatical mistakes in the headlight of this task, ‘ <i>How are you feeling?</i> ’	The revision is ‘ <i>How do they feel?</i> ’
9	The instruction ‘ <i>Match the English word with the Indonesian equivalent.</i> ’ is not appropriate.	Revising the instruction to ‘ <i>Match each English word below with its Indonesian equivalent by using an arrow. The first one has</i>

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		<i>been done for you as an example.'</i>
10	The dialogue is not congruent.	Changing the dialogue so that they are congruent, the question is <i>'How do you feel today, Joko?'</i> and the response is <i>'I'm so happy. Thank you.'</i>
	The sentence used as an example has no subject and verb as <i>'Short and handsome.'</i>	Revising the sentence to <i>'He is short and handsome.'</i>
11	In the explanation, there is a phrase that should have an article, <i>'It is followed by verb...'</i>	Adding the article in the phrase, <i>'It is followed by a verb, such as linking be, auxiliary have, modal, etc.'</i>
12	No revision.	No revision.
13	The dialogue is ambiguous.	Modifying the dialogue so that it is not ambiguous.
14	No revision.	No revision.
15	The question <i>'How does the writer feel spending time...'</i> needs a preposition.	Adding the preposition 'on' in the question, <i>'How does the writer feel on spending time...'</i>
16	The instruction <i>'Study the incorrect sentences, and then rewrite the correction of the sentence'</i> is not appropriate.	Changing the instruction to <i>'Read the sentence(s) describing each of the pictures. Find the incorrect form of adjective and rewrite the sentence(s) in the following space provided.'</i>
17	No revision.	No revision.
18	The instruction <i>'You cannot open your dictionary'</i> is not appropriate.	Changing the instruction to <i>'Do not open your dictionary.'</i>
19	Spelling mistakes in the instruction <i>'...its Indonesian meaning.'</i> The noun should be plural.	Revising the instruction to <i>'...their Indonesian meanings'</i>
20	No revision.	No revision.

c. The Result of the Expert Judgment and Revision of Unit 3

1) The Result of the Expert Judgment

a) The Appropriateness of Content

The first aspect to evaluate was the appropriateness of content. The following table shows the result of content appropriateness analysis of Unit 3.

Table 32. The Appropriateness of Content of Unit 3

No.	Items	Score
1.	The developed materials are in relevance to Core Competence and Basic Competence of Junior High School/Madrasah Tsanawiyah Grade VII.	3
2.	The developed materials are in accordance to Scientific approach.	3
3.	The developed materials include the guidance related to the social function of the discussed text.	3
4.	The developed materials include the guidance related to the text structure of the discussed text.	3
5.	The developed materials include the guidance related to the linguistic features of the discussed text.	3
6.	The topics of developed materials are relevant to the learners' daily life.	3

The mean value of the appropriateness of content of Unit 3 is 3.00. The value is in the interval of $2.51 \leq x \leq 3.25$ which is categorized as "good".

b) The Appropriateness of Instruction

The second aspect to evaluate was the appropriateness of language. The following table shows the result of language appropriateness analysis of Unit 3.

Table 33. The Appropriateness of Language of Unit 3

No.	Items	Score
1.	The language used in instruction and explanation are relevant to learner's cognitive development.	3

(continued)

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2.	The language used in instruction and explanation are relevant to learner' language development.	3
3.	The language used in the materials is clear and easily understood by the learners.	3
4.	The language used in the materials is relevant to English grammatical rules.	3
5.	The language used in the materials is familiar in learners' daily life.	3

The mean value of the appropriateness of language of Unit 3 is 3.00. The value is in the interval of $2.51 \leq x \leq 3.25$ which is categorized as "good".

c) The Appropriateness of Presentation

The third aspect to evaluate was the appropriateness of presentation. The following table shows the result of presentation appropriateness analysis of Unit 3.

Table 34. The Appropriateness of Presentation of Unit 3

No.	Items	Score
1.	The systematic arrangement of the learning materials consists of introduction, main activities, evaluation, reflection, and summary.	4
2.	The learning materials are student-centered.	4
3.	The learning materials are developed based on the steps of Scientific approach.	4
4.	The learning materials are stimulating learners' imagination and creativity.	3
5.	The learning materials encourage learners' critical thinking.	3
6.	The learning materials encourage the learners to learn independently.	3
7.	The learning materials encourage the learners to actively participate in the learning process.	3
8.	The variety of learning materials fosters learners' attention and curiosity.	3
9.	The activities of learning materials are developed from full-guided to free-guided.	3
10.	The comprehension levels of learning materials are developed from easy to difficult.	4

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11.	The learning materials encourage the learners to do self-reflection.	3
12.	The learning materials are featured with homework tasks, evaluation tasks, and summary of the unit.	4

The mean value of the appropriateness of presentation of Unit 3 is 3.41. The value is in the interval of $3.26 \leq x \leq 4.0$ which is categorized as “very good”.

d) The Appropriateness of Graphic

The third aspect to evaluate was the appropriateness of graphic. The following table shows the result of graphic appropriateness analysis of Unit 3.

Table 35. The Appropriateness of Graphic of Unit 3

No.	Items	Score
1.	The lay-out (title, subtitle, illustration, texts, and pages) in each unit is consistent.	4
2.	The use of font variation and font type is interesting and readable.	4
3.	The use of font variation and font type is sufficient.	4
4.	The choice of color and illustration is interesting and contrast with the real life objects in learners' daily life.	3
5.	The illustrations in learning materials are aesthetic and functional.	3
6.	The illustrations are relevant with the topic and the content of learning material in learners' daily life.	3
7.	The visual design of learning material is interesting.	3

The mean value of the appropriateness of graphic of Unit 3 is 3.42. The value is in the interval of $3.26 \leq x \leq 4.0$ which is categorized as “very good”.

2) The Revision of Unit 3

The result of expert judgment evaluation shows that the draft materials of Unit 3 is considered good enough, even some mistakes still have found in this unit. The expert proposes her suggestions regarding the mistakes.

In the appropriateness of content, the learning materials need to develop the relevance of the basic competencies implied in this unit. The topic of the unit is focused on learners' daily life (people) which is based on the result of need analysis. Next, the aspect of language, there are some grammatical and spelling mistakes in the instructions, explanations, and activities. Some of the instructions should be more explicit.

In terms of the appropriateness of presentation, there is a task that has completely revised because it is too complicated for beginners. The texts should contain hidden values and have to careful in choosing texts for the learning materials. The summary section has to be revised because it is not summarizing the learning materials.

Lastly, the graphic aspect has no revision related to the illustration of topography. The following table describes the points of revisions of Unit 3 and their revision.

Table 36. The Revision of Unit 3

Tasks	Points to Revise	Revision
1	No revision.	No revision.
2	No revision.	No revision.
3	The text should consider the	Revising the text.

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	local culture and local wisdom.	
4	No revision.	No revision.
5	The instruction in this task is not appropriate. The task should consider the moral values and gender bias of the text.	Revising the text.
6	No revision.	No revision.
7	The instruction ' <i>Match the English word with the Indonesian equivalent.</i> ' is not appropriate.	Revising the instruction to ' <i>Match each English word below with its Indonesian equivalent by using an arrow. The first one has been done for you as an example.</i> '
8	No revision.	No revision.
9	No revision.	No revision.
10	No revision.	No revision.
11	No revision.	No revision.
12	No revision.	No revision.
13	The task needs to be revised because it is too difficult for the learners.	Revising the task.
14	No revision.	No revision.
15	The instruction ' <i>...into correct sentence</i> ' needs an article.	Adding the article in the instruction to ' <i>...into a correct sentence</i> '
16	The texts should be revised because they are not appropriate.	Revising the texts.
17	No revision.	No revision.
18	No revision.	No revision.
19	No revision.	No revision.
20	No revision.	No revision.

B. Discussion

The learning materials developed were addressed to the seventh grade students of Madrasah Tsanawiyah. The learning materials were designed by following the model of instructional design by Dick and Carey (2001). The model

was adapted and modified to meet the conditions of the research. The first step was conducting the needs analysis. The data of the needs analysis were collected through questionnaire for the seventh grade students. The questionnaire was developed according to the principles proposed by Hutchinson and Waters (1987). The needs analysis was conducted to identify the learners' target needs (what the learner needs to do in the target situation) and learning needs (what the learner needs to do in order to learn). The data of the target needs were analyzed in terms of necessities, lacks, and wants. The result of the target needs show that the learners want to learn English in order to get the knowledge and skills in communication. Following the learner's target goal, the learners would like to learn the basic language skills (listening, reading, speaking, and writing). Further, the analysis shows that the seventh grade students of MTs Muhammadiyah Wonosari were struggling with reading and writing skills; they had difficulty in understanding the meaning of words (reading) and writing a word (writing). In order to improve their reading and writing skill, the learning materials were developed to meet their needs.

After identifying the target needs, the result of the needs analysis showed learners' learning needs. Learning needs were identified to determine what skills, knowledge, and attitudes are required of learners to be able to achieve the target needs. The result of the analysis was also used to determine the task components of the developed units. Using the theory of task components proposed by Nunan (2004), the data of the learning needs were analyzed in terms of input, procedure (learning activities), setting, teacher's role and learner's role.

The first of the task components analyzed is input. The input of learning materials mostly focused on written and visual data. The written data were in the form of short texts and dialogues; meanwhile the visual data were in the form of illustrations. The result of needs analysis shows that the learners want a simple text with picture as the input in learning reading and writing. The preferred length of text was more than 200 words. The learners also preferred sports as the topic they want to learn in reading and writing activities, followed by daily life. In the designed materials, the topic used in the materials was daily life; that was because sport is not stated in core competence.

The second component is procedure which refers to learning activities. The learning activities were specified into reading and learning activity. In terms of the reading activity, the result showed that the learners want to learn reading through questions and answers, followed by arranging pictures in order. In writing activities, the options with highest percentage in the need analysis show that half of the learners want to write the names of things based on the pictures and fill in the blank spaces.

The third component is setting. As stated in Nunan (2004), setting refers to classroom arrangement implied in the task. The result of the needs analysis reveals that half of the learners prefer working in pairs, in small groups consisting of 3-4 people, and big groups. In order to meet the learning needs, the tasks are designed mostly in pairs and in small groups of 3-4 people.

The last component is teachers' role and learners' role. According to the result of the needs analysis, in terms of learner' role, half of the learners want to

just listen to the teacher's explanation and they will ask question whenever they have difficulty in understanding the explanation given by the teacher. Meanwhile, in terms of teacher's role, most of the learners want the teacher to explain the instruction of the tasks beforehand and half of them want the teacher to give suggestions, corrections, and comments on their works.

The next step after conducting the needs analysis is developing a course grid. It was designed as a guideline to develop the learning activities. The course grid was developed based on learners' target needs and learning needs that had been analyzed in the needs analysis. It also considered the core competencies and basic competencies of grade VII Madrasah Tsanawiyah. Further, the course grid was to develop the learning strategies in reading and writing to achieve the goals of learning.

The developed materials cover reading and writing skill. There are three units developed in the material. Each unit consists of different number of tasks: unit 1 consists of 17 tasks; unit 2 consists of 20 tasks; and unit 3 consists of 20 tasks. Despite the fact that each unit consists of random number of tasks, they have similar pattern. The activities of the material were developed through the steps of scientific approach. The first task is observation. Observing functions to foster learners' interest in identifying the problems shown in the beginning of the learning process. In observing, the learners are provided a picture to stimulate their interest on what they will learn in the unit. The second task is formulating problem. The task is designed to stimulate learners' curiosity into relevant questions related to the topic and learning objectives. The next task is collecting

information. The information was collected from other resources in order to strengthen and deepened learners' knowledge before doing analyzing information.

The last three steps of scientific approach belong to the main lesson; they are analyzing information, communicating knowledge, and creating a text. These tasks were specified in learning reading and writing. The designed tasks implemented micro-skills of reading and writing. The micro-skills were adapted and developed from Brown (2001). In the designed materials, the micro-skills of reading that have been developed are identifying the distinctive graphemes and orthographic patterns of English, recognizing grammatical words classes (nouns, adjectives, and verbs) and system (tense, agreement, pluralization), recognizing the rhetorical form of written discourse, recognizing the communicative functions of written texts, according to form and purpose, and developing and use a battery of reading strategies such as scanning and skimming, guessing the meaning of words from context (predicting), and activating schemata for the interpretation of texts. Meanwhile, the micro-skills of writing that have been implemented in the learning activities are producing graphemes and orthographic patterns of English, producing an acceptable core of words and using appropriate word order patterns, use acceptable grammatical systems (agreement and pluralization), appropriately accomplish the communicative functions of written texts according to form and purpose. In the main lesson, the tasks aim to guide the learner to do analyzing and presenting or communicating the answers to the class. In the end of this part, the learners are asked to create a text based on their knowledge and understanding

whether the learners successfully have achieved the learning objectives that have been learned in the units or not.

The last section of unit design is reinforcement. Reinforcement aims to strengthen the learners' knowledge and competence after achieving the learning objectives. It consists of four parts: evaluation, homework, self-reflection, and summary. Evaluation and homework parts are designed to help the learners to recall and check their understanding of what they have learned in the materials. Therefore, the self-reflection's task gives a chance for the learner to do self assessment on what they have learned in each unit and recognize their success and lacks in understanding the materials. Meanwhile, the summary describes the important information provided in the learning material.

The final step of the research is material evaluation. The tasks aim to analyze the appropriateness of the first draft material. The assessment is evaluated based on the competencies of grade VII Madrasah Tsanawiyah. The first draft material is evaluated by an expert of English material development. The instrument of assessment is a questionnaire which is adapted from BNSP (2014). The questionnaire evaluates the appropriateness of content, language, presentation, and graphic. The result of the expert judgment questionnaire was analyzed to evaluate and revise the first draft of the materials. Based on the results, the developed learning materials are considered appropriate for grade VII students of MTs Muhammadiyah Wonosari.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

B. Conclusions

Based on the identification of the problem, this research has identified that the learners had difficulty in learning reading and writing and had less appropriate learning materials for both skills. In developing an appropriate English learning materials, the needs was conducted to find the general information about the target needs and learning needs for the seventh grade students of MTs Muhammadiyah Wonosari.

1. The Learners' Needs in Learning Materials

Based on the results of the needs analysis, the learners' needs could be concluded into target needs and learning needs. In terms of the target needs, the goal of the learners in learning English was to get knowledge and skills to be able to communicate in English. In order to support the target goal, the learners liked to learn four basic skills of language (listening, speaking, reading, and writing). In this research, the skills developed through the materials are specified in reading and writing skills, since the learners had difficulty in understanding the meaning of word and the spelling.

In terms of the learning needs, the analysis is classified into five components: input, procedure, setting, teacher's role, and learner's role. First, most of the learners were interested in visual data; the result showed that they

wanted the input to be in the form of short texts with pictures. The topics of the written texts that they like were sports, daily life, and animals.

Second, the learning activities that were provided in the materials had accommodated the learners to learn reading and writing. In learning reading, most of the learners preferred to answer comprehensive questions activity; meanwhile in writing, they liked to write the names of things related to the topic given. The learning activities also employ the micro-skills of reading and writing proposed by Brown (2001), such as recognizing and producing grammatical word classes (nouns, adjectives, and verbs) and system (agreement, pluralization), identifying and producing graphemes and appropriate orthography, recognizing and producing communicative function of written texts, and developing and using reading and writing strategies. Meanwhile, in doing the task, the learners preferred to work in pairs and small group consisting of 3-4 people. During the teaching and learning process, the learners liked to listen to the teacher's explanation while the teacher explains the instructions of the tasks.

2. The Appropriate Learning Materials for the Learners

The learning materials are developed based on the steps of scientific approach. The materials consist of three units. The first part of each unit is the title of the unit. It consists of a title and pictures that reflects the topic of the unit and learning objectives.

Each unit is divided into three sections: introduction, main lesson, and reinforcement. The introduction consists of three main tasks, they are

observing, formulating problems, and collecting information. This part is aimed to foster learners' curiosity in getting on what they will learn in the units and to stimulate learners' exploration in formulating relevant questions from the observation that they have done and collect the information to enrich their knowledge so that they can analyze the information.

The next part is the main lesson of the units. The main lesson consists of analyzing information, communicating knowledge, and creating a text. The tasks are designed to lead the learners to achieve the target competencies by analyzing the information and presenting the information to the class. In the end of the lesson, the learners are given a chance to produce their own written text based on their knowledge and understanding on what they had learned from the unit.

The last part is reinforcement. The reinforcement is divided into evaluation, homework, self-reflection, and summary. This part is aimed to recall and check their knowledge and competencies after achieving the learning objectives.

In order to meet the learners' needs, the learning materials have to be evaluated. The developed materials have been evaluated by an expert of material development. The evaluation is assessed into four aspects of appropriateness: appropriateness of content, language, presentation, and graphic. In terms of content appropriateness, the learning materials have to consider local culture and local wisdom. The language used in the interactions has to be explicit and clear so that they are easily understood by the learners.

The presentation of the learning materials is varied; meanwhile the graphic appropriately reflects the topic of the unit. Based on the results of materials evaluation, the developed materials are considered as appropriate.

C. Suggestions

The final product of this research is learning materials in reading and writing skills for the seventh grade students of MTs Muhammadiyah Wonosari. Considering the research findings, there are some suggestions are addressed to the English teachers and other material developers who conduct similar research.

The first suggestion is related to the input text. The results of the needs analysis show that the input texts needed by the learners are those related to their daily life. The input is mainly in the form of pictures and short written texts. Both pictures and texts should be relevant to the topic and close to real situation.

The second suggestion is related to classroom management. The results of the needs analysis show that the learners like to work in pairs or in small groups. It is suggested that the learning activities should encourage them to do discussion and share their findings with their friends. Thus, the English teachers should also be able to play the roles that are expected by the learners in the instructional process.

The third suggestion is related to the content of the materials. According to the expert judgment's suggestion, the texts have to consider local wisdom (traditional food) and moral values (confidence, discipline, responsibility) so that the students can develop the positive attitudes and appreciate the local culture.

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APPENDIX A.

THE CORE AND BASIC

COMPETENCES OF GRADE VII

OF JUNIOR HIGH SCHOOL/

MADRASAH TSANAWIYAH

**The Core Competence and Basic Competence of Grade VII of
Junior High School/Madrasah Tsanawiyah**

Core Competencies	Basic Competencies
1. Menghargai dan menghayati ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya. 3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan pengenalan diri, serta responnya, sesuai dengan konteks penggunaannya. 3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. 3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

	<p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p> <p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>
<p>4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>	<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon pengenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu</p>

	<p>dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), 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 sifat orang, binatang, dan benda, 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 tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana.</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana,</p>
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	<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.14 Menangkap makna lagu.</p>
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APPENDIX B.
THE NEEDS ANALYSIS
QUESTIONNAIRE



**KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
JURUSAN PENDIDIKAN BAHASA INGGRIS**
*Alamat: Karangmalang, Yogyakarta 55281 Telp. (0274) 550843, 548207
Fax (0274) 548207 <http://www.fbs.uny.ac.id/>*

Kepada:

Adik-adik Kelas VII MTs Muhammadiyah Wonosari

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas VII MTs Muhammadiyah Wonosari, maka pada kesempatan ini, saya meminta kesediaan adik-adik untuk mengisi kuisioner ini.

Kuisioner ini tidak bermaksud untuk menguji kemampuan adik-adik, melainkan untuk mengetahui kabutuhan materi pembelajaran Bahasa Inggris untuk siswa kelas VII.

Jawaban jujur dan murni dalam mengisi kuisioner dari adik-adik akan sangat membantu dalam penelitian ini. Jawaban dan identitas adik, akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Terima kasih.

Yogyakarta, 13 September 2014

Peneliti

Etika Ratna Sari

10202244041

**Angket Analisis Kebutuhan Siswa Kelas VII dalam Pembelajaran
Bahasa Inggris di MTs Muhammadiyah Wonosari**

I. Data pribadi responden.

Nama :
Usia : tahun
Jenis kelamin :
Kelas

II. Analisis kebutuhan siswa dalam pembelajaran Bahasa Inggris.

Lingkari salah satu atau lebih dari alternatif jawaban yang disediakan. Jika adik mempunyai pendapat lain, silahkan tuliskan jawaban pada tempat yang disediakan.

1. Apakah adik menyukai mata pelajaran Bahasa Inggris?
 - a. sangat senang.
 - b. senang.
 - c. cukup.
 - d. tidak senang.
 - e. sangat tidak senang.

2. Motivasi adik dalam belajar Bahasa Inggris di sekolah adalah ...
 - a. supaya mendapatkan nilai rapor yang bagus.
 - b. supaya lulus Ujian Nasional.
 - c. supaya menunjang pendidikan ke jenjang yang lebih tinggi (SMA).
 - d. supaya mendapat pengetahuan dan keterampilan berkomunikasi dalam Bahasa Inggris.
 - e. lainnya (tuliskan)

3. Untuk melanjutkan pendidikan ke jenjang yang lebih tinggi, keterampilan bahasa Inggris yang seharusnya adik pelajari adalah ...
 - a. kosa kata (*vocabulary*).

- b. tata bahasa (*grammar*).
 - c. kemampuan dasar berbahasa (*listening, speaking, reading, writing*).
 - d. kecakapan dalam pengucapan berbahasa Inggris (*pronunciation*).
 - e. lainnya (tuliskan)
4. Untuk melanjutkan pendidikan ke jenjang yang lebih tinggi, adik seharusnya berada pada level...
- a. pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana dalam konteks kehidupan sehari-hari.
 - b. pemula (*beginner*): dapat membuat kalimat dan ungkapan sederhana dalam konteks kehidupan sehari-hari.
 - c. pemula (*beginner*): dapat memahami ide pokok dalam sebuah teks sederhana dalam konteks kehidupan sehari-hari.
 - d. pemula (*beginner*): dapat menuliskan sebuah teks sederhana dalam konteks kehidupan sehari-hari.
 - e. lainnya (tuliskan)
5. Topik-topik pembelajaran Bahasa Inggris yang paling adik sukai adalah ...
- a. kehidupan sehari-hari (*daily life*)
 - b. keluarga (*family*)
 - c. binatang (*animal*)
 - d. bangunan-bangunan umum (*public places*)
 - e. lainnya (tuliskan)
6. Seberapa sering adik-adik membaca bacaan Bahasa Inggris?
- a. 1 hari satu bacaan
 - b. 1 hari lebih dari satu bacaan
 - c. 1 minggu satu bacaan
 - d. 1 minggu lebih dari satu bacaan
 - e. lainnya (tuliskan)

7. Dalam keterampilan membaca (*reading*), panjang materi pembelajaran yang adik sukai adalah ...
- a. < 100 kata
 - b. 100 – 150 kata
 - c. 150 - 200 kata
 - d. > 200 kata
 - e. lainnya (tuliskan)
8. Dalam keterampilan membaca (*reading*) dan menulis (*writing*), materi pembelajaran yang adik sukai adalah ...
- a. monolog/dialog.
 - b. monolog/dialog disertai gambar.
 - c. cerita pendek.
 - d. cerita pendek disertai gambar.
 - e. lainnya (tuliskan)
9. Dalam keterampilan membaca (*reading*), adik mengalami kesulitan ...
- a. memahami makna kata-kata Bahasa Inggris.
 - b. memahami isi bacaan.
 - c. teks bacaan terlalu panjang.
 - d. topik bacaan tidak menarik.
 - e. tidak ada gambar dalam teks bacaan.
 - f. lainnya (tuliskan)
10. Dalam keterampilan menulis (*writing*), adik mengalami kesulitan ...
- a. memahami isi bacaan.
 - b. menuliskan sebuah kata bahasa Inggris.
 - c. membuat sebuah kalimat lengkap sederhana.
 - d. tidak memiliki kata-kata yang cukup.
 - e. membuat kalimat dengan *tenses* yang benar.
 - f. lainnya (tuliskan)

11. Aktivitas yang adik sukai dalam keterampilan membaca (*reading*) ...
- membaca nyaring sebuah monolog sederhana.
 - mencari ide utama bacaan.
 - membaca teks lalu menjawab pertanyaan yang berkaitan dengan isi bacaan tersebut.
 - mengurutkan gambar sesuai dengan urutan cerita yang benar/logis.
 - menyusun kalimat acak menjadi sebuah urutan cerita yang benar/logis.
 - lainnya (tuliskan)
12. Aktivitas yang adik sukai dalam keterampilan menulis (*writing*) ...
- melengkapi kata yang hilang.
 - menuliskan nama benda/binatang berdasarkan gambar.
 - menyusun kata menjadi kalimat yang benar.
 - membuat sebuah kalimat sesuai dengan tata bahasa yang benar.
 - menjawab pertanyaan sesuai dengan isi bacaan yang telah disediakan.
 - lainnya (tuliskan)
13. Dalam proses pembelajaran Bahasa Inggris, adik lebih suka mengerjakan tugas secara ...
- individu
 - berpasangan dengan teman sebangku.
 - diskusi dalam sebuah kelompok kecil 3-4 orang.
 - diskusi dalam sebuah kelompok besar >4 orang.
 - lainnya (tuliskan)
14. Pada saat proses belajar mengajar berlangsung, adik lebih suka...
- mendengarkan penjelasan dari guru.
 - mengajukan pertanyaan apabila tidak paham penjelasan guru.
 - berdiskusi dengan teman sebangku tentang materi yang sedang dibahas.

- d. berdiskusi dalam sebuah kelompok kecil mengenai materi yang sedang dibahas.
- e. lainnya (tuliskan)

15. Pada saat mengerjakan soal latihan bahasa Inggris, adik lebih menginginkan jika guru...

- a. menjelaskan perintah dalam soal sebelum mulai mengerjakannya.
- b. memberikan saran, koreksi, dan komentar terhadap hasil kerja adik.
- c. memberikan penjelasan singkat pada soal yang sulit dipahami.
- d. berkeliling mengawasi pekerjaan siswa.
- e. lainnya (tuliskan)

APPENDIX C.

COURSE GRID

COURSE GRID OF UNIT 1

WHAT ARE THEY?

Grade/Semester : VII / II

Core Competence :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic Competence	Indicators	Language Features	Activities	Input
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Students are able to: 1. Identify a label. 2. Identify general	1. Article e.g. <i>a</i> and <i>an</i> . (<i>a box of juice</i> , <i>a</i>	Reading-Writing: 1. Observing • Students are asked to observe pictures.	<ul style="list-style-type: none"> • Pictures of food and drink products. • List of vocabulary

<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.6. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p>	<p>information of label.</p> <p>3. Identify and use an article.</p> <p>4. Make a list of the food and drink products.</p>	<p><i>bottle of fresh water, an ice cream, etc.).</i></p> <p>Vocabulary: The vocabulary is related to the names of food and drink products.</p>	<p>2. Questioning</p> <ul style="list-style-type: none"> Students formulate relevant questions based on what they have observed. <p>3. Collecting and Analyzing Information, Communicating</p> <ul style="list-style-type: none"> Students are asked to match the information with the correct pictures and do vocabularies exercise. Then, share their answers to the class. Students arrange jumbled letters into a name of product. Students read a short text and answer the comprehension questions. Students are asked to identify and make use of article to complete tasks. Students are given pictures of things and make a list of them. Report their answers 	<p>related to topic.</p> <ul style="list-style-type: none"> Short texts describing labels.
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4.7. Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.			to the class. 4. Creating text <ul style="list-style-type: none"> • Students arrange the jumbled sentences into a correct order. • Students make a short description of a label. 	
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COURSE GRID OF UNIT 2
HOW DO THEY LOOK LIKE?

Grade/Semester : VII / II

Core Competence :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic Competence	Indicators	Language Features	Activities	Input
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Students are able to: 1. Recognize adjectives of	1. Pronoun (personal pronoun), e.g. <i>I, you, he, she,</i>	Reading-Writing: 1. Observing • Students are asked to observe pictures.	<ul style="list-style-type: none"> • Pictures of people. • List of vocabulary related to topic.

<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai</p>	<p>people.</p> <p>2. Guess the meaning of pictures.</p> <p>3. Interpret pictures and written texts.</p> <p>4. Identify and use pronoun.</p> <p>5. Make a short text describing people.</p>	<p><i>they, etc.</i> <i>(She is beautiful. He is short. They are happy.)</i></p> <p>Vocabulary: The vocabulary is related to adjectives used to describe people.</p>	<p>2. Questioning</p> <ul style="list-style-type: none"> Students formulate relevant questions based on what they have observed. <p>3. Collecting data, Analyzing data, Communicating</p> <ul style="list-style-type: none"> Students are asked to match the information with the correct pictures and do vocabularies exercise. Then, share their answers to the class. Students are asked to guess the adjectives from interpreting pictures. Students are asked to identify and make use of pronoun to complete tasks. In a small group, students are asked to complete crosswords game, and then share their answer to the class. Students read a short text and answer the 	<ul style="list-style-type: none"> Short texts and dialogues describing people.
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<p>dengan konteks penggunaannya.</p> <p>4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>			<p>comprehension questions, then share their answer to the class.</p> <p>4. Creating text</p> <ul style="list-style-type: none"> • Students are asked to identify incorrect sentences, and then rewrite the sentences with the correct adjectives. • Students are asked to identify pictures and make a short description with the suitable adjectives. 	
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COURSE GRID OF UNIT 3

WHAT DO YOU DO?

Grade/Semester : VII / II

Core Competence :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic Competence	Indicators	Language Features	Activities	Input
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Students are able to: 1. Recognize verbs of habitual action.	1. Preposition (time and place), e.g. <i>at, on, and in.</i>	Reading-Writing: 1. Observing • Students are asked to observe pictures.	• Pictures of people's daily activity.

<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</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>2. Identify general information of the texts.</p> <p>3. Interpret pictures and written texts.</p> <p>4. Identify and use preposition.</p> <p>5. Make a short text about people' daily activity.</p>	<p><i>(I am at Nias's House. She has English club on Monday. She wakes up in the morning.)</i></p> <p>Vocabulary: The vocabulary is related to verbs used in habitual action.</p>	<p>2. Questioning</p> <ul style="list-style-type: none"> Students formulate relevant questions based on what they have observed. <p>3. Collecting data, Analyzing data, Communicating</p> <ul style="list-style-type: none"> Students read a short text and find the verbs that are hidden in the text. Students do search words game. Students are asked to match the information with the correct pictures and do vocabularies exercise. Then, share their answers to the class. Students are asked to guess the adjectives from interpreting pictures. Students are asked to find out the information from a timetable and answer the comprehension questions. 	<ul style="list-style-type: none"> Timetables of daily activity. List of vocabulary related to topic. Short texts and dialogues about people's daily activity.
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<p>3.8. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>4.9. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>			<ul style="list-style-type: none"> • Students are asked to identify and make use of preposition to complete tasks. • Students are asked to find general information by finding out true or false statement. <p>4. Creating text</p> <ul style="list-style-type: none"> • Students are asked to find general information from the texts. • Students make simple sentences based on the series pictures of daily activities provided. 	
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APPENDIX D.
THE FIRST DRAFT OF
THE MATERIALS

UNIT 1

WHAT ARE THEY?



In this unit, you will learn to:

- 1. identify a label**
- 2. make a list of things**
- 3. use an article**



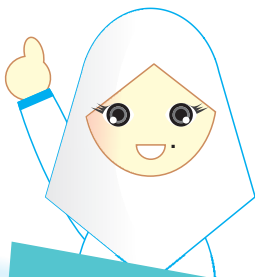
Observing

ACTIVITY 1

Study the following pictures and identify what the pictures are about.



Source:
Pict. 1,2,3 : www.commonswiki.org



Questioning

ACTIVITY 2

After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.

What kinds of product
are they?

.....
.....

How to distinguish
each product?



.....
.....

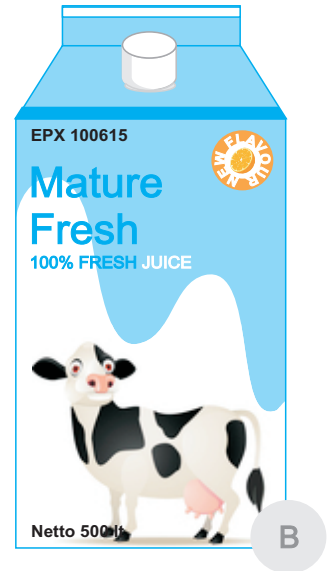
What is the function of
the label?

.....
.....



ACTIVITY 3

Study the pictures, and then find and circle 10 different things from picture A to picture B.



ACTIVITY 4

Match the information with the correct picture, and then put the number in the circle.



This is a bottle of syrup.
The name of the product is Fruity.
It has a picture of melon.

These are six cups of chocolate ice cream.
The name of the product is Freeze.
It has a picture of ice cream.

These are two bottles of chilli sauce.
The name of the product is Mister Sauce.
It has a picture of chillies.

This is a box of juice.
The name of the product is Nature Fresh.
It has a picture of orange.

4

These are three boxes of milk.
The name of the product is Nature Fresh.
It has a picture of a cow.

5

LABEL

Label is a thing attached on a product.

The characteristic of a label:

- * The brand name
- * The kind of the product
- * A picture represents the product
- * The expired date
- * The quantity of the product



The functions of a label:

- * identify a specific product,
- * provide a clear information about the brand name, quantity, the expired date, etc, and
- * helps to promote the product.

Adapted from www.marketing.blogspot.com

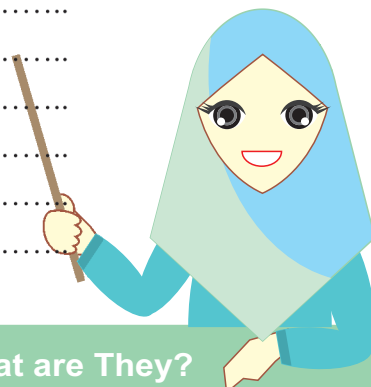


ACTIVITY 5

In pairs, find the Indonesian equivalents of the English words below. You may open your dictionary. Report your answers to the class.

Bottle /'bɒt.l /	:
Box /bɒks/	:
Bread /bred/	:
Can /kæn/	:
Coffee /'kɒf.i/	:
Cola /'kəʊ.lə/	:
Cracker /'kræk.ə /	:
Cup /kʌp/	:
Flour /flaʊə /	:
Jam /dʒæm/	:
Margarine /,mɑ:.dʒə'ri:n/	:
Milk /milk/	:
Sachet /'sæf.eɪ/	:
Sauce /sə:s/	:
Sugar /'ʃʊg.ə /	:

Listen and repeat after me, please.





ACTIVITY 6

Study the picture, and then answer the questions that follow. Report your answers to the class.

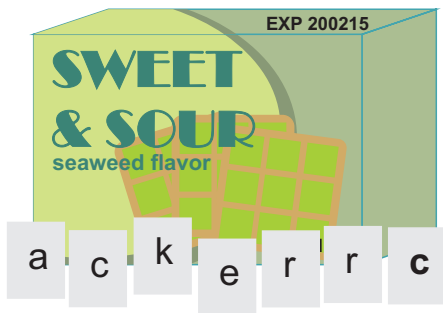
Questions:

1. What kind of product is it?
_____.
2. What is the name of the product?
_____.
3. What is the taste of pudding?
_____.
4. How many grams is the product?
_____.
5. When is the expiration date?
_____.

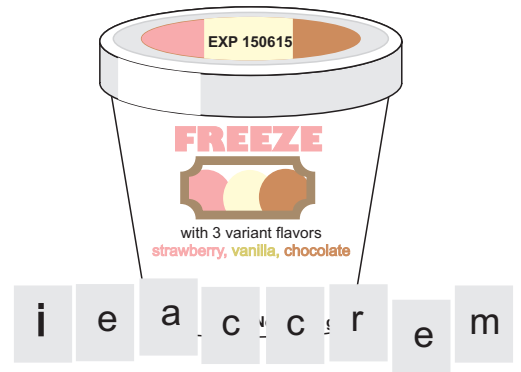


ACTIVITY 7

In pairs, study the pictures, and then arrange the jumbled letters into a correct word.



1. It is a box of _____.



2. It is a cup of _____.



3. It is a box of _____.



4. It is a pack of _____.

ACTIVITY 8

Study the picture, and then complete the missing letters with the correct product.



1. A bottle of soybean sauce.
2. Three bottles of f ____ w ____.
3. A box of t ____.
4. Three cans of c ____.
5. Six bottles of y ____.
6. Two boxes of m ____ j ____.
7. Two sachets of m ____.
8. A bottle of t ____ s ____.
9. A jar of s ____ j ____.
10. Two bottles of m ____ s ____.
11. Two boxes of c ____ m ____.

Keywords:

melon syrup, mango juice, cola, tea, tomato sauce, fresh water, soybean sauce, milk, strawberry juice, yogurt, vanilla ice cream, strawberry jam, orange juice

ACTIVITY 9

In pairs, study the following explanation.

ARTICLE

Do you see the words **a**? Do you know what it is?

A is an article. Do you know what is an article?

An article is a kind of adjective which is always used with and gives some information about a noun.

There are three articles, **a**, **an**, and **the**.

A, An is used to indicates one single noun (singular), e.g.

- **A** bottle of sauce.

- **An** orange juice.

***a** is used when the noun starts with a consonant sound,

e.g. *a box* /b?ks/

***an** is used when the noun starts with a vowel sound (a, i, u, e, o),

e.g. *an orange* --> /br.ʌndʒ/.

If the noun is more than one (plural), you don't have to use an article, instead determiner such as number, etc;. e.g.

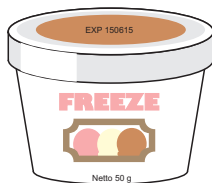
- **Two boxes** of melon juice.

- **Six cups** of ice cream.

You have to be careful in writing plural noun, because the noun usually ends with -s or -es. You add -es if the noun ended in -s, -ss, -sh, -ch, and -x.

ACTIVITY 10

In pairs, put the article **a** or **an** to complete the following sentences.



1. It is ____ cooking oil.

3. It is ____ ice cream.

5. It is ____ margarine.

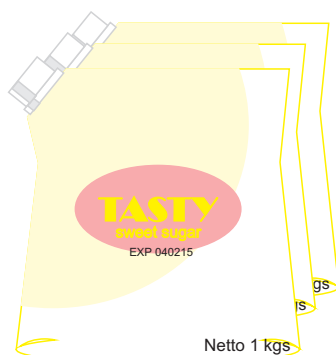
2. It is ____ orange juice.

4. It is ____ cookie.

6. It is ____ oyster sauce.

ACTIVITY 11

Mother buys some groceries in the market.
Make a list of the things she wants to buy.



Mom's list :

- a pack of bread.

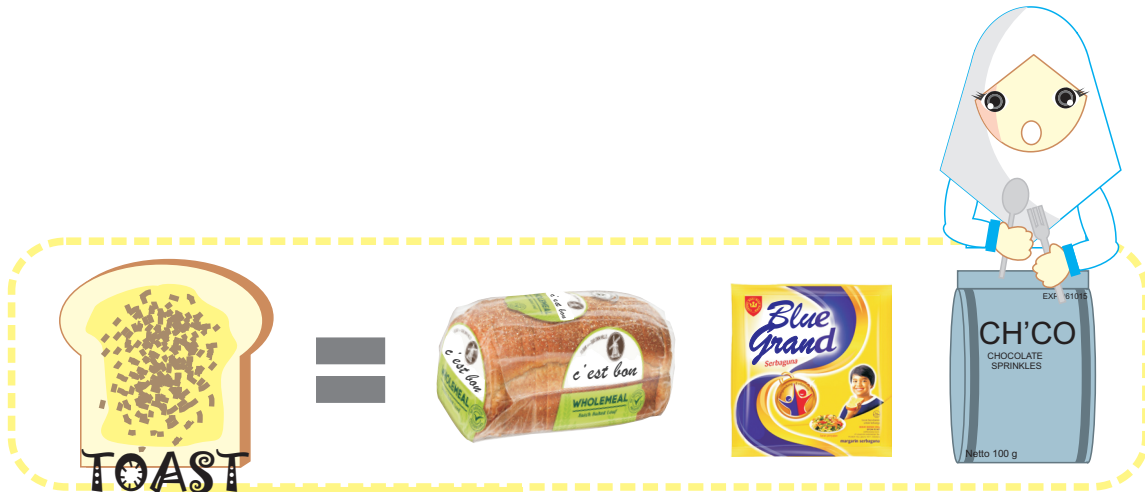
-
-
-
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-





ACTIVITY 12

In pairs, write down the product used to make the following foods. Report your answers to the class.



1. Chocolate sprinkle.

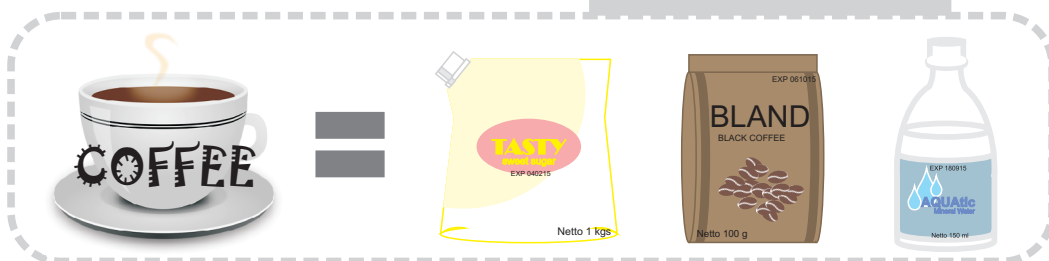
2.

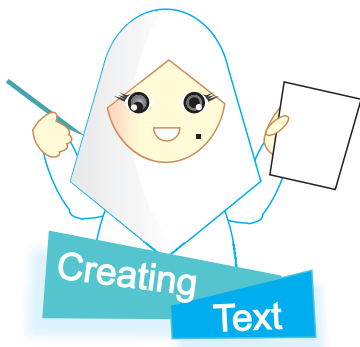
3.

4.

5.

6.





ACTIVITY 13

Arrange the jumbled sentences into a correct order according to the picture.







It is Delicacy.

It is a can of sardines.

It has a picture of beans.

It is Mister Sauce.

It has a picture of cookies.

It is a pack of cookie.

It has no picture.

It is Fish in Can.

It is Healthy Sour.

These are bottles of yogurt.

These are bottles of soysauce.

It has a picture of tuna.

ACTIVITY 14

Individually, make a short text describing the products below. You may take a look at the previous activity as the examples.



.....

Cooking Oil

PALM

Palm tree



.....

Margarine

Blue Grand

A Boy



.....

Oyster Sauce

Mister Sauce

Oysters

.....

Flour

Tasty

Wheat



.....

Mayonnaise

Super Mayo

Egg

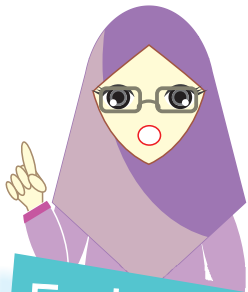
.....

Salt

Mineral Salt

Wave





Evaluation

ACTIVITY 15

Write down the name of product of food and drink in the box. Report your answers to the class.



FOODS

1. _____
2. _____
3. _____
4. _____
5. _____

DRINKS

6. _____
7. _____
8. _____
9. _____
10. _____

ACTIVITY 16

When you accompany your mother to buy groceries in the market, what products does your mother usually buy?
Write down 10 products of groceries.

Homework

Homework

ACTIVITY 17

Study the pictures, and then answer the questions that follow by circling a, b, c, or d.

1



What product is it?

- a. green tea.
- b. guava juice.
- c. black coffee.
- d. chocolate milk.

6



What is the label of this product??

- a. Black Pepper.
- b. Green Leaves.
- c. Pepper.
- d. Green Pepper.

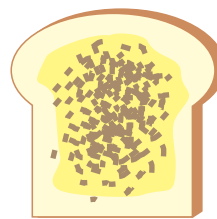
2



What product is it?

- a. syrup.
- b. coffee.
- c. guava juice.
- d. carbonated drink.

7



What product is not included in the sandwich?

- a. bread.
- b. margarine.
- c. strawberry jam.
- d. chocolate sprinkle.

3



What flavor is it?

- a. apple.
- b. mulberry.
- c. strawberry.
- d. blackberry.

8



When is the expired date of this product?

- a. 140215.
- b. 040215.
- c. 041215.
- d. 141215.

4



What kind of products is it?

- a. juice.
- b. drink.
- c. syrup.
- d. sauce.

9



What is the possible picture for the label?

- a. chilli.
- b. apple.
- c. tomato.
- d. strawberry.

5



What is the label of this picture?

- a. Black coffee.
- b. Bland.
- c. Coffee.
- d. Chocolate.

10



How much is the netto of the product?

- a. 1 ml.
- b. 10 ml.
- c. 100 ml.
- d. 1000 ml.

Reflection

Reflection

Question

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Identifying labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a list of products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary

Summary

Summary

In this unit, you learn.....

1. Label

LABEL

Label is a thing attached on a product.

The characteristic of a label:

- * The brand name
- * The kind of the product
- * A picture represents the product
- * The expired date
- * The quantity of the product



The functions of a label:

- * identify a specific product,
- * provide a clear information about the brand name, quantity, the expired date, etc, and
- * helps to promote the product.

2. Article

ARTICLE

An article is a kind of adjective which is always used with and gives some information about a noun.

There are three articles, **a**, **an**, and **the**.

A, An is used to indicate one single noun (singular), e.g.

- **A** bottle of sauce.

- **An** orange juice.

***a** is used when the noun starts with a consonant sound,

e.g. *a box* /bʔks/

***an** is used when the noun starts with a vowel sound (a, i, u, e, o),

e.g. *an orange* --> /br.ɪndʒ/.

If the noun is more than one (plural), you don't have to use an article, instead determiner such as number, etc;. e.g.

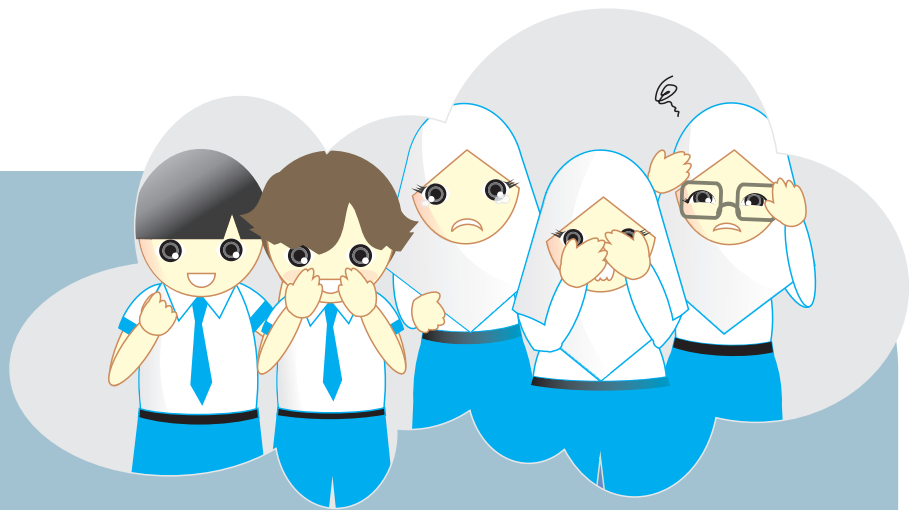
- **Two boxes** of melon juice.

- **Six cups** of ice cream.

You have to be careful in writing plural noun, because the noun usually ends with -s or -es. You add -es if the noun ended in -s, -ss, -sh, -ch, and -x.

UNIT 2

HOW DO THEY LOOK LIKE?



In this unit, you will learn to:

- 1. recognize a grammatical word class (adjective)**
- 2. guess the meaning of the pictures**
- 3. interpret pictures and written texts**
- 4. identify and use pronoun**
- 5. describe people and thing**



ACTIVITY 1

Study the following pictures and identify what the pictures are about.



Source:

Pict.1 : www.detik.com

Pict.2 : www.thejakartapost.com

Pict.3 : www.forbes.com



ACTIVITY 2

After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.

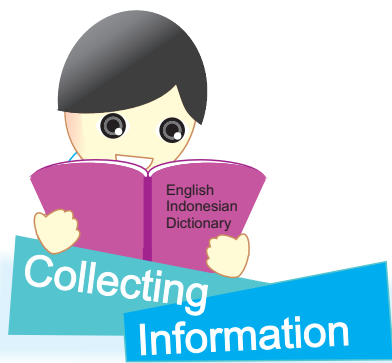
How do they look like?

.....

Is she beautiful?

?

Are they famous?



ACTIVITY 3

In pairs, read the texts below, and then underline the adjectives that you have found.

He is Edo.
Edo is a handsome boy.
He is tall and strong.
He has curly hair.
He has brown skin.
Edo likes basketball.



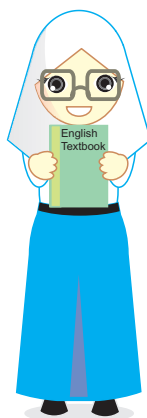
She is Sari.
Sari is funny and friendly.
She has short stature.
Sari likes dancing.
She does traditional dance.
She is a talented dancer.

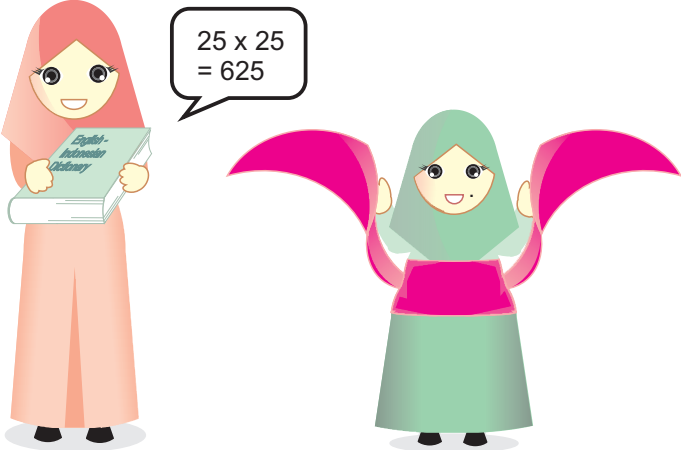
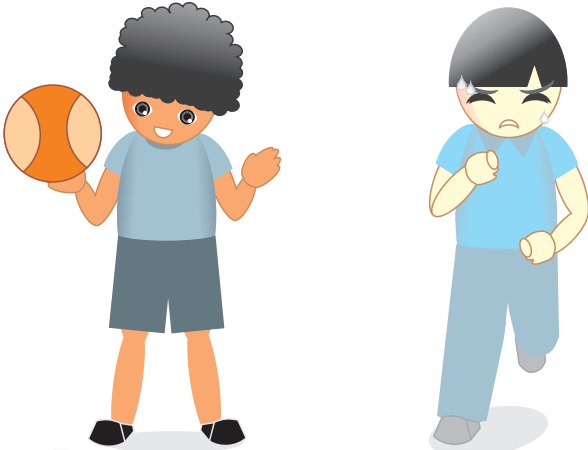
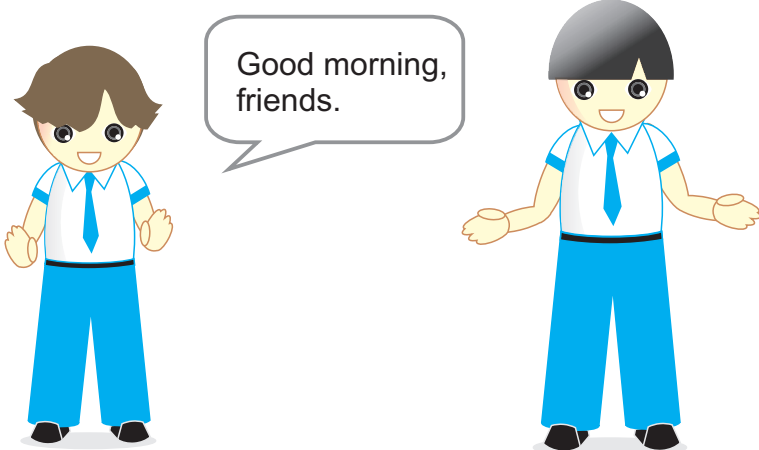
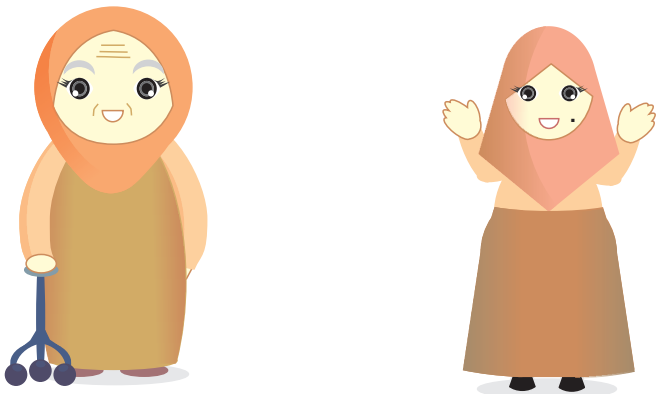


ACTIVITY 4

Match the information describing a person below with its illustration by circling the correct picture.

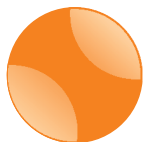
1. She is **short**.
She is **slim**.
She is a **diligent** student.
She has a pair of **big** and **black** glasses.



<p>2. She is tall. She is thin. She is smart. She brings a heavy and thick book.</p>	
<p>3. He is tall. He has a weak body. He has short and straight hair. He has a fair skin.</p>	
<p>4. He is polite. He is small. He has pale skin. He has wavy and brown hair.</p>	
<p>5. She is old. She is short and fat. She wears a brown dress. She has a walking stick.</p>	

ACTIVITY 5

In pairs, study the pictures, and then tick the correct adjective that describes each picture.



<input type="checkbox"/>	round
<input type="checkbox"/>	oval



<input type="checkbox"/>	dull
<input type="checkbox"/>	colorful



<input type="checkbox"/>	bright
<input type="checkbox"/>	dark



<input type="checkbox"/>	hot
<input type="checkbox"/>	cold



<input type="checkbox"/>	bitter
<input type="checkbox"/>	sweet



<input type="checkbox"/>	left
<input type="checkbox"/>	right



<input type="checkbox"/>	full
<input type="checkbox"/>	empty



<input type="checkbox"/>	cute
<input type="checkbox"/>	scary



<input type="checkbox"/>	fast
<input type="checkbox"/>	slow



<input type="checkbox"/>	heavy
<input type="checkbox"/>	light

ACTIVITY 6

In pairs, study the following explanation.

ADJECTIVE

An adjective is a word that describes a noun or a pronoun.

An adjective comes in front of the noun it is describing.

e.g. Sari is a *beautiful* girl.

An adjective can also come after a linking verb (*to be*), auxiliary have, etc.

e.g. Edo is *tall* and *strong*.

He has *curly* hair.

Adjectives usually answer three questions about the nouns they describe:

1. **What ...?**



Sari likes *traditional* dance.

What kind of **dance**? *Traditional*.

2. **How ...?**



Sari is short and small.

How does she look like? *short and small*.

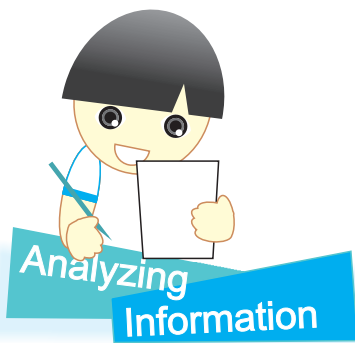
3. **Which ...?**



Sari likes *traditional* dance.

Which **dance**? *Traditional*.

Adapted from www.eslidesk.com



ACTIVITY 7

Study the following sentences, and then choose the correct adjective in the sentence.



1



2



3



4



5

1. The shorts is (~~clean~~/dirty).
2. The tip of the pencil is (sharp/dull).
3. This whiteboard has a (flat/rough) surface.
4. That pillow is (hard/soft), I might sleep for all day.
5. The dictionary is (thick/thin), it has less vocabulary.
6. This is a (modern/traditional) device used for communication.

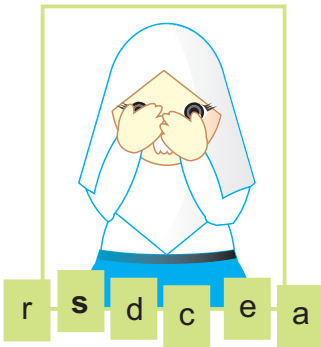


6

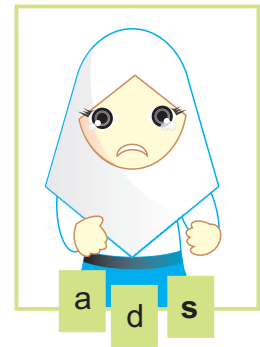
ACTIVITY 8

In a group of four, arrange the jumbled letters into a correct word. You may open your dictionary.

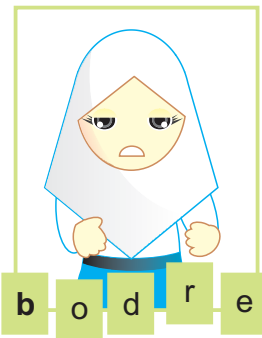
HOW ARE YOU FEELING?



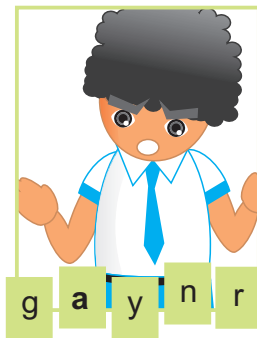
She is s_____.



She is s__.



She is b_____.



He is a_____.



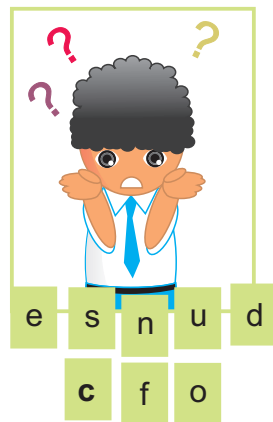
He is h_____.



He is s__.



She is e_____.



He is c_____.



She is s_____.



He is s_____.

ACTIVITY 9

Match the English word with its Indonesian equivalent. You may open your dictionary. Report your answers to the class.

Listen and repeat after me, please.



angry
[ˈæŋ.ɡri]

shy
[ʃaɪ]

confused
[kənˈfjuːzd]

surprised
[səˈpraɪzd]

scared
[skeəd]

hurt
[hɜːt]

excited
[ɪkˈsaɪ.tɪd]

enthusiastic
[ɪnˌθjuː.ziˈæs.tɪk]

bored
[boːd]

sad
[sæd]

malu

sakit

bersemangat

marah

senang

sedih

bosan

kaget

takut

bingung

ACTIVITY 10

Write down the characteristics of your friends, and then ask them how are their feeling today.

How does Joko look like?

How are you feeling, Joko?

I am so happy. Thank you.



My Friends' List

No.	Name	Characteristic and Feeling
1.	Joko	Short and handsome. He is happy.
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ACTIVITY 11

In pairs, study the following explanation.

PRONOUN

Pronoun is a word which may replace a noun or noun phrase.

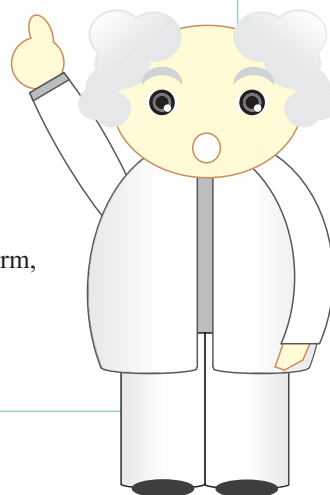
It is followed by verb, such as linking *be* (*is, am, and are*), auxiliary *have, modal, etc.*

Subject (subyek)		Verb (kata kerja)
I	saya	am
You	kamu	are
They	mereka	are
We	kami, kita	are
He	dia (laki-laki)	is
She	dia (perempuan)	is
It	(benda)	is

When you use *he, she, it* or any single noun, the verb will change its form, it usually adds *-s* or *-es* in the end of the verb, e.g.:

Kadek *wears* a long dress. → wear

Joko *has* short and straight hair. → have



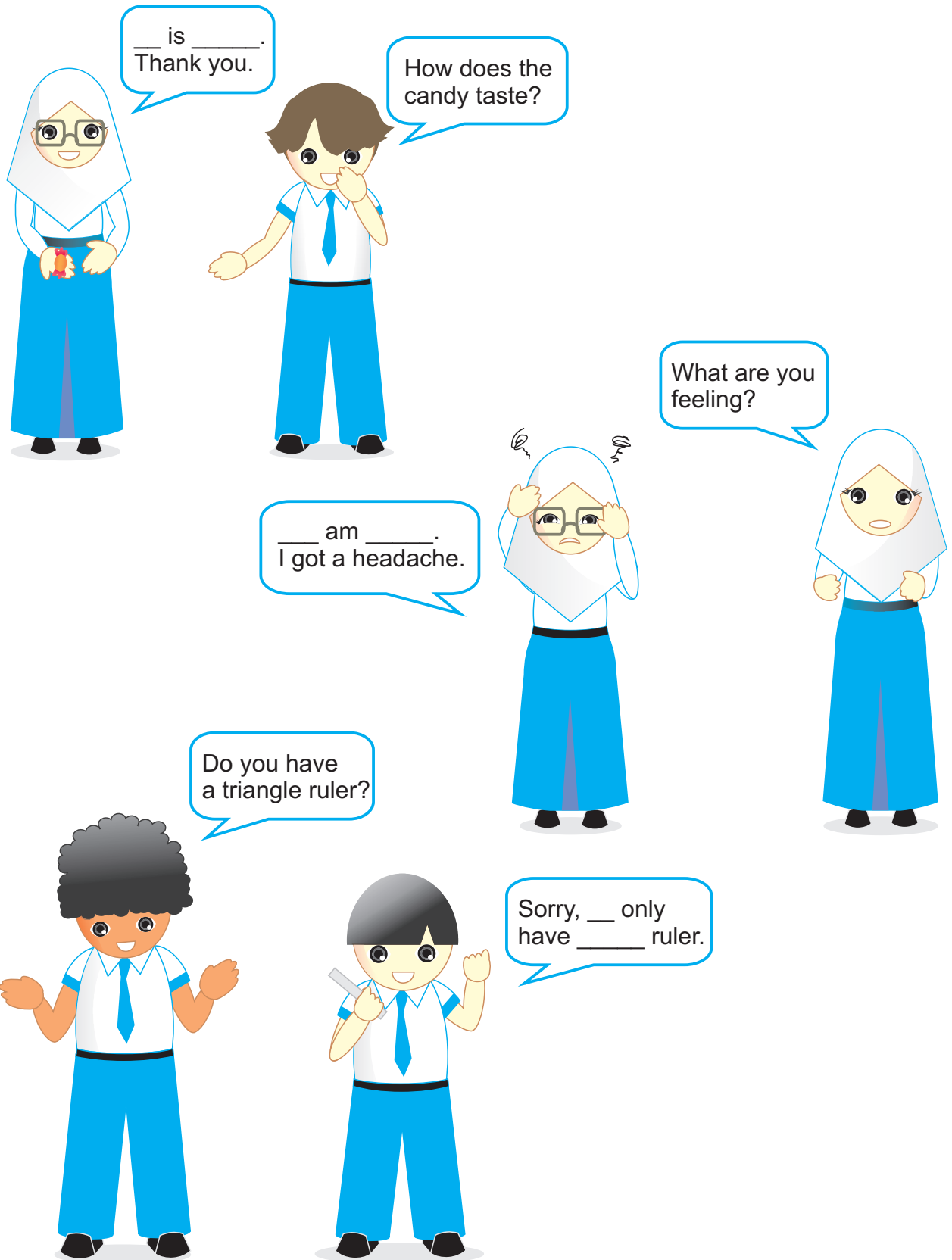
ACTIVITY 12

Fill in the blank spaces with the correct pronoun.
You may take a look at the previous activity.

1. **Joko** is quiet. _____ never talks.
2. **Kadek and Nias** watches a horror movie. _____ scream so loud.
3. **The book** is new. _____ has a hard cover.
4. **Sari** is smart. _____ always studies in the library.
5. I has a **pair of shoes**. _____ is new and expensive.
6. **My friends and I** plays until 5 in the evening. _____ are so tired.
7. **This room** is not mine. _____ is very messy.
8. **Nias** is always late. _____ never comes on time.
9. Kadek eats a **box of chocolate**. _____ is delicious.
10. **Edo** rides his bicycle. _____ is so slow.

ACTIVITY 13

Study the dialogues, and then complete the blank spaces with the correct adjective and pronoun. Report your answers to the class.

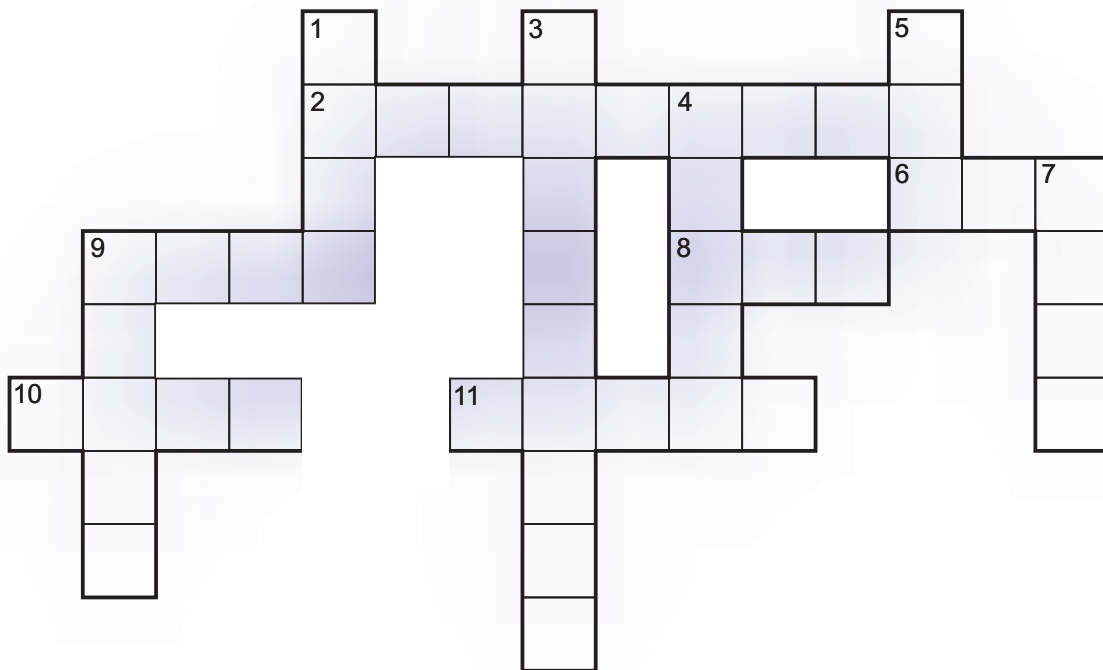




ACTIVITY 14

Use the adjectives provided in **Across** and **Down** as the clue, and then write down the opposite adjectives of them in the numbered grid below. Report your answers to the class.

Opposite Adjective



ACROSS:

- 2. CHEAP
- 6. DRY
- 8. YOUNG
- 9. HEALTHY
- 10. SOFT
- 11. CLEAN

DOWN:

- 1. STRONG
- 3. UGLY
- 4. LONG
- 5. OLD
- 7. HEAVY
- 9. DULL

ACTIVITY 15

Study the following text, and then answer the questions that follow. Report your answers to the class.

CAMPING

My family likes to go camping every weekend.
It is a long ride to the campsite because it is quite far from the city.
The campsite is wonderful, it is near a lake and surrounded by mountains.
The water of the lake is so clear and fresh, although the weather is a bit cold.
We built our tent and sit under the bright star shining through the dark sky.
We make a bonfire and roast some corns. They are delicious.
In the night, we snuggle in our warm and cozy sleeping bags and tell
funny stories. We are so loud and noisy.
I am so happy spending my time with my family.



Adapted from www.HaveFunTeaching.com

Questions

1. What is the writer doing every weekend?

_____.

2. How does the campsite look like?

_____.

3. What are they doing in the campsite?

_____.

4. How does the roasted corns taste?

_____.

5. Where do they sleep?

_____.

6. Which story does the writer scared of?

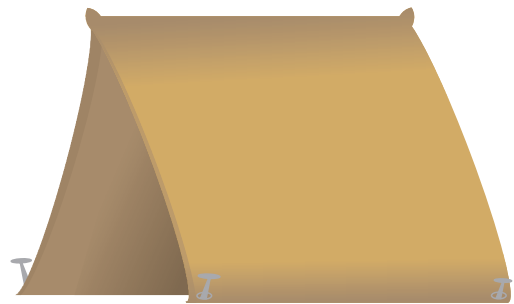
_____.

7. Can you identify the adjectives in this text above? Write them down in the lines below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. How does the writer feel spending time with his family?

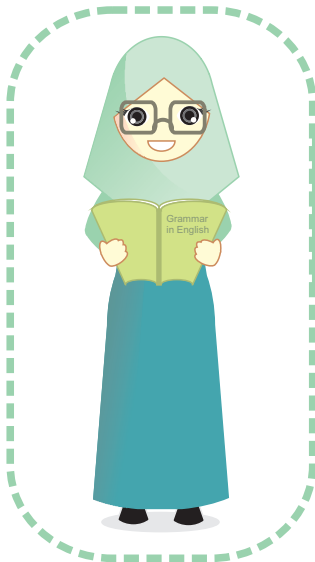
_____.





ACTIVITY 16

Study the incorrect sentences, and then rewrite the correction of the sentence.

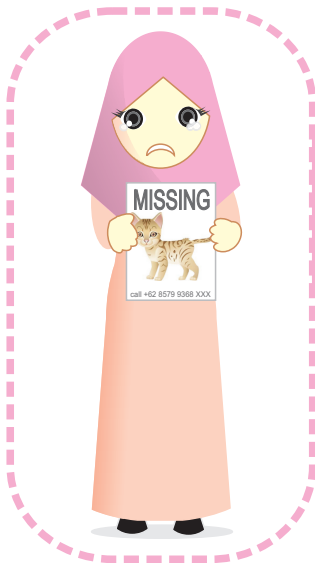


1

The sleepy girl is angry. She is diligent.

The boy is clean. He got blue paint.

2

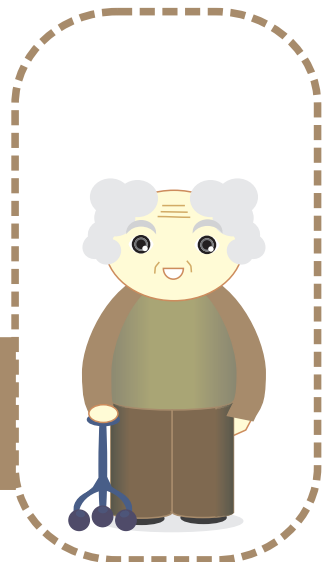


3

The girl is bored looking for her scary kitten.

The young grandpa wears a cold sweater.

4



5

The healthy boy is covered in hard blanket.

ACTIVITY 17

Describe the pictures with the correct adjectives that you have learned. You may write three or more adjectives to describe each picture.



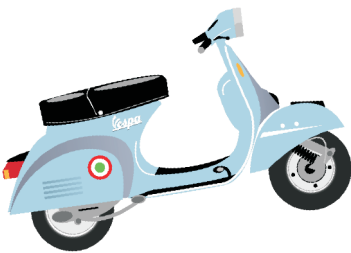
MILK



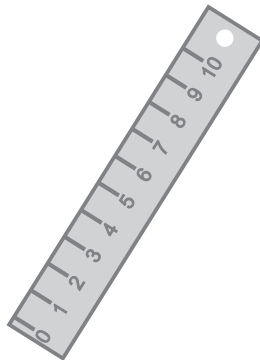
BABY GIRL



GOWN



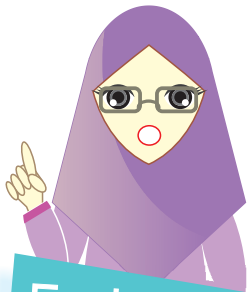
MOTORCYCLE



RULER



DOCTOR



Evaluation

ACTIVITY 18

Read the sentences carefully, and then find the meaning of the bold adjectives. You cannot open your dictionary.

1. The tip of the pencil that he used is **not sharp**. **Not sharp** means
a. thin b. dull c. thick
2. They are **not happy** seeing the sick puppy. **Not happy** means
a. frustrated b. angry c. sad
3. Sari **did not feel well**, she has a high fever. **Did not feel well** means
a. shy b. sick c. bored
4. The mattress is not hard, we can sleep well tonight. **Not hard** means
a. soft b. slim c. dry
5. The clothes has **a lower price**, I have enough money to buy it.
A lower price means
a. expensive b. cheap c. high
6. My feeling **was not wrong** when I told you Edo got into an accident.
Not wrong means
a. left b. front c. right
7. Her dress **is not ugly**, it is wonderful. **Not ugly** means
a. happy b. cheerful c. beautiful
8. He got into rain last night, he was **drenched**. **Drenched** means
a. very wet b. very dry c. very dark
9. These books **are not light**, why don't you help me. **Not light** means
a. big b. heavy c. small
10. The homework is **hard**, I do not understand the questions. **Hard** means
a. difficult b. easy c. soft

ACTIVITY 19

In a group of five, make a dictionary of adjectives that you have learned along with its Indonesian meaning.

Homework

Homework

ACTIVITY 20

After you had learned the adjectives in this unit, you are asked to classify the adjectives into the groups.

PEOPLE		THING
Feeling (emotion)	Appearance	

Reflection

Reflection

Question

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Recognizing a grammatical word class (adjective)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting picture and written text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and using pronoun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describing people and thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary

Summary

Summary

In this unit, you learn.....

1. Adjective

ADJECTIVE

An adjective is a word that describes a noun or a pronoun.

An adjective comes in front of the noun it is describing.

e.g. Sari is a *beautiful* girl.

An adjective can also come after a linking verb (*to be*), auxiliary have, etc.

e.g. Edo is *tall* and *strong*.

He has *curly* hair.

Adjectives usually answer three questions about the nouns they describe:

1. What ...?



Sari likes *traditional* dance.

What kind of **dance**? *Traditional*.

2. How ...?



Sari is short and small.

How does she look like? *short and small*.

3. Which ...?



Sari likes *traditional* dance.

Which **dance**? *Traditional*.

Adapted from www.esldesk.com

2. Pronoun

PRONOUN

Pronoun is a word used to refer a person or a thing.

It is followed by verb, such as linking *be* (*is, am, and are*), auxiliary *have, modal, etc.*

Pronoun:

I + am

You, We, They + are → *We* and *they* used when the person or the thing are plural.

He, She, It + is → *He* and *she* used when the person is single.

It used when the thing is single.

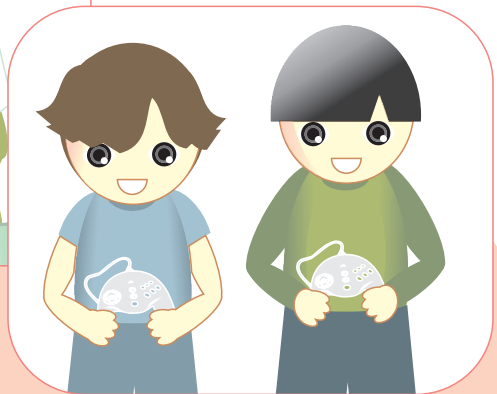
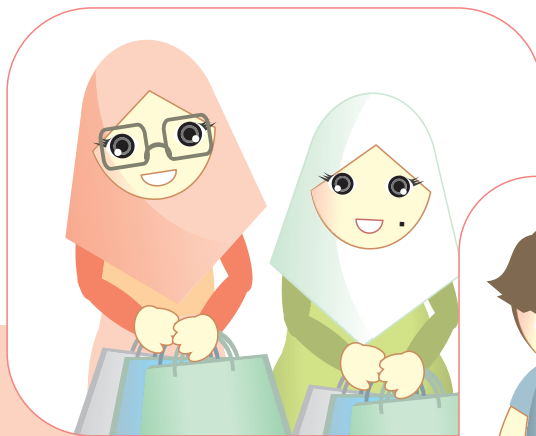
When you use *he, she, it* or any single noun, the verb will change its form, it usually adds with *-s* or *-es* in the end of the verb, e.g.:

Kadek *wears* a long dress. → wear

Joko *has* short and straight hair. → have

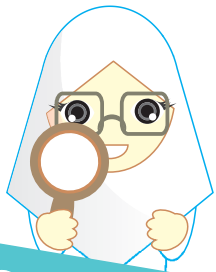
UNIT 3

WHAT DO YOU DO?



In this unit, you will learn to:

- 1. recognize a grammatical word class (verb habitual)**
- 2. find out general information of texts**
- 3. interpret pictures and written texts**
- 4. identify and use preposition**
- 5. making simple sentences**



Observing

ACTIVITY 1

Study the following pictures and identify what the pictures are about.



Questioning

ACTIVITY 2

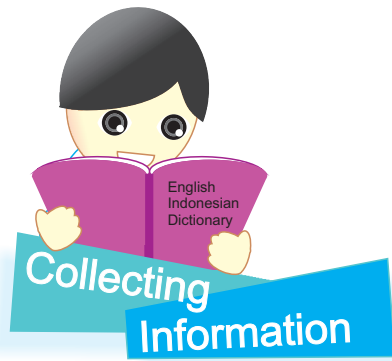
After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.

What does he do every morning?

?

When do the activities happen?

Where do the activities happen?



ACTIVITY 3

In pairs, study the following text, and then underline the verbs that you have found.

Edo wakes up at 5.30 a.m. by the ringing sound of his alarm. He usually gets up 5 minutes later, and then makes the bed. He goes to the bathroom. He brushes his teeth and takes a bath.

Edo dresses up in his uniform. He combs his hair and puts on his shoes. He prepares his books and put them in his bag. He has sandwich and milk for breakfast.

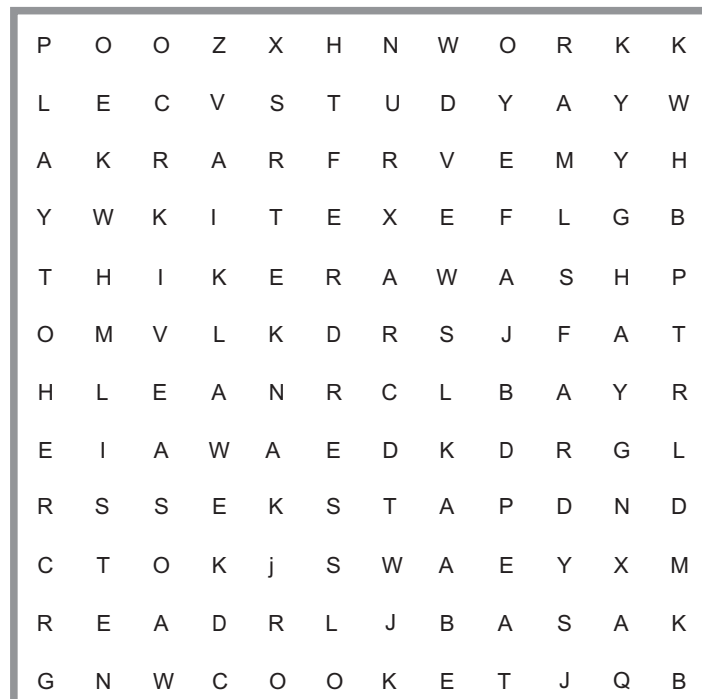
Edo says goodbye to his mother and goes to the school. He rides a bike to the school.

Adapted from iSLCollective.com



ACTIVITY 4

Find 10 hidden verbs in the box below.

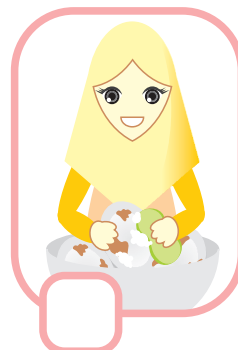
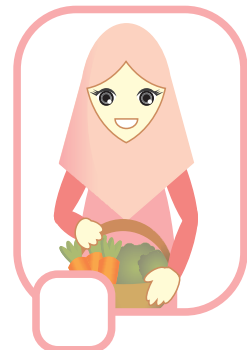
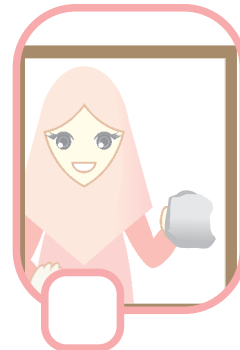
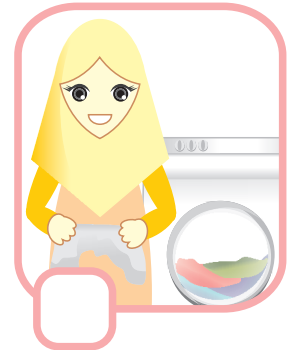
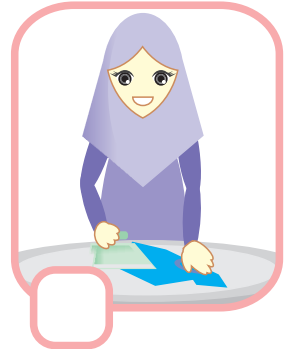
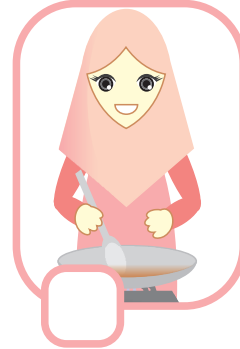


ACTIVITY 5

Match the information with the correct picture, and then put the number in the circle.

What does your mother do?

1. In the morning, my mother goes to buy groceries to the market.
2. She is back at 6 and she starts to cook for breakfast.
3. After the family has had their breakfast, she washes the dishes.
4. In the afternoon, she does the laundry.
5. When my little sister is awake, my mother feeds her food.
6. While my sister plays by herself, my mother takes the laundry from the dryer, and then hangs the clothes in the backyard.
7. When I am home and has had my lunch, I help my mother cleans the windows.
8. In the evening, after having dinner, my mother irons the clothes while I watch TV.



ACTIVITY 6

In pairs, study the following explanation.

SIMPLE PRESENT TENSE (habitual action)

Do you know simple present tense?

What is the purpose of simple present tense?

There are three main purposes of simple present tense,

1. stating the fact,
2. stating the actions or events that happens in the mean time, and
3. stating the actions or events happens routinely or habitually.

When the present is used to describe a habitual or routine activity, it may have an adverb of frequency such as *always, often, sometimes, seldom, usually, etc.*

You may also find the verb is a bit different.

Edo **wakes** up at 5.30 a.m. --> the -s after the word *wake* which indicates the habitual action does by singular pronoun.

The verbs will end with -s or -es depending on the subject of the sentence.

The formula of simple present tense:

1. Positive

S + V1 (e / es)

2. Negative

S + do / does + not + V1

3. Question

Do / Does + S + V1?

Do is used when the subject is *I, you, we, and they*;
while *does* is used for *he, she, and it*.

But there is also a condition where the auxiliary *do / does* used as proper verb, for example : *do homework* --> *do* here means *make something*.

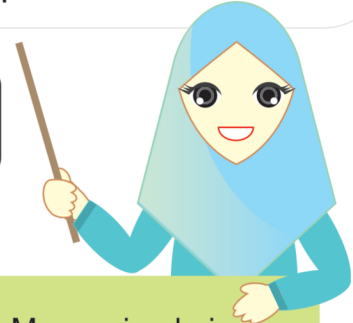


Analyzing Information

ACTIVITY 7

Connect each English word below with its Indonesian equivalent by using an arrow. The first one has been done for you as an example. You may open your dictionary.

Listen and repeat after me, please.



Wake up
[weɪk ʌp]

Get up
[get ʌp]

Make the bed
[meɪk ðə bed]

Take a bath
[teɪk ə bɑːθ]

Brush the teeth
[brʌʃ ðə tiːθ]

Dress up
[dres ʌp]

Have breakfast
[həv ˈbrek.fəst]

Wash the dish
[wɒʃ ðə dɪʃ]

Have lunch
[həv ˈlʌntʃ]

Do the laundry
[du ðə ˈləʊn.dri]

Mencuci pakaian

Makan siang

Mencuci piring,
gelas, dll.

Sarapan

Merapikan
tempat tidur

Bangun tidur

Mandi

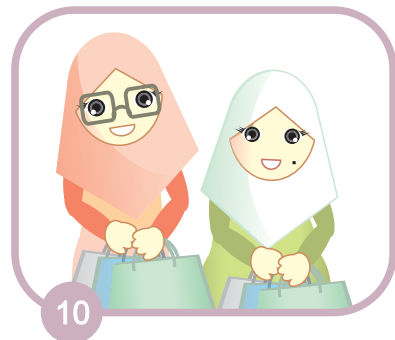
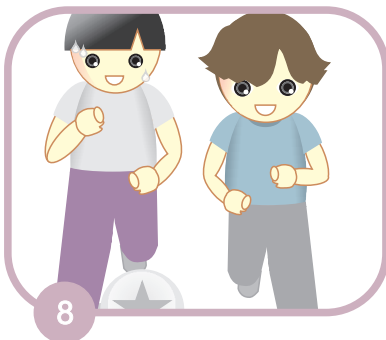
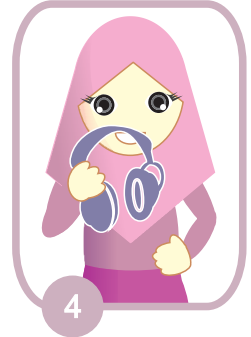
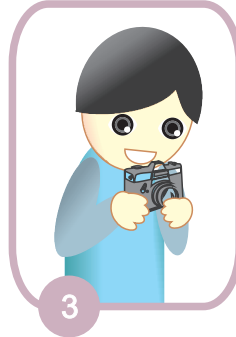
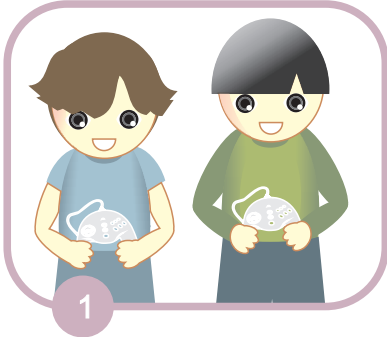
Bangun dari
tempat tidur

Berpakaian

Menggosok gigi

ACTIVITY 8

In pairs, study the following pictures, and then change the verbs within the brackets into the correct form.



1. The boys _____ (play) a game.

2. She _____ (read) a book.

3. He _____ (take) a picture.

4. She _____ (listen) to music.

5. He _____ (take) a nap.

6. They _____ (do) the homework.

7. He _____ (have) a lunch.

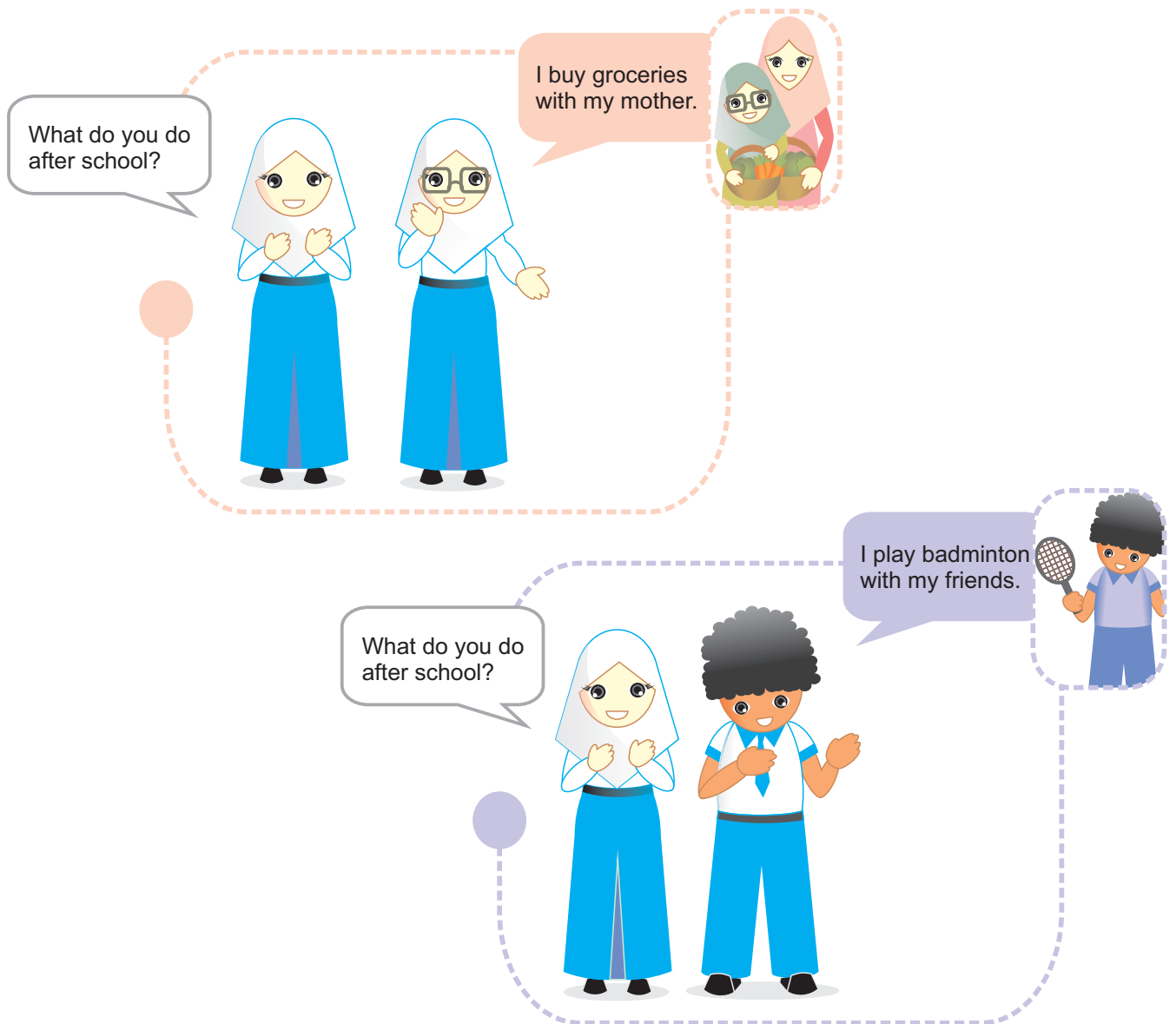
8. We _____ (play) football.

9. She _____ (watch) a TV.

10. The girls _____ (go) shopping.

ACTIVITY 9

Ask and write down the activity of what your friends do after school. Report your answers to the class.



No.	Name	Characteristic and Feeling
1.	Edo	He plays badminton.
2.		
3.		
4.		
5.		
6.		

ACTIVITY 10

Study the table of 'Nias's Daily Routine' below, and then answer the questions that follow.



Time / Date	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 am - 2 pm	School						Go to Grandpa's house in Solo.
3 pm - 4 pm	Science's Club at Physic Lab.	Guitar's course at Music House		English's Club at Class 214		School Org's Meeting in the hall	
5 pm - 6 pm			Group study at Kadek's house.		Guitar's Course at Music House		
7 pm - 8 pm						Group study at Kadek's house.	
9 pm	Go to bed						

Questions

- What does Nias do every morning till afternoon?
_____.
- What activity does Nias do after school?
_____.
- What does she do on Monday?
_____.
- When does she have English club?
_____.
- Where does she take the Guitar's course?
_____.
- What time does the School organization's meeting start?
_____.
- What does she do at Kadek's house?
_____.
- What does she do at 9 pm?
_____.

9. Where does she go at weekend?

_____.

10. How long does she visit her grandpa?

_____.

ACTIVITY 11

Study the following explanation.

PREPOSITION

Preposition is a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word.

In this unit, we will learn preposition used to explain time and place.

AT used in specific time or place,

e.g. at 5.00 a.m., at noon, at the end of the month, etc (time);
at 14 Agus Salim Street, at Nias's house, at home, etc (place).

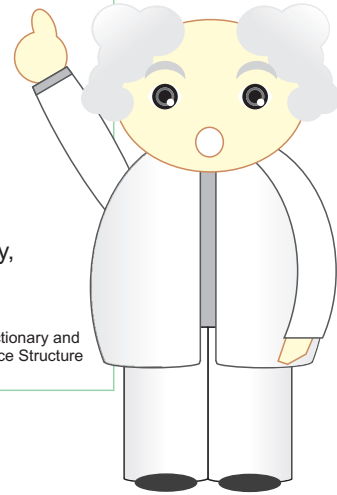
ON used in less specific time or place, such as day, date, page, etc.

e.g. on Monday, on 4th of July, etc. (time);
on page 34, etc (place).

IN used in wider range of time or place, such as month, year, season, city, country, etc.

e.g. in May, in 1991, in winter, etc. (time);
in Indonesia, in Yogyakarta, etc (place).

Adapted from Cambridge Dictionary and
Essentials of English Sentence Structure



ACTIVITY 12

Fill in the blank spaces with the correct preposition.
You may take a look at the previous activity.

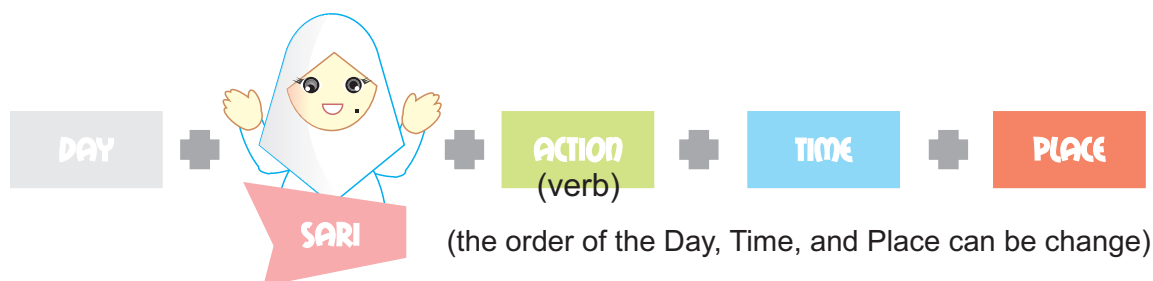
1. Nias has club activities ____ the school.
2. The club activities starts ____ the evening.
3. She has Science's club ____ 300 p.m.
4. Nias comes to English's club ____ Thursday.
5. She does group study ____ Kadek's house.
6. Her guitar practice starts ____ August.
7. The organization's monthly meeting is ____ the 4th.
8. Nias goes to bed ____ 9.00 p.m.
9. Every weekend, Nias goes to Grandma's house ____ Solo.
10. Grandma's house is ____ 5 Sudirman Street.

ACTIVITY 13

In pairs, number the different words categories from 1 to 6 in the correct order, and then make the sentences following the given example.



___ Sunday	___ watch movie	<u>1</u> 6.00 a.m.	___ the theater.
___ Monday	___ have breakfast	___ 7.00 a.m.	___ the dance's studio.
<u>1</u> Tuesday	___ do the homework	___ 9.00 a.m.	___ the living room.
___ Wednesday	<u>1</u> take a shower	___ 2.00 p.m.	<u>1</u> the bathroom.
___ Thursday	___ have dance practice	___ 3.00 p.m.	___ the kitchen.
___ Friday	___ help her mother	___ 7.00 p.m.	___ the dining room.
___ Saturday	___ go shopping	___ 10.00 p.m.	___ the mall.



1. **On** Tuesday, Sari **takes** a shower **at** 6.00 a.m. **in** the bathroom.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.



ACTIVITY 14

Study the following text, and then write T if the statement is true and F if the statement is false according to the information in the text. You have to rewrite the correction of the false statement. Report your answers to the class.

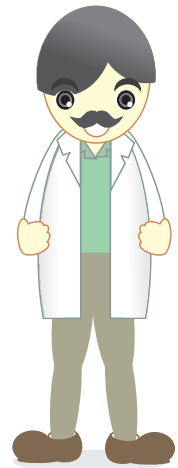
My Father's Day

My father starts his day at 7.00 a.m. He drives me to school 15 minutes before he goes to the hospital.

My father is doctor. He always checks his appointment, and then meet the patients. In the afternoon, he has lunch with his colleagues. He finishes his job after 5 p.m.

He gets home nearly 6 in the evening. He has a shower joins the family in the dining table. He never forgets to check my home work and I give him a massage in return since he looks so tired.

We watched TV for one hour before he put me on bed at 9.00 pm. He reads the bedtime story and I feel asleep.

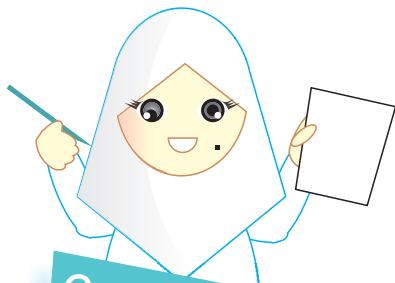


No.	Sentences	T	F	Correction
1.	My father wakes up at 7.00 am.			
2.	My father and I go to school by bus.			
3.	My father is a nurse.			
4.	He never has lunch with his patients.			
5.	We have dinner after my father has showered.			
6.	My father does my homework.			
7.	We watch TV before we go to bed.			
8.	My father reads a bedtime story after I sleep.			

ACTIVITY 15

Arrange the jumbled words below into a correct sentence.
Report your answers to the class.

1. at / My / wakes up / six / father.
_____.
2. coat / puts on / father / the white / My.
_____.
3. the hospital / rides / to / He / the car.
_____.
4. eight / to / He / at / arrives / the hospital.
_____.
5. He / appointments / with / the patients / has.
_____.
6. father / five / gets home / My / at /.
_____.
7. have / We / the evening / dinner / in.
_____.
8. give / I / massage / to / in / my father / the living room.
_____.
9. nine / I / go to bed / at.
_____.
10. reads / fall asleep / bedtime story / while / I / My father.
_____.



Creating Text

ACTIVITY 16

Read the following texts, and then write down the activities that you have found in the table. Report your answers to the class.

What do you do on weekend?

I get up at 8.00 a.m. on Sunday. I take a quick bath before I have my breakfast. I help my mother wash the dishes and feed my kitten.

In the afternoon, I go to supermarket with my parents. I help her choose the food and carry the bags.

It is a dinner time when we get home. I am so tired that I go to bed earlier.



Sari

It is 8.30 a.m. when I check my clock. I get up from my bed and get my console. I do a quick shower, and then play games until noon. My mother calls me to have lunch. I stop the game and have lunch with my family.

In the afternoon, I help my brother fix his bicycle. We ride around the park and have a snack on the way home. We get home at 5.00 p.m. After I do my homework before I sleep an hour later.

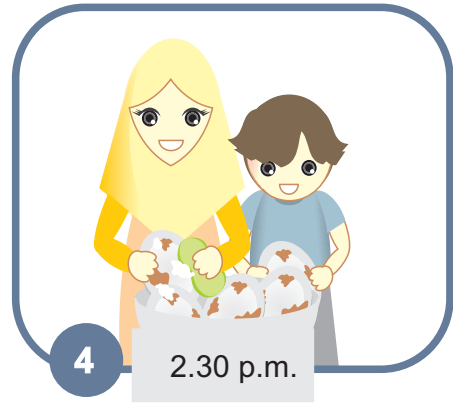


Joko

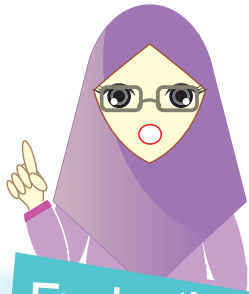
No.	Time	Activity	
		Sari	Joko
1.	In the morning		
2.	In the afternoon		
3.	In the evening		

ACTIVITY 17

Study the following pictures, and then make a simple sentence describing the activity in each of the pictures.



1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.



Evaluation

ACTIVITY 18

Read the sentences carefully, and then find the incorrect form of verbs or preposition in the sentences below.

1. In Monday, I wake up at 4.00 a.m.
A B C
2. We watches TV in the livingroom.
A B C
3. Nias have a dance performance at Mts Muhammadiyah.
A B C
4. They plays basketball in the field.
A B C
5. The girls goes shopping in the mall.
A B C
6. Edo play a game in the computer.
A B C
7. I have lunch on the afternoon
A B C
8. On Monday, Sari has an extra lesson on studio 206.
A B C
9. Nias and Kadek washes the dishes in the kitchen.
A B C
10. I goes to bed at 9.00 p.m. every night.
A B C

ACTIVITY 19

Make your own timetable of daily routine from Monday to Sunday. You may take a look at the activity 11 as an example.

Homework

Homework

ACTIVITY 20

Study the following texts, and then put the number from 1 to 5 to each sentence of the text in a correct order.

What

does

your

family

do?

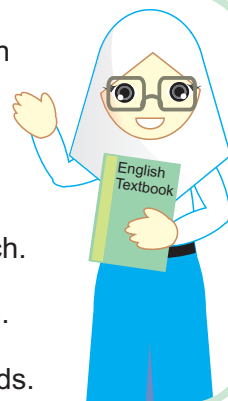


- ____. She cooks food for dinner.
- ____. She sleeps after watching TV.
- ____. She has dinner at 6 p.m.
- ____. After dinner, she watches TV.
- ____. She takes a shower after cooking.



- ____. He has lunch with his family.
- ____. He rides a bus to go there.
- ____. He plants vegetables and picks the ripe ones.
- ____. He goes to the farm at 7 a.m.
- ____. He returns home before lunch.

- ____. I have English and Math in the morning.
- ____. I have Physical Education after lunch.
- ____. I have Biology before lunch.
- ____. The school starts at 7 a.m.
- ____. I have lunch with my friends.



- ____. She buys groceries after showering.
- ____. She cleans the dishes.
- ____. She takes a shower at 6 a.m.
- ____. She cooks for breakfast.
- ____. After cleaning the dishes, she does laundry.



- ____. He takes a shower and has dinner at 7 p.m.
- ____. He goes to study room and reads some books.
- ____. He sleeps soundly.
- ____. He gets home at 6 p.m.
- ____. After reading, he goes to bed.

Reflection

Reflection

Question

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Recognizing a grammatical word class (verb habitual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting picture and written text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and using preposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding general information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary

Summary

Summary

In this unit, you learn.....

1. Preposition

PREPOSITION

Preposition is a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word.

In this unit, we will learn preposition used to explain time and place.

AT used in specific time or place,

e.g. at 5.00 a.m., at noon, at the end of the month, etc (time);
at 14 Agus Salim Street, at Nias's house, at home, etc (place).

ON used in less specific time or place, such as day, date, page, etc.

e.g. on Monday, on 4th of July, etc. (time);
on page 34, etc (place).

IN used in wider range of time or place, such as month, year, season, city, country, etc.

e.g. in May, in 1991, in winter, etc. (time);
in Indonesia, in Yogyakarta, etc (place).

Adapted from Cambridge Dictionary and
Essentials of English Sentence Structure

2. Simple Present Tense (Habitual Action)

SIMPLE PRESENT TENSE (habitual action)

Do you know simple present tense?

What is the purpose of simple present tense?

There are three main purposes of simple present tense,

1. stating the fact,
2. stating the actions or events that happens in the mean time, and
3. stating the actions or events happens routinely or habitually.

When the present is used to describe a habitual or routine activity, it may have an adverb of frequency such as *always, often, sometimes, seldom, usually, etc.*

You may also find the verb is a bit different.

Edo **wakes** up at 5.30 a.m. --> the -s after the word *wake* which indicates the habitual action does by singular pronoun.

The verbs will end with -s or -es depending on the subject of the sentence.

The formula of simple present tense:

1. Positive

S + V1 (e / es)

2. Negative

S + do / does + not + V1

3. Question

Do / Does + S + V1?

Do is used when the subject is *I, you, we, and they*; while *does* is used for *he, she, and it*.

But there is also a condition where the auxiliary *do / does* used as proper verb, for example : *do homework* --> *do* here means *make something*.

GLOSSARY

Adjective	: a word that describes the thing, quality, state, or action which a noun
Article	: a word which is used with a noun.
Label	: a piece of paper or other material which gives you information about the object it is fixed to.
Product	: something which is produced by an industrial process to be sold.
Pronoun	: a word which is used instead of a noun or a noun phrase. refers to.
Preposition	: a word used with nouns, pronouns and gerunds to link them grammatically to other words.

APPENDIX E.
THE EXPERT JUDGMENT
QUESTIONNAIRE

SURAT PERMOHONAN EXPERT JUDGMENT

Hal : Permohonan Kesiediaan Expert Judgment

Lamp. : 1 bendel

Kepada Yth.

Ib Siti Mahripah S.Pd., M.App.Ling.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di tempat

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama
inni saya,

Nama : Etika Ratna Sari

NIM : 10202244041

Judul Penelitian : *“Developing English Learning Materials for Seventh Grade
Students of MTs Muhammadiyah Wonosari in the Academic
Year Of 2014/2015”*

Memohon kesediaan bapak memberikan evaluasi Expert Judgment pada
produk yang telah dikembangkan oleh peneliti tersebut diatas, produk berupa tiga
unit materi Bahasa Inggris untuk kelas tujuh MTs Muhammadiyah Wonosari.

Demikian permohonan ini saya sampaikan, atas bantuan dan kesediaan
bapak, saya mengucapkan terima kasih.

Yogyakarta, 6 Maret 2015

Pemohon,

Etika Ratna Sari

NIM 10202244041

ANGKET EVALUASI
MATERI PEMBELAJARAN BAHASA INGGRIS KELAS 7
MTS MUHAMMADIYAH WONOSARI
(Expert Judgment)

I. Identitas Responden

Nama :
Jenis Kelamin : L/P (coret yang tidak sesuai)
Pekerjaan :
Pendidikan : () S-1, () S-2, () S-3
Lama Bekerja :

II. Evaluasi Materi Pembelajaran

Petunjuk Pengisian

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

Keterangan:

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

UNIT 1

“WHAT ARE THEY?”

Materi pembelajaran Bahasa Inggris dikembangkan berdasarkan Kompetensi Dasar:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahan pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.6. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (*label*) dan daftar barang (*list*) sesuai dengan konteks penggunaannya.
- 4.7. Menyusun teks tulis label nama (*label*) dan daftar barang (*list*), dengan memperhatikan fungsi sosial, struktur teks, dan fitur kebahasaan yang benar dan sesuai dengan konteks.

No.	Butir	Nilai			
		SS	S	TS	STS
I. Kelayakan Isi					
1.	Materi pembelajaran sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk SMP kelas 7.				
2.	Materi pembelajaran dikembangkan sesuai dengan pendekatan Saintifik.				
3.	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
4.	Materi mencakup pembelajaran tentang struktur teks.				
5.	Materi mencakup pembelajaran tentang fitur linguistik sebuah teks.				
6.	Topik dan materi relevan dengan kehidupan sehari-hari peserta didik.				
II. Kelayakan Bahasa					
7.	Penggunaan bahasa dalam instruksi, penjelasan, dan teks sesuai dengan tingkat perkembangan kognitif peserta didik.				

8.	Penggunaan bahasa sesuai dengan kemampuan berbahasa peserta didik.				
9.	Bahasa yang digunakan jelas dan mudah dipahami peserta didik.				
10.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
11.	Bahasa yang digunakan dalam teks sesuai dengan konteks situasi dalam kehidupan sehari-hari peserta didik.				
III. Kelayakan Penyajian					
12.	Sistematika penyajian materi meliputi bagian pembukaan, kegiatan inti, evaluasi, refleksi, rangkuman, dan evaluasi mandiri.				
13.	Materi pembelajaran berpusat pada peserta didik.				
14.	Materi pembelajaran sesuai dengan tahapan dan tujuan pembelajaran dalam Pendekatan Saintifik.				
15.	Materi pembelajaran merangsang daya imajinasi dan kreativitas peserta didik.				
16.	Materi pembelajaran mendorong peserta didik untuk berfikir secara kritis.				
17.	Materi pembelajaran mendorong kemandirian belajar peserta didik.				
18.	Materi pembelajaran mendorong peserta didik untuk aktif berpartisipasi dalam kegiatan belajar mengajar.				
19.	Materi pembelajaran memiliki keragaman aktivitas yang dapat menarik perhatian dan rasa ingin tahu peserta didik.				
20.	Materi pembelajaran dikembangkan dari aktivitas terbimbing (<i>full guided</i>) sampai pada aktivitas mandiri (<i>free guided</i>).				
21.	Materi pembelajaran dikembangkan dari aktivitas yang mudah sampai pada aktivitas yang sulit.				
22.	Materi pembelajaran mendorong pengembangan kemampuan refleksi/evaluasi diri pada peserta didik.				
23.	Materi pembelajaran dilengkapi dengan ringkasan materi, tugas pekerjaan rumah dan evaluasi pembelajaran.				

IV. Kelayakan Kegrafikaan				
24.	Penempatan tata letak (judul, subjudul, ilustrasi, teks, nomor halaman) pada setiap unit konsisten dan proporsional.			
25.	Penggunaan variasi ukuran dan jenis huruf jelas, menarik dan mudah dibaca.			
26.	Penggunaan variasi ukuran dan jenis huruf tidak berlebihan.			
27.	Pemilihan warna dan ilustrasi gambar menarik dan kontras dengan obyek realita dalam kehidupan sehari-hari peserta didik.			
28.	Ilustrasi dalam materi pembelajaran bersifat estetis dan fungsional.			
29.	Ilustrasi yang digunakan relevan dengan topik dan isi materi pembelajaran dalam kehidupan sehari-hari peserta didik.			
30.	Keseluruhan desain visual materi pembelajaran menarik.			

III. Tanggapan Umum Terhadap Materi Pembelajaran

1. Secara umum, bagaimana tanggapan Anda mengenai materi pembelajaran yang telah dikembangkan oleh peneliti?

2. Apa saran Anda dalam memperbaiki kekurangan dalam materi pembelajaran tersebut?

REKOMENDASI

Berdasar pada hasil penilaian di atas, materi pembelajaran “*UNIT 1 WHAT ARE THEY?*”, dinyatakan: **(layak tanpa revisi / tidak layak / layak dengan revisi*)** untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris MTs Muhammadiyah Wonosari kelas tujuh.

Adapun revisi yang diberikan ialah sebagai berikut:

(*) : coret salah satu

Yogyakarta, 6 Maret 2015

Evaluators Materi,

Siti Mahripah S.Pd., M.App.Ling.

NIP.19800913 200501 2 001

UNIT 2

“HOW DO THEY LOOK LIKE?”

Materi pembelajaran Bahasa Inggris dikembangkan berdasarkan Kompetensi Dasar:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahan pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.7. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks tulis lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Butir	Nilai			
		SS	S	TS	STS
I. Kelayakan Isi					
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2.	Materi pembelajaran dikembangkan sesuai dengan pendekatan Saintifik.				
3.	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
4.	Materi mencakup pembelajaran tentang struktur teks.				
5.	Materi mencakup pembelajaran tentang fitur linguitik sebuah teks.				
6.	Topik dan materi relevan dengan kehidupan sehari-hari peserta didik.				
II. Kelayakan Bahasa					

7.	Penggunaan bahasa dalam instruksi, penjelasan, dan teks sesuai dengan tingkat perkembangan kognitif peserta didik.				
8.	Penggunaan bahasa sesuai dengan kemampuan berbahasa peserta didik.				
9.	Bahasa yang digunakan jelas dan mudah dipahami peserta didik.				
10.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
11.	Bahasa yang digunakan dalam teks sesuai dengan konteks situasi dalam kehidupan sehari-hari peserta didik.				
III. Kelayakan Penyajian					
12.	Sistematika penyajian materi meliputi bagian pembukaan, kegiatan inti, evaluasi, refleksi, rangkuman, dan evaluasi mandiri.				
13.	Materi pembelajaran berpusat pada peserta didik.				
14.	Materi pembelajaran sesuai dengan tahapan dan tujuan pembelajaran dalam Pendekatan Saintifik.				
15.	Materi pembelajaran merangsang daya imajinasi dan kreativitas peserta didik.				
16.	Materi pembelajaran mendorong peserta didik untuk berfikir secara kritis.				
17.	Materi pembelajaran mendorong kemandirian belajar peserta didik.				
18.	Materi pembelajaran mendorong peserta didik untuk aktif berpartisipasi dalam kegiatan belajar mengajar.				
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20.	Materi pembelajaran dikembangkan dari aktivitas terbimbing (<i>full guided</i>) sampai pada aktivitas mandiri (<i>free guided</i>).				
21.	Materi pembelajaran dikembangkan dari aktivitas yang mudah sampai pada aktivitas yang sulit.				
22.	Materi pembelajaran mendorong pengembangan kemampuan refleksi/evaluasi diri pada peserta didik.				

23.	Materi pembelajaran dilengkapi dengan ringkasan materi, tugas pekerjaan rumah dan evaluasi pembelajaran.				
IV. Kelayakan Kegrafikaan					
24.	Penempatan tata letak (judul, subjudul, ilustrasi, teks, nomor halaman) pada setiap unit konsisten dan proporsional.				
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26.	Penggunaan variasi ukuran dan jenis huruf tidak berlebihan.				
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2. Apa saran Anda dalam memperbaiki kekurangan dalam materi pembelajaran tersebut?

REKOMENDASI

Berdasar pada hasil penilaian di atas, materi pembelajaran “*UNIT 2 HOW DO THEY LOOK LIKE?*”, dinyatakan: (**layak tanpa revisi / tidak layak / layak dengan revisi***) untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris MTs Muhammadiyah Wonosari kelas tujuh.

Adapun revisi yang diberikan ialah sebagai berikut:

(*) : coret salah satu

Yogyakarta, 6 Maret 2015

Evaluator Materi,

Siti Mahripah S.Pd., M.App.Ling.

NIP.19800913 200501 2 001

.

UNIT 3

“WHAT DO YOU DO?”

Materi pembelajaran Bahasa Inggris dikembangkan berdasarkan Kompetensi Dasar:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahan pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.8. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda sesuai dengan konteks penggunaannya.
- 4.9. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dengan unsur kebahasaan yang benar dan sesuai konteks.

No.	Butir	Nilai			
		SS	S	TS	STS
I. Kelayakan Isi					
1.	Materi pembelajaran sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk SMP kelas 7.				
2.	Materi pembelajaran dikembangkan sesuai dengan pendekatan Saintifik.				
3.	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
4.	Materi mencakup pembelajaran tentang struktur teks.				
5.	Materi mencakup pembelajaran tentang fitur linguistik sebuah teks.				
6.	Topik dan materi relevan dengan kehidupan sehari-hari peserta didik.				
II. Kelayakan Bahasa					
7.	Penggunaan bahasa dalam instruksi, penjelasan,				

	dan teks sesuai dengan tingkat perkembangan kognitif peserta didik.				
8.	Penggunaan bahasa sesuai dengan kemampuan berbahasa peserta didik.				
9.	Bahasa yang digunakan jelas dan mudah dipahami peserta didik.				
10.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.				
11.	Bahasa yang digunakan dalam teks sesuai dengan konteks situasi dalam kehidupan sehari-hari peserta didik.				
III. Kelayakan Penyajian					
12.	Sistematika penyajian materi meliputi bagian pembukaan, kegiatan inti, evaluasi, refleksi, rangkuman, dan evaluasi mandiri.				
13.	Materi pembelajaran berpusat pada peserta didik.				
14.	Materi pembelajaran sesuai dengan tahapan dan tujuan pembelajaran dalam Pendekatan Saintifik.				
15.	Materi pembelajaran merangsang daya imajinasi dan kreativitas peserta didik.				
16.	Materi pembelajaran mendorong peserta didik untuk berfikir secara kritis.				
17.	Materi pembelajaran mendorong kemandirian belajar peserta didik.				
18.	Materi pembelajaran mendorong peserta didik untuk aktif berpartisipasi dalam kegiatan belajar mengajar.				
19.	Materi pembelajaran memiliki keragaman aktivitas yang dapat menarik perhatian dan rasa ingin tahu peserta didik.				
20.	Materi pembelajaran dikembangkan dari aktivitas terbimbing (<i>full guided</i>) sampai pada aktivitas mandiri (<i>free guided</i>).				
21.	Materi pembelajaran dikembangkan dari aktivitas yang mudah sampai pada aktivitas yang sulit.				
22.	Materi pembelajaran mendorong pengembangan kemampuan refleksi/evaluasi diri pada peserta didik.				
23.	Materi pembelajaran dilengkapi dengan				

	ringkasan materi, tugas pekerjaan rumah dan evaluasi pembelajaran.				
IV. Kelayakan Kegrafikaan					
24.	Penempatan tata letak (judul, subjudul, ilustrasi, teks, nomor halaman) pada setiap unit konsisten dan proporsional.				
25.	Penggunaan variasi ukuran dan jenis huruf jelas, menarik dan mudah dibaca.				
26.	Penggunaan variasi ukuran dan jenis huruf tidak berlebihan.				
27.	Pemilihan warna dan ilustrasi gambar menarik dan kontras dengan obyek realita dalam kehidupan sehari-hari peserta didik.				
28.	Ilustrasi dalam materi pembelajaran bersifat estetis dan fungsional.				
29.	Ilustrasi yang digunakan relevan dengan topik dan isi materi pembelajaran dalam kehidupan sehari-hari peserta didik.				
30.	Keseluruhan desain visual materi pembelajaran menarik.				

III. Tanggapan Umum Terhadap Materi Pembelajaran

1. Secara umum, bagaimana tanggapan Anda mengenai materi pembelajaran yang telah dikembangkan oleh peneliti?

2. Apa saran Anda dalam memperbaiki kekurangan dalam materi pembelajaran tersebut?

REKOMENDASI

Berdasar pada hasil penilaian di atas, materi pembelajaran “*UNIT 3 WHAT DO YOU DO?*”, dinyatakan: **(layak tanpa revisi / tidak layak / layak dengan revisi*)** untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris MTs Muhammadiyah Wonosari kelas tujuh.

Adapun revisi yang diberikan ialah sebagai berikut:

(*) : coret salah satu

Yogyakarta, 6 Maret 2015

Evaluators Materi,

Siti Mahripah S.Pd., M.App.Ling.

NIP.19800913 200501 2 001

APPENDIX F.
THE FINAL DRAFT OF
THE MATERIALS

7th Grade

Developing English Learning Materials For



MTS
MUHAMMADIYAH
WONOSARI

Developed by

Etika Ratna Sari / 0202244041

English Education Studi Program Faculty of Languages and Arts
States University of Yogyakarta

UNIT 1

WHAT ARE THEY?



In this unit, you will learn to:

- 1. identify a label**
- 2. make a list of things**
- 3. use an article**



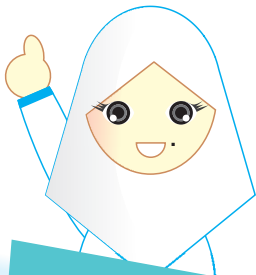
Observing

ACTIVITY 1

Study the following pictures and identify what the pictures are about.



Source:
Pict. 1,2,3 : www.commonswiki.org



Questioning

ACTIVITY 2

After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.

What kinds of product
are they?

.....
.....

How to distinguish
each product?



.....
.....

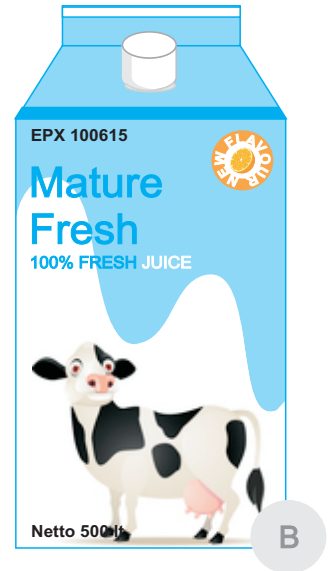
What is the function of
the label?

.....
.....



ACTIVITY 3

Study the pictures, and then find and circle 10 different things from picture A to picture B.



ACTIVITY 4

Match the information with the correct picture, and then put the number in the circle.



This is a bottle of syrup.
The name of the product is Fruity.
It has a picture of melon.

These are six cups of chocolate ice cream.
The name of the product is Freeze.
It has a picture of ice cream.

These are two bottles of chilli sauce.
The name of the product is Mister Sauce.
It has a picture of chillies.

(continued)

This is a box of juice.
The name of the product is Nature Fresh.
It has a picture of orange.

4

These are three boxes of milk.
The name of the product is Nature Fresh.
It has a picture of a cow.

5

LABEL

Label is a thing attached on a product.

The characteristic of a label:

- * The brand name
- * The kind of the product
- * A picture represents the product
- * The expired date
- * The quantity of the product



The functions of a label:

- * identify a specific product,
- * provide a clear information about the brand name, quantity, the expired date, etc, and
- * helps to promote the product.

Adapted from www.marketing.blogspot.com

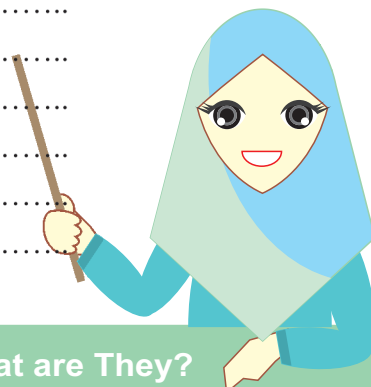


ACTIVITY 5

In pairs, find the Indonesian equivalents of the English words below. You may open your dictionary. Report your answers to the class.

Bottle /'bɒt.l /	:
Box /bɒks/	:
Bread /bred/	:
Can /kæn/	:
Coffee /'kɒf.i/	:
Cola /'kəʊ.lə/	:
Cracker /'kræk.ə /	:
Cup /kʌp/	:
Flour /flaʊə /	:
Jam /dʒæm/	:
Margarine /,mɑ:.dʒə'ri:n/	:
Milk /milk/	:
Sachet /'sæf.eɪ/	:
Sauce /sə:s/	:
Sugar /'ʃʊg.ə /	:

Listen and repeat after me, please.





ACTIVITY 6

Study the picture, and then answer the questions that follow. Report your answers to the class.

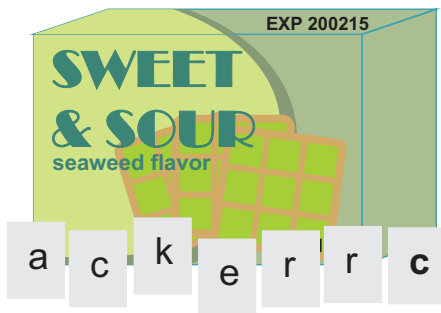
Questions:

1. What kind of product is it?
_____.
2. What is the name of the product?
_____.
3. What is the taste of pudding?
_____.
4. How many grams is the product?
_____.
5. When is the expiration date?
_____.

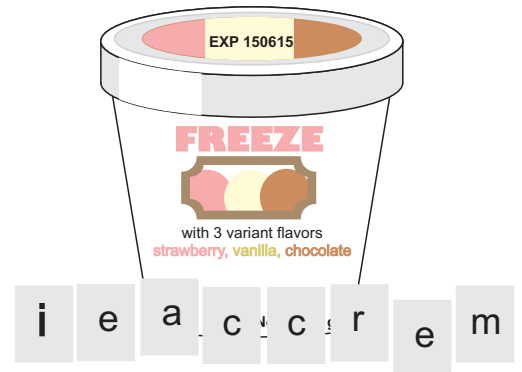


ACTIVITY 7

In pairs, study the pictures, and then arrange the jumbled letters into a correct word.



1. It is a box of _____.



2. It is a cup of _____.



3. It is a box of _____.



4. It is a pack of _____.

ACTIVITY 8

Study the picture, and then complete the missing letters with the correct name of the product.



1. A bottle of soybean sauce.
2. Three bottles of f ____ w ____.
3. A box of t ____.
4. Three cans of c ____.
5. Six bottles of y ____.
6. Two boxes of m ____ j ____.
7. Two sachets of m ____.
8. A bottle of t ____ s ____.
9. A jar of s ____ j ____.
10. Two bottles of m ____ s ____.
11. Two boxes of c ____ m ____.

Keywords:

melon syrup, mango juice, cola, tea, tomato sauce, fresh water, soybean sauce, milk, strawberry juice, yogurt, vanilla ice cream, strawberry jam, orange juice

ACTIVITY 9

In pairs, study the following explanation.

ARTICLE

Do you see the words **a**? Do you know what it is?

A is an article. Do you know what is an article?

An article is a word which is always used with and gives information about a noun.

There are three articles, **a**, **an**, and **the**.

A, An is used to indicates one single noun (singular), e.g.

- **A** bottle of sauce.
- **An** orange juice.

***a** is used when the noun starts with a consonant sound,
e.g. *a box* /b?ks/

***an** is used when the noun starts with a vowel sound (a, i, u, e, o),
e.g. *an orange* --> /br.ʌndʒ/.

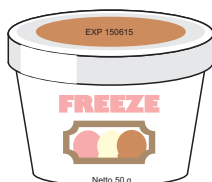
If the noun is more than one (plural), you don't have to use an article, instead determiner such as number, etc;. e.g.

- **Two boxes** of melon juice.
- **Six cups** of ice cream.

You have to be careful in writing a plural noun or nouns, because the noun usually ends with -s or -es. You add -es if the noun ended in -s, -ss, -sh, -ch, and -x.

ACTIVITY 10

In pairs, put the article **a** or **an** to complete the following sentences.



1. It is ____ cooking oil.

3. It is ____ ice cream.

5. It is ____ margarine.

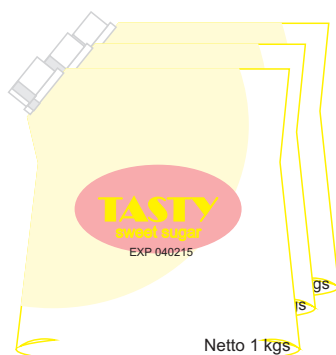
2. It is ____ orange juice.

4. It is ____ cookie.

6. It is ____ oyster sauce.

ACTIVITY 11

Mother buys some groceries in the market.
Make a list of the things she wants to buy.



Mom's list :

- a pack of bread.

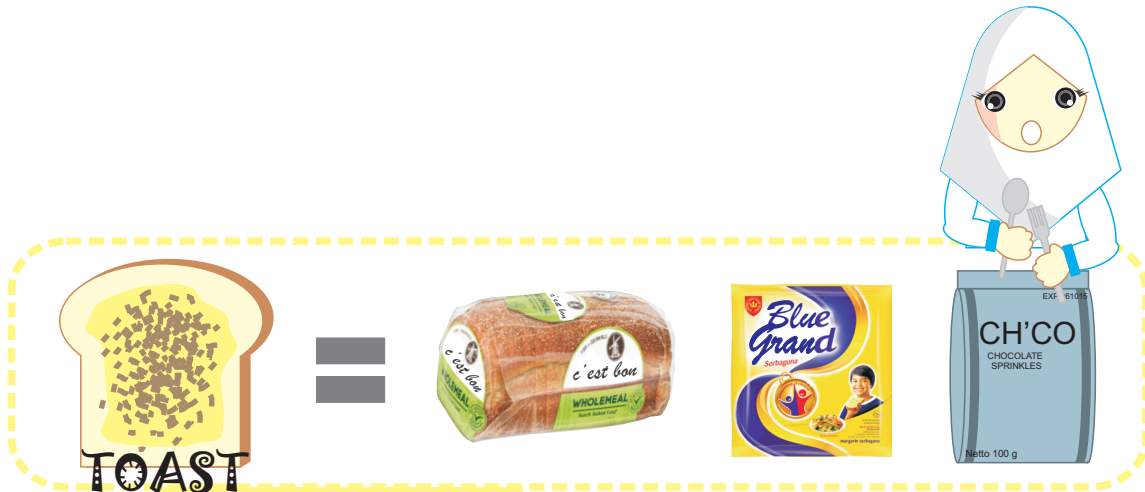
-
-
-
-
-
-
-
-
-
-





ACTIVITY 12

In pairs, write down the products used to make the following foods. Report your answers to the class.



1. Chocolate sprinkle.

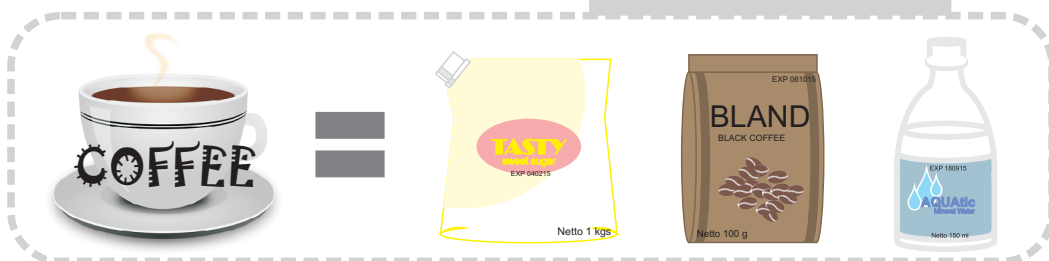
2.

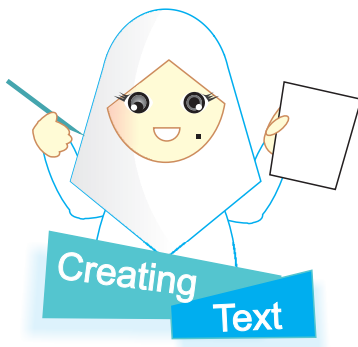
3.

4.

5.

6.





ACTIVITY 13

Arrange the jumbled sentences into a correct order according to the pictures.







It is Delicacy.

It is a can of sardines.

It has a picture of beans.

It is Mister Sauce.

It has a picture of cookies.

It is a pack of cookie.

It has no picture.

It is Fish in Can.

It is Healthy Sour.

These are bottles of yogurt.

These are bottles of soysauce.

It has a picture of tuna.

ACTIVITY 14

Individually, make a short text describing the products below. You may take a look at the previous activity as the examples.



.....

Cooking Oil

PALM

Palm tree



.....

Margarine

Blue Grand

A Boy



.....

Oyster Sauce

Mister Sauce

Oysters

.....

Flour

Tasty

Wheat



.....

Mayonnaise

Super Mayo

Egg

.....

Salt

Mineral Salt

Wave





ACTIVITY 15

Study the picture of products below, and then classify the products into foods and drinks group. Write down your answers in the provided space.



FOODS

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

DRINKS

6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

ACTIVITY 16

When you accompany your mother to buy groceries in the market, what products does your mother usually buy? Write down 10 products of groceries.

Homework

Homework

ACTIVITY 17

Study the pictures, and then answer the questions that follow by circling a, b, c, or d.

1



What product is it?

- a. green tea.
- b. guava juice.
- c. black coffee.
- d. chocolate milk.

6



What is the label of this product??

- a. Black Pepper.
- b. Green Leaves.
- c. Pepper.
- d. Green Pepper.

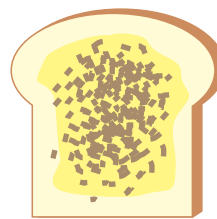
2



What product is it?

- a. syrup.
- b. coffee.
- c. guava juice.
- d. carbonated drink.

7



What product is not included in the sandwich?

- a. bread.
- b. margarine.
- c. strawberry jam.
- d. chocolate sprinkle.

3



What flavor is it?

- a. apple.
- b. mulberry.
- c. strawberry.
- d. blackberry.

8



When is the expired date of this product?

- a. 04 January, 2015.
- b. 14 January, 2015.
- c. 04 February, 2015.
- d. 14 February, 2015.

4



What kind of products is it?

- a. juice.
- b. drink.
- c. syrup.
- d. sauce.

9



What is the possible picture for the label?

- a. chilli.
- b. apple.
- c. tomato.
- d. strawberry.

5



What is the label of this picture?

- a. Black coffee.
- b. Bland.
- c. Coffee.
- d. Chocolate.

10



How much is the netto of the product?

- a. 1 ml.
- b. 10 ml.
- c. 100 ml.
- d. 1000 ml.

Reflection

Reflection

Question

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Identifying labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a list of products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary

Summary

Summary

In this unit, you learn.....

1. Label

Label is a thing attached on a product.

The functions of label are to identify and provide general information of a certain product.

The characteristics of a label is the brand name, kind of product, a representative picture, and general information about the product.

2. Article

An article is a word which is used with a noun. It gives information about the noun. There are three articles, *a*, *an*, and *the*.

Article *a* and *an* indicates single noun.

If the noun is more than one, it is better to use a determiner, such as number.

UNIT 2

HOW DO THEY LOOK LIKE?



In this unit, you will learn to:

- 1. recognize a grammatical word class (adjective)**
- 2. guess the meaning of the pictures**
- 3. interpret pictures and written texts**
- 4. identify and use pronoun**
- 5. describe people and thing**



ACTIVITY 1

Study the following pictures and identify what the pictures are about.



Source:

Pict.1 : www.detik.com

Pict.2 : www.thejakartapost.com

Pict.3 : www.forbes.com



ACTIVITY 2

After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.

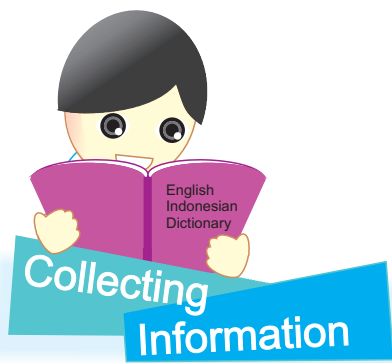
How do they look like?

.....

Is she beautiful?

?

What is she/he like?



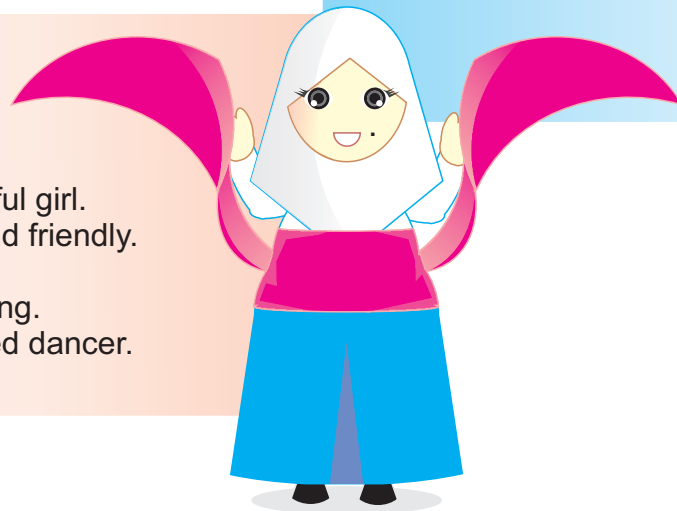
ACTIVITY 3

In pairs, read the texts below, and then underline the adjectives that you have found.

He is Edo.
Edo is a handsome boy.
He is tall and strong.
He has curly hair.
He has brown skin.
Edo likes basketball.



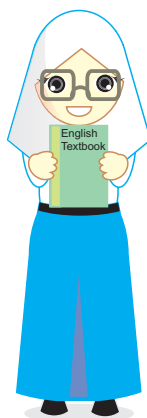
She is Sari.
Sari is a beautiful girl.
She is funny and friendly.
She is short.
Sari likes dancing.
She is a talented dancer.



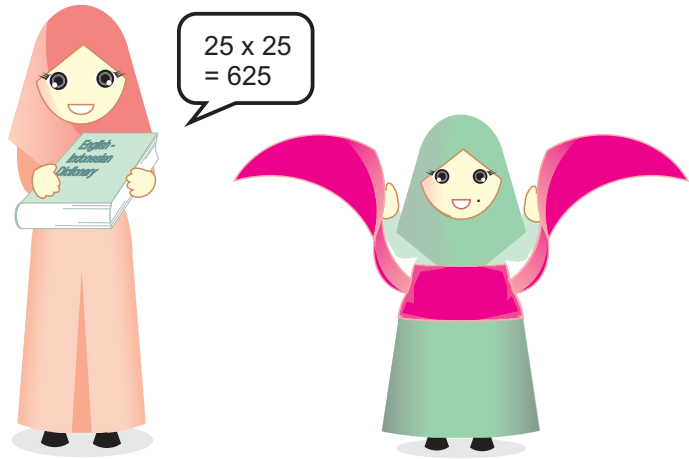
ACTIVITY 4

Match the information describing a person below with its illustration by circling the correct picture.

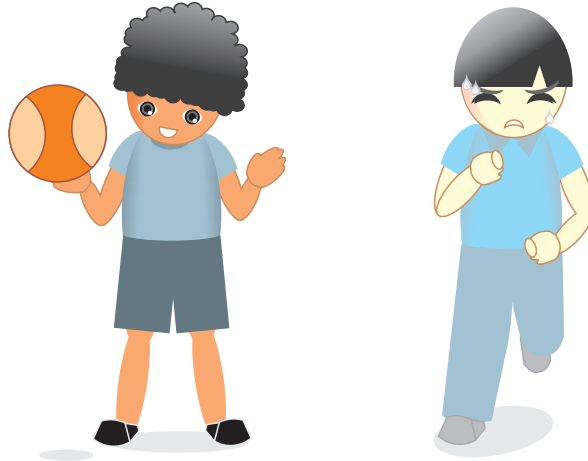
1. She is **short** and **slim**.
She is a **diligent** student.
She brings a book.



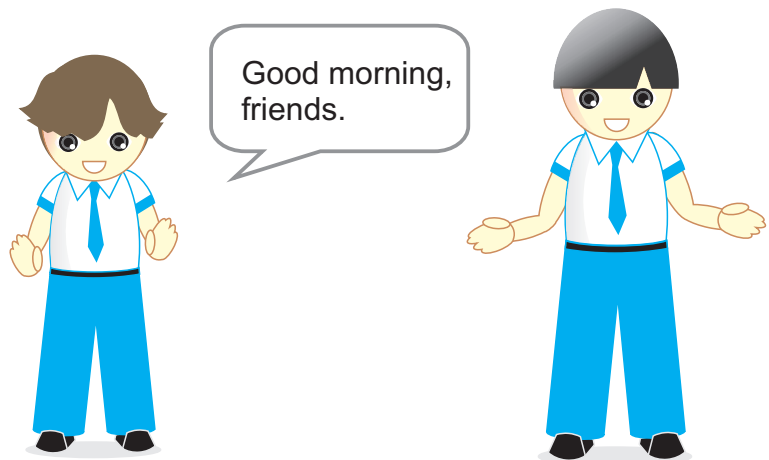
2. She is **tall** and **thin**.
She is **smart**.
She brings a book.



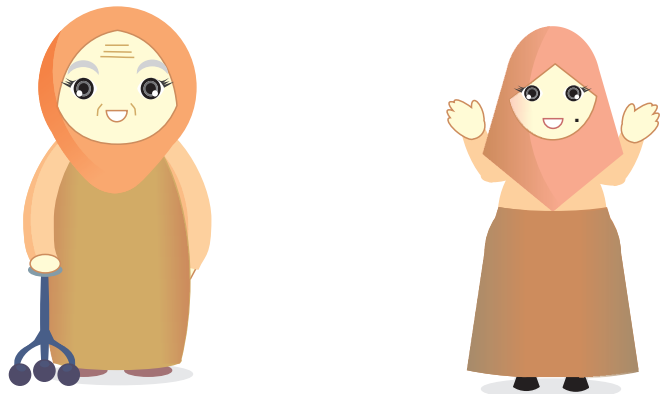
3. He has a **fair** skin.
He has **short** and **straight** hair.
He likes jogging.



4. He has **wavy** and **brown** hair.
He is **polite**.
He likes to greet people.



5. She is **old**.
She is **short** and **fat**.
She has a walking stick.



ACTIVITY 5

In pairs, study the pictures, and then tick the correct adjective that describes each picture. If you don't know the meanings of the words, you may open your dictionary.



<input type="checkbox"/>	sick
<input type="checkbox"/>	healthy



<input type="checkbox"/>	scary
<input type="checkbox"/>	happy



<input type="checkbox"/>	old
<input type="checkbox"/>	slim



<input type="checkbox"/>	cute
<input type="checkbox"/>	ugly



<input type="checkbox"/>	sad
<input type="checkbox"/>	handsome



<input type="checkbox"/>	fat
<input type="checkbox"/>	young

ACTIVITY 6

In pairs, study the following explanation.

ADJECTIVE

An adjective is a word that describes a noun or a pronoun.

An adjective comes in front of the noun which has been described.

e.g. Sari is a *beautiful* girl.

(adjective) + (noun)

An adjective can also come after a linking verb (*to be*), auxiliary have, etc.

e.g. Edo is *tall* and *strong*.

He has *curly* hair.

Adjectives usually answer three questions about the nouns they describe:

1. **What ...?**



Sari likes *traditional* dance.

What kind of **dance**? *Traditional*.

2. **How ...?**



Sari is short and small.

How does she look like? *short and small*.

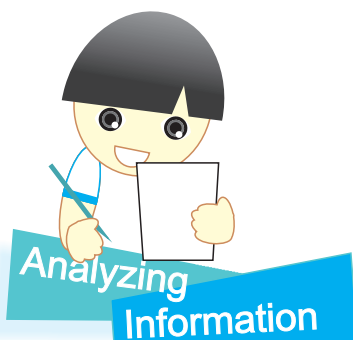
3. **Which ...?**



Sari likes *traditional* dance.

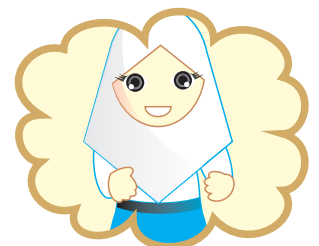
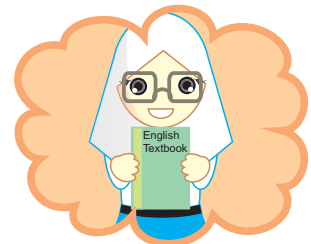
Which **dance**? *Traditional*.

Adapted from www.esldesk.com



ACTIVITY 7

Study the following sentences, and then underline the correct adjective within the brackets in the sentence.

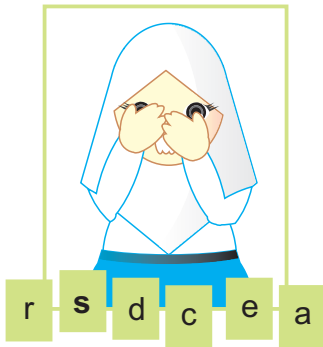


1. Edo likes to go climbing; he is very (timid/brave).
2. Sari likes to make people laugh; she is (funny/sad).
3. Joko haven't eaten breakfast; he feels (weak/strong).
4. Nias likes to read book; she is (diligent/lazy).
5. Malik is late; he run (slow/fast) to the school.
6. Kadek likes to greet people; she is (rude/polite).

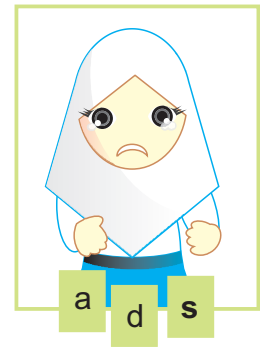
ACTIVITY 8

In a group of four, arrange the jumbled letters into a correct word. You may open your dictionary.

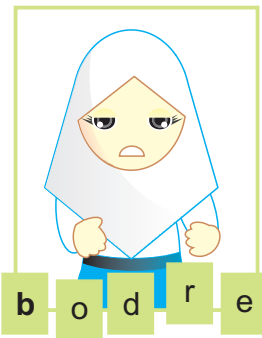
HOW DO THEY FEEL?



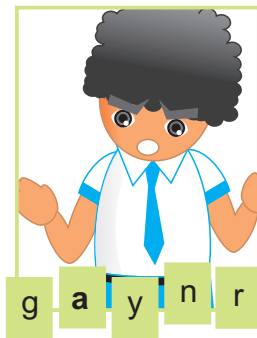
She is s_____.



She is s__.



She is b_____.



He is a_____.



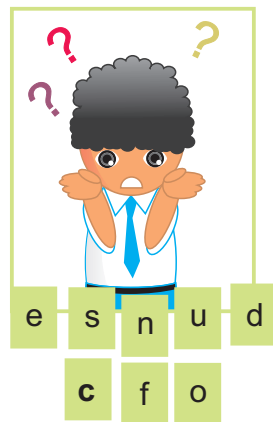
He is h_____.



He is s__.



She is e_____.



He is c_____.



She is s_____.

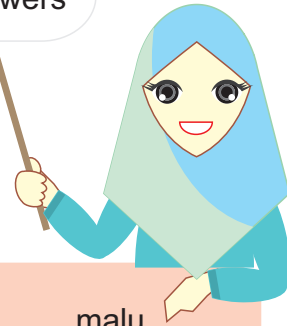


He is s_____.

ACTIVITY 9

Connect each English word below with its Indonesian equivalent by using an arrow. The first one has been done for you as an example. You may open your dictionary. Report your answers to the class.

Listen and repeat after me, please.



angry [ˈæŋ.ɡri]	malu
shy [ʃaɪ]	sakit
confused [kənˈfjuːzd]	bersemangat
surprised [səˈpraɪzd]	marah
scared [skeəd]	senang
hurt [hɜːt]	sedih
excited [ɪkˈsaɪ.tɪd]	bosan
enthusiastic [ɪnˌθjuː.ziˈæs.tɪk]	kaget
bored [boːd]	takut
sad [sæd]	bingung

ACTIVITY 10

Write down the characteristics of your friends, and then ask them how are their feeling today.

How do you feel today, Joko?



I am so happy. Thank you.



My Friends' List

No.	Name	Characteristic and Feeling
1.	Joko	He is short and handsome. He is happy.
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ACTIVITY 11

In pairs, study the following explanation.

PRONOUN

Pronoun is a word which may replace a noun or noun phrase.

It is followed by a verb, such as linking *be* (*is, am, and are*), auxiliary *have, modal, etc.*

Subject (subyek)		Verb (kata kerja)
I	saya	am
You	kamu	are
They	mereka	are
We	kami, kita	are
He	dia (laki-laki)	is
She	dia (perempuan)	is
It	(benda)	is

When you use *he, she, it* or any single noun, the verb will change its form, it usually adds *-s* or *-es* in the end of the verb, e.g.:

Kadek *wears* a long dress. → wear

Joko *has* short and straight hair. → have



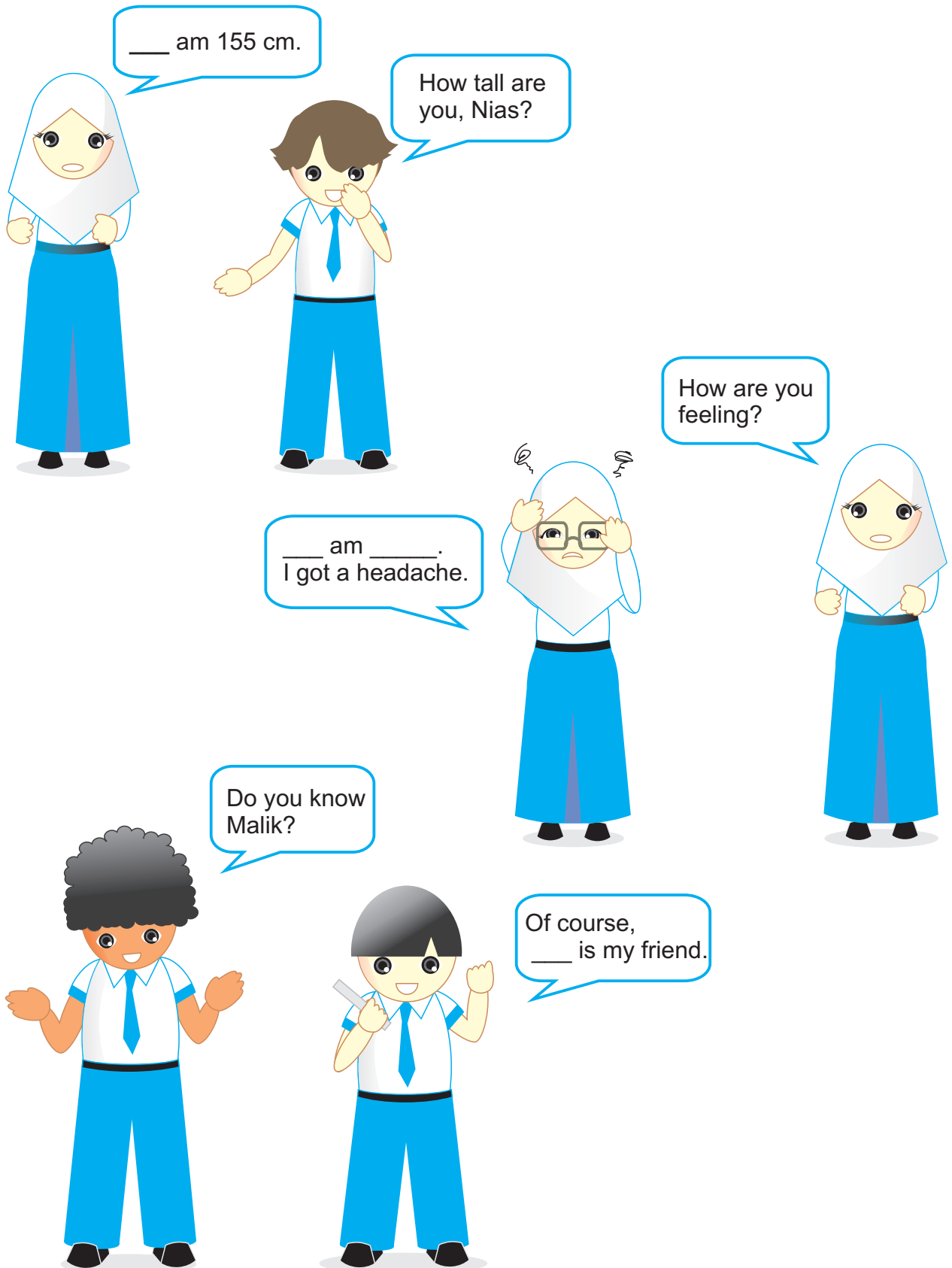
ACTIVITY 12

Fill in the blank spaces with the correct pronoun.
You may take a look at the previous activity.

1. **Joko** is quiet. _____ never talks.
2. **Sari** is smart. _____ always studies in the library.
3. **Nias** is always late. _____ never comes on time.
4. **Edo** climbs Mt. Merapi with his family. _____ is so brave.
5. **Malik and Joko** watch horror movie. _____ scream so loud.
6. **Kadek and I** go to library. _____ like to read the books.
7. **Sari's mother** makes omelette. _____ is a good cook.
8. **Malik's father** is a doctor. _____ likes to cure people.
9. **Nias and Kadek** study English. _____ have an exam tomorrow.
10. **My friends and I** play basketball all day long. _____ are so tired.

ACTIVITY 13

Study the dialogues, and then complete the blank spaces with the correct adjective and pronoun. Report your answers to the class.

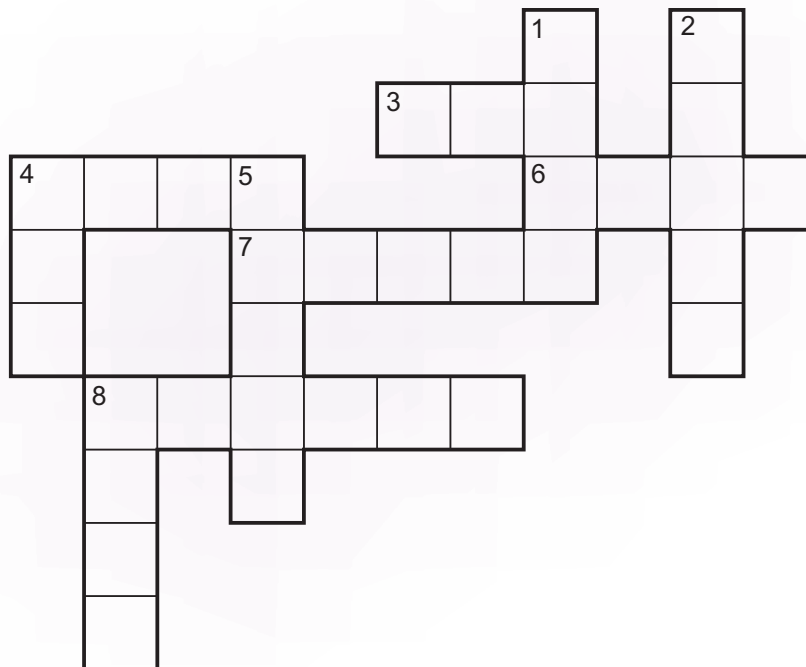




ACTIVITY 14

Use the adjectives provided in **Across** and **Down** as the clue, and then write down the opposite adjectives of them in the numbered grid below. Report your answers to the class.

Opposite Adjective



ACROSS:

- 3. SMALL
- 4. SLOW
- 6. QUIET
- 7. SAD
- 8. WEAK

DOWN:

- 1. BEAUTIFUL
- 2. OLD
- 4. THIN
- 5. TALL
- 8. HEALTHY

ACTIVITY 15

Study the following text, and then answer the questions that followed. Report your answers to the class.

Nias's Favourite Singers

I have a lot of hobbies. One of my favourite is singing. I have two favourite singers. They are Fatin and Opick. Fatin is a talented singer. She has a melodious voice. What I really like the best about her is that she wears a veil. She is so kind and friendly with her fans. She is young and beautiful.

Opick is a religious singer. He has a good voice and all his song is wonderful. He quite old and chubby. He also wears a turban and long clothing. He is so religious and humble.

Adapted from www.iSL.Collective.com

Questions

1. What is the writer's hobby?
_____.
2. Who are her favourite singers?
_____.
3. How does Fatin look like?
_____.
4. How does Opick look like?
_____.
5. What is Fatin like?
_____.
6. What is Opick like?
_____.
7. Can you identify the adjectives in this text above? Write them down in the lines below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Source: www.twitter.com/@FatinSL

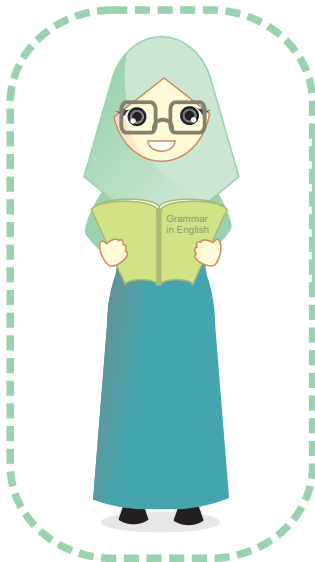


Source: www.tvguide.com



ACTIVITY 16

Look at the pictures below carefully. Read the sentence describing each of the pictures. Find the incorrect form of adjectives, and then rewrite the sentence in the following space provided.

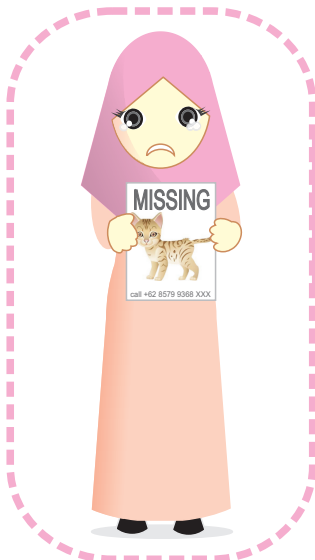


1

Nias is lazy to read a book.

Joko got dirty with red paint.

2

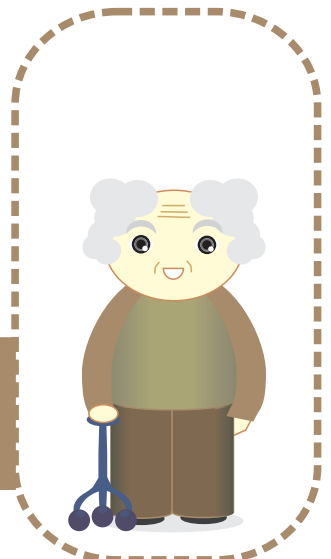


3

Kadek is looking for her cat. She is happy.

Grandpa is old and slim. He is so happy.

4

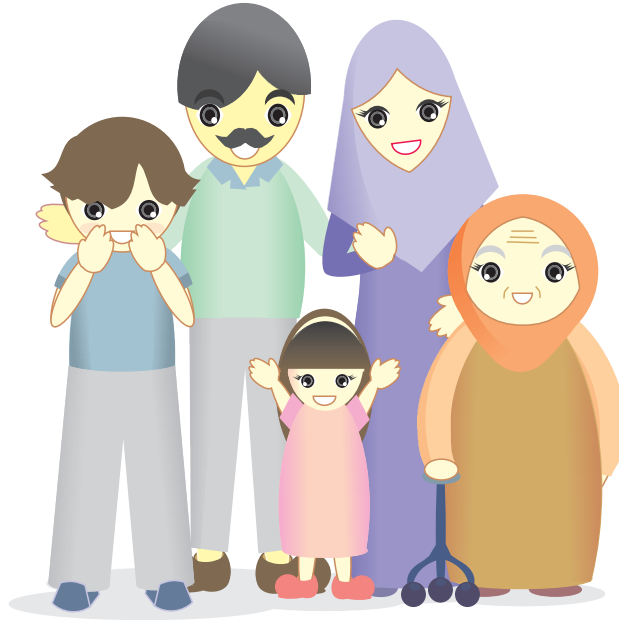


5

Edo is sick and strong. He got a high fever.

ACTIVITY 17

Individually, describe your family's members with the adjectives that you have learned. You are supposed to use pronoun to refer people. You may write three or more adjectives to describe each person.



She is

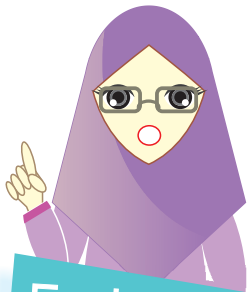
MOTHER

FATHER

ME

SISTER

BROTHER



Evaluation

ACTIVITY 18

Read the sentences carefully, and then find the meaning of the bold adjectives. You cannot open your dictionary.

1. My grandpa is **eighty years old**. He is
a. old b. cute c. young
2. Kadek's niece **is not ugly**; she is
a. happy b. cheerful c. beautiful
3. Edo **doesn't like to clean** his room. He is
a. diligent b. weak c. lazy
4. Sari likes **to help people**; she is
a. cute b. helpful c. careful
5. Joko voice **could be heard from** my room; he speak so
a. loud b. melodious c. quite
6. My friends are **not happy** seeing the sick puppy. Not happy means
a. shy b. angry c. sad
7. Sari **did not feel well**; she has a high fever. Did not feel well means
a. lazy b. sick c. bored
8. Nias should eat more; she is much **too skinny**. Too skinny means
a. thin b. fat c. short
9. Malik's cousin is **impolite**; he likes to insult people. Impolite means
a. rude b. surprised c. diligent
10. Kadek's little sister is not scared of horror movies. Not scared means
a. excited b. brave c. confused

ACTIVITY 19

In a group of five, make a dictionary of adjectives that you have learned along with their Indonesian meanings.

Homework

Homework

ACTIVITY 20

After you had learned the adjectives in this unit, you are asked to classify the adjectives into the groups provided in the table below.

PEOPLE		
Feeling (emotion)	Appearance	Personality

Reflection

Reflection

Question

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Recognizing a grammatical word class (adjective)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting picture and written text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and using pronoun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describing people and thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary

Summary

Summary

In this unit, you learn.....

1. Adjective

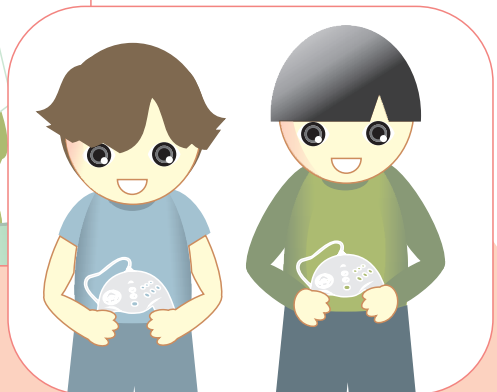
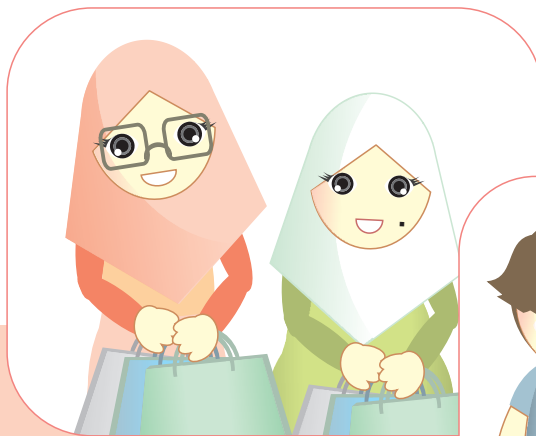
An adjective is a word that describes a noun or pronoun. It usually comes before the noun that has been described or comes after a linking verb and auxiliary have.

2. Pronoun

Pronoun is a word used to refer a person or a thing. It is always followed by a verb. The form of the verbs will change depending on the number of the noun.

UNIT 3

WHAT DO YOU DO?



In this unit, you will learn to:

- 1. recognize a grammatical word class (verb habitual)**
- 2. find out general information of texts**
- 3. interpret pictures and written texts**
- 4. identify and use preposition**
- 5. making simple sentences**



Observing

ACTIVITY 1

Study the following pictures and identify what the pictures are about.



Questioning

ACTIVITY 2

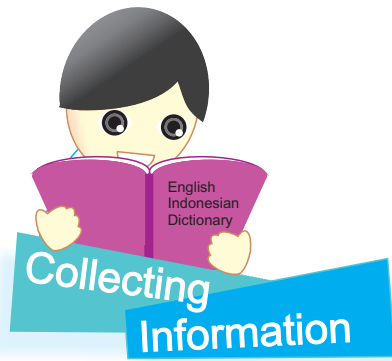
After studying the pictures in Activity 1, you may create your own questions regarding the pictures. Examples are provided for you.

What does he do every morning?

?

When do the activities happen?

Where do the activities happen?



ACTIVITY 3

In pairs, read the following text, and then underline the verbs that you have found.

Every morning, Edo gets up at 5 p.m.
He makes the bed and do salat with his family.
Edo helps his father sweeping the backyard.
After that, Edo takes a bath.

Edo dresses up in his uniform. He combs his hair and
puts on his shoes. Edo helps his mother to prepare
the breakfast. Edo always drinks a glass of warm milk.
before he goes to the school.

Edo finishes his breakfast and says goodbye to his parents.
He rides a bicycle to the school.

Adapted from iSLCollective.com



ACTIVITY 4

Find 10 hidden verbs in the box below.

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

ACTIVITY 5

Match the information that describes the daily activities with its correct picture by putting a number in the provided box.

What does your mother do?

1. Every morning, she goes grocery shopping with my father.

2. She is back at 6 a.m. and she starts cooking breakfast.

3. My mother helps my father to wash the dishes.

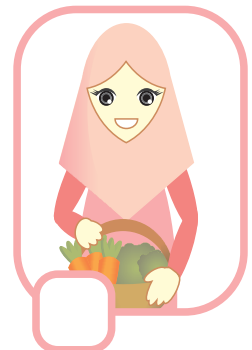
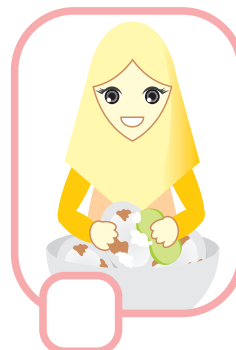
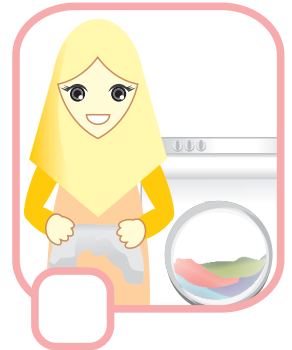
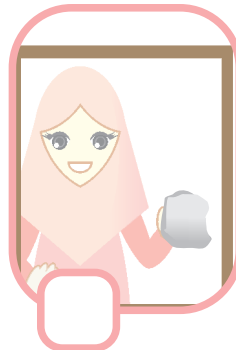
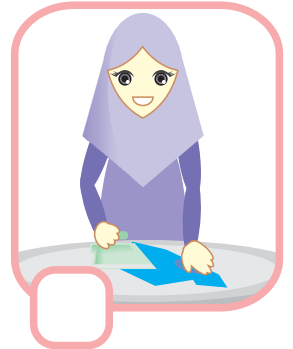
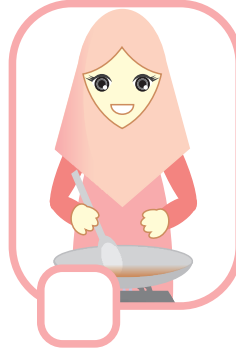
4. My mother usually does the laundry around 9.00 a.m.

5. After that, she hangs the clothes in the backyard.

6. My little sister is two years old. When she is hungry, my mother always feeds her.

7. When my sister is sleeping, my mother irons the clothes.

8. Once a month, my family clean the windows together.



ACTIVITY 6

In pairs, study the following explanation.

SIMPLE PRESENT TENSE (habitual action)

Do you know simple present tense?

What is the purpose of simple present tense?

There are three main purposes of simple present tense,

1. stating the fact,
2. stating the actions or events that happens in the mean time, and
3. stating the actions or events happens routinely or habitually.

When the present is used to describe a habitual or routine activity, it may have an adverb of frequency such as *always, often, sometimes, seldom, usually, etc.*

You may also find the verb is a bit different.

Edo **wakes** up at 5.30 a.m. --> the -s after the word *wake* which indicates the habitual action does by singular pronoun.

The verbs will end with -s or -es depending on the subject of the sentence.

The formula of simple present tense:

1. Positive

S + V1 (e / es)

2. Negative

S + do / does + not + V1

3. Question

Do / Does + S + V1?

Do is used when the subject is *I, you, we, and they*;
while *does* is used for *he, she, and it*.

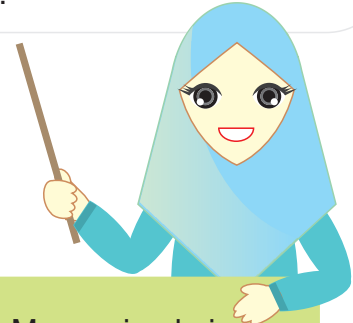
But there is also a condition where the auxiliary *do / does* used as proper verb, for example : *do homework* --> *do* here means *make something*.



ACTIVITY 7

Connect each English word below with its Indonesian equivalent by using an arrow. The first one has been done for you as an example. You may open your dictionary.

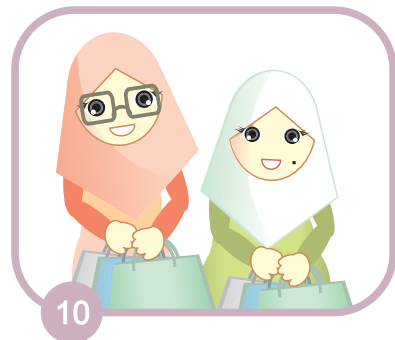
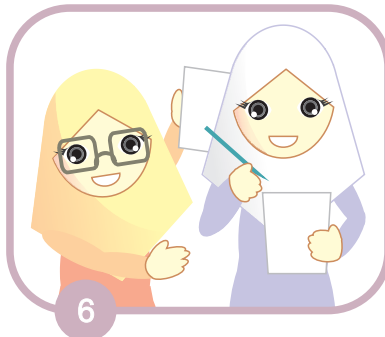
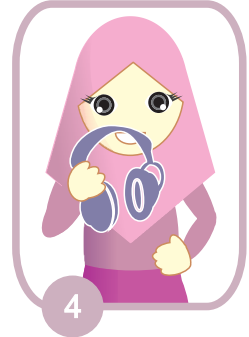
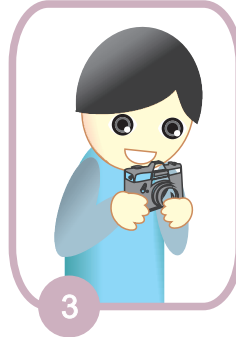
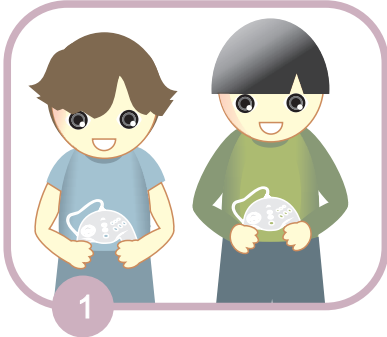
Listen and repeat after me, please.



Wake up [weɪk ʌp]	Mencuci pakaian
Get up [get ʌp]	Makan siang
Make the bed [meɪk ðə bed]	Mencuci piring, gelas, dll.
Take a bath [teɪk ə bɑːθ]	Sarapan
Brush the teeth [brʌʃ ðə tiːθ]	Merapikan tempat tidur
Dress up [dres ʌp]	Bangun tidur
Have breakfast [həv `brek.fəst]	Mandi
Wash the dish [wɒʃ ðə dɪʃ]	Bangun dari tempat tidur
Have lunch [həv ˈlʌntʃ]	Berpakaian
Do the laundry [du ðə ˈləʊ.n.dri]	Menggosok gigi

ACTIVITY 8

In pairs, study the following pictures, and then change the verbs within the brackets into the correct form.



1. The boys _____ (play) a game.

2. She _____ (read) a book.

3. He _____ (take) a picture.

4. She _____ (listen) to music.

5. He _____ (take) a nap.

6. They _____ (do) the homework.

7. He _____ (have) a lunch.

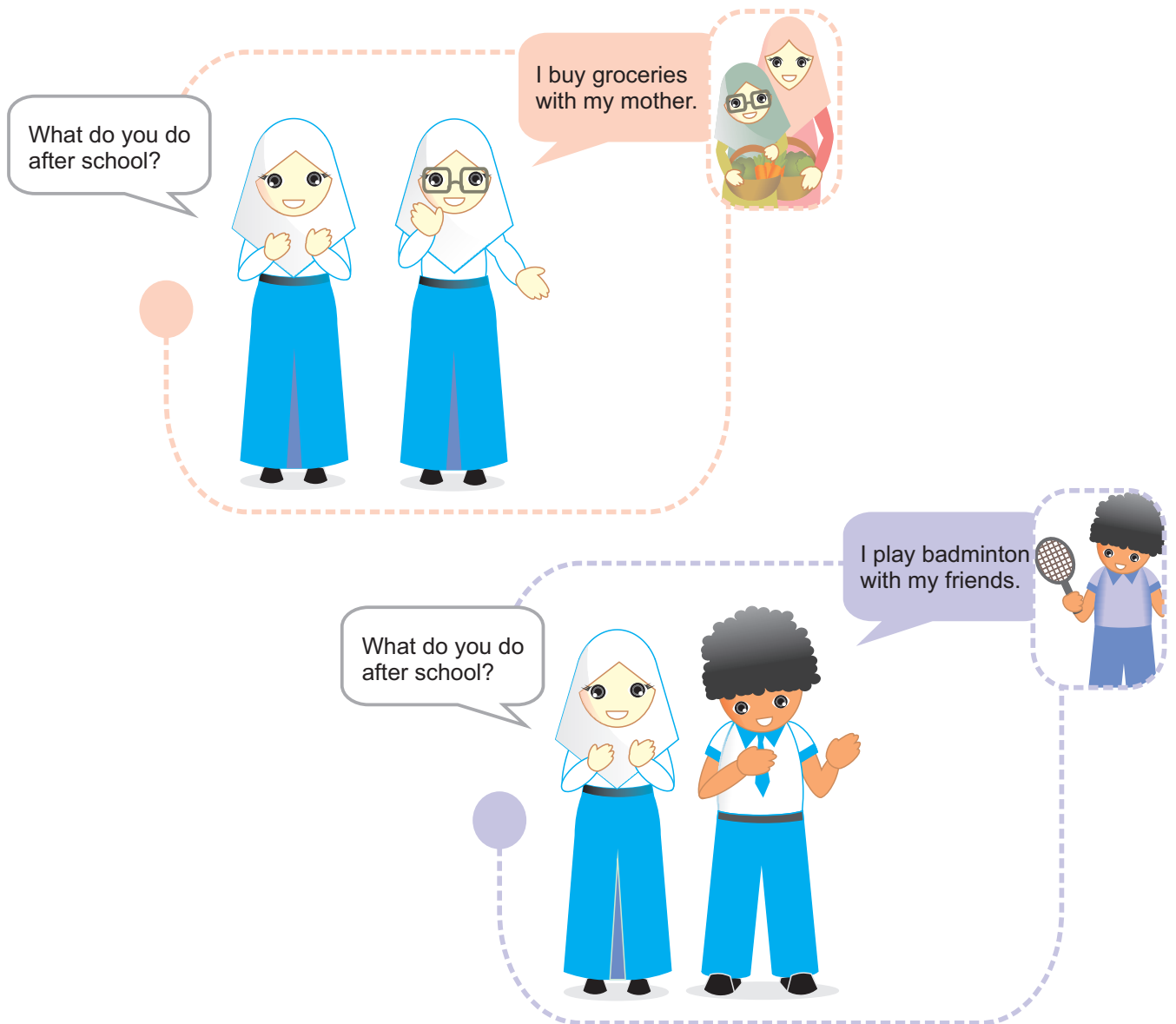
8. We _____ (play) football.

9. She _____ (watch) a TV.

10. The girls _____ (go) shopping.

ACTIVITY 9

Ask and write down the activity of what your friends do after school. Report your answers to the class.



No.	Name	Characteristic and Feeling
1.	Edo	He plays badminton.
2.		
3.		
4.		
5.		
6.		

ACTIVITY 10

Study the table of 'Nias's Daily Routine' below, and then answer the questions that follow.



Time / Date	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 am - 2 pm	School						Go to Grandpa's house in Solo.
3 pm - 4 pm	Science's Club at Physic Lab.	Guitar's course at Music House		English's Club at Class 214		School Org's Meeting in the hall	
5 pm - 6 pm			Group study at Kadek's house.		Guitar's Course at Music House		
7 pm - 8 pm						Group study at Kadek's house.	
9 pm	Go to bed						

Questions

- What does Nias do every morning till afternoon?
_____.
- What activity does Nias do after school?
_____.
- What does she do on Monday?
_____.
- When does she have English club?
_____.
- Where does she take the Guitar's course?
_____.
- What time does the School organization's meeting start?
_____.
- What does she do at Kadek's house?
_____.
- What does she do at 9 pm?
_____.

9. Where does she go at weekend?

_____.

10. How long does she visit her grandpa?

_____.

ACTIVITY 11

Study the following explanation.

PREPOSITION

Preposition is a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word.

In this unit, we will learn preposition used to explain time and place.

AT used in specific time or place,

e.g. at 5.00 a.m., at noon, at the end of the month, etc (time);
at 14 Agus Salim Street, at Nias's house, at home, etc (place).

ON used in less specific time or place, such as day, date, page, etc.

e.g. on Monday, on 4th of July, etc. (time);
on page 34, etc (place).

IN used in wider range of time or place, such as month, year, season, city, country, etc.

e.g. in May, in 1991, in winter, etc. (time);
in Indonesia, in Yogyakarta, etc (place).

Adapted from Cambridge Dictionary and
Essentials of English Sentence Structure



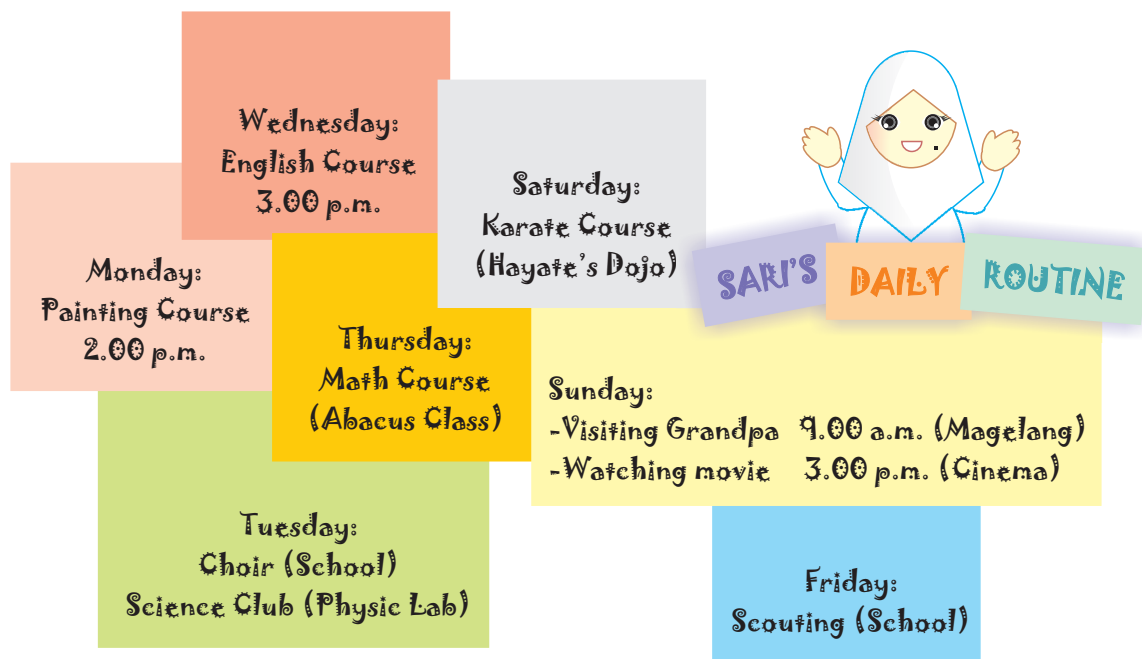
ACTIVITY 12

Fill in the blank spaces with the correct preposition.
You may take a look at the previous activity.

1. Nias has club activities ____ the school.
2. The club activities starts ____ the evening.
3. She has Science's club ____ 300 p.m.
4. Nias comes to English's club ____ Thursday.
5. She does group study ____ Kadek's house.
6. Her guitar practice starts ____ August.
7. The organization's monthly meeting is ____ the 4th.
8. Nias goes to bed ____ 9.00 p.m.
9. Every weekend, Nias goes to Grandma's house ____ Solo.
10. Grandma's house is ____ 5 Sudirman Street.

ACTIVITY 13

The notes describe the daily activities done by Sari. Write down a sentence based on the information given on the note. You have to put the correct prepositions to complete the sentences. The first one has been done for you as an example.



1. **On** Monday, Sari **has** painting course **at** 2.00 p.m.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.



ACTIVITY 14

Study the following text, and then write T if the statement is true and F if the statement is false according to the information in the text. You have to rewrite the correction of the false statement. Report your answers to the class.

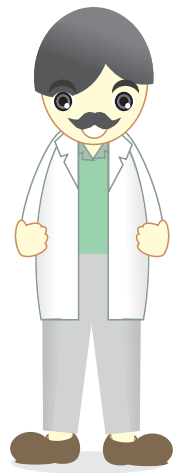
My Father's Day

My father starts his day at 7.00 a.m. He drives me to school 15 minutes before he goes to the hospital.

My father is doctor. He helps people to get better. In the afternoon, he has lunch with his colleagues. He finishes his job after 5 p.m.

He gets home in the evening. He has a shower and joins dinner with the family. He never forgets to check my home work and I give him a massage, since he looks so tired.

We watched TV for one hour before he put me on bed at 9.00 pm. He reads a bedtime story and I am asleep.

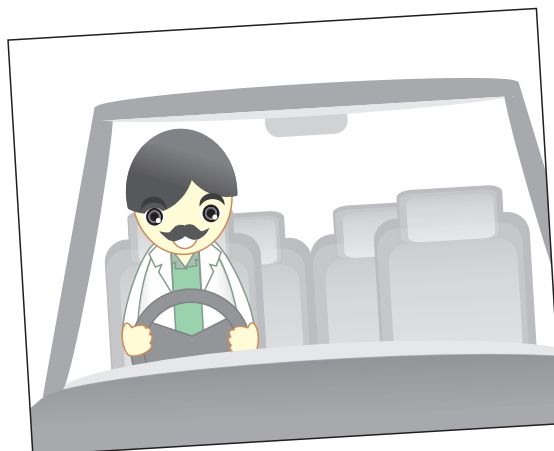


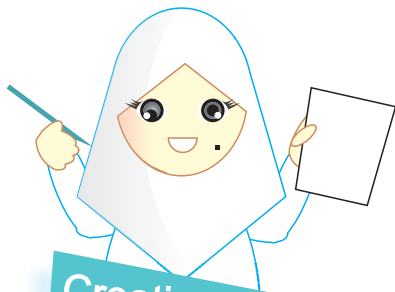
No.	Sentences	T	F	Correction
1.	My father works at 7.00 am.			
2.	My father and I go to school by car.			
3.	My father is a nurse.			
4.	In the afternoon, he has lunch with his friends.			
5.	My father had dinner alone.			
6.	My father does my homework.			
7.	We watch TV before we go to bed.			
8.	My father reads a bedtime story before he sleeps.			

ACTIVITY 15

Arrange the jumbled words below into a correct sentence.
Report your answers to the class.

1. in / My / works / the hospital / father
_____.
2. a car / rides / father / to / My / the hospital
_____.
3. the morning / My / the laundry / in / does / mother
_____.
4. mother / cooks / in / dinner / My / the kitchen
_____.
5. English Club / Nias / on / has / Thursday
_____.
6. reads / at home / Sari / an English story
_____.
7. his teeth / Joko / the bathroom / brushes / in
_____.
8. Edo / the morning / 5 / in / at / wakes up
_____.
9. does / in / her homework / Kadek / the livingroom
_____.
10. On / in / Malik / Sunday / takes a picture / the beach
_____.





Creating Text

ACTIVITY 16

Read the following texts, and then write down the activities that you have found in the table. Report your answers to the class.

What do they do on weekend?

Sari

I usually get up at 6.00 a.m. on Sunday. I take a quick bath before I have my breakfast. I help my mother wash the dishes and feed my kitten. In the afternoon, I go to supermarket with my parents. I help her choose the foods and carry the bags.

When I am home, I help my mother preparing the food. We have a delicious dinner. Later, I do my homework before I go to bed.



Joko

I always wake up earlier on Sunday. I do pray together with my family. My father and I likes jogging in the park near our house. It is 7 a.m. when we are home. I usually do the dish after breakfast.

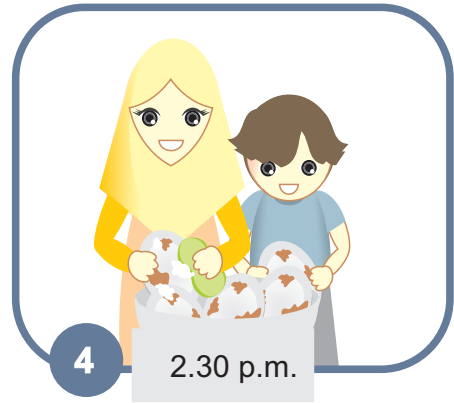
In the afternoon, I play games with my little brother. After that, I watch a movie in cinema with my family. While waiting for dinner, I do my homework and prepare my book for tomorrow. I have dinner at 6 p.m. I play with my brother until it is time for bed.



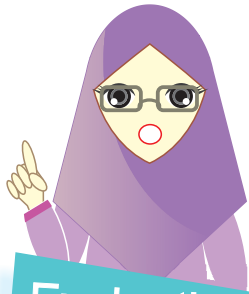
No.	Time	Activity	
		Sari	Joko
1.	In the morning		
2.	In the afternoon		
3.	In the evening		

ACTIVITY 17

Study the following pictures, and then make a simple sentence describing the activity in each of the pictures.



1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.



Evaluation

ACTIVITY 18

Read the sentences carefully, and then find the incorrect form of verbs or preposition in the sentences below.

1. In Monday, I wake up at 4.00 a.m.
A B C
2. We watches TV in the livingroom.
A B C
3. Nias have a dance performance at Mts Muhammadiyah.
A B C
4. They plays basketball in the field.
A B C
5. The girls goes shopping in the mall.
A B C
6. Edo play a game in the computer.
A B C
7. I have lunch on the afternoon
A B C
8. On Monday, Sari has an extra lesson on studio 206.
A B C
9. Nias and Kadek washes the dishes in the kitchen.
A B C
10. I goes to bed at 9.00 p.m. every night.
A B C

ACTIVITY 19

Make your own timetable of daily routine from Monday to Sunday. You may take a look at the activity 11 as an example.

Homework

Homework

ACTIVITY 20

Study the following texts, and then put the number from 1 to 5 to each sentence of the text in a correct order.

What

does

your

family

do?

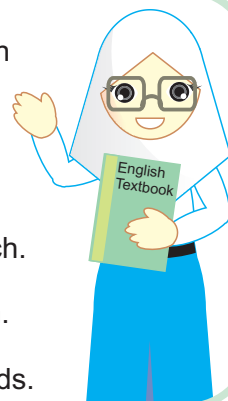


- ____. She cooks food for dinner.
- ____. She sleeps after watching TV.
- ____. She has dinner at 6 p.m.
- ____. After dinner, she watches TV.
- ____. She takes a shower after cooking.



- ____. He has lunch with his family.
- ____. He rides a bus to go there.
- ____. He plants vegetables and picks the ripe ones.
- ____. He goes to the farm at 7 a.m.
- ____. He returns home before lunch.

- ____. I have English and Math in the morning.
- ____. I have Physical Education after lunch.
- ____. I have Biology before lunch.
- ____. The school starts at 7 a.m.
- ____. I have lunch with my friends.



- ____. She buys groceries after showering.
- ____. She cleans the dishes.
- ____. She takes a shower at 6 a.m.
- ____. She cooks for breakfast.
- ____. After cleaning the dishes, she does laundry.



- ____. He takes a shower and has dinner at 7 p.m.
- ____. He goes to study room and reads some books.
- ____. He sleeps soundly.
- ____. He gets home at 6 p.m.
- ____. After reading, he goes to bed.

Reflection

Reflection

Question

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Recognizing a grammatical word class (verb habitual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting picture and written text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and using preposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding general information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary

Summary

Summary

In this unit, you learn.....

1. Preposition

Preposition is a word used before a noun, a noun phrase or a pronoun, connecting it to another word.

The preposition in connecting time and place are *at* (specific), *on* (less specific), and *in* (general).

2. Simple Present Tense (habitual)

It is used to describe a habitual or routine activity.

It is followed by an adverb of frequency, e.g. *always*, *usually*, *often*, *sometimes*, *seldom*, *etc.*

The verbs will end with -s/-es depending on the subject of the sentence.

GLOSSARY

Adjective	: a word that describes the thing, quality, state, or action which a noun
Article	: a word which is used with a noun.
Label	: a piece of paper or other material which gives you information about the object it is fixed to.
Product	: something which is produced by an industrial process to be sold.
Pronoun	: a word which is used instead of a noun or a noun phrase. refers to.
Preposition	: a word used with nouns, pronouns and gerunds to link them grammatically to other words.

APPENDIX G.
PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 1021a/UN.34.12/DT/IX/2014
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

1 September 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**DEVELOPING ENGLISH LEARNING MATERIALS FOR SEVENTH GRADE STUDENTS OF MTS
MUHAMMADIYAH WONOSARI IN THE ACADEMIC YEAR OF 2014/2015**

Mahasiswa dimaksud adalah :

Nama : ETIKA RATNA SARI
NIM : 10202244041
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September - Oktober 2014
Lokasi Penelitian : MTs Muhammadiyah Wonosari

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala MTs Muhammadiyah Wonosari



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/VI/148/9/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **1021A/UN34.12/DT/IX/2014**
Tanggal : **1 SEPTEMBER 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **ETIKA RATNA SARI** NIP/NIM : **10202244041**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **DEVELOPING ENGLISH LEARNING MATERIALS FOR SEVENTH GRADE STUDENTS OF MTS MUHAMMADIYAH WONOSARI IN THE ACADEMIC YEAR OF 2014/2015**
Lokasi :
Waktu : **10 SEPTEMBER 2014 s/d 10 DESEMBER 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **10 SEPTEMBER 2014**
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL
3. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
4. YANG BERSANGKUTAN



KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN

Nomor : 586/KPTS/IX/2014

Membaca : Surat dari Setda D I Yogyakarta, Nomor : 070/REG/v/148/9/2014 , hal : Izin Penelitian

Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri,
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;


Dijinkan kepada :
Nama : **ETIKA RATNA SARI NIM : 10202244041**
Fakultas/Instansi : Bahasa dan Seni / Universitas Negeri Yogyakarta
Alamat Instansi : Karangmalang Yogyakarta
Alamat Rumah : Kepek I, Kepek, Wonosari, Gunungkidul
Keperluan : Ijin penelitian dengan judul " DEVELOPING ENGLISH LEARNING MATERIALS FOR SEVENTH GRADE STUDENTS OF MTs MUHAMMADIYAH WONOSARI IN THE ACADEMIC YEAR OF 2014/2015 "
Lokasi Penelitian : MTs Muhammadiyah Wonosari Kab. Gunungkidul
Dosen Pembimbing : Dr. Agus Widyantoro, M.Pd
Waktunya : Mulai tanggal : 11/09/2014 sd. 11/12/2014
Dengan ketentuan :

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.

1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul).
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal 11 September 2014

An. BUPATI GUNUNGKIDUL
KEPALA


Drs. AZIS SALEH

NIP. 19660603 198602 1 002

Tembusan disampaikan kepada Yth.

1. Bupati Kab. Gunungkidul (Sebagai Laporan) ;
2. Kepala BAPPEDA Kab. Gunungkidul ;
3. Kepala Kantor KESBANGPOL Kab. Gunungkidul ;
4. Kepala Dinas Pendidikan dan Kebudayaan Kab. Gunungkidul ;



MUHAMMADIYAH MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MADRASAH TSANAWIYAH MUHAMMADIYAH
MTs MUHAMMADIYAH WONOSARI
TERAKREDITASI A

Alamat : Komplek Masjid Agung Al Ikhlas Wonosari, Gunungkidul, Yogyakarta Telp. 0274-392952

SURAT KETERANGAN

Nomor : E.1/d.34/ 085 /IX/2014

Yang bertanda tangan di bawah ini :

Nama : **Dedy Mustadjab, S.Pd.I.,MA**
NIP : 19811105 200501 1 003
Pangkat/ Gol. : Penata Tk.I/ III.d
Jabatan : Kepala MTs Muhammadiyah Wonosari

Menerangkan dengan sesungguhnya bahwa :

Nama : **Etika Ratna Sari**
NIM : 10202244041
Fakultas : Bahasa dan Seni
Universitas : Universitas Negeri Yogyakarta

Telah mengadakan **Penelitian** di MTs Muhammadiyah Wonosari untuk mengumpulkan data dalam rangka menyusun skripsi dengan judul "*Developing English Learning Materials for Seventh Grade Students of MTs Muhammadiyah Wonosari in The Academic Year of 2014/2015*" pada tanggal 13 September 2014.

Demikian Surat Keterangan ini dibuat dengan sebenar – benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Wonosari, 22 September 2014

Kepala Madrasah

Dedy Mustadjab, S.Pd.I.,MA
NIP. 19811105 200501 1 003