

**DEVELOPING READING AND WRITING LEARNING MATERIALS  
FOR GRADE EIGHT STUDENTS OF SMP NEGERI 4 MAGELANG**

**A THESIS**

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



**By:**

**Rizqie Oktanti Triandari**

**10202241054**

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

**APPROVAL SHEET**

**DEVELOPING READING AND WRITING LEARNING MATERIALS  
FOR GRADE EIGHT STUDENTS OF SMP NEGERI 4 MAGELANG**

**A THESIS**



First Supervisor,

Joko Priyana, Ph.D.  
NIP. 19650122 199001 1 001

Second Supervisor,





Siwi Karmadi Kurniasih, M.Hum.  
NIP. 19760305 20051 2 2001

## RATIFICATION SHEET


### DEVELOPING READING AND WRITING LEARNING MATERIALS FOR GRADE EIGHT STUDENTS OF SMP NEGERI 4 MAGELANG

#### A THESIS

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

Board of Examiners:			
Position	Name	Signature	Date
Chairperson	: Sukarno, S. Pd., M. Hum.		18 Desember 2015
Secretary	: Lusi Nurhayati, M.App. Ling		17 Desember 2015
First Examiner	: Dr. Margana, M.Hum., M.A.		17/2015 /12
Second Examiner	: Joko Priyana, Ph.D.		17/12-2015

Yogyakarta, Desember 2015  
Faculty of Language and Arts  
State University of Yogyakarta

  
Dean  
Dr. Widyastuti Purbani, M. A.  
NIP. 19610524 199001 2 001

## PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Rizqie Oktanti Triandari

NIM : 10202241054

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **DEVELOPING READING AND WRITING LEARNING  
MATERIALS FOR GRADE EIGHT STUDENTS OF SMP  
NEGERI 4 MAGELANG**

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Yogyakarta, 8 Desember 2015

Penulis,



Rizqie Oktanti Triandari  
10202241054

## **MOTTO**

Don't compare your life to others. You have no idea what  
they have been through. - Sam Cawthorn-

## **DEDICATION**

I dedicate this thesis to my mother.

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Rizqie Oktanti Triandari

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Rizqie Oktanti Triandari  
10202241054**

## **ABSTRACT**

The objectives of this research are: (1) to find out the target needs of grade eight students of SMP Negeri 4 Magelang, (2) to find out the learning needs of grade eight students of SMP Negeri 4 Magelang, and (3) to develop appropriate reading and writing learning materials for grade eight students of SMP Negeri 4 Magelang.

This research belongs to Research and Development (R&D) research study. The subjects of this research were grade eight students of SMP Negeri 4 Magelang. This research adapted the R&D model proposed by Borg and Gall (1983) and Jolly and Bolitho in Tomlinson (1998) with some modifications. The steps in the modified research procedures were conducting need analysis, designing the syllabus, developing the first draft of the materials, expert judgement, and writing the final draft the materials. There were two types of questionnaire used in this research. The first was needs analysis questionnaire. It was made for obtaining the data for the needs analysis. The second was expert judgement questionnaire. It was made for obtaining the data for the appropriateness of the developed materials. The data obtained from the needs analysis and the expert judgement were analyzed quantitatively through descriptive statistics. The data from the needs analysis were used to design the syllabus and to develop the materials, while the data from the expert judgement questionnaire were used to revise the developed materials.

This research developed three units of the materials. The units have three main parts: introduction, lesson proper, and reinforcement. There is warm-up activity in the introduction part. Lesson Proper consists of explanation of the materials and activities. The activities are developed based on the scientific approach consisting of six steps: observing, questioning, collecting data, analyzing data, communicating, and creating. In the reinforcement part, learners are provided with homework and games. The students are encouraged to participate actively in doing the tasks whether in groups or individually. Based on the expert judgement data, the materials are categorized appropriate. The mean score of all aspects of the three developed materials is 3.17 which can be categorized as “Good”.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the main issues of the background of the study, identification of the problems, limitation of the problems, formulation of the problem, objective of the study, and significance of the study.

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

English is widely used in many situations, for example business, entertainment, community, social media, and education. The use of English language as an international language becomes the reason why people learn English language. The importance of learning English becomes one of the significant reason why English language is included as a lesson in the curriculum in Indonesia.

The Ministry of Education in Indonesia designs Curriculum 2013 as the newest curriculum in Indonesia. It is stated in *UU nomor 20 tahun 2013; PP nomor 19 tahun 2005* that a curriculum is a set of plans and rules about the aim, content, and course materials and also the way that is used as the orientation of teaching and learning implementation in order to reach the goal of national education. Students of junior high school should master some micro skills as stated in the Core Competence and Basic Competence. In the Curriculum 2013, it takes a significant role in teaching learning process. According to the steps of Scientific Approach, which are Observing, Questioning, Collecting Data, Analizing, Communicating, and

Creating, the materials that will be given to students must be well-prepared and be well-observed. Teachers should teach intelligently to support the goal of teaching learning process.

Besides the curriculum that is the important orientation in the education system, textbooks and other resources are also important to reach the goal of national education. Without any textbooks, students cannot learn English comprehensively. Textbooks are kinds of facilities for learning besides media and some audio lingual and visual in the classroom. In line with the importance of textbooks, learning process which is facilitated with textbooks is designed to improve students' language ability because students can do the exercises during the learning process. According to Nunan (1999: 81), learners usually have to rely only on the textbooks as an aid to language learning.

Based on the preliminary observation held in SMP Negeri 4 Magelang, it was found that the English textbooks used in classroom were not used intensively. Students learnt English based on the teacher's instruction about the materials that would be learnt in certain time of each semester. The teacher often made his / her instructions to the students in order to do activities in the classroom so that the existence of the textbooks were not useful. That condition made the students only learnt English by the teacher's instructions.

There are four micro skills in English: listening, speaking, reading, and writing. Reading is one of the receptive skills where meaning is



extracted from discourse. Students will get maximum benefit in both extensive and intensive reading. They are taught to read the second language with direct apprehension of meaning, without a conscious effort to translate what they are reading. Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language (River, 1981: 259). Through reading skill, students can increase their understanding and knowledge of the language.

Meanwhile, writing skills are one of the productive skills where students actually have to produce the second language themselves. Writing is considered as a difficult skill to be mastered. Students need to consider some basic skills in writing such as handwriting or typing, spelling, constructing grammatical sentences, and punctuating. Good writing skills usually develop from extensive reading, some specific training, and a good deal of practice (Davies and Pearse, 2000: 96). To progress in writing skill, students need some practice. They need to read plenty of examples of descriptive, narrative, and also recount writing to develop their skills. Because reading and writing are so important when they are collaborated in increasing students' skills, the reading and writing materials are needed to be developed.

Based on the explanation above, materials which concerns in reading and writing skills are needed to be developed. Moreover, by giving

reading and writing exercises, basic grammar can be mastered by junior high school students especially at the grade eight students as stated in the Core Competence and Basic Competence. It can be noticed that the more thoroughly a learner masters the grammatical system of the language, the more effectively they can use the language for communication.

## **B. Identification of the Problems**

The textbook used in Grade Eight of SMP Negeri 4 Magelang is a textbook entitled “When English Rings a Bell” from *Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2014*. The contents of the textbook are based on Curriculum 2013 with the scientific approach based on the *Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan*. It is stated that the implementation of learning process is focused on the exploration, elaboration, and confirmation completed with the process of Observing, Questioning, Collecting Data, Analyzing Data, Communicating, and Creating.

The textbook contains twelve chapters for two semesters. Each semester has six chapters. In the first semester, students have six chapters including materials about expressions with some examples of dialogues and short functional texts such as personal invitations and greeting cards. The main model of the materials is a conversation and dialogues. Because the students are still young learners, the teacher gives basic English like greeting, introduction, asking something, and responding something. While in the second semester, there are six chapters consisting of the

learning texts such as descriptive texts, recount texts, and narrative texts. There are some tasks about short functional texts like short message and notice. In the end of every chapters there is a production made by the students. Like a reflection, the teacher needs to make sure that the materials given are well understood by the students.

Based on Basic Competence in Curriculum 2013 for grade eight students of junior high school, language functions which are needed to be taught in the first semester are expressions of asking and giving attention, asking and giving opinion, greetings, giving and responding to instructions, giving and responding to invitations, giving and responding to prohibitions, and making personal invitations and greeting cards. While in the second semester, there are making oral and written texts about expression of giving instructions, giving and asking for facts, describing people, animals and things. Making some texts such as descriptive texts, recount texts, and narrative texts is also needed to be taught.

The elements of language such as tenses, kinds of nouns, adverbs, and adjectives are needed to be well understood by the students. In fact, the activities from the materials available in the textbook are not comprehensible enough. The textbook does not provide sufficient inputs which reinforce students understanding. Besides, the explanation of the language function is not always found in the textbook in every chapters.

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

Due to the limitation time to cover all micro skills to be suitable materials in every chapters, this research will focus on the development of reading and writing learning materials that are needed to comprehend through some texts such as descriptive texts, recount texts, and narrative texts. The materials will cover some tasks including tenses and kinds of part of speech such as nouns, verbs, adverbs, adjectives, pronouns, conjunctions, and connectives.

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

Based on the limitation of the problems, there are three major problems that can be formulated as follows.

1. What are the target needs of grade eight students of SMP Negeri 4 Magelang?
2. What are the learning needs of grade eight students of SMP Negeri 4 Magelang?
3. What are the appropriate reading and writing learning materials for grade eight students of SMP Negeri 4 Magelang?

### **E. Objectives of the Study**

In relation to the formulation of the problems above, the objective of the study are as the following issues.

1. To identify the target needs of grade eight students of SMP Negeri 4 Magelang.

2. To describe the learning needs of grade eight students of SMP Negeri 4 Magelang.
3. To develop the appropriate reading and writing learning materials for grade eight students of SMP Negeri 4 Magelang.

#### **F. Significance of the Study**

The significance of the study are described as follows:

1. It provides reading and writing learning materials for grade eight students of SMP Negeri 4 Magelang.
2. It provides information and supplementary effective reading and writing learning materials for English teacher at SMP Negeri 4 Magelang.
3. The results of this study may give other researchers some inputs for their research.

## **CHAPTER II**

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

#### **A. Literature Review**

##### **1. Curriculum 2013**

###### **a. The Description of Curriculum 2013**

Curriculum 2013 will be implemented in all schools in the academic year of 2013/2014. This curriculum is not the same as the previous curriculum called *KTSP (Kurikulum Tingkat Satuan Pendidikan)* especially for the language learning steps in teaching learning process. However, Curriculum 2013 is the development from School-Based Curriculum (*SBC*).

According to the Regulation of Indonesian Minister of Education Number 70 year 2013, Curriculum 2013 aims to enable Indonesian people to be faithful, productive, creative, innovative, and affective human beings in order to be able to take part in all walks of life.

###### **b. Curriculum 2013 in General**

There are some differences in some aspects between Curriculum 2013 and School-Based Curriculum (*SBC*). There are *Kompetensi Lulusan* (Graduate Competence), *Materi* (Materials), *Proses* (Process), and *Penilaian* (Assessment). In the Graduate Competence in Curriculum 2013 is a holistic construction and supported by all the

lessons. In the Materials aspect, the materials are developed by the competency-based so it can fulfil the aspect of suitability and aspect of sufficiency (*Aspek Kesesuaian dan Aspek Kecukupan*). In the Process aspect, it is oriented from competency characteristics such as *Sikap, Keterampilan, and Pengetahuan*. The process applies Scientific Approach and the competency characteristic is agreed with each stages (elementary school, junior high school, and senior high school). The last is assessment aspect. In this aspect, the assessment is tested assessment and non-tested assessment (*portfolio*). Process and Output are assessed by using authentic assessment. The report consist of quantitative assessment about knowledge and qualitative assessment about attitude and skill sufficiency (*keterampilan kecakapan*). All of the aspects must be well-integrated to reach the goal of the aim of Curriculum 2013 as it is stated in *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 68 Tahun 2013* that Curriculum 2013 aims to prepare human of Indonesia in order to have life skill as a personal human being and as a faithful citizen who are faithful, productive, creative, innovative, affective, and have a contribution in society, nationality, and the whole world.

The steps of Scientific Approach are Observing (*mengamati*), Questioning (*menanya*), Collecting Data (*mengumpulkan data*), Analyzing Data (*menalar*), Communicating (*menyajikan*), and Creating (*mencipta*). Those steps can be briefly described as follows:

**Table 2.1 Steps of English Instructional Process based on Scientific Approach**

No.	Steps	Activity
1.	Observing	Students do the activity of reading, listening, observing, and seeing the learning activity with or without instrument. Students read and/or listen to texts to list items they need to know in order to understand and/or produce texts (communicate idea in the target language).
2.	Questioning	Students limit the items they want to know and formulate questions and propose temporary answer to their questions (based on their knowledge and/or limited information they have).
3.	Collecting Data	Students collect data or information relevant to the questions using one or more techniques such as observation, interview, and reading books.
4.	Analyzing Data	Students sort out, classify, and identify relationship among the data to find out patterns to answer the formulated questions.
5.	Communicating	Students communicate their answers to the questions orally and/or in writing.
6.	Creating	Students create texts to express thoughts or ideas.

The learning process in Curriculum 2013 also contains of three domain, they are attitude (*sikap*), skill (*keterampilan*), dan knowledge (*pengetahuan*). In this scientific approach learning process, the materials given to the students must be substantial things, so the



students not only know the process of learning the materials, but also understand the process of learning the materials by thinking “why”, “how”, and “what”. The final result of the learning can be the improvement and the balance of ability to be good human being with soft skills and hard skills.

## **2. The Reading Skills**

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

Reading is considered as a receptive skill that needs a combination between the use of existing knowledge and the technique with the purpose of reading activities (Anderson, 2003: 68, Spratt, 2005: 21). According to Wilga, M.(1981: 259), reading is a most important activity in any language class, not only as a means of consolidating and extending one’s knowledge of the language. Moreover, reading is about an appreciation of the organization of a written text, and a certain awareness of the importance of letter and word combinations.

Reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation (Nunan: 1991). Then, Nunan (1989: 72) adds that reading is a solitary activity which involves many interactions between readers and what they bring to the text. Brown (2004: 185) states that reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability. Brown (2004: 185)

also states that for learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata – background information and cultural experience – to carry out those interpretations effectively.

#### **b. Types of Reading**

According to Brown (2004: 189-190), there are several types of reading performance as follows:

##### **1) Perceptive**

Perceptive reading task involves attending to components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

##### **2) Selective**

In order to ascertain one's reading recognition of lexical, grammatical, or discourse feature within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. a combination of bottom-up and top-down processing may be used.

##### **3) Interactive**

Reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it and in take is the product of that interaction. Top-down processing is typical of such tasks, although some instances of bottom-up may be necessary.

#### 4) Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

### **c. Micro and Macro Skills of Reading**

Brown (2004: 187-188) stated that the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro skills and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

#### Micro skills

- 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 of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

- 6) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.
- 7) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

#### Macro skills

- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea.
- 12) Distinguish between literal and implied meaning.
- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 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.

### **3. The Writing Skills**

#### **a. The Nature of Writing**

Writing is one of the productive skills which is dealing with the production of written language. Brown (2001: 335) defines writing as the nature of composing process of writing. 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, Nunan (2004: 218) stated that writing is a necessary condition for achieving employment in many walks of life and simply taken for granted in literate cultures.

### **b. Types of Writing**

According to Brown (2004: 220) there are five major categories of written performance.

#### **1) Imitative**

This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. In this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

#### **2) Intensive (controlled)**

Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

#### **3) Responsive**

Here, assessment tasks require learners to perform at limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries brief responses to reading, and interpretations of charts or graphs.

#### 4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety.

### c. Micro and Macro Skills of Writing

Brown (2004: 221) stated that the earlier micro skills apply more appropriately to imitative and intensive types of writing task, while the macro skills are essential for the successful mastery of responsive and extensive writing.

#### Micro skills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization, patterns, and rules).

- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

#### Macro skills

- 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 drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### 4. Task-Based Language Teaching (TBLT)

#### a. *The Nature of TBLT*

According to Nunan (1999), task-based language teaching is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks. It draws on and reflects the experiential and humanistic traditions described above, as well as reflecting the changing conceptions of language itself. He also says that task-based language teaching has strengthened the following principles and practices.

- 1) A need-based approach to content selection.
- 2) An emphasis on learning to communicate through interaction in the target language.
- 3) The introduction of authentic texts into the learning situation.

- 4) The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- 5) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- 6) The linking of classroom language learning with language use outside the classroom.

#### **b. The Principle of TBLT**

According to Nunan (2004), there are seven principles for task-based language teaching as follows.

##### **1) Scaffolding**

Lesson and materials should provide supporting frameworks within which the learning takes place.

##### **2) Task Dependency**

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

##### **3) Recycling**

Recycling language maximizes opportunities for learning and activates the 'organic' learning principles.

##### **4) Active Learning**

Learners learn best by actively using the language they are learning.

##### **5) Integration**

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.



#### 6) Reproduction to creation

Learner should be encouraged to move from reproductive to creative language use.

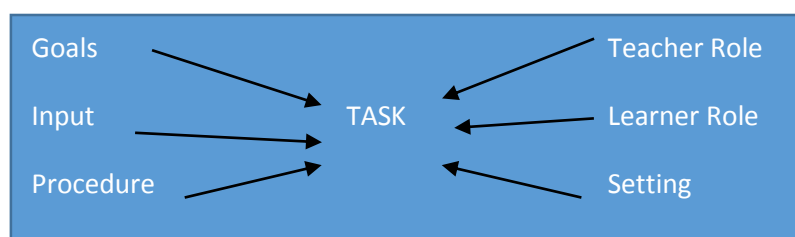
#### 7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

### c. Task Components

Shavelson and Stern (1981, in Nunan, 2004) articulated their concept of task-based language teaching within the context of education in general. Task components are 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) suggest that task should contain input, roles, settings, actions, monitoring, outcomes and feedback.

Nunan (2004) classifies the task components into goal, input, procedures, teacher role, learner role, and setting which are represented in the following figure.



**Figure 2.1 The Components of Tasks**

### 1) Goals

They are 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.

### 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 to provide learners with optional learning opportunities.

### 3) Prosedures

They refer to what learners will actually do with the input that forms the point of departure for the learning task. 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.

### 5) Teacher Role

The teacher has three main roles communicative classroom (Been and Candlin: 1980). They are to act as a roles in the

communicative classroom, to act a participant, and to act as an observer and learners.

#### 6) Setting

It refers to the classroom arrangement specified or implied in the task. Setting also refers to where the learning takes place whether it is inside or outside classroom.

### d. Task Types

Nunan (2004) classifies the tasks according to the strategies underpinning them. There are five different strategy types: cognitive, interpersonal, linguistic, affective and creative in the following table.

**Table 2.2 Tasks Types in Language Learning**

Learning Strategy	Activity
Cognitive	<ol style="list-style-type: none"> <li>1. Classifying: putting things that are similar together in groups.</li> <li>2. Prediciting: predicting what is to come in the learning process.</li> <li>3. Inducing: looking for patterns and regularities.</li> <li>4. Taking notes: writing down the important information in a text in your own words.</li> <li>5. Concept mapping: showing the main ideas in a text in the form of a map.</li> <li>6. Inferencing: using what you know to learn something new.</li> <li>7. Discriminating: distinguishing between the main ideas and supporting information.</li> <li>8. Diagramming: using information from a text to label</li> </ol>

	a diagram.
Interpersonal	<ol style="list-style-type: none"> <li>1. Co-operating: sharing ideas and learning with other students.</li> <li>2. Role palying: pretending to be someone else and using the language for the situation you are in.</li> </ol>
Linguistic	<ol style="list-style-type: none"> <li>1. Conversational patterns: using expressions to start conversations and keep them going.</li> <li>2. Practicing: doing controlled exercises to improve knowledge and skills.</li> <li>3. Using context: using the surrounding context to guess the meaning of unknown word or phrase.</li> <li>4. Summarizing: picking out and presenting the major points in a text in summary form.</li> <li>5. Selective listening: listening for key information without trying to understand every word.</li> <li>6. Skimming: reading quickly to get a general idea of a text.</li> </ol>
Affective	<ol style="list-style-type: none"> <li>1. Personalizing: sharing the opinions, feelings, and ideas about a subject.</li> <li>2. Self-evaluating: thinking about how well learners' did on a learning task and rating themselves on a scale.</li> <li>3. Reflecting: thinking about ways learners' learn best.</li> </ol>
Creative	<ol style="list-style-type: none"> <li>1. Brainstorming: thinking of as many words and ideas as one</li> </ol>

	can.
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## 5. Materials

### a. The Nature of Materials

Materials, whether commercially developed or only produced by a teacher, are an important element in the curriculum. It often becomes the realest and the most visible aspect of the curriculum as the component of pedagogy. The syllabus defines the goals and objectives, the linguistic and experiential content. Materials can provide detailed information of this specification. That is the statement proposed by Nunan (1991: 208) about the definition of materials.

Further, Tomlinson (1998: 2) defines materials as anything which can be used by the teacher or learners to increase the learners' knowledge and/or experience of the language. They could be cassettes, videos, CD-room, dictionaries, newspaper, grammar book, etc. He also adds that materials must provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and affectively. By helping learners to notice authentic language, they are exposed to facilitate and accelerate language acquisition.

## **b. Criteria of Good Materials**

According to Tomlinson (1998: 7), there are several principles relevant to the development of materials for the teaching of languages.

They are:

- 1) Materials should achieve impact.
- 2) Materials should help the learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in 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 effect of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.
- 12) Materials should take into account that the learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

Others criteria of good materials are proposed by Hutchinson and Waters (1987: 107) as a guideline in writing the materials.

- 1) Materials provide a stimulus to learning. To encourage the learners to learn, good materials will contain enjoyable

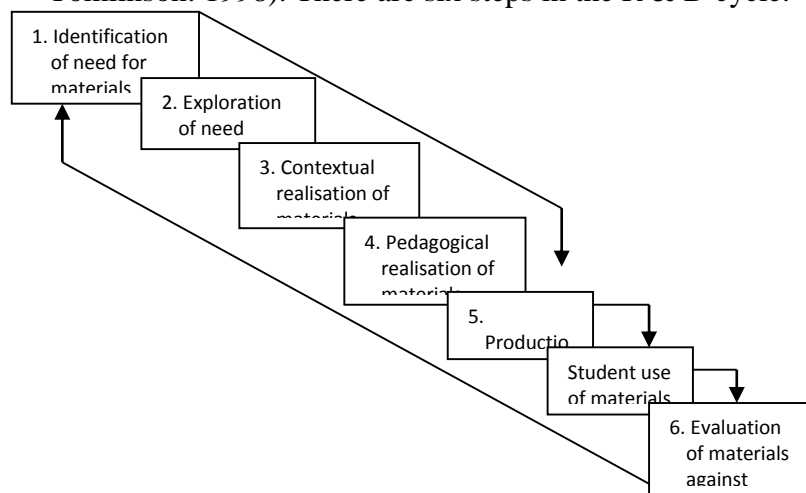
activities, opportunities for learners to use their existing knowledge and skills.

- 2) Materials help to organize the teaching learning process by providing an easily understandable knowledge of language to be learnt. Good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning.
- 3) Materials embody a view of the nature of language and learning. The materials should reflect the writer think about what language learning consists of.
- 4) Materials reflect the nature of learning task. Materials should try to create a balanced outlook which both reflects the complexity of the task, yet makes it appear manageable.
- 5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new technique.
- 6) Materials provide model of correct and appropriate language use. This is necessary purpose of materials. They are simply providing a good example of language use rather than become a tool for language learning.

### c. Materials Design

Materials development, proposed by Tomlinson (1998), refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning.

According to Nunan (1991), the way materials are organized and presented as well as the types of the content and the activities helps to facilitate students' view of the target language. One of used material writing model was proposed by Jolly and Bolitho (in Tomlinson: 1998). There are six steps in the R & D cycle.



**Figure 2.1 Jolly and Bolitho's R & D Cycle**

a) Identification of need for materials.

In this first step, the material developer identifies a need to fulfil or a problem to solve by the creation of materials.

b) Exploration of need.



In the second step, material developer needs to explore the area of problem in the case of language forms and functions.

c) Contextual realization of materials.

The next step is preparing the contextual realization of the materials that is the local content area of the materials to be involved in reading, writing, listening, and speaking resources.

d) Pedagogical realization of materials.

The fourth step, pedagogical realization involves the use of instruction and appropriate exercises and activities.

e) Production of materials.

The physical production of the materials in the form of course books including the layout, visual, and size of the books.

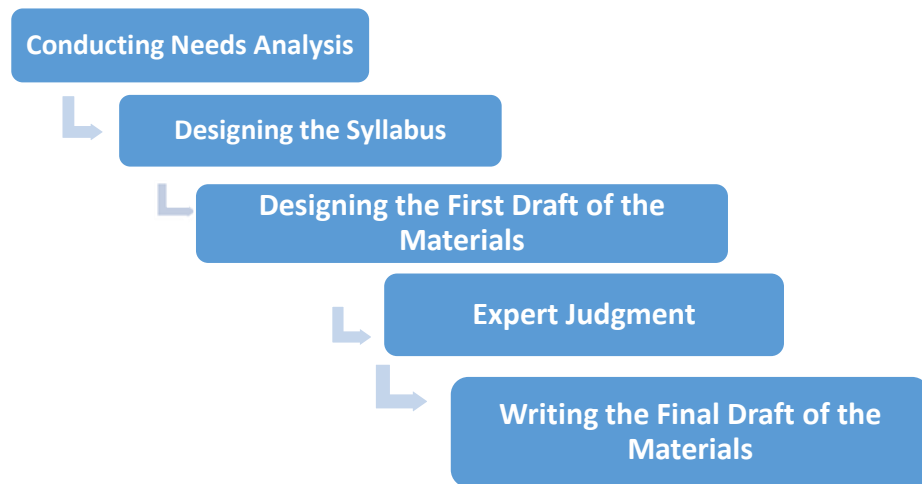
f) Students' use of materials

Then, the materials are used by the students followed by completing worksheet at home and checking in the next class.

g) Evaluation of the materials.

In this step, students give comments and difficulties in the use of materials.

Due to the constraint of time, the steps of material writing proposed by Jolly and Bolitho are modified and simplified. The following figure describes the simplified steps in the materials design.



**Figure 2.2 Modified Material Design Process**

Needs analysis process are simplified form of step 1,2, and 3 from the original process. Data are collected through questionnaires to collect target needs and learning needs of the learners. In designing syllabus, the process of developing the syllabus is the same with the step 4 from Jolly and Bolitho material design.

The next step is designing the first draft of the materials. This step is done as well as the fifth step from Jolly and Bolitho. The outcome of this process is a set of materials which is developed based on the syllabus. The first draft of the materials then is evaluated by the expert in the expert judgement process. The expert assess the first draft of the materials through questionnaires. The results of the expert judgment process are used to revise the materials. Due to the constraint

of the time, the sixth step and last step, which the materials are used and evaluated by students are not conducted.

## **6. Second Language Acquisitions (SLA)**

As English language is not first language in Indonesia, it needs more comprehensive learning in the classroom to learn the second language. The study of how people acquire a second language is stated by Ellis (1997: 3) that second language acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom. Mackey in Richards (1985: 62) said that many issues in language teaching could not be resolved without a clearer understanding of the nature of second- and foreign-language learning. A focus on language learning thus emerged as a complementary perspective to teaching. Beginning with an interest in learners' errors as evidence of learning processes, it subsequently developed into what is now referred to as the field of second language acquisition (SLA).

People will have different ability to learn a second language. This ability called language aptitude as it is stated in Ellis (1997: 73) that language aptitude is believed to be in part related to general intelligence but also to be in part distinct. According to Carrol in Ellis (1997), who led the identification a number of components of language aptitude are:

- 1) Phonemic coding ability, i.e. the ability to identify the sounds of foreign language so they can be remembered later. This ability is also seen as related to the ability to handle sound-symbol relationships (for example, to identify the sound which 'the' stands for).
- 2) Grammatical sensitivity, i.e. the ability to recognize the grammatical functions of words in sentences (for example, the subject and object of a sentence).
- 3) Inductive language learning ability, i.e. the ability to identify patterns of correspondence and relations between form and meaning (for example, to recognize that in English 'to' can denote direction and 'at' location).
- 4) Rote learning ability, i.e. the ability to form and remember associations between stimuli. This is believed to be important in vocabulary learning.

From the statement below, it can be interpreted that grammatical knowledge is important to support a second language learning. The process of the learning is also supported by the curriculum planning which is designed by the government to reach the goal of national education. Besides the grammatical knowledge, learning strategies and motivation are also needed in the process of language learning especially for a second language learning. Language learning and

motivation influence the rate and the level of second language achievement.

How language naturally learnt can be found out by investigating what the learners do when they expose to the second language in communicative settings. Second language learners experienced a silent period when they were children. They make no utterances without saying anything because they may be learning the language only from listening to and reading it. After they experienced the silent period even though they do not know and saying “I don’t know”. In time, they began to learn the grammar of the second language that it is called the acquisition order. In this period, learners acquire the grammatical structural of second language such as *-ing* form. Then, another progress called sequence of acquisition is concerned as particular grammatical structure such as tenses.

Learner language is systematic. According to Ellis (1997: 25), it is stated that learners consistently use the same grammatical form at a particular stage of development, although this is often different from that employed by native speakers. Learner language is also variable. At any given stage of development, learners sometimes employ one form and sometimes another.

The main way to investigate second language acquisition is by collecting and describing samples of errors learners make and how the errors change. The brief explanation of errors as follows:

### 1) Errors and errors analysis

The step to analysis learner errors is to identify them first. To identify the errors, we need to compare sentences learners produce with what the correct sentences in the target language. After the errors have been identified, they can be described and classified into types. The types of errors are omission (article errors), overgeneralization errors, and transfer errors (errors that attempt to use first language). There is also a need to evaluate errors because some errors, known as global errors, violate the overall structure of sentence.

### 2) Development patterns

All learners, no matter whether they are learning naturally or in a classroom, they will make omission, overgeneralization, and transfer errors. In the early stages of second language acquisition, if the learners are children, they undergo a silent period. In this period, they attempt not to say anything to begin with. They are learning the language by listening to or reading it. In time, learners begin to learn grammar of the second language. They will learn the grammatical features.

### 3) Variability in learner language

At a particular stage of development, learners consistently use the same grammatical form. It can be seen that learner language is variable. Learners sometimes employ one form and sometimes another.

## **B. Conceptual Framework**

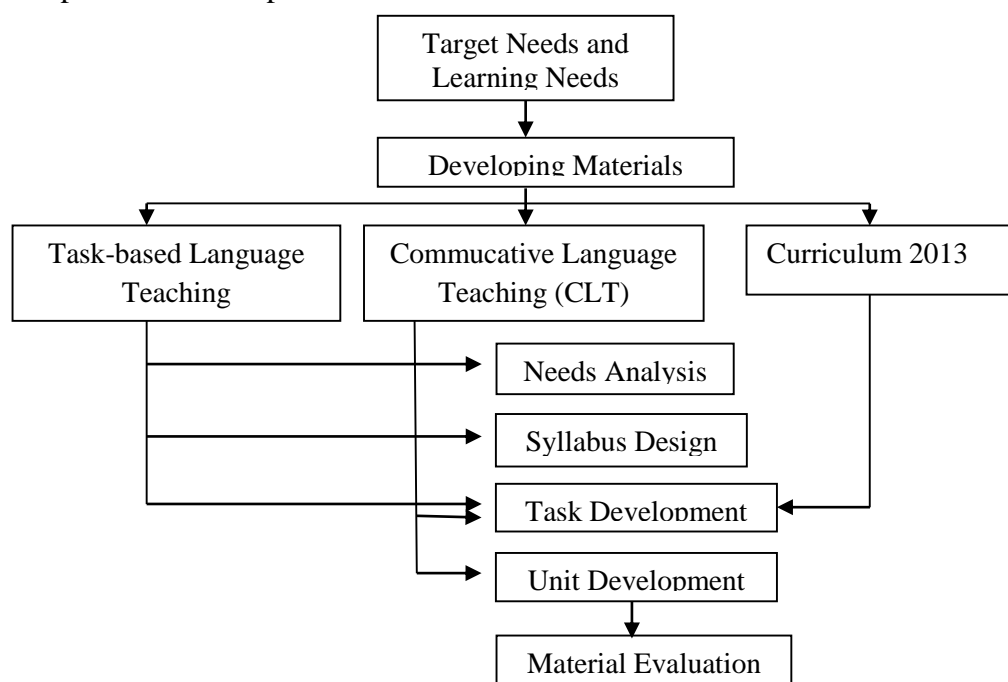
Reading and writing skills are important skills that students need to master because they are both receptive and productive skills. The way to improve their reading and writing skills is through a good reading and writing learning material. By providing students a good material, it can give them activities to improve their English proficiency especially in reading and writing skills.

Considering the importance of reading and writing skills, there is a way that should be done to make students interested in doing reading and writing activity. It is by providing good reading and writing materials. The materials should represent the students' needs. Besides, the materials have to meet students' interest, experiences, and future. Developing appropriate reading and writing learning materials is important point since it helps the students to reach their purpose in teaching and learning process.

Based on the theories, the basis of the researcher to develop the materials is the procedure in developing the materials themselves. The researcher needs to understand and comprehend the curriculum and the theories of developing the materials. The theories of developing materials and

the analysis of students' needs and interests are used as a basis in developing a syllabus, writing materials, and designing the tasks and activities.

Since Communicative Language Teaching sets communicative competence as its goal, the materials used CLT as the basis concept. CLT offers a lot of activities which advocate the students interest. The activities in CLT that were proposed by Richards (2006) became the primary ideas of the activities in the materials. By providing appropriate materials and activities, the students will enjoy the teaching learning activities. The developed materials are designed to provide knowledge and activities to the students to improve their reading and writing abilities. In addition, the following diagram explains the conceptual framework.



**Figure 2.3 The Conceptual Framework of the Research**



### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter consists of the research procedures which include type of the research, setting and subject of the research, procedure of the research, data collection technique, data collection instruments, and the data analysis techniques of the research.

##### **A. Type of the Research**

This research is classified into educational Research and Development (R&D). According to Borg and Gall (1983:771) education research and development is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings, developing the product based on these findings, field testing it in the setting, and revising it to correct the deficiencies found in the field-testing stage. In this research, the research procedures proposed by Borg and Gall (1983) and the model of the materials writing proposed by Jolly and Bolitho in Tomlinson (1998) are combined with some adaptation due to the time efficiency and economical reason.

##### **B. Setting and Subject of the Research**

The research was conducted in SMP Negeri 4 Magelang which is located in Jalan Pahlawan no. 41, Kota Magelang, Central Java. The

research was conducted on October 29<sup>th</sup> 2014. The subject of the research is grade eight of SMP Negeri 4 Magelang. There are six classes of grade eight of SMP Negeri 4 Magelang. The research are planned with small random sampling because it will be more feasible and economical, so the research took in one class of grade eight students of SMP Negeri 4 Magelang as the participants of the research. Those were the students of class B which consists of 32 students.

### **C. The Research Procedure**

The procedure of the research followed the materials development process proposed by Borg and Gall (1983) which consist of study the research findings related to the product, developing the product, trying out the product in the field, evaluating the effectiveness of the product, and revising the product. However, some adaptations were made in order to make the research feasible within the setting of the research. The product was not tested in the field.

The research used the combination of the research procedures proposed by Borg and Gall (1983) and the model of materials writing proposed by Jolly and Bolitho in Tomlinson (1998). There are five steps used in this research: conducting needs analysis, designing the syllabus, developing the materials (writing the first draft of the materials), expert judgment, and writing the final draft of the materials.

The model of learning materials development in this research was presented as follow:

1. Conducting Needs Analysis

The researcher conducted needs analysis to collect information which was related to the learner's needs and target needs. It also used to obtain information about students' interest in learning English. The results of the questionnaire were descriptive statistic which describes the students' tendency on components of tasks (goal, input, procedures, teacher's role, learners' role, and setting).

2. Designing the Syllabus

The syllabus was designed based on the core competence and basic competence of junior high school. What should be learn by the learners was determined in this step. The syllabus was made as a representation of the result from needs analysis and as a guideline for developing the materials.

3. Designing the First Draft of the Materials

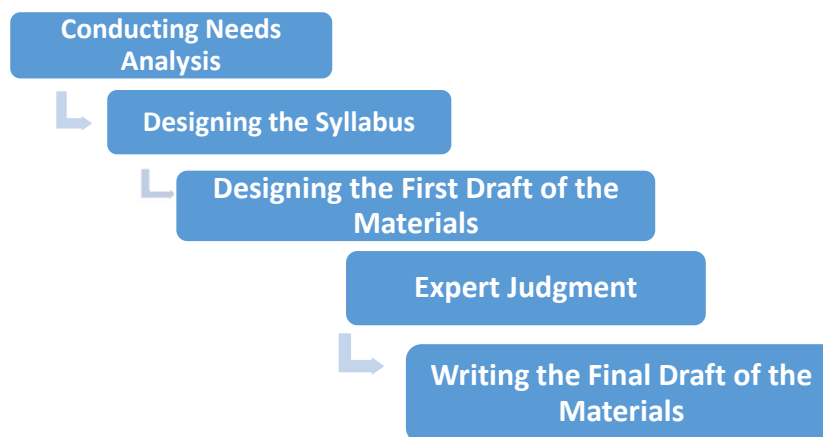
Selected materials were be organized and developed based on the syllabus that has been created before. The product was called a draft. There were three units of the developed materials which consist of 18 up to 22 tasks in each unit. The materials cover two skills: reading skill and writing skill.

4. Expert Judgment

Expert judgment is employed after the first draft has been designed. In this research, the selected lecture who had competence in judging the materials and experienced in materials development will expert the developed materials. The expert judgment was in the form of questionnaire. The questions included some aspects: content, presentation, language, and graphic.

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

After the materials are evaluated by the expert, the results of the final data analysis are used to write the final draft of the materials. The final draft was then called as Reading and Writing Materials for Grade Eight Students of SMP Negeri 4 Magelang.



**Figure 3.1 The Model of Learning Materials Development which is the combination from research procedures proposed by Borg and Gall (1983) and model of materials writing proposed by Jolly and Bolitho in Tomlinson (1998)**

#### D. Data Collection Techniques and Instruments

There were quantitative data and qualitative data collected in this research. The quantitative data were obtained from two questionnaires. The first questionnaire was needs analysis questionnaire which was distributed to the students. The needs analysis questionnaire was used to collect information about the target needs and the learning needs. The questionnaire consisted of multiple choices and the students were asked to choose one or more options from several provided options. In some questions, they may have another answer based on their preferences. The questionnaires were distributed to students and were filled individually. The organization of content in the needs analysis questionnaire is as follows:

**Table 3.1 The Organization of Needs Analysis Questionnaire**

<b>Aspect of the questions</b>	<b>The purpose of the questions</b>	<b>Reference</b>
<b>Target Needs</b>		
Necessities	To find the students' requirement related to the materials.	Hutchinson and Waters (1987), Richards (2001)
Wants	To find the students' wants related to the materials.	Hutchinson and Waters (1987), Richards (2001)
Lacks	To find the students' lacks related to the materials.	Hutchinson and Waters (1987), Richards (2001)
<b>Aspect of the questions</b>	<b>The purpose of the questions</b>	<b>Reference</b>

<b>Learner's Needs</b>		
Input	To find out the information about kinds of input that should be included in the materials.	Nunan (2004)
Procedures	To find out what students should do with the input within the tasks.	Nunan (2004)
Teacher's Role	To find out the students' view towards the teacher's roles in learning English.	Nunan (2004)
Learners' Role	To find out the students' view towards their roles in learning English.	Nunan (2004)
Setting	To find out in the setting of the materials.	Nunan (2004)

The second questionnaire was distributed to the expert. The questionnaire was used to evaluate the materials in the form of agreement-scale. The organization of the second questionnaire was as follows:

**Table 3.2 The Organization of the Expert Judgment Questionnaire**

<b>No.</b>	<b>The purpose of the Questions</b>	<b>Reference</b>
1.	To find the appropriateness of the content of the materials.	BSNP
2.	To find the appropriateness of the language of the materials.	BSNP
3.	To find the appropriateness of the presentation of the materials.	BSNP
4.	To find the appropriateness of the graphic of the	BSNP

	materials.	
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Meanwhile, the qualitative data were obtained in the form of open-ended questions for the expert. The questions were used to get more information about the expert's opinion and suggestion in the developed materials.

### E. The Data Analysis Techniques of the Research

The data that had been obtained were quantitative data. In order to analyze the data, the first questionnaire was analysed quantitatively by using descriptive statistics. Meanwhile, in the second questionnaire, A Likert-Scale was used to obtain the expert's views, judgements, or opinion about the aspects of language teaching.

The data obtained by using needs analysis questionnaire were analysed using frequencies and percentage. The percentage of the data were calculated by using the following formula:

$P (\%) = \frac{f}{N} \times 100$	<p>P : Percentage (%)</p> <p>f : frequency</p> <p>N : Number of respondents</p> <p>100 : Fixed number</p>
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The first data obtained by using expert judgment questionnaire were analysed by using Likert-scale as measurement. There were four options in the first questionnaire: *Strongly Agree (SA)*, *Agree (A)*, *Disagree*

(D), *Strongly Disagree (SD)*. The scores of each scale are presented below:

**Table 3.3 The Score of Each Option**

No.	Categories	Score
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly Disagree (SD)	1

From the data collection above, the Mean ( $\bar{x}$ ) from the data can be calculated using formula proposed by Suharto (2005).

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

The mean values can be put on categories in order to make the data easier to read. The formula was proposed by Suharto and can be seen as follows:

$$R = \frac{(X_h - X_l)}{4}$$

R : Range

X<sub>h</sub>: The highest scale

X<sub>l</sub> : The lowest scale





4 : Range of Likert-scale

The result of the calculation was converted into descriptive analysis. Data conversation table was used to convert the data as the mean of the data had been calculated.

**Table 3.4 Data Conversion Table**

Scale	Interval	Descriptive Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.74 \leq x \leq 2.24$	Fair
3	$2.5 \leq x \leq 3.24$	Good
4	$3.24 \leq x \leq 4$	Very Good

The second data from open-ended questions in the second questionnaire were analysed through four steps: collecting data, data reduction, data display, and drawing the conclusions. In the data reduction step, the data are selected, limited, simplified, and transformed by summarizing the answers of open-ended questions.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents and discuss the findings of the research. The research findings covers the results of needs analysis, syllabus, first draft of the materials, expert judgment data, and final draft of the materials.

#### **A. Research Findings**

##### **1. The Results of Needs Analysis**

Needs analysis is gathering information about what is needed by the learners in order to meet the learners' needs (Graves: 2000). The purpose of conducting needs analysis is to get information about learners' needs that are target needs and learning needs. The needs analysis was conducted on October 29<sup>th</sup>, 2014. A questionnaire was distributed to the students of grade eight of SMP Negeri 4 Magelang, especially to the class B which consisted of 32 students. There are seven components of the questionnaire. The questionnaire consisted of 16 questions which aim to get information about the target needs and the learning needs.

##### **a. Target Needs**

Target needs are what the learners need to know in order to function effectively in the target situation (Hutchinson and Waters, 1987) which are divided into three parts: necessities (what learners has to know), lacks (the gap between what learners has to know and

what the learners know already), and wants (what learners' view as their needs).

### 1) Necessities

Necessities are the type of needs determined by the demands of the target situation. The following tables present the students' view about the target goal and their demand of the target situation.

**Table 4.1 The Goal of Learning English**

Question	Items	N	F	Percentage (%)
In the future, you will communicate with English language for ...	a. communicating in the daily activities.	32	9	28.12
	b. communicating with colleagues.	32	3	9.37
	c. communicating with foreign people.	32	23	71.87
	d. others ...	32	3	9.37

As seen in the table above, 71.87% of the students will communicate with foreign people. They will speak in English with native speakers in the future. 28.12% of the students will communicate with English language in daily activities. 9.37% of the students will communicate with colleagues and the rest was 9.37% of the students will communicate for other preferences.

### 2) Lacks

Lacks is the distance between what the learners know and what the learners do not know. It is related to the gap between

what students already have and what students have to know in the target situation. The following tables show the students' views about their lacks.

**Table 4.2 Students' Proficiency Level**

Question	Items	N	F	Percentage (%)
Generally, your ability to read and to write in English language currently is on the level of ...	a. beginner, able to simple texts and write simple texts in English language.	32	14	43.75
	b. intermediate, able to read and write in English language even though it is not fluent yet.	32	19	59.37
	c. advanced, able to read and write English language correctly and fluently.	32	0	0

According to the table, 59.37% of the students was on the level of intermediate level in terms of their ability to read and to write in English language even though it is not fluent yet. While 43.75% of students stated that they were on the level of beginner level in terms of their ability to simply read and write in English language.

**Table 4.3 Students' Difficulties in Reading Activity**

Question	Items	N	F	Percentage (%)
In the reading	a. recognizing grammatical world	32	13	40.62

activity, you have difficulties in ...	classes (nouns, verbs, etc.)			
	b. recognizing particular meaning in different grammatical forms.	32	18	58.06
	c. recognizing tense, agreement, and pluralization in sentences.	32	9	28.12
	d. others ...	32	1	3.12

Based on table above, it could be seen that 58.06% of the students had difficulty recognizing particular meaning in different grammatical forms. 40.62% of the students had difficulty in recognizing grammatical world classes (nouns, verbs, etc.). 28.12% of the students had difficulty in recognizing tense, agreement, and pluralization in sentences. The rest was 3.12% of the students who had other difficulties.

**Table 4.4 Students' Difficulties in Writing Activity**

Question	Items	N	F	Percentage (%)
In the writing activity, you have difficulties in ...	a. writing a text according to the example given with the right grammar.	32	19	12.5
	b. writing a text according to pictures, tables, graphics, etc.	32	9	28.12
	c. completing missing words in a paragraph.	32	11	34.37
	d. making a right sentence with the	32	4	59.37

	right structure and punctuation.			
	e. others ...	32	0	0

According to the table, in writing activity 59.37% of the students have difficulty in making a right sentence with the right structure and punctuation. While 34.37% of the students have difficulty in complete missing words in a paragraph. 28.12% of the students have difficulty in writing a text according to pictures, tables, graphics, etc. The last 12.5% of students have difficulty in making a right sentence with the right structure.

### 3) Wants

Wants is what the learners expect to language area they want to master. It related to the students' want. The students may have a clear idea of the necessities of the target situation and their lacks. They also have a view to what they want or they need (Hutchinson and Waters, 1987: 57). The following tables show students' wants in learning English.

**Table 4.5 Students' General Wants in Learning English**

Question	Items	N	F	Percentage (%)
What kinds of reading and writing micro-skills that you want to understand?	a. Able to write sentences by using acceptable grammatical patterns, and rules. systems (tenses and agreement).	32	16	50

	b. Able to recognize prepositions (e.g. at, on, it) in a sentence.	32	4	12.5
	c. Able to recognize the use of (a/an and the) in a word.	32	10	31.25
	d. Able to differentiate a verb and an adjective.	32	9	28.12
	e. Able to express a particular meaning in different grammatical forms.	32	11	34.37
	f. Others ...	32	11	34.37

According to the table, 50% of students claimed that they wanted to write sentences by using acceptable grammatical patterns, and rules. systems (tenses and agreement). Whereas, 34.37% of students wanted to express a particular meaning in different grammatical forms. 31.25% of the students wanted to be able to recognize the use of (a/an and the) in a word.

### **b. Learning Needs**

Learning needs refer to what the learners need to do in order to learn (Hutchinson and Waters, 1987). To find the learners' needs, the analysis of the learners' needs of the students is divided into five points that are input, procedures, learners' 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. The students' view about the input is presented in the following tables.

**Table 4.6 The Length of Reading Input**

Question	Items	N	F	Percentage (%)
In your opinion, how long is the appropriate text in learning English?	a. < 250 kata	32	16	50
	b. 251 – 350 kata	32	16	50
	c. 351 – 450 kata	32	2	6.25
	d. > 450 kata	32	1	3.12

According to table, 50% of the students preferred that a text should have less than 250 words. Also 50% of the students preferred that a text should have 251-350 words. 6.25% of the students preferred that a text should have 351-450 words. The rest was 3.12% of the students preferred that a text should have more than 450 words. In this questions, the students chose more than one options so the sum of the percentage was more than 100%.

**Table 4.7 The Importance of Pictures in Materials**

Question	Items	N	F	Percentage (%)
In your opinion, the existence of pictures in the materials is ...	a. very helpful	32	29	90.62
	e. no effect	32	3	9.37
	f. not helpful	32	0	0



According to the table, most of the students (about 90.62%) stated that the existence of pictures in the materials was very helpful to the students in order to understand the materials. The rest was 9.37% of the students who had opinion that the existence of pictures in the materials of grammar learning had no effect to the materials.

**Table 4.8 The Topic of the Materials**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage (%)</b>
What are the topic that you like if you are studying English?	a. Holiday	32	24	75
	b. Education	32	9	28.12
	c. History	32	8	25
	d. Animals	32	15	46.87
	e. Plants	32	9	28.12
	f. Family	32	15	46.87
	g. Politic	32	4	12.5
	h. Others ...	32	3	9.37

In terms of topic that the students like, from the table above it could be seen that 46.87% of the students preferred to have topics, such as Animals and Family when they were studying grammar. 28.12% of the students preferred to have topic about Education and Plants. 25% of the students preferred to have topic about History. 12.5% of the students preferred to have topic about Politic, and the rest was 9.37% for other preference. In this

questions, the students chose more than one options so the sum of the percentage was more than 100%.

## 2) Procedure

Procedure is what learners will do with the input that forms the point of departure for the learning tasks. The following tables present the students' view about the procedures of what they should do with the tasks.

**Table 4.9 Reading and Writing activity**

Question	Items	N	F	Percentage (%)
In your opinion, what kind of activities that you like the most when you are doing reading and writing exercises?	a. Filling in the blank.	32	7	21.87
	b. Answering questions/quiz.	32	10	71.87
	c. Answering optional questions.	32	23	31.25
	d. Arranging random sentence.	32	4	12.5
	e. Others ...	32	1	3.12

From the table above, 71.87% of the students want activity of answering questions. 31.25% of the students want activity of answering optional question or quiz. 21.87% of the students want activity of filling the blank, 12.5% of the students want activity of arranging random sentence, and the rest was 3.12% of the students who want other activities. In this questions, the students chose more than one options so the sum of the percentage was more than 100%.

**Table 4.10 The Amount of Tasks in the Materials**

Question	Items	N	F	Percentage (%)
In your opinion, how many effective tasks in one unit of materials?	a. 12-15 tasks	32	24	75
	b. 15-18 tasks	32	3	9.37
	c. More than 18 tasks	32	4	12.5
	d. Others ...	32	2	6.25

Related to the students' opinion, 75% of the students agreed that an effective materials should have 12-15 tasks in one unit. 12.5% of the students preferred that in every units should have more than 18 tasks. The rest were 9.37% of the students preferred 15-18 tasks in a unit and 6.25% was for other opinion.

**Table 4.11 Grammar Activity**

Question	Items	N	F	Percentage (%)
What kinds of activities that you want to do to increase your grammar knowledge?	a. Making a sentence in present tense and past tense in a descriptive text and making a sentence in past tense in a narrative text.	32	22	68.75
	b. Using preposition (e.g. at, on, in) in a sentence.	32	11	34.37
	c. Differentiating the use of (a/an and the) in some words.	32	12	37.5
	d. Arranging passive sentence, negative sentence, and	32	15	46.87

	interrogative sentence in the present tense form and past tense form.			
	e. Interpreting vocabularies from English language into Indonesia language and vice versa.	32	8	25
	f. Others ...	32	16	50

In order to increase students' grammar knowledge, it could be seen from the table that 68.75% of the students want to increase their grammar knowledge by making a sentence in present tense and past tense in a descriptive text and make a sentence in past tense in a narrative text. 50% of the students want to increase their grammar knowledge by having their own activities. 46.87% of the students want to increase their grammar knowledge by arranging passive sentence, negative sentence, and interrogative sentence in the present tense form and past tense form. Meanwhile, 37.50% of the students want to increase their grammar knowledge by differentiating the use of (a/an and the) in some words. 34.37% of the students preferred to use preposition (e.g. at, on, in) in a sentence. The rest was 25% of the students want to increase their grammar knowledge by interpreting vocabulary from English language into Indonesia. In this questions, the students chose more than one options so the sum of the percentage was more than 100%.

**Table 4.12 Vocabulary Activity**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage (%)</b>
The kind of activity in learning vocabulary that I want to do is ...	a. matching a word with its meaning.	32	15	46.87
	b. finding new word (vocabulary) in a text and finding out the meaning from dictionary.	32	12	37.5
	c. guessing the meaning of a new word (vocabulary) based on a sentence, picture, or clue from teacher.	32	11	34.37
	d. grouping new words (vocabularies) in a table and finding out the meaning, how to pronounce, part of speech, synonym, and antonym.	32	5	15.62
	e. others ...	32	0	0

According to the table, 46.87% of the students wanted to match a word with its meaning in order to learn vocabulary. While 37.50% of the students wanted to find new word in a text and find out the meaning. 34.37% of the students wanted to guess the meaning of a new word. The rest was 15.62% of the students wanted to group new words in a table and find out the meaning, how to pronounce, part of speech, synonym, and antonym. In this questions, the students chose more than one options so the sum of the percentage was more than 100%.

### 3) Setting

According to Nunan (2004: 70), setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The following tables show the students' view about the setting of how the task should be carried out.

**Table 4.13 Students' Preference in Studying**

Question	Items	N	F	Percentage (%)
What is your favourite place when studying English?	a. In classroom	32	20	62.5
	b. In library	32	8	25
	c. In language laboratory	32	10	31.25
	d. Others ...	32	3	9.37

In terms of setting, 62.50% of the students preferred to study English in classroom. 31.25% of the students preferred to study in language laboratory. 25% of the students preferred to study in library, and the rest was 9.37% of the students preferred to study in other place. In this questions, the students chose more than one options so the sum of the percentage was more than 100%.

**Table 4.14 Students' Preference in Doing the Tasks**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage (%)</b>
You prefer doing tasks ...	a. Individually	32	11	34.37
	b. In pairs	32	10	31.25
	c. In groups	32	24	75

It could be seen from the table that 75% of the students preferred to do the tasks in groups, 34.37% of the students preferred to do the tasks individually, and the rest was 31.25% of the students preferred to do the tasks in pairs.

#### 4) Teachers' Role

Teachers' Role refers to part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004). The following tables show the students' view about the role they expected the teacher to play in the classroom.

**Table 4.15 Students' View about Teacher's Role**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage (%)</b>
When the teaching learning happens, you prefer the teacher to ...	a. guide you and correct your work.	32	21	65.62
	b. walk around in the class and control the students.	32	2	6.25
	c. walk around in the class and help the students doing	32	11	34.37

	tasks.			
	d. help the students in front of the class.	32	8	25
	e. others ...	32	0	0

The table above shows that 65.62% of the students wanted the teacher to guide and correct their work while teaching learning took place in classroom. 34.37% of the students wanted the teacher to walk around in the classroom and help them doing tasks. While 25% of the students wanted the teacher to direct them in front of the class. The rest was 6.25% for others students' view about teacher's role in the classroom.

#### 5) Learners' Role

According to Nunan (2004: 64), learners' role refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The following tables show the students' view about their role while the teaching learning process takes place in classroom.

**Table 4.16 Students' View about Learners' Role**

Question	Items	N	F	Percentage (%)
What kind of role that you want when teaching learning process happen?	a. Learners are passive (learners do not really respond to teacher's explanation and do not really interact with the classmates	32	2	6.25



	toward the materials given.			
	b. Learners are active (learners are able to get the explanation, able to communicate, and able to interact with the teacher and also classmate toward the materials given.	32	25	78.12
	c. Learners listen to the explanation and do the instruction given by the teacher.	32	14	43.75
	d. Learners are creative to organize the information to solve problems.	32	10	31.25
	f. Others ...	32	0	0

Table 4.16 shows that 78.12% of the students preferred to be an active learners that they are able to get the explanation, able to communicate, and able to interact with the teacher and also classmates toward the materials given. While about 43.75% of the students preferred to be learners who listen the explanation and do the instruction given by the teacher. 31.25% of the students preferred to be creative to organize the information. The rest was 6.25% of the students preferred to be passive learners. In this questions, the students chose more than one options so the sum of the percentage was more than 100%.

## **2. The Syllabus**

The syllabus was written after the target needs and the learning needs are found out from the students. The students' preferences were shown by the highest percentage of the students' answer in the needs analysis questionnaire. The syllabus, then, was written as the guideline for developing the materials. When creating the syllabus, the researcher considered some aspects such as the results of needs analysis, core competence, and basic competence. The researcher wrote three syllabuses as the plan to develop learning materials. It was developed by following core competence and basic competence for the grade eight students of junior high school. It consists of unit name and title, indicators, input, and activities.

### **a. Syllabus of Unit One**

The syllabus of unit one was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.10 and 4.12. The topic of unit one is family. The unit focused on descriptive text about family with the grammar lessons such as simple present tense, vocabulary, modals (can and will) and kinds of parts of speech: nouns, verbs, adverbs, and adjectives. The materials which are developed based on the syllabus of unit one are put in the Appendix.

### **b. Syllabus of Unit Two**

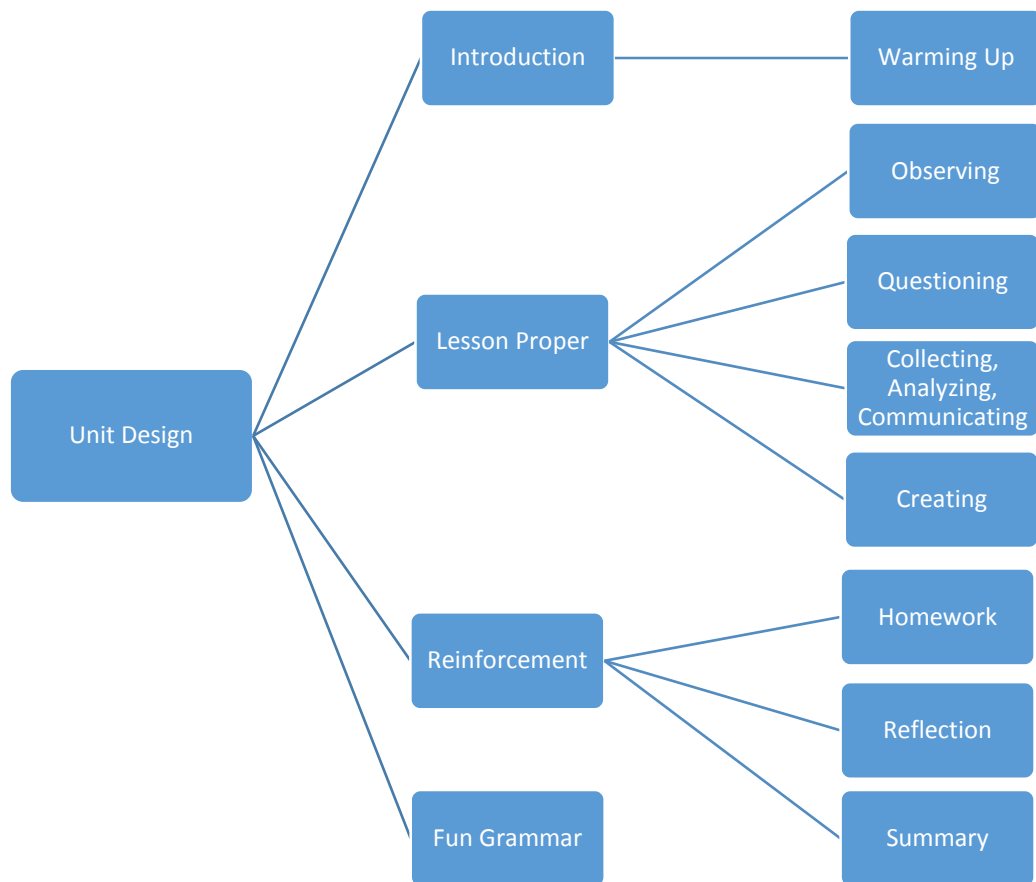
The syllabus of unit two was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.12, and 4.15. The topic of unit two is holiday. The unit focused on recount text. The grammar lessons are the use of simple past tense, prepositions, and adverbs of time in simple past tense. The materials which are developed based on the syllabus of unit two are put in the Appendix.

#### c. Syllabus of Unit Three

The syllabus of unit three was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.14, and 4.18. The topic of unit three is animals. The unit focused on narrative text. The grammar lessons are the use of past continuous tense and connectives. The materials which are developed based on the syllabus of unit three are put in the Appendix.

### **3. The Materials**

The next step after developing the syllabus was developing the materials. The figure below shows the parts of each unit of the materials.



**Figure 4.1 The Unit Design**

Figure 4.1 shows that each unit has four parts: Introduction, Lesson Proper, Reinforcement, and Fun Grammar. The activities aim to build the learners' scheme of the material that will be learned. The main lesson consists of "Let's Observe", "Let's Make Questions", "Let's Find Out", and "Let's Create". In Let's Observe, the materials that the learners need to learn are provided including reading activities and vocabulary lists. Let's Make Questions part consists of learning activity which aim to give the students chance to make questions related to the materials topic. While in Let's Find Out part, the materials that the learners need to learn are provided including the reading activities and some writing exercises.

In Let's Create part, the writing activity in both guided and free guided writing activities are provided. The reinforcement consisted of Homework, Reflection, and Summary. In the Reflection part, students are given a chance to write their attainment of learning English from the materials. The last is Fun Grammar part. In this part, students are given a fun activity to improve their knowledge about English language further through some games. The developed materials are put in the Appendix.

#### **4. The Expert Judgment**

After the first draft of the materials was developed, the materials were evaluated by an expert. The expert who gave her judgment to the developed material is a lecturer of English Education Study Program at Universitas Negeri Yogyakarta. The expert filled in the expert judgment questionnaire. The questionnaire was in the form of four-scale Likert scale.

##### **a. The results of the Expert Judgment and Revision of Unit 1**

##### **1) The Results of the Expert Judgment of Unit 1**

##### **a) The Appropriateness of the Content**

The first aspect evaluated in the expert judgment was the appropriateness of the content. The results of the analysis of the appropriateness of the content in Unit 1 were shown in the table below.

**Table 4.17 The Appropriateness of the Content of Unit 1**

No.	Items	Score
1.	The materials agree with the Core Competence and Basic Competence of junior high school based on Curriculum 2013.	4
2.	The learning materials are developed based on a syllabus.	3
3.	The topic of unit in the learning materials are relevant to the students' daily life.	3
4.	The texts in the learning material are relevant to the students' daily life.	3
5.	The developed materials are appropriate with the students' proficiency level.	3
6.	The developed materials are covered with guidance which helps the students to understand the students' language skill.	3
<b>Mean</b>		3.16

In terms of the appropriateness of the content in Unit 1, the mean value is 3.16. The value is in the range of  $2.5 \leq x \leq 3.24$ . It means that the aspect falls into the category of "Good". There is no additional suggestion from the expert in this aspect.

#### b) The Appropriateness of the Language

The second aspect evaluated in the expert judgment questionnaire was the appropriateness of the language. The following table shows the results of the analysis of the appropriateness of the language in Unit 1.

**Table 4.18 The Appropriateness of the Language of Unit 1**

No.	Items	Score
7.	The language of the instruction in the developed materials is appropriate with the students' cognitive development.	3
8.	The language used in the developed materials is clear and understandable for the students.	3
9.	The developed materials use one variation of English consistently.	3
10.	The developed materials are grammatically correct.	3
11.	The developed materials use correct spelling	3
<b>Mean</b>		3

From the table above, it can be concluded that the mean value of the appropriateness of the language of unit 1 is 3. The value is in range of  $2.5 \leq x \leq 3.24$  which falls into the "Good" category. However, there are suggestions from the expert related to some grammatical errors. For example, sentences in some instructions of the materials are not grammatically correct.

#### c) The Appropriateness of the Presentation

The third aspect evaluated in the expert judgment questionnaire was appropriateness of the presentation. The following table shows the results of the analysis of the appropriateness of the presentation in Unit 1.

**Table 4.19 The Appropriateness of the Presentation of Unit 1**

No.	Items	Score
12.	The developed materials are presented chronologically start from <i>Warm Up</i> , <i>Lesson Proper</i> ,	3

	<i>Evaluation, and Reflection.</i>	
13.	The developed materials are presented in texts, learning activities, and balanced pictures.	3
14.	The developed materials impulse the interaction in English language between students to their friends, students to their teacher, and students to their environment.	3
15.	The developed materials encourage the students' initiative and creativity to communicate in written text.	3
16.	The developed materials impulse the students to make a reflection and evaluation in learning and communicating activity in English language.	3
17.	The developed materials are presented including the learning activity ( <i>Task</i> ) which support the students to communicate in written.	4
18.	The learning activities ( <i>Tasks</i> ) are arranged systematically, chronologically from simple to difficult.	4
19.	The learning activity ( <i>Task</i> ) is begun with <i>guided activity</i> and ended with <i>free guided activity</i> .	4
20.	The learning activities ( <i>Tasks</i> ) are arranged agree to <i>scientific method</i> which is started from observing to creating.	3
21.	Texts and pictures have identity such as title, number, or reference.	3
22.	The developed materials are equipped with explanation and vocabulary list which is sufficient and appropriate.	3
<b>Mean</b>		3.27



The table above shows that the mean value of the appropriateness of the presentation of unit 1 is 3.27. The value is in the range of  $3.24 \leq x \leq 4$ . It means that the aspect falls into the category of “Very Good”. There is no additional suggestion from the expert in this aspect.

d) The Appropriateness of the Graphic

The last aspect evaluated in the expert judgment questionnaire was appropriateness of the graphic. The appropriateness of the graphic of the Unit 1 in the development materials can be seen in the following table.

**Table 4.20 The Appropriateness of the Graphic of Unit 1**

No.	Items	Score
23.	The appearance of the materials is interesting.	3
24.	The use of letter and colour can be read easily.	4
25.	The letter variation is not excessive.	3
26.	The materials do not use too much letter variation.	3
27.	The text space between rows composition is normal.	3
28.	Pictures / illustrations are relevant with the topic and the content of the materials.	3
29.	The use of pictures / illustrations are aesthetic and functional.	3
30.	The use of pictures / illustrations is accordance with the content and reflects the materials.	3
31.	The overall design is visually interesting.	3

<b>Mean</b>	3.1
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Related to the appropriateness of the graphic of Unit 1, the mean value is 3.1. The value is in the range of  $2.5 \leq x \leq 3.24$ . It is categorized as “Good”. There is no additional suggestion from the expert in this aspect.

## 2) Revision of Unit 1

According to the results of the expert judgment, the materials in Unit 1 were appropriate. However there were some minor mistakes that need to be revised. The revisions involved some aspects related to instructions and grammatical errors. There were suggestions from the expert about grammatical mistakes in some instructions in Unit 1. The following table shows the other aspects that need to be revised and the revised version of the aspect.

**Table 4.21 The Revision of Unit 1**

<b>Parts of the unit</b>	<b>Points to be Revised</b>	<b>Revision</b>
Warm Up	No revision.	No revision.
Task 1	No revision.	No revision.
Task 2	No revision.	No revision.
Task 3	The instruction of “...put them into the table” is not grammatically correct.	Adding the sentence “...put them into the table” into “...put them into the table below.”
Task 4	No revision.	No revision.

Task 5	No revision.	No revision.
Task 6	No revision.	No revision.
Task 7	The word “descriptive text” and the sentence “pay attention to its generic structure” are not grammatically correct.	Change the word “descriptive text” into “descriptive texts” and the sentence “pay attention to its generic structure” into “pay attention to their generic structure”
Task 8	The word “parts” is not appropriate.	Change the word “part” into “generic structure”.
Task 9	No revision.	No revision.
Task 10	Grammatical error from the word “...word” in the instruction.	Change the word “...word” into “...the words”
Task 11	No revision.	No revision.
Task 12	Grammatical errors in the instruction. There were no “s”, “the”, and “words” in the sentence “Change the subject in bold typed with the correct subject pronoun.”	Change the sentence “Change the subject in bold typed with the correct subject pronoun.” Into “Change the subjects in bold typed words with the correct subject pronouns.”
Task 13	No revision.	No revision.
Task 14	No revision.	No revision.
Task 15	No revision.	No revision.
Task 16	No revision.	No revision.
Task 17	No revision.	No revision.
Task 18	The sentence “Make	Change the sentence

	sentences with can/can't and the given verbs in brackets" is not grammatically correct.	"Make sentences with can/can't and the given verbs in brackets" into "Make sentences with can/can't with the given verbs in brackets"
Task 19	No revision.	No revision.
Task 20	No revision.	No revision.
Task 21	No revision.	No revision.
Task 22	No revision.	No revision.
Reflection	No revision.	No revision.
Fun Grammar	No revision.	No revision.

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

1) The Result of the Expert Judgment of Unit 2

a) The Appropriateness of the Content

The first aspect evaluated in the expert judgment questionnaire was the appropriateness of the content. The results of the analysis of the appropriateness of the content in Unit 2 were shown in the table below.

**Table 4.22 The Appropriateness of the Content of Unit 2**

No.	Items	Score
1.	The materials agree with the Core Competence and Basic Competence of junior high school based on Curriculum 2013.	4
2.	The learning materials are developed based on syllabus.	4

3.	The topic of unit in the learning materials are relevant to the students' daily life.	3
4.	The texts in the learning material are relevant to the students' daily life.	3
5.	The developed materials are appropriate with the students' proficiency level.	3
6.	The developed materials are covered with guidance which helps the students to understand the students' language skill.	3
<b>Mean</b>		3.33

In terms of the appropriateness of the content in Unit 2, the mean value is 3.33. The value is in the range of  $3.25 \leq x \leq 4$ . It means that the aspect falls into the category of “Very Good”. There is no additional suggestion from the expert in this aspect.

**b) The Appropriateness of the Language**

The second aspect evaluated in the expert judgment questionnaire was the appropriateness of the language. The following table shows the results of the analysis of the appropriateness of the language in Unit 2.

**Table 4.23 The Appropriateness of the Language of Unit 2**

No.	Items	Score
7.	The language of the instruction in the developed materials is appropriate with the students' cognitive development.	3
8.	The language used in the developed materials is clear and understandable for the students.	3

9.	The developed materials use one variation of English consistently.	3
10.	The developed materials are grammatically correct.	3
11.	The developed materials use correct spelling	3
<b>Mean</b>		3

From the table above, it can be concluded that the mean value of the appropriateness of the language of unit 2 is 3. The value is in the range of  $2.5 \leq x \leq 3.24$  which falls into the “Good” category. There is no additional suggestion from the expert in this aspect.

#### c) The Appropriateness of the Presentation

The third aspect evaluated in the expert judgment questionnaire was appropriateness of the presentation. The following table shows the results of the analysis of the appropriateness on the presentation in Unit 2.

**Table 4.24 The Appropriateness of the Presentation of Unit 2**

No.	Items	Score
12.	The developed materials are presented chronologically start from <i>Warm Up, Lesson Proper, Evaluation, and Reflection</i> .	4
13.	The developed materials are presented in texts, learning activities, and balanced pictures.	3
14.	The developed materials impulse the interaction in English language between students to their friends, students to their teacher, and students to their environment.	3
15.	The developed materials impulse the students' initiative and students creativity to communicate in	3

	written.	
16.	The developed impulse the students to make a reflection and evaluation in learning and communicating activity in English language.	3
17.	The developed materials are presented including the learning activity ( <i>Task</i> ) which support the students to communicate in written.	4
18.	The learning activity ( <i>Task</i> ) are arranged systematically, chronologically from simple to difficult.	4
19.	The learning activity ( <i>Task</i> ) is begun with <i>guided activity</i> and ended with <i>free guided activity</i> .	4
20.	The learning activity ( <i>Task</i> ) are arranged agree with <i>scientific method</i> which is begun with observing to creating.	3
21.	Texts and pictures have identity such as title, number, or reference.	3
22.	The developed materials are equipped with explanation and vocabulary list which is sufficient and appropriate.	3
<b>Mean</b>		3.36

The table above shows that the mean value of the appropriateness of the presentation of unit 2 is 3.36. The value is in the range of  $3.24 \leq x \leq 4$ . It means that the aspect falls into the category of “Very Good”. There is no additional suggestion from the expert in this aspect.

#### d) The Appropriateness of the Graphic

The last aspect evaluated in the expert judgment questionnaire was appropriateness of the graphic. The appropriateness of the graphic of the Unit 2 in the development materials can be seen in the following table.

**Table 4.25 The Appropriateness of the Graphic of Unit 2**

No.	Items	Score
23.	The appearance of the materials is interesting.	3
24.	The use of letter and colour can be read easily.	4
25.	The letter variation is not excessive.	3
26.	The materials do not use too much letter variation.	3
27.	The text space between rows composition is normal.	3
28.	Pictures / illustrations are relevant with the topic and the content of the materials.	3
29.	The use of pictures / illustrations are aesthetic and functional.	3
30.	The use of pictures/illustrations are accordance and reflects the content of the materials.	3
31.	The overall design is visually interesting.	3
<b>Mean</b>		3.1

Related to the appropriateness of the graphic of Unit 2, the mean value is 3.1. The value is in the range  $2.5 \leq x \leq 3.24$ . It is



categorized as “Good”. There is no additional suggestion from the expert judgment in this aspect of the appropriateness of the graphic.

## 2) Revision of Unit 2

According to the result of the expert judgment, the materials in Unit 2 were appropriate. However there were some minor mistakes that need to be revised. The revisions involved some aspects related to instructions and grammatical errors. The following table shows the other aspects that need to be revised and revised version of the aspect.

**Table 4.26 The Revision of Unit 2**

<b>Parts of the unit</b>	<b>Points to be Revised</b>	<b>Revision</b>
Warm Up	No revision.	No revision.
Task 1	No revision.	No revision.
Task 2	No revision.	No revision.
Task 3	No revision.	No revision.
Task 4	No revision.	No revision.
Task 5	No revision.	No revision.
Task 6	No revision.	No revision.
Task 7	The sentence “pay attention to its generic structure” are not grammatically correct.	Change the sentence “pay attention to its generic structure” into “pay attention to their generic structure”

Task 8	The word “parts” is not appropriate.	Change the word “part” into “generic structure”.
Task 9	No revision.	No revision.
Task 10	No revision.	No revision.
Task 11	The instruction “Find the present verbs in the bold words from the text in Task 10 and put them into the table below. Then share to your friends” is not appropriate.	Change the instruction into “The following words are taken from the text above. Find the present forms and then share to your friends.”
Task 12	The word “left side” are not appropriate.	Change the word “left side” into “box”.
Task 13	No revision.	No revision.
Task 14	One of the sentence exercises is not match with the instruction.	Delete the sentence which doesn’t match with the instruction.
Task 15	The word “correct order” is not appropriate.	Change the word “correct order” into “correct sentences”.
Task 16	Grammatical error in the sentence “adverbs of time are commonly used”.	Change the sentence “adverbs of time are commonly used” into “adverbs of time which are commonly used”.

Task 17	The instruction “Look at the present time, then write it as past” is not appropriate.	Change the instruction “Look at the present time, then write it as past” into “Look at the present time forms, then find the equivalent past forms”.
Task 18	No revision.	No revision.
Task 19	No revision.	No revision.
Task 20	No revision.	No revision.
Task 21	No revision.	No revision.
Task 22	No revision.	No revision.
Reflection	No revision.	No revision.
Fun Grammar	No revision.	No revision.

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

1) The Results of the Expert Judgment of Unit 3

a) The Appropriateness of the Content

The first aspect evaluated in the expert judgment questionnaire was the appropriateness of the content. The results of the analysis of the appropriateness of the content in Unit 3 were shown in the table below.

**Table 4.27 The Appropriateness of the Content of Unit 3**

No.	Items	Score
1.	The materials agree with Core Competence and Basic Competence of junior high school based on Curriculum 2013.	4
2.	The learning materials are developed based on syllabus.	3
3.	The topic of unit in the learning materials are relevant to the students' daily life.	3
4.	The texts in the learning material are relevant to the students' daily life.	3
5.	The developed materials are appropriate with the students' proficiency level.	3
6.	The developed materials are covered with guidance which helps the students to understand the students' language skill.	3
<b>Mean</b>		3.16

In term of the appropriateness of the content in Unit 3, the mean value is 3, 16. The value is in the range of  $2.5 \leq x \leq 3.24$ . It means that the aspect falls into the category of “Good”. There is no additional suggestion from the expert in this.

#### b) The Appropriateness of the Language

The second aspect evaluated in the expert judgment questionnaire was the appropriateness of the language. The following table shows the results of the analysis of the appropriateness of the language in Unit 3.

**Table 4.28 The Appropriateness of the Language of Unit 3**

No.	Items	Score
7.	The language of the instruction in the developed materials is appropriate with the students' cognitive development.	3
8.	The language used in the developed materials is clear and understandable for the students.	3
9.	The developed materials use one variation of English consistently.	3
10.	The developed materials are grammatically correct.	3
11.	The developed materials use correct spelling	3
<b>Mean</b>		3

From the table above, it can be conclude that the mean value of the appropriateness of the language of unit 3 is 3. The value is in the range of  $2.5 \leq x \leq 3.24$  which falls into the "Good" category. There is no additional suggestion from the expert in this aspect.

#### c) The Appropriateness of the Presentation

The third aspect evaluated in the expert judgment questionnaire was appropriateness of the presentation. The following table shows the results of the analysis of the appropriateness on the presentation in Unit 3.

**Table 4.29 The Appropriateness of the Presentation of Unit 3**

No.	Items	Score
12.	The developed materials are presented chronologically start from <i>Warm Up, Lesson Proper, Evaluation, and Reflection</i> .	4
13.	The developed materials are presented in texts,	3

	learning activities, and balanced pictures.	
14.	The developed materials impulse the interaction in English language between students to their friends, students to their teacher, and students to their environment.	3
15.	The developed materials impulse the students' initiative and students creativity to communicate in written.	3
16.	The developed impulse the students to make a reflection and evaluation in learning and communicating activity in English language.	3
17.	The developed materials are presented including the learning activity ( <i>Task</i> ) which support the students to communicate in written.	4
18.	The learning activity ( <i>Task</i> ) are arranged systematically, chronologically from simple to difficult.	4
19.	The learning activity ( <i>Task</i> ) is begun with <i>guided activity</i> and ended with <i>free guided activity</i> .	4
20.	The learning activity ( <i>Task</i> ) are arranged agree with <i>scientific method</i> which is begun with observing to creating.	3
21.	Texts and pictures have identity such as title, number, or reference.	3
22.	The developed materials are equipped with explanation and vocabulary list which is sufficient and appropriate.	3
<b>Mean</b>		3.36

The table above shows that the mean value of the appropriateness of the presentation of unit 3 is 3, 36. The value is

in the range of  $3.24 \leq x \leq 4$ . It means that the aspect falls into the category of “Very Good”. There is no additional suggestion from the expert in this aspect.

d) The Appropriateness of the Graphic

The last aspect evaluated in the expert judgment questionnaire was appropriateness of the graphic. The appropriateness of the graphic of the Unit 3 in the development materials can be seen in the following table.

**Table 4.30 The Appropriateness of the Graphic of Unit 3**

No.	Items	Score
23.	The appearance of the materials is interesting.	3
24.	The use of letter and colour can be read easily.	4
25.	The letter variation is not excessive.	3
26.	The materials do not use too much letter variation.	3
27.	The text space between rows composition is normal.	3
28.	Pictures / illustrations is relevant with the topic and the content of the materials.	3
29.	The use of pictures / illustrations is aesthetic and functional.	3
30.	The use of pictures / illustrations is accordance and reflects the content of the materials.	3
31.	The overall design is visually interesting.	3
<b>Mean</b>		3.1

Related to the appropriateness of the graphic of Unit 3, the mean value is 3.1. The value is in the range of  $2.5 \leq x \leq 3.24$ . It is categorized as “Good”. There is no additional suggestion from the expert in this aspect.

## 2) Revision of Unit 3

According to the result of the expert judgment, the materials in Unit 3 were appropriate. However there were some minor mistakes that need to be revised. The revisions involved some aspects related to instructions and grammatical errors. The following table shows the other aspects that need to be revised and revised version of the aspect.

**Table 4.31 The Revision of Unit 3**

<b>Parts of the unit</b>	<b>Points to be Revised</b>	<b>Revision</b>
Warm Up	No revision.	No revision.
Task 1	No revision.	No revision.
Task 2	No revision.	No revision.
Task 3	No revision.	No revision.
Task 4	No revision.	No revision.
Task 5	There are no	No revision.
Task 6	No revision.	No revision.
Task 7	No revision.	No revision.



Task 8	The word “parts” is not appropriate.	Change the word “part” into “generic structure”.
Task 9	The sentence “Those are called past continuous tense” is not appropriate.	Change the word “Those are called past continuous tense” into “Sentences are in the forms of past continuous tense”
Task 10	No revision.	No revision.
Task 11	No revision.	No revision.
Task 12	No revision.	No revision.
Task 13	No revision.	No revision.
Task 14	The instruction “...make a new sentence” is not clear.	Change the sentence “...make a new sentence” into “...make a new sentence from these following sentences”.
Task 15	No revision.	No revision.
Task 16	No revision.	No revision.
Task 17	No revision.	No revision.
Task 18	Grammatical mistakes in word “dtory” and sentence “Collect to your teacher”.	Change the word “dtory” to “story” and the sentence “Collect to your teacher” into “Collect your work to your

		teacher”.
Reflection	No revision.	No revision.
Fun Grammar	No revision.	No revision.

## 5. Final Draft

The last step in doing this research was writing the final draft of the materials. The final draft of the materials is the revised materials of the first draft materials that have been done based on the suggestions from the expert. The revision in the final draft is not too much which included in revising the grammatical errors in the instructions and re-layouting the materials. In the final draft, there were three units consisting of 22 tasks for Unit 1, 22 tasks for Unit 2, and 18 tasks for Unit 3. In each units, the materials covered reading skill and writing skill which consisted of three parts: Introduction, Lesson Proper, and Reinforcement. Introduction covered warm-up activities. Lesson proper covered observing, questioning, collecting data, analyzing, and communicating activities. Reinforcement covered homework, summary, and fun grammar.

## B. Discussion

The product that has been developed in this research is reading and writing materials for grade eight students of SMP Negeri 4 Magelang.

There were some steps that needed to be done in the process of developing the materials. The steps were conducting needs analysis, designing the syllabus, developing the first draft materials, expert judgment, and developing the final draft of the materials.

Needs analysis was conducted to get the data of the learners' target needs and the learners' learning needs. The data of the needs analysis was organised in a questionnaire and was distributed to the eight grade learners of SMP Negeri 4 Magelang on October 29<sup>th</sup> 2014. In the target needs, the questionnaire contains three components: lacks, necessities, and wants (Hutchinson and Waters: 1987). While in the learning needs, the questionnaire contains input, activities (procedure), setting, learners' role, and teacher's role (Nunan: 2004).

Necessities are what the learner has to know to function effectively in target situation (Hutchinson and Waters: 1987). In terms of necessities, based on the result from the needs analysis, the students' goal in learning English is to communicate with foreign people. They want to speak in English with native speakers in the future. The results are implemented in the materials in some activities from the tasks. The tasks are reading and writing tasks which included some grammar rules.

Procedures refer to the activities done by the students. Based on the result from the needs analysis, students prefer answering questions to arranging random sentences. In reading activities, they prefer having 12-15 tasks in every units from the materials and prefer discussing the content

and the meaning of some words from a text. While in writing activities, they claimed that writing a text according to the example given make them enjoy the activity. In order to increase students' knowledge about grammar, they like to create a sentence in present tense and past tense while learning descriptive text and narrative text. While in learning vocabularies, students prefer matching words with its meaning and finding the meaning of some words from dictionary.

Setting refers to the classroom arrangement implied in the task. According to the needs analysis students prefer studying in classroom to other places. They also prefer doing tasks individually to in pairs or in groups. However, the activity from the materials are varied, so it can give the students chance to work in pairs or work in groups. Regarding the teacher's role, students tend to be guided by the teacher. So the teacher can give the students a guidance before doing tasks and can give the students motivation. Meanwhile, in terms of learners' role, the learners consider that they want to actively participate in classroom and also they want to actively interact with the teacher and also classmates.

The following step after conducting the needs analysis was developing syllabus. The syllabus was design to plan, order, and organize the materials. Syllabus was design according to the learners' needs which were analysed in needs analysis questionnaire. The Core Competence and Basic Competence based on Curriculum 2013 for junior high school were the important considerations to develop the syllabus.

The next step is developing the syllabus. The researcher began to develop the first draft materials. The materials consisted of three unit which were divided into some parts: introduction, lesson proper, reinforcement, and fun grammar. The introduction consisted of warm up activity which aimed to build the students' awareness about the materials they are going to learn. Lesson Proper consisted of observing, questioning, collecting, analysing, communicating, and creating part which were the main activity of the material in each units. Reinforcement consisted of homework, reflection, and summary. It gave the students' chance to review what they were learning from the whole unit. The last was fun grammar part which was developed to build and strengthen the students' further knowledge about grammar.

The next step after the syllabus were developed was the developing the materials. The materials consisted of three units. Unit 1 which entitled "What Does She Look Like?" consisted of 22 tasks. Unit 2 which entitled "How was Your Holiday?" consists of 22 tasks. Meanwhile, Unit 3 which entitled "Do You Like a Story?" consists of 18 tasks. Each unit has three main parts: Introduction, Lesson Proper, and Reinforcement. The first part is introduction. Introduction consists of warm up activity. There are two activities in warm up such as reading activity and finding the meaning of some words. The second part is the lesson proper. In the lesson proper, students have some activities such as observing, questioning, finding out, and creating. On this part, students get many activities such as reading

texts and explanations, creating texts, and discussing. The last part is the reinforcement. It aims to strengthen students' knowledge about the materials. In the reinforcement students are given exercise such as homework and some games. Students also get summary of each units in this part.

After the first draft of the materials had been developed, the materials was evaluated by an expert. The data of the expert judgment were obtained through a Likert-scale questionnaire which had four points. The items of the questionnaire evaluate the appropriateness of the content, appropriateness of the language, appropriateness of the presentation, and appropriateness of the graphic of the developed materials.

The results of Unit 1 show that the mean value of the appropriateness of the content is 3.16 which can be categorized as "Good". The mean value of the appropriateness of the language is 3 which can be categorized as "Good". The mean value of the appropriateness of the presentation is 3.27 which can be categorized as "Very Good". The mean value of the appropriateness of the graphic is 3.1 which can be categorized as "Good".

The result of Unit 2 show that the mean value of the appropriateness of the content is 3.33 which can be categorized as "Very Good". The mean value of the appropriateness of the language is 3 which can be categorized as "Good". The mean value of the appropriateness of the presentation is 3.36 which can be categorized as "Very Good". The

mean value of the appropriateness of the graphic is 3.1 which can be categorized as “Good”.

The result of Unit 3 show that the mean value of the appropriateness of the content is 3,16 which can be categorized as “Good”. The mean value of the appropriateness of the language is 3 which can be categorized as “Good”. The mean value of the appropriateness of the presentation is 3.36 which can be categorized as “Very Good”. The mean value of the appropriateness of the graphic is 3.1 which can be categorized as “Good”.

In the expert judgment, the expert gives some suggestions to the developed materials. The suggestions from the expert are about the grammatical errors in some instructions in each unit of the materials and revising the instructions in some tasks. The revisions of the first draft materials were considered as the final draft of the materials.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter describes conclusions of the research and suggestions. The conclusions answer the objectives of the research and presents the conclusions of the research findings and discussion. In the suggestions part presents some suggestions from the researcher to English teacher of junior high school and to other researchers who conduct the same research.

#### **A. Conclusions**

##### **1. Target Needs**

Target needs of the students of SMP Negeri 4 Magelang were investigated through needs analysis questionnaires which were distributed on October 29<sup>th</sup> 2014. Based on the results of the needs analysis, the target needs can be as follows:

- a. Most of the students' main goal in learning English (71.87%) are to communicate with foreign people.
- b. Most of the students' current level of English proficiency (59.37%) are intermediate level.
- c. In reading activity, most of the students (58.06%) have difficulty in understanding the content of a texts.
- d. In writing activity, most of the students (59.37%) have difficulty in making a right sentence with the right structure and punctuation.



- e. Most of the students (53.12%) want to be able to arrange a passive sentence, negative sentence, and interrogative sentence in the form of present tense and past tense.

## **2. Learning Needs**

According to the learning needs data, the learners' view about what they need to do in order to learn is classified into some components. They are input, procedure, learners' role, teacher's role, and setting. In terms of input, especially in reading activity, most of the students (50.00%) prefer having text that has less than 250 words. Mean while, the rest of the students prefer having text that have more than 251 words in a text.

In terms of the existance of the pictures in the materials, most of the students (90.62%) prefer to have some pictures in each units of the materials. Those pictures can help them to understand more about the explanation given from the materials. Most of the students (46.87%) want to have the topics about Family and Animals in the materials.

Regarding with the procedure, in writing activity, most of the students (71.87%) prefer answering questions based on the text given. Most of the the, (75.00%) also claim that an effective materials should have 12-15 tasks in one unit. In grammar learning, students (68.75%) want to increase their grammar knowledge by making a sentence in present tense and past tense in a descriptive text and make a sentence in past tense in a narrative text.

In learning vocabulary, most of the students (46.87%) prefer matching a word with its' meaning in order to learn vocabulary. Some of them also prefer finding new words in a text and then finding out the meaning from dictionary. In term of setting, to do the activity, most of the students (62.50%) prefer studying English in the classroom. They also prefer doing tasks individually (34.37%).

In teacher's role, most of the students (65.62%) want the teacher to be a guide and a corrector while the teaching and learning process take place. While in term of learners' role, the students (78.12%) also want to be active learners in learning English so they are able to get the explanation from the teacher.

### **3. Characteristics of Reading and Writing Materials for Grade Eight Students of SMP Negeri 4 Magelang.**

Based on the result of the expert judgment questionnaire, the materials are considered appropriate. The materials were developed using communicative principles. It was also developed based on the core competence and the basic competence for grade VIII students.

The materials consist of three units. Each unit has some components. The first is the unit title. The unit title is in the form of a sentence which represent the cover of the unit. Under the unit title, there is a picture which represents the topic of the unit. The learning objectives also stated to make the students know about what they are going to learn.

The core competences and the basic competences are also stated to make the materials clearer.

The next component is introduction of the materials. The introduction consists of warm up activities which gives the students' opportunity to have a brainstorming which are related to the topic they will learn from the unit. The next component is lesson proper. Lesson proper consists of reading and writing cycle which applies the steps of scientific approach: observing, questioning, collecting data, analyzing data, communicating, and creating. The steps are covered into four stages, i.e. Let's Observe, Let's Make Questions, Let's Find Out, and Let's Create.

In Let's Observe stage, the tasks focus on encouraging the students to observe the text and some vocabularies related to the topic in each units. After that, the students make a list of items they want to know further. In Let's Make Questions stage, the students start to formulate questions based on the items they want to know further in the previous stage. In Let's Find Out stage, students are guided to collect information and identify it to answer the questions they have formulated before. The students also communicate the answer to their friends. The last stage is Let's Create. In this stage students are given guided tasks and free-guided tasks in order to create particular texts.

The last component is reinforcement. There are homework, summary and fun grammar in the reinforcement. Homework gives the students chance to have more activity besides in the classroom. In the

summary, students are given clear conclusion about what they have learnt. While in fun grammar, students are given some games in order to increase their vocabularies and grammar knowledge.

## **B. Suggestions**

The product of this research is reading and writing materials for the grade eight students of SMP Negeri 4 Magelang. Based on the research findings, there are some suggestions for the reading and writing materials for English teacher and for other materials developers.

### **1. To English Teacher in Junior High School**

According to the research findings, there are suggestions proposed by the researcher for the teachers in junior high school. First suggestion is about the topic of the materials. The topic should be related to the daily activity so that the students are not confused about what they are learning. Exploring the social life of the students is suggested to be done by an English teacher. The harmony between the title and the content should also be related.

The second suggestion is about the input. Related to the needs analysis, most of the students prefer having discussion the content and meaning in reading activity. This activity can make the students confident to learn English with their friends because most of their level of English proficiency are in the intermediate level. The materials should have many pictures to make the students interest in learning English.

The third suggestion is concerning with the students' activity. Although the materials are about reading and writing activities, the activities must be interesting by conducting some games during the reading and writing activities. The existence of some games can make the materials more interesting.

The last suggestion is about the design of the materials. Students are easily attracted with the interesting design of the materials they are going to learn. Some pictures and illustrations may give the students attention to the materials. However, the design of the materials, especially for the illustrations, should be developed proportionally because it can disturb the students' attention in learning English.

## **2. To Other Researchers / Materials Developers**

There are two suggestions proposed by the researcher for other researcher and/or other materials developers. The first suggestion is about the importance of conducting needs analysis. Conducting needs analysis is important because it helps the materials developers or researchers identify what kind of materials that should be developed. The last suggestion is that since the materials are evaluated only by the expert, it will be better if the materials are also evaluated by conducting a try-out. It can give a better evaluation for the developed materials.

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# APPENDICES



# **APPENDIX A**

**The Core and Basic Competence of Grade VIII  
of Junior High School**

**THE CORE COMPETENCE AND BASIC COMPETENCE OF  
GRADE VIII OF JUNIOR HIGH SCHOOL**

<b>CORE COMPETENCE</b>	<b>BASIC COMPETENCE</b>
1. Menghargai dan menghayati ajaran agama yang dianutnya	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.	<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>2.2. Menunjukkan 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>
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.</p> <p>3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya.</p> <p>3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya.</p> <p>3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang</p>

CORE COMPETENCE	BASIC COMPETENCE
	<p>tidak tertentu, sesuai dengan konteks penggunaannya.</p> <p>3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</p> <p>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya.</p> <p>3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya.</p> <p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya.</p> <p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.</p> <p>3.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>

CORE COMPETENCE	BASIC COMPETENCE
<p>4. Mengolah, menyaji, dan menalar 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 ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

CORE COMPETENCE	BASIC COMPETENCE
	<p>4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <p>4.17 Menyusun teks tulis pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.</p> <p>4.19 Menangkap makna lagu.</p>

# **APPENDIX B**

## **The Need Analysis Questionnaire**



**JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA**

*Alamat: Karangmalang Caturtunggal, Depok, Sleman, Yogyakarta 55281*

Kepada  
Siswa-Siswi kelas VIII SMP N 4 Magelang  
Di Yogyakarta

Sehubungan dengan dilaksanakannya penelitian untuk mengembangkan materi belajar bahasa Inggris yang berjudul “*Developing Scientific-Step Grammar Tasks for Grade Eight Students of SMP Negeri 4 Magelang*”, saya mengharapkan kesediaan adik untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini bertujuan untuk mengetahui kebutuhan belajar bahasa Inggris adik sebagai pertimbangan dalam mengembangkan materi *grammar tasks* untuk siswa-siswi kelas VIII SMP Negeri 4 Magelang. Kuesioner ini tidak bermaksud untuk menguji atau menilai Adik.

Adik diminta mengisi kuesioner ini dengan memilih jawaban dan/atau menuliskan informasi dengan jujur dan sebenar-benarnya sesuai dengan keadaan Adik. Semua jawaban yang diisikan dalam lembar kuesioner ini benar-benar hanya untuk kepentingan penyusunan materi untuk penelitian. Jawaban dan identitas adik akan kami jaga kerahasiaannya sesuai dengan kode etik penelitian. Kuesioner ini juga tidak mempengaruhi nilai adik.

Atas kerjasama adik-adik kelas VIII peneliti mengucapkan terimakasih.

Yogyakarta, Oktober 2014

Peneliti,

Rizqie Oktanti Triandari  
NIA. 10202241054

**ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS**  
**SISWA KELAS VIII SMP NEGERI 4 MAGELANG**

A. Isilah data pribadi adik-adik terlebih dahulu. Data ini bersifat *optional* yaitu tidak memaksa adik-adik untuk mengisinya.

Nama Lengkap :  
 Nomor Induk :  
 Jenis Kelamin : L / P  
 Usia :

B. Jawablah pertanyaan di bawah ini dengan cara **menyilang (X)** jawaban yang adik-adik pilih (jawaban boleh lebih dari satu). Adik-adik diperbolehkan mengisi jawaban lainnya (dalam titik-titik yang telah disediakan) jika tidak tersedia di pilihan jawaban yang sudah disediakan.

1. Di kehidupan di masa mendatang, adik-adik akan menggunakan bahasa Inggris untuk ...
  - a. berkomunikasi sederhana dalam kehidupan sehari-hari
  - b. berkomunikasi dengan atasan atau rekan kerja
  - c. berkomunikasi dengan orang asing
  - d. lainnya ....
2. Secara umum, kemampuan membaca dan menulis dalam bahasa Inggris adik sekarang ini pada tingkat ....
  - a. *beginner* (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana
  - b. *intermediate* (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar
  - c. *advance* (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar
3. Dalam kegiatan *reading text*, adik-adik mengalami kesulitan dalam ....
  - a. mengetahui jenis kata (kata benda, kata kerja, dll)
  - b. mengetahui arti keterangan dari kalimat yang berbeda
  - c. mengetahui jenis tenses dalam suatu kalimat
  - d. lainnya ....
4. Kemampuan *reading* dan *writing* apa yang ingin adik-adik kuasai?
  - a. Membuat kalimat dalam bentuk *present tense* pada materi *descriptive text* dan kalimat dalam bentuk *past tense* pada materi *narrative text*



- b. Menggunakan preposisi (misalnya *at, on, in*) dalam suatu kalimat
  - c. Membedakan penggunaan (*a/an* dan *the*) pada kata yang diikuti
  - d. Menyusun kalimat pasif, negatif, dan kalimat tanya dalam bentuk *present tense* dan *past tense*
  - e. Membedakan kata kerja (*verb*) dan kata sifat (*adjective*)
  - f. Mengartikan kosakata (*vocabulary*) dalam bahasa Inggris ke dalam bahasa Indonesia atau sebaliknya
  - g. Lainnya ....
5. Pada kegiatan pembelajaran menulis (*writing*) saya memiliki kesulitan dalam ....
- a. menulis teks yang sama dengan contoh model teks yang diberikan dengan menggunakan grammar yang tepat
  - b. menulis teks berdasarkan gambar, tabel, grafik, dan lain-lain
  - c. melengkapi paragraf rumpang
  - d. membetulkan struktur kalimat dan tanda baca yang salah
  - e. lainnya ....
6. Aktivitas apa yang ingin adik-adik lakukan untuk menambah pengetahuan *grammar* adik-adik?
- a. Membuat kalimat dalam bentuk *present tense* dan *past tense* pada materi *descriptive text* dan kalimat dalam bentuk *past tense* pada materi *narrative text*
  - b. Menggunakan preposisi (misalnya *at, on, in*) dalam suatu kalimat
  - c. Membedakan penggunaan (*a/an* dan *the*) pada kata yang diikuti
  - d. Menyusun kalimat pasif, negatif, dan kalimat tanya dalam bentuk *present tense* dan *past tense*
  - e. Mengartikan kosakata (*vocabulary*) dalam bahasa Inggris ke dalam bahasa Indonesia atau sebaliknya
  - f. Lainnya ....
7. Jenis kegiatan pembelajaran kosakata (*vocabulary*) yang saya inginkan adalah ....
- a. menjodohkan kata dengan arti
  - b. menemukan kosakata baru di dalam sebuah teks dan mencari arti atau terjemahan di dalam kamus
  - c. menebak arti atau terjemahan kosakata baru dengan melihat konteks kalimat, gambar atau petunjuk guru

- d. mengelompokkan kosakata baru di dalam tabel dan mencari arti, cara pengucapan, jenis kata, sinonim, dan antonim
  - e. lainnya ....
8. Menurut adik-adik kegiatan apa yang paling disukai saat mengerjakan soal *reading* dan *writing*?
- a. Mengisi titik-titik
  - b. menjawab pertanyaan/kuis
  - c. menjawab soal pilihan ganda
  - d. menyusun kalimat acak
  - e. lainnya ....
9. Menurut adik-adik seberapa panjang teks yang sesuai jika belajar bahasa Inggris?
- a. < 250 kata
  - b. 251 – 350 kata
  - c. 351 – 450 kata
  - d. > 450 kata
10. Menurut adik, berapakah jumlah tugas (*tasks*) yang efektif dalam 1 unit materi?
- a. 12-15 tugas
  - b. 15-18 tugas
  - c. lebih dari 18 tugas
  - d. lainnya ....
11. Menurut adik-adik, tersedianya gambar dalam materi adalah ....
- a. sangat membantu
  - b. tidak berpengaruh
  - c. tidak membantu
12. Topik apa yang adik-adik sukai jika belajar bahasa Inggris?
- a. Liburan (*holiday*)
  - b. Pendidikan (*education*)
  - c. Sejarah (*history*)
  - d. Binatang (*animals*)
  - e. Tumbuhan (*plants*)
  - f. Keluarga (*family*)
  - g. Politik (*politic*)

- h. Lainnya ....
13. Saat kegiatan belajar-mengajar berlangsung, adik-adik lebih suka guru untuk ....
- a. memandu dan mengoreksi pekerjaan siswa
  - b. berjalan memutari kelas dan mengawasi siswa
  - c. berjalan memutari siswa dan membantu siswa mengerjakan tugas
  - d. mengarahkan siswa di depan kelas
  - e. lainnya ....
14. Peran apa yang adik inginkan saat kegiatan belajar-mengajar berlangsung?
- a. Peserta didik yang pasif (siswa kurang memberi respon pada penjelasan guru dan kurang berinteraksi dengan teman sekelas terhadap materi yang sedang dipelajari)
  - b. Peserta didik yang aktif (siswa mampu menerima penjelasan, berkomunikasi dan berinteraksi baik dengan guru maupun dengan teman sekelas terhadap materi yang sedang dipelajari)
  - c. Peserta didik yang mendengarkan penjelasan dan melaksanakan instruksi guru
  - d. Peserta didik yang kreatif mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan
  - e. Lainnya ....
15. Di mana tempat favorit adik-adik untuk belajar bahasa Inggris?
- a. Di dalam kelas
  - b. Di perpustakaan
  - c. Di laboratorium bahasa
  - d. Lainnya ....
16. Adik-adik lebih suka mengerjakan tugas secara ....
- a. individu
  - b. berpasangan (2 orang)
  - c. kelompok (lebih dari 2 orang)

Terimakasih

# APPENDIX C

**The Needs Analysis Data**

## RESULT OF THE NEEDS ANALYSIS

N : Number of respondents that answer the question(s).

F : Frequency of the respondents that choose the option(s)

% : Percentage of the frequency.

Question	Items	N	F	Percentage (%)
<b>Neccessities</b>				
In the future, you will communicate with English language for ...	e. communicating in the daily activities.	32	9	28.12
	f. communicating with colleagues.	32	3	9.37
	<b>g. communicating with foreign people.</b>	<b>32</b>	<b>23</b>	<b>71.87</b>
	h. others ...	32	3	9.37
<b>Lacks</b>				
Generally, your ability to read and to write in English language currently is on the level of ...	d. beginner, able to simple texts and write simple texts in English language.	32	14	43.75
	<b>e. intermediate, able to read and write in English language even though it is not fluent yet.</b>	<b>32</b>	<b>19</b>	<b>59.37</b>
	f. advanced, able to read and write English language correctly and fluently.	32	0	0
In the reading activity, you have	e. recognizing grammatical world classes (nouns, verbs, etc.)	32	13	40.62

difficulties in ...	<b>f. recognizing particular meaning in different grammatical forms.</b>	<b>32</b>	<b>18</b>	<b>58.06</b>
	g. recognizing tense, agreement, and pluralization in sentences.	32	9	28.12
	h. others ...	32	1	3.12
In the writing activity, you have difficulties in ...	<b>f. writing a text according to the example given with the right grammar.</b>	<b>32</b>	<b>19</b>	<b>12.5</b>
	g. writing a text according to pictures, tables, graphics, etc.	32	9	28.12
	h. completing missing words in a paragraph.	32	11	34.37
	i. making a right sentence with the right structure and punctuation.	32	4	59.37
	j. others ...	32	0	0
<b>Wants</b>				
What kinds of reading and writing micro-skills that you want to understand?	<b>c. Able to write sentences by using acceptable grammatical patterns, and rules. systems (tenses and agreement).</b>	<b>32</b>	<b>16</b>	<b>50</b>
	d. Able to recognize prepositions (e.g. at, on, it) in a sentence.	32	4	12.5
	c. Able to recognize the use of (a/an and the) in a word.	32	10	31.25
	d. Able to differentiate a verb and an adjective.	32	9	28.12
	e. Able to express a particular meaning in different grammatical forms.	32	11	34.37

	f. Others ...	32	11	34.37
	<b>e. Able to write sentences by using acceptable grammatical patterns, and rules. systems (tenses and agreement).</b>	<b>32</b>	<b>16</b>	<b>50</b>
<b>Learning Needs</b>				
In your opinion, how long is the appropriate text in learning English?	<b>g. &lt; 250 kata</b>	<b>32</b>	<b>16</b>	<b>50</b>
	<b>h. 251 – 350 kata</b>	<b>32</b>	<b>16</b>	<b>50</b>
	i. 351 – 450 kata	32	2	6.25
	j. > 450 kata	32	1	3.12
In your opinion, the existence of pictures in the materials is ...	<b>b. very helpful</b>	<b>32</b>	<b>29</b>	<b>90.62</b>
	b. no effect	32	3	9.37
	c. not helpful	32	0	0
What are the topic that you like if you are studying English?	<b>i. Holiday</b>	<b>32</b>	<b>24</b>	<b>75</b>
	j. Education	32	9	28.12
	k. History	32	8	25
	<b>l. Animals</b>	<b>32</b>	<b>15</b>	<b>46.87</b>
	m. Plants	32	9	28.12
	<b>n. Family</b>	<b>32</b>	<b>15</b>	<b>46.87</b>
	o. Politic	32	4	12.5
	p. Others ...	32	3	9.37
<b>Procedure</b>				
In your opinion,	f. Filling in the blank.	32	7	21.87

what kind of activities that you like the most when you are doing reading and writing exercises?	g. Answering questions/quiz.	32	10	71.87
	<b>h. Answering optional questions.</b>	<b>32</b>	<b>23</b>	<b>31.25</b>
	i. Arranging random sentence.	32	4	12.5
	j. Others ...	32	1	3.12
In your opinion, how many effective tasks in one unit of materials?	<b>b. 12-15 tasks</b>	<b>32</b>	<b>24</b>	<b>75</b>
	b. 15-18 tasks	32	3	9.37
	c. More than 18 tasks	32	4	12.5
	d. Others ...	32	2	6.25
What kinds of activities that you want to do to increase your grammar knowledge?	<b>g. Making a sentence in present tense and past tense in a descriptive text and making a sentence in past tense in a narrative text.</b>	<b>32</b>	<b>22</b>	<b>68.75</b>
	h. Using preposition (e.g. at, on, in) in a sentence.	32	11	34.37
	i. Differentiating the use of (a/an and the) in some words.	32	12	37.5
	j. Arranging passive sentence, negative sentence, and interrogative sentence in the present tense form and past tense form.	32	15	46.87
	k. Interpreting vocabularies from English language into Indonesia language and vice versa.	32	8	25
	l. Others ...	32	16	50



The kind of activity in learning vocabulary that I want to do is ...	<b>f. matching a word with its meaning.</b>	<b>32</b>	<b>15</b>	<b>46.87</b>
	g. finding new word (vocabulary) in a text and finding out the meaning from dictionary.	32	12	37.5
	h. guessing the meaning of a new word (vocabulary) based on a sentence, picture, or clue from teacher.	32	11	34.37
	i. grouping new words (vocabularies) in a table and finding out the meaning, how to pronounce, part of speech, synonym, and antonym.	32	5	15.62
	j. others ...	32	0	0

### Setting

What is your favourite place when studying English?	<b>e. In classroom</b>	<b>32</b>	<b>20</b>	<b>62.5</b>
	f. In library	32	8	25
	g. In language laboratory	32	10	31.25
	h. Others ...	32	3	9.37
You prefer doing tasks ...	d. Individually	32	11	34.37
	e. In pairs	32	10	31.25
	<b>f. In groups</b>	<b>32</b>	<b>24</b>	<b>75</b>

### Teacher's Role

When the teaching learning happens, you prefer the teacher to ...	<b>g. guide you and correct your work.</b>	<b>32</b>	<b>21</b>	<b>65.62</b>
	h. walk around in the class and control the students.	32	2	6.25
	i. walk around in the class and help the students	32	11	34.37

	doing tasks.			
	j. help the students in front of the class.	32	8	25
	k. others ...	32	0	0
<b>Learner's Role</b>				
What kind of role that you want when teaching learning process happen?	e. Learners are passive (learners do not really respond to teacher's explanation and do not really interact with the classmates toward the materials given.	32	2	6.25
	<b>f. Learners are active (learners are able to get the explanation, able to communicate, and able to interact with the teacher and also classmate toward the materials given.</b>	<b>32</b>	<b>25</b>	<b>78.12</b>
	g. Learners listen to the explanation and do the instruction given by the teacher.	32	14	43.75
	h. Learners are creative to organize the information to solve problems.	32	10	31.25
	i. Others ...	32	0	0

# **APPENDIX D**

## **The Syllabus Design**

**SYLLABUS DESIGN  
READING AND WRITING LEARNING MATERIALS  
UNIT I**

**School : SMP Negeri 4 Magelang**

**Grade/Subject : VIII/English**

Basic Competence	Title	Indicators	Input	Grammar & Vocabulary	Activity
<p>1.1 Mensyukuri kesempatan dan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan jujur, disiplin, percaya diri, dan bertanggungjawab,</p>	What Does She Look Like?	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>- Find detail information about descriptive text.</li> <li>- Write descriptive text using present tense.</li> <li>- Use personal pronouns in describing people.</li> <li>- Use nouns, verbs, and adjectives in</li> </ul>	<ul style="list-style-type: none"> <li>- Written descriptive texts about personal appearance.</li> <li>- Vocabulary lists of relevant words.</li> <li>- Explanation of personal pronouns.</li> <li>- Explanation of nouns, verbs, and adjectives.</li> <li>- Explanation of ability and</li> </ul>	<p>- Grammar:</p> <p><b>Simple Present Tense:</b></p> <p>S + V<sub>s/es</sub> + ...</p> <p>- Vocabulary:</p> <p>Vocabulary of personal appearance (family)</p>	<p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>- Students study some words about physical appearance.</li> <li>- Students find out the meaning of some Indonesian words.</li> </ul> <p><b>Let's Observe</b></p> <ul style="list-style-type: none"> <li>- Students read a text and mark the words or items that they want to</li> </ul>

<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.10 Menerapkan struktur teks dan unsur kebahasaan fungsi sosial deskriptive dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks deskripsi lisan dan</p>		<p>describing people.</p> <ul style="list-style-type: none"> <li>- Show ability (can).</li> <li>- Show willingness (will).</li> </ul>	<p>willingness.</p>		<p>know.</p> <ul style="list-style-type: none"> <li>- Students put the words or items that they want to know on the table provided.</li> </ul> <p><b>Let's Make Questions</b></p> <ul style="list-style-type: none"> <li>- Students make relevant questions referring to the item they wrote in table in Task 3 and propose temporary answers.</li> </ul> <p><b>Let's Find Out</b></p> <ul style="list-style-type: none"> <li>- Students read a text and answer the questions.</li> <li>- Students compare their questions to their friends.</li> <li>- Students study</li> </ul>
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<p>tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>					<p>explanation about descriptive text and discuss with classmate.</p> <ul style="list-style-type: none"> <li>- Students read examples about descriptive text.</li> <li>- Students pay attention to generic structure and language feature of the descriptive text.</li> <li>- Students read again the text in Task 3 and identify parts of generic structure in the table provided.</li> <li>- Students study explanation about sentences using simple present tense.</li> <li>- Students find the subject and object</li> </ul>
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					<p>from each sentences provided and underline the words by giving mark.</p> <ul style="list-style-type: none"><li>- Students study explanation about personal pronoun.</li><li>- Students share their knowledge to their friends and ask their teacher to get more information about personal pronouns.</li><li>- Students change the subject in bold typed with the correct subject pronoun in sentences provided.</li><li>- Students read a text and answer the questions related to</li></ul>
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					<p>the text.</p> <ul style="list-style-type: none"><li>- Students identify and put the underlined words whether it is noun, verb, or adjective into the right coloumn provided.</li><li>- Students study explanation about Adjectives.</li><li>- Students circle the adjectiveand underline the noun in some sentences.</li><li>- Students make sentences with “can” and “can’t” and join them using “and, but, and or.”</li><li>- Students make question using “can”</li></ul>
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					<p>and answer the questions.</p> <p><b>Let's Create</b></p> <ul style="list-style-type: none"><li>- Students write sentences by choosing the correct description to describe the person from pictures.</li><li>- Students rearrange jumbles paragraphs into a good text in pairs and compare their answer to their friends.</li><li>- Students write descriptive text about their family individually by using simple present tense.</li></ul> <p><b>Homework</b></p> <ul style="list-style-type: none"><li>- Students find and</li></ul>
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					<p>identify noun, verb, and adjective from their own descriptive text.</p> <p><b>Reflection</b></p> <p>- Students give comments according to how much they have learnt in Unit I.</p> <p><b>Fun Grammar</b></p> <p>Students play a game of Adjective Opposites Attact.</p>
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**SYLLABUS DESIGN**  
**READING-WRITING LEARNING MATERIALS**  
**UNIT II**

**School : SMP Negeri 4 Magelang**

**Grade/Subject : VIII/English**

Basic Competence	Title	Indicators	Input	Grammar & Vocabulary	Activity
1.1 Mensyukuri kesempatan dan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.  2.3 Menunjukkan jujur, disiplin, percaya diri, dan bertanggungjawab,	How Was Your Holiday?	Students are able to:  - Find detailed information about recount texts.  - Write recount texts using simple past tense.  - Use prepositions (in, on, at).  - Use adverbs of time (yesterday, last	- Written recount texts about holiday  - Vocabulary lists of relevant words.  - Explanation of prepositions.  - Explanation of adverbs of time (yesterday, last week, etc.)	- Grammar:  <b>Simple Past Tense:</b>  S + V <sub>2</sub> + ...  - Vocabulary:  Vocabulary about holiday.	<b>Warm Up</b>  - Students read a text about holiday.  - Students find out the meaning of some Indonesian words.  <b>Let's Observe</b>  - Students read a text and mark the words or items that they want to know.

<p>peduli kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.</p> <p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menyusun teks</p>		<p>week, etc.)</p>			<p>- Students put the words or items that they want to know on the table provided.</p> <p><b>Let's Make Questions</b></p> <p>- Students make relevant questions referring to the item they wrote in table in Task 3 and propose temporary answers.</p> <p><b>Let's Find Out</b></p> <p>- Students read a text and answer the questions.</p> <p>- Students compare their questions to their friends.</p> <p>- Students study explanation about recount text and</p>
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recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.					<p>discuss with classmate.</p> <ul style="list-style-type: none"> <li>- Students read examples about recount text.</li> <li>- Students pay attention to generic structure and language feature of the recount text.</li> <li>- Students read again the text in Task 3 and identify parts of generic structure in the table provided.</li> <li>- Students study explanation about sentences using simple past tense and share to their friends.</li> <li>- Students find the present verbs from the text into past verbs.</li> </ul>
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					<ul style="list-style-type: none"><li>- Students study explanation about “to be” in past form.</li><li>- Students share their knowledge to their friends and ask their teacher to get more information about simple past tense.</li><li>- Students complete the blank with “was” or “were” in sentences.</li><li>- Students rearrange words into correct order and write in past sentences. Then, students compare their answer to their friends.</li><li>- Students study explanation about Adverbs of time and</li></ul>
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					<p>prepositions.</p> <ul style="list-style-type: none"><li>- Students complete words with right preposotions.</li></ul> <p><b>Let's Create</b></p> <ul style="list-style-type: none"><li>- Students rearrange jumbles paragraphs into a good text in pairs and compare their answer to their friends.</li><li>- Students write recount text individually about their holiday by using simple past tense.</li></ul> <p><b>Homework</b></p> <ul style="list-style-type: none"><li>- Students find and identify past verb and “to be” from their own recount text.</li></ul>
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					<b>Reflection</b>  - Students give comments according to how much they have learnt in Unit II.  <b>Fun Grammar</b>  Students play a guessing game of “don’t think too hard on them”.
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**SYLLABUS DESIGN**  
**READING-WRITING LEARNING MATERIALS**  
**UNIT III**

**School** : SMP Negeri 4 Magelang

**Grade/Subject** : VIII/English

Basic Competence	Title	Indicators	Input	Grammar & Vocabulary	Activity
1.1 Mensyukuri kesempatan dan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.  2.3 Menunjukkan jujur, disiplin, percaya diri, dan bertanggungjawab,	Do You Like a Story?	<ul style="list-style-type: none"> <li>- Find detailed information in narrative texts.</li> <li>- Write narratives texts.</li> <li>- Use connectives (but, because, and, etc.) in retelling stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Written narrative texts about fable.</li> <li>- Vocabulary lists of relevant words.</li> <li>- Explanation of connectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Grammar:   <b>Past Continuous Tense:</b>   S + to be + V<sub>ing</sub> + ...   <b>To Be:</b> was, were</li> <li>- Vocabulary:   Vocabulary about</li> </ul>	<p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>- Students read a text about fable.</li> <li>- Students find out the meaning of some Indonesian words.</li> </ul> <p><b>Let's Observe</b></p> <ul style="list-style-type: none"> <li>- Students read a text and mark the words or items that they want to know.</li> </ul>

<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.</p>				<p>stories/fable.</p>	<p>- Students put the words or items that they want to know on the table provided.</p> <p><b>Let's Make Questions</b></p> <p>- Students make relevant questions referring to the item they wrote in table in Task 3 and propose temporary answers.</p> <p><b>Let's Find Out</b></p> <p>- Students read a text and answer the questions.</p> <p>- Students compare their questions to their friends.</p> <p>- Students study explanation about narrative texts and</p>
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					<p>discuss with classmate.</p> <ul style="list-style-type: none"><li>- Students read examples about narrative texts and pay attention to its generic structure and language features.</li><li>- Students read again the text in Task 3 and identify parts of generic structure in the table provided.</li><li>- Students study explanation about sentences using past continuous tense and share to their friends.</li><li>- Students read a text and answer the questions related to the texts and share their answers to their</li></ul>
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					<p>friends.</p> <ul style="list-style-type: none"><li>- Students underlined words from a text and answer following question.</li><li>- Students make a sentence using connectives.</li></ul> <p><b>Let's Create</b></p> <ul style="list-style-type: none"><li>- Students rearrange jumbles paragraphs into a good text in pairs and compare their answer to their friends.</li><li>- Students read a narrative text and rewrite the text individually in a piece of paper.</li></ul>
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					<p><b>Homework</b></p> <ul style="list-style-type: none"><li>- Students find a fable story from the internet or story book, rewrite it, and find its generic structure and connectives.</li><li>- Students collect their work to the teacher.</li></ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"><li>- Students give comments according to how much they have learnt in Unit III.</li></ul> <p><b>Fun Grammar</b></p> <p>Students play a crossword game.</p>
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# **APPENDIX E**

## **The Description of Tasks**

## DESCRIPTION OF ACTIVITIES IN UNIT 1

<b>Warm Up</b>	
<p><b>Instruction:</b></p> <p>Study the following words.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read some words related to the pictures. This aims to make students aware about what they are going to learn.</p>
<p><b>Instruction:</b></p> <p>The words in the box are often used in the following text. It will help you to understand the texts in this unit. Find out the Indonesian meaning of the English words below.</p>	<p><b>Description:</b></p> <p>In this activity, students are used to find the meaning of some words. This aims to make the students comprehend their vocabularies related to the topic they are going to learn.</p>
<b>Let's Observe</b>	
<p><b>Instruction:</b></p> <p>Read the text entitled My Brother. Then, mark the words or items that you want to know and put them into the table.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read a descriptive text entitled "My Brother". Students are also asked to mark some words or items in the text that they want to know and put them into the table provided. This activity can make students know intensively about the things they do not know and give the students opportunities to collect information about descriptive texts.</p>
<b>Let's Make Questions</b>	
<p><b>Instruction:</b></p>	<p><b>Description:</b></p>

Referring to the items in column “What I want to know further” in task 3, make relevant questions.	In this activity, students are asked to make questions related to the items they write in the task before. It aims to give students opportunities to make their own questions based on the items they do not know.
<b>Let’s Find Out</b>	
<p><b>Instruction:</b></p> <p>Read the text entitled My Brother again and answer the following questions. Then, compare your answer to your friends.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read the text in the previous task and answer the questions. Students are also given a chance to share their answer to their friends. This aims to make students confident with their answers.</p>
<p><b>Instruction:</b></p> <p>Study the explanation about descriptive texts below. Discuss with your classmates and ask your teacher for further explanation.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to study the explanation about descriptive texts. It aims to give the students comprehension about descriptive text.</p>
<p><b>Instruction:</b></p> <p>Read examples of descriptive texts below, pay attention to their generic structure and language features. Then, tell your friends the generic structure of a descriptive text.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read the text and pay attention to the generic structure from the text. This aims to encourage the students to identify the generic structure of the texts.</p>
<p><b>Instruction:</b></p> <p>Read again the text entitled My Brother carefully. Then, identify the parts of the text by completing the</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to fill the table about the generic structure from the text in Task 3. This aims to drill the students’</p>



following table.	writing skills.
<p><b>Instruction:</b></p> <p>In the descriptive text entitled “My Brother”, there are some sentences underlined. Those are called simple present tense. Study the explanation about sentences using simple present tense below.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to pay attention to the underlined words in the text provided. They are also asked to study the explanation about simple present tense. It aims to give the students comprehension about simple present tense.</p>
<p><b>Instruction:</b></p> <p>Now work in pairs. There are some underlined sentences in text entitled My Brother. Find the subject and object from each sentences. Underline the words by giving mark “S” for Subject, “V” for Verb and/or “O” for Object.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to work in pairs to find the subject and object from sentences by underlying the words. It aims to give the students’ chance to discuss with their friends and comprehend their knowledge about subject, verb, and object in a sentence.</p>
<p><b>Instruction:</b></p> <p>Read the descriptive text below. Then study the following explanation.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to study the explanation about personal pronouns. This aims to give the students further information about personal pronouns.</p>
<p><b>Instruction:</b></p> <p>Change the subjects in the bold typed words with the correct subject pronouns.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to do exercise by changing the subject with the correct subject pronouns. It aims to drill the students with usage of subject pronouns. It also practice the students’ writing skills.</p>

<p>Instruction:</p> <p>Read the text entitled My Grandma carefully. Look at the underlined words. Then, answer the question that follows.</p>	<p>Description:</p> <p>In this activity, the students are asked to read the text provided. In this text, students are also asked to pay attention to the underlined words and then answer the questions followed. It aims to practice the students' reading skill and to encourage the students to differentiate between noun, verb, and adjective.</p>
<p>Instruction:</p> <p>Identify the underlined words whether it is noun, verb, or adjective. After that, put each words into the right column below with give a check (✓). Do not forget to check the meaning of each word in your dictionary. Do it in pairs with your classmate.</p>	<p>Description:</p> <p>In this activity, students are asked to put the words into the right column by giving a check.</p>
<p>Instruction:</p> <p>Study the following explanation about Adjectives.</p>	<p>Description:</p> <p>In this activity, students are asked to study the explanation about Adjectives. It aims to give the students comprehension about Adjectives.</p>
<p>Instruction:</p> <p>Circle the adjective in each sentence. Underline the noun that it describes.</p>	<p>Description:</p> <p>In this activity, students are asked to circle the adjective and underline the noun in a sentence. It aims the student's ability to choose whether the sentence using adjectives or using nouns.</p>

<p><b>Instruction:</b></p> <p>Other people often ask you to do something. Sometimes, we are able and or willing to do the request, while at other times we are probably unable and or unwilling to do it. Either way, we need to respond it politely to avoid misunderstanding with the others. Study the following examples.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to study the explanation about how to show ability and how to show willingness. It aims the students' knowledge how to differentiate between showing ability and willingness.</p>
<p><b>Instruction:</b></p> <p>Make sentences with can/can't with the given verbs in brackets. Join them using "and, but, and or".</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to make sentences by using words provided. It aims to increase students' writing ability.</p>
<b>Creating</b>	
<p><b>Instruction:</b></p> <p>Choose the correct description to describe the person in the picture. You may write more than one option.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to make sentences by using words provided. It aims to increase students' writing ability.</p>
<p><b>Instruction:</b></p> <p>In pairs, rearrange the following jumbled paragraphs into a good text. Compare your answer to your friends.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to rearrange jumbled paragraphs into a text. It aims the students to make a good text.</p>
<p><b>Instruction:</b></p> <p>It is your turn to work individually, write down your own description about your family members in less than 150 words. Do not forget to use simple present tense.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to make sentences individually. It aims to increase students' writing ability.</p>
<b>Homework</b>	

<p><b>Instruction:</b></p> <p>After you made a text in Task 21, find and identify noun, verb, and adjective in your own text. Then, compare to your friends.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to identify noun, verb, and adjective. It aims the students to sharpen their knowledge from what they have studied in this unit by making their own text.</p>
<b>Reflection</b>	
<p><b>Instruction:</b></p> <p>How much you learn from this chapter? Give comments in the box according to how much you have learnt.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to give comments in column provided. It aims the teacher to know how far the students learn in this unit.</p>
<b>Fun Grammar</b>	
<p><b>Instruction:</b></p> <p>Let's play a game. Divide the class into groups of five. Copy the game into bigger paper and follow the rules.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to play a game. It aims to make the students enjoy and have a refreshing activity.</p>

## DESCRIPTION OF ACTIVITIES IN UNIT 2

<b>Warm Up</b>	
<p><b>Instruction:</b></p> <p>Read the text carefully.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read a recount text entitled “Fantastic Holiday at Yogyakarta”. This activity gives the students encouragement to know about the things they will learn in this unit.</p>
<p><b>Instruction:</b></p> <p>The words in the box are often used in the following text. It will help you to understand the texts in this unit. Find out the Indonesian meaning of the English words below.</p>	<p><b>Description:</b></p> <p>In this activity, students are used to find the meaning of some words. This aims to make the students comprehend their vocabularies related to the topic they are going to learn.</p>
<b>Let’s Observe</b>	
<p><b>Instruction:</b></p> <p>This is Melisa’s Diary. Read it carefully, then mark the words or items that you want to know and put them into the table below.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read a recount text about Melisa’s Diary. Students are also asked to mark some words or items in the text that they want to know and put them into the table provided. This activity can make students know intensively about the things they do not know and give the students opportunities to collect information about recount texts.</p>
<b>Let’s Make Questions</b>	

<p><b>Instruction:</b></p> <p>Referring to the items in column “What I want to know further” in task 3, make relevant questions.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to make questions related to the items they write in the task before. It aims to give students opportunities to make their own questions based on the items they do not know.</p>
<b>Let's Find Out</b>	
<p><b>Instruction:</b></p> <p>Read Melisa's diary again. Then, answer the following questions related to the text.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read the text in the previous task and answer the questions. Students are also given a chance to share their answer to their friends. This aims to make students confident with their answers.</p>
<p><b>Instruction:</b></p> <p>Study the explanation about recount texts below.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to study the explanation about recount texts. It aims to give the students comprehension about recount text.</p>
<p><b>Instruction:</b></p> <p>Study the explanation about recount texts below, pay attention to their generic structure and language features. Then, tell your friends the generic structure of a recount text.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read the text and pay attention to the generic structure from the text. This aims to encourage the students to identify the generic structure of the texts.</p>
<p><b>Instruction:</b></p> <p>Read again the text about Melisa's diary carefully. Then, identify the</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to fill the table about the generic</p>

parts of the text by completing the following table.	structure from the text in Task 3. This aims to drill the students' writing skills.
<p>Instruction:</p> <p>In the recount text in Task 3 entitled Melisa's Diary, the writer use simple past tense to retell the story. Study the explanation about sentences using simple past tense below.</p>	<p>Description:</p> <p>In this activity, students are asked to pay attention to the underlined words in the text provided. They are also asked to study the explanation about simple past tense. It aims to give the students comprehension about simple past tense.</p>
<p>Instruction:</p> <p>The key point of a recount text is using past tense. Read the following text and pay attention to the past forms.</p>	<p>Description:</p> <p>In this activity, students are asked to read a text and asked to pay attention to the past forms. This aims to drill the students to know more about past forms.</p>
<p>Instruction:</p> <p>The following words are taken from the text above. Find the present forms and then share to your friends.</p>	<p>Description:</p> <p>In this activity, students are asked to study the explanation about personal pronouns. This aims to give the students further information about personal pronouns.</p>
<p>Instruction:</p> <p>Change the subjects in the bold typed words with the correct subject pronouns.</p>	<p>Description:</p> <p>In this activity, students are asked to do exercise by changing the words in past form to present form. It aims to drill the student's ability to know new vocabularies both in past form and present form.</p>
Instruction:	Description:

What is the past forms of the following irregular verbs? Choose the answer from the box.	In this activity, the students are asked to find the past form by choosing suitable words provided in box. It aims to encourage the students' ability in understanding some words in past form.
<p>Instruction:</p> <p>Read the following explanation.</p>	<p>Description:</p> <p>In this activity, students are asked to read explanation about to be in past form.</p>
<p>Instruction:</p> <p>Complete the blanks with was or were. Then, write again in the negative and interrogative. Compare your work to your friend.</p>	<p>Description:</p> <p>In this activity, students are asked to complete a sentence by filling suitable "to be" in past form. It aims to improve the students' ability in understanding "to be" in past form.</p>
<p>Instruction:</p> <p>Rearrange these words into correct sentences. Then, write them into past sentences. Compare your work to your friends.</p>	<p>Description:</p> <p>In this activity, students are asked to rearrange words into correct sentence and change into past sentence. It aims to improve the students' writing ability in understanding "to be" in past form.</p>
<p>Instruction:</p> <p>Adverb of time are used to indicate the time at/during which an action takes place. Adverb of time are extremely important when deciding which tense to be used in a sentence. Below you will find adverbs of time which are commonly used in present, past, and future tenses.</p>	<p>Description:</p> <p>In this activity, students are asked to learn about adverb of time used in past, present, and future form. It aims to improve the students' understanding about adverbs of time in present, past, and future tenses.</p>
<p>Instruction:</p> <p>Study again about the adverbs of</p>	<p>Description:</p> <p>In this activity, students are asked to</p>



time. Look at the present forms, then find the equivalent past forms.	find the equivalent past forms of adverbs of time. It aims to increase the student's ability to differentiate adverbs of time in the present form and past form.
<p>Instruction:</p> <p>Study the following explanation about prepositions.</p>	<p>Description:</p> <p>In this activity, students are asked to student information about preposition. It aims to encourage students to know more about prepositions.</p>
<p>Instruction:</p> <p>Complete the words with in, on, or at.</p>	<p>Description:</p> <p>In this activity, students are asked to complete a sentence by using prepositions. It aims to increase students' writing skills and students' understanding how to put right prepositions in sentences.</p>
<b>Creating</b>	
<p>Instruction:</p> <p>In pairs, rearrange the following jumbled paragraphs into a good text. Compare your answer to your friends.</p>	<p>Description:</p> <p>In this activity, students are asked to rearrange jumbled paragraphs into a text. It aims the students to make a good text.</p>
<p>Instruction:</p> <p>It is your turn to work individually, write down your own experience about your holiday in less than 150 words. Do not forget to use simple past tense.</p>	<p>Description:</p> <p>In this activity, students are asked to make sentences individually. It aims to increase students' writing ability.</p>
<b>Homework</b>	
<p>Instruction:</p> <p>After you made a text in Task 21,</p>	<p>Description:</p> <p>In this activity, students are asked to</p>

find and identify the past verbs and “to be”. Then, compare to your friends.	identify the past verbs and “to be”. It aims the students to sharpen their knowledge from what they have studied in this unit by making their own text.
<b>Reflection</b>	
<p><b>Instruction:</b></p> <p>How much you learn from this chapter? Give comments in the box according to how much you have learnt.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to give comments in column provided. It aims the teacher to know how far the students learn in this unit.</p>
<b>Fun Grammar</b>	
<p><b>Instruction:</b></p> <p>Here are two riddles for you. Can you guess the answer? The clue is “don’t think too hard on them”. Have fun!</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to play a game. It aims to make the students enjoy and have a refreshing activity.</p>

### DESCRIPTION OF ACTIVITIES IN UNIT 3

<b>Warm Up</b>	
<b>Instruction:</b>  Read the text carefully.	<b>Description:</b>  In this activity, students are asked to read a narrative text. This activity gives the students encouragement to know about the things they will learn in this unit.
<b>Instruction:</b>  The words in the box are often used in the following text. It will help you to understand the texts in this unit. Find out the Indonesian meaning of the English words below.	<b>Description:</b>  In this activity, students are used to find the meaning of some words. This aims to make the students comprehend their vocabularies related to the topic they are going to learn.
<b>Let's Observe</b>	
<b>Instruction:</b>  Read the text entitled "The Goose and the Golden Eggs". Mark the words or items that you want to know and put them into the table below.	<b>Description:</b>  In this activity, students are asked to read a narrative text entitled "The Goose and the Golden Eggs". Students are also asked to mark some words or items in the text that they want to know and put them into the table provided. This activity can make students know intensively about the things they do not know and give the students opportunities to collect information about narrative texts.
<b>Let's Make Questions</b>	
<b>Instruction:</b>	<b>Description:</b>

Referring to the items in column “What I want to know further” in task 3, make relevant questions.	In this activity, students are asked to make questions related to the items they write in the task before. It aims to give students opportunities to make their own questions based on the items they do not know.
<b>Let’s Find Out</b>	
<p><b>Instruction:</b></p> <p>Read text entitled “The Goose and the Golden Eggs” again and answer the following questions. Then, compare your answer to your friends.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read the text in the previous task and answer the questions. Students are also given a chance to share their answer to their friends. This aims to make students confident with their answers.</p>
<p><b>Instruction:</b></p> <p>Study the explanation about narrative texts below. Discuss with your classmate and ask your teacher for further explanation.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to study the explanation about narrative texts. It aims to give the students comprehension about narrative text.</p>
<p><b>Instruction:</b></p> <p>Read the narrative text below, pay attention to its generic structure and language features.</p> <p>.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read a text and pay attention to the generic structure from the text. This aims to encourage the students to identify the generic structure of the texts.</p>
<p><b>Instruction:</b></p> <p>Read again the text entitled “The Goose and the Golden Eggs” carefully. Then, identify the generic</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to fill the table about the generic structure from the text in Task 3.</p>

of the text by completing the following table.	This aims to drill the students' writing skills.
<p>Instruction:</p> <p>In the narrative text entitled “The Goose and the Golden Eggs”, there are some sentences underlined. Those sentences are in the forms of past continuous tense. Study the explanation about sentences using past continuous tense below.</p>	<p>Description:</p> <p>In this activity, students are asked to study the explanation about past continuous tense. This aims to give the students further information about past continuous tense.</p>
<p>Instruction:</p> <p>Read the following text. Find its generic structure. Then, share to your answer to your classmates.</p>	<p>Description:</p> <p>In this activity, students are asked to read a text and asked to pay attention to the generic structure. This aims to drill the students to know the generic structure of narrative text.</p>
<p>Instruction:</p> <p>Read again the text above. Answer the following questions and compare your work to your friends.</p>	<p>Description:</p> <p>In this activity, students are asked to read a text in previous task, then they are asked to answer some questions provided.</p>
<p>Instruction:</p> <p>Read the narrative text below. Look at the underlined words. Then, answer the question that follows. Compare your answer to your friends.</p>	<p>Description:</p> <p>In this activity, students are asked to read a text and answer questions that follows. It aims to increase students' reading and writing ability.</p>

<p><b>Instruction:</b></p> <p>Study the following scenes taken from the story of the Lion and the Mouse. Notice the bold words. Tell your friends why those sentences use connectives.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to find the bold words in a sentence. It aims to increase the student's ability to understand more about connectives.</p>
<p><b>Instruction:</b></p> <p>Using the connectives provided, make a new sentence from these following sentences. Write down your answers in your note-book.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to make a sentence using connectives.</p>
<p><b>Instruction:</b></p> <p>Solve the following Word Search Game. Find words of connectives from the box of letters. Share your answers to your classmate.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to find words by crossing the right connective words. It aims to improve the students' ability in understanding kinds of connectives.</p>
<b>Creating</b>	
<p><b>Instruction:</b></p> <p>In pairs, rearrange the following jumbled paragraphs into a good narrative text. Compare your answer to your friends.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to rearrange jumbled paragraphs into a text. It aims the students to make a good text.</p>
<p><b>Instruction:</b></p> <p>Read the text entitled "Story of Rabbit and Bear" below. Then, rewrite the text in a piece of paper.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to read a text and rewrite the text in a piece of paper. It aims to increase students' reading and writing ability.</p>

<b>Homework</b>	
<p><b>Instruction:</b></p> <p>Find a fable story from the internet or story books. Rewrite it on your paper. Then find its generic structure and connectives. Collect your work to your teacher.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to find a fable story from internet or story books then rewrite it. It aims the students to sharpen their knowledge from what they have studied in this unit by making their own text.</p>
<b>Reflection</b>	
<p><b>Instruction:</b></p> <p>How much you learn from this chapter? Give comments in the box according to how much you have learnt.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to give comments in column provided. It aims the teacher to know how far the students learn in this unit.</p>
<b>Fun Grammar</b>	
<p><b>Instruction:</b></p> <p>Let's play a game. This is a good manner crossword. Complete the crossword based on the clues and the given words.</p>	<p><b>Description:</b></p> <p>In this activity, students are asked to play a game. It aims to make the students enjoy and have a refreshing activity.</p>

# **APPENDIX F**

**The First Draft of the Materials**

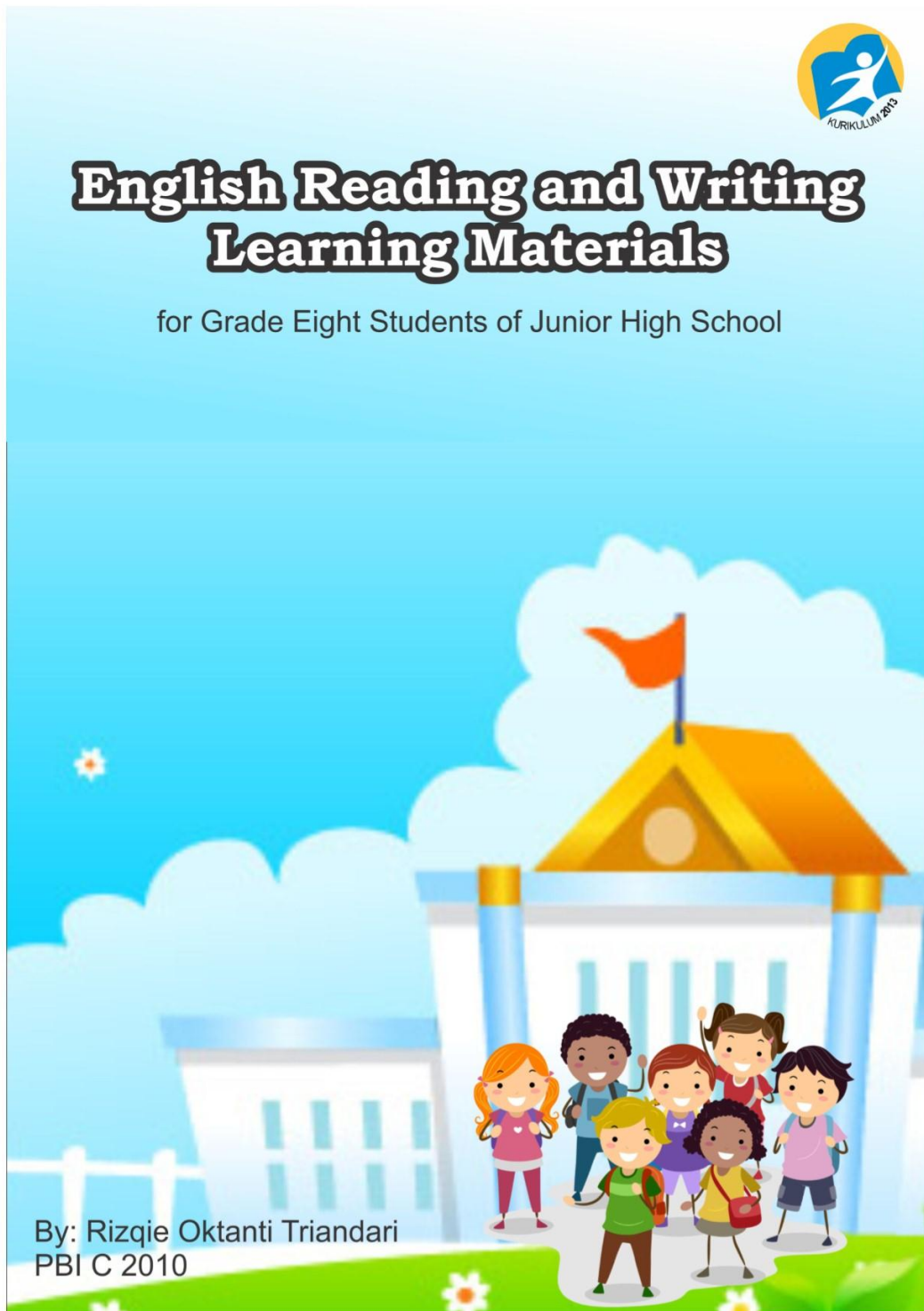




# **English Reading and Writing Learning Materials**

for Grade Eight Students of Junior High School

By: Rizqie Oktanti Triandari  
PBI C 2010



# **APPENDIX G**

**The Expert Judgment Questionnaire**

## SURAT PERMOHONAN *EXPERT JUDGEMENT*

Hal : Permohonan Kesiediaan Expert Judgement

Lampiran : 1 bendel

Kepada Yth.

Ibu Siti Mahripah, M .App.Ling  
Dosen Jurusan Pendidikan Bahasa Inggris  
Fakultas Bahasa dan Seni UNY  
Di Yogyakarta

Dengan Hormat,

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

Nama : Rizqie Oktanti Triandari

NIM : 10202241054

Judul Penelitian : *Developing Reading and Writing Learning Materials for Grade Eight Students of SMP Negeri 4 Magelang*

Memohon dengan sangat kesediaan Ibu untuk memberikan penilaian pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas VIII SMP Negeri 4 Magelang berdasarkan Kurikulum 2013.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu, saya ucapkan terima kasih.

Yogyakarta, September 2015

Pemohon,

Rizqie Oktanti Triandari  
NIM. 10202241054

**ANGKET EVALUASI**  
**MATERI PEMBELAJARAN BAHASA INGGRIS**  
**UNTUK KELAS VIII SMP NEGERI 4 MAGELANG**

Angket ini bertujuan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa kelas VIII SMP Negeri 4 Magelang.

**A. IDENTITAS RESPONDEN**

Nama :  
.....

Jenis Kelamin : L/P (coret yang tidak perlu)

Pekerjaan :  
.....

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

Lama Bekerja :  
.....

**B. EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS**

Berilah tanda centang (✓) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Ibu. Ibu dapat menuliskan pendapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

- SS : Sangat Setuju (4)
- S : Setuju (3)
- TS : Tidak Setuju (2)
- STS : Sangat Tidak Setuju (1)

## UNIT I

### “What Does She Look Like?”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan jujur, disiplin, percaya diri, dan bertanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.12 Menyusun teks deskripsi lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
<b>Kelayakan Isi</b>					
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMP Kurikulum 2013:  KI 1, 2, 3, 4 dan KD 1.1, 2.3, 3.10, 4.12				
2.	Materi pembelajaran dikembangkan sesuai silabus.				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa.				
5.	Materi yang dikembangkan sesuai dengan kemampuan berbahasa siswa.				
6.	Materi yang dikembangkan mencakup bimbingan yang membantu siswa menangkap makna teks untuk mencapai fungsi sosial sebuah				

	teks.				
<b>Lain-lain:</b>					
.....					
.....					
.....					

Kelayakan Bahasa					
7.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
8.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
9.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
10.	Materi yang dikembangkan menggunakan Bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar.				
11.	Materi yang dikembangkan menggunakan ejaan Bahasa Inggris yang benar dan tepat.				

<b>Lain-lain:</b>					
.....					
.....					
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Kelayakan Penyajian					
12.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm Up</i> , <i>Lesson Proper</i> , <i>Evaluation</i> , dan <i>Reflection</i> .				
13.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
14.	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
15.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara tertulis.				

16.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
17.	Materi yang disajikan mencakup kegiatan pembelajaran ( <i>Task</i> ) yang mendukung siswa untuk berkomunikasi secara tertulis.				
18.	Kegiatan pembelajaran ( <i>Task</i> ) disusun secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
19.	Kegiatan pembelajaran ( <i>Task</i> ) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
20.	Kegiatan pembelajaran ( <i>Task</i> ) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dengan mengamati hingga mencipta.				
21.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
22.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
<b>Lain-lain:</b> ..... ..... .....					



<b>Kelayakan Grafis</b>					
23.	Tampilan materi menarik.				
24.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
25.	Penggunaan variasi huruf tidak berlebihan.				
26.	Tidak menggunakan terlalu banyak jenis huruf.				
27.	Spasi antar baris susunan teks normal.				
28.	Gambar/ilustrasi yang digunakan relevan dengan topic dan isi materi.				
29.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
30.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
31.	Keseluruhan design visual menarik.				
<b>Lain-lain:</b>  ..... ..... .....					

## **TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

1. Secara umum, bagaimana tanggapan Ibu tentang materi yang telah disusun?

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

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

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## REKOMENDASI

Mengacu pada hasil penilaian diatas, materi pembelajaran Bahasa Inggris untuk kelas VIII SMP Negeri 4 Magelang dengan judul “What Does She Look Like?” dinyatakan:

- (    ) Layak tanpa revisi
- (    ) Tidak layak
- (    ) Layak dengan revisi sebagai berikut

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\*beri tanda centang (√) pada pilihan yang sesuai pendapat Anda.

Yogyakarta,    September 2015

Evaluator Materi,

Siti Mahripah, M .App.Ling  
NIP. 19800913 200501 2  
001

## UNIT II

### “How Was Your Holiday?”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan jujur, disiplin, percaya diri, dan bertanggungjawab, peduli kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
<b>Kelayakan Isi</b>					
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMP Kurikulum 2013:  KI 1, 2, 3, 4 dan KD 1.1, 2.3, 3.12, 4.15				
2.	Materi pembelajaran dikembangkan sesuai silabus.				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa.				

5.	Materi yang dikembangkan sesuai dengan kemampuan berbahasa siswa.				
6.	Materi yang dikembangkan mencakup bimbingan yang membantu siswa menangkap makna teks untuk mencapai fungsi sosial sebuah teks.				
<b>Lain-lain:</b>  ..... ..... .....					

<b>Kelayakan Bahasa</b>					
7.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
8.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
9.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
10.	Materi yang dikembangkan menggunakan Bahasa Inggris yang sesuai dengan tata bahasa				

	Inggris yang benar.				
11.	Materi yang dikembangkan menggunakan ejaan Bahasa Inggris yang benar dan tepat.				
<b>Lain-lain:</b>    					

Kelayakan Penyajian					
12.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm Up</i> , <i>Lesson Proper</i> , <i>Evaluation</i> , dan <i>Reflection</i> .				
13.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
14.	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
15.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara tertulis.				

16.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
17.	Materi yang disajikan mencakup kegiatan pembelajaran ( <i>Task</i> ) yang mendukung siswa untuk berkomunikasi secara tertulis.				
18.	Kegiatan pembelajaran ( <i>Task</i> ) disusun secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
19.	Kegiatan pembelajaran ( <i>Task</i> ) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
20.	Kegiatan pembelajaran ( <i>Task</i> ) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dengan mengamati hingga mencipta.				
21.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
22.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
<b>Lain-lain:</b> ..... ..... .....					

<b>Kelayakan Grafis</b>					
23.	Tampilan materi menarik.				
24.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
25.	Penggunaan variasi huruf tidak berlebihan.				
26.	Tidak menggunakan terlalu banyak jenis huruf.				
27.	Spasi antar baris susunan teks normal.				
28.	Gambar/ilustrasi yang digunakan relevan dengan topic dan isi materi.				
29.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
30.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
31.	Keseluruhan design visual menarik.				
<b>Lain-lain:</b> ..... ..... .....					

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

1. Secara umum, bagaimana tanggapan Ibu tentang materi yang telah disusun?



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.....  
.....

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

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.....  
.....

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

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

## REKOMENDASI

Mengacu pada hasil penilaian diatas, materi pembelajaran Bahasa Inggris untuk kelas VIII SMP Negeri 4 Magelang dengan judul “How Was Your Holiday?” dinyatakan:

- (    ) Layak tanpa revisi
- (    ) Tidak layak
- (    ) Layak dengan revisi sebagai berikut

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\*beri tanda centang (√) pada pilihan yang sesuai pendapat Anda.

Yogyakarta,    September 2015  
Evaluator Materi,

Siti Mahripah, M .App.Ling  
NIP. 198009 13 200501 2  
001

### UNIT III

#### “Do You Like a Story?”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan jujur, disiplin, percaya diri, dan bertanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

No.	Pernyataan	SS	S	TS	STS
<b>Kelayakan Isi</b>					
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMP Kurikulum 2013:  KI 1, 2, 3, 4 dan KD 1.1, 2.3, 3.14, 4.18				
2.	Materi pembelajaran dikembangkan sesuai silabus.				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa.				
5.	Materi yang dikembangkan sesuai dengan kemampuan berbahasa siswa.				
6.	Materi yang dikembangkan mencakup bimbingan yang membantu siswa menangkap makna teks untuk mencapai fungsi sosial sebuah teks.				

**Lain-lain:**

.....

.....

.....

<b>Kelayakan Bahasa</b>					
7.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
8.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
9.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
10.	Materi yang dikembangkan menggunakan Bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar.				
11.	Materi yang dikembangkan menggunakan ejaan Bahasa Inggris yang benar dan tepat.				
<b>Lain-lain:</b>					

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

Kelayakan Penyajian					
12.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm Up</i> , <i>Lesson Proper</i> , <i>Evaluation</i> , dan <i>Reflection</i> .				
13.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
14.	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
15.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara tertulis.				
16.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
17.	Materi yang disajikan mencakup kegiatan pembelajaran ( <i>Task</i> ) yang mendukung siswa untuk berkomunikasi secara tertulis.				

18.	Kegiatan pembelajaran ( <i>Task</i> ) disusun secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
19.	Kegiatan pembelajaran ( <i>Task</i> ) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
20.	Kegiatan pembelajaran ( <i>Task</i> ) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dengan mengamati hingga mencipta.				
21.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
22.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
<b>Lain-lain:</b> ..... ..... .....					

Kelayakan Grafis					
23.	Tampilan materi menarik.				

24.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
25.	Penggunaan variasi huruf tidak berlebihan.				
26.	Tidak menggunakan terlalu banyak jenis huruf.				
27.	Spasi antar baris susunan teks normal.				
28.	Gambar/ilustrasi yang digunakan relevan dengan topic dan isi materi.				
29.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
30.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
31.	Keseluruhan design visual menarik.				
<b>Lain-lain:</b> ..... ..... .....					

### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

1. Secara umum, bagaimana tanggapan Ibu tentang materi yang telah disusun?

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

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

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

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

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



## REKOMENDASI

Mengacu pada hasil penilaian diatas, materi pembelajaran Bahasa Inggris untuk kelas VIII SMP Negeri 4 Magelang dengan judul “Do You Like a Story?” dinyatakan:

- (   ) Layak tanpa revisi
- (   ) Tidak layak
- (   ) Layak dengan revisi sebagai berikut

.....

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.....

.....

.....

\*beri tanda centang (√) pada pilihan yang sesuai pendapat Anda.

Yogyakarta,    September 2015  
Evaluator Materi,

Siti Mahripah, M .App.Ling  
NIP. 198009 13 200501 2  
001

# APPENDIX H

**The Expert Judgment Data**

## THE RESULTS OF EXPERT JUDGEMENT

### UNIT 1

#### a. The appropriateness of the content

No.	Items	Score
1.	The materials agree with Core Competence and Basic Competence of junior high school based on Curriculum 2013.	4
2.	The learning materials are developed based on syllabus.	3
3.	The topic of unit in the learning materials are relevant to the students' daily life.	3
4.	The texts in the learning material are relevant to the students' daily life.	3
5.	The developed materials are appropriate with the students' proficiency level.	3
6.	The developed materials are covered with guidance which helps the students to understand the students' language skill.	3
7.	The developed materials involve the competence to communicate in reading and writing skills with accurate and common language.	3
<b>Mean</b>		3,14

#### b. The appropriateness of the language

No.	Items	Score
8.	The language of the instruction in the developed materials is appropriate with the students cognitive development.	3

9.	The language used in the developed materials is clear and understandable for the students.	3
10.	The developed materials use one variation of English consistently.	3
11.	The developed materials are grammatically correct.	3
12.	The developed materials use correct spelling	3
<b>Mean</b>		3

c. The appropriateness of the presentation

No.	Items	Score
13.	The developed materials are presented chronologically start from <i>Warm Up, Lesson Proper, Evaluation, and Reflection</i> .	3
14.	The developed materials are presented in texts, learning activities, and balanced pictures.	3
15.	The developed materials impulse the interaction in English language between students to their friends, students to their teacher, and students to their environment.	3
16.	The developed materials impulse the students initiative and students creativity to communicate in written.	3
17.	The developed impulse the students to make a reflection and evaluation in learning and communicating activity in English language.	3
18.	The developed materials are presented including the learning activity ( <i>Task</i> ) which support the students to communicate in written.	4
19.	The learning activity ( <i>Task</i> ) are arranged systematically,	4

	chronologically from simple to difficult.	
20.	The learning activity ( <i>Task</i> ) is begun with <i>guided activity</i> and ended with <i>free guided activity</i> .	4
21.	The learning activity ( <i>Task</i> ) are arranged agree with <i>scientific method</i> which is begun with observing to creating.	3
22.	Texts and pictures have identity such as title, number, or reference.	3
23.	The developed materials are equipped with explanation and vocabulary list which is sufficient and appropriate.	3
<b>Mean</b>		3,27

d. The appropriateness of the graphic

No.	Items	Score
24.	The appearance of the materials is interesting.	3
25.	The use of letter and colour can be read easily.	4
26.	The letter variation is not excessive.	3
27.	The materials do not use too much letter variation.	3
28.	The text space between rows composition is normal.	3
29.	Pictures/ilustrations is relevant with the topic and the content of the materials.	3
30.	The use of pictures/ilustrations is aesthetic and functional.	3
31.	The use of pictures/ilustrations is accordance and reflects the content of the materials.	3
32.	The overall design is visually interesting.	3
<b>Mean</b>		3,1

## UNIT 2

### a. The appropriateness of the content

No.	Items	Score
1.	The materials agree with Core Competence and Basic Competence of junior high school based on Curriculum 2013.	4
2.	The learning materials are developed based on syllabus.	4
3.	The topic of unit in the learning materials are relevant to the students' daily life.	3
4.	The texts in the learning material are relevant to the students' daily life.	3
5.	The developed materials are appropriate with the students' proficiency level.	3
6.	The developed materials are covered with guidance which helps the students to understand the students' language skill.	3
7.	The developed materials involve the competence to communicate in reading and writing skills with accurate and common language.	3
<b>Mean</b>		3,28

### b. The appropriateness of the language

No.	Items	Score
8.	The language of the instruction in the developed materials is appropriate with the students cognitive development.	3
9.	The language used in the developed materials is clear and understandable for the students.	3

10.	The developed materials use one variation of English consistently.	3
11.	The developed materials are grammatically correct.	3
12.	The developed materials use correct spelling	3
<b>Mean</b>		3

c. The appropriateness of the presentation

No.	Items	Score
13.	The developed materials are presented chronologically start from <i>Warm Up, Lesson Proper, Evaluation, and Reflection.</i>	4
14.	The developed materials are presented in texts, learning activities, and balanced pictures.	3
15.	The developed materials impulse the interaction in English language between students to their friends, students to their teacher, and students to their environment.	3
16.	The developed materials impulse the students initiative and students creativity to communicate in written.	3
17.	The developed impulse the students to make a reflection and evaluation in learning and communicating activity in English language.	3
18.	The developed materials are presented including the learning activity ( <i>Task</i> ) which support the students to communicate in written.	4
19.	The learning activity ( <i>Task</i> ) are arranged systematically, chronologically from simple to difficult.	4
20.	The learning activity ( <i>Task</i> ) is begun with <i>guided activity</i> and ended with <i>free guided activity</i> .	4

21.	The learning activity ( <i>Task</i> ) are arranged agree with <i>scientific method</i> which is begun with observing to creating.	3
22.	Texts and pictures have identity such as title, number, or reference.	3
23.	The developed materials are equipped with explanation and vocabulary list which is sufficient and appropriate.	3
<b>Mean</b>		3,36

d. The appropriateness of the graphic

No.	Items	Score
24.	The appearance of the materials is interesting.	3
25.	The use of letter and colour can be read easily.	4
26.	The letter variation is not excessive.	3
27.	The materials do not use too much letter variation.	3
28.	The text space between rows composition is normal.	3
29.	Pictures/ilustrations is relevant with the topic and the content of the materials.	3
30.	The use of pictures/ilustrations is aesthetic and functional.	3
31.	The use of pictures/ilustrations is accordance and reflects the content of the materials.	3
32.	The overall design is visually interesting.	3
<b>Mean</b>		3,1

### UNIT 3

a. The appropriateness of the content



No.	Items	Score
1.	The materials agree with Core Competence and Basic Competence of junior high school based on Curriculum 2013.	4
2.	The learning materials are developed based on syllabus.	3
3.	The topic of unit in the learning materials are relevant to the students' daily life.	3
4.	The texts in the learning material are relevant to the students' daily life.	3
5.	The developed materials are appropriate with the students' proficiency level.	3
6.	The developed materials are covered with guidance which helps the students to understand the students' language skill.	3
7.	The developed materials involve the competence to communicate in reading and writing skills with accurate and common language.	3
<b>Mean</b>		3,14

b. The appropriateness of the language

No.	Items	Score
8.	The language of the instruction in the developed materials is appropriate with the students cognitive development.	3
9.	The language used in the developed materials is clear and understandable for the students.	3
10.	The developed materials use one variation of English consistently.	3
11.	The developed materials are grammatically correct.	3

12.	The developed materials use correct spelling	3
<b>Mean</b>		3

c. The appropriateness of the presentation

No.	Items	Score
13.	The developed materials are presented chronologically start from <i>Warm Up, Lesson Proper, Evaluation, and Reflection.</i>	4
14.	The developed materials are presented in texts, learning activities, and balanced pictures.	3
15.	The developed materials impulse the interaction in English language between students to their friends, students to their teacher, and students to their environment.	3
16.	The developed materials impulse the students initiative and students creativity to communicate in written.	3
17.	The developed impulse the students to make a reflection and evaluation in learning and communicating activity in English language.	3
18.	The developed materials are presented including the learning activity ( <i>Task</i> ) which support the students to communicate in written.	4
19.	The learning activity ( <i>Task</i> ) are arranged systematically, chronologically from simple to difficult.	4
20.	The learning activity ( <i>Task</i> ) is begun with <i>guided activity</i> and ended with <i>free guided activity</i> .	4
21.	The learning activity ( <i>Task</i> ) are arranged agree with <i>scientific method</i> which is begun with observing to creating.	3
22.	Texts and pictures have identity such as title, number, or	3

	reference.	
23.	The developed materials are equipped with explanation and vocabulary list which is sufficient and appropriate.	3
<b>Mean</b>		3,36

d. The appropriateness of the graphic

No.	Items	Score
24.	The appearance of the materials is interesting.	3
25.	The use of letter and colour can be read easily.	4
26.	The letter variation is not excessive.	3
27.	The materials do not use too much letter variation.	3
28.	The text space between rows composition is normal.	3
29.	Pictures/ilustrations is relevant with the topic and the content of the materials.	3
30.	The use of pictures/ilustrations is aesthetic and functional.	3
31.	The use of pictures/ilustrations is accordance and reflects the content of the materials.	3
32.	The overall design is visually interesting.	3
<b>Mean</b>		3,1

# **APPENDIX I**

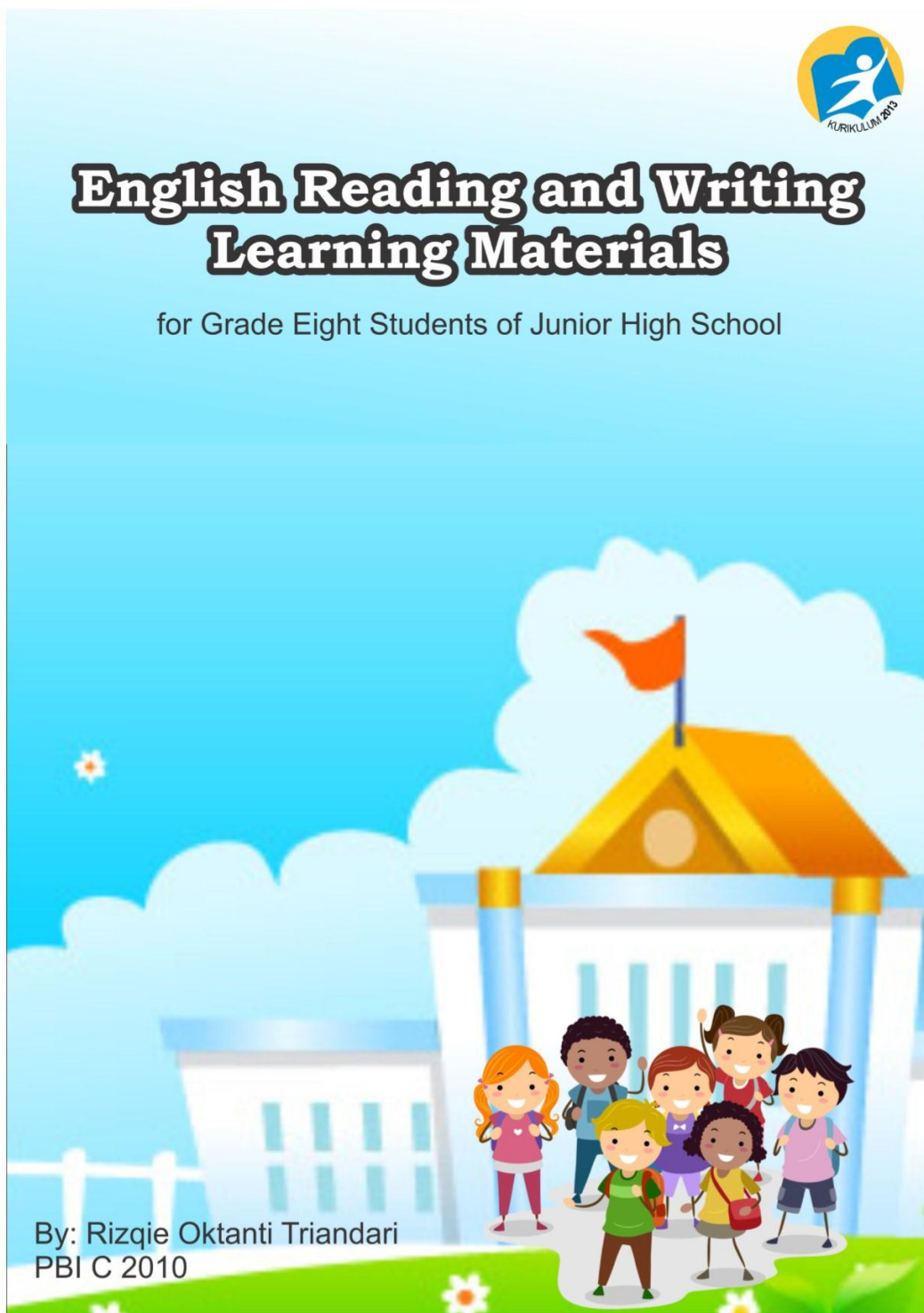
**The Final Draft Materials**



# **English Reading and Writing Learning Materials**

for Grade Eight Students of Junior High School

By: Rizqie Oktanti Triandari  
PBI C 2010



# **APPENDIX J**

## **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 : 1069d/UN.34.12/DT/IX/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

15 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 SCIENTIFIC-STEP GRAMMAR TASKS FOR GRADE EIGHT STUDENTS OF SMP  
NEGERI 4 MAGELANG**

Mahasiswa dimaksud adalah :

Nama : RIZQIE OKTANTI TRIANDARI  
NIM : 10202241054  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : September - Oktober 2014  
Lokasi Penelitian : SMP Negeri 4 Magelang

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 SMP Negeri 4 Magelang



**PEMERINTAH PROVINSI JAWA TENGAH  
BADAN PENANAMAN MODAL DAERAH**

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487  
Fax : (024) 3549560 E-mail : [bpmd@jatengprov.go.id](mailto:bpmd@jatengprov.go.id) <http://bpmd.jatengprov.go.id>  
Semarang - 50131

Nomor : 070/1260  
Lampiran : 1 (Satu) Lembar  
Perihal : Rekomendasi Penelitian

Semarang, 17 September 2014

Kepada  
Yth. Walikota Magelang  
u.p. Kepala Badan Kesbangpol dan  
Linmas Kota Magelang

Dalam rangka memperlancar pelaksanaan kegiatan penelitian bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor. 070/1937/04.2/2014 Tanggal 17 September 2014 atas nama RIZQIE OKTANTI TRIANDARI dengan judul proposal DEVELOPING SCIENTIFIC-STEP GRAMMAR TASKS FOR GRADE EIGHT STUDENTS OF SMP NEGERI 4 MAGELANG, untuk dapat ditindak lanjuti.

Demikian untuk menjadi maklum dan terimakasih.

KEPALA BADAN PENANAMAN MODAL DAERAH  
PROVINSI JAWA TENGAH



I. YUNASTUTI, MA.  
Pembina Utama Muda  
NIP. 196206211987092001

Tembusan :

1. Gubernur Jawa Tengah (sebagai laporan);
2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
3. Kepala Badan Kesbanglinmas Provinsi Daerah Istimewa Yogyakarta;
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
5. Sdr. RIZQIE OKTANTI TRIANDARI;
6. Arsip,-





**PEMERINTAH PROVINSI JAWA TENGAH  
BADAN PENANAMAN MODAL DAERAH**

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487  
Fax : (024) 3549560 E-mail : bpmd@jatengprov.go.id http ://bpmd.jatengprov.go.id  
Semarang - 50131

**REKOMENDASI PENELITIAN**

NOMOR : 070/1937/04.2/2014

- Dasar :
1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
  2. Peraturan Gubernur Jawa Tengah No. 74 Tahun 2012 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
  3. Peraturan Gubernur Jawa Tengah No. 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah sebagaimana telah diubah dengan peraturan Gubernur Jawa Tengah Nomor 27 Tahun 2014.

Memperhatikan : Surat Kepala Badan Kesatuan Bangsa dan Perlindungan Masyarakat Provinsi Daerah Istimewa Yogyakarta Nomor. 074/2068/Kesbang/2014 tanggal 16 September 2014 Perihal : Rekomendasi Izin Penelitian.

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : RIZQIE OKTANTI TRIANDARI.
2. Alamat : Perum Mantiasih Rt.004/ Rw.010 Kel. Magelang, Kec. Magelang Tengah, Kota Magelang, Provinsi Jawa Tengah.
3. Pekerjaan : Mahasiswa.

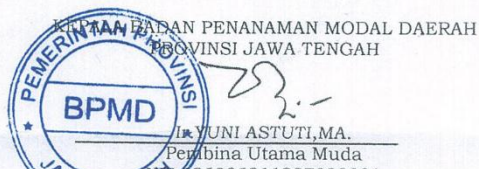
- Untuk :
- Melakukan penelitian dalam rangka penyusunan skripsi dengan rincian sebagai berikut :
- a. Judul Penelitian : DEVELOPING SCIENTIFIC-STEP GRAMMAR TASKS FOR GRADE EIGHT STUDENTS OF SMP NEGERI 4 MAGELANG.
  - b. Tempat / Lokasi : SMP Negeri 4 Magelang, Provinsi Jawa Tengah.
  - c. Bidang Penelitian : Pendidikan.
  - d. Waktu Penelitian : September s.d. Oktober 2014.
  - e. Penanggung Jawab : 1. Joko Priyana, Ph. D.  
2. Siwi Karmadi K., M.Hum
  - f. Status Penelitian : Baru.
  - g. Anggota Peneliti : -
  - h. Nama Lembaga : Universitas Negeri Yogyakarta.

Ketentuan yang harus ditaati adalah :

- a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat /Lembaga swasta yang akan di jadikan obyek lokasi;
- b. Pelaksanaan kegiatan dimaksud tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan;
- c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
- d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya;
- e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Semarang, 17 September 2014





PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT  
(BADAN KESBANGLINMAS)

Jl. Jenderal Sudirman No 5 Yogyakarta - 55233  
Telepon : (0274) 551136, 551275, Fax (0274) 551137  
YOGYAKARTA

Yogyakarta, 16 September 2014

Nomor : 074 / 2068 / Kesbang / 2014  
Perihal : Rekomendasi Izin Penelitian

Kepada Yth. :  
Gubernur Jawa Tengah  
Up. Kepala Badan Penanaman Modal Daerah  
Provinsi Jawa Tengah  
Di

SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY  
Nomor : 1069d/UN.34.12/DT/IX/2014  
Tanggal : 15 September 2014  
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul proposal: **"DEVELOPING SCIENTIFIC-STEP GRAMMAR TASKS FOR GRADE EIGHT STUDENTS OF SMP NEGERI 4 MAGELANG"**, kepada:

Nama : RIZQIE OKTANTI TRIANDARI  
NIM : 10202241054  
No Hp : 085 643 438 171  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni UNY  
Lokasi : SMP Negeri 4 Magelang, Prov. Jawa Tengah  
Waktu : September - Oktober 2014

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset / penelitian;
2. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset / penelitian di maksud;
3. Melaporkan hasil riset / penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Riset / Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth. :



**PEMERINTAH KOTA MAGELANG**  
**BADAN KESATUAN BANGSA POLITIK**  
**DAN PERLINDUNGAN MASYARAKAT**

Jl. Pangeran Diponegoro Nomor 61 Kota Magelang Telp. (0293) 364873 dan 364708

**SURAT REKOMENDASI SURVEY / RISET**

Nomor : 070 / IX.004 / 360 / 2014

- I. DASAR : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011  
 2. Surat Edaran Gubernur Jawa Tengah Nomor 0740 / 265 / 2004 Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Badan Penanaman Modal Daerah Provinsi Jawa Tengah Nomor: 070/1937/04.2/2014 tanggal 17 September 2014 perihal Rekomendasi Penelitian
- III. Pada Prinsipnya kami **TIDAK KEBERATAN** / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kota Magelang.
- IV. Yang dilaksanakan oleh :
- |                  |  |
|------------------|--|
| Nama             | : RIZQIE OKTANTI TRIANDARI   |
| Kebangsaan       | : Indonesia  |
| Alamat           | : Perum Mantiasih 04/10 Magelang   |
| Pekerjaan        | : Pelajar/Mahasiswa  |
| Institusi        | : UNIVERSITAS NEGERI YOGYAKARTA  |
| Penanggung Jawab | : JOKO PRIYANA, Ph.D   |
| Judul Penelitian | : Developing Scientific-Step Grammar Task for Grade Eight Students of SMP Negeri 4 Magelang Kota Magelang. |
- Lokasi :
- V. KETENTUAN SEBAGAI BERIKUT :
- Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat/Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Rekomendasi ini 002E
  - Pelaksanaan survey/riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor, baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan/atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.
  - Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati/mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
  - Setelah survey/riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbang Pol dan Linmas Kota Magelang.
  - Surat Rekomendasi Penelitian / Riset ini berlaku dari : **September 2014 s/d Desember 2014**
- Demikian harap menjadikan perhatian dan maklum.

Magelang, 18 September 2014

a.n. WALIKOTA MAGELANG  
 KEPALA BADAN KESBANGPOL DAN LINMAS  
 KOTA MAGELANG

  
**JOKO WAHIDIN, SH., MM**  
 Pembina Utama Muda  
 NIP. 19590525 199103 1 004



Telah Lapar Tanggal : 18 September 2014  
Nomor Agenda : 078 / 170 / 310

An. KEPALA BADAN PERENCANAAN  
PEMBANGUNAN DAERAH  
KOTA MAGELANG  
Ub. Sekretaris  
Ka Sub Bag Program



AGUS BUDIYONO, ST, MA, M. Ec. Dev  
NIP.19780825 200501 1 008

**CATATAN :**

Setelah selesai survey, harap melaporkan  
dan menyerahkan hasilnya ke Bappeda  
Kota Magelang sebanyak (1) satu eksemplar.