DEVELOPING SUPPLEMENTARY ENGLISH WRITING MATERIALS USING TASK-BASED LANGUAGE TEACHING FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL

A THESIS

Submitted as Partial Fulfillment of the Requirements for Attainment of The Degree of *Sarjana Pendidikan* in English Education

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

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DEDICATION

I dedicate this thesis to:

My beloved parents, Kawindro Putro and Murnureni

MOTTOS

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ ۚ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

Barang siapa bersungguh-sungguh, sesungguhnya kesungguhannya itu adalah untuk dirinya sendiri.

-Surah Al Ankabut: 6-

"The starting point of all achievement is desire."

-Napoleon Hill-

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The Researcher

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TABLE OF CONTENTS

TITLE ..... **i**

APPROVAL SHEET ..... **ii**

RATIFICATION ..... **iii**

PERNYATAAN ..... **iv**

DEDICATIONS ..... **v**

MOTTOS ..... **vi**

ACKNOWLEDGEMENTS ..... **vii**

TABLE OF CONTENTS ..... **ix**

ABSTRACT ..... **xiv**

LIST OF FIGURES ..... **xv**

LIST OF TABLES ..... **xvi**

CHAPTER I INTRODUCTION **1**

A. Background of the Problems 1
B. Identification of the Problems 4
C. Limitation of the Problems 5
D. Formulation of the Problems 5
E. Objectives of the Development 5
F. Specification of the Products 6
G. Significances of the Study 6

CHAPTER II REVIEW OF RELATED THEORIES **8**

A. Literature Review 8
   1. Writing 8
      a. The Nature of English Writing 8

b. The Subskills of Writing 10
c. Teaching Writing in Senior High School 11
2. Developing of English Materials.....14
a. Definition of Learning Materials.....14
b. Criteria of Good Materials 16
c. Materials Development 17
d. Supplementary Materials.....18
3. Task Based Language Teaching.....20
a. Definition of Task Based Language Teaching.....20
b. Definition of Task.....21
c. Task Grading and Sequences.....22
d. A Framework for Task Based Language Teaching.....24
B. Review of Related Study 27
C. Conceptual Framework 28

CHAPTER III RESEARCH METHOD 30

A. Model of Instructional Development 30
B. Procedure of Material Development 31
C. Design of Product Testing 35
1. Testing Design 35
a. Questionnaire 38
b. Interview 38
2. Subject Design 39
3. Technique and Instrument of Data Collection 39
a. Data Collection Techniques 39
b. Data Collection Instrument 40
c. The Validity and Reliability of the Instruments 41
D. The Technique of Data Analysis 41
a. The Qualitative Data 42
b. The Quantitative Data 42

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 45

A. Result of the Material Development 45
1. The Needs Analysis 45
a. The Result of the Questionnaire for the Tenth Grade Students 45
A. The Description of Students' Profile 45
B. The Descriptions of the Students' Needs 46
b. The Result of the Interview with the Teacher 56
2. The Course Grid 59
a. Planning 59
b. Developing the Course Grid 61
c. The Description of the Course Grid of Supplementary Writing Materials using Task Based Language Teaching.....64
3. The Format of the Activities 68
a. The Course Grid, Supplementary Writing Book and Study Guide Book 68
b. The Outline of the Supplementary Writing Book and Study Guide Book 71
c. The Description of the Supplementary Writing Book and Study Guide Book 77
B. Result of the Product Testing 82
a. The Result of The Expert Judgement 82
a) Unit 1.....82
b) Unit 2.....86
c) Unit 3.....89
b. Implementation of the First Draft of Supplementary Writing Materials using Task Based Language Teaching.....93
c. The Result of the Questionnaire for the Students 94
a. Materials Aspect 95

b. Instructional Aspect 95
c. Media Aspect 96
C. Product Revision 97
1. The Students' Book 98
2. Study Guide Book 100
D. Analysis of the Latest Product 100
1. Materials 101
2. Activities 101
3. Instructions 102
4. Media 103
E. Research Constraint 103
CHAPTER V CONCLUSION AND SUGGESTIONS 105
A. Conclusions about the Supplementary Writing's Book.....105
1. The Target Needs 105
2. The Learning Needs 106
3. The Characteristics of the Appropriate Task Based Supplementary Writing Book.....106
B. Suggestions of the Supplementary Writing Book Use 108
1. Recommendation for the English Teachers 108
2. Recommendation for the Materials Developers 108
3. Recommendation for the Students of English Education Department 108
REFERENCES 109
APPENDICES 112
APPENDIX A Course Grid 113
APPENDIX B Instrument of the Needs Analysis 114
APPENDIX C The Result of the Needs Analysis 115

APPENDIX D The Instrument for Expert Judgement.....116

APPENDIX E The Result of Expert Judgement.....117

APPENDIX F The Instrument for Implementation.....118

APPENDIX G The Result of the Implementation.....119

APPENDIX H Interview Transcript 120

APPENDIX I Description of the Tasks 121

APPENDIX J Letter of Permittion 122

FIRST DRAFT : Student's Book.....123

FIRST DRAFT : Study Guide 124

FINAL DRAFT : Student's Book 125

FINAL DRAFT : Study Guide..... 126

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ABSTRACT

The objectives of this research is to develop a supplementary English writing materials using task based language teaching for tenth grade students of senior high school. The book of the study guide is a set of guidance to help the tenth grade senior high school students. The focus of this study deals with how to provide an appropriate task based supplementary writing materials for English teaching and learning process especially in writing skills.

The study was educational Research and Development (R & D). The procedure of the study was conducting the needs analysis, writing the course grid, developing the first draft of the supplementary writing materials using task based language teaching, trying out and evaluating the first draft of the supplementary writing materials using task based language teaching by the expert, revising the first draft of the supplementary writing materials using task based language teaching, writing the final draft of supplementary writing materials using task based language teaching. The instruments of the study were questionnaires and interview guidelines. The data from the interview was analyzed qualitatively and the data from the questionnaires were analyzed quantitatively through the descriptive statistics. The respondents of this research were the lecturer of the English Education Department and 10 students of tenth grade senior high school.

The result of the needs analysis showed that the students needed interesting additional writing materials. The product of this supplementary writing materials is entitled as Supplementary Writing Materials using Task Based Language Teaching which is accompanied with study guide book. The study guide book is completed with an answer key an writing self assessment. The supplementary English writing materials' book consists of three units. Each unit has 15 tasks and it consists of three stages. Those three stages are pre task activity, task cycle and language focus. The result of the book evaluation data shows that the supplementary writing materials using task based language teaching is categorized as a good book. It can be seen that the result of the expert judgement is 2.33 and the result of the student's try out is 2.34. As a result, the supplementary English writing materials using task based language teaching have been appropriate with the tenth grade senior high school students' needs.

Keywords : Supplementary, English Writing Materials, Task Based Language Teaching, Study Guide, Teaching Writing in Senior High School

LIST OF FIGURES

Figure		Page
Figure 1	A Framework for TBLT	24
Figure 2	Conceptual Framework Design	29
Figure 3	The Model of the Research Procedure	31
Figure 4	The Outline of the Cover of the Students' Book	69
Figure 5	The Outline of the Content of the Students' Book	70
Figure 6	The Outline of the Cover of the Study Guide Book	71
Figure 7	The Outline of the Content of the Study Guide Book	71

LIST OF TABLES

Table		Page
Table 2.1	Core Competence and Basic Competence of Writing Skill for Tenth Grade Students of Senior High School	12
Table 3.1	The Organization of the First Questionnaire	35
Table 3.2	The Organization of the Second Questionnaire for Expert Judgement	36
Table 3.3	The Organization of the Second Questionnaire for the Students	37
Table 3.4	The Organization of the Teacher's Interview Guideline	39
Table 3.5	The Category of the Assessment Rating Scale	43
Table 3.6	Data Conversion Table for Second Questionnaire	44
Table 4.1	The Result of the Students' Profile	45
Table 4.2	The Result of the Question Number 1 and 2	46
Table 4.3	The Result of the Question Number 3 and 14	47
Table 4.4	The Result of the Question Number 4,5,12, and 13	48
Table 4.5	The Result of the Question Number 16	50
Table 4.6	The Result of the Question Number 7,8,9, and 15	50
Table 4.7	The Result of the Question Number 11	52
Table 4.8	The Result of the Question Number 10	53
Table 4.9	The Result of the Question Number 16,17, and 18	53

Table 4.10	The Result of the Question Number 19 and 20	55
Table 4.11	The Components of the Course Grid	61
Table 4.12	The Outline of The Supplementary Writing Book and the Study Guide	71
Table 4.13	The Result of the Materials Aspect from Unit 1	82
Table 4.14	The Result of the Presentation Aspect from Unit 1	83
Table 4.15	The Result of the Language Aspect from Unit 1	84
Table 4.16	The Result of the Media Aspect from Unit 1	85
Table 4.17	The Result of the Materials Aspect from Unit 2	86
Table 4.18	The Result of the Presentation Aspect from Unit 2	87
Table 4.19	The Result of the Language Aspect from Unit 2	88
Table 4.20	The Result of the Media Aspect from Unit 2	89
Table 4.21	The Result of the Materials Aspect from Unit 3	89
Table 4.22	The Result of the Presentation Aspect from Unit 3	90
Table 4.23	The Result of the Language Aspect from Unit 3	91
Table 4.24	The Result of the Media Aspect from Unit 3	92
Table 4.25	The Result of the Expert Evaluation	93
Table 4.26	The Result of the Materials Aspect from the Students	95
Table 4.27	The Result of the Instructional Aspect from the Students	95
Table 4.28	The Result of the Media Aspect from the Students	96
Table 4.29	The Average Score of the Book Evaluation from	

	the Students	97
Table 4.30	The Result of the Product Revision Unit 1	98
Table 4.31	The Result of the Product Revision Unit 2	99
Table 4.32	The Result of the Product Revision Unit 3	99
Table 4.33	The Result of the Product Revision of the Study Guide	100

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English in senior high school is important for the students, because English grows to be an important requirement for college admissions, cracking job interview and other needs. In addition, the Indonesian Ministry of National Education states that English becomes one of the compulsory subjects that is taught in senior high school. In senior high school, teaching English focuses on four skills namely listening, speaking, reading, and writing. According to the new curriculum, which is called as Curriculum 2013, learning English is supported by the development of reading culture. Reading culture is actually related to writing culture, because writing is a product of the reading process. Therefore, in Curriculum 2013, writing skill is a crucial skill in English mastery, since it is integrated with reading skill.

In the tenth grade of senior high school, the students have to compose some writing formats such as academic writing, practical writing and personal writing. These kinds of writing formats are listed in the Permendikbud No.69 Tahun 2013 which states that the tenth grade students are supposed to master some writing works for example personal letter, advertisements, essay writing and etc.

In mastering the writing skill, there are many guidelines to be followed by the students. According to Oshima (1998) in *Writing Academic English*, there are

three stages of writing process for example pre-writing, planning, and writing and revising drafts. These stages have to be followed to compose a good writing product. However, some of the English coursebooks do not provide those guidelines. In line, Bao Dat in Tomlinson (2008) states that some coursebooks in Indonesia have poor development of writing skills. He finds that the students are often asked to construct sentences or short paragraphs, but there is no scaffolding to guide them in completing the task. Furthermore, he states that many writing activities do not have clear social function that can be applied in the students' daily life. Thus, the students cannot improve their writing skill, because there is no suitable writing instruction as well as writing activity limitation in some English coursebooks.

Because of those reasons, the students need materials which are more appropriate for them. This is an essential issue to deal, since the students need the appropriate materials to support them learning English. Besides, the appropriate materials do not only contribute to the writing instructions and the students' performance, but also to increase the students' enthusiasm to learn by getting some interesting materials.

Dealing with the needs of appropriate materials, a supplementary materials besides the coursebook which provides practices and informations focusing on the specific writing part that may have more difficulty for the students is needed. The supplementary materials can achieve the teaching learning goals, because it answers the writing problems faced by the tenth grade students. In addition, supplementary materials has some advantages to enhance the students' language

skill and communication skill, because it presents some interesting activities, some challenging tasks and breaks monotony of the writing activity.

In developing supplementary writing materials, the application of Task-Based Language Teaching (TBLT) is the most suitable method to use, because it has appropriate principles in teaching writing. According to Nunan (2004), the principles of Task-Based Language Teaching use a need-approach in content selection, use some authentic texts, focus on the target language, and use the students' personal experience to enhance the students' ability. The use of authentic texts in TBLT can encourage meaningful communication. Besides, this method is also a student-centered method in which the materials come from the students' real world activities. To ensure the effectiveness of TBLT development in writing materials, the outcome of TBLT is based on the assessment at the end of the language teaching. Therefore, TBLT is applicable for developing the writing materials, because the content of the learning materials generates its own language and creates an opportunity for the students' language acquisition.

Based on the explanations, creating supplementary writing materials are worth doing as an additional lesson besides the coursebook to enhance the students' writing ability. Therefore, this research also tries to help the teacher to develop supplementary writing materials using Task-Based Language Teaching that can be used in the teaching-learning process.

B. Identification of the Problem

From the observation in senior high school, several problems related to the writing skill are found. There are some problems which are related to the needs of developing the learning materials. However, these problems are eliminated and chosen in limitation of the problem and will be discussed in the next part of this research.

The first problem is that there is an inappropriate scope of writing materials. Curriculum 2013 has described the appropriate and standardized writing materials for tenth grade students, but some of the writing materials do not suitable with the students' needs based on the classroom observation. Thus, learning writing for tenth grade students does not enhance their writing ability, because the materials do not fit in with the target needs.

The second problem is dealing about the time limitation in the writing activity. Most of the teachers assume that the learning activity will spend more time in doing writing tasks, because they think that the students cannot create an idea spontaneously. Therefore, the English writing skill is rarely taught in the class.

The last problem is about the inadequate writing materials. In the English coursebook by *Kementerian Pendidikan dan Kebudayaan*, the book has provided four skills activities in every chapter of the coursebooks, however the development of the writing skill is not as good as other skills. Consequently, the students cannot increase their writing ability, since there is no plenty writing materials.

C. Limitation of The Problem

After analyzing what are identified in the identification of the problem, it can be concluded that there are some problems such as an inappropriate scope of writing materials, the limitation of time in writing activity and an inadequate writing materials. Thus, this research focuses on developing supplementary writing learning materials based on the Task-Based Language Teaching for the tenth grade students of senior high school.

D. Formulation of The Problem

Based on the previous discussions, the research problems can be formulated as follows:

1. What are the target needs in writing skill for the tenth grade students of senior high school?
2. What are the learning needs in writing skill for the tenth grade students of senior high school?
3. What are the good characteristics of English supplementary writing materials that suitable for the tenth grade students of senior high school?

E. Objectives of the Development

Based on the limitation of the problem above, the study has some objectives that cope the students and English materials. Those objectives are:

1. To describe the target needs of the writing materials of the tenth grade students of senior high school.

2. To describe the learning needs of the writing materials of the tenth grade students of senior high school.
3. To design the appropriate supplementary writing materials for the tenth grade students of senior high school.

F. Specification of The Product

The results of the products are in the form of :

1. Course Grid
2. Study Guide
3. Student Supplementary Coursebook

G. Significances of The Development

This research is expected to give some contributions to the English teaching and learning as follows:

1. For English teachers

   This learning materials can be used as the reference to improve the creativity in developing the writing materials. The teachers can also use this materials in the learning process.

2. For the students

   The results of the research hopefully will be useful for students in their English learning process.

3. For other researchers

The result of the research can be a reference for other researchers who want to develop writing materials based on Task-Based Language Teaching.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1 Writing

a The Nature of English Writing

Writing is one of the important skills that is taught in language learning for senior high school. The definitions of writing are variously stated by some experts. According to Brown (2001:336), writing can be defined as a thinking process which means that in composing writing work, the work can be planned and given with an unlimited number of revisions before its release. In line with Brown, Harmer (2007:3) defines that spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be conciously learned. Therefore, the students cannot be mastered in writing by themselves but they have to learn how to write step by step.

In composing a good writing, a writer has to convey the meaning in written language by giving some explanations that have to be understood by the readers. Therefore, creating an understandable writing work is the purpose of learning writing skills. In order to make a good writing work, Mc Carthy (2000:25-26) explains two important aspects of creating a good piece of writing namely cohesion and coherence. Cohesion can be defined as the surface links between clauses and sentences of a text, while coherence is the feeling that the

elements of a text are bound together. Those aspects determine the quality of a written product.

Writing skill is one of the most difficult skills that is taught in English learning especially for non-English speaking students, because writing can not be mastered naturally instead of taking some learning writing steps to be an expert writer based on Richards and Renandya (2002:303) who state that writing is the most difficult skill to be mastered by foreign students. Furthermore, Grenville (2001:iv) adds that writing becomes hard when the students should think about grabbing the first interesting sentence, blank about what to write, and realize that writing is to find interesting stuff to write. As a result, there are some problems of learning writing for the foreign students such as the students are lack of developing ideas and they do not know how to attract the reader by creating an interesting sentence in foreign language.

In improving the writing skill, the students cannot be composing a good writing product because in learning the writing skill, there are some steps that should be done. Harmer (2007:326) states that the writing processes are divided into three steps namely planning, drafting and editing. Based on theory the students use the characteristics of written language and the aspects of writing to help the students in composing a writing product easily. According to Brown,1994 (in Weigle:2002) the characteristics of written language are divided into seven points.

1. Permanence: oral language is transitory and must be processed in realtime, while written language is permanent and can be read and re-read as often as one likes.
2. Production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.
3. Distance: Distance between the writer and the reader in both time and space ,which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessities greater explicitness on the part of the writer.
4. Orthography: Orthography which carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing,etc).
5. Complexity: Complexity, written tends to have characteristics by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g.repetition of nouns and verbs).
6. Formality: because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.
7. Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

In conclusion, writing is a productive skill that must be learnt and mastered by the English students that involve the processes of planning, drafting, and revising. Writing is means of communication that has to be understood in conveying the meaning and the students have to consider some writing aspects to compose a good writing product.

b The Subskills of Writing

In developing the writing skill, there are some skills of writing components that should be mastered by the students. In line, Brown (2004:221) states that there are a number of subskills of writing. He divides into microskills and macroskills components. Furthermore, Brown (2001: 342-343) mentions a list

of micro and macroskills for written communication which focuses on both the form of language and the function of language.

Firstly, microskills are related to the letters and words in English writing system. The components of microskills are listed in the following:

1. producing graphemes and orthographic pattern of English
2. producing writing at an efficient rate of speed to suit the purpose
3. producing an acceptable core of words and using appropriate word order patterns
4. using acceptable grammatical systems such as tense, subject verb agreement and etc
5. expressing a particular meaning in different grammatical form
6. using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, macroskills focus on some components. The components of macroskills are listed below:

1. using generic structure of written texts
2. achieving communicative purposes of written texts
3. producing coherent writings
4. developing ideas
5. differentiating literal meanings from implied meanings
6. using references based on contexts and applying writing strategies that include such as accurately in using prewriting devices
7. writing with fluency in the first drafts
8. using paraphrases and synonyms
9. soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, the components of micro and macroskills have to be introduced in every stage of writing composition. Those subskills of writing skill will develop the students' writing ability. By understanding the micro and macroskills, it can help the students in improving their writing skill.

c Teaching Writing in Senior High School

Teaching writing in senior high school highlights some relevant aspects. The aspects of teaching writing is important to decide which learning materials that are appropriate with the students's needs. The aspects of teaching writing in senior high school can be divided into two; the regulation of ministry of education and the age range of senior high school students.

Firstly, based on the five principles of teaching-learning process of Curriculum 2013, the English teaching of senior high school is aimed at making the students develop some competences; 1) learning takes place through the scientific method steps; 2) learning activities are students-centered; 3) learning activities do not only take place in the classroom; 4) the learning process utilizes ICT; 5) the learning process is supported with the development of reading culture.

Moreover, in the Curriculum 2013, the standard of competence and basic competence of English teaching and learning for each grade has been regulated. The curriculum becomes a guideline for the teachers in making decisions for teaching. Here is the table presenting the standard of competence and basic competence of writing skill for the tenth grade students of senior high school as shown in Table 2.1.

Table 2.1: **Core Competence and Basic Competence of Writing Skill for the Tenth Grade Students of Senior High School.**

Core Competence	Basic Competence
4. Processing, thinking and communicating in the concrete and abstract's realm which is related to	**4.10 Composing a simple written and oral descriptive text about people, public places, historical**

the school learning development independently, effectively, and creative through scientific method. *4. Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.*	**places which concerns with the social function, text structure and linguistic features based on the appropriate context** *4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*
	4.12 Composing a simple written announcement which focuses on social function, text structure, and lingustic features based on the appropriate context. *4.12 Menyusun teks tulis pemberitahuan (announcement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

The table shows that, in the writing teaching and learning, the tenth grade students of senior high school are expected to achieve the competency of understanding the written language to access knowledge. There are three writing materials that should be mastered by the students. Those materials can be categorized into two namely practical writing and academic writing.

The next aspect of teaching writing in senior high school is the students' age range. In this aspect, the writing learning process should be appropriate with the age range of the students. The learning materials should be interesting for the tenth grade students which are 16-18 years old. In addition, Brown (2001:91) states that the age range of the students of senior high school is between twelve and eighteen which is also called as puberty.

In this stage, the teenager students are in the age of transition, confusion, growing, self-conciousness, and etc. Their intellectual maturation also develops which will be affected in their learning process. At the same time, there are many effort to stimulate the students in understanding the materials by providing the appropriate textbooks. Textbooks that provide enough content for the language use can engage the students in a meaningful learning way.

In summary, the teaching writing materials focus on some basic competences which are mentioned in the regulation of the ministry of the national education for the tenth grade of senior high school students. In developing writing materials, the contents must be interesting and suitable to the students' needs which are related to the technology usage. The use of technology will make the teaching writing more effective and the students will not feel bored.

2 Developing of English Materials

a Definition of Learning Materials

In the English instruction, learning material is one of the important components that can facilitate the teachers in the teaching and learning process. According to Allwright (1990), materials should teach students to learn. The materials should be the resource of ideas and activities for instruction or learning, and they should give teachers the guidelines for what they do in the classroom. He emphasizes that learning materials cannot be a flexible sources that can be used directly in the classroom. However, O'Neill (1990) proposes that materials may suitable for the students' needs, even the materials are not specifically designed

for the students. He also states that learning materials help the teaching learning process because it can be adapted in the classroom activity.

Some of the English coursebooks show that the learning materials are not only in the forms of stories and list of questions but also pictures, videos, charts, and etc. As supported by Tomlinson (1998), he states that a learning materials can also be an authentic materials such as newspaper, food packages, photographs, task written on cards, and also the instruction that is given by the teacher. The authentic materials are needed in English instruction, because they can engage the students cognitively and affectively. It also provides a knowledge of the language in use that can help the students to understand the language.

Learning materials also emphasize the learning activity, beside giving the authentic text, because learning activities help the students in understanding the materials by doing an experiental approach (Kolb,1984). Providing some activities in learning materials can facilitate the students to participate in meaningful communication in which the students can achieve their communicative competence. By doing some activities, the students are expected to become more understand about the materials because the students engage the materials easily.

Therefore, learning materials have to provide concrete models of necessary classroom practice which act as curriculum models, and a guideline for the teacher in the teaching learning process. The learning materials are also related to the technology usage so that the materials will attract the students' interest and

fit to the students' needs. Designing good learning materials will affect to the result of the language learning, because learning materials are one of the essential aspects in English instruction.

b Criteria of Good Materials

In developing learning materials, the content of the learning materials should be a good, because it will affect the teaching learning process. In considering the good materials for the students, the materials should be followed by some principles of designing the good materials. In line, Hutchinson and Waters (1987:107-108) identify some principles which will guide in designing the materials.

1. The materials provide a stimulus for learning because good materials do not teach the students but they encourage students to learn.
2. Materials help the teacher to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure.
3. Materials embody a view of the nature of language and learning.
4. Materials reflect the nature of the learning task.
5. Materials can have a very useful function in broadening the basis of teacher training, by introducing teacher to new techniques.
6. The materials provide models of correct and appropriate language use.

These materials development guidelines will be an important part of designing a good learning materials, since it provides some important points which are related to compose the learning materials. Furthermore, Tomlinson (1998) identifies criteria of good materials to consider whether the materials are suitable for the students or not because deciding good materials are important in

the teaching learning process. He identifies five criterias of good materials as follows:

1. Materials should achieve impact. Good materials should have impact for the students. The impact of materials can be noticed from the effects on the students, such as their attraction, intention, and interest in the materials.
2. Materials should help students to feel at ease. The materials that make the students be confidence are those which are not difficult to solve.
3. Materials should expose the students to language in authentic use. In order to make the students produce the authentic language use, the comprehensible and authentic input should be used.
4. Materials should provide the students with opportunities to use the target language to achieve communicative purposes. Good materials should facilitate the students in negotiating of meaning. So, the students are forced into using the target language.
5. Materials should not rely too much on controlled practice. The materials should be varied from the guided tasks, semi guided task, to production task. They should be arranged in balance.

In general, good criteria of learning materials are appropriate to the students' needs. The learning materials can be the learning sources and guidelines in classroom activity that help the students to acquire their English acquisition, and it can also help the teacher in providing some learning activities. Therefore, designing good learning materials is important, because it takes very important role in language classes.

c Materials Development

Developing good learning materials that are based on the students' needs are important. The aim of the learning materials is to drive the English instruction whether the students can achieve the learnings' goal or not. Materials development will affect the improvement of students' writing ability, because it is

one of the crucial parts when the teacher cannot provide the materials that suitable with the target needs.

In the materials development, the materials should provide some sources of the learning inputs and the materials that help the students to improve their writing ability. The materials development consist of some authentic materials that are always read by the students. As supported by Tomlinson (1998), he suggests that materials development refers to anything which is done by writers, teachers, or students to provide sources of language inputs and to develop those sources to help language learning. In line with it, Tomlinson in Graves (2000) defines that materials development means creating, choosing or adapting, and organizing materials and activities so that the students can achieve the objectives that will help them reach the goals of the course.

d Supplementary Materials

In developing learning materials, additional materials are needed for the students besides the textbooks. Additional materials or supplementary materials refer to the materials that are taken from another source or any other materials that are designed for learning purposes (Mc Grath, 2002). The content of the supplementary materials are different from the textbooks. The content provides other sources that can be learned by the students.

The supplementary materials should be based on the students' needs that concern with the students' needs and based on the standard competence. It becomes a guideline for students' improvement in understanding specific

materials or giving the students some activities to make the students be able to mastery in a specific skill. Supplementary materials can also be used as additional materials which are designed for the teachers when they cannot find a suitable materials in the textbooks.

Supplementary materials can also be defined as a modern way to learn English, because it brings an interesting materials that cannot be found in textbooks. It provides some activities which are based on the authentic materials or text that create a better learning environment. Furthermore, supplementary materials are not only useful for the students but also for the teacher. In line, Brown (1994) states that teachers need to suplement materials to increase motivation which is the key factor of learning. In addition, Reddy (2003) states that there are some advantages of supplementary materials which are listed below:

a. Creativity
b. Activities can excite students
c. Breaks monotory of the class
d. Encourages situational English
e. Enhances language skills and communication skills
f. Leads to group work
g. Tasks can be challenging

As a result, supplementary materials are needed in teaching learning process as an additional lesson for the students, and it can make the teaching learning process more interesting. By developing the supplementary materials, the teaching learning process can engage the students in understanding the materials. The supplementary materials also help the teacher in providing the materials and facilitate the teacher to make an exiciting classroom activity.

3 Task-Based Language Teaching

a Definition of Task-Based Language Teaching

In language teaching, there are many designs of learning materials approaches. One of the learning materials methods is by using Task-Based Language Teaching or Task-Based Instruction. Richards (2006) states that Task-Based Language Teaching (TBLT) is an approach which is based on communicative competence by using interactive tasks in language instruction. The core of developing materials by using Task-Based Instruction emphasizes the learning materials by using tasks as the primary unit that is used.

Task-Based Language Teaching can be applied for developing materials, because many experts have proposed many therories about TBLT. Those experts believe that the approach are fitted with the students' needs, because it emphasizes the students' needs and the authentic materials in order to develop the learning materials, activities, tasks and etc. In line, Nunan (2004) purposes six principles of Task-Based Language Teaching as follows:

1) A needs-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 students to focus not only on language but also on the learning process itself.
5) An enhancement of the students' own personal experiences as important contributing elements to classroom learning.
6) The linking of classroom language learning with language use outside the classroom.

Therefore, designing learning materials by using Task-Based Instruction is suitable for the students because the tasks are based on the target needs (Long, 1985:89). Developing the learning materials based on the students' needs makes the students can understand the materials easily. In addition, TBLT also focuses on how the students communicate in their daily life or outside the classroom in their learning materials by using an authentic text, because the students are expected to be able to communicate with other people outside the classroom.

b Definition of Task

Task-Based Language Teaching is related to designing many tasks as the core of learning materials. Tasks can be divided into two namely pedagogical tasks and real-world tasks. Real world tasks refer to tasks that reflect a real-world language use such as role play, while pedagogical tasks refer to tasks that are designed for classroom language teaching by using a specific types of language such as presentation (Richards,2006).

A task is a work plan to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed or not. In addition, Richards, et al (1986:289) purpose that a pedagogical task is an activity or action which is carried out as the result of processing or understanding language. In line, Ellis (2003) defines a pedagogical task as tasks that occur in the classroom. Based on Nunan (2004), he defines a pedagogical task as a piece of classroom work that involves students in comprehending, manipulating, producing, or interacting in the target language. A pedagogical task is a task that

can be used in the classroom during the teaching learning process. The pedagogical task is not suitable to be used outside the classroom because the content is more rigid. There are actually many types of tasks. According to Willis (1996), he proposes six types of tasks as the basis for Task-Based Instruction as follows:

1. Listing tasks: the processes of explaining their ideas by brainstorming and fact-finding. For example, the students have to make up a list of things they would bring if they were going to school.
2. Sorting and ordering: the activity is doing by group work consists of two students and they have to sequence the tasks to set an information ordered and sorted according to specific criteria.
3. Comparing: this task involves comparing infornation of a similar nature but from the different sources by matching and finding similarities or different.
4. Problem-solving: analysing the situation of the problem, giving a reason, and making a decision to solve the problem.
5. Sharing personal experiences: these tasks encourage students to talk more freely about themselves and share their experiences with others
6. Creative tasks: a project that involves the students to work in group in order to do a free creative work.

c Task Grading and Sequences

The content of learning materials are usually graded in various ways. Decisions on what to teach first, what second and what last in the materials reflect the beliefs of the materials development or syllabus designer about grading, sequencing and integrating tasks. According to Richards (2001), gradation is concerned with the grouping and sequencing of teaching items in a syllabus.

Gradation will affect the order in which words, words' meanings, tenses, structures, topics, functions, and etc are presented. Gradation might be based on the complexity of an item, its frequency in written or spoken English, or its importance for the students. In other words, what is taught at the beginning of a lesson is selected, because it occurs frequently or because the students needs are immediate for real-world communication. In line, Richards, Platt, and Weber in Nunan (2004) explain that grading is the arrangement of the content of a language course or textbook so that it is presented in a helpful way.

The aim of grading and sequencing the task is to decide which content that comes first and which comes later. It is also used to give the different level of difficulty, so the students can improve their ability better. Based on Richards (2001), he proposes the criteria for sequencing content in a language course. Here are the criteria of sequencing task.

1. **Simple to complex**
   In sequencing tasks, the commonest ways used is sequencing by the level of difficulty.
2. **Chronology**
   Content might be sequenced according to the order in which events occur in the real world.
3. **Need**
   Content might be sequenced according to the students are most likely needs. The topics are contextualization based on the students needs.
4. **Prerequisite learning**
   The sequence of content might reflect what is necessary at one point as a foundation for the next step in the learning process.

5. **Whole to part or part to whole**

   In some cases, materials at the beginning of course might focus on the overall structure or organization of a topic before considering the individual components that make it up. Alternatively, the course might focus on practicing the parts before the whole.

6. **Spiral sequencing**

   This approach involves the recycling of items to ensure that students have repeated opportunities to learn them.

d A Framework for Task-Based Language Teaching

In this modern language teaching approach, Task-Based Instruction has the different approach to the traditional one like P-P-P (Presentation, Practice, and Production). Task-Based Instruction has its own framework which uses a meaningful interaction that can build the students' language awareness and the language development. According to Willis (1996), there are three sequences of activities that can be followed in developing the materials by using Task-Based Instruction.

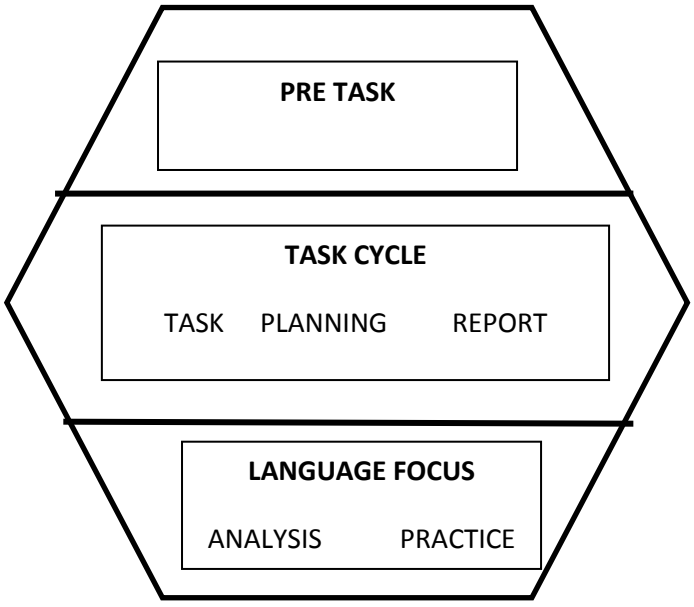

Figure 1 : A Framework for TBLT (Willis,1996)

In Task-Based Instruction, the focuses of learning are divided into three sequences namely Pre Task, Task Cycle and Language Focus. Each sequence has different purpose to engage the learning materials to the students. Pre Task activities, also called as the introduction to topic, mean as the first step to make the students understand about the theme and objectives. In this step, the materials given are related to the warming up process by using some pictures, mime or the students' experience to gather their ideas. In this step, the materials consist of many questions that can help the students to think about the topic in general.

Task cycle is when the students perform the task by doing problem-solving exercises in pairs or small groups. The students then prepare a report for the whole class on how they did the task and what conclusions they reached. In composing the tasks, the materials should be divided into three phase namely Task, Planning and Report.

Firstly, task is an initial phase that should be given to the students. In task, the students are given a text, then they have to express everything related to the text in a small group without any grammatical correction. The emphasis of this phase is that the students will be able to express something spontaneously without any intervention from others and they can build their self-confidence when they express their perspectives in written or oral form.

Planning is the second stage of task cycle where the students have to report the reason of why they give their opinion. In this stage, the teacher gives some corrections and advises for the students to make an improvement in the

students' writing product. The teacher can ask the students to do a peer-editing as one of the writing task. By doing a peer-editing, the students can give a correction for other's work and learn a correct grammar by themselves.

The last stage of task cycle is report where the students are ready with their findings and they have to present in front of the class in a brief report. While a group explains a presentation, other group can give comments or questions related to the presentation. At the end of the presentation, the teacher should comment the content of the students' reports as an improvement for other group presentations. The purpose of this stage is the students are trained to be a good public speaker and also build their self-confidence.

Before composing a good writing product, the students have to understand about the English grammar which is also called as language focus. In language focus, there are two aspects that should be concerned by the students namely analysis and practice. The teacher focuses on the language tasks based on the texts that write by the students. In analyzing the language, the teacher asks the students to find the grammar used in a certain text such as find words or phrases related to the topic, find the tenses and etc and reviews what the students found at the end. The second is practice activity based on the language analysis. The practice activities include choral repetition, sentence completion, matching, and etc.

B. Review of Related Study

The related studies of designing a task based learning materials for senior high school students is done by Erythrina Cahyaningsih (2010). The study by Erythrina Cahyaningsih is a research and development study which aimed to provide more integrated reading and writing materials for senior high school students. The research observation was held in SMA BOPKRI 2 Yogyakarta which focus on giving some activities that can grasp the students' attention during the learning process.

The implementation of the study is adapted from Kemp's and Yalden's instructional model and employed research and development method. The materials consist of eight units which provide an integrated reading and writing skills using task based learning. The findings revealed that the designed materials are suitable and acceptable to be used in the senior high school. Based on the research's findings, task based language teaching can be applied in developing the materials to facilitate the students in improving their reading and writing skill.

In this research, the researcher focused on providing the supplementary writing materials which are related to the students' needs. The materials design development was inspired by the previous research which used task-based language teaching to develop the materials. In the materials development, the researcher also used the technology for the writing task, therefore the supplementary writing materials attracted the students' interesting in learning writing.

C. Conceptual Framework

Based on the theories above, the tenth grade of senior high school students need a supplementary materials beyond the textbooks, because it meets the students' needs. The tasks can develop the students' language skills in a meaningful way because the materials and the tasks are based on the authentic materials. Therefore, the researcher starts with the need analysis to provide an appropriate materials with the students' needs.

Although the materials development is a supplementary materials, the tasks should focus on the basic competences based on the Curriculum 2013 as a source in developing the materials. The focus of language skill in this supplementary materials is writing skill, so it is important to provide some writing tasks that are suitable for the tenth grade students. The appropriate topic in each unit is also important to make the students interested in learning writing skill.

In order to develop a set of supplementary writing materials for the tenth grade of senior high school students, the researcher considered the theories explained in the theoretical review to support process in developing materials of this study. They are teaching for young students, teaching writing in senior high school, types of tasks based on task based language teaching, task grading and sequences and the steps of task based language teaching. In designing the materials, the writer uses Jolly and Bolitho's materials development process with some combinations by Yalden and Hutchinson and Waters to arrange the conceptual framework of this study. The conceptual framework of this study is presented in Figure 2.

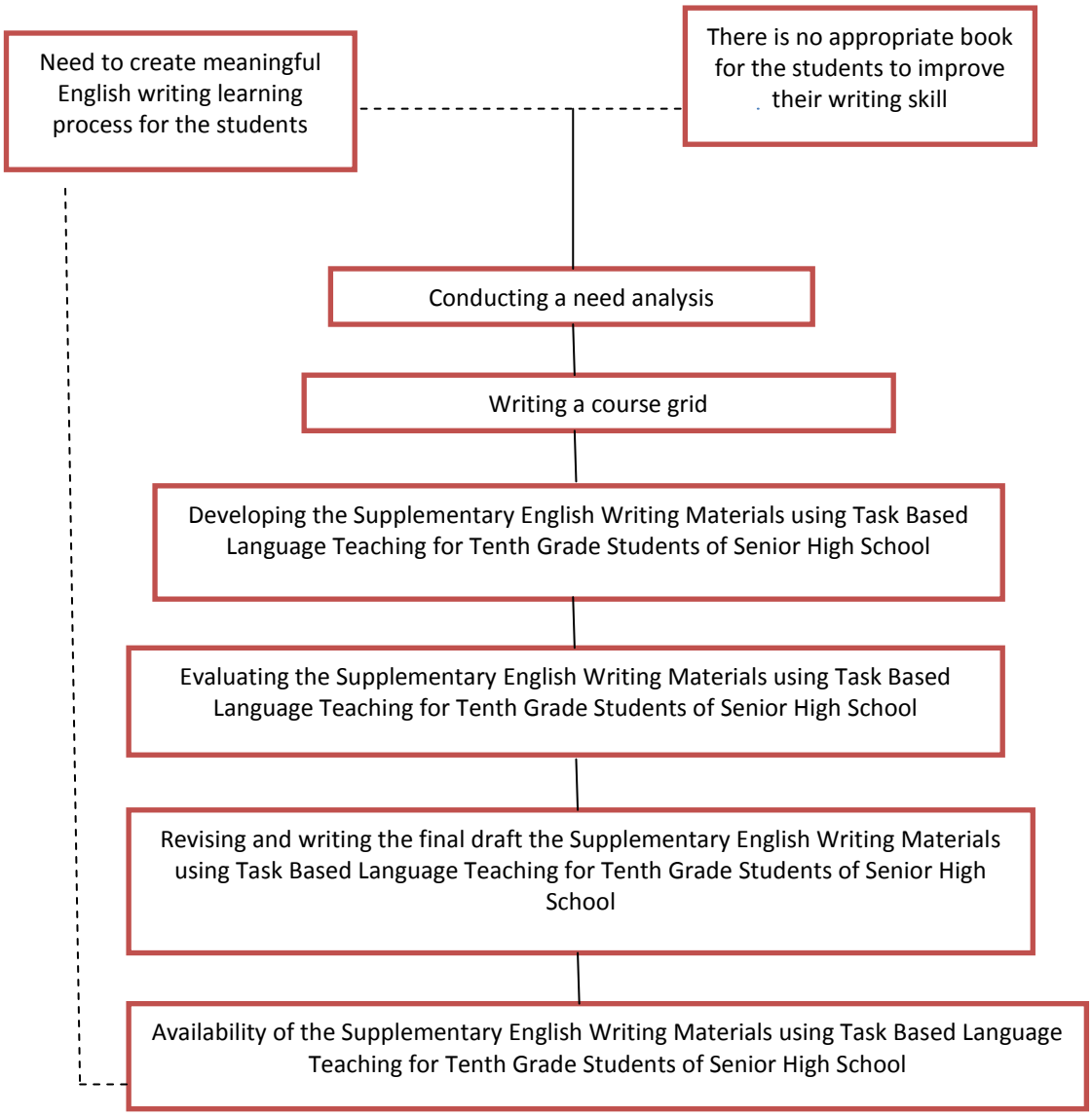

Figure 2 : Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Model Development

This research study is categorized as Research and Development (R&D) because the aim of this research study is to acquire a finished product that can be used effectively in an educational program (Borg, 1983:772). The definition of product does not only refer to the learning materials (e.g textbooks, modules, etc) but also the learning procedure (e.g method of organizing instruction). To make the product can be used effectively in English classroom, the product is specified as writing learning materials which are categorized as additional materials. The research focuses on developing a supplementary English writing learning materials using task-based language teaching for tenth grade students of senior high school.

In developing an educational product using R&D method, there are series of steps that must be taken in this approach which is called as Research and Development cycle. The step of R&D cycle which is proposed by Borg and Gall (1983:775) consists of research and information collecting, planning, developing a preliminary form of the product, preliminary field testing, operational product revision, operational field testing, the final product revision, and dissemination and implementation. Although there are many steps that have to be followed in

conducting the R&D cycle, there are only five important cycle that must be taken in order to develop and validate the product.

B. Procedure of Development

The research procedure in developing writing materials using task based language teaching for tenth grade senior high school students is adapted from Masuhara's model (Tomlinson, 1998:247). Masuhara proposes 5 steps in designing the materials. Those five steps are needs analysis, goals, objectives, syllabus design, methodology or materials, and testing and evaluation. According to Masuhara's, this study used the model as follows:

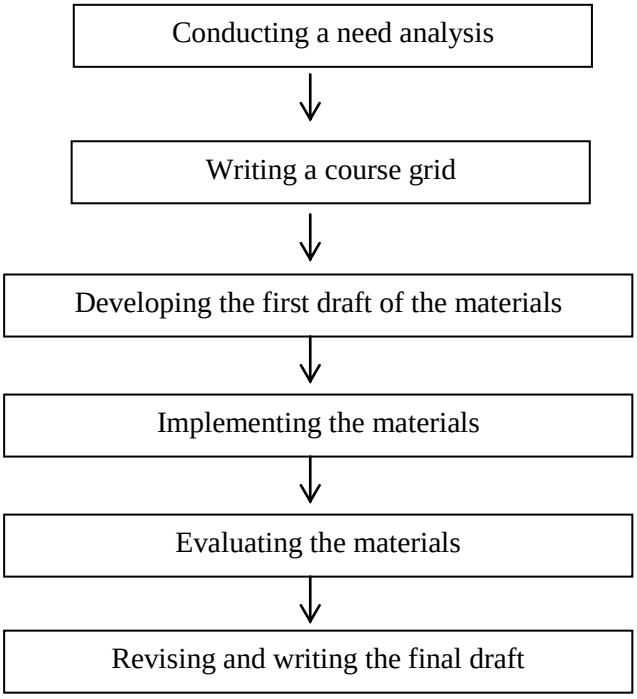

Figure 3: The model of the research procedure modified by Masuhara in Tomlinson (1998:247)

1. Need Analysis

In line with the research question, the first step before developing the supplementary materials was analyzing about the students' needs. The purpose of this stage was to collect information about the students' needs and interests in learning English. The data consisted of the materials about what the students interested in, their opinion about English writing, the learning materials (e.g the input, the task, the topic, and etc), the difficulties in learning English writing, the process of doing writing activity (e.g individually, in pairs, in grup, and etc) and the guidance in doing the writing activities. The result of the need analysis was used as a starting point on developing the suitable English writing materials.

2. Writing the Course Grid

The next step after analyzing the result of the students' needs was designing the course grid of the writing materials. The course grid was developed based on the result of the need analysis. In this step, the course grid consisted of three units of writing materials which represented the two types of text namely descriptive text and recount text.

The course grid consisted of the learning materials and the learning activities that would be conducted in the supplementary writing materials book. The selected topics in each unit was selected based on the students' interest. The theme was graded and followed by basic competencies, key grammatical structure, vocabularies, input texts, and tasks. The materials were presented in

three steps based on task-based language teaching namely pre-task, task cycle, and language focus. The task cycle also consisted of task, planning and report which focused on the task grade, while language focus consisted of analysis and practice which was related to the grammar and vocabulary.

3. Writing the First Draft of the Materials

In developing supplementary materials, the first step was writing the first draft. In this stage, the content of the materials based on the previous course grid. The course grid was used to be a guidance for developing the materials because it contained many parts of learning materials that were appropriate with the students's needs.

4. Implementing the Materials

The completed first draft materials implemented in the writing teaching learning process was to make sure that the materials were appropriate with the students' needs. According to the Lee and Owens (2004), the implementation was divided into individual try out and field try out. In this research, the researcher used the individual try out because of considering the time allocation. The materials had been tried out to 10 students of the tenth grade senior high school students in order to get feedback that was used in revising the materials. Before trying out the materials, the first draft consulted with the thesis supervisor.

5. Evaluating the Materials

After implementing the materials, the materials assessed by the students to measure whether the materials were appropriate with the students' needs or not. The feedback was in the second questionnaire and interview to reflects the lack of the materials. The subject of the questionnaire was the students. The result of the questionnaire was a guidance for improving the writing learning materials.

6. Revising the Materials

At this stage, the materials have been revised to make it more suitable, useful and it met the students' needs. The feedback was used as a revision guidance which was suggested by the students. In revising the materials, the learning materials should be consulted to the thesis supervisor in order to make sure the appropriate learning materials. The final result of the materials was a set of supplementary writing learning materials for tenth year senior high school students using Task Based Language Teaching.

7. Writing the Final Draft of the Materials

In this stage, the result of the revision was written as the final draft of developing the supplementary writing materials. The final result was the product of this research that was supposed to be useful for the students. In other words, the final result of the revision was the writing materials for the tenth year senior high school students' of SMA Negeri 2 Yogyakarta in the academic year 2015/2016 in the first semester.

C. Design of Product Testing

1. Testing Design

a. Questionnaire

There were two types of questionnaire that were used in this research. The first questionnaire was used to get the data about the students' needs. The first questionnaire distributed in the early stage of the study to assess what the students needs are. In the questionnaire, the students were asked to choose some options related to the questions or it was also called as close question. The question consulted with the thesis supervisor before it would be distributed to the tenth year senior high school students' of SMA Negeri 2 Yogyakarta.

Table 3.1: The Organization of the First Questionnaire (Needs Analysis)

No.	Aspect	Question Number	The Purpose of the Questions	Theory
1.	Student's profile	Part A	To find out some information about the students' profile	Graves (2000:103)
2.	Goal	Part B 1,2	To find the information about the students' opinion and interest of learning activities in the classroom	Nunan (2004:41) Graves (2000:103)
3.	Wants	3,14	To find out the students' desire if learning English, especially writing	Hutchinson and Waters (1987:58) Graves (2000:103)
4.	Input	4,5,12,13	To find the information about kinds of input that the students need	Nunan (2004:41-42)
5.	Topic	6	To find the information about the students' preference for the topic of the materials	Nunan (2004:47-49)
6.	Materials	7,8,9,15	To find out the appropriateness of the	BSNP

			content, language, and presentation in the materials	
7.	Needs	10	To find out the students' needs	Hutchinson and Waters (1987:58) Graves (2000:103)
8.	Lacks	11	To find out the students' difficulties	Graves (2000:103)
9.	The involvement of technology	16,17,18	To find the necessity of the technology on learning materials	Beatty (2003:48) Smaldino, Lowther, and Russel (2012:257)
10.	Students' role	19,20	To find the students' role of the teaching and learning process	Nunan (2004:64)

After finishing the first draft, the next questionnaire was used to improve the first draft learning materials which were also called as the second questionnaire. In this second questionnaire, the content of the questionnaire consisted of the question which was used to revise the task. The second questionnaire was the assessment of the first draft. The questionnaire was distributed to the expert and the ten grade senior high school students. The result of the second questionnaire was the improvement of the learning materials.

Table 3.2 : The Organization of the Second Questionnaire (Expert Judgement)

No	Aspect of Evaluation	Purpose	Item(s) Number	Reference

1.	Content	To evaluate the appropriateness of the first draft's materials	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Hutchinson and Waters (1987:99)
2. a.	Presentation I n t	To evaluate the appropriateness of the first draft's materials are presented	12, 13, 14, 15, 16, 17, 18, 19, 20, 21	Hutchinson and Waters (1987:99)
3.	e Language r v	To evaluate the appropriateness of the first draft's language	22, 23, 24, 25, 26, 27	Hutchinson and Waters (1987:99)
4.	i Media e w	To evaluate the appropriateness of the first draft's graphics and media	28, 29, 30, 31	Smaldino, Lowther and Russel (2012: 257)

The questionnaire was also distributed to the students in the tenth grade of senior high school students. The use of the questionnaire for the students was to strengthen the validity of the books that the book was appropriate for the tenth grade students of the senior high school. The questionnaire consisted of 20 questions.

Tabel 3.3 : The Organization of the Questionnaire for the Students

Aspect	No.	Statement	Item Number	References
Materials	1.	The input of the materials are related to the students characteristics	1	Geisert & Futrell (1995)

	2.	The materials are up-to date	2,5	Newby at all (2000)
	3.	The input materials are interesting	6	Heinich in Newby (2000)
	4.	The effectiveness of the language use in explaining the materials	4,8	Arsyad (2002)
	5.	Quality of pictures in explaining the materials	3	Geisert & Futrell (1995)
	6.	The balance between the materials and the evaluation items	7	Geisert & Futrell (1995)
Instruction	7.	Quality of the instruction	9-11	Geisert & Futrell (1995)
	8.	Quality of the evaluation items	12,13,14	Geisert & Futrell (1995)
Media	9.	The appropriateness of the picture choice	15	Arsyad (2002)
	10.	The effectiveness of the pictures	16	Heinich, et al (1996)
	11.	The appropriateness of the font	17	Heinich, et al (1996)
	12.	The effectiveness of the color	18	Heinich, et al (1996)
	13.	The text efficiency and effectiveness	19	Heinich, et al (1996)
	14.	The involvement of technology is interesting	20	Smaldino, Lowther and Russel (2012: 257)

b. Interview

In obtaining the data of the students' needs, the English teacher was also to be interviewed by the researcher. The use of interview was to get deeper information about the teachers' needs and interests related to the materials that would be developed. The interview consisted of 18 questions.

Table 3.4 : The Organization of the Teacher's Interview Guideline

No.	Aspects	The Purpose of Questions	References
1.	Goal	To find out the teachers' opinion and interest of learning activities in the classroom	Graves (2000:104)
2.	Wants	To find out what the teacher wants to be included the materials	Graves (2000:103)
3.	Input	To find out the information about kinds of input that the teacher use	Nation (2008:1,7-11) Nunan (2004:47)
4.	Materials	To find out the appropriateness of the content and presentation in the materials	Nation (2008:2-6)
5.	Lacks	To find out the problems occured in the writing teaching and learning process	Hutchinson and Waters (1987: 55-56)
6.	Necessities	To find out the teachers' needs.	Graves (2000:103)

2. Subject Design

The subject of the study was the tenth year students of SMAN 2 Yogyakarta to the academic year 2015/2016. There were seven classes which consisted of 30 students. In this study, the subject of the research was taken from 25 students from X IPS which had the similar characteristics of the sample of the study.

3. Techniques and Instrument of Data Collection

   a. Data Collection Techinques

The data collection techniques of this study were questionnaire and interview. The questionnaire were applied in the needs analysis and in the process of the learning materials development. By doing need analysis, the research found out the students' learning charateristics.

The next technique of data collection used interview technique.The result of the interview used in the process of learning materials development. After conducting both techniques, the result of the data analyzed and organized to draw the conclusion of the collected data.

b. Data Collection Instruments

The instruments of data collection were questionnaire and interview. The data collection was held on two separated times. The first data collection was held on the beginning of the research by distributing the first questionnaire, namely needs analysis. In this first research, the process of observing the data was used to find out the profile of tenth year students of SMAN 2 Yogyakarta and the students' needs and interests in learning English writing in the form of multiple choices.

The second questionnaire distributed for the students to assess the appropriateness of the learning materials designed. The feedback of the questionnaire and the interview were used as guidance for revising the learning materials. In this stage, the students and the teacher had to be interviewed to find out deeper information about the suitability of the students' needs and interests.

c. The Validity and Reliability of the Instruments

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

Alpha Cronbach formula was used to measure the reliability in this research. There were five possible points. They were Very Good for 5 points, Good for 4 points, Fairly for 3 points, Poor for 2 points and Very Poor for 1 point. The instruments were tried out to the grade ten senior high school's students and the expert. After distributing the questionnaire, the researcher made a recapitulation of the students and respondents' answers.

4. The Technique of Data Analysis

The data and the information obtained were used to develop the task-based supplementary writing book. There were two types of data collected in this research. They were qualitative and quantitative data. The interview data were analyzed as the quantitative data while the questionnaire data was analyzed as quantitative data.

a. The Qualitative Data

The qualitative data were obtained from the teacher's interview. The interview was based on the interview guideline. The blueprint of the interview guideline had been mentioned before. The result of the interview was written in the form of interview transcripts. The aim of the interview was at finding information about the students' characteristics, students' needs and interests and the needs of English teaching and learning process. The results of the data were used to develop the book in order to make it appropriate with the students' needs.

b. The Quantitative Data

The researcher used *Likert Scale* in analyzing the data. *Likert Scale* was used to quantify the respondents' opinion through the questionnaires. The quantitative data were obtained from the first questionnaire in the needs analysis and second questionnaire in the implementation. There were 5 points in the *Likert Scale*. Scoring of the data formulated in the following formula.

1 = Very Poor

2 = Poor

3 = Fairly

4 = Good

5 = Very Good

In deciding the most answer that was chosen by the students in need analysis, the data were analyzed by using percentage. The percentage formula would be explained as follows:

$$\%X = \frac{f}{N} \; x \; 100\%$$

$\%X$ = total of percentage
f = the amount of the chosen option
N = the total amount of the students

After calculating the percentage, the data from the *Likert Scale* then were converted into descriptive statistics. The data conversion table proposed by Purwanto (2009) was used to describe the result using descriptive analysis. Below is the data conversion table.

Table 3.5: The Category of the Assessment Rating Scale

No	Scale	Category
1.	86%-100%	Very Good
2.	76%-85%	Good
3.	60%-75%	Average
4.	46%-59%	Bad
5.	≤45%	Very Bad

(Purwanto,2009)

The second questionnaire which was addressed to the expert to get their judgements was also analyzed using *Likert Scale*. The data from this questionnaire was measured by using Mean and analyzed by using formula proposed by Suharto (2008) which is:

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

Where: Mn= Mean

Σfx= total score

N= total number of data

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

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

Where: R= Range

Xt= highest score

Xr= lowest score

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

Table 3.6 : Data Conversion Table for Second Questionnaire

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

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Result of the Development

1. The Needs Analysis

a. The Result of The Questionnaire for Tenth Grade Students

The need analysis questionnaire was a close-ended questionnaire and it consisted of 20 questions with four answer. In the certain questions, the students can choose more than 1 answer. In describing the result of the students questionnaire, the explanation was divided into two aspects; there was the descriptions of the students' profile and the descriptions of the students' needs.

a) The Descriptions of the Students' Profile

Table 4.1 : The Result of the Students' Profile

Number of the Students	Sex		Age Range
	Male	Female	
25	12	13	16-17

Based on the table above, the data collection was distributed to a balanced number of the students which was 12 male and 13 female. The result of the need analysis data represented about what the students' needs was about writing learning materials. The sample of the students was categorized as the young students students in the tenth grade because the range of the students age was from 16 years old to 17 years old.

b) The Descriptions of the Students' Needs

1) Goal

Table 4.2 : The Result of the Question Number 1 and 2

No.	Question	Item	N	%
1.	How is the English teaching and learning process in the classroom especially in writing activities?	A. very interesting	0	0%
		B. quite interesting	**14**	**56%**
		C. not interesting	11	44%
		D. very not interesting	0	0%
2.	How important is the ability to write in English?	**A. very important**	**18**	**72%**
		B. quite important	5	20%
		C. not important	2	8%
		D. very not important	0	0%

The questions number 1 and 2 were aimed to find the information about the students' opinion and interest of learning writing. The questions were related to the students' opinion of writing activity in the classroom and the importance of the learning writing activities. Based on the result of the questionnaire, 56% of the students assumed that writing activity in the classroom was already quite interesting. The students really realized that learning writing was important for them. In the number 2, the rest of the students stated that the writing ability was

very important in English. It means that the students really needed the writing activity to improve their skill and they want to learn writing in an interesting activity.

2) Wants

Table 4.3 : The Result of the Questions Number 3 and 14

No.	Question	Item	N	%
3.	What are your expectations of the enhancement of writing activities?	A. to be able to improve the vocabulary	6	24%
		B. to be able to use the written language in daily life	6	24%
		C. to be able to write a text correctly	**9**	**36%**
		D. to be able to comprehend the text and answer the question based on the text correctly	4	16%
14.	What are the learning writing activities do you like?	A. continuing the story	7	28%
		B. re-writing the story using the students' own word	6	24%
		C. composing a text based on the picture or the story	**10**	**40%**
		D. completing the blank paragraph	2	8%

The aim of the question number 3 and 14 was to find out the students' desire in learning English, especially in writing activities. In answering these

questions, the students were allowed to choose more than one answer. Some of the students expected that they were able to write a text correctly. It can be seen that 36 % of the students chose "c". The rest of the students preferred to compose a text based on the picture or the story. Based on the table, in the questions number 4, there were 10 students chose "c". It means that most of the students want to be able to write a text correctly and they improve their writing skill by composing a text based on the picture or the story. It can be concluded that in learning writing, the students want to write correctly and they want to learn writing from the picture or the story.

3) Input

Table 4.4 :The Result of Questions Number 4,5,12, and 13

No.	Question	Item	N	%
4.	What kinds of writing materials do you want to have?	**A. short story**	**17**	**39%**
		B. picture	10	23%
		C. article	9	20%
		D. games of writing	8	18%
5.	How do you compose an English text?	A. composing a whole text in Bahasa Indonesia and translating in English	4	16 %
		B. writing an outline in Bahasa Indonesia and translating in English	9	36%
		C. writing an outline in English then composing a whole text	2	8 %

		D. composing a whole text in English directly	**10**	**40 %**
12.	Do you interested in an authentic text for learning English (such as advertisement, newspaper's article, manual book, and etc)?	**A. very interesting**	**12**	**48 %**
		B. interesting	4	16 %
		C. quite interesting	9	36 %
		D. not interesting	0	0 %
13.	How important is learning grammar in composing a text?	**A. very important**	**14**	**56 %**
		B. important	11	44 %
		C. quite important	0	0 %
		D. not important	0	0 %

The questions number 4, 5, 12, and 13 was aimed to find the information about kinds of input that the students need. The students can choose more than 1 answer in certain questions. In deciding the writing learning materials, the students were prefer comprehend the short story to understand the newspaper's article. In order to improve the students writing skill, the question was also to find out the students learning writing method in the input aspect. Based on the table above, 40% students were preferred write an English text directly to make the text outline.

The input of writing materials was not only focused on the text and the learning method but also the text authenticity and the language focus of the text. There were 12 students who were very interested in learning writing from the authentic text such as an advertisement, article and etc. The students assumed that

focusing a linguistic aspect such as grammar was also important. It can be shown that there were 56% of the sudents who stated that learning grammar was very important to minimalize the grammatical error in composing a work.

4) Topic

Table 4.5 : The Result of Questionnaire Number 6

No.	Question	Item	N	%
6.	In your opinion, what kind of writing materials topics that you like the most?	**A. Daily life (school life, family, and etc)**	**22**	**58%**
		B. Health	2	5%
		C. Nature	5	13%
		D. Economic and socio-cultural	9	24%

The aim of this question was to find the information about the students preference for the topic of the materials. In this question, the students can choose more than one answer. There were 58 % students chose the daily life topic which was related to the school life, family and etc. Moreover, the topic affected the students' interest in learning writing materials beacuse it was used in every chapter in the supplementary writing materials.

5) Materials

Table 4.6 : The Result of Questionnaire Number 7,8,9, and 15

No.	Question	Item	N	%

7.	Is the textbook which is currently used in learning writing in the classroom interesting?	A. very interesting	2	8 %
		B. quite interesting	**10**	**40%**
		C. less interesting	**10**	**40%**
		D. not interesting	3	12 %
8.	Is the textbook which is currently used in learning writing in classroom improving your writing ability?	A. very improving the writing ability	1	4%
		B. quite improving the writing ability	**20**	**80%**
		C. not improving the writing ability	3	12%
		D. not very improving the writing ability	1	4%
9.	Is the textbook which is currently used in learning writing sufficient?	A. very sufficient	0	0%
		B. sufficient	11	44%
		C. less sufficient	**13**	**52%**
		D. not sufficient	1	4%
15.	In your opinion, do you think that picture is important in writing activity?	A. very important	10	40%
		B. important	**12**	**48%**
		C. not important	3	12%
		D. not very important	0	0%

The aim of the question was to find out the approriateness of the content, language, and the presentation in the materials. Those questions were measured whether the student English writing textbook was interesting or not. In line with the table above, the questions number 7,8, and 9 were asked about the textbook appropriateness. It can be concluded that the students English writing textbook

was quite interesting but it was less sufficient to fulfil the students' need of writing activity.

Based on the table above, there were 40 % students stated that the English writing textbook was quite interesting whereas there were also 40 % students assumed that the writing activity was less interesting. Moreover, most of the students chose "c" which is considered that the learning writing activities in the classroom were improving their writing ability. However, the writing activities in the textbook was less sufficient.

To make the students more interested in learning writing, the materials were related to the other media such as picture. It can be seen in the table that 48% of the students assumed that picture was important in learning writing.The use of picture in the textbook presentation affected the students' interest in learning writing because they assumed that the picture was important aspect to gain their interest.

6) Lacks

Table 4.7 : The Result of Questionnaire Number 11

No.	Question	Item	N	%
11.	What are the difficulties factor in learning writing?	**A. comprehend the grammar**	**17**	**37 %**
		B. comprehend the vocabulary	10	22%
		C. decide the topic	8	17%
		D. develop the ideas	11	24%

This question was aimed to find out the students' difficulties in learning writing. There were 17 students who chose "a" which meant that the difficulty factor of learning writing was comprehending the grammar. Some of the students assumed that comprehending the grammar was the difficult aspect of improving their writing skill. In this question, the students can choose more than one answer.

7) Needs

Table 4.8 : The Result of Questionnaire Number 10

No.	Question	Item	N	%
10.	In your opinion, do you need an additional writing materials beside the currently English textbook in improving the writing ability?	**A. very need the additional writing materials**	**17**	**68%**
		B. need the additional writing materials	8	32%
		C. not need the additional writing materials	0	0%
		D. not very need the additional writing materials	0	0%

According to the result of the data above, the students expectation of learning writing skill was to be able to write an English text correctly in their daily life. In improving the students writing ability, most of students assumed that the additional writing materials were really needed. It can be seen that 68% of students chose "a" in the question number 10. In the learning writing activity,10 students wanted to write a text based on the picture or the story.

8) The Involvement of Technology

Table 4.9 : The Result of Questionnaire Number 16,17,and 18

No.	Question	Item	N	%
16.	How often does the use of the technology such as mobile phone, laptop, and etc support in learning writing in the classroom?	A. always	3	12%
		B. sometimes	**14**	**56%**
		C. seldom	7	28%
		D. never	1	4%
17.	Do you think that the use of the technology can motivate you in learning writing?	A. very motivated	7	28%
		B. motivated	**16**	**64%**
		C. not motivated	2	8%
		D. not very motivated	0	0%
18.	If there is an additional materials which uses a social media as the learning media, do you think that it can make the learning writing more interesting?	**A. very interesting**	**13**	**52%**
		B. quite interesting	11	44%
		C. less interesting	1	4%
		D. not interesting	0	0%

The purpose of these questions were to find the necessity of the technology on learning materials. The question number 16 was aimed to find out the use of technology in learning writing in the classroom. There were 56 % of the students stated that they sometimes used the technology in learning writing. In the question number 17, the students were asked about the relation between the use of technology and the learning writing motivation. There were 16 students who were

motivated in learning writing when the technology was involved in teaching learning process. The last, the aim of the question number 18 was to find out whether the students were more motivated in learning writing by using social media or not. The use of the social media was interested to the students in learning writing as can be seen in the table which 52% of the students chose "a". It can be concluded that the use of social media in learning writing was very interesting in improving the students' writing skill.

9) Students's role

Table 4.10 : The Result of Questionnaire Number 19 and 20

No.	Question	Item	N	%
19.	How do you expect to finish writing task?	**A. individually**	**8**	**32%**
		B. in pairs	6	24%
		C. in group	6	24%
		D. whole class	5	0%
20.	When you find a problem during writing a text, what do you do?	A. asking a teacher	2	8%
		B. asking a friend	**18**	**72%**
		C. trying to solve problem by yourself	5	20%
		D. doing nothing	0	0%

The aim of the question was to find the student's role of the teaching and learning process. The question number 19 aimed to know about the students's role in doing the tasks. Based on the table above, there is no significant different

between 4 options, but the most of the students chose “a” or there were 32% of the students who preferred to work individually. Therefore, most of the materials development in the supplementary writing materials should be an individual task.

The last question was number 20 which aimed to obtain the students’ role in solving the problem while the students were doing an assignment. It can be seen in the table that there were 18 students solved the problem by asking their friend. On the other hand, there was no student do anything when they got a problem in doing assignment.

b. The Result of the Teacher Interview

The interview was administered to the English teacher of tenth grade students of SMA Negeri 2 Yogyakarta which was designed by using some of the literature reviews. In conducting the teacher interview, the researcher prepared 18 questions related to the English teaching and learning process. The question consisted of the technique in teaching writing, the source of the materials, and the teacher’s opinion about task based writing materials.

R	:	*Media apa yang Ibu gunakan di dalam kelas? Apakah ibu membuatnya sendiri? Latihan apa saja yang digunakan dalam pembelajaran menulis?* What kinds of media do you use in teaching writing? Do you make the media by yourself?What kinds of assignment do you use in teaching writing?
T	:	*Saya menggunakan powerpoint sebagai media pembelajaran yang diambil dari internet dan latihan soal – soal saya ambilkan dari LKS yang dikerjakan dirumah sehingga siswa bisa menjadi lebih aktif.* (I use the powerpoint as the media by searching from the internet and the assignment from the LKS.The writing activity is an assignment from the LKS which is done at home

so the students can be an active students.) *Appendix Interview1*

From the excerpt above, it can be concluded that in English teaching and learning process, the teacher used *LKS* as the learning source and used the Power Point as a media to help the teaching process. *LKS* or additional materials help the students to improve their writing skill individually because the students can do the task at home. The teacher also stated that the limit of time in learning English based on the Curriculum 2013 obstructed the English teaching writing process.

R	:	*Bagaimana menurut Ibu mengenai buku tambahan untuk pembelajaran menulis? Topik apa yang menurut Ibu menarik?* (What do you think about a supplementary writing materials in teaching writing? What kinds of topic that can be interesting in the supplementary materials?)
T	:	*Bagus. Latihan soal di LKS itu kurang. Topik yang terbaru misal diambil dari Jakarta Post karena materi dari buku paket sudah kuno. Penggunaan sosial media juga penting untuk mengembangkan kemampuan siswa.* (Good. The writing activities in LKS are less sufficient for the students. The topic should be up to date such as the article from Jakarta Post because some of the inputs in the textbook are out of date. The use of social media is also important to improve the students' writing skill.) *Appendix Interview2*

According to the transcript above, the recently *LKS* was not interesting enough, because the input materials were out of date and the tasks in *LKS* were not related to the use of the technology. The teacher expected that the learning materials should be more interesting because the supplementary materials were

done by the students individually. The teacher also stated that the learning materials could be more interesting if it was related to the students' life.

R	:	*Apakah penggunaan pembelajaran Task Based mempermudah siswa dalam meningkatkan kemampuan menulis?* (Do the use of Task Based facilitate the teaching writing?)
T	:	*Ya, Task Based sangat mempermudah siswa dalam meningkatkan kemampuan menulis karena dalam menulis, dimulai dari brainstorming, draft sebelum tulisan jadi.Sejalan dengan teori Task Based.* (Yes, Task Based is very facilitating the students in improving their writing ability because in learning writing, the students need to brainstorming, make an outline and the last a whole of the text. Those steps are in line with Task Based theory.) *(Appendix Interview)3*

In developing the writing learning materials, the teacher agreed that Task Based facilitated the student in learning writing, because the focus of improving the writing's skill was doing many tasks. The teacher considered that the use of Task Based theory was appropriate in learning writing since the steps of the method guided the students to learn from the easiest task to the difficult ones. The teacher also assumed that the use of the Task Based theory in developing the supplementary writing materials was a good method to help the students in improving their writing skill.

2. The Course Grid

a. Planning

After conducting the need analysis, the researcher wrote the course grid as the guideline of developing the writing materials. The course grid was written based on the result of the need analysis and the basic competences of Curriculum 2013. The curriculum was used in SMA Negeri 2 Yogyakarta. The course grid used the basic compenteces 4.10 and 4.12 which consisted of descriptive texts and announcement. The learning materials development was based on the Task Based Language Teaching.

As mentioned before, in this supplementary writing materials, there were two text types, they are descriptives text and announcement. The supplementary writing book was developed into three units. The first and the second units were descriptives text which are about describing people and place while the third unit was short functional text which is about announcement.

The theme of the book was related to the students daily life such as school life, family, and etc. It was based on the result of the need analysis that 58% of the students were interested in their daily life theme for learning writing. The theme was divided into three topics. In the unit 1, the topic described person such as family member, popular singer, the students' idol, or etc. In the unit 2, the text was also descriptive text but it described places such as a well-known tourist attraction or historical buildings. The last topic was an announcement such as a school event announcement or cancellation announcement.

The learning objectives of the lesson were important for the students to make them understand about the generic structure and the language features of the descriptives text and announcement. After deciding the learning objectives, the indicators were listed in detail. There were some indicators in each unit that indicated the abilities that should be learned by the students in every unit.

In the learning materials, there were six sub components they are text, content, generic structure,social function, grammar and vocabulary. The six sub components were taken from the basic competences of Curriculum 2013 which concerns with the social function, text structure and the language features. According to Hutchinson and Walters (1987) in materials design, the course grid should consist of some components in which each sub component has the different function to explain the learning materials in detail. The purpose of the social function is to make the students understand why they should learn the text and understand the moral value of the text. The text structure is also called as generic structure which explain about every part in the text. The language features can be divided into sub aspects such as grammar, vocabulary, and etc which explain about the linguistic aspect of the text.

Besides those components, there were another component such as learning activities, evaluation, teaching kits, and time allocation. The learning activities were related to the technique that was used in developing the materials based on the literature review. The next was evaluation which contained the answer key of the writing task and the self reflection to measure the improvement of the students' writing skills. Teaching kits were the media that were used in doing the

writing activities. The last was the time allocation which contain the time estimation in doing each task.

b. Developing the Course Grid

In developing the course grid, it was designed based on the materials development by Hutchinson and Waters (1987) and the result of the need analysis. There were two text types that were explained in this book, but it contain three units. There were many components of the course grid which can be seen as follows.

Table 4. 11 : The Components of the Course Grid

Basic Competence											
Unit	Indicators	Learning Materials						Learning Activities	Evaluation	Teaching Kits	Time Allocation
		Text	Content	Generic Structure	Social Function	Grammar	Vocab				

According to the table above, the first component of the course grid was the basic competence. The competence was taken from the Curriculum 2013. The basic competence was the number 4.10 and 4.12. The contents of the basic competences were the implementation of descriptives text which was describing people and place and short functional text which is in the form of written announcement.

The second component was unit. As presented before, the unit of this writing materials book was divided into three units. Unit 1 was describing about

people, unit 2 was describing about place and unit 3 was announcement related to the student's daily life . Unit 1 and 2 were based on the basic competence number 4.10 and unit 3 based on the basic competence number 4.12.

The third component of the course grid was indicators. The indicators of the unit was different because it was based on the learning objectives in the basic competence. The indicators of each unit explained some learning objectives' points which have to be passed by the students at the end of the lesson. The learning indicators can be seen in the learning process.

The fourth component of the course grid was learning materials. As presented before, the learning materials consisted of six sub components. Those six sub components were text, content, generic structure, social function, grammar, and vocabulary. Those sub components were developed based on each type of text. In the unit 1 and 2 the generic structure and the social function were similar, but in the other components, it were different based on the topic of the text.

The next component was learning activities. In this component, the researcher used the Task Based Language Teaching as the materials development technique. The learning activities were divided into three parts pre task, task cycle and language focus. Pre-task and task cycle were the technique of designing the materials while language focus was included in the task cycle. In the task cycle, there were three sub steps which were task, planning, and report. The tasks were

sequenced based on the level of the task difficulty which is from the easiest to the difficult ones.

The next component was evaluation. The evaluation was aimed for the students to assess their work. The evaluation for the students was divided into three which were reflection, answer key and writing self assessment rubic. The reflection was included at the end of every unit in the student book, while the answer key and self assessment rubic were provided in the study guide book. The aim of the evaluation part was to measure the students' writing skills and help the students in doing the task independently.

The seventh component of the course grid was teaching kits. Teaching kits were media that were used by the students in learning writing skills. The teaching kits in each unit was different. The examples of teaching kits were worksheet, picture, puzzle, social media account, wall magazine, and etc. The detail equipments that were used in producing the writing work were also including the teaching kits.

The last component was time allocation. As a supplementary writing materials book, the time allocation of doing the writing work was unlimited in which the students can write the tasks at home. In this course grid, the time allocation was used to estimate the time of producing the work.

The aim of composing the components of the course grid were to achieve the learning objectives of the lessons. The course grid can be also as guideline in developing the writing materials. The components of the course grid were listed to

support the teaching and learning process. Therefore, developing course grid was the important part of developing the learning materials.

c. The Description of the Course Grid of Supplementary Writing Materials using Task Based Language Teaching

1. Unit 1 : What does she look like?

The topic of the first unit in the supplementary writing book was about the description of someone. The title of each unit used the question tag to reflect the expressions that always use in each text topic. In this unit, the students learned about the descriptive text which concerned in describing people. The students were given some stories, pictures, and etc to help them comprehend the materials.

The indicators were listed to achieve the learning objectives of the lessons. The students were expected to answer some questions, mention the social function, write the generic structure of the text, write a descriptive paragraph, compose a correct short paragraph, and compose a descriptive text. The indicators were related to other components of the course grid.

As mentioned before, there were six components in the learning materials. The input of the texts were My Best Friend, Dian Pelangi, Wanted Announcement, and Emily's Potrait. The input was taken from the authentic text which contained the description of someone such as in wanted announcement or Dian Pelangi's short biography. The content of the learning materials was based on the text. The generic structure of the descriptive text was identification and description. The social function of descriptive text was to describe and reveal a

particular person, place or thing. The grammar that was used in this unit was simple present tense. The vocabularies used were related to the adjectives of the people's physical appearance.

The learning activities were divided into two steps. The first was pre task which was presented some pictures to warm up the students and the second was task cycle. In the task cycle, there were three stages which were task, planning and report. In the task stage, the students read some descriptives text and wrote down the answer based on the questions. In the planning stage, the students tried to compose a simple sentence by using the adjectives word. The last stage was report. In this stage, the students shared their work by composing a simple announcement of missing people or wanted.

The evaluation of each unit was divided into two answer key and rubic. Every evaluation in each unit was similar because each task was provided the answer key for the students in the study guide book. The rubic of each unit was presented at the last page of the study guide book which was used to assess the improvement of the students' writing ability.

The teaching kits used in each stage were different. The media that were used in the pre task activity were worksheet, puzzle and picture, while in report stages, the media used in this stages were scissors, picture and other equipment related to composing an interesting announcement. Those media supported the teaching and learning process as well.

The last component of the course grid was time allocation. The time allocation in every activity was different. The different of the time allocation was determined based on the difficulty level of each task. For example in matching activity, it took only 5 minutes while in composing the announcement, it took 10 minutes. It was different because composing the announcement was more difficult than matching the pictures.

2. Unit 2 : Where is it located?

The topic of the second unit in the supplementary writing book was about the description of tourist attraction. In this unit, the students also learned about the descriptive text but the topic was different. In this unit, the topic was describing the place. The inputs were about Prambanan Temple, London, and some short description texts.

The indicators and the social function of this unit were similar to the previous unit which was also the descriptive text. The grammar used in this unit was simple present tense. The vocabularies used were related to the adjectives word based on the story or the picture such as beautiful, wonderful, scenery, forest, waterfall, and etc.

In the pre task activity, the students were given a picture of tourist attraction, and they wrote down the adjectives related to the picture. In the task stage, the students were given some of the texts and the students answered the questions related to the short paragraph. The second stage was planning. The students chose one of the tourist attractions they liked and wrote down the simple

sentence related to the picture. In the report stage, the students uploaded the picture in their social media and wrote down the descriptive text in the caption.

The time allocation in each unit was similar because the time allocation was varied. The time allocation based on the difficulty level of each task. Although the time allocation was similar, the teaching kits were different. The teaching kits were based on the equipment of the task. In this unit, the teaching kits were picture, worksheet, puzzle and social media acoount for uploading the task.

3. Unit 3 : When will the event held?

In this unit, the students learned about announcement text which the topic was school event announcement. The input texts were related to the school event such as university open house, basketball event, english speech contest, and etc. Although most of the announcements were the school event, the other topic was also provided such as the arrival cancellation. The example of the arrival cancellation was the sample of the authentic text that was used in public area.

In this unit, the students were expected to be able to comprehend the short functional text such as announcement, mention the generic structure of the text, re- write the generic structure of the text, write an announcement, and create an announcement in the classroom wall magazine. In learning materials, the students learned about the generic structure of the text and the expression used in writing the announcement such as the opening and closing.

The social function of announcement was to inform what was happened or what will happened. The generic structure of the text were opening, content and closing. The grammar of announcement was simple present tense. The vocabularies used were related to the announcement such as final, tournament, basketball, and etc.

The learning activities of the announcement were matching and answering the question for the pre-task activity. In the task cycle, there were many activities which were provided such as completing the missing part of the paragraph, numbering the jumbled sentence and etc. In the report stage, the students composed an announcement and they have to patch the work in the classroom wall magazine.

The media used in this unit 3 was similar with the unit 1 and 2. The media were picture and worksheet. The difference of the media used was seen in the report stage. The students composed a handmade school event announcement and the teaching kits adjusted to their needs such as scissors, picture, paper, and etc.

3. The Format of the Activities
    a. The Course Grid, Supplementary Writing Book and Study Guide Book

In this research, the researcher developed three teaching instruments which were related to one another. There were the course grid, the supplementary writing book and the study guide book. Each book had different purposes to be used. As mentioned before, the course grid was the result of the combination of

the need analysis and the basic competences, while the supplementary writing book was the product of the course grid which was used in teaching and learning process. The last product was the study guide which was used for the manual book in using the supplementary writing book.

In order to make the supplementary writing book more interesting, the researcher used many pictures, colours, and attractive layout and design. In this supplementary writing book, the researcher used Task Based Language Teaching for developing the writing materials. As presented before, the book consisted of three units and each unit consisted of 15 tasks which were developed based on the theory. The format of the supplementary writing book design can be seen in the following.

1) Cover of the book

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

Figure 4 : The Outline of the student book's cover

2) Content of the book

Table of content

UNIT...

A. Pre task activities

Pre task stage

(Task 1-3)

B. Let's Go

Task

(Task 4-12)

C. Let's Write

Planning

(Task 13-14)

Report

Task 15

D. Summary

Picture References

Figure 5 : The Outline of the Content of the Student Book

In using the students' book, the study guide was the important book that can help the students to use the book. The study guide book consisted of some explanations about the book procedure, the answer key and the writing self assessment rubic. The content of the study guide book was used as the guidance in using the supplementary writing book, while the answer key and the rubic were be the complement of the book. The writing self assessment rubic was used as the reflection of the students' writing improvement. The format of the study guide book can be seen in the table as follows.

1) Cover of the Book

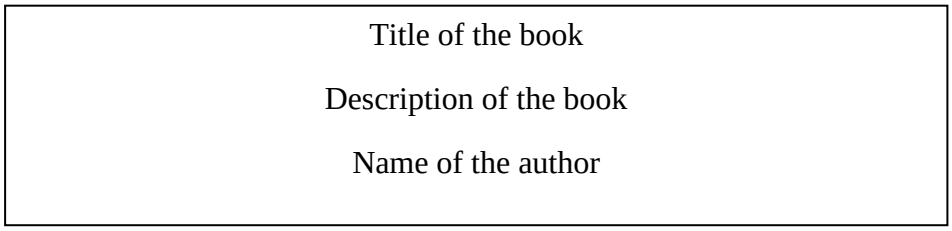

Figure 6 : The Outline of the Cover of the Study Guide Book

2) Content of the Book

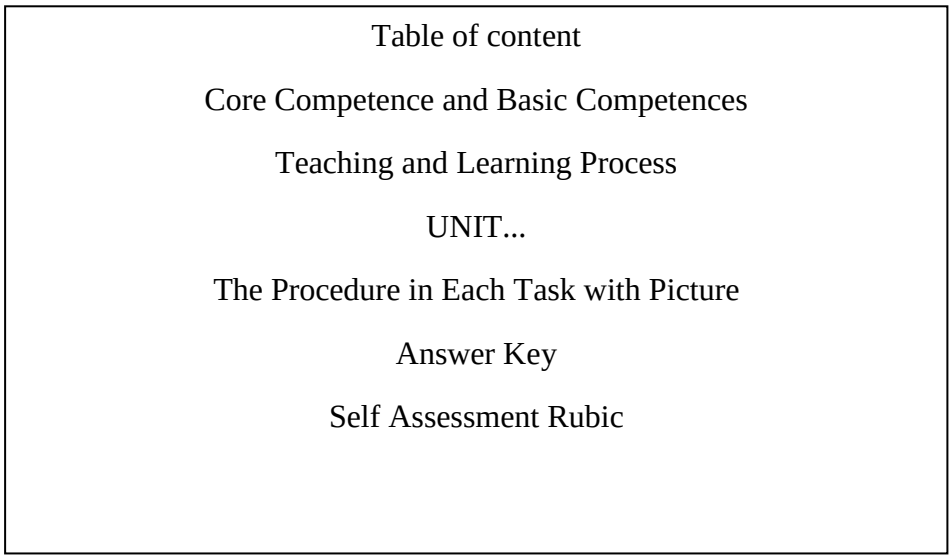

Figure 7 : The Outline of the Content of the Study Guide Book

b. The Outline of the Supplementary Writing Book and the Study Guide Book

Table 4.12 : The Outline of the Supplementary Writing Book and the Study Guide

Unit	**Stage**	**Tasks**	**Activities**	**Materials**

Unit I : What does she look like?	• **Pre-task** Task Cycle : • **Task**	Task 1 Task 2 Task 3 Task 4 Task 5 Task 6 Task 7 Task 8 Task 9 Task 10 Task 11 Task 12	-Match the description with the picture -Match the picture with the adjective word -Check the meaning in the dictionary -Read a descriptive text -Answer the question related to the text -Choose True or False answer based on the descriptive text -Write an appropriate social function of descriptive text -Write the generic structure of descriptive text -Find some vocabularies in the puzzle related to the text. -List the adjectives in the table -Fill in the blank based on the correct grammar structure. -Fill in the blank the descriptive paragraph -Choose the corrrect grammar based on the text -Re write the detail information in the box	Pictures Dictionary Descriptive text Worksheet Wordsearch puzzle

	• **Planning** • **Report**	Task 13 Task 14 Task 15	-Choose one of someone's picture to be written -List some of the adjectives word related to the pictures -Write some sentences using the vocabularies (freewriting) -Choose one of someone's picture who you like -Cut the picture and patch the picture in a worksheet -Write some detailed information about the picture. -Make a simple announcement about missing people or wanted.	Pictures Pictures,Scissors, Glue ,Paper
Unit I I : Where is it located?	• **Pre-task** Task Cycle : • **Task**	Task 1 Task 2 Task 3 Task 4 Task 5 Task 6	-Write down the adjectives related to the picture -Match the picture with the short description -Check the hidden word in the previous task -Read a descriptive text -Answer the question related to the text -Choose True or False answer based	Pictures Descriptive text Worksheet

			on the descriptive text -Write down the number in the right side box	
		Task 7	-Write an appropriate social function of descriptive text	Wordsearch puzzle
		Task 8	-Write the sentence into a good paragraph	Worksheet
		Task 9	-Find some words in the puzzle related to the place.	
		Task 10	-Make a simple sentence using some words from the previous task.	
		Task 11	-Fill in the blank based on the correct linking verb.	
		Task 12	-Fill in the blank the simple sentence to desribe their hometown.	
			-Complete the sentence with the adjectives in the box.	
			-Choose the corrrect sentence or noun phrase into the incomplete letter.	

	• **Planning** • **Report**	Task 13 Task 14 Task 15	-Choose one of tourist destination picture to be written -Answer some questions related to the pictures -List some of the adjectives word related to the pictures -Write some sentences using the adjectives (freewriting) -Using the simple sentences before as a caption in the social media while uploading the picture.	Pictures, worksheet Pictures, descriptive text, social media account
Unit I I I: When will the event held?	• **Pre-task** Task Cycle : • **Task**	Task 1 Task 2 Task 3 Task 4 Task 5 Task 6	-Answer some questions related to the announcement -Match the announcement with the name of place -Match the meaning of the words based on the arrival cancellation situation -Read an announcement -Answer the question related to the text -Complete the missing part of the sentence by using some expressions.	Pictures, worksheet Announcement text,worksheet

		Task 7 Task 8 Task 9 Task 10 Task 11 Task 12	-Read the English Speech Contest announcement -Find the generic structure of announcement from many sources -Write down True or False in the left side of the worksheet based on the previous text. -Write an appropriate information based on the previous task into a good text. -Re write the announcement in the details tabel and write the purpose of the sentence. -Write the important details of the announcement -Put a number of the sentence to re arrange the jumbled paragraph. -Re write the correct announcement in the box.	

	• **Planning** • **Report**	Task 13 Task 14 Task 15	-Write down some opening and closing expression from any sources. -Compose a correct school announcement by using the detail information and expression. (freewriting) -Create an interesting using the students' creativity and patch the announcement to the class wall magazine.	Worksheet Wall magazine, glue, scissors, paper

c. The Description of the Supplementary Writing Book and the Study Guide Book

1) Unit 1 : What does she look like?

In this unit, there were three main activities which were categorized as four stages based on Task Based theory, and it consisted of 15 tasks. The activities were pre task activities, let's go and let's write. According to Task Based theory the pre task activities included in pre task stage, while let's go and let's write included in task cycle.

The first activity in this unit was called as pre task activities. In this stage, there were three tasks which were used to warm up the students about the learning

materials. The tasks were started from the easier tasks that the students was matching the picture with the short description about someone, matching the picture with the adjective word, and checking the meaning in the dictionary.

There were 9 tasks in the second activity. The activity was entitled as let's go which included the task cycle in task part. In this activity, the students did some writing tasks to make them accustomed to write a simple sentence. The input of this unit was text, and the students had to comprehend the text to make sure that they already knew what the descriptive text is. The types of tasks were answering the true or false questions, writing down about the detail information of descriptive text, listing the adjectives, filling the blank paragraph, choosing the correct grammar, and re-writing the someone's description.

The third activity was categorized as planning stages which was entitled as let's write activity. In the planning stages, there were only two tasks which were task 13 and 14. In each task, the students were asked to write in the free writing activity which helped the students to improve their writing skill. The first task asked the students to list some adjectives word related someone's picture, while the second was the activity of writing a simple sentence of describing people.

The last activity was also included in let's write activity, but it was categorized as report. In this activity, the students were asked to write a whole descriptive text by using their creativity. The students did not only write down about someone's description but they also made an interesting announcement based on the theme that they had to make a wanted announcement or missing

people announcement. Those activities were arranged based on the difficulty level of the tasks to make the activity more challenging.

2) Unit 2 : Where is it located?

In the unit 2, the topic was describing places. The activity of the unit 2 were divided into three main activities which consisted of 15 tasks. In this unit, the theme was about the tourist attraction, and the task was related to the social media to attract the students' interest. The task development also used Task Based theory and the tasks were arranged based on the difficulty level of the tasks.

The pre task activities consisted of three tasks. First, the students were given a picture of Ratu Boko Temple, then they wrote down the adjectives related to the picture. The second activity was matching the picture with the short description of place. The last was filling the blank of hidden word which was taken from the previous description.

In the task cycle, there were 12 tasks which were categorized into three stages;task, planning and report. In the task stage, there were 9 tasks that were given for the students. The students were given a descriptive text as an input for comprehending the descriptive text about place. The other tasks were choosing true or false question, listing adjectives, finding adjectives, writing a simple sentence, filling the incomplete text, and etc. Although the unit 1 and 2 were similar, the language features that were used were different. The language focus of each unit were given in *learn more* part which explained the language focus of the text.

The next activity was planning activity which consisted of 2 tasks and both tasks were interrelated. In writing this task, the students were asked to answer some questions about the picture of place and listing the adjectives of the picture. The answer of the questions were in a simple sentence and using the adjectives word. In this stage, the students could be free to write because the task was categorized as the free guided task.

The last activity was report the students' work in the students' social media account. The picture that was chosen by the students was uploaded in their social media account and the sentences that were wrote by the students became a caption. The students used their social media account such as instagram, path, twitter, and etc and they gave the hashtags to make their photos more interesting. The aim of using social media in teaching and learning process was to make the learning process more interesting and the students were exploring their creativity.

3) Unit 3 : When will the event held?

In this unit, the students learned about announcement which related to their daily life such as in school, rail station, or in the airport. The text of the announcement was an authentic text, so the students comprehended the text easily. The first task in this unit was answering some questions related to the announcement. The second task was matching the appropriate announcement with the name of place where the announcement was taken from. In the task 3, the students were asked to match the correct word meaning.

In task stage, the input of the activity was a text to make the students comprehend the text by themselves. To make sure whether the students comprehend the text or not, the following tasks were answering some questions in many ways such as listing, re-write the text, fill in the blank, and rearranged a jumbled paragraph. In this unit, the students were asked to write more in every task to improve the students' writing ability.

The next activity was planning. In this activity, the students were asked to find out the expression of opening and closing in the announcement from many sources. The opening and closing of the announcement were important because they included as the generic structure of announcement, while the content based on the event such as date, time, venue, and etc. The next task was composing a school event announcement with the given detail information of the event. The students were asked to write down an interesting announcement by combining some opening and closing expressions with the given information.

The last activity was composing a work. In this unit, the main topic was composing an announcement which was related to the school event. The students were asked to create an attractive announcement. They used a classroom wall magazine to publish their work and the aim of using wall magazine was to motivate the students to make an interesting announcement using their creativity. Their friend also gave a comment and suggestion of their friends' work.

B. The Result of Product Testing

1. The Result of the Expert Judgement

In evaluating the first draft, the researcher distributed the learning materials evaluation which evaluated unit 1, 2 and 3. The learning materials was evaluated by the lecturer to assess the book content for improving the book before implementing the book for the students. There were 31 questions which used the likert scale to assess the materials aspect, instructional aspect and media aspect

a) Unit 1

a. Materials Aspect

Table 4.13 : The Result of the Materials Aspect from Unit 1

Item Number	Statement	Score
1	The learning materials are related to the *SK KD SMA* grade 10 (KD 4.10:describing people)	3
2	The learning materials are related to the students' life	3
3	The learning materials are relevant to the topic	3
4	The learning materials are related to the 10th grade students' needs	3
5	The materials are up to date	3
6	The use of the learning materials are related the students' life	3
7	The materials are related to the students life skills	3
8	The materials consisted of many texts which are appropriate with the students' needs	2
9	The materials are related to the social function of the text	3
10	The materials are aimed to make the students understand about writing the text	2
11	The materials focus on the lingustic features and the grammatical aspect of the text	3

Mean	2.81

According to the table above, the mean of the score from the materials aspect is 2.81. It means that the materials aspect of unit 1 from the supplementary writing materials using task based language teaching is good. Most of the score in the materials aspect were 3 which means good while there were two numbers which is 2 or fair. The evaluation of the materials was aimed at evaluating the book performance and affordability before constructing the second draft.

b. Presentation Aspect

Table 4.14 : The Result of the Presentation Aspect from Unit 1

Item Number	Statement	Score
12	The task sequences are arranged systematically; from the easiest task to the difficult ones.	3
13	The tasks in each part are balance.	3
14	The aim of the task arrangement focuses on communicating in written form.	3
15	The tasks refer to make the students can creatively thinking.	3
16	The tasks help the students to work individually.	3
17	The tasks are arranged systematically based on the Task Based theory; guided activity and free guided activity.	3
18	The tasks consist of the students' skill evaluation to measure the students' understanding of writing materials.	3
19	The tasks consist of pre task, task cycle and language focus.	2
20	The tasks consist of the vocabulary materials based on the topic.	3

21	The tasks consist of the difficult word based on the topic.	3
	Mean	2.9

Based on the table above, the mean of the score from the presentation aspect is 2.9. It means that the presentation aspect of unit in the supplementary writing book 1 is good. The presentation of the book based on the Task Based Language Teaching's theory. The result of the book's score can be used as the book evaluation in the presentation aspect to improve the book before implementing the second draft.

c. Language Aspect

Table 4.15 : The Result of the Language Aspect from Unit 1

Item Number	Statement	Score
22	The students can understand the instruction easily.	2
23	The language use can improve the students' cognitive aspect.	3
24	The book has minimum grammatical mistakes in the language use.	3
25	The book uses an appropriate English spelling word.	3
26	The book has an appropriate word choice.	2
27	The language focus in each materials are related to the other materials.	3
	Mean	2.67

In line with the table above, the result of the language aspect in unit 1 is 2.67. The result means that the language use in the book is good. Although the score is good, the lecturer assessed that the book instructions are not clear enough and it was difficult to understand. The instruction of some tasks needed revision to make the instruction easier to understand by the students. The evaluation of the book could be the suggestion of the book's improvement.

d. Media Aspect

Table 4.16 : The Result of the Media Aspect from Unit 1

Item Number	Statement	Score
28	The appropriateness of the font style.	3
29	The appropriateness of the font size.	3
30	The appropriateness of the book colour.	3
31	The effectiveness and the appropriateness of the picture choice	3
	Mean	3

Based on the table above, the score of the media aspect's evaluation is 3. It means that the media such as the font and the picture choice are good. The lecturer commented that the book was colorful enough and it can attract the students to improve their writing's skill. Even though the result of the media aspect was good, the lecturer suggested that some of the font in the unit 1 should be in a bigger and bold font to make the word more eye catching. The aimed of the media aspect's evaluation was used to improve the second draft book.

b) Unit 2

a. Materials Aspect

Table 4.17 : The Result of the Materials Aspect from Unit 2

Item Number	Statement	Score
1	The learning materials are related to the *SK KD SMA* grade 10 (KD 4.10:describing place)	3
2	The learning materials are related to the students' life	3
3	The learning materials are relevant to the topic	3
4	The learning materials are related to the 10th grade students' needs	3
5	The materials are up to date	3
6	The use of the learning materials are related the students' life	3
7	The materials are related to the students life skills	3
8	The materials consisted of many texts which are appropriate with the students' needs	2
9	The materials are related to the social function of the text	3
10	The materials are aimed to make the students understand about writing the text	2
11	The materials focus on the lingustic features and the grammatical aspect of the text	3
	Mean	2.81

Based on the table above, the result of the materials aspect in unit 2 is 2.81. It means that the materials of unit 2 in the supplementary writing using task based is good. Although the result was good, the lecturer suggested that the book needed an improvement. The lecturer stated that some of the tasks were not related to the writing's skill, so there were two items which are fair. The result of the evaluation improved the book content for the students.

b. Presentation Aspect

Table 4.18 : The Result of the Presentation Aspect from Unit 2

Item Number	Statement	Score
12	The task sequences are arranged systematically; from the easiest task to the difficult ones.	3
13	The tasks in each part are balance.	3
14	The aim of the task arrangement focuses on communicating in written form.	3
15	The tasks refer to make the students can creatively thinking.	3
16	The tasks help the students to work individually.	3
17	The tasks are arranged systematically based on the Task Based theory; guided activity and free guided activity.	3
18	The tasks consist of the students' skill evaluation to measure the students' understanding of writing materials.	3
19	The tasks consist of pre task, task cycle and language focus.	2
20	The tasks consist of the vocabulary materials based on the topic.	3
21	The tasks consist of the difficult word based on the topic.	2
	Mean	2.8

According to the table above, the book presentation is good. It can be seen from the mean score in the table which is 2.8. The learning materials were arranged systematically based on the Task Based's theory. The aimed of the presentation aspect's evaluation was used to improve the second draft book.

c. Language Aspect

Table 4.19 : The Result of the Language Aspect from Unit 2

Item Number	Statement	Score
22	The students can understand the instruction easily.	3
23	The language use can improve the students' cognitive aspect.	3
24	The book has minimum grammatical mistakes in the language use.	3
25	The book uses an appropriate English spelling word.	3
26	The book has an appropriate word choice.	3
27	The language focus in each materials are related to the other materials.	3
	Mean	3

In line with the result of the table above, the language aspect of the book is good. It was measured from the mean of the score which is 3. Although the score was good, the lecturer left a comment to improve the task instructions in some tasks to make the instructions more effective and understandable. The aimed of the evaluation was used to improve the final draft of supplementary writing materials' book.

d. Media Aspect

Table 4.20 : The Result of the Media Aspect from Unit 2

Item Number	Statement	Score
28	The appropriateness of the font style.	3
29	The appropriateness of the font size.	3
30	The appropriateness of the book colour.	3
31	The effectiveness and the appropriateness of the picture choice	3
	Mean	3

Based on the result of the table above, the mean score of the media aspect in unit 2 is 3 which is in the range of $2.25 \leq x \leq 3.24$. It means that the font style, the font size and the book colour is good. The lecturer also suggested that the book should be colorful, so that this unit was interesting for the students.

c) Unit 3

a. Materials Aspect

Table 4.21 : The Result of the Materials Aspect from Unit 3

Item Number	Statement	Score
1	The learning materials are related to the *SK KD SMA* grade 10 (KD 4.12:announcement)	3
2	The learning materials are related to the students' life	3
3	The learning materials are relevant to the topic	3
4	The learning materials are related to the 10th grade students' needs	3

5	The materials are up to date	3
6	The use of the learning materials are related the students' life	3
7	The materials are related to the students life skills	3
8	The materials consisted of many texts which are appropriate with the students' needs	2
9	The materials are related to the social function of the text	3
10	The materials are aimed to make the students understand about writing the text	2
11	The materials focus on the lingustic features and the grammatical aspect of the text	3
	Mean	2.81

According to the table above, the score of the materials aspect is 2.81 which is in the range of $2.25 \leq x \leq 3.24$. It means that the unit 3 of the supplementary writing materials book is good. In this last unit, the learning materials in this unit were better than two previous units. The aimed of the materials aspect's evaluation was used to improve the second draft book.

b. Presentation Aspect

Table 4.22 : The Result of the Presentation Aspect from Unit 3

Item Number	Statement	Score
12	The task sequences are arranged systematically; from the easiest task to the difficult ones.	3
13	The tasks in each part are balance.	3
14	The aim of the task arrangement focuses on communicating in written form.	3
15	The tasks refer to make the students can creatively thinking.	3

16	The tasks help the students to work individually.	3
17	The tasks are arranged systematically based on the Task Based theory; guided activity and free guided activity.	3
18	The tasks consist of the students' skill evaluation to measure the students' understanding of writing materials.	3
19	The tasks consist of pre task, task cycle and language focus.	2
20	The tasks consist of the vocabulary materials based on the topic.	3
21	The tasks consist of the difficult word based on the topic.	2
	Mean	2.8

Based on the result in the table above, the score of the presentation aspect is good. It can be seen in the table that the mean of the evaluation in unit 3 is 2.8 which is in the range of $2.25 \leq x \leq 3.24$. In the unit 3, the tasks arrangement was better than the previous task, while the lecturer suggested that there were some tasks that should be revised.

c. Language Aspect

Table 4.23 : The Result of the Presentation Aspect from Unit 3

Item Number	Statement	Score
22	The students can understand the instruction easily.	3
23	The language use can improve the students' cognitive aspect.	3
24	The book has minimum grammatical mistakes in the language use.	3
25	The book uses an appropriate English spelling word.	3
26	The book has an appropriate word choice.	3

27	The language focus in each materials are related to the other materials.	3
	Mean	3

In line with the table above, the result of the presentation aspect is good. It can be seen in the table that the mean of the score is 3. Although the presentation in unit 3 was good, there were many revisions of the language instruction to make the instructions more effective and communicative.

d. Media Aspect

Table 4.24 : The Result of the Media Aspect from Unit 3

Item Number	Statement	Score
28	The appropriateness of the font style.	3
29	The appropriateness of the font size.	3
30	The appropriateness of the book colour.	3
31	The effectiveness and the appropriateness of the picture choice	3
	Mean	3

Based on the table above, the media aspect evaluation is good. It can be seen in the table that the score result is 3. The evaluation of the media aspect was aimed at evaluating the book before constructing the second draft.

In the conclusion, the expert judgement is important to revise the mistake in the supplementary writing materials book to measure whether the book is appropriate for the students or not. After reviewing the evaluation result from

each aspect in each unit, the book was generally good. It can be seen in the table below that the book result was in the range of $2.25 \leq x \leq 3.24$. Here is the table as follow.

Table 4.25 : The Result of the Expert Evaluation

	Unit 1	**Unit 2**	**Unit 3**
Materials Aspect	2.81	2.81	2.81
Presentation Aspect	2.9	2.8	2.8
Language Aspect	2.67	3	3
Media Aspect	3	3	3

2. Implementation of the First Draft of Supplementary Writing Materials using Task Based Language Teaching

The first draft of supplementary writing materials using task based language teaching was made after revising and evaluating the book from the expert judgement result. The implementation held in the individual try out which was implemented to 10 students of the tenth grade senior high school. The individual try out was done on 11 November 2015. It was done in one day, and the students were asked to do the tasks in the three units of the book. Since the individual try out was held informal situation, the students could read all of the tasks and did some of the tasks.

On the implementation day, the students gathered in the researcher's home, and they seemed to be happy in doing each task. Before the students tried to do the tasks, the researcher explained about the the function of the two books that was given; the student's book and the study guide. The researcher also gave more explanations about the instruction if the students did not clearly understand about the instruction.

When the students did not understand about the instruction of the task, they read the study guide to make sure what the intention of the task is. The students were enthustiastic in doing the task, because the book was very colorful and attractive. They felt that the task was so interesting because they could use their social media account in doing the task. Some of the students were said that the book was very good and they wanted to use it as their supplementary materials.

3. The Result of the Questionnaire for the Students

The evaluation questionnaire of the second draft was distributed to the students after the book implementation. The aim of distributing the second questionnaire was to find out whether the book was appropriate with the students' needs or not. The result of the second quesionnaire was used to revise the book. The questionnaire contained of 4 choices which have the different score; *"sangat setuju = 4", "setuju = 3", "tidak setuju = 2", "sangat tidak setuju = 1".* The result of the second questionnaire can be seen as follows.

a. Materials Aspect

Table 4. 26 : The Result of the Materials Aspect from the Students

Aspect	No.	Statement	Item Number	Mean
Materials	1.	The input of the materials are related to the students characteristics	1	2.8
	2.	The materials are up-to date	2	2.8
			5	2.7
	3.	The input materials are interesting	6	2.9
	4.	The effectiveness of the language use in explaining the materials	4	3
			8	3
	5.	Quality of pictures in explaining the materials	3	2.9
	6.	The balance between the materials and the evaluation items	7	3

Based on the table above, the interval of the score is 2.325. It means that the materials aspect of the supplementary writing materials using task based language teaching is good. The evaluation of the materials aspect was aimed at evaluating how the materials were presented in the book.

b. Instructional Aspect

Table 4. 27 : The Result of the Instructional Aspect from the Students

Aspect	No.	Statement	Item Number	Mean
Instruction	7.	Quality of the instruction	9	2.9
			10	2.8
			11	3
	8.	Quality of the evaluation items	12	2.6
			13	2.9
			14	3

Based on the table above, the interval of the score is 2.35. It means that the instructional aspect of the supplementary writing materials using task based language teaching is good. The evaluation of the instructional aspect was aimed at evaluating how the instructions were presented in the book.

c. Media Aspect

Table 4. 28 : The Result of the Media Aspect from the Students

Aspect	No.	Statement	Item Number	Mean
Media	9.	The appropriateness of the picture choice	15	3
	10.	The effectiveness of the pictures	16	2.6
	11.	The appropriateness of the font	17	3
	12.	The effectiveness of the color	18	3
	13.	The text efficiency and effectiveness	19	2.9
	14.	The involvement of technology is interesting	20	3

Based on the table above, the interval of the score is 2.35. It means that the media aspect of the supplementary writing materials using task based language teaching is good. The evaluation of the media aspect was aimed at evaluating how the media were presented in the book.

According to the three aspects of the book evaluation, the average score of the evaluation is described as follows:

Table 4.29 : The Average Score of the Book Evaluation from the Students

ASPECT	SCORE
Materials	2.325
Instructional	2.35
Media	2.35
Total	7.025
Average	2.3417

The table above showed about the average score of the three aspects in the second draft of the supplementary writing materials book's evaluation. Those three aspects are materials, instructional, and media. The result of the score is 2.3417 which means that the book was good and the book was appropriate with the students' needs.

C. Product Revision

In improving the supplementary writing materials book, the book was evaluated by the expert to find out the error of the content. Based on the expert evaluation, the expert gave some comments and suggestions to improve the content. The product revision conducted on revising the first draft to improve the book for the second draft. The second draft implemented to the students of tenth

grade senior high school to make sure whether the book was appropriate with their needs or not.

1. The Students' Book

The product revision was divided into three parts which were unit 1, unit 2, and unit 3. The first draft revision was very important because it was based on the comments and the suggestions from the expert. The revision of the first draft is presented in the following table.

a. Unit 1

Table 4.30 : The Result of the Product Revision Unit 1

Revision Target	Comment	Action Taken
Grammar	There are many grammatical error.	Revising the error in each task and instruction
Task	The task arrangement is not appropriate.	Re arrange the task systematically
	The task instruction should be more effective and communicative.	Re write the task in a communicative way.
	The learning objectives should be in the opening of the task.	Point out the learning objectives after the unit cover
	The unit closing should be the students reflection about the learning materials.	Add the reflection rubic about the learning materials
Font	The point of explanation in "Learn More" is not clear enough.	Use bold and bigger font size to make the point more eye catching.

Language	Use Bahasa in explaning the materials	To make the explanation easier to understand

b. Unit 2

Table 4.31 : The Result of the Product Revision Unit 2

Revision Target	**Comment**	**Action Taken**
Picture	The picture should be more clear.	Resize the picture and give the picture's title
Task	The tasks should be arranged systematically.	Re arrange the task based on the comments
	There are some inappropriate tasks.	Revise the types of the task.
	The task instruction is not easy to understand.	Re write the instruction to make it more efficient and communicative
Font	The point of explanation in "Learn More" is not clear enough.	Use bold and bigger font size to make the point more eye catching.
Language	Use Bahasa in explaning the materials	To make the explanation easier to understand

c. Unit 3

Table 4.32 : The Result of the Product Revision Unit 3

Revision Target	**Comment**	**Action Taken**
Grammar	There are some grammatical error.	Revise the grammar in each task and instruction
Task	There are some inappropriate tasks.	Revise the types of the task.

	The task instruction is not easy to understand.	Re write the instruction to make it more efficient and communicative
Language	Use Bahasa in explaning the materials	To make the explanation easier to understand

2. The Study Guide

Table 4.33 : The Result of the Product Revision of the Study Guide

Revision Target	**Comment**	**Action Taken**
Content	The part of self assessment is not clear enough.	Re type the self assessment part.
Language	Use Bahasa in explaning the materials	The use of Bahasa is to make the book easier to understand by the students because the book is the supplementary book which is learnt by themselves everywhere.

D. Analysis of the Latest Product

In this part, the second draft book was analyzed by the researcher to make sure whether the book was already appropriate for the students' needs or not. The students responded about the questionnaires of the second draft book of the supplementary writing materials to find out the appropriateness of the book. The analysis of the latest product was the result of the good characteristics of a supplementary writing materials book.

1. Materials

The materials of the book developed in the supplementary writing materials using task based language teaching which are based on the curriculum 2013. According to the curriculum 2013, the writing skill is an important skill that had to be learnt by the students. The curriculum 2013 states that descriptives text and short functional text such as announcement are the types of the text that should be learnt in the tenth grade students of senior high school.

The topic used in this book is related to the result of the need analysis and it is written in the course grid. The topic of the text is related to the students' daily life such as in school, family, and etc. The texts are made as simple as possible to avoid the students' boredom and to make the students understand about the content of the text.

According to the result of the data collection, the book is categorized as a good supplementary writing materials book. The topic of each unit is related to the students' life, so they could understand the texts and the tasks easily. The students also feel that the supplementary writing materials book are interesting and gain their motivation to improve their writing skill. As a result, the supplementary writing materials book have succeded in providing the students' needs.

2. Activities

After revising the first draft book, the activities of the supplementary writing materials were revised in appropriate steps based on the task based steps.

The activities were based on the pre task, task, planning, and report as the approach of the learning process. The activities were developed as an interesting activity to help the students comprehend the materials easily.

The writing activities contain some interesting and challenging tasks. The tasks are individual tasks, so that the students can improve their writing skill by themselves. In assessing the students' writing skills, the book provides reflections part, self assessment, and answer key to help the students evaluate their work independently. In the supplementary writing materials book, the activities are not only answering the questions but also composing a writing product.

In avoiding the students' boredom of learning writing, the activities have the different level of difficulty to make the tasks more challenging. The use of the technology helps the students to gain their writing motivation. The result of the questionnaire proved that the students were interesting with the book because the activities were not monotonous.

3. Instruction

The instruction was written at the above of each activity to explain about the activity before the students did the activity. The first draft product revision really helped to improve the task instructions to make the instructions had an efficient and communicative language so that the students could understand the instruction easily. Since the supplementary writing materials book is an individual book, the book is attached with the study guide to help them understand the

instruction of the task. The study guide contains of the book guidance, answer key and the self assessment to help the students learn individually.

4. Media

The media of the book is categorized as the use of the pictures, the font style and the colour. In this supplementary writing materials book, the book is colourful and attractive. There are many pictures that are used in each unit to make the students comprehend the activity easily. The pictures are related to the topic of the text in each unit.

The use of the font style is interesting and not excessive. The font style and the font size are appropriate and the font is readable. The supplementary writing materials book is colourful. The book uses many colours to make the students motivated to do the task in each unit. The students are really appreciate of the book design and layout because they are not interested in the black and white book colour.

E. Research Constraint

In conducting this research, the researcher faced an obstacle which came from the external factor. The obstacle was the limitation of time because in distributing first questionnaire, the researcher could almost not get the school permission to conduct the need analysis. It happened because the students had to do the final semester examination and had holiday of Ramadhan and Ied Fitr.

The second obstacle happened in distributing the second questionnaire for the tenth grade students of senior high school. According to the supervisor, the researcher could take a few of sample of tenth grade students which consisted of 10 students. In conducting the second questionnaire, the data were taken informal to make the students can do the whole tasks in the book.

Fortunately, the obstacle was not significantly influencing the evaluation. The book evaluation could be evaluated as well and it was not influencing the result of the book evaluation. Although the students were evaluating the book in the limit of time, there was a result of the expert evaluation that assessed the book as well. As a result, both of the students and the lecturer assessed the book objectively and gave their suggestions to the book.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion about the Supplementary Writing's Book

There were three conclusions in this research which were finding the writing target needs, the students' learning needs and the appropriate characteristics of the book. The suggestions were addressed to the English teacher, the materials development, and the students of English Education Department.

1. The Target Needs

The writing target needs refers to what the students need to do in the target situation. There were three terms in the writing target needs. They were *necessitites, lacks*, and *wants* in learning writing. For the *necessities*, the students were expected to be able to write a text correctly, comprehend about the language features of the text and answer the questions based on the text correctly. The second term was *lacks*. As mentioned before, the *lacks* came from the textbook that was not sufficient for the students to improve their writing skill, the limitation of time for learning writing in the classroom, and the lack of students motivation in learning writing. The last was *wants*. For *wants*, the students wanted to have an interesting supplementary writing book to support their learning process. The students also wanted a book which contained an interesting acitivity to motivate them in learning writing.

2. The Learning Needs

The learning needs were about the students' opinion about what they should do to attain the target situation. For the input, the students wanted in learning short texts and the texts were taken from their daily life, so they can easily comprehend the text. Furthermore, they wanted the use of pictures in the learning materials to motive in learning writing.

In learning activities, the students preferred to answer the questions based on the text and do the learning writing games such as wordsearch puzzle. In this modern era, the students were familiar in using the technology and the social media, so the students also wanted the involvement of the technology in the teaching and learning process. In doing the activities, the students liked to do the tasks individually and in a group work. Therefore, some of the materials could be done individually and in group works. In the students' role, most of the students liked to solve their problem by asking their friends rather than the teacher.

3. The Characteristics of the Appropriate Task Based Supplementary Writing Book

There were three units of the supplementary writing materials using task based language teaching. The unit was divided into three which contained of descriptives text and announcement which were unit 1 and unit 2 explained about describing people and place. Then, In the unit three, it was explained about announcement. Each unit consisted of 15 tasks which were divided into pre task,

task, planning and report activity. The topic of the book was related to the students' daily life.

The supplementary writing materials using task based language teaching was completed with the study guide. The study guide consisted of the explanation of each task instruction, answer key and self assessment. Therefore, the study guide could help the students to learn writing materials individually. The supplementary writing materials student's book and the study guide had a good quality of pictures and fonts. The book was also colourful so that the book gained the students' motivation in learning writing.

Based on the result of the expert judgement, the range of the score were $2.67 \leq x \leq 3$. It was categorized as a good supplementary writing materials book. The results were based on the expert evaluation for the first draft of the supplementary writing materials book. In line, the result of the book testing were 2.34 which means that the supplementary writing materials book is good. The result of the book testing was taken from the field implementation for the tenth grade senior high school students. As a result, the supplementary writing materials using task based language teaching was appropriate for the tenth grade students of the senior high school. The book can be applied as an additional materials to help the students to comprehend the writing materials.

B. Suggestions of the Supplementary Writing Book Use

1. Suggestions for the English Teachers

For the English teachers, the researcher proposes three suggestions. The first suggestion is that the teachers should provide more interesting activity to gain the students' motivation in learning English. The second is the teachers give a homework task which is related to the involvement of the social media. The last is the teachers should continually conduct need analysis because the students' needs might be changed.

2. Suggestions for the Materials Developers

For the materials developers, there are two suggestions proposed. The first is the use of the technology in writing task because the use of social media really attracts the student in learning writing. The second is the other researcher should provide more individual work task to make the students comprehend the materials individually because there is a limitation time in learning writing at the school.

3. Suggestions for the Students of English Education Department

For the students of English Education Department, the researcher proposes two suggestions. The first is the students of English Education Department as a teacher candidate should provide more creative and innovative activity in fulfilling the students' needs. The second is they should continually do other research to compose a better task based supplementary writing materials book.

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APPENDICES

APPENDIX A

COURSE GRID

APPENDIX B

INSTRUMENT OF THE NEEDS ANALYSIS

APPENDIX C

THE RESULT OF THE NEEDS ANALYSIS

APPENDIX D

THE INSTRUMENT OF EXPERT JUDGEMENT

APPENDIX E

THE RESULT OF THE EXPERT JUDGEMENT

APPENDIX F

THE INSTRUMENT OF IMPLEMENTATION

APPENDIX G

THE RESULT OF THE IMPLEMENTATION

APPENDIX H

INTERVIEW TRANSCRIPT

APPENDIX I

DESCRIPTION OF THE TASKS

APPENDIX J

LETTER OF PERMITTION

FIRST DRAFT :

STUDENT'S BOOK

FIRST DRAFT:

STUDY GUIDE BOOK

FINAL DRAFT :

STUDENTS' BOOK

FINAL DRAFT :

STUDY GUIDE

APPENDIX A

COURSE GRID

THE COURSE GRID OF DEVELOPING SUPPLEMENTARY ENGLISH WRITING MATERIALS USING THE TASK-BASED TEACHING FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL

Name of the School : SMA N 2 Yogyakarta

Subject : English

Class : X/1

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

Basic Competence : 4.10 Composing a simple written and oral descriptive text about people, public places, historical places which concerns with the social function, text structure and linguistic features based on the appropriate context

4.12 Composing a simple written announcement which focuses on social function, text structure, and lingustic features based on the appropriate context.

Unit	**Indicators**	**Learning Materials**						**Learning Activities**	**Evaluation**	**Teaching Kits**	**Time Allocation**
		Text	**Content**	**Generic Structure**	**Social Function**	**Grammar**	**Vocab**				
I	Students are able to : -Answer some questions related to the descriptive text		-Some of pictures -short descriptive paragraph -some of pictures -adjective		To warm up the students	Simple present tense e.g Sara is fat and short. Noun phrase	has,have, wear	1**. Pre-task** -match the description with the picture -match the picture with the adjective word	Answer Key	Woksheet Picture Wordsearch puzzle	5’ 5’

	-Say the social function of descriptive text -Write the generic structure of the descriptive text -Write a descriptive paragraph based on the language features of the text and an appropriate vocabulary -Compose a correct short paragraph of descriptive text -Compose the correct descriptive text		noun phrase -Adjective word related to the previous picture			e.g curly hair wearing glasses	Adjective word e.g blond,beard	-check the meaning in the dictionary			5’
		My Best Friend Dian Pelangi : In the arms of rainbow	-Description of Ernesto -Question related to the text -True and False based on the text -Social function of the text -Jumbled paragraph -Puzzle adjective word -Fill in the	**Identification :** Identifying the person to be described **Description :** Describing the person in parts, qualities, or characters	To describe “My Best Friend, Ernesto” To mention which the identification and the description part To mention which social function of descriptive text is	**Simple present tense** e.g He likes to wear jeans, t-shirt, and sneakers. **Simple preent tense** e.g Dian has a bright and expressive eyes. **Simple past tense** e.g She was born in Palembang	Small,blue,eyes Fair complexion, veil,young, talented	**2. Task Cycle** a. Task -Read a descriptive text -Answer the question related to the text -Choose True or False answer based on the descriptive text -Write an appropriate social function of descriptive text -Write the generic structure of descriptive text -Find some vocabularies in the puzzle related to the text.	Answer Key		5’ 3’ 5’ 3’ 5’ 7’ 7’

			blank					- List the adjectives in the table			
		Wanted Announcement	-Fill in the blank based on the text			**Simple Present Tense** e.g Pedro Sombrero is the mean look boss of the Mexican Mafia.	Moustache, fat, mean look	-Fill in the blank based on the correct grammar structure. -Fill in the blank the descriptive paragraph			5’
		Emily’s Potrait	-Short descriptive text about Emily with the grammar task -Emily’s file-fact		To check the grammatical error in a short paragraph	**Simple present tense** e.g She lives with her parents and her two older brothers in Plockton village, Scotland.	Beautiful ,rocky,hills, shopping	-Choose the corrrect grammar based on the text -Re write the detail information in the box			5’ 7’
			-Some pictures that will be described -worksheet of the		To compose a simple sentences about someone’s picture			**b. Planning** -Choose one of someone’s picture to be written -List some of the adjectives word	Self Assessment		3’ 7’

			picture's identity -Worksheet of adjectives list about the chosen pictures -Worksheet of sentences using the adjectives word (freewriting)					related to the pictures -Write some sentences using the vocabularies (freewriting)			10'
			-Worksheet of "Wanted or Missing People" announcement -the picture taken by the students		To compose a descriptive paragraph by creating an announcement			**c. Report** -Choose one of someone's picture who you like -Cut the picture and patch the picture in a worksheet -Write some detailed information about the picture. -Make a simple announcement about missing people or wanted.	Evaluation Rubric		3' 5' 5' 10'

Unit	Indicators	Learning Materials						Learning Activities	Evaluation	Teaching Kits	Time Allocation
		Text	**Content**	**Generic Structure**	**Social Function**	**Grammar**	**Vocab**				
II	Students are able to : -Answer some questions related to the descriptive text -Say the social function of descriptive text -Write the generic structure of the descriptive text -Write a descriptive paragraph based on the language features of the text and an appropriate vocabulary -Compose a		-The picture of Ratu Boko temple -some of tourism destination pictures -Adjective word related to the previous picture		To warm up the students	Simple Present Tense e.g Mount bromo is located	Adjectives e.g beautiful, wonderful,etc Noun e.g memorial, scenery, etc	1**. Pre-task** -write down the adjectives related to the picture -match the picture with the short description -check the hidden word in the previous task	Answer Key	Picture Worksheet Wordsearch puzzle Social Media	5’ 5’ 5’
		Kelimutu Lake London	-Description of Kelimutu Lake -Question related to the text -True and False based on the text -Jumbled sentence into a good	**Identification :** Identifying the place to be described **Description :** Describing the place in parts, qualities, or characters	To describe “Kelimutu Lake”	**Simple present tense** e.g The volcano has three lakes.... **Simple present tense** e.g London is the greatest city in the world	Lake, volcano, colours, etc City, capital, greatest, buildings	**2. Task Cycle** a. Task -Read a descriptive text -Answer the question related to the text -Choose True or False answer based on the descriptive text -Write down the number in the right side box	Answer Key		5’ 3’ 5’ 3’

	correct short paragraph of descriptive text -Compose the correct descriptive text		paragraph -Social function of the text -Re write the jumbled sentence -Puzzle wordsearch -Write down a simple sentence -Fill in the blank. -Fill in the blank based on the text -Fill in the blank the adjectives.		To mention which the identification and the description part To mention which social function of descriptive text is To check the appropriate adjectives in a short sentence.	**Simple Present Tense** e.g The West End lies between .... **Simple present tense** e.g In London, there are a lot of parks.	**Noun** E.g forest, waterfall, etc	-Write an appropriate social function of descriptive text -Write the sentence into a good paragraph -Find some words in the puzzle related to the place. -Make a simple sentence using some words from the previous task. -Fill in the blank based on the correct linking verb. -Fill in the blank the simple sentence to desribe their hometown. -Complete the sentence with the adjectives in the box.			5’ 7’ 7’ 5’ 5’ 5’ 7’

			-Complete the missing parts of the letter			**Simple Past Tense** I and my friends went to China.	**Noun** e.g continent , capital, tourist attraction , etc	-Choose the corrrect sentence or noun phrase into the incomplete letter.			7’
			-Tourist destination’s picture. -Some questions about the place -Tabel of adjectives list -Worksheet of sentences using the adjectives word (freewriting)		To compose a simple sentences about place.			**b. Planning** -Choose one of tourist destination picture to be written -Answer some questions related to the pictures -List some of the adjectives word related to the pictures -Write some sentences using the adjectives (freewriting)	Self Assessm ent		3’ 7’ 10’ 10’
			-Upload the picture in the social media		To compose a descriptive paragraph by creating an announceme			**c. Report** -Using the simple sentences before as a caption in the	Self Assessm ent		20’

					nt			social media while uploading the picture.			

Unit	Indicators	Learning Materials						Learning Activities	Evaluation	Teaching Kits	Time Allocation
		Text	Content	Generic Structure	Social Function	Grammar	Vocab				
III	Students are able to : -Answer some questions related to the announcement -Say the social function of announcement -Write the generic structure and the linguistic features of the announcement -Write an announcement based on the language features of the text and an appropriate vocabulary	University Open House Arrival cancellation announcement	-Open house announcement -some announcement pictures -Match the meaning of the words	-The content Date,time, venue,purpose,etc	To warm up the students			1**. Pre-task** -answer some questions related to the announcement -match the announcement with the name of place -Match the meaning of the words based on the arrival cancellation situation	Answer Key	Picture Worksheet Wall magazine	5’ 5’ 5’
		Basketball event English Speech	Announcement of basketball event -Question related to the text -Complete the blank sentences -Read the announceme	**Opening :** To introduce the content of the announcement. **Content:** To mention the whole information of the announcement (5w+1h) **Closing:**	To announce the school event -To mention the expression that is often used in the announcement	**Simple future tense** e.g Our school basketball matches will begin on....	**Noun** e.g final, tournament, basketball	**2. Task Cycle** a. Task -Read an announcement -Answer the question related to the text -Complete the missing part of the sentence by using some expressions. -Read the Englis Speech Contest announcement	Answer Key		5’ 3’ 5’ 3’

	-Compose a correct school event announcement	Contest School Event announcement	nt -Answer True and False -Re write the missing parts of the announcement -Re write the announcement based on the appropriate structure -Write down a main idea of the announcement -Re arrange the jumbled sentence	Give a further information about the announcement.	To mention which the identification and the description part To mention the parts or generic structure of the announcement To mention the purposes of each parts of announcement To find out the pupose of the announcement	**Simple Present Tense** e.g This Thursday is August,17th.... **Present Continous Tense** e.g On this		-Find the generic structure of announcement from many sources -Write down True or False in the left side of the worksheet based on the previous text. -Write an appropriate information based on the previous task into a good text. -Re write the announcement in the details tabel and write the purpose of the sentence. -Write the important details of the announcement -Put a number of the sentence to re arrange the jumbled			5’ 7’ 5’ 5’ 5’ 7’ 5’

			into a good announcemn et -Re write a good announceme nt in the box			regard, we are cordially inviting you to.....		paragraph. -Re write the correct announcement in the box.			7’
			-Write an opening and closing expression -The detail information of the school event -Worksheet of sentences using the adjectives word (freewriting)		To mention the expression in writing an announceme nt.			**b. Planning** -Write down some opening and closing expression from any sources. -Compose a correct school announcement by using the detail information and expression. (freewriting)	Self Assessm ent		7’ 15’
			-Compose an attractive announceme nt -Patch in the wall magazine		To compose an interesting announceme nt			**c. Report** -Create an interesting using the students’ creativity and patch the announcement to the class wall magazine.	Self Assessm ent		25’

APPENDIX B

INSTRUMENT OF THE NEEDS ANALYSIS

ANGKET UNTUK SISWA

Angket ini bertujuan untuk mengetahui kebutuhan siswa tentang pembelajaran Bahasa Inggris.

A. DATA SISWA

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

Nama :
Umur :
Jenis Kelamin :

B. POTENSI SISWA

Di bagian ini, adik-adik akan diberikan beberapa pertanyaan yang berhubungan dengan pembelajaran bahasa Inggris di kelas, terutama mengenai materi *writing*. Jawablah pertanyaan – pertanyaan di bawah ini dengan memberikan tanda silang (X) pada jawaban yang sesuai dengan pendapat adik – adik.

1. Menurut adik-adik, bagaimana pembelajaran bahasa Inggris, khususnya menulis (writing) di kelas?
    a. Pembelajaran bahasa Inggris, menulis (writing) sudah sangat menarik.
    b. Pembelajaran bahasa Inggris, menulis (writing) sudah menarik.
    c. Pembelajaran bahasa Inggris, menulis (writing) tidak menarik.
    d. Pembelajaran bahasa Inggris, menulis (writing) sangat tidak menarik.

2. Menurut adik-adik, seberapa pentingkah memiliki kemampuan menulis (writing) dalam bahasa Inggris?
    a. Sangat penting
    b. Cukup penting
    c. Kurang penting
    d. Tidak penting

3. Peningkatan kemampuan apa yang adik-adik harapkan dari pembelajaran bahasa Inggris khususnya menulis (writing)? *(boleh memilih lebih dari satu)
    a. Dapat meningkatkan kosa kata (vocabulary)
    b. Dapat menggunakan bahasa yang digunakan dalam teks dalam kehidupan sehari-hari.
    c. Dapat menulis teks dengan baik dan benar
    d. Dapat memahami teks dengan baik, dan menjawab semua pertanyaan sesuai teks dengan benar.

4. Bahan pembelajaran menulis (writing) apakah yang paling adik-adik inginkan dalam pembelajaran bahasa Inggris? *(boleh memilih lebih dari satu)
    a. Cerita pendek

b. Gambar
c. Berita / artikel koran
d. Permainan

5. Bagaimana adik – adik membuat tulisan dalam Bahasa Inggris?
    a. Membuat keseluruhan tulisan dalam Bahasa Indonesia dan kemudian menuliskannya dalam Bahasa Inggris
    b. Membuat garis besar dalam Bahasa Indonesia dan kemudian menuliskannya dalam Bahasa Inggris
    c. Membuat garis besar dalam Bahasa Inggris kemudian menuliskannya dalam Bahasa Inggris
    d. Menuliskannya langsung dalam Bahasa Inggris

6. Menurut adik-adik, topik apakah yang adik-adik sukai dalam pembelajaran bahasa Inggris? *(boleh memilih lebih dari satu)
    a. Topik yang berhubungan dengan kehidupan sehari – hari di lingkungan keluarga, sekolah dan masyarakat.
    b. Topik yang berhubungan dengan kesehatan.
    c. Topik yang berhubungan dengan alam.
    d. Topik yang berhubungan dengan ekonomi dan sosial budaya.

7. Apakah buku yang saat ini digunakan dalam belajar menulis (writing) di dalam kelas sudah cukup menarik?
    a. Sangat menarik
    b. Cukup menarik
    c. Kurang menarik
    d. Tidak menarik

8. Apakah buku yang saat ini digunakan dalam belajar menulis (writing) di dalam kelas sudah meningkatkan kemampuan menulis adik-adik?
    a. Sangat meningkatkan kemampuan menulis
    b. Cukup meningkatkan kemampuan menulis
    c. Tidak meningkatkan kemampuan menulis
    d. Sangat tidak meningkatkan kemampuan menulis

9. Buku bahasa Inggris yang sekarang digunakan dalam pelajaran bahasa Inggris khususnya menulis (writing), apakah sudah mencukupi kebutuhan materi menulis adik-adik?
    a. Sangat mencukupi
    b. Mencukupi
    c. Kurang mencukupi
    d. Tidak mencukupi

10. Menurut adik-adik, selain buku yang saat ini digunakan dalam pembelajaran menulis (writing), apakah masih diperlukan materi tambahan untuk menunjang kemampuan menulis?
    a. Sangat diperlukan materi tambahan untuk menunjang kemampuan menulis.
    b. Diperlukan materi tambahan untuk menunjang kemampuan menulis.
    c. Tidak diperlukan materi tambahan untuk menunjang kemampuan menulis.
    d. Sangat tidak diperlukan materi tambahan untuk menunjang kemampuan menulis.

11. Faktor apa saja yang menyulitkan adik – adik dalam pelajaran menulis (writing) ? *(boleh memilih dari satu)
    a. Memahami tata bahasa
    b. Memahami kosakata
    c. Menentukan topic
    d. Menyusun gagasan

12. Apakah adik – adik menyukai pembelajaran Bahasa Inggris dengan teks yang otentik/asli (iklan, artikel, tata cara penggunaan, dsb) ?
    a. Suka
    b. Kurang suka
    c. Biasa saja
    d. Tidak suka

13. Apakah pengajaran kosakata (grammar) sangat diperlukan sebelum adik – adik memulai untuk menulis suatu teks?
    a. Sangat perlu
    b. Perlu
    c. Kurang perlu
    d. Tidak perlu

14. Kegiatan apa yang adik – adik inginkan dalam pembelajaran menulis (writing)? *(boleh memilih lebih dari satu)
    a. Melanjutkan cerita yang sudah ada
    b. Menceritakan kembali sebuah cerita menggunakan kata – kata sendiri
    c. Membuat tulisan dari cerita atau gambar
    d. Menuliskan bagian cerita yang dikosongkan

15. Menurut adik-adik, seberapa pentingkah fungsi gambar dalam pembelajaran menulis (writing)?
    a. Sangat penting
    b. Penting
    c. Tidak penting
    d. Sangat tidak penting

16. Bagaimana pemanfaatan teknologi seperti laptop, handphone dalam pembelajaran bahasa Inggris, khususnya menulis (writing) di kelas?
    a. Selalu menggunakan teknologi dalam pembelajaran di kelas
    b. Biasanya menggunakan teknologi dalam pembelajaran di kelas
    c. Kadang-kadang menggunakan teknologi dalam pembelajaran di kelas
    d. Tidak pernah menggunakan teknologi dalam pembelajaran di kelas

17. Apabila di dalam mengerjakan soal-soal menulis (writing) menggunakan teknologi seperti laptop, handphone, apakah akan memotivasi adik-adik?
    a. Sangat memotivasi
    b. Memotivasi
    c. Tidak memotivasi
    d. Sangat tidak memotivasi

18. Apabila terdapat aktivitas menulis (writing) tambahan yang dikaitkan dengan penggunaan social media, apakah akan menarik adik-adik untuk belajar menulis?
    a. Sangat tertarik
    b. Cukup tertarik
    c. Kurang tertarik
    d. Tidak tertarik

19. Cara belajar seperti apakah yang adik-adik lebih suka lakukan?
    a. Sendiri
    b. Berpasangan
    c. Berkelompok
    d. Melibatkan semua

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

APPENDIX C

THE RESULT OF THE NEEDS ANALYSIS

No.	Question	Item	N	%
1.	How is the English teaching and learning process in the classroom especially in writing activities?	A. very interesting	0	0%
		B. quite interesting	**14**	**56%**
		C. not interesting	11	44%
		D. very not interesting	0	0%
2.	How important is the ability to write in English?	**A. very important**	**18**	**72%**
		B. quite important	5	20%
		C. not important	2	8%
		D. very not important	0	0%
3.	What are your expectations of the enhancement of writing activities?	A. to be able to improve the vocabulary	6	24%
		B. to be able to use the written language in daily life	6	24%
		C. to be able to write a text correctly	**9**	**36%**
		D. to be able to comprehend the text and answer the question based on the text correctly	4	16%
4.	What kinds of writing materials do you want to have?	**A. short story**	**17**	**39%**
		B. picture	10	23%
		C. article	9	20%
		D. games of writing	8	18%

5.	How do you compose an English text?	A. composing a whole text in Bahasa Indonesia and translating in English	4	16 %
		B. writing an outline in Bahasa Indonesia and translating in English	9	36%
		C. writing an outline in English then composing a whole text	2	8 %
		D. composing a whole text in English directly	**10**	**40 %**
6.	In your opinion, what kind of writing materials topics that you like the most?	**A. Daily life (school life, family, and etc)**	**22**	**58%**
		B. Health	2	5%
		C. Nature	5	13%
		D. Economic and socio-cultural	9	24%
7.	Is the textbook which is currently used in learning writing in the classroom interesting?	A. very interesting	2	8 %
		B. quite interesting	**10**	**40%**
		C. less interesting	**10**	**40%**
		D. not interesting	3	12 %
8.	Is the textbook which is currently used in learning writing in classroom improving your writing ability?	A. very improving the writing ability	1	4%
		B. quite improving the writing ability	**20**	**80%**

		C. not improving the writing ability	3	12%
		D. not very improving the writing ability	1	4%
9.	Is the textbook which is currently used in learning writing sufficient?	A. very sufficient	0	0%
		B. sufficient	11	44%
		C. less sufficient	**13**	**52%**
		D. not sufficient	1	4%
10.	In your opinion, do you need an additional writing materials beside the currently English textbook in improving the writing ability?	**A. very need the additional writing materials**	**17**	**68%**
		B. need the additional writing materials	8	32%
		C. not need the additional writing materials	0	0%
		D. not very need the additional writing materials	0	0%
11.	What are the difficulties factor in learning writing?	**A. comprehend the grammar**	**17**	**37 %**
		B. comprehend the vocabulary	10	22%
		C. decide the topic	8	17%
		D. develop the ideas	11	24%
12.	Do you interested in an authentic text for learning English (such as advertisement, newspaper's	**A. very interesting**	**12**	**48 %**
		B. interesting	4	16 %

	article, manual book, and etc)?	C. quite interesting	9	36 %
		D. not interesting	0	0 %
13.	How important is learning grammar in composing a text?	**A. very important**	**14**	**56 %**
		B. important	11	44 %
		C. quite important	0	0 %
		D. not important	0	0 %
15.	In your opinion, do you think that picture is important in writing activity?	A. very important	10	40%
		B. important	**12**	**48%**
		C. not important	3	12%
		D. not very important	0	0%
16.	How often does the use of the technology such as mobile phone, laptop, and etc support in learning writing in the classroom?	A. always	3	12%
		B. sometimes	**14**	**56%**
		C. seldom	7	28%
		D. never	1	4%
17.	Do you think that the use of the technology can motivate you in learning writing?	A. very motivated	7	28%
		B. motivated	**16**	**64%**
		C. not motivated	2	8%
		D. not very motivated	0	0%
18.	If there is an additional material which uses a social	**A. very interesting**	**13**	**52%**

	media as the learning media, do you think that it can make the learning writing more interesting?	B. quite interesting	11	44%
		C. less interesting	1	4%
		D. not interesting	0	0%
19.	How do you expect to finish writing task?	**A. individually**	**8**	**32%**
		B. in pairs	6	24%
		C. in group	6	24%
		D. whole class	5	0%
20.	When you find a problem during writing a text, what do you do?	A. asking a teacher	2	8%
		B. asking a friend	**18**	**72%**
		C. trying to solve problem by yourself	5	20%
		D. doing nothing	0	0%

APPENDIX D

THE INSTRUMENT OF EXPERT JUDGEMENT

ANGKET EVALUASI MATERI PEMBELAJARAN

A. IDENTITAS RESPONDEN

Nama : _____

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

Pekerjaan :_____

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

Lama bekerja : _____

B. EVALUASI MATERI PEMBELAJARAN

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

Keterangan:

STS : Sangat Tidak Setuju
TS : Tidak Setuju
S : Setuju
SS : Sangat Setuju

EVALUASI MATERI PEMBELAJARAN UNIT 1

WELL-PERFORMED AND AFFORDABLE NETBOOKS

No	Statements	STS	TS	S	SS
Kelayakan Isi					
1	Materi yang disusun sesuai dengan SK KD SMA kelas X (KD 4.10:*describing people*)				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa				
3	Materi (teks, gambar, dan tabel) relevan dengan topik yang dibahas				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa kelas X				
5	Materi yang disusun mengangkat isu-isu kehidupan sehari-hari terbaru				
6	Materi yang disusun sesuai dengan kegunaan di kehidupan sehari-hari siswa				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas				
10	Materi yang disusun mengarahkan siswa untuk memahami penyusunan teks di kehidupan sehari-hari				
11	Materi yang dibahas disusun mengarahkan siswa untuk memahami fitur linguistik dan grammar.				

Lain-lain:

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No	Statements	STS	TS	S	SS
Kelayakan Penyajian					
12	Kegiatan pembelajaran *(task)* disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
13	Kegiatan pembelajaran (*task)* yang disusun memiliki keseimbangan antar bab .				
14	Kegiatan pembelajaran *(task)* yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
15	Kegiatan pembelajaran *(task)* yang disusun mengarahkan siswa untuk berpikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran *(task)*yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran *(task)*disusun secara sistematis, diawali dengan *guided activities* dan diakhiri dengan *free guided activities.*				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				

19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas.				

Lain-lain:

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No	**Statements**	**STS**	**TS**	**S**	**SS**
Kelayakan Bahasa					
22	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
23	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (*spelling*)				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata (*word choice*)				
27	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				

Lain-lain:

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No	Statements	STS	TS	S	SS
Kelayakan Media					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat aestetik dan fungsional				

Lain-lain:

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

   _____

   _____

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

   _____

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   _____

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

   _____

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   _____

Yogyakarta, Oktober 2015

Evaluator Materi,

(_____)
NIP.

EVALUASI MATERI PEMBELAJARAN UNIT 2

WELL-PERFORMED AND AFFORDABLE NETBOOKS

No	Statements	STS	TS	S	SS
Kelayakan Isi					
1	Materi yang disusun sesuai dengan SK KD SMA kelas X (KD 4.11:*describing place*)				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa				
3	Materi (teks, gambar, dan tabel) relevan dengan topik yang dibahas				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa kelas X				
5	Materi yang disusun mengangkat isu-isu kehidupan sehari-hari terbaru				
6	Materi yang disusun sesuai dengan kegunaan di kehidupan sehari-hari siswa				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas				
10	Materi yang disusun mengarahkan siswa untuk memahami penyusunan teks di kehidupan sehari-hari				
11	Materi yang dibahas disusun mengarahkan siswa untuk memahami fitur linguistik dan grammar.				

Lain-lain:

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No	Statements	STS	TS	S	SS
Kelayakan Penyajian					
12	Kegiatan pembelajaran *(task)* disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
13	Kegiatan pembelajaran (*task)* yang disusun memiliki keseimbangan antar bab .				
14	Kegiatan pembelajaran *(task)* yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
15	Kegiatan pembelajaran *(task)* yang disusun mengarahkan siswa untuk berpikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran *(task)*yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran *(task)*disusun secara sistematis, diawali dengan *guided activities* dan diakhiri dengan *free guided activities.*				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat				

	pemahaman siswa terhadap materi yang disusun.				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas.				

Lain-lain:

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No	**Statements**	**STS**	**TS**	**S**	**SS**
Kelayakan Bahasa					
22	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
23	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (*spelling*)				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata (*word choice*)				

27	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				

Lain-lain:

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No	Statements	STS	TS	S	SS
Kelayakan Media					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat aestetik dan fungsional				

Lain-lain:

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

   _____

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

_____

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_____

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

_____

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_____

Yogyakarta, Oktober 2015

Evaluator Materi,

(_____)
NIP.

EVALUASI MATERI PEMBELAJARAN UNIT 3

WELL-PERFORMED AND AFFORDABLE NETBOOKS

No	Statements	STS	TS	S	SS
Kelayakan Isi					
1	Materi yang disusun sesuai dengan SK KD SMA kelas X (KD 4.12:*announcement*)				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa				
3	Materi (teks, gambar, dan tabel) relevan dengan topik yang dibahas				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa kelas X				
5	Materi yang disusun mengangkat isu-isu kehidupan sehari-hari terbaru				
6	Materi yang disusun sesuai dengan kegunaan di kehidupan sehari-hari siswa				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas				
10	Materi yang disusun mengarahkan siswa untuk memahami penyusunan teks di kehidupan sehari-hari				
11	Materi yang dibahas disusun mengarahkan siswa untuk memahami fitur linguistik dan grammar.				

Lain-lain:

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No	Statements	STS	TS	S	SS
Kelayakan Penyajian					
12	Kegiatan pembelajaran *(task)* disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
13	Kegiatan pembelajaran (*task)* yang disusun memiliki keseimbangan antar bab .				
14	Kegiatan pembelajaran *(task)* yang disusun mendukung siswa untuk berkomunikasi secara tertulis.				
15	Kegiatan pembelajaran *(task)* yang disusun mengarahkan siswa untuk berpikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran *(task)*yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran *(task)*disusun secara sistematis, diawali dengan *guided activities* dan diakhiri dengan *free guided activities.*				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun.				

19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas.				

Lain-lain:

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No	**Statements**	**STS**	**TS**	**S**	**SS**
Kelayakan Bahasa					
22	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
23	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (*spelling*)				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata (*word choice*)				
27	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				

Lain-lain:

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No	Statements	STS	TS	S	SS
Kelayakan Media					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat aestetik dan fungsional				

Lain-lain:

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

   _____

   _____

   _____

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

_____

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_____

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

_____

_____

_____

Yogyakarta, Oktober 2015

Evaluator Materi,

(_____)
NIP.

APPENDIX E

THE RESULT OF THE EXPERT JUDGEMENT

UNIT 1		
Item Number	Statement	Score
1	The learning materials are related to the *SK KD SMA* grade 10 (KD 4.10:describing people)	3
2	The learning materials are related to the students' life	3
3	The learning materials are relevant to the topic	3
4	The learning materials are related to the 10th grade students' needs	3
5	The materials are up to date	3
6	The use of the learning materials are related the students' life	3
7	The materials are related to the students life skills	3
8	The materials consisted of many texts which are appropriate with the students' needs	2
9	The materials are related to the social function of the text	3
10	The materials are aimed to make the students understand about writing the text	2
11	The materials focus on the lingustic features and the grammatical aspect of the text	3
12	The task sequences are arranged systematically; from the easiest task to the difficult ones.	3
13	The tasks in each part are balance.	3
14	The aim of the task arrangement focuses on communicating in written form.	3
15	The tasks refer to make the students can creatively thinking.	3
16	The tasks help the students to work individually.	3
17	The tasks are arranged systematically based on the Task Based theory; guided activity and free guided activity.	3
18	The tasks consist of the students' skill evaluation to measure the students' understanding of writing materials.	3
19	The tasks consist of pre task, task cycle and language focus.	2
20	The tasks consist of the vocabulary materials based on the topic.	3
21	The tasks consist of the difficult word based on the topic.	3

22	The students can understand the instruction easily.	2
23	The language use can improve the students' cognitive aspect.	3
24	The book has minimum grammatical mistakes in the language use.	3
25	The book uses an appropriate English spelling word.	3
26	The book has an appropriate word choice.	2
27	The language focus in each materials are related to the other materials.	3
28	The appropriateness of the font style.	3
29	The appropriateness of the font size.	3
30	The appropriateness of the book colour.	3
31	The effectiveness and the appropriateness of the picture choice	3

UNIT 2		
Item Number	Statement	Score
1	The learning materials are related to the *SK KD SMA* grade 10 (KD 4.10:describing place)	3
2	The learning materials are related to the students' life	3
3	The learning materials are relevant to the topic	3
4	The learning materials are related to the 10th grade students' needs	3
5	The materials are up to date	3
6	The use of the learning materials are related the students' life	3
7	The materials are related to the students life skills	3
8	The materials consisted of many texts which are appropriate with the students' needs	2
9	The materials are related to the social function of the text	3
10	The materials are aimed to make the students understand about writing the text	2
11	The materials focus on the lingustic features and the grammatical aspect of the text	3
12	The task sequences are arranged systematically; from the easiest task to the difficult ones.	3
13	The tasks in each part are balance.	3
14	The aim of the task arrangement focuses on communicating in written form.	3
15	The tasks refer to make the students can creatively thinking.	3
16	The tasks help the students to work individually.	3
17	The tasks are arranged systematically based on the Task Based theory; guided activity and free guided activity.	3
18	The tasks consist of the students' skill evaluation to measure the students' understanding of writing materials.	3
19	The tasks consist of pre task, task cycle and language focus.	2
20	The tasks consist of the vocabulary materials based on the topic.	3
21	The tasks consist of the difficult word based on the topic.	2

22	The students can understand the instruction easily.	3
23	The language use can improve the students' cognitive aspect.	3
24	The book has minimum grammatical mistakes in the language use.	3
25	The book uses an appropriate English spelling word.	3
26	The book has an appropriate word choice.	3
27	The language focus in each materials are related to the other materials.	3
28	The appropriateness of the font style.	3
29	The appropriateness of the font size.	3
30	The appropriateness of the book colour.	3
31	The effectiveness and the appropriateness of the picture choice	3

UNIT 3		
Item Number	Statement	Score
1	The learning materials are related to the *SK KD SMA* grade 10 (KD 4.12:announcement)	3
2	The learning materials are related to the students' life	3
3	The learning materials are relevant to the topic	3
4	The learning materials are related to the 10th grade students' needs	3
5	The materials are up to date	3
6	The use of the learning materials are related the students' life	3
7	The materials are related to the students life skills	3
8	The materials consisted of many texts which are appropriate with the students' needs	2
9	The materials are related to the social function of the text	3
10	The materials are aimed to make the students understand about writing the text	2
11	The materials focus on the lingustic features and the grammatical aspect of the text	3
12	The task sequences are arranged systematically; from the easiest task to the difficult ones.	3
13	The tasks in each part are balance.	3
14	The aim of the task arrangement focuses on communicating in written form.	3
15	The tasks refer to make the students can creatively thinking.	3
16	The tasks help the students to work individually.	3
17	The tasks are arranged systematically based on the Task Based theory; guided activity and free guided activity.	3
18	The tasks consist of the students' skill evaluation to measure the students' understanding of writing materials.	3
19	The tasks consist of pre task, task cycle and language focus.	2
20	The tasks consist of the vocabulary materials based on the topic.	3
21	The tasks consist of the difficult word based on the topic.	2

22	The students can understand the instruction easily.	3
23	The language use can improve the students' cognitive aspect.	3
24	The book has minimum grammatical mistakes in the language use.	3
25	The book uses an appropriate English spelling word.	3
26	The book has an appropriate word choice.	3
27	The language focus in each materials are related to the other materials.	3
28	The appropriateness of the font style.	3
29	The appropriateness of the font size.	3
30	The appropriateness of the book colour.	3
31	The effectiveness and the appropriateness of the picture choice	3

APPENDIX F

THE INSTRUMENT OF IMPLEMENTATION

ANGKET UNTUK SISWA

A. DATA SISWA

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

Nama :

Umur :

Jenis Kelamin :

B. POTENSI SISWA

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

1. Materi yang diajarkan dalam buku jelas dan sesuai dengan kebutuhan adik - adik.

a. Sangat Setuju
c. Tidak Setuju
b. Setuju
d. Sangat Tidak Setuju

2. Materi yang diajarkan dalam buku lengkap dan menarik.

a. Sangat Setuju
c. Tidak Setuju
b. Setuju
d. Sangat Tidak Setuju

3. Penggunaan gambar membantu adik – adik memahami materi.

a. Sangat Setuju
c. Tidak Setuju
b. Setuju
d. Sangat Tidak Setuju

4. Materi yang diajarkan menarik dan sesuai dengan kebutuhan adik - adik.

a. Sangat Setuju
c. Tidak Setuju
b. Setuju
d. Sangat Tidak Setuju

5. Materi yang diajarkan sesuai dengan berita – berita terbaru.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

6. Contoh yang digunakan mempermudah memahami materi.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

7. Materi dan soal – soal yang terdapat dalam buku seimbang.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

8. Petunjuk yang digunakan dalam soal sangat jelas sehingga adik – adik dapat memahami perintah.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

9. Soal – soal latihan di dalam buku sangat jelas, sehingga adik – adik mengetahui apa yang seharusnya adik – adik kerjakan.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

10. Bahasa yang digunakan dalam perintah mudah dipahami.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

11. Soal – soal yang diberikan membantu adik – adik dalam belajar menulis.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

12. Soal – soal yang diberikan berurutan dari paling mudah ke paling sulit.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

13. Soal – soal yang diberikan menarik dan menantang.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

14. Latihan soal di dalam buku mempermudah adik – adik dalam belajar *writing.*

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

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

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

16. Gambar – gambar yang terdapat di dalam buku membantu adik – adik dalam memahami teks.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

17. Jenis – jenis huruf (font) yang digunakan dalam buku tidak berlebihan.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

18. Penggunaan banyak warna dalam buku menarik perhatian adik – adik.

a. Sangat Setuju c. Tidak Setuju

b. Setuju d. Sangat Tidak Setuju

19. Teks yang digunakan di dalam buku sangat menunjang kebutuhan pengetahuan adik – adik tentang pemahaman *writing.*

a. Sangat Setuju
b. Setuju
c. Tidak Setuju
d. Sangat Tidak Setuju

20. Penggunaan sosial media dan internet untuk menunjang pembelajaran pada soal – soal latihan sangat menarik.

a. Sangat Setuju
b. Setuju
c. Tidak Setuju
d. Sangat Tidak Setuju

APPENDIX G

THE RESULT OF THE IMPLEMENTATION

Aspect	No.	Statement	Item Number	Mean
Materials	1.	The input of the materials are related to the students characteristics	1	2.8
	2.	The materials are up-to date	2	2.8
			5	2.7
	3.	The input materials are interesting	6	2.9
	4.	The effectiveness of the language use in explaining the materials	4	3
			8	3
	5.	Quality of pictures in explaining the materials	3	2.9
	6.	The balance between the materials and the evaluation items	7	3
Instruction	7.	Quality of the instruction	9	2.9
			10	2.8
			11	3
	8.	Quality of the evaluation items	12	2.6
			13	2.9
			14	3
Media	9.	The appropriateness of the picture choice	15	3
	10.	The effectiveness of the pictures	16	2.6
	11.	The appropriateness of the font	17	3
	12.	The effectiveness of the color	18	3
	13.	The text efficiency and effectiveness	19	2.9
	14.	The involvement of technology is interesting	20	3

APPENDIX H

INTERVIEW

TRANSCRIPT

Researcher (R)	:	*Seberapa pentingkah pembelajaran menulis (writing) di kelas? Bagaimana pembelajaran menulis (writing) di kelas dan teknik seperti apa yang efektif dalam pembelajaran menulis?* (How important is the teaching writing in the class? How about the method that is used in teaching writing in the class and what is the effective technique in teaching writing?)
Teacher (T)	:	*Menurut saya, writing itu penting sekali.Di dalam kelas, siswa biasa mengerjakan tugas seperti membuat kalimat karena menurut saya teknik tersebut yang paling efektif.* (In my opinion, teaching writing is very important. I usually ask the students to do their assignment such as composing a sentence because it is an effective technique to teach writing.)
R	:	*Media apa yang Ibu gunakan di dalam kelas? Apakah ibu membuatnya sendiri? Latihan apa saja yang digunakan dalam pembelajaran menulis?* What kinds of media do you use in teaching writing? Do you make the media by yourself?What kinds of assignment do you use in teaching writing?
T	:	*Saya menggunakan powerpoint sebagai media pembelajaran yang diambil dari internet dan latihan soal – soal saya ambilkan dari LKS yang dikerjakan dirumah sehingga siswa bisa menjadi lebih aktif.* (I use the powerpoint as the media by searching from the internet and the assignment from the LKS.The writing activity is an assignment from the LKS which is done at home so the students can be an active learner.)
R	:	*Kesulitan apa yang terjadi dalam pembelajaran menulis?* (What is the difficulty in learning writing?)
T	:	*Kesulitannya adalah terbatasnya waktu karena hanya 2 jam pembelajaran Bahasa Inggris, sehingga siswa harus belajar mandiri dirumah jika tidak, mereka akan tertinggal.* (The difficulty in learning writing is the limit of time, because there is only 2 hours for teaching English based on the new curriculum. So, the students have to learn more at home to comprehend the materials.)

R : *Bagaimana menurut Ibu mengenai buku tambahan untuk pembelajaran menulis? Topik apa yang menurut Ibu menarik?*

(What do you think about a supplementary writing material in teaching writing? What kinds of topic that can be interesting in the supplementary material?)

T : *Bagus. Latihan soal di LKS itu kurang. Topik yang terbaru misal diambil dari Jakarta Post karena materi dari buku paket sudah kuno. Penggunaan sosial media juga penting untuk mengembangkan kemampuan siswa.*

(Good. The writing activities in LKS are less sufficient for the students. The topic should be up to date such as the article from Jakarta Post because some of the inputs in the textbook are out of date. The use of social media is also important to improve the students' writing skill.)

R : *Apakah penggunaan pembelajaran Task Based mempermudah siswa dalam meningkatkan kemampuan menulis?*

(Do the use of Task Based facilitate the teaching writing?)

T : *Ya, Task Based sangat mempermudah siswa dalam meningkatkan kemampuan menulis karena dalam menulis, dimulai dari brainstorming, draft sebelum tulisan jadi.Sejalan dengan teori Task Based.*

(Yes, Task Based is very facilitating the students in improving their writing ability because in learning writing, the students need to brainstorming, make an outline and the last a whole of the text. Those steps are in line with Task Based theory.)

(Appendix)

APPENDIX I

DESCRIPTION OF THE TASKS

Description task in Unit 1 What does she look like? Pre task	
Task 1 Instruction: Read the descriptions and match the pictures with the descriptions in the right box.	Description: The task is used to warm up the students about describing people by giving the picture and the short descriptive paragraph.
Task 2 Instruction: Match the images below with their correct description	Description: The task focuses on the adjectives that are used in describing people.
Task 3 Instruction : Look at the words in the box. Do you know the meanings? Check your dictionary.	Description: The students ask to understand about some difficult words which is related to describe people.
Task Cycle Task	
Task 4 Instruction: Look at the text and cross the right answer in the following questions.	Description: The purpose of the task facilitates the students in comprehending the descriptive text. The example of the text starts from the shortest descriptive text.
Task 5 Instruction: Write down True or False in the following box based on the “My Best Friend”’s story.	Description: The aim is to make sure whether the students comprehend the descriptive text or not. The questions use some adjectives to make the students used to write some adjectives.

Task 6 Instruction: Discuss with your partner, re write jumbled paragraphs in the following boxes and answer the questions below.	Description: The students ask to understand about the generic structure of the descriptive text and write down the social function of the text.
Task 7 Instruction: Look at the puzzle below. Find 10 adjective words related to describe person.	Description: The students are asked to find some adjectives related to the someone's physical appearance.
Task 8 Instruction: List the adjective words below.	Description: After the students find some adjective, they are asked to write down the words in the table.
Task 9 Instruction: Read and answer the following questions.	Description: In this task, the students answer some of the question related to describe the phsyical appearance of their mother by filling the blank.
Task 10 Instruction: Fill in the blanks of the following paragraph in "Wanted" announcement.	Description: The task provides the use of descriptive text in their daily life, such as in the "Wanted" announcement. The purpose of this text is to teach the students that learning descriptive text of people is important.

Task 11 Instruction: Choose one of the correct verb based on the text.	Description: The task is used to apply the explanation about language features of the descriptive text.
Task 12 Instruction: Write down in the following box on Emily's File-Fact based on the story above.	Description: The purpose of the task is to make sure whether the students can answer about someones's description or not.
Planning	
Task 13 Instruction: List some adjectives related to the following pictures' appearance.	Description: The task provides some pictures about famous person and the students have to find out the adjectives related to the picture.
Task 14 Instruction: Write down some sentences related to the adjectives in the Task 13	Description: The aim of the task is to give the students more practice in writing sentences.
Report	
Task 15 Instruction: Take a picture of someone you like, cut and patch the picture in the following worksheet. Write down the detail information about the picture. Compose	Description: The students are asked to work individually in composing a descriptive text in creative and interesting way.

the “Wanted” or “Missing People” announcement.	
Language Focus	
Learn More The explanation of descriptive text	Description: The explanation is aimed to facilitate the students about what descriptive text is and how to use descriptive text in daily life.
Learn More Describing Physical Appearance	Description: In this part, the students learn more about the adjective words and some expressing sentence related to describe someone.

Description task in Unit 2 Where is it located? Pre task	
Task 1 Instruction: List some of adjectives related to the picture of Ratu Boko Temple in the following box.	Description: The aim of the task is to warm up the students about the adjectives that usually use in describing places.
Task 2 Instruction:	Description:

Match the tourism destination picture on the left side with the name of the place on the right side.	The purpose of the task is to introduce about describing place by giving a short descriptive paragraph.
Task 3 Instruction : After you match the short descriptive paragraph, scan the text quickly to find the English equivalents for the Indonesian words to the word on the given dashes below.	Description: The task is to find out the meaning of the difficult word by guessing the word after scanning the short descriptive paragraph.
Task Cycle Task	
Task 4 Instruction: Here is a picture of Prambanan Tempel. Write down the simple sentences about the description of this picture. You can use other source to get any information.	Description: The students are asked to write down a simple sentence related to the given picture.
Task 5 Instruction: Read the sentences. Put them in order to make a good paragraph.	Description: The students are asked to make a good paragraph based on the jumbled sentences.
Task 6 Instruction: Answer and re write the sentences in Task 5 in the proper generic structure of the text.	Description: After arranged the sentences, the students have to categorize the sentences based on the correct generic structure of the text.
Task 7	Description:

Instruction: Find and circle 10 words in the wordsearch puzzle below.	The students have to find the name of tourism destination place in the wordsearch puzzle.
Task 8 Instruction: Write a simple sentence using 10 words in the Task 7 in the following box.	Description: The purpose of the task is to practice the students' writing skill in describing place based on the given topic.
Task 9 Instruction: Choose one of the correct verb choice to fill incomplete sentences in the following box.	Description: The aim of the task is to learn simple present tense.
Task 10 Instruction: Complete the following sentences about your city or town.	Description: The students are asked to write a descriptive sentence about their hometown.
Task 11 Instruction: Fill in the blanks below to complete sentences. Use the words in the box.	Description: In this task, there are some adjectives to describe place. The students have to choose one of the word which appropriate to the sentence.
Task 12 Instruction:	Description: The purpose of this task is to provide an authentic text which is used the description text about place.

Read the letter below. Then, complete the missing parts of the paragraph with the sentences in the box,	
Planning	
Task 13 Instruction: Take one of the public places picture that you have been visited. Answer the questions below and list some adjective words of the place.	Description: The task is to help the students to make an outline of descriptive text about place by answering some questions related to the picture. The students have to write down some adjectives related to the picture.
Task 14 Instruction: Write down the simple sentences by using the answer of the Task 13 in the following box.	Description: The task is used for practicing the students' writing skill by writing the simple sentence based on the previous task.
Report	
Task 15 Instruction: Write the short descriptive paragraph in your Social Media account.	Description: The task is to report what the students learn about describing the place in their social media account.
Language Focus	
Learn More The explanation of descriptives text about place.	Description: The explanation is used to make the students understand that there are some differences in describing people and place.

Learn More The name of tourism destination place. Useful Language	Description: The vocabulary of the tourism destination place's name is used to make the students understand about the name and comprehend how to describe the place by using the specific language in describing place.

Description task in Unit 3 What will the event held? Pre task	
Task 1 Instruction: Read the following announcement and answer the following questions.	Description: The purpose is to warm up about the parts of the announcement by answering somw questions.
Task 2 Instruction: Write down the place where the announcement is usually found.	Description: The task is to differentiate about the kind of announcement.
Task 3 Instruction : Read the following arrival cancellation announcement and match the following words with their Indonesian equivalents.	Description: The aim of the task is to find out the meaning of some words related to the announcement.
Task Cycle Task	
Task 4 Instruction: Read the following announcement and answer the questions.	Description: The task is to comprehend about the announcement. The questions are related to the important part of the announcement.
Task 5 Instruction:	Description: The task uses some of the expression related to the announcement sentences. It facilitates the students to practice in

Complete the sentences with the expression in the following box.	writing announcement text by completing the sentence.
Task 6 Instruction: Read the following announcement and answer True and False questions.	Description: The students have to scanning the generic structure of the text and the expressions that are used in the announcement text.
Task 7 Instruction: Answer the questions below by writing True and False based on the announcement.	Description: The students have to comprehend the task by answering the question related to the announcement.
Task 8 Instruction: Identify the generic structure of the announcement below.	Description: The purpose of the task is to identify the structure of the announcement.
Task 9 Instruction: Complete the following chart to find out the structure of the announcement below.	Description: The purpose of the task is to identify the parts of the announcement by re write the sentences and answering the purpose of each parts of the announcement.
Task 10 Instruction: Read the following announcement and identify the main ideas of each	Description: The aim of the task is to identify the main idea of each paragraph and re write the details of each paragraph.

paragraph, and then write the most important details using your own words.	
Task 11 Instruction: The following announcement is not arranged properly. Re arrange the announcement, so that it makes sense.	Description: The students have to number the sentence to make the sentence arranged correctly.
Task 12 Instruction: Re write the correct announcement of Task 11 in the following box.	Description: The purpose of the task is re writing the correct paragraph in the box.
Planning	
Task 13 Instruction: Write down some expressions of opening and closing that you have learned in this following box	Description: The students have to find out the opening and closing expression for written announcement by using any sources.
Task 14 Instruction: Make a school announcement that you like using the detail information below.	Description: Based on the given topic, the students have to compose a school event announcement in the worksheet.
Report	
Task 15 Instruction: Compose an announcement you like, then design an interesting	Description: The students have to independently compose an announcement and make a report in front of the classroom.

announcement. Patch your announcement in the classroom wall magazine.	
Language Focus	
Learn More The explanation of announcement	Description: The explanation is used to make the students understand about the language features and generic structure of the announcement text.

Table of Contents

Cover i

Table of Contents 1

Unit 1 2

Describing People : What does she look like?

Unit 2 17

Describing Place : Where is it located?

Unit 3 32

Announcement : When will the event be held?

References 46

UNIT 1

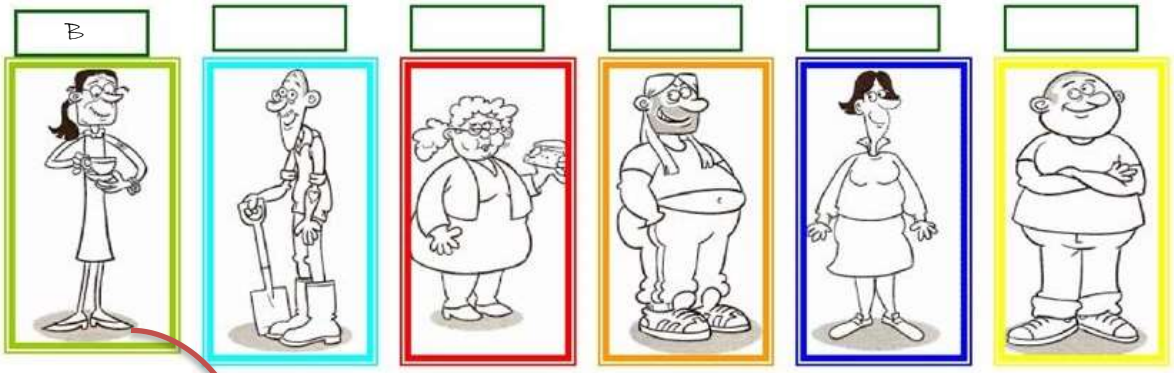
What does she look like?

Do you have a bestfriend? What does he/she look like? Can you describe one of your friends? In this unit, you will learn how to describe people based on their look and make a descriptive text.

Pre Task Activities

Task 1

Read the description and match the picture with the description in the right box.



B

Polly is tall and thin. She has long dark hair. She has a square face. Her nose is sharp.

A

Sara is fat and short. She has curly hair. Her face is round. She has small ears and eyes.

C

Peter is tall and thin. He is bald. He has a long face. He has moustaches. He has big ears and nose.

E

Alex is fat and tall. He is bald. He has round head. He has big nose, big mouth and big eyes.

D

Tom is tall and fat. He has long fair hair. He has big eyes and a big nose. His ears are big too.

F

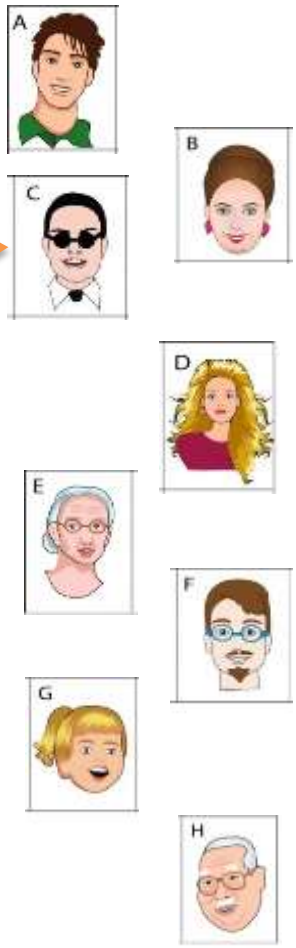
Kelly is tall and fat. She has short dark hair. She has a long neck. Her eyes are small and her nose is big.

Taken from en.islcollective.com

Task 2

Match the images below with their correct description

1. blond little girl with blue eyes
2. is wearing glasses and has beard and a moustache
3. blond young woman with long hair and blue eyes
4. brunette man wearing dark sunglasses
5. old man with curly hair wearing glasses
6. middle-aged woman with brown hair and red earings
7. good looking young man with black eyes
8. merry old woman wearing glasses



Taken from http://amrinanisme.blogspot.co.id/2013_09_01_archive.html

Task 3

Look at the words in the box. Do you know the meaning? Check your dictionary.

Let's Go!

C. Read the following text, and then answer the following questions.

My Best Friend

I have a bestfriend who is called Ernesto. He is my classmate since we were in elementary school. Every morning, we go to school together.

Ernesto has a well-built body. He is tall and slim. He also has small blue eyes and curly brown hair. He likes to wear jeans, t-shirt and sneakers outside the school. His favourite t-shirts' colors are maroon and navy blue. He likes to do different stuffs . He takes parts in all sports, scout, and mountaineering activities. He also likes to play the guitar.

IDENTIFICATION

DESCRIPTION

TASK 4

Look at the text and cross (X) the right answer in the following questions.

1. What does Ernesto look like?
   A. He is tall and slim.
   B. He is tall and fat.
   C. He is friendly and honest.
   D. He likes to play the guitar.

2. What does Ernesto like?
   A. tall and thin
   B. He likes sports.
   C. He has a well-built body.
   D. small blue eyes and curly brown hair

3. What are his favourite colour?
   A. black and maroon
   B. navy blue and grey
   C. navy blue and maroon
   D. maroon and green

Adapted from http://www.slideshare.net/ignaciaparotprofesora/describing-personality-12520331

Learn More

Descriptive Text

Teks yang berjudul 'My Best Friend' adalah salah satu contoh teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, hewan, tempat atau benda lainnya.

Perbedaan antara teks deskriptif dengan teks report adalah teks deskriptif lebih spesifik dibandingkan teks report.

Ada dua tahap struktur teks dari teks deskriptif.

1. Identification : menjelaskan atau mengidentifikasi obyek yang akan dideskripsikan.
2. Description : mendeskripsikan fenomena tentang bagian, kualitas serta karakteristik dari obyek.

Paragraf pertama dalam teks yang berjudul 'My Best Friend' adalah Identification. Tokoh yang dideskripsikan bernama Ernesto. Dalam Identification disebutkan bahwa Ernesto adalah teman sekolah dari penulis sejak duduk dibangku sekolah dasar.

Paragraf kedua adalah description. Dalam bagian ini menjelaskan tentang gambaran fisik dari Ernesto.

Fitur bahasa teks deskriptif :

1. Simple present tense (e.g Ernesto has a well-built body.)
2. Penggunaan 'be'; is,am,are (e.g He is tall and slim.)
3. Penggunaan adjectives (e.g small, curly, blue, brown.)
4. Penggunaan noun (e.g hair, eyes)

Task 5

Answer True or False

1. Ernesto is my neighbour.	F
2. He loves to play piano.	
3. Ernesto is tall and slim.	
4. He doesn't like to play guitar.	
5. Ernesto has small grey eyes.	
6. His hair is curly brown hair.	
7. He likes to wear t-shirt and jeans.	

Task 6

Discuss with the partner, re-write the jumbled paragraph in the following table and answer the question below.

Dian Pelangi: In the arms of rainbow

Dian has a bright and expressive eyes. She is tall and slim. She has a fair complexion. She loves to wear Muslim clothing since she was fifth grade. She loves to wear simple veil and traditional Indonesian fabrics such as batik and jumputan.

Dian Wahyu Utami is known as Dian Pelangi (Pelangi means rainbow). She is a young talented fashion designer. She was born in Palembang, 24 years ago.

Adapted from http://www.thejakartapost.com/news/2012/08/05/dian-pelangi-in-arms-rainbow.html

The social function of descriptive text is.....

Identification

Description

Task 7

Look at the puzzle below. Find 10 adjective words related to how to describe a person.

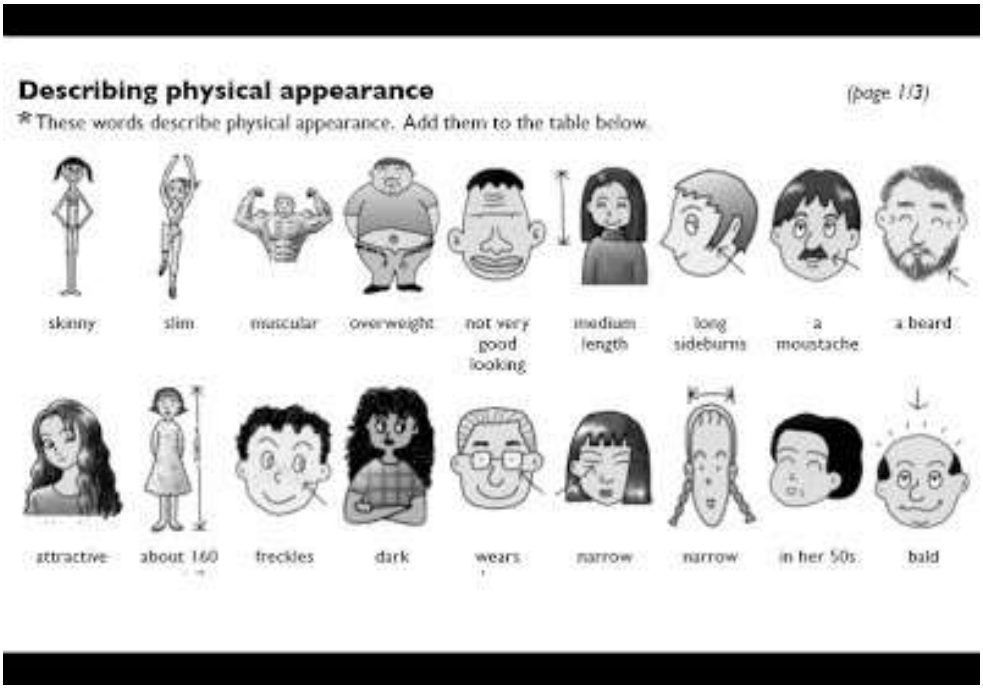
w	e	x	t	a	l	l	g	H	y	f	u	e	l	b
b	a	l	d	b	h	s	k	i	n	n	y	x	c	r
p	d	g	y	w	a	v	y	r	e	m	b	u	y	o
h	u	e	v	f	g	h	y	u	c	u	r	l	y	w
q	t	r	m	o	u	s	t	a	c	h	e	d	c	n
a	s	l	i	m	h	k	y	o	l	f	b	r	t	b
u	i	g	b	e	a	r	d	a	v	y	w	e	d	h
y	e	j	s	g	j	l	e	r	t	f	a	s	f	t
d	r	s	y	o	u	n	g	h	r	u	b	e	t	g

Task 8

List the adjective words below.

1. tall	6.
2.	7.
3.	8.
4.	9.
5.	10.

Learn More



pict 1.2

Likes and Dislikes	Physical Appearance	Noun Phrase
What do I/You/They/We/ like? What does She/He/It like?	What do I/You/They/We look like? What does She/He/It look like?	Adjective + Noun
Example:	Example:	Example
What do you like? I like to study.	What do they look like? They are short and fat.	straight black + hair *adjective* *noun*
What does he like? He likes to play tennis.	What does she look like? She has curly brown hair.	

Task 9

Read the following questions and fill the correct answer in the blank.

1. What does your mother look like?

My mother's name is_____, she is_____and _____.

She has_____and_____ hair,and_____ eyes.

2. What does your mother like?

My mother really likes

to_____,_____,and_____.

Task 10

Fill in the blank of the descriptive paragraph in the following "Wanted" announcement.

WANTED!

DEAD OR ALIVE

Help the police to catch these criminals! Complete their descriptions using the words from the list below:

- chubby
- gold tooth
- moustache
- face
- double chin
- hat
- black-rimmed glasses
- sleeveless shirt
- head
- baseball cap
- goatie beard
- mean look

Pedro Sombrero is the mean look boss of the Mexican Mafia. Pedro has a..... Everyone can see it when he laughs. His.....is fat. He always wears a sombrero.....

Pete Baldy is a computer hackers. The police wants him for hacking into the Pentagon's web server. Peter shaves his.....every two days. That's why his name is Baldy. He wears..... He always wears a.....

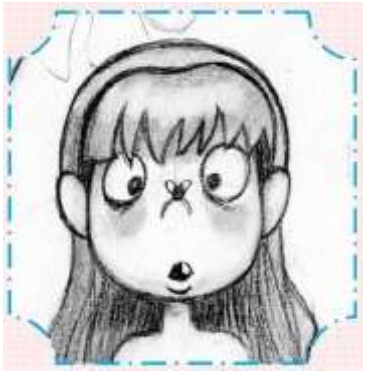
Sen Cypress is a drug ousher in Los Angeles. He wears a white.....sideways. He has a moustache and a..... He has huge eyes and a..... His nose is small.

Taken from https://en.islcollective.com/resources/search_result?Vocabulary_Focus=Describing+people

Task 11

Choose one of the correct grammar based on the text.

Emily's Potrait



Emily Grover (are/is) seven years old and she (attends/attend) the 2nd grade. She (live/lives) with her parents and her two older brothers in Plockton village, Scotland.

She (have/has) got long brown hair and green eyes.She (am/is) tall and thin. She is 140 cm tall. She (loves/love) to walk through Plockton Bay and (see/sees) the beautiful rocky hills in the distance. She also (like/likes) to read adventure stories and to play tricks on people. She (does/do) not like going shopping, she prefers a good adventure. Her favourite animals (is/are) butterfly and cat, but she does not like flies at all.

Task 12

Write down in the following box Emily's File-Fact based on the story above.

Emily's File-Fact

Name :	**Emily Grover**	**Hair:**	
Surname :		**Eyes :**	
Age :		**Height :**	
School Year:			
Things she likes to do:			
Things she doesnot like to do :			

Taken from https://en.islcollective.com/resources/printables/worksheets_doc_docx/emilys_portrait/present-simple-describing/5401

Let's Write!

Task 13

Choose one of the following famous person's pictures and list some adjectives related to the pictures appearance.

pict 1.3

(1)

pict 1.4

(2)

pict 1.5

(3)

pict 1.6

(4)

Name :

Body :

Face :

Skin color :

Hair color :

Job :

List of Adjectives :

1. brown wavy long hair
2.
3.
4.
5.
6.
7.
8.
9.
10.

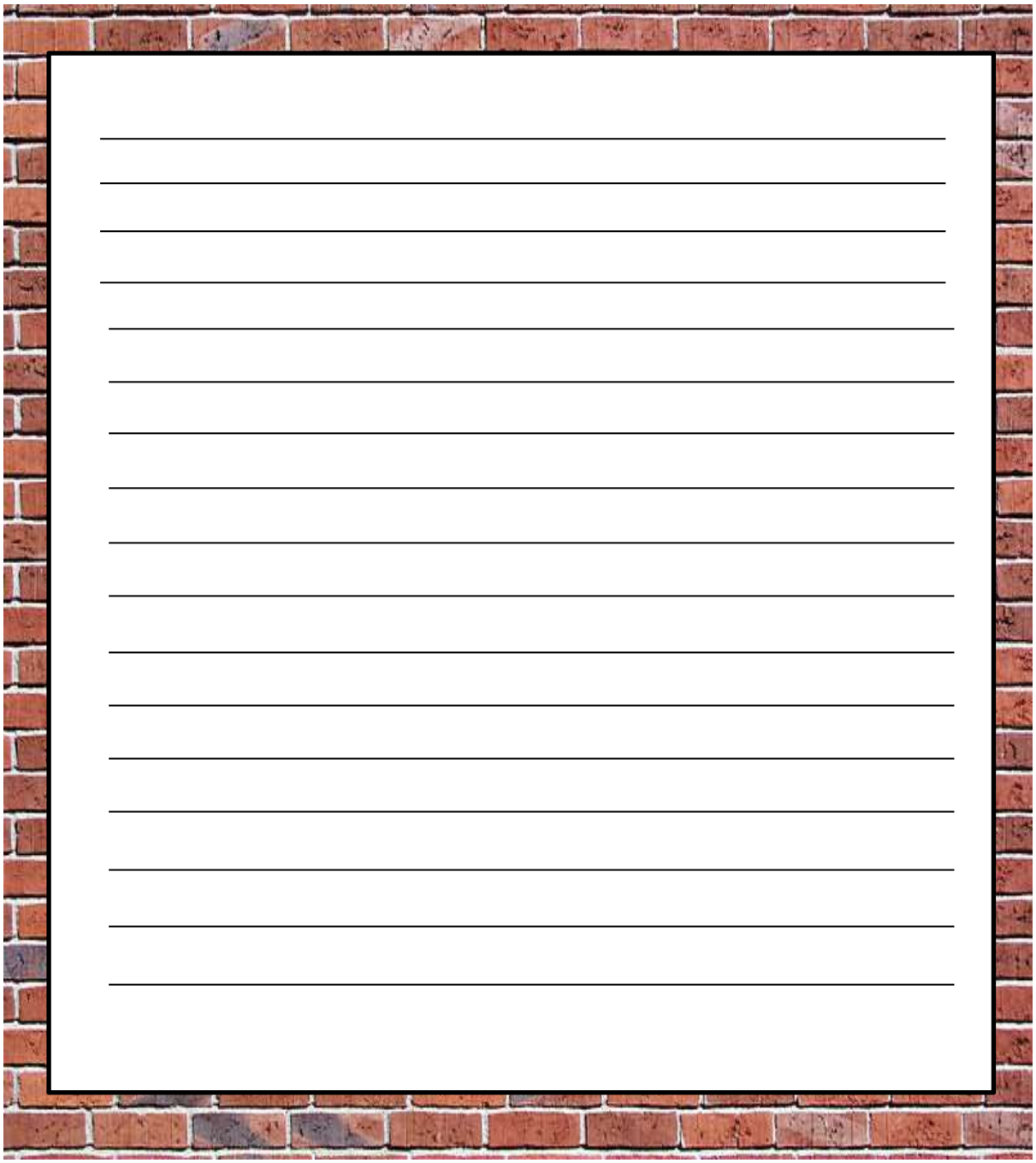
Task 14

Write down some sentences using the adjectives word based on the pictures. (freewriting)

1. Ariana Grande has a brown wavy long hair.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task 15

Take someone's picture who you like, cut and patch the picture in the following worksheet. Write down the detail information about the picture. Compose the "Wanted" or "Missing People" announcement.



Summary

In this unit, you learn :

A. STRUKTUR TEKS

- Struktur teks deskripsi dibagi menjadi dua tahap:
  - Identification
  - Description

B KARAKTERISTIK TEKS

- Menggunakan Simple Present Tense
- Menggunakan "be"; is,am,are
- Menggunakan kata sifat (adjectives)

C. NOUN PHRASE

- Adjective (kata sifat: brown,blue, small, big)
- Noun (kata benda: hair, eyes, complexion)
- Example : small grey eyes

UNIT 2

Where is it located?

Do you like travelling? Where is your holiday destination? Can you describe one of tourism destination that you have ever visited? In this unit, you will learn how to describe tourismdestination in a descriptive text.

Pre Task Activities

Task 1

List some of adjectives related to the picture of Ratu Boko Temple in the following box

pict 2.7

Task 2

Match the tourism destination picture on the left side with the name of the place on the right side.

1

pict 2.8

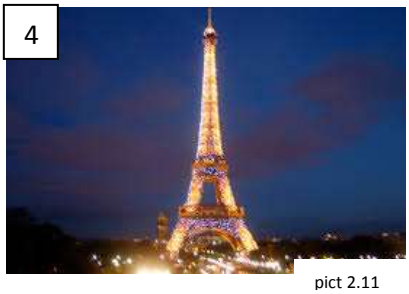
2

pict 2.9

3

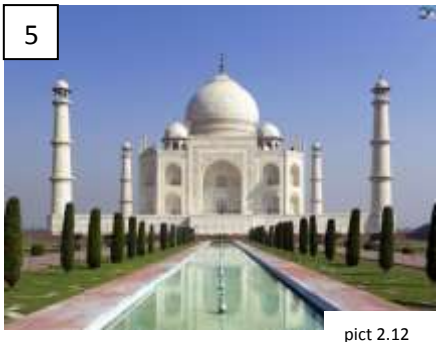
pict 2.10

4



pict 2.11

5



pict 2.12

The Taj was built by Shah Jahan as a memorial for his third wife, Mumtaz Mahal, who died giving birth to their 14th child in 1631. The death of Mumtaz left the emperor so heartbroken that his hair is said to have turned grey virtually overnight.

No one could imagine Paris today without it. But Gustave Eiffel only constructed this elegant, 320m-tall signature spire as a temporary exhibit for the 1889 World Fair.
Lifts ascend to the tower's three levels; change lifts on the 2nd level for the final ascent to the top. Energetic visitors can walk as far as the 2nd level using the south pillar's 704-step stairs.

Mount Bromo is located 4 hours drive from Surabaya, the capital of East Java. Mount Bromo is a part of the Bromo Tengger Semeru National Park that covers a massive area of 800 square kilometres.

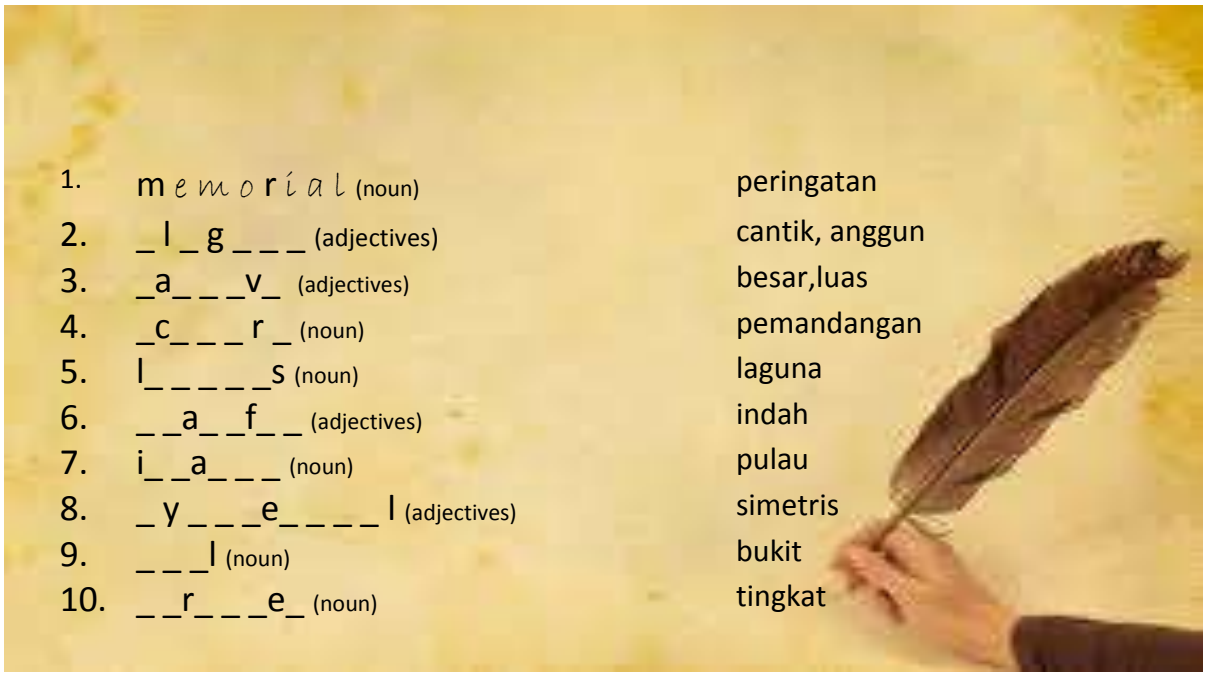
The sparsely populated Raja Ampat islands comprise of around 1000 islands just off Sorong. With their sublime scenery of steep, jungle-covered islands, scorching white-sand beaches, hidden lagoons, spooky caves, weird mushroom-shaped islets and pellucid luminous turquoise waters, Raja Ampat has to be one of the most beautiful island chains in Southeast-Asia.

Borobudur is built from two million stone blocks in the form of a massive symmetrical stupa, literally wrapped around a small hill. Standing on a 118m by 118m base, its six square terraces are topped by three circular ones, with four stairways leading up through carved gateways to the top.

Adapted from www.lonelyplanet.com

Task 3

After you match the short descriptive paragraph, scan the text quickly to find the English equivalents for the Indonesian words below. Right the word on the given dashes below.



1.	m e m o r í a l (noun)	peringatan
2.	_ l _ g _ _ _ (adjectives)	cantik, anggun
3.	_a_ _ _v_ (adjectives)	besar,luas
4.	_c_ _ _ r _ (noun)	pemandangan
5.	l_ _ _ _ _s (noun)	laguna
6.	_ _a_ _f_ _ (adjectives)	indah
7.	i_ _a_ _ _ (noun)	pulau
8.	_ y _ _ _e_ _ _ _ l (adjectives)	simetris
9.	_ _ _l (noun)	bukit
10.	_ _r_ _ _e_ (noun)	tingkat

Let's Go!

Read the following text about Kelimutu Lake and answer the questions below.

Kelimutu Lake

pict 2.13

Mount Kelimutu is a volcano located in Flores Island, Nusa Tenggara Timur, Indonesia. The volcano has three lakes on its crates. The lake is known as Danau Tiga Warna because the lake has three different colours, red, blue, and white.

The name Kelimutu is derived from the word "*Keli*" which means mountain and "*Mutu*" which means boiled. The lake was discovered in 1915 and has become National Nature Conservation Area since February 26, 1992. The lakes are 1.051.000 meter square wide with 1.292 millions meter cubic water volume.

Taken from https://dontstopreading.wordpress.com/category/high-school-grade-x/

Task 4

Read the text and answer the following questions.

1. **Where is Mount Kelimutu located?**
   Mount Kelimutu is located in Flores Island, Nusa Tenggara Timur.
2. **How many lakes does Mount Kelimutu have?**
3. **What is the meaning of "Keli" and "Mutu?**
4. **When was the lake of Mount Kelimutu discovered?**

Read the following text about London and answer the questions below.

pict 2.13

London

London is the capital of England and the capital of Great Britain. It is one of the greatest city in the world. It is a seat of government, a center of learning and culture. It is an important business and financial center. London has four major areas. The city is the oldest part of London. It stretches from Fleet street to the Tower. Many financial and business buildings are in the city.

Identification

The West End lies between Fleet street and Hyde park, it includes the houses of Parliament, Whitehall, Buckingham Palace, the University of London, the Museum and Galleries. The East End is East of the Tower. It includes the port of London and large industrial and residential areas. The South Bank is in the South of Thames between Lambeth and Tower Bridge. Several important buildings and Skyscrapers, housing government departments and private firms are there. London is also very famous for its parks such as Kensynton Gardens, Hyde park, Green park, St James park and Regent's park.

Description

pict 2.14

Taken from http://www.onefd.edu.dz/infpe/cours%20pdf%201mef/Env1/pdf-anglais/Anglais_env1_def09.pdf

Learn More

Descriptives Text

Teks yang berjudul 'London' adalah salah satu contoh teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, hewan, tempat atau benda lainnya.

Perbedaan antara teks deskriptif tentang orang dengan teks deskriptif tempat terletak pada pemilihan kata sifat dan preposisi yang digunakan.

Ada dua tahap struktur teks dari teks deskriptif.

1. Identification : menjelaskan atau mengidentifikasi obyek yang akan dideskripsikan.
2. Description : mendeskripsikan fenomena tentang bagian, kualitas serta karakteristik dari obyek.

Paragraf pertama dalam teks yang berjudul 'London' adalah Identification. Paragraf pertama berisikan tentang kota London secara umum sebagai ibu kota Inggris dan merupakan pusat perekonomian di negara tersebut.

Paragraf kedua adalah description. Dalam bagian ini menjelaskan tentang gambaran kota London secara spesifik.

Fitur bahasa teks deskriptif :

1. Simple present tense (e.g The West End lies between Fleet street and Hyde park.)
2. Penggunaan 'be'; is,am,are (e.g It is one of the greatest city in the world.)
3. Penggunaan adjectives (e.g important, large, major)
4. Penggunaan noun (e.g center, city, areas)
5. Penggunaan preposisi (e.g between)

pict 2.15

Task 5

Answer True and False based on the text.

1. __T__ London is the greatest city in the world.
2. _____ London has five major areas.
3. _____ The Buckingham Palace lies between Hyde Park and Fleet Street.
4. _____ Whitehall is located in the East End.
5. _____ The South Bank is in the East of the Tower.
6. _____ The skycrapers are located in the South Bank.
7. _____ London does not have any park.

Task 6

Read the sentences, put them in order to make a paragraph and re-write the sentences in the following box.

1. The West End lies between Fleet street and Hyde park .
2. London is the capital of England and the capital of Great Britain.
3. London has four major areas.
4. The East End is East of the Tower.
5. It is one of the greatest city in the world.
6. The South Bank is in the South of Thames between Lambeth and Tower Bridge.
7. It is a seat of government, a center of learning and culture.
8. London is also very famous for its parks like Green Park, Hyde park,and Regent's Park.

1

What is the social function of the text?

Identification

Description

Learn More

pict 2.16

USEFUL LANGUAGE

Position : ten minutes from where I live/ on the coast/ in the town centre/ next to/near

Superlatives : the old/ the most beautiful/ the best/ the worst

Giving your personal feelings : What I like about....is /I love....

Giving reasons : because/ The main reason is.....

Adjectives : old/beautiful/traditional/small/big

Giving Advice : I think everyone should visit....

Taken from http://www.slideshare.net/aponce4/writing-describing-places

Task 7

Find and circle 10 words in the wordsearch puzzle below.

a	w	a	t	e	r	f	a	l	l
r	l	m	b	e	a	c	h	z	h
i	r	f	o	r	e	s	t	x	i
v	m	o	u	n	t	a	i	n	l
e	c	k	d	e	s	e	r	t	l
r	a	l	a	k	e	d	w	g	s
d	v	o	p	i	s	l	a	n	d
s	e	g	c	i	t	y	q	f	r

Task 8

Make a simple sentence using 10 words above in the following box.

1. One of the amazing pine forest is located in Imogiri, Yogyakarta
2.
3.
4.
5.
6.
7.
8.
9.
10.

pict 2.18

pict 2.17

Task 9

Fill in the blank with correct verbs.

1. In London, there _____are_____ (has/is/are) a lot of parks.

2. Rome _____ (has/is/are) a population of four million.

3. There _____ (has/is/are) many museums in Cairo.

4. In Paris there _____ (is/have/has) a famous tower.

5. There _____ (has/is/are) an airport in Muscat.

Taken from 01_Writing_Booklet_HW_unit_8.pdf

Task 10

Complete the sentences about your city or town.

1. My city/town has _____

2. In _____ there is_____

3. There are _____

4. It has _____

5. There is_____ in my city/town.

Task 11

Complete the sentence with 15 adjectives word in the left side to describe places.

GRAMMAR WORKSHEET

ADJECTIVES (Describing Places)

ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE
beautiful	ugly	large	small	relaxing	stressful
bright	dark	modern	traditional	spacious	cramped
clean	dirty	neat	messy	terrific	terrible
empty	crowded	new	old	unusual	ordinary
interesting	boring	quiet	noisy	well-known	unknown

- ***Fill in the blanks below to complete the sentences. Use the words in the box above.***

1. I like to study at our school library. It isn't noisy, it's very *quiet*.
2. Many people from all over the world visit that museum. It's quite _____.
3. Our living room has many large windows, so it's _____, especially in the morning.
4. Many people eat at that restaurant. It's always _____. It's never empty.
5. My apartment building is very _____. I live on the 36th floor.
6. The park near my home is _____. It has many flowers and trees.
7. I don't like that shopping mall. There's nothing to do there. It's _____.
8. My bedroom was too _____, so my mother asked me to pick up my toys.
9. That department store was built just a few months ago. It's _____.
10. My home isn't unusual, it's really quite _____.
11. The fish market in our town is the same as fish markets a hundred years ago. I guess you could say it's very _____.
12. Unfortunately, my office is too noisy, busy and crowded, so it's _____.
13. There's a _____ coffee shop near here. I really think it's great! Let's go.
14. Hospitals are always very _____. They're not dirty.
15. A: Is your new home spacious? B: No, it's small and _____.

Taken from http://www.allthingsgrammar.com/adjectives-and-adverbs.html

Task 12

Read the letter below. Then, complete the missing parts of the paragraph with the sentences in the box.

22.11.2012

Dear Gary,

My last trip to China was wonderful last week. I and my friends went to China. _____,we arrived in the Chinese capital of Bejing. China is in the Asian continent and we were in the USA. As soon as we checked in our hotel,_____. The next day, Mr Ming showed us the touristic attractions of Bejing. _____ , and then we visited the Pavillons of the Imperial Palace within the Forbidden City. Before we went back to our hote_____, we ended our day in Bejing with a traditional Peking Duck dinner at an elegant restaurant._____, we travelled north to Badaling to see the Great Wall of China. The wall extends across mountains and valleys for almost 4000 miles and is a magnificent structure. _____, we travelled to the Ming Tombs to view the final resting place of many China's Emperors. I had an amazing time during my trip and learnt a lot of things from the China's culture. I'm enclosing a picture of the group.

Love

Jessica

After we left the Great Wall

First, he took us to Tiananmen Square,

When we left Bejing

we met our local tour guide, Sung Ming

Before we went back to our hotel

After we flew 14 hours

pict 2.19

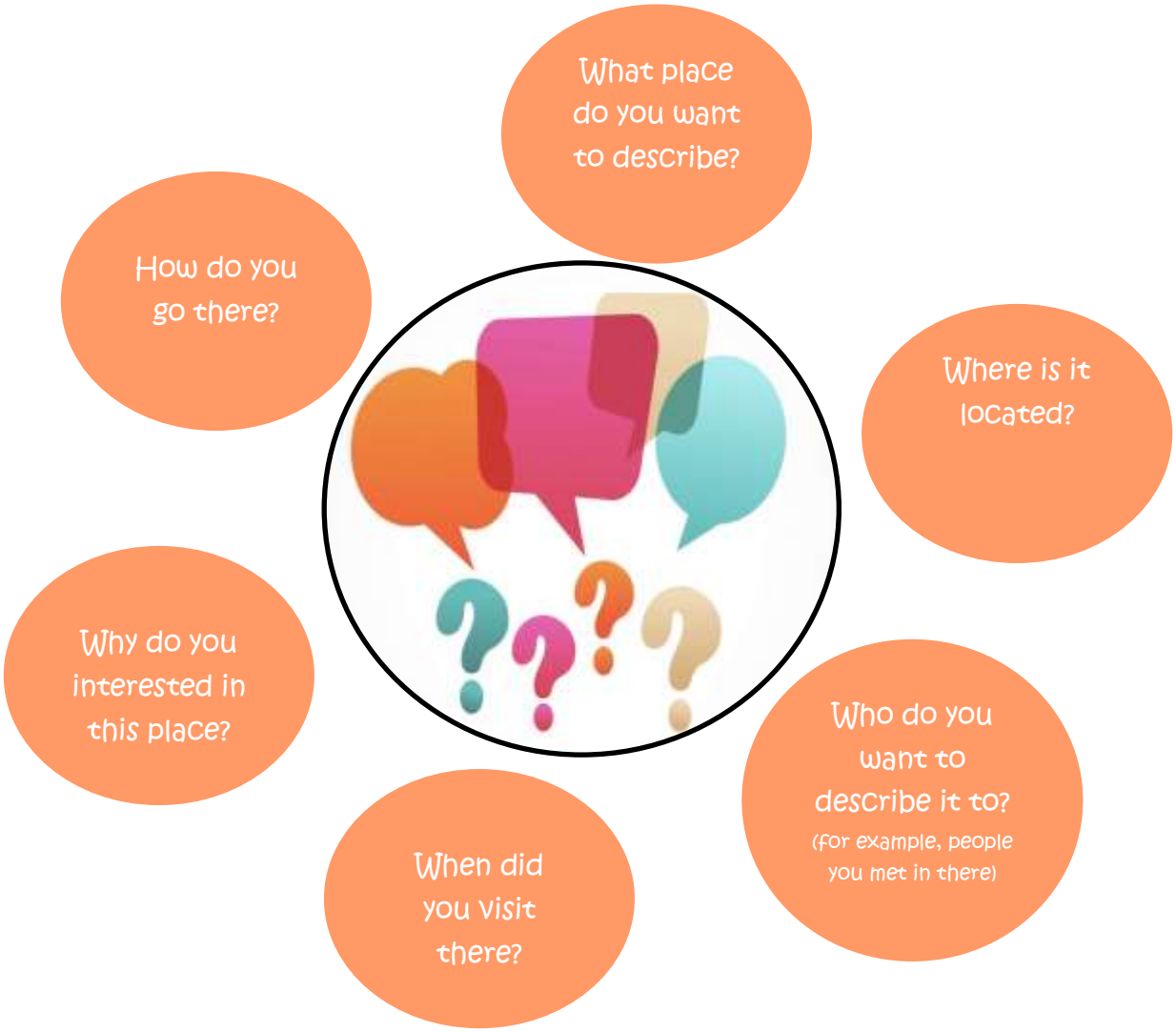
pict 2.20

Taken from https://en.islcollective.com/resources/printables/worksheets_doc_docx/describing_places/past-simple-city/36887

Let's Write!

Task 13

Take one of the tourist attraction places' picture that you have been visited. Answer the questions below and list some adjective words.



List of Adjective words	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10

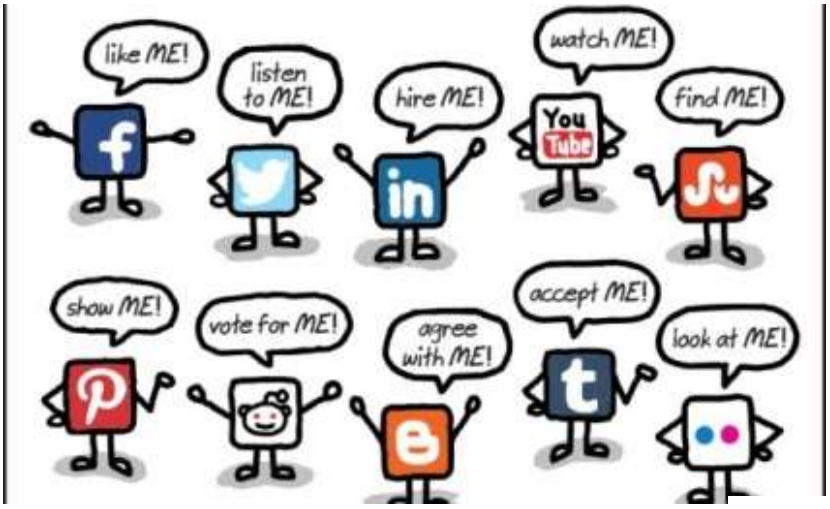
Task 14

Write down the answer of the questions above by using the adjectives in the following box. (freewriting)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Task 15

Upload the tourist attraction's picture of your choice and write the short descriptive paragraph in your Social Media account (e.g Instagram, Path, or Facebook) as the caption. Then, using some hastags for more likers. (e.g #exploreJogja, #visitIndonesia, and etc.)



pict 2.21

Summary

In this unit, you learn :

A. STRUKTUR TEKS

- Struktur teks deskripsi dibagi menjadi dua tahap:
  - Identification
  - Description

B KARAKTERISTIK TEKS

- Menggunakan Simple Present Tense
- Menggunakan "be"; is,am,are
- Menggunakan kata sifat (adjectives)
- Menggunakan preposisi

C. VOCABULARY

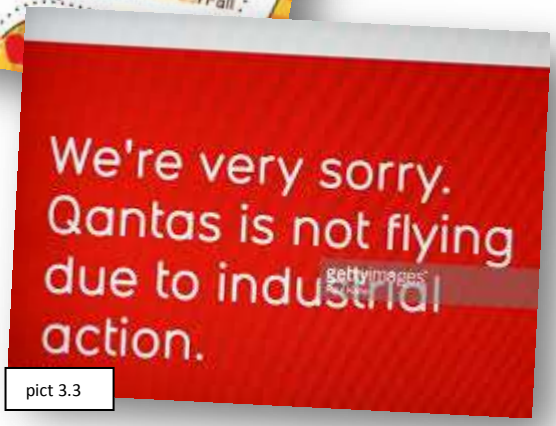
- Tourist attraction's vocabulary
- e.g lake, mountain,forest, jungle, temple and etc

UNIT 3

When will the event be held?

pict 3.1

pict 3.2



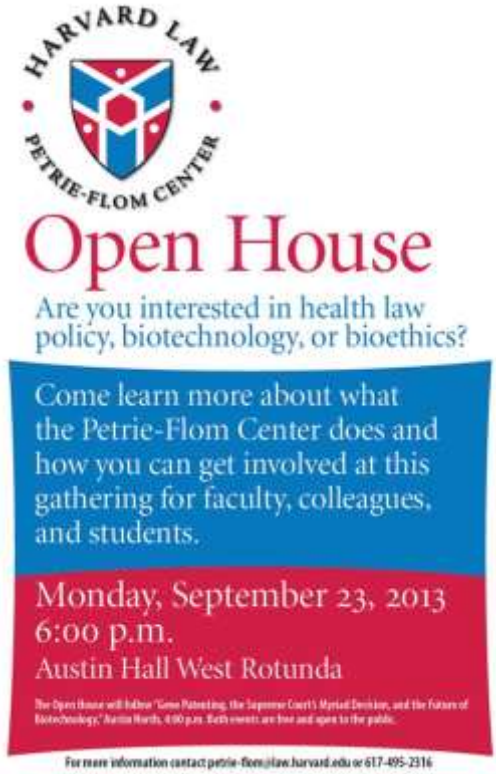
pict 3.3

Have you ever across this? Where do you find the announcement? What is it about? What are the detail information of the announcement? In this unit, you will learn how to make an announcement text.

Pre Task Activities

Task 1

Read the following announcement and answer the following question.



pict 3.4

1. Who wrote the announcement?
2. What is it about?
3. What is the events' date and time?
4. Where is the event venue?
5. For whom was the event held?
6. Why must they attend this event?
7. How do the students contact the committee?

Task 2

Write down the place where the announcement is usually found. Number 1 is done for you.

rail station | shopping mall | library | airport | school

1

pict 3.5

library

2

pict 3.6

_____

3

pict 3.7

_____

4

pict 3.8

_____

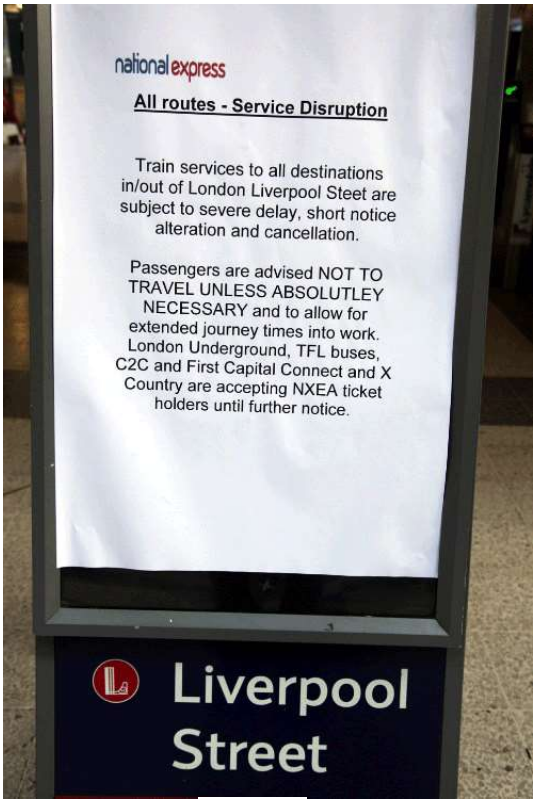
5

pict 3.9

_____

Task 3

Read the following arrival cancellation announcement and match the words with their Indonesian equivalents.



pict 3.10

1.	**Route *(noun)***	**penundaan**
2.	Destinations *(noun)*	perubahan
3.	Delay *(noun)*	penumpang
4.	Notice *(noun)*	perlu, penting
5.	Alteration *(noun)*	tujuan
6.	Cancellation *(noun)*	pemberitahuan
7.	Passenger *(noun)*	rute
8.	Necessary *(adjectives)*	pembatalan
9.	Extended *(adjectives)*	perjalanan
10.	Journey *(noun)*	diperpanjang

Let's Go!

Task 4

Read the following announcement and answer the question.

Our school basketball matches will begin on Saturday, January 1.

The events will run from 8.00 – 10.00 for the next four weeks.

The final tournament will be held on February 7.

For more information, contact Rizka (XI IPA1)

1. How long will the event run?

2. What month will the final round be held on?

3. When will their school basketball matches begin?

4. Who can we contact for further information?

Task 5

Complete the sentences with the expression in the following box.

a. The school rules	e. vote one of the candidates
b. a new school year	f. should wear a white and blue uniform
c. the new school regulation	g. a number of extracurricular programs
d. farewell party	h. please, be helpful

1. We have just begun a new school year_____.

2. Every student should know _____.

3. There are _____.

4. The election of the head of OSIS will be held on the next month. Every student should _____.

5. Students _____ from Monday till Thursday.

6. The _____will take in the school hall.

7. _____require the students to wear black belt and black shoes.

Taken from http://docslide.us/documents/announcement-worksheet.html

Task 6

Read the following announcement and answer True and False question.

Task 7

Answer the True and False questions below based on the announcement above. Number 1 is done for you.

1.	F	The announcement is for the teacher.
2.		One of the topics that should be following for the English Speech Contest is The Effective Ways of Learning English.
3.		The contest is held on Park of SMKN 6 Bandung.
4.		The speech contest will be held on Saturday.
5.		This announcement is kind of a contest announcement.
6.		There are 4 topics that can be choosen by the students.
7.		The student should visit the committee of English Speech Contest for further information.
8.		The students can meet the committee of the Speech Contest at headmaster room.
9.		All the students can enter this competition.
10.		The purpose of this text is to announce the students about the speech contest.

Task 8

Re write the detail information about a contest announcement to make a correct announcement.

_____ (1)

For all students of SMKN 6 Bandung, we invite you to _____(2)

Time : _____(3)
Place : _____(4)

Each class should register at least one student with these following topics :

a. The Advantage of Learning English
b. The Difficulties of Learning English
c. The Effective Ways of Learning English

For further information, visit _____(5) in teacher room.

Learn More

Announcement

Announcement (pengumuman) adalah pernyataan lisan atau tertulis yang ditujukan untuk memberitahukan sesuatu kepada orang banyak.

Bagian-bagian pengumuman tertulis :

Struktur teks announcement dibagi menjadi dua bagian, yaitu:

1. **Opening:** Bagian yang paling penting karena mewakili isi keseluruhan dari pengumuman tersebut. Meski begitu kadang tidak disebutkan dengan jelas.

2. **Content:** Penjelasan lebih lanjut tentang pengumuman tesebut. Di dalam content sebuah announcement berisi 5w +1 h :

    1. What : isi /tujuan pengumuman (e.g school bazaar, arrival cancellation,etc)

    2. Who : pembuat pengumuman (e.g the event committee, shopping mall manager,etc)

    Whom : untuk siapa pengumuman ditujukan (e.g students, visitor,etc)

    3. When : kapan pengumuman diselenggarakan

    4. Where : dimana tempat acara berlangsung

    5. Why : mengapa acara tersebut penting/ alasan lain (e.g train arrival cancellation)

    6. How : bagaimana untuk menghubungi panitia/ pembuat pengumuman

3. **Closing :** Bagian penutup berisi informasi lebih lanjut tentang pengumuman.

Fitur bahasa announcement :

1. Simple present tense
2. Tidak ada kata penghubung
3. Penulisan tanggal dan waktu
4. Penggunaan preposisi (on,in, at)

Task 9

Complete the following chart to find out the structure of the announcement below.

pict 3.11

Parts of Announcement	Purposes	Details
Opening		
Content		
Closing		

Task 10

Read the following announcement and identify the main ideas of the paragraph, and then write the the most important details using your own words.

CHARLOTTESVILLE & UNIVERSITY SYMPHONY ORCHESTRA

Concert Cancellation Announcement
as of Friday, February 14th at 10:30 am

With deep regret, the Charlottesville & University Symphony Orchestra has cancelled both of its weekend concerts. Due to the timing and nature of the storm that swept through our region, the orchestra lost an entire week of rehearsals. And, all weekend activities in Albemarle County schools have been cancelled, meaning that the orchestra is not permitted to perform at Monticello High School on Sunday.

Current ticketholders will receive information at a later date about a possible replacement concert.

Again, the orchestra's concerts on Saturday, February 15th and Sunday, February 16th have been cancelled. Thank you for your understanding, and for your continued support of the Charlottesville & University Symphony Orchestra.

pict 3.12

Paragraph	Main Idea	Details
1	The Charlottesville &University Symphony Orchestra announce the cancellation of weekend concerts.	– The natural disaster is the reason why the concert has cancelled. – The performance on Sunday has also cancelled.
2		
3		

Task 11

The following announcement is not arranged properly. Re arrange the announcement so that it makes sense.

On this regard, we are cordially inviting you to attend the said affair to meet your old friends, classmates, acquaintances and teachers, reminiscing memorable experiences and sharing stories of success and especially to renew our commitment to the noble ideals of our Alma Mater. (_____)

For further inquiries, please contact the reunion committee at (022) 237-2383 or text us at 085793111231. (_____)

SMKN 6 Bandung will be having a Grand Alumni Homecoming on December 1, 2014 at 2:00 pm at Ibis Hotel and Restaurant as the celebration of 34th Foundation Anniversary of SMKN 6 Bandung. (_____)

We look forward to your presence in this once a year celebration. (_____)

The registration charges are Rp 1.000.000 per person payable at the venue. These charges include T-shirt, ID, souvenir, dinner, live band and raffle draws. (_____)

Taken from http://www.slideshare.net/cakratoy/contoh-soal-announcement

Task 12

Re write the correct announcement in the following box.

Let's Write!

Task 13

Write down some expressions of opening and closing that you have learnt in this following box.

OPENING

1. For all the students, we invite you to join.....
2. _____
3. _____
4. _____
5. _____

CLOSING

1. Thank you for your understanding and for your continued support of.....
2. _____
3. _____
4. _____
5. _____

Task 14

Make a school announcement that you like using the detail information below.

Task 15

Make an announcement that you like (school event, school holiday, event cancellation, and etc), design an interesting announcement and make an attractive wall magazine.

pict 3.13

pict 3.14

Summary

In this unit, you learn :

A. Struktur Teks

- Struktur teks announcement dibagi menjadi tiga bagian:
  1. Opening
  2. Content(5w+1h)
  3. Closing

B. Tata Bahasa

- Penggunaan Simple Present Tense
- Preposisi, pengunaan waktu dan tanggal
- Tanpa Konjungsi

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- Pict 1.2 http://amrinanisme.blogspot.co.id/2013_09_01_archive.html
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- Pict 1.6 http://www.exafm.com/#!/culiacan/noticias/conoces-todos-los-secretos-de-zac-efron-272.html

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Table of Contents

Cover	i
Table of Contents	1
Kompetensi Inti dan Dasar menurut Kurikulum 2013	2
Let's Know More	3
Unit 1	4
Describing People : What does she look like?	
Unit 2	10
Describing Place : Where is it located?	
Unit 3	16
Announcement : When will the event be held?	
Answer Key	21
Self Assessment	24

Kompetensi Inti dan Kompetensi Dasar menurut Kurikulum 2013

Standard of Competence *Kompetensi Inti*	**Basic Competence** *Kompetensi Dasar*
4. Processing, thinking and communicating in the concrete and abstract's realm which is related to the school learning development independently, effectively, and creative through scientific method. *4. Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.*	**4.10 Composing a simple written and oral descriptive text about people, public places, historical places which concerns with the social function, text structure and linguistic features based on the appropriate context** *4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*
	4.12 Composing a simple written announcement which focuses on social function, text structure, and lingustic features based on the appropriate context. *4.12 Menyusun teks tulis pemberitahuan (announcement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

Let's Know More

Pre Task Activities

Pada *Activity* ini terdiri dari 3 *Tasks* yange bertujuan sebagai pendahuluan pemanasan (*warming up)* kepada siswa sebelum mengerjakan *Task* selanjutnya. *Task* yang diberikan merupakan *task* sederhana yang bertujuan memberikan gambaran mengenai apa yang akan dipelajari selanjutnya. *Task* yang diberikan menggunakan gambar supaya lebih menarik dan mudah dipahami.

Let's Go

Siswa mulai memahami teks dan menjawab pertanyaan sesuai teks yang diberikan. Pada tahapan ini, *Task* yang diberikan berupa tahapan dalam berlatih menulis dimulai dari menulis ulang paragraf yang telah disediakan dan melengkapi kalimat rumpang. Dalam *activity* ini, siswa mempelajari struktur teks, fitur kebahasaan dan segala sesuatu yang berkaitan dengan teks tersebut.

Let's Write

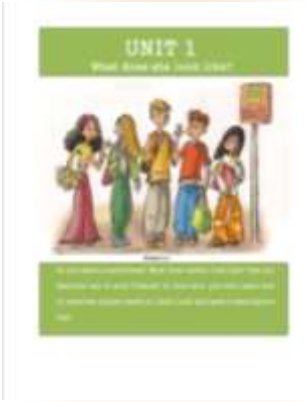
Pada tahap ini bertujuan melatih siswa untuk menulis sederhana. Siswa memulai menulis kata, kalimat sampai dengan paragraf singkat dan sederhana. Siswa juga diminta untuk membuat karya yang dapat ditunjukkan kepada teman sebangku.

Learn More

Learn More merupakan penjelasan mengenai struktur teks, tujuan, fitur bahasa, dan sebagainya yang digunakan dalam teks tersebut. Siswa dapat mencari informasi tambahan dari berbagai sumber seperti internet, buku dan sebagainya sehingga siswa dapat menambah pengetahuan mereka.

UNIT 1 : What does she look like?

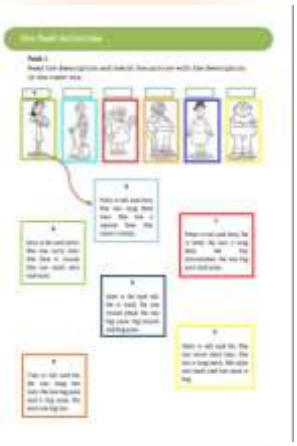
- Pada unit ini berisikan tentang bagaimana cara mendeskripsikan fisik seseorang baik teman, keluarga maupun tokoh terkenal
- Deskripsi fisik seseorang digunakan untuk mengetahui ciri – ciri fisik seseorang untuk membedakan antara satu dengan yang lain
- Unit 1 diawali dengan beberapa pertanyaan untuk memberikan gambaran kepada siswa secara umum tentang apa yang akan dipelajari.



Pre Task Activities

Task 1

- Aktivitas pembelajaran diawali dengan mencocokkan gambar dengan deskripsi fisik gambar tersebut.
- Pada lembar kerja disediakan 6 gambar fisik seseorang beserta 6 deskripsi tentang gambar secara acak.
- Siswa diminta untuk mencocokkan gambar dengan menggambarkan garis dan menuliskan huruf yang sesuai dengan deskripsi yang tepat di dalam boks.



Task 2

- Disediakan 8 gambar mengenai wajah seseorang dan deskripsi fisik secara detail tentang gambar tersebut.
- Siswa diminta untuk memberikan garis pada frasa deskripsi fisik dengan gambar yang disediakan.

- Siswa dapat mencocokkan jawaban pada kunci jawaban.

Task 3

- Pada task 2, terdapat beberapa frasa sulit tentang deskripsi seseorang.
- Pada task ini, siswa diminta mencari arti dari kata – kata sulit dengan membuka kamus atau mencari dari berbagai sumber (internet, perpustakaan, buku, dsb)

Let's Go!

Task 4

- Sebelum mengerjakan task 4, siswa diminta untuk membaca teks deskrips singkat berjudul "My Best Friend"
- Setelah siswa membaca dan memahami teks tersebut, siswa diminta untuk menjawab 3 pertanyaan berdasarkan teks tersebut dengan menyilang jawaban yang sesuai.

Learn More

- Bagian ini berisikan tentang informasi mengenai teks deskripsi seperti struktur teks, fitur bahasa teks deksripsi tentang seseorang dan penjelasan dari teks sebelumnya.
- Tambahan penjelasan ini bertujuan untuk membantu siswa dalam memahami teks deskripsi.
- Siswa dapat mencari referensi lain dari berbagai sumber seperti internet, buku teks, dsb.

Task 5

- Pada bagian ini, siswa diberikan beberapa

pertanyaan untuk menguji pemahaman siswa mengenai teks berjudul “My Best Friend”.

- Pertanyaan berupa True or False question sehingga memudahkan siswa dalam menjawab pertanyaan.
- Siswa dapat mencocokkan jawaban pada kunci jawaban yang tersedia.

Task 6

- Siswa diminta untuk menulis ulang paragraf acak sesuai dengan urutan struktur teks yang benar dalam kelompok.
- Siswa menuliskan fungsi sosial dari teks deskriptif pada tempat yang sudah disediakan.

Task 7

- Terdapat 10 kata sifat (adjective) yang tersembunyi berkaitan dengan deskripsi seseorang.
- Siswa diminta untuk melingkari setiap kata yang ditemukan.

Task 8

- Kata sifat yang ditemukan dalam boks ditulis ulang pada tabel yang telah tersedia.
- Siswa diminta mencari arti kata tersebut dengan bantuan kamus, internet dan sumber lain.

Learn More

- Ditampilkan beberapa penjelasan mengenai kata sifat tentang deskripsi fisik seseorang.
- Penjelasan berupa gambar dan tulisan

yang sesuai berdasarkan beberapa kategori tinggi badan, berat badan, usia, jenis dan warna rambut.

- Siswa dapat mencari kategori lain seperti bentuk mata, warna kulit, bentuk wajah, dll dari berbagai sumber referensi.
- Diberikan penjelasan mengenai ekspresi pertanyaan suka dan tidak suka (likes/dislikes), pertanyaan ciri-ciri fisik (phsyical appearance) dan penggunaan frasa kata benda (noun phrase).

Task 9

- Berdasarkan penjelasan sebelumnya, siswa diminta untuk menjawab beberapa pertanyaan dengan menggunakan jawaban yang sesuai.
- Jawaban pertanyaan sesuai dengan fisik orangtua masing-masing siswa.

Task 10

- Penggunaan teks deskripsi dalam kehidupan sehari – hari digunakan pada *Wanted* untuk mencari seseorang.
- Diberikan 3 gambar orang dan teks rumpang mengenai deskripsi gambar tersebut.
- Teks rumpang diisi berdasarkan pilihan jawaban yang tersedia.

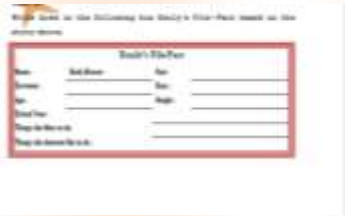
Task 11

- Pada task ini, siswa diminta untuk memilih *Simple Present Tense* yang tepat pada teks deskripsi singkat.
- Disediakan teks deskripsi berjudul "Emily's Potrait" siswa diminta untuk

memilih *grammar* yang tepat sesuai dengan teks yang disediakan.

Task 12

- Setelah siswa mengerjakan task 11 dan memahami isi dari teks deskripsi tersebut, siswa diminta untuk menjawab beberapa pertanyaan berdasarkan teks "Emily's Potrait"
- Terdapat tabel sederhana mengenai "*Emily's File-Fact"* dan jawaban berdasarka isi teks sebelumnya.



Let's Write!

Task 13

- Ditampilkan beberapa foto orang terkenal pada lembar kerja tersebut.
- Siswa diminta untuk memilih salah satu gambar yang mereka sukai.
- Siswa mengisi informasi fisik tentang tokoh tersebut berdasarkan foto yang disediakan.
- Siswa menuliskan beberapa kata sifat yang ada pada gambar yang disediakan di kolom *"List of Adjectives"*

Task 14

- Berdasarkan informasi singkat mengenai fisik foto yang dipilih, siswa diminta untuk membuat kalimat sederhana menggunakan *simple present tense* dan kata sifat (*adjectives)* yang telah ditulis sebelumnya.
- Siswa dapat menuliskan kalimat sebanyak mungkin berdasarkan gambar yang disediakan.

Task 15

- Siswa mengambil gambar idola yang mereka sukai.
- Siswa menempelkan gambar tersebut pada lembar kerja yang telah disediakan.
- Siswa menuliskan beberapa informasi mengenai gambar tersebut untuk membuat pengumuman mengenai "*Missing People*" atau "*Wanted*"

UNIT 2 : Where is it located?

- Unit 2 berisikan tentang teks deskripsi penggambaran tempat wisata.
- Penggambaran tempat wisata baik yang sudah pernah dikunjungi maupun yang ingin dikunjungi.
- Deskripsi tempat wisata tersebut dapat digunakan untuk memberikan informasi tentang tempat wisata kepada orang lain.
- Pada unit ini, ditampilkan beberapa foto tempat wisata terkenal sebagai gambaran tentang materi yang akan dipelajari siswa.

Pre Task Activities

Task 1

- Ditampilkan gambar sunset di candi Ratu Boko.
- Siswa menulis berbagai macam kata sifat yang terdapat pada gambar tersebut seperti "*beautiful*".

Task 2

- Terdapat 5 gambar tempat wisata populer di dunia beserta penggambaran singkat mengenai tempat wisata tersebut.
- Siswa mencocokkan gambar dengan deskripsi gambar yang sesuai dengan menghubungkan garis pada gambar dan teks.

Task 3

- Setelah siswa mencocokkan gambar pada task sebelumnya, siswa diminta mengisi huruf yang hilang pada kata – kata di tabel.
- Jawaban terdapat pada teks – teks deskripsi sebelumnya dengan bantuan arti dari kata tersebut dalam bahasa Indonesia.

Let's Go!

Task 4

- Sebelum siswa mengerjakan task 4, siswa membaca sebuah teks deskripsi singkat tentang *"Kelimutu Lake"*.
- Siswa menjawab pertanyaan sesuai dengan teks yang ada dengan menuliskan jawaban singkat.

Learn More

- Penjelasan teks deskripsi tentang tempat wisata populer.
- Dijelaskan struktur teks deskripsi dari contoh teks berjudul "London" dan fitur bahasa yang digunakan.

Task 5

- Ditampilkan teks deskripsi singkat berjudul "London".
- Siswa membaca dan memahami teks tersebut sebelum mengerjakan task yang diberikan.
- Siswa menjawab beberapa pertanyaan mengenai teks berjudul "London" dengan memberikan statement "True" atau "False" dengan tepat.

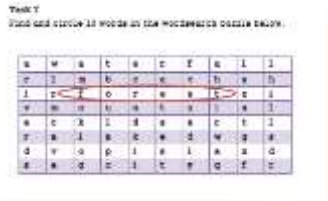
Task 6

- Ditampilkan beberapa kalimat acak tentang teks deskripsi berjudul “London”
- Siswa mengurutkan kalimat tersebut hingga menjadi paragraf padu dengan memberikan nomor sesuai urutan kalimat.
- Siswa menuliskan fungsi sosial dari teks deskripsi tempat wisata pada kolom yang ditentukan.
- Siswa mengidentifikasi struktur teks dari teks berjudul “London”.
- Siswa menulis ulang teks berjudul “London” pada kolom yang telah ditentukan sesuai dengan struktur teks yang tepat.

Learn More

- Diberikan beberapa gambaran nama – nama tempat wisata alam yang sering dikunjungi siswa untuk menambah *vocabulary* siswa.
- Diberikan beberapa list kata/ kalimat yang sering digunakan dalam menulis teks deskripsi tempat wisata.
- Siswa dapat menambahkan beberapa kata yang belum diketahui dari berbagai sumber (internet, buku, dsb).

Task 7



- Siswa mencari 10 kata pada kolom *wordsearch puzzle* yang berkaitan dengan deskripsi tempat wisata.
- Siswa melingkari kata yang telah ditemukan pada kolom *puzzle* tersebut.

Task 8

- Siswa membuat kalimat sederhana menggunakan 10 kata yang mereka temukan pada *wordsearch puzzle.*
- Siswa menuliskan kalimat pada kotak yang telah ditentukan.

Task 9

- Siswa memilih *linking verb* yang tepat pada kalimat sederhana yang diberikan.
- Siswa menulis *linking verb* yang tepat pada kolom yang disediakan.
- Siswa dapat mencocokkan jawaban yang tepat pada *answer key*.

Task 10

- Siswa melengkapi kalimat rumpang sederhana pada kolom yang diberikan.
- Kalimat yang ditulis oleh siswa berdasarkan pendapat mereka mengenai kota dimana mereka tinggal.
- Penulisan kalimat berdasarkan penjelasan tempat – tempat wisata populer dimana siswa tinggal.

Task 11

- Siswa melengkapi kalimat sederhana dengan beberapa kata sifat yang telah disediakan untuk mendeskripsikan suatu tempat.
- Siswa dapat mencocokkan jawaban pada *answer key* yang sudah disediakan.

Task 12

- Ditampilkan sebuah surat mengenai deskripsi suatu tempat wisata.
- Siswa membaca dan memahami surat tersebut.
- Siswa diminta mengisi bagian – bagian kalimat yang hilang sesuai dengan pilihan jawaban yang tertera pada boks.
- Siswa dapat mencocokkan jawaban pada *answer key* yang sudah disediakan.

Let's Write

Task 13

- Siswa memilih gambar salah satu tempat wisata yang mereka sukai.
- Siswa menjawab beberapa pertanyaan yang ada dengan tepat dan singkat.
- Siswa menuliskan beberapa kata sifat dari tempat wisata yang mereka sukai sesuai gambar yang dipilih.

Task 14

- Siswa menuliskan beberapa kalimat sederhana sesuai dengan gambar tempat wisata yang mereka sukai.
- Penulisan kalimat disesuaikan dengan jawaban dari pertanyaan pada task 13 dan kata – kata sifat yang siswa temukan sebelumnya.

Task 15

- Siswa mengunggah gambar tempat wisata yang mereka sukai pada akun sosial media pribadi mereka.
- Kalimat sederhana yang telah mereka tulis dapat digunakan sebagai *caption* pada

gambar yang akan mereka unggah.

- *Caption* gambar merupakan teks deskripsi tempat wisata sederhana yang siswa sukai.
- Penggunaan *hashtag* dapat ditambahkan siswa agar foto atau gambar lebih menarik.

UNIT 3 : When will the event be held?

- Unit 3 berisikan tentang announcement/pengumuman yang sering siswa temui dalam kehidupan sehari – hari.
- Disajikan beberapa contoh announcement tertulis sebagai penggambaran materi pembelajaran.
- Contoh announcement yang diberikan merupakan announcement yang sering mereka temui baik di sekolah maupun ditempat umum.

Pre Task Activities

Task 1

- Siswa membaca dan memahami pengumuman tentang event sekolah.
- Siswa menjawab beberapa pertanyaan penting berkaitan dengan informasi yang diberikan sesuai dengan pengumuman yang ditampilkan.

Task 2

- Siswa mengamati beberapa pengumuman yang ditampilkan.
- Siswa menuliskan tempat dimana pengumuman tersebut ditemukan sesuai dengan pilihan jawaban yang tertera pada boks.

Task 3

- Ditampilkan pengumuman penundaan keberangkatan kereta api.
- Siswa membaca dan memahami isi dari pengumuman tersebut.
- Siswa mencocokkan arti kata dalam bahasa Indonesia sesuai dengan kalimat yang digunakan dalam pengumuman tersebut.

Let's Go!

Task 4

- Disajikan sebuah pengumuman mengenai event pertandingan basket di sekolah.
- Siswa membaca dan memahami pengumuman tersebut.
- Siswa menjawab beberapa pertanyaan sesuai dengan isi pengumuman.

Task 5

- Siswa melengkapi kalimat sederhana rumpang dengan frasa yang tepat sehingga menjadi kalimat padu.
- Siswa memilih frasa yang tepat untuk melengkapi kalimat rumpang pada boks yang disediakan.

Task 6

- Siswa membaca pengumuman lomba pidato di sekolah.
- Siswa memahami struktur teks yang dijelaskan pada pengumuman tertulis.
- Siswa memahami fungsi dari setiap bagian struktur teks pengumuman yang disediakan dengan mencari informasi dari berbagai sumber (buku, internet, dsb).

Task 7

- Setelah memahami pengumuman pada task 6, siswa menjawab pertanyaan "*True*" atau *"False"* dengan tepat.
- Pertanyaan berkaitan dengan pengumuman lomba pidato pada task sebelumnya.
- Siswa dapat mencocokkan jawaban pada *answer key* yang sudah disediakan.

Task 8

- Ditampilkan sebuah pengumuman lomba pidato rumpang sesuai teks.
- Siswa diminta menuliskan kembali bagian – bagian penting dari pengumuman sehingga menjadi pengumuman yang padu.

Learn More

- Penjelasan mengenai fungsi pengumuman tertulis
- Bagian – bagian dari pengumuman tertulis
- Penggunaan ciri – ciri kebahasaan pada pengumuman tertulis

Task 9

- Ditampilkan sebuah pengumuman kegiatan di sekolah pada majalah dinding sekolah.
- Siswa membaca dan memahami isi dari pengumuman tersebut.
- Siswa menuliskan tujuan dari bagian – bagian pengumuman beserta detil isi dari pengumuman tersebut pada kolom yang telah disediakan.

Task 10

- Disajikan sebuah pengumuman mengenai suatu acara musik.
- Siswa membaca dan memahami isi dari pengumuman singkat tersebut.
- Siswa mengidentifikasi ide pokok dari kalimat tiap paragraf.
- Siswa menuliskan detil informasi penting dari pengumuman tersebut.

Task 11

- Ditampilkan sebuah pengumuman dengan kalimat yang acak.
- Siswa diminta mengurutkan setiap kalimat sehingga menjadi pengumuman yang padu dengan

memberikan nomor di setiap kalimat.

Task 12

- Setelah mengurutkan pengumuman acak pada task 11, siswa diminta untuk menulis ulang pengumuman tersebut pada kolom yang sudah disediakan.
- Siswa dapat menyederhanakan dan membuat pengumuman lebih menarik tanpa mengurangi detil informasi yang diberikan.

Let's Write!

Task 13

- Setelah siswa memahami berbagai macam pengumuman yang sering mereka temui, siswa diminta untuk menuliskan ekspresi kalimat pembuka dan penutup.
- Siswa dapat menuliskan kalimat pembuka dan penutup pengumuman pada kotak yang disediakan.
- Siswa dapat mencari contoh pada sumber lain (internet, buku teks, koran, dsb).

Task 14

- Siswa diberikan beberapa detil isi pengumuman kegiatan sekolah.
- Siswa membuat pengumuman kegiatan sekolah dengan menggunakan kalimat pembuka dan penutup yang sesuai.
- Siswa menulis pengumuman pada kolom yang telah disediakan.
- Siswa dapat menambahkan gambar lain sehingga membuat pengumuman menjadi lebih menarik.

Task 15

- Siswa membuat berbagai pengumuman yang mereka sukai.
- Siswa dapat mendesain pengumuman dengan sangat menarik sesuai dengan isi pengumuman.
- Pengumuman yang telah selesai, ditempelkan pada majalah dinding kelas.

Unit 1

Task 1
1. B
2. C
3. A
4. D
5. F
6. E

Task 2
1. G
2. F
3. D
4. C
5. H
6. B
7. A
8. E

Task 3
1. berambut pirang
2. jenggot
3. pria berambut coklat
4. wanita paruh baya
5. kumis
6. enak dipandang

Task 4
1. A
2. B
3. C

Task 5
1. F
2. F
3. T
4. F
5. F
6. T
7. T

Task 6
Identification

Dian Wahyu Utami is known as Dian Pelangi is a young talented fashion designer...

Description

Dian has a bright and expressive eyes. She is tall and slim.....

The social function of descriptive text is to describe a particular person.

Task 7
1. tall
2. skinny
3. bald
4. wavy
5. curly
6. brown
7. moustache
8. slim
9. beard
10. young

Task 8
1. mean look
2. gold tooth
3. face
4. hat
5. moustache
6. sleeveless shirt
7. black rimmed glasses
8. baseball cap
9. goatie beard
10. head

Task 11
1. is
2. attends
3. lives
4. has
5. is
6. loves
7. sees
8. likes
9. does
10.are

Unit 2

Task 2

1. Borobudur
2. Raja Ampat
3. Mount Bromo
4. Eiffel Tower
5. The Taj Mahal

Task 4

1. Mount Kelimutu is located in Flores Island, NTT
2. Mount Kelimutu has three lakes.
3. The meaning of Keli is mountain and Mutu is boiled.
4. The lake was discovered since February 26,1992.

Task 6

2–5–7–3–1–4–6–8

Identification

London is the capital of England and the capital of Great Britain. It is one of the greatest city in the world. It is a seat of government, a center of learning and culture. London has four major areas.

Description

The West End lies between Fleet street and Hyde Park. The East End is East of the Tower. The South Bank is in the South of Thames between Lambeth and Tower Bridge. London is also very famous for its parks like Green park, Hyde park, and Regent's park.

Task 12

1. After we flew 14 hours
2. we met our local tour guide, Sung Ming
3. First, he took us to Tiananmen Square
4. Before we wwnt back to our hotel
5. When we left Beijing
6. After we left the Great Wall

Task 3

1. memorial
2. elegant
3. massive
4. scenery
5. lagunas
6. beautiful
7. island
8. symmetrical
9. hill
10. terraces

Task 5

1. T
2. F
3. T
4. F
5. F
6. T
7. F

Task 7

1. waterfall
2. beach
3. forest
4. mountain
5. desert
6. lake
7. island
8. city
9. river
10. cave

Task 9

1. are
2. has
3. are
4. is
5. is

Task 11

1. quiet
2. well known
3. bright
4. crowded
5. large
6. beautiful
7. boring
8. messy
9. new
10. ordinary
11. traditional
12. terrible
13. relaxing
14. clean
15. cramped

Unit 3

Task 1

1. Harvard University
2. It is about Faculty Open House event
3. The event was held on Monday, September 23, 2013 at 6.00 p.m
4. The venue is Austin Hall West Rotunda
5. The event was held for colleagues and students.
6. They must attend this event to know about helath law policy, biotechnology or bioethics.
7. The students can contact the committee by visiting the website or calling the committee's number.

Task 5

1. a new school year
2. the school rules
3. a number of extracurricular programs
4. vote one of the candidates
5. should wear a white and blue uniform
6. farewell party
7. the new school regulation

Task 7

1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. F
9. T
10. T

Task 2

1. library
2. shopping mall
3. airport
4. rail station
5. school

Task 4

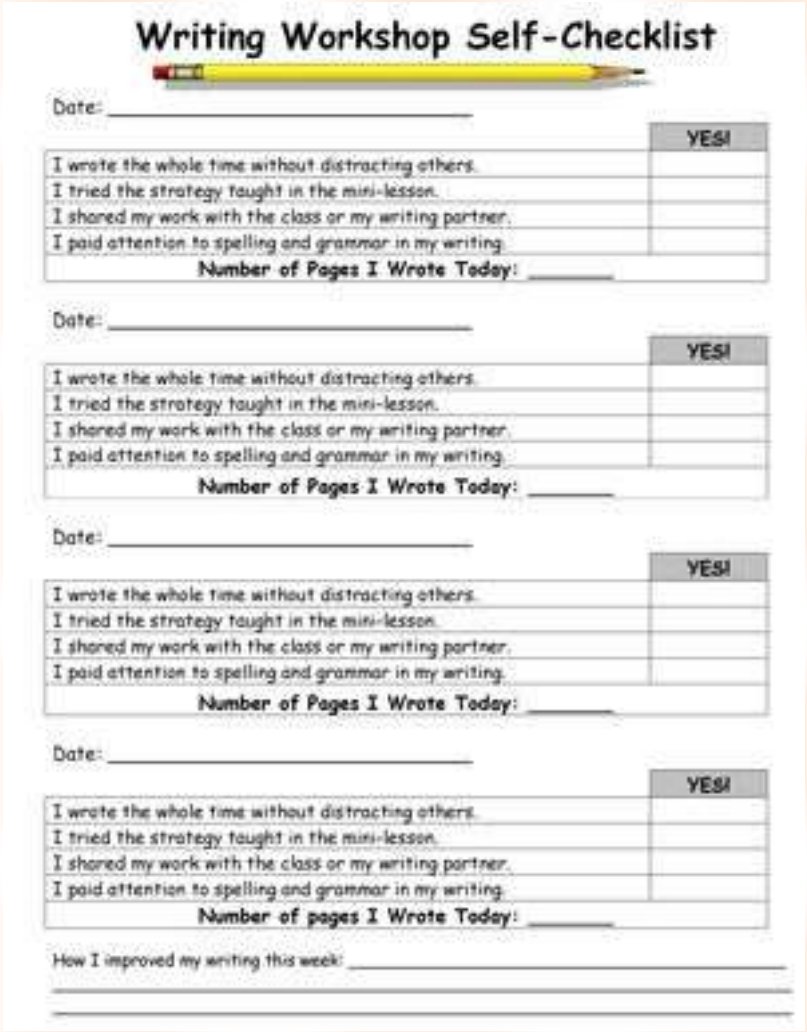
1. The events will run for four weeks.
2. The final round will be held on February.
3. The school basketball matches will begin on Saturday, January 1.
4. The participants can contact Rizka (XI IPA 1) for further information.

Task 8

1. English Speech Contest
2. join
3. Saturday, 16 August 2014
4. Hall of SMKN 6 Bandung
5. the committee

Task 11

1. SMKN 6 Bandung will be having a Grand Alumbi Homecoming.....
2. On this regard, we are cordially inviting you....
3. The registration charges are Rp 1.000.000 per person....
4. We look forward to your presence....
5. For further inquiries, please contact....



Writing Workshop Self-Checklist

Date: _____

	YES!
I wrote the whole time without distracting others.	
I tried the strategy taught in the mini-lesson.	
I shared my work with the class or my writing partner.	
I paid attention to spelling and grammar in my writing.	
Number of Pages I Wrote Today: _____	

Date: _____

	YES!
I wrote the whole time without distracting others.	
I tried the strategy taught in the mini-lesson.	
I shared my work with the class or my writing partner.	
I paid attention to spelling and grammar in my writing.	
Number of Pages I Wrote Today: _____	

Date: _____

	YES!
I wrote the whole time without distracting others.	
I tried the strategy taught in the mini-lesson.	
I shared my work with the class or my writing partner.	
I paid attention to spelling and grammar in my writing.	
Number of Pages I Wrote Today: _____	

Date: _____

	YES!
I wrote the whole time without distracting others.	
I tried the strategy taught in the mini-lesson.	
I shared my work with the class or my writing partner.	
I paid attention to spelling and grammar in my writing.	
Number of pages I Wrote Today: _____	

How I improved my writing this week: _____

_____

_____

Table of Contents

Cover i

Table of Contents 1

Unit 1 2

Describing People : What does she look like?

Unit 2 18

Describing Places : Where is it located?

Unit 3 33

Announcement : When will the event be held?

References 46

UNIT 1

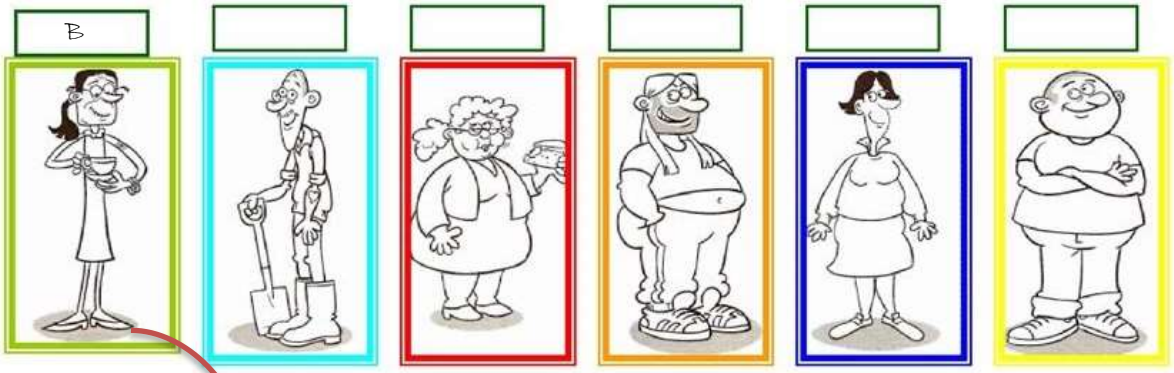
What does she look like?

Do you have a best friend? What does he/she look like? Can you describe one of your friends? In this unit, you will learn how to describe people based on their look and make a descriptive text.

Pre Task Activities

Task 1

Read the descriptions and match the pictures with the descriptions in the right box.



B

Polly is tall and thin. She has long dark hair. She has a square face. Her nose is sharp.

A

Sara is fat and short. She has curly hair. Her face is round. She has small ears and eyes.

C

Peter is tall and thin. He is bald. He has a long face. He has moustaches. He has big ears and nose.

E

Alex is fat and tall. He is bald. He has round head. He has big nose, big mouth and big eyes.

D

Tom is tall and fat. He has long fair hair. He has big eyes and a big nose. His ears are big too.

F

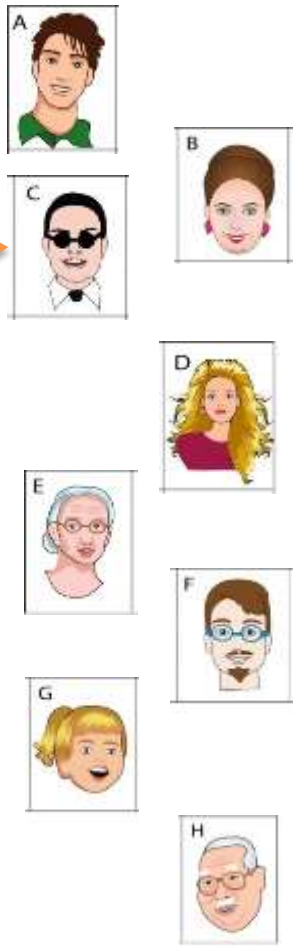
Kelly is tall and fat. She has short dark hair. She has a long neck. Her eyes are small and her nose is big.

Taken from en.islcollective.com

Task 2

Match the images below with their correct description

1. blond little girl with blue eyes
2. wearing glasses and has beard and a moustache
3. blond young woman with long hair and blue eyes
4. brunette man wearing dark sunglasses
5. old man with curly hair wearing glasses
6. middle-aged woman with brown hair and red earings
7. good looking young man with black eyes
8. merry old woman wearing glasses



Taken from http://amrinanisme.blogspot.co.id/2013_09_01_archive.html

Task 3

Look at the words in the box. Do you know the meanings? Check your dictionary.

Let's Go!

Read the following text, and then answer the following questions.

My Best Friend

I have a best friend who is called Ernesto. He is my classmate since we were in elementary school. Every morning, we go to school together.

Ernesto has a well-built body. He is tall and slim. He also has small blue eyes and curly brown hair. He likes to wear jeans, t-shirt and sneakers outside the school. His favourite t-shirts' colors are maroon and navy blue. He likes to do different stuffs . He takes parts in all sports, scout, and mountaineering activities. He also likes to play the guitar.

IDENTIFICATION

DESCRIPTION

TASK 4

Look at the text and cross (X) the right answer in the following questions.

1. What does Ernesto look like?
   A. He is tall and slim.
   B. He is tall and fat.
   C. He is friendly and honest.
   D. He likes to play the guitar.

2. What does Ernesto like?
   A. tall and thin
   B. He likes sports.
   C. He has a well-built body.
   D. small blue eyes and curly brown hair

3. What are his favourite colour?
   A. black and maroon
   B. navy blue and grey
   C. navy blue and maroon
   D. maroon and green

Adapted from http://www.slideshare.net/ignaciaparotprofesora/describing-personality-12520331

Task 5

Write down True or False in the following box based on the "*My Best Friend*"'s story above.

	F
1. Ernesto is my neighbour.	
2. He loves to play piano.	
3. Ernesto is tall and slim.	
4. He doesn't like to play guitar.	
5. Ernesto has small grey eyes.	
6. His hair is curly brown hair.	
7. He likes to wear t-shirt and jeans.	

Task 6

Discuss with your partner, re-write the jumbled paragraphs in the following boxes and answer the questions below.

Dian Pelangi: In the arms of rainbow

Dian has a bright and expressive eyes. She is tall and slim. She has a fair complexion. She loves to wear Muslim clothing since she was fifth grade. She loves to wear simple veil and traditional Indonesian fabrics such as batik and jumputan.

Dian Wahyu Utami is known as Dian Pelangi (Pelangi means rainbow). She is a young talented fashion designer. She was born in Palembang, 24 years ago.

Adapted from http://www.thejakartapost.com/news/2012/08/05/dian-pelangi-in-arms-rainbow.html

The social function of descriptive text

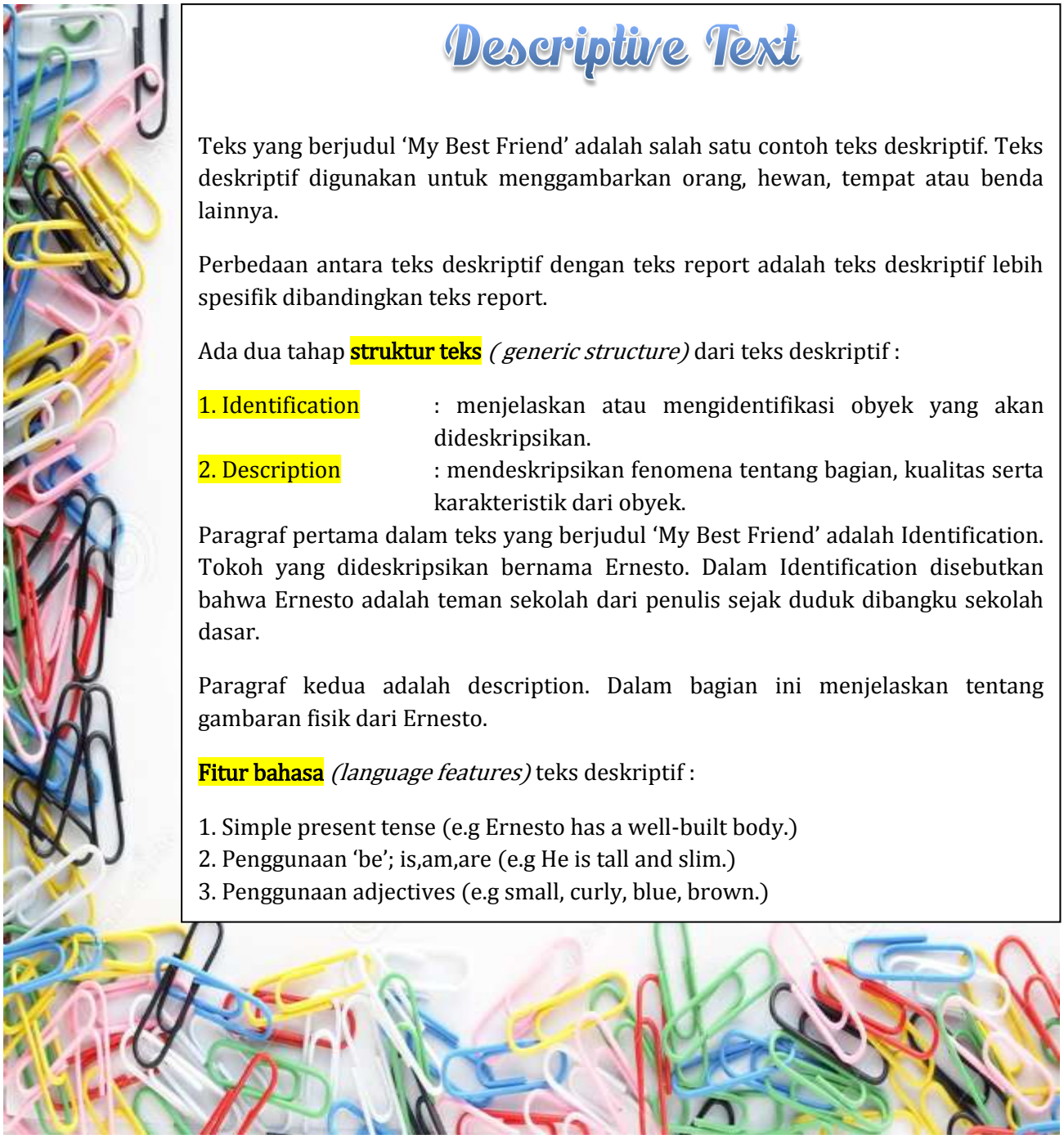
is_____

_____

Identification

Description

Learn More



Descriptive Text

Teks yang berjudul 'My Best Friend' adalah salah satu contoh teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, hewan, tempat atau benda lainnya.

Perbedaan antara teks deskriptif dengan teks report adalah teks deskriptif lebih spesifik dibandingkan teks report.

Ada dua tahap **struktur teks** *(generic structure)* dari teks deskriptif :

1. Identification : menjelaskan atau mengidentifikasi obyek yang akan dideskripsikan.
2. Description : mendeskripsikan fenomena tentang bagian, kualitas serta karakteristik dari obyek.

Paragraf pertama dalam teks yang berjudul 'My Best Friend' adalah Identification. Tokoh yang dideskripsikan bernama Ernesto. Dalam Identification disebutkan bahwa Ernesto adalah teman sekolah dari penulis sejak duduk dibangku sekolah dasar.

Paragraf kedua adalah description. Dalam bagian ini menjelaskan tentang gambaran fisik dari Ernesto.

Fitur bahasa *(language features)* teks deskriptif :

1. Simple present tense (e.g Ernesto has a well-built body.)
2. Penggunaan 'be'; is,am,are (e.g He is tall and slim.)
3. Penggunaan adjectives (e.g small, curly, blue, brown.)

Task 7

Look at the puzzle below. Find 10 adjective words related to how to describe a person.

w	e	x	t	a	l	l	g	h	y	f	u	e	l	b
b	a	l	d	b	h	s	k	i	n	n	y	x	c	r
p	d	g	y	w	a	v	y	r	e	m	b	u	y	o
h	u	e	v	f	g	h	y	u	c	u	r	l	y	w
q	t	r	m	o	u	s	t	a	c	h	e	d	c	n
a	s	l	i	m	h	k	y	o	l	f	b	r	t	b
u	i	g	b	e	a	r	d	a	v	y	w	e	d	h
y	e	j	s	g	j	l	e	r	t	f	a	s	f	t
d	r	s	y	o	u	n	g	h	r	u	b	e	t	g

Task 8

List the adjective words below.

1. tall	6.
2.	7.
3.	8.
4.	9.
5.	10.

Learn More

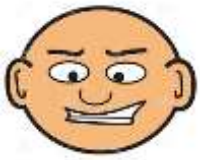
Describing Physical Appearance

Straight hair

Curly hair

Wavy hair

Long hair



Bald

Short hair

beard

Fair complexion

Dark complexion

Freckles

slim

muscular

Overweight

skinny

moustache

Write down other physical appearance words that you know!

1.
2.
3.
4.
5.

Likes and Dislikes
What do I/You/They/We/ like?
What does She/He/It like?

Example:

What do you like?
I like to study.

What does he like?
He likes to play tennis.

Physical Appearance
What do I/You/They/We look like?
What does She/He/It look like?

Example:

What do they look like?
They are short and fat.

What does she look like?
She has curly brown hair.

Order of Adjectives
(Physical Description)

Size - Shape - Age - Color - Noun

Example :

Long wavy brown hair

Task 9

Read and answer the following questions.

1. What does your mother look like?

My mother's name is_____, she is_____and _____.

She has_____and_____ hair,and_____ eyes.

2. What does your mother like?

My mother really likes

to_____,_____,and_____.

3. Describe her hair in the following picture!

Task 10

Fill in the blanks of the following descriptive paragraph in "Wanted" announcement.

WANTED!

DEAD OR ALIVE

Help the police to catch these criminals! Complete their descriptions using the words from the list below:

- chubby
- gold tooth
- moustache
- face
- double chin
- hat
- black-rimmed glasses
- sleeveless shirt
- head
- baseball cap
- goatie beard
- mean look

Pedro Sombrero is the mean look boss of the Mexican Mafia. Pedro has a..... Everyone can see it when he laughs. His.....is fat. He always wears a sombrero.....

Pete Baldy is a computer hackers. The police wants him for hacking into the Pentagon's web server. Peter shaves his.....every two days. That's why his name is Baldy. He wears..... He always wears a.....

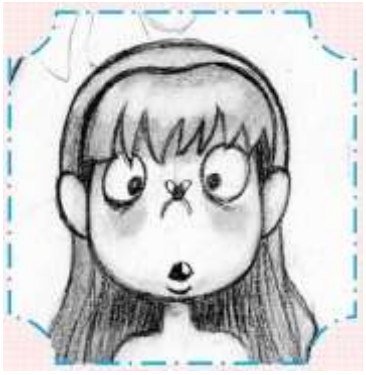
Sen Cypress is a drug ousher in Los Angeles. He wears a white.....sideways. He has a moustache and a..... He has huge eyes and a..... His nose is small.

Taken from https://en.islcollective.com/resources/search_result?Vocabulary_Focus=Describing+people

Task 11

Choose one of the correct verb based on the text.

Emily's Potrait



Emily Grover (are/is) seven years old and she (attends/attend) the 2nd grade. She (live/lives) with her parents and her two older brothers in Plockton village, Scotland.

She (have/has) got long brown hair and green eyes.She (am/is) tall and thin. She is 140 cm tall. She (loves/love) to walk through Plockton Bay and (see/sees) the beautiful rocky hills in the distance. She also (like/likes) to read adventure stories and to play tricks on people. She (does/do) not like going shopping, she prefers a good adventure. Her favourite animals (is/are) butterfly and cat, but she does not like flies at all.

Task 12

Write down in the following box on Emily's File-Fact based on the story above.

Emily's File-Fact			
Name :	**Emily Grover**	**Hair:**	
Surname :		**Eyes :**	
Age :		**Height :**	
School Year:			
Things she likes to do:			
Things she doesnot like to do :			

Taken from https://en.islcollective.com/resources/printables/worksheets_doc_docx/emilys_portrait/present-simple-describing/5401

Let's Write!

Task 13

List some adjectives related to the following pictures' appearances.

Ariana Grande
(1)

Al-Ghazali
(2)

Raisa
(3)

Zac Efron
(4)

	1	2	3	4
Name				
Job				
Face				
Body (skin, weight, height)				
Hair				

List of Adjectives :

1.brown wavy long hair

2.

3.

4.

5.

6.

7.

8.

9.

10.

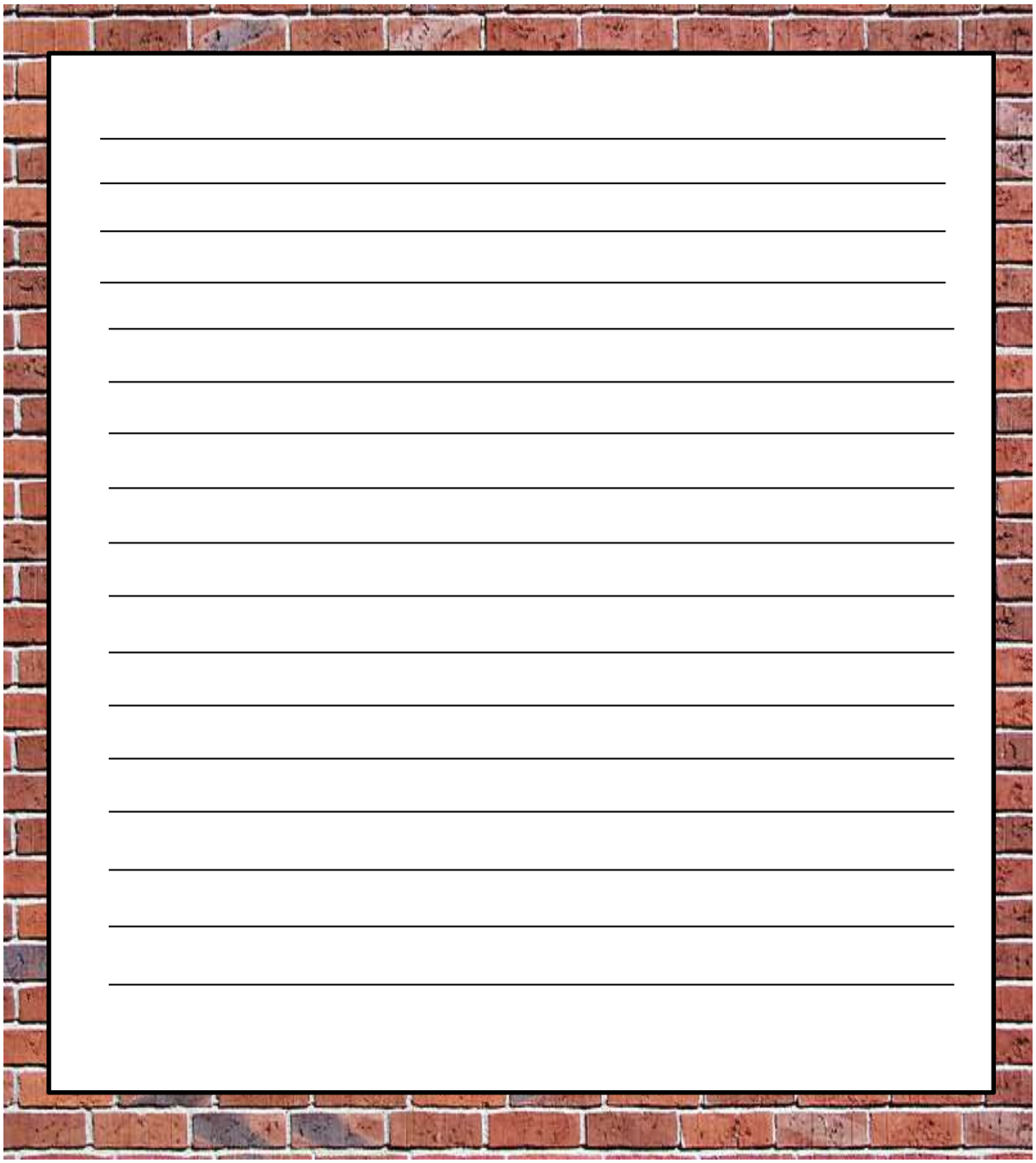
Task 14

Write down some sentences related to the adjectives in the *Task 13* (freewriting task)

1. Ariana Grande has a brown wavy long hair.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task 15

Take a picture of someone you like, cut and patch the picture in the following worksheet. Write down the detail information about the picture. Compose the "Wanted" or "Missing People" announcement.



Reflection

Use this form to evaluate your own writing by completing each sentence below.

1. What I like best about this piece of writing is

2. When I look back at the tasks, the part I most enjoyed working on was

3. The most difficult part of writing was

4. I was most successful at

5. I would assess my work on this unit as
   (excellent, very good, good, poor)

6. One thing I need to improve in my next writing project is

7. One goal I would like to focus on in the future is

UNIT 2

Where is it located?

Do you like travelling? Where is your holiday destination? Can you describe one of tourism destinations that you have ever visited? In this unit, you will learn how to describe tourism destinations in a descriptive text.

Pre Task Activities

Task 1

List some of adjectives related to the picture of *Ratu Boko Temple* in the following box

Task 2

Match the tourism destination picture on the left side with the name of the place on the right side.

1

2

3

4

5

The Taj was built by Shah Jahan as a memorial for his third wife, Mumtaz Mahal, who died giving birth to their 14th child in 1631. The death of Mumtaz left the emperor so heartbroken that his hair is said to have turned grey virtually overnight.

No one could imagine Paris today without it. But Gustave Eiffel only constructed this elegant, 320m-tall signature spire as a temporary exhibit for the 1889 World Fair.
Lifts ascend to the tower's three levels; change lifts on the 2nd level for the final ascent to the top. Energetic visitors can walk as far as the 2nd level using the south pillar's 704-step stairs.

Mount Bromo is located 4 hours drive from Surabaya, the capital of East Java. Mount Bromo is a part of the Bromo Tengger Semeru National Park that covers a massive area of 800 square kilometres.

The sparsely populated Raja Ampat islands comprise of around 1000 islands just off Sorong. With their sublime scenery of steep, jungle-covered islands, scorching white-sand beaches, hidden lagoons, spooky caves, weird mushroom-shaped islets and pellucid luminous turquoise waters, Raja Ampat has to be one of the most beautiful island chains in Southeast-Asia.

Borobudur is built from two million stone blocks in the form of a massive symmetrical stupa, literally wrapped around a small hill. Standing on a 118m by 118m base, its six square terraces are topped by three circular ones, with four stairways leading up through carved gateways to the top.

Adapted from www.lonelyplanet.com

Task 3

After you match the short descriptive paragraph, scan the text quickly to find the English equivalents for the Indonesian words to the word on the given dashes below.

1.	m e m o r í a l (noun)	Peringatan
2.	_ l _ g _ _ _ (adjectives)	cantik, anggun
3.	_a_ _ _v_ (adjectives)	besar,luas
4.	_c_ _ _ r _ (noun)	pemandangan
5.	l_ _ _ _ _s (noun)	laguna
6.	_ _a_ _f_ _ (adjectives)	indah
7.	i_ _a_ _ _ (noun)	pulau
8.	_ y _ _ _e_ _ _ _ l (adjectives)	simetris
9.	_ _ _l (noun)	bukit
10.	_ _r_ _ _e_ (noun)	tingkat

Let's Go!

Task 4

Here is a picture of **Prambanan Temple**. Write down the simple sentences about the description of this picture. You can use other source to get any information.

1. *Prambanan Temple is located in Jawa Tengah, Indonesia.*

2.

3.

4.

5.

6.

Read the following text about London and answer the questions below.

London

London is the capital of England and the capital of Great Britain. It is one of the greatest city in the world. It is a seat of government, a center of learning and culture. It is an important business and financial center. London has four major areas. The city is the oldest part of London. It stretches from Fleet street to the Tower. Many financial and business buildings are in the city.

Identification

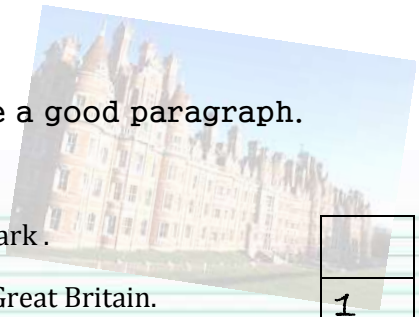
The West End lies between Fleet street and Hyde park, it includes the houses of Parliament, Whitehall, Buckingham Palace, the University of London, the Museum and Galleries. The East End is East of the Tower. It includes the port of London and large industrial and residential areas. The South Bank is in the South of Thames between Lambeth and Tower Bridge. Several important buildings and Skyscrapers, housing government departments and private firms are there. London is also very famous for its parks such as Kensynton Gardens, Hyde park, Green park, St James park and Regent's park.

Description

Taken from http://www.onefd.edu.dz/infpe/cours%20pdf%201mef/Env1/pdf-anglais/Anglais_env1_def09.pdf

Task 5

Read the sentences. Put them in order to make a good paragraph.



1. The West End lies between Fleet street and Hyde park .	
2. London is the capital of England and the capital of Great Britain.	1
3. London has four major areas.	
4. The East End is East of the Tower.	
5. It is one of the greatest city in the world.	
6. The South Bank is in the South of Thames between Lambeth and Tower Bridge.	
7. It is a seat of government, a center of learning and culture.	
8. London is also very famous for its parks like Green Park, Hyde park,and Regent's Park.	

Task 6

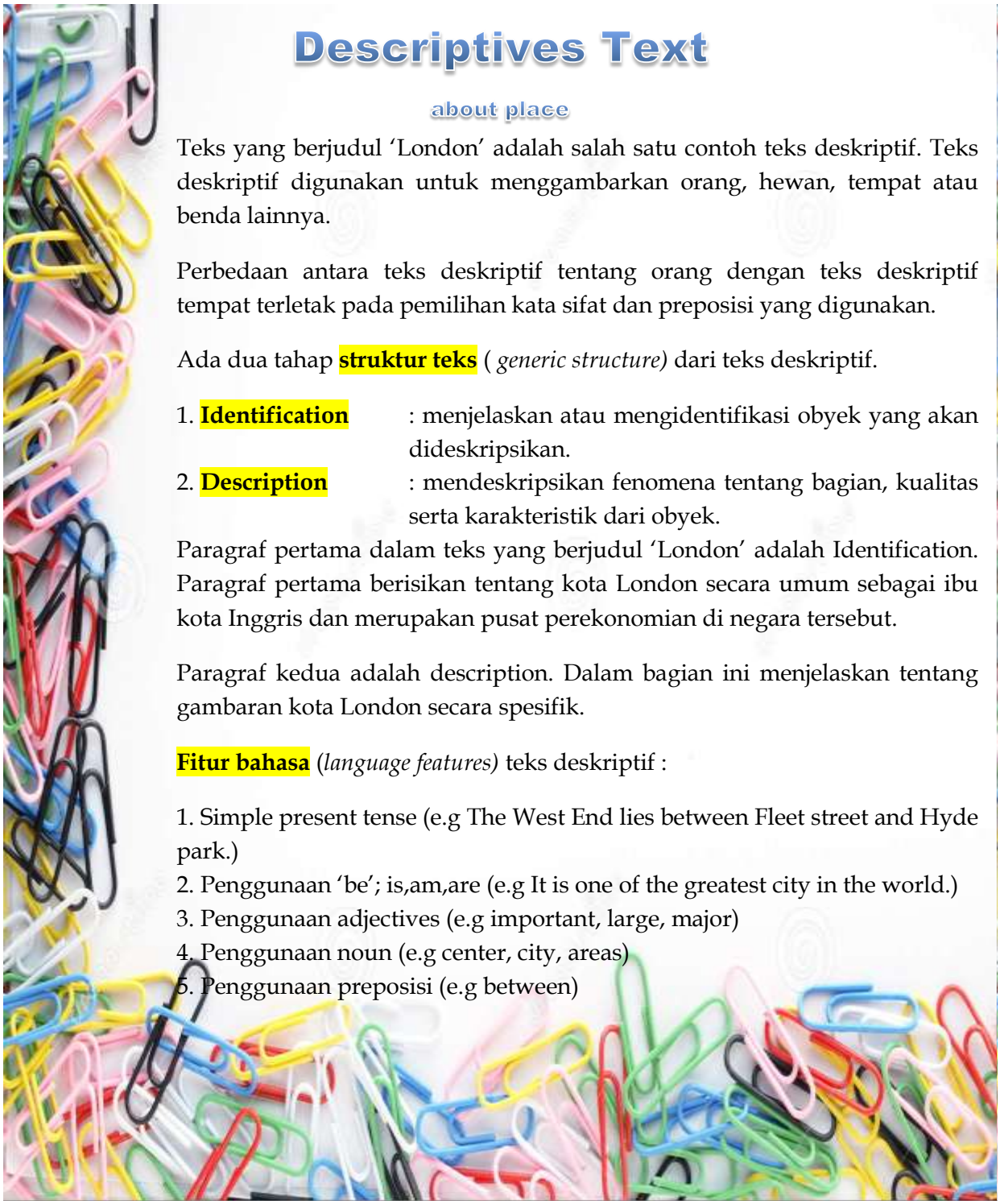
Answer and re – write the sentence in task 5 in the proper generic structure of the text.

Social Function

Identification

Description

Learn More



Descriptives Text

about place

Teks yang berjudul 'London' adalah salah satu contoh teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, hewan, tempat atau benda lainnya.

Perbedaan antara teks deskriptif tentang orang dengan teks deskriptif tempat terletak pada pemilihan kata sifat dan preposisi yang digunakan.

Ada dua tahap **struktur teks** (*generic structure)* dari teks deskriptif.

1. **Identification** : menjelaskan atau mengidentifikasi obyek yang akan dideskripsikan.
2. **Description** : mendeskripsikan fenomena tentang bagian, kualitas serta karakteristik dari obyek.

Paragraf pertama dalam teks yang berjudul 'London' adalah Identification. Paragraf pertama berisikan tentang kota London secara umum sebagai ibu kota Inggris dan merupakan pusat perekonomian di negara tersebut.

Paragraf kedua adalah description. Dalam bagian ini menjelaskan tentang gambaran kota London secara spesifik.

Fitur bahasa (*language features)* teks deskriptif :

1. Simple present tense (e.g The West End lies between Fleet street and Hyde park.)
2. Penggunaan 'be'; is,am,are (e.g It is one of the greatest city in the world.)
3. Penggunaan adjectives (e.g important, large, major)
4. Penggunaan noun (e.g center, city, areas)
5. Penggunaan preposisi (e.g between)

Task 7

Find and circle 10 words in the wordsearch puzzle below.

a	w	a	t	e	r	f	a	l	l
r	l	m	b	e	a	c	h	z	h
i	r	f	o	r	e	s	t	x	i
v	m	o	u	n	t	a	i	n	l
e	c	k	d	e	s	e	r	t	l
r	a	l	a	k	e	d	w	g	s
d	v	o	p	i	s	l	a	n	d
s	e	g	c	i	t	y	q	f	r

Task 8

Write a simple sentence using 10 words in the task 7 in the following box.

1. One of the amazing pine forest is located in Imogiri, Yogyakarta
2.
3.
4.
5.
6.
7.
8.
9.
10.

Learn More

hill

Mountain

valley

forest

lake

Coast

waterfall

Desert

cave

Temple

tower

castle

USEFUL LANGUAGE

Position : ten minutes from where I live/ on the coast/ in the town centre/ next to/near

Superlatives : the old/ the most beautiful/ the best/ the worst

Giving your personal feelings : What I like about....is /I love....

Giving reasons : because/ The main reason is.....

Adjectives : old/beautiful/traditional/small/big

Giving Advice : I think everyone should visit....

Taken from http://www.slideshare.net/aponce4/writing-describing-places

Task 9

Choose one of the correct verb choice to fill the incomplete sentences in the following box.

1. In London, there _____are_____ (has/is/are) a lot of parks.

2. Rome _____ (has/is/are) a population of four million.

3. There _____ (has/is/are) many museums in Cairo.

4. In Paris there _____ (is/have/has) a famous tower.

5. There _____ (has/is/are) an airport in Muscat.

Taken from 01_Writing_Booklet_HW_unit_8.pdf

Task 10

Complete the following sentences about your city or town.

1. My city/town has _____

2. In _____ there is_____

3. There are _____

4. It has _____

5. There is_____ in my city/town.

Task 11

Fill in the blanks below to complete sentences. Use the words in the box above.

Adjective	Opposite	Adjective	Opposite	Adjective	Opposite
beautiful	ugly	large	small	relaxing	stressful
bright	dark	modern	traditional	spacious	cramped
clean	dirty	neat	messy	terrific	terrible
empty	crowded	new	old	unusual	ordinary
interesting	boring	quiet	noisy	well-known	unknown

1. I like to study at our school library. It isn't noisy. It's very ***quiet.***

2. Many people from all over the world visit that museum. It's quite_____.

3. Our living room has many large windows,so it's _____, especially in the morning.

4. Many people eat at that restaurant. It's always_____. It's never empty.

5. My apartment building is very_____. I live on the 38th floor.

6. The park near my home is _____. It has many flowers and trees.

7. I don't like that shopping mall. There's nothing to do there. It's_____.

8. My bedroom was too _____, so my mother asked me to pick up my toys.

9. That department store was bulit just a few months ago. It's_____.

10. My home isn't unusual. It's really quite_____.

11. The fish market in our town is the same as fish markets a hundred years ago. I guess you could say it's very_____.

12. Unfortunately, my office is too noisy, busy and crowded, so it's_____.

13. There's a _____coffee shop near here. I really think it's great. Let's go!

14. Hospitals are always very_____. They're not dirty.

15. A: Is your new home spacious?

B : No, it's small and_____.

Taken from http://www.allthingsgrammar.com/adjectives-and-adverbs.html

Task 12

Read the letter below. Then, complete the missing parts of the paragraph with the sentences in the box.

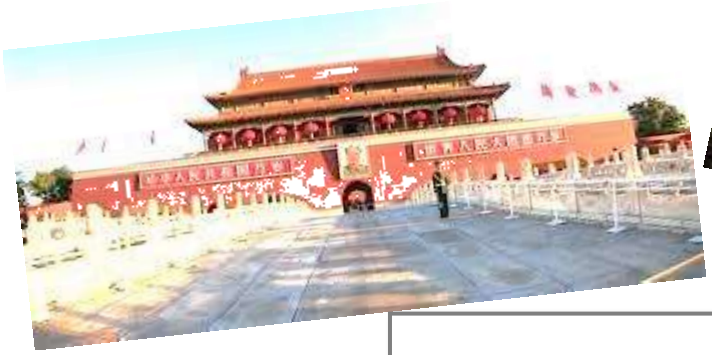
22.11.2012

Dear Gary,

My last trip to China was wonderful last week. I and my friends went to China. _____, we arrived in the Chinese capital of Beijing. China is in the Asina continent and we were in the USA. As soon as we checked in our hotel, _____. The next day, Mr. Ming showed us the tourist attractions of Beijing._____, and then we visited the Pavillions of the Imperial Palace within the Forbidden City. _____, we ended our day in Beijing with a traditional Peking Duck dinner at an elegant restaurant. _____, we travelled north to Badaling to see the Great Wall of China. The wall extends across mountains and valleys for almost 4000 miles and it is a magnificient structure. _____, we travelled to the Ming Tombs to view the final resting place of many China's Emperors. I had an amazing time during my trip and learnt a lot of things from the China's culture. I'm enclosing a picture of the group.

Love,

Jessica



After we left the Great Wall
First, he took us to Tiananmen Square,
When we left Beijing
We met our local tour guide, Sung Ming
Before we went back to our hotel
After we flew 14 hours

Taken from https://en.islcollective.com/resources/printables/worksheets_doc_docx/describing_places/past-simple-city/3688

Let's Write!

Task 13

Take one of the public places picture that you have been visited. Answer the questions below and list some adjective words.

List of Adjective words	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10

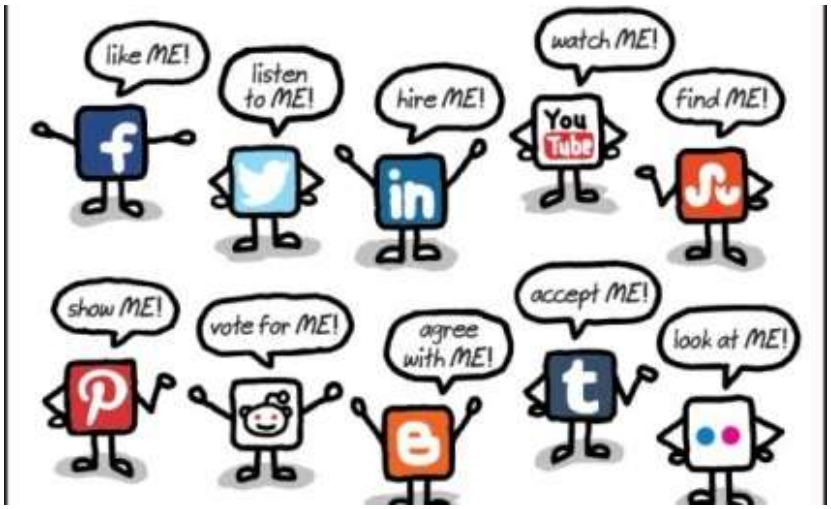
Task 14

Write down the simple sentences by using the answer of the task 13 in the following box. (freewriting)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Task 15

Write a short descriptive paragraph in your Social Media account (e.g Instagram, Path, or Facebook) as the caption. Then, using some hastags for more likers. (e.g #exploreJogja, #visitIndonesia, and etc.)



Reflection

Use this form to evaluate your own writing by completing each sentence below.

1. What I like best about this piece of writing is

2. When I look back at the tasks, the part I most enjoyed working on was

3. The most difficult part of writing was

4. I was most successful at

5. I would assess my work on this unit as
   (excellent, very good, good, poor)

6. One thing I need to improve in my next writing project is

7. One goal I would like to focus on in the future is

UNIT 3

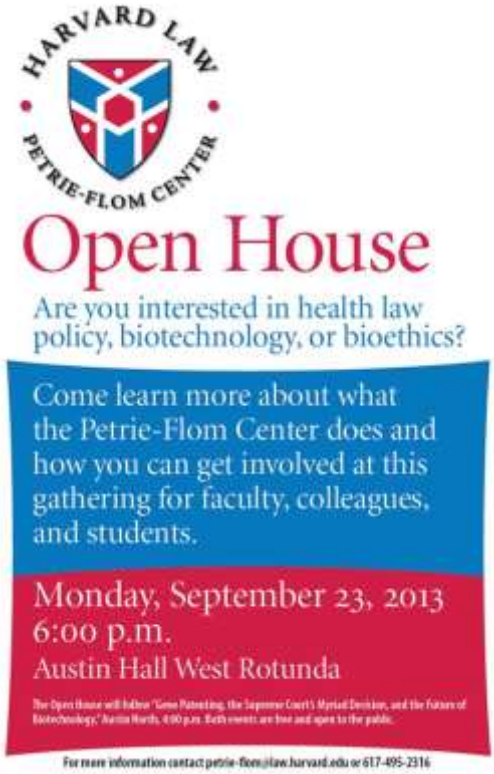
When will the event be held?

Have you ever cross the announcements above? Where do you find the announcement? What is it about? What are the detail information of the announcement? In this unit, you will learn how to make an announcement text.

Pre Task Activities

Task 1

Read the following announcement and answer the following questions.



1. Who wrote the announcement?
2. What is it about?
3. What is the events' date and time?
4. Where is the event venue?
5. For whom was the event held?
6. Why must they attend this event?
7. How do the students contact the committee?

Task 2

Write down the place where the announcement is usually found. Number 1 is done for you.

rail station | shopping mall | library

airport | school

1

library

2

_____

3

_____

4

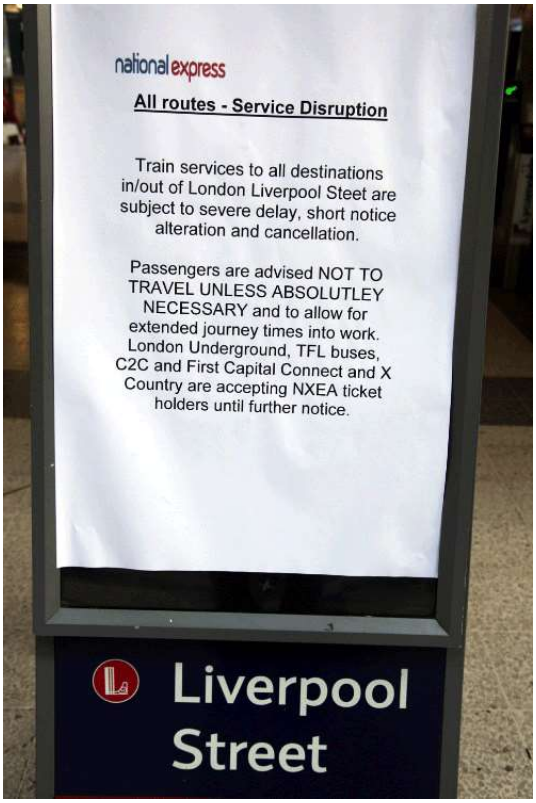
_____

5

_____

Task 3

Read the following arrival cancellation announcement and match the following words with their Indonesian equivalents.



1.	**Route *(noun)***	**penundaan**
2.	Destinations *(noun)*	perubahan
3.	Delay *(noun)*	penumpang
4.	Notice *(noun)*	perlu, penting
5.	Alteration *(noun)*	tujuan
6.	Cancellation *(noun)*	pemberitahuan
7.	Passenger *(noun)*	rute
8.	Necessary *(adjectives)*	pembatalan
9.	Extended *(adjectives)*	perjalanan
10.	Journey *(noun)*	diperpanjang

Let's Go!

Task 4

Read the following announcement and answer the question.

Our school basketball matches will begin on Saturday, January 1.

The events will run from 8.00 – 10.00 for the next four weeks.

The final tournament will be held on February 7.

For more information, contact Rizka (XI IPA1)

1. How long will the event run?

2. What month will the final round be held on?

3. When will their school basketball matches begin?

4. Who can we contact for further information?

Task 5

Complete the sentences with the expression in the following box.

a. The school rules	e. vote one of the candidates
b. a new school year	f. should wear a white and blue uniform
c. the new school regulation	g. a number of extracurricular programs
d. farewell party	h. please, be helpful

1. We have just begun a new school year_____.

2. Every student should know _____.

3. There are _____.

4. The election of the head of OSIS will be held on the next month. Every student should _____.

5. Students _____ from Monday till Thursday.

6. The _____will take in the school hall.

7. _____require the students to wear black belt and black shoes.

Taken from http://docslide.us/documents/announcement-worksheet.html

Task 6

Read the following announcement and answer True and False question.

Task 7

Answer the questions below by writing True or False based on the announcement of "*English Speech Contest*". Number 1 is done for y

1.	F	The announcement is for the teacher.
2.		One of the English Speech Contest's topic is The Effective Ways of Learning English.
3.		The contest is held at Park of SMKN 6 Bandung.
4.		The speech contest will be held on Saturday.
5.		This announcement is a contest announcement.
6.		There are 4 topics that can be choosen by the students.
7.		The student should visit the committee of English Speech Contest for further information.
8.		The students can meet the committee of the Speech Contest at the headmaster room.
9.		All the students can join this competition.
10.		The purpose of this text is to announce the students about the speech contest.

Task 8

Identify the generic structure of the announcement below.

.....

ANNOUNCEMENT

In accordance with the international security regulations, the following items are never allowed to be taken onto a plane by passengers, either in their carry-on bags or in their checked luggage: weapons, including knives and guns; explosives, including dynamite and fireworks.

The following items may be placed in checked luggage but not on carry-on bags. Tools, including hammers. screwdrivers. and wrenches; sports equipment such as golf clubs, baseball bats, skis and ski poles.

When you pass through the security line, all bags will go through our X ray machines and some bags will be manually checked by personnel, as well.

Thank you for your cooperation. Have a safe and pleasant flight

.....

.....

Taken from www.englishadmin.com

Learn More

Announcement

Announcement (pengumuman) adalah pernyataan lisan atau tertulis yang ditujukan untuk memberitahukan sesuatu kepada orang banyak.

Bagian-bagian pengumuman tertulis :

Struktur teks announcement dibagi menjadi dua bagian, yaitu:

1. **Opening:** Bagian yang paling penting karena mewakili isi keseluruhan dari pengumuman tersebut. Meski begitu kadang tidak disebutkan dengan jelas.

2. **Content:** Penjelasan lebih lanjut tentang pengumuman tesebut. Di dalam content sebuah announcement berisi 5w +1 h :

    1. What : isi /tujuan pengumuman (e.g school bazaar, arrival cancellation,etc)

    2. Who : pembuat pengumuman (e.g the event committee, shopping mall manager,etc)

    Whom : untuk siapa pengumuman ditujukan (e.g students, visitor,etc)

    3. When : kapan pengumuman diselenggarakan

    4. Where : dimana tempat acara berlangsung

    5. Why : mengapa acara tersebut penting/ alasan lain (e.g train arrival cancellation)

    6. How : bagaimana untuk menghubungi panitia/ pembuat pengumuman

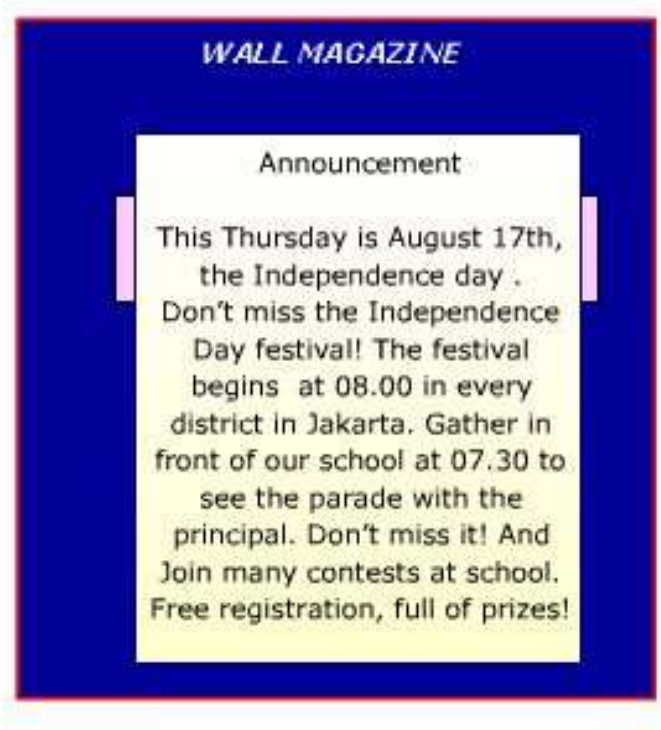
3. **Closing :** Bagian penutup berisi informasi lebih lanjut tentang pengumuman.

Fitur bahasa announcement :

1. Simple present tense
2. Tidak ada kata penghubung
3. Penulisan tanggal dan waktu
4. Penggunaan preposisi (on,in, at)

Task 9

Complete the following chart to find out the structure of the announcement below.



Parts of Announcement	Purposes	Details
Opening		
Content		
Closing		

Task 10

Read the following announcement and identify the main ideas of each paragraph, and then write the the most important details using your own words.

CHARLOTTESVILLE & UNIVERSITY SYMPHONY ORCHESTRA

Concert Cancellation Announcement
as of Friday, February 14th at 10:30 am

With deep regret, the Charlottesville & University Symphony Orchestra has cancelled both of its weekend concerts. Due to the timing and nature of the storm that swept through our region, the orchestra lost an entire week of rehearsals. And, all weekend activities in Albemarle County schools have been cancelled, meaning that the orchestra is not permitted to perform at Monticello High School on Sunday.

Current ticketholders will receive information at a later date about a possible replacement concert.

Again, the orchestra's concerts on Saturday, February 15th and Sunday, February 16th have been cancelled. Thank you for your understanding, and for your continued support of the Charlottesville & University Symphony Orchestra.

Paragraph	Main Idea	Details
1	The Charlottesville &University Symphony Orchestra announce the cancellation of weekend concerts.	– The natural disaster is the reason why the concert has cancelled. – The performance on Sunday has also cancelled.
2		
3		

Task 11

The following announcement is not arranged properly. Re arrange the announcement so that it makes sense.

On this regard, we are cordially inviting you to attend the said affair to meet your old friends, classmates, acquaintances and teachers, reminiscing memorable experiences and sharing stories of success and especially to renew our commitment to the noble ideals of our Alma Mater. (_____)

For further inquiries, please contact the reunion committee at (022) 237-2383 or text us at 085793111231. (_____)

SMKN 6 Bandung will be having a Grand Alumni Homecoming on December 1, 2014 at 2:00 pm at Ibis Hotel and Restaurant as the celebration of 34th Foundation Anniversary of SMKN 6 Bandung. (_____)

We look forward to your presence in this once a year celebration. (_____)

The registration charges are Rp 1.000.000 per person payable at the venue. These charges include T-shirt, ID, souvenir, dinner, live band and raffle draws. (_____)

Taken from http://www.slideshare.net/cakratoy/contoh-soal-announcement

Task 12

Re write the correct announcement in the following box.

Let's Write!

Task 13

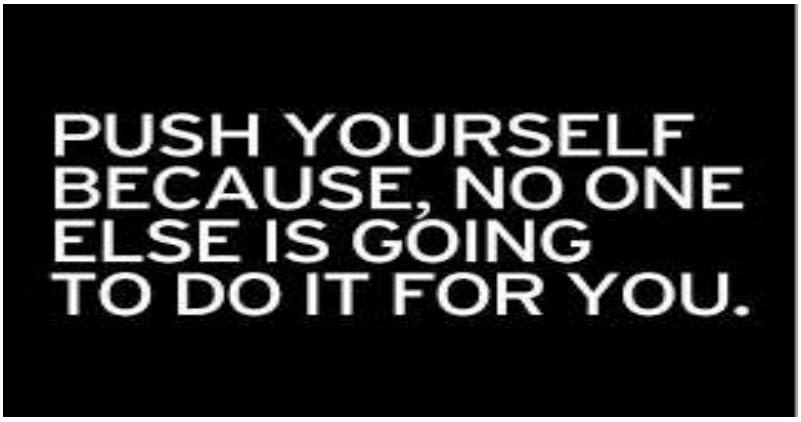
Write down some expressions of opening and closing that you have learnt in this following box.

OPENING

1. For all the students, we invite you to join.....
2. _____
3. _____
4. _____
5. _____

CLOSING

1. Thank you for your understanding and for your continued support of.....
2. _____
3. _____
4. _____
5. _____



Task 14

Make a school announcement that you like using the detail information below.

Task 15

Compose an announcement you like, then design an interesting announcement. Patch your announcement in the classroom's wall magazine.

Reflection

Use this form to evaluate your own writing by completing each sentence below.

1. What I like best about this piece of writing is

2. When I look back at the tasks, the part I most enjoyed working on was

3. The most difficult part of writing was

4. I was most successful at

5. I would assess my work on this unit as
   (excellent, very good, good, poor)

6. One thing I need to improve in my next writing project is

7. One goal I would like to focus on in the future is

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Table of Contents

Cover	i
Table of Contents	1
Kompetensi Inti dan Dasar menurut Kurikulum 2013	2
Let's Know More	3
Unit 1	4
Describing People : What does she look like?	
Unit 2	10
Describing Places : Where is it located?	
Unit 3	16
Announcement : When will the event be held?	
Answer Key	21
Self Assessment	24

Kompetensi Inti dan Kompetensi Dasar menurut Kurikulum 2013

Standard of Competence *Kompetensi Inti*	**Basic Competence** *Kompetensi Dasar*
4. Processing, thinking and communicating in the concrete and abstract's realm which is related to the school learning development independently, effectively, and creative through scientific method. *4. Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.*	**4.10 Composing a simple written and oral descriptive text about people, public places, historical places which concerns with the social function, text structure and linguistic features based on the appropriate context** *4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*
	4.12 Composing a simple written announcement which focuses on social function, text structure, and lingustic features based on the appropriate context. *4.12 Menyusun teks tulis pemberitahuan (announcement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

Let's Know More

Pre Task Activities

Activity ini terdiri dari 3 *Tasks* yang bertujuan untuk pemanasan (*warming up)* kepada siswa sebelum mengerjakan *Task* selanjutnya. *Task* yang diberikan merupakan *task* sederhana yang bertujuan memberikan gambaran mengenai apa yang akan dipelajari selanjutnya. *Task* yang diberikan menggunakan gambar supaya lebih menarik dan mudah dipahami.

Let's Go

Siswa mulai memahami teks dan menjawab pertanyaan tentang teks yang diberikan. Pada tahapan ini, *Task* yang diberikan berupa tahapan dalam berlatih menulis dimulai dari menulis ulang paragraf yang telah disediakan dan melengkapi kalimat rumpang. Dalam *activity* ini, siswa mempelajari struktur teks, fitur kebahasaan dan segala sesuatu yang berkaitan dengan teks tersebut.

Let's Write

Tahap ini bertujuan melatih siswa untuk menulis sederhana. Siswa memulai menulis kata, kalimat sampai dengan paragraf singkat dan sederhana. Siswa juga diminta untuk membuat karya yang dapat ditunjukkan kepada teman sebangku.

Learn More

Learn More merupakan penjelasan mengenai struktur teks, tujuan, fitur bahasa, dan sebagainya yang digunakan dalam teks tersebut. Siswa dapat mencari informasi tambahan dari berbagai sumber seperti internet, buku dan sebagainya sehingga siswa dapat menambah pengetahuan mereka.

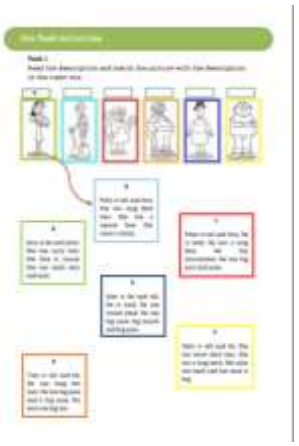
UNIT 1 : What does she look like?

- Unit ini berisikan tentang bagaimana cara mendeskripsikan fisik seseorang baik teman, keluarga maupun tokoh terkenal
- Deskripsi fisik seseorang digunakan untuk mengetahui ciri – ciri fisik seseorang untuk membedakan antara satu dengan yang lain
- Unit 1 diawali dengan beberapa pertanyaan untuk memberikan gambaran kepada siswa secara umum tentang apa yang akan dipelajari.

Pre Task Activities

Task 1

- Aktivitas pembelajaran diawali dengan menjodohkan gambar dengan deskripsi fisik gambar tersebut.
- Pada lembar kerja disediakan 6 gambar fisik seseorang beserta 6 deskripsi tentang gambar secara acak.
- Siswa diminta untuk menjodohkan gambar dengan menggambarkan garis dan menuliskan huruf yang sesuai dengan deskripsi yang tepat di dalam boks.



Task 2

- Disediakan 8 gambar mengenai wajah seseorang dan deskripsi fisik secara detail tentang gambar tersebut.
- Siswa diminta untuk memberikan garis pada frasa deskripsi fisik dengan gambar yang disediakan.

- Siswa dapat mencocokkan jawaban pada kunci jawaban.

Task 3

- Pada task 2, terdapat beberapa frasa sulit tentang deskripsi seseorang.
- Pada task ini, siswa diminta mencari arti dari kata – kata sulit dengan membuka kamus atau mencari dari berbagai sumber (internet, perpustakaan, buku, dsb)

Let's Go!

Task 4

- Sebelum mengerjakan task 4, siswa diminta untuk membaca teks deskrips singkat berjudul "My Best Friend"
- Setelah siswa membaca dan memahami teks tersebut, siswa diminta untuk menjawab 3 pertanyaan berdasarkan teks tersebut dengan menyilang jawaban yang sesuai.

Task 5

- Pada bagian ini, siswa diberikan beberapa pertanyaan untuk menguji pemahaman siswa mengenai teks berjudul "My Best Friend".
- Pertanyaan berupa True or False question sehingga memudahkan siswa dalam menjawab pertanyaan.
- Siswa dapat mencocokkan jawaban pada kunci jawaban yang tersedia.

Task 6

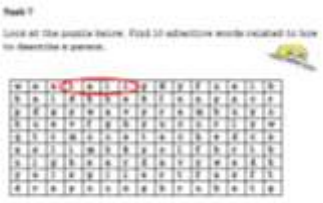
- Siswa diminta untuk menulis ulang paragraf acak sesuai dengan urutan

struktur teks yang benar dalam kelompok.

- Siswa menuliskan fungsi sosial dari teks deskriptif pada tempat yang sudah disediakan.

Task 7

- Terdapat 10 kata sifat (adjective) yang tersembunyi berkaitan dengan deskripsi seseorang.
- Siswa diminta untuk melingkari setiap kata yang ditemukan.



Task 8

- Kata sifat yang ditemukan dalam kotak ditulis ulang pada tabel yang telah tersedia.
- Siswa diminta mencari arti kata tersebut dengan bantuan kamus, internet dan sumber lain.

Learn More

- Bagian ini berisikan tentang informasi mengenai teks deskripsi seperti struktur teks, fitur bahasa teks deksripsi tentang seseorang dan penjelasan dari teks sebelumnya.
- Tambahan penjelasan ini bertujuan untuk membantu siswa dalam memahami teks deskripsi.
- Siswa dapat mencari referensi lain dari berbagai sumber seperti internet, buku teks, dsb.

Learn More

- Ditampilkan beberapa penjelasan mengenai kata sifat tentang deskripsi fisik seseorang.
- Penjelasan berupa gambar dan tulisan yang sesuai berdasarkan beberapa kategori tinggi badan, berat badan, usia, jenis dan warna rambut.
- Siswa dapat mencari kategori lain seperti bentuk mata, warna kulit, bentuk wajah, dll dari berbagai sumber referensi.
- Diberikan penjelasan mengenai ekspresi pertanyaan suka dan tidak suka (likes/dislikes), pertanyaan ciri-ciri fisik (phsyical appearance) dan penggunaan frasa kata benda (noun phrase).

Task 9

- Berdasarkan penjelasan sebelumnya, siswa diminta untuk menjawab beberapa pertanyaan dengan menggunakan jawaban yang sesuai.
- Jawaban pertanyaan sesuai dengan fisik orangtua masing-masing siswa.

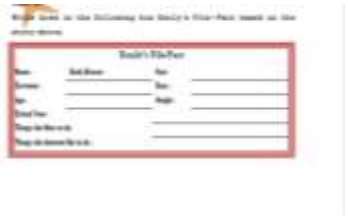
Task 10

- Penggunaan teks deskripsi dalam kehidupan sehari – hari digunakan pada *Wanted* untuk mencari seseorang.
- Diberikan 3 gambar orang dan teks rumpang mengenai deskripsi gambar tersebut.
- Teks rumpang diisi berdasarkan pilihan jawaban yang tersedia.

Task 11

- Pada task ini, siswa diminta untuk memilih *Simple Present Tense* yang tepat pada teks deskripsi singkat.
- Disediakan teks deskripsi berjudul "Emily's Potrait" siswa diminta untuk memilih *grammar* yang tepat sesuai dengan teks yang disediakan.

Task 12



- Setelah siswa mengerjakan task 11 dan memahami isi dari teks deskripsi tersebut, siswa diminta untuk menjawab beberapa pertanyaan berdasarkan teks "Emily's Potrait"
- Terdapat tabel sederhana mengenai "*Emily's File-Fact"* dan jawaban berdasarka isi teks sebelumnya.

Let's Write!

Task 13

- Ditampilkan beberapa foto orang terkenal pada lembar kerja tersebut.
- Siswa diminta untuk memilih salah satu gambar yang mereka sukai.
- Siswa mengisi informasi fisik tentang tokoh tersebut berdasarkan foto yang disediakan.
- Siswa menuliskan beberapa kata sifat yang ada pada gambar yang disediakan di kolom *"List of Adjectives"*

Task 14

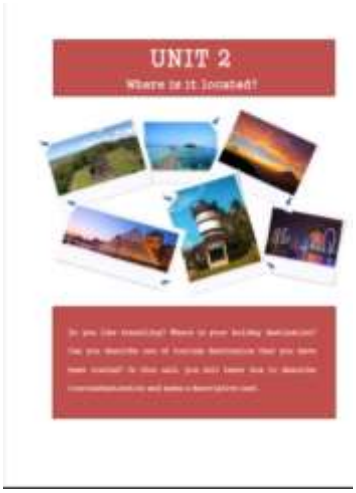
- Berdasarkan informasi singkat mengenai fisik foto yang dipilih, siswa diminta untuk membuat kalimat sederhana menggunakan *simple present tense* dan kata sifat (*adjectives)* yang telah ditulis sebelumnya.
- Siswa dapat menuliskan kalimat sebanyak mungkin berdasarkan gambar yang disediakan.

Task 15

- Siswa mengambil gambar idola yang mereka sukai.
- Siswa menempelkan gambar tersebut pada lembar kerja yang telah disediakan.
- Siswa menuliskan beberapa informasi mengenai gambar tersebut untuk membuat pengumuman mengenai "*Missing People"* atau "*Wanted"*
- Siswa menuliskan dan memahami fungsi sosial dari teks deskriptif.

UNIT 2 : Where is it located?

- Unit 2 berisikan tentang teks deskripsi penggambaran tempat wisata.
- Penggambaran tempat wisata baik yang sudah pernah dikunjungi maupun yang ingin dikunjungi.
- Deskripsi tempat wisata tersebut dapat digunakan untuk memberikan informasi tentang tempat wisata kepada orang lain.
- Pada unit ini, ditampilkan beberapa foto tempat wisata terkenal sebagai gambaran tentang materi yang akan dipelajari siswa.



Pre Task Activities

Task 1

- Ditampilkan gambar sunset di candi Ratu Boko.
- Siswa menulis berbagai macam kata sifat yang terdapat pada gambar tersebut seperti "*beautiful*".

Task 2

- Terdapat 5 gambar tempat wisata populer di dunia beserta penggambaran singkat mengenai tempat wisata tersebut.
- Siswa mencocokkan gambar dengan deskripsi gambar yang sesuai dengan menghubungkan garis pada gambar dan teks.

Task 3

- Setelah siswa mencocokkan gambar pada task sebelumnya, siswa diminta mengisi huruf yang hilang pada kata – kata di tabel.
- Jawaban terdapat pada teks – teks deskripsi sebelumnya dengan bantuan arti dari kata tersebut dalam bahasa Indonesia.

Let's Go!

Task 4

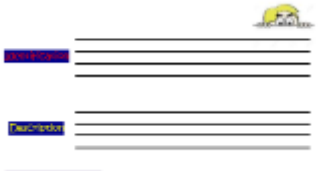
- Sebelum siswa mengerjakan task 4, siswa mengamati gambar candi.
- Siswa menulis kalimat singkat mengenai candi tersebut.

Task 5

- Ditampilkan beberapa kalimat acak tentang teks deskripsi berjudul "London"
- Siswa mengurutkan kalimat tersebut hingga menjadi paragraf padu dengan memberikan nomor sesuai urutan kalimat.

Task 6

- Siswa menuliskan fungsi sosial dari teks deskripsi tempat wisata pada kolom yang ditentukan.
- Siswa mengidentifikasi struktur teks dari teks berjudul "London".
- Siswa menulis ulang teks berjudul "London" pada kolom yang telah ditentukan sesuai dengan struktur teks yang tepat.



Learn More

- Penjelasan teks deskripsi tentang tempat wisata populer.
- Dijelaskan struktur teks deskripsi dari contoh teks berjudul “London” dan fitur bahasa yang digunakan.

Task 7

- Siswa mencari 10 kata pada kolom *wordsearch puzzle* yang berkaitan dengan deskripsi tempat wisata.
- Siswa melingkari kata yang telah ditemukan pada kolom *puzzle* tersebut.

Task 8

- Siswa membuat kalimat sederhana menggunakan 10 kata yang mereka temukan pada *wordsearch puzzle.*
- Siswa menuliskan kalimat pada kotak yang telah ditentukan.

Learn More

- Diberikan beberapa gambaran nama – nama tempat wisata alam yang sering dikunjungi siswa untuk menambah *vocabulary* siswa.
- Diberikan beberapa list kata/ kalimat yang sering digunakan dalam menulis teks deskripsi tempat wisata.
- Siswa dapat menambahkan beberapa kata yang belum diketahui dari berbagai sumber (internet, buku, dsb).

Task 9

- Siswa memilih *linking verb* yang tepat pada kalimat sederhana yang diberikan.
- Siswa menulis *linking verb* yang tepat pada kolom yang disediakan.
- Siswa dapat mencocokkan jawaban yang tepat pada *answer key*.

Task 10

- Siswa melengkapi kalimat rumpang sederhana pada kolom yang diberikan.
- Kalimat yang ditulis oleh siswa berdasarkan pendapat mereka mengenai kota dimana mereka tinggal.
- Penulisan kalimat berdasarkan penjelasan tempat – tempat wisata populer dimana siswa tinggal.

Task 11

- Siswa melengkapi kalimat sederhana dengan beberapa kata sifat yang telah disediakan untuk mendeskripsikan suatu tempat.
- Siswa dapat mencocokkan jawaban pada *answer key* yang sudah disediakan.

Task 12

- Ditampilkan sebuah surat mengenai deskripsi suatu tempat wisata.
- Siswa membaca dan memahami surat tersebut.
- Siswa diminta mengisi bagian – bagian kalimat yang hilang sesuai dengan pilihan jawaban yang tertera pada boks.
- Siswa dapat mencocokkan jawaban pada *answer key* yang sudah disediakan.

Let's Write

Task 13

- Siswa memilih gambar salah satu tempat wisata yang mereka sukai.
- Siswa menjawab beberapa pertanyaan yang ada dengan tepat dan singkat.
- Siswa menuliskan beberapa kata sifat dari tempat wisata yang mereka sukai sesuai gambar yang dipilih.

Task 14

- Siswa menuliskan beberapa kalimat sederhana sesuai dengan gambar tempat wisata yang mereka sukai.
- Penulisan kalimat disesuaikan dengan jawaban dari pertanyaan pada task 13 dan kata – kata sifat yang siswa temukan sebelumnya.

Task 15

- Siswa menuliskan kalimat sederhana yang sebagai *caption* pada gambar yang akan mereka unggah.
- *Caption* gambar merupakan teks deskripsi tempat wisata sederhana yang siswa sukai.
- Siswa mengunggah gambar pada akun sosial media mereka
- Penggunaan *hashtag* dapat ditambahkan siswa agar foto atau gambar lebih menarik.

UNIT 3 : When will the event be held?

- Unit 3 berisikan tentang announcement/pengumuman yang sering siswa temui dalam kehidupan sehari – hari.
- Disajikan beberapa contoh announcement tertulis sebagai penggambaran materi pembelajaran.
- Contoh announcement yang diberikan merupakan announcement yang sering mereka temui baik di sekolah maupun ditempat umum.

Pre Task Activities

Task 1

- Siswa membaca dan memahami pengumuman tentang event sekolah.
- Siswa menjawab beberapa pertanyaan penting berkaitan dengan informasi yang diberikan sesuai dengan pengumuman yang ditampilkan.

Task 2

- Siswa mengamati beberapa pengumuman yang ditampilkan.
- Siswa menuliskan tempat dimana pengumuman tersebut ditemukan sesuai dengan pilihan jawaban yang tertera pada boks.

Task 3

- Ditampilkan pengumuman penundaan keberangkatan kereta api.
- Siswa membaca dan memahami isi dari pengumuman tersebut.
- Siswa mencocokkan arti kata dalam bahasa Indonesia sesuai dengan kalimat yang digunakan dalam pengumuman tersebut.
-

Let's Go!

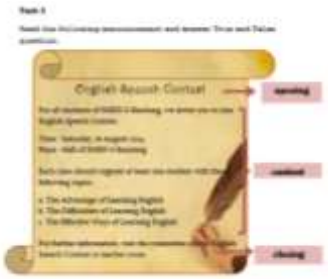
Task 4

- Disajikan sebuah pengumuman mengenai event pertandingan basket di sekolah.
- Siswa membaca dan memahami pengumuman tersebut.
- Siswa menjawab beberapa pertanyaan sesuai dengan isi pengumuman.

Task 5

- Siswa melengkapi kalimat sederhana rumpang dengan frasa yang tepat sehingga menjadi kalimat padu.
- Siswa memilih frasa yang tepat untuk melengkapi kalimat rumpang pada boks yang disediakan.

Task 6



- Siswa membaca pengumuman lomba pidato di sekolah.
- Siswa memahami struktur teks yang dijelaskan pada pengumuman tertulis.
- Siswa memahami fungsi dari setiap bagian struktur teks pengumuman yang disediakan dengan mencari informasi dari berbagai sumber (buku, internet, dsb).

Task 7

- Setelah memahami pengumuman pada task 6, siswa menjawab pertanyaan "*True*" atau *"False"* dengan tepat.
- Pertanyaan berkaitan dengan pengumuman lomba pidato pada task sebelumnya.
- Siswa dapat mencocokkan jawaban pada *answer key* yang sudah disediakan.

Task 8

- Ditampilkan sebuah pengumuman tentang peraturan keamanan.
- Siswa diminta mengidentifikasi bagian – bagian penting dari pengumuman tersebut.

Learn More

- Penjelasan mengenai fungsi pengumuman tertulis
- Bagian – bagian dari pengumuman tertulis
- Penggunaan ciri – ciri kebahasaan pada pengumuman tertulis

Task 9

- Ditampilkan sebuah pengumuman kegiatan di sekolah pada majalah dinding sekolah.
- Siswa membaca dan memahami isi dari pengumuman tersebut.
- Siswa menuliskan tujuan dari bagian – bagian pengumuman beserta detil isi dari pengumuman tersebut pada kolom yang telah disediakan.

Task 10

- Disajikan sebuah pengumuman mengenai suatu acara musik.
- Siswa membaca dan memahami isi dari pengumuman singkat tersebut.
- Siswa mengidentifikasi ide pokok dari kalimat tiap paragraf.
- Siswa menuliskan detil informasi penting dari pengumuman tersebut.

Task 11

- Ditampilkan sebuah pengumuman dengan kalimat yang acak.
- Siswa diminta mengurutkan setiap kalimat sehingga menjadi pengumuman yang padu dengan memberikan nomor di setiap kalimat.

Task 12

- Setelah mengurutkan pengumuman acak pada task 11, siswa diminta untuk menulis ulang pengumuman tersebut pada kolom yang sudah disediakan.
- Siswa dapat menyederhanakan dan membuat pengumuman lebih menarik tanpa mengurangi detil informasi yang diberikan.

Let's Write!

Task 13

- Setelah siswa memahami berbagai macam pengumuman yang sering mereka temui, siswa diminta untuk menuliskan ekspresi kalimat pembuka dan penutup.
- Siswa dapat menuliskan kalimat pembuka dan penutup pengumuman pada kotak yang disediakan.
- Siswa dapat mencari contoh pada sumber lain (internet, buku teks, koran, dsb).

Task 14

- Siswa diberikan beberapa detil isi pengumuman kegiatan sekolah.
- Siswa membuat pengumuman kegiatan sekolah dengan menggunakan kalimat pembuka dan penutup yang sesuai.
- Siswa menulis pengumuman pada kolom yang telah disediakan.
- Siswa dapat menambahkan gambar lain sehingga membuat pengumuman menjadi lebih menarik.

Task 15

- Siswa membuat berbagai pengumuman yang mereka sukai.
- Siswa dapat mendesain pengumuman dengan sangat menarik sesuai dengan isi pengumuman.

- Pengumuman yang telah selesai, ditempelkan pada majalah dinding kelas.

Unit 1

Task 1
1. B
2. C
3. A
4. D
5. F
6. E

Task 2
1. G
2. F
3. D
4. C
5. H
6. B
7. A
8. E

Task 3
1. berambut pirang
2. jenggot
3. pria berambut coklat
4. wanita paruh baya
5. kumis
6. enak dipandang

Task 4
1. A
2. B
3. C

Task 5
1. F
2. F
3. T
4. F
5. F
6. T
7. T

Task 6
Identification

Dian Wahyu Utami is known as Dian Pelangi is a young talented fashion designer...

Description

Dian has a bright and expressive eyes. She is tall and slim.....

The social function of descriptive text is to describe a particular person.

Task 7
1. tall
2. skinny
3. bald
4. wavy
5. curly
6. brown
7. moustache
8. slim
9. beard
10. young

Task 8
1. mean look
2. gold tooth
3. face
4. hat
5. moustache
6. sleeveless shirt
7. black rimmed glasses
8. baseball cap
9. goatie beard
10. head

Task 11
1. is
2. attends
3. lives
4. has
5. is
6. loves
7. sees
8. likes
9. does
10.are

Unit 2

Task 2

1. Borobudur
2. Raja Ampat
3. Mount Bromo
4. Eiffel Tower
5. The Taj Mahal

Task 4

1. Mount Kelimutu is located in Flores Island, NTT
2. Mount Kelimutu has three lakes.
3. The meaning of Keli is mountain and Mutu is boiled.
4. The lake was discovered since February 26,1992.

Task 6

2–5–7–3–1–4–6–8

Identification

London is the capital of England and the capital of Great Britain. It is one of the greatest city in the world. It is a seat of government, a center of learning and culture. London has four major areas.

Description

The West End lies between Fleet street and Hyde Park. The East End is East of the Tower. The South Bank is in the South of Thames between Lambeth and Tower Bridge. London is also very famous for its parks like Green park, Hyde park, and Regent's park.

Task 12

1. After we flew 14 hours
2. we met our local tour guide, Sung Ming
3. First, he took us to Tiananmen Square
4. Before we wwnt back to our hotel
5. When we left Beijing
6. After we left the Great Wall

Task 3

1. memorial
2. elegant
3. massive
4. scenery
5. lagunas
6. beautiful
7. island
8. symmetrical
9. hill
10. terraces

Task 5

1. T
2. F
3. T
4. F
5. F
6. T
7. F

Task 7

1. waterfall
2. beach
3. forest
4. mountain
5. desert
6. lake
7. island
8. city
9. river
10. cave

Task 9

1. are
2. has
3. are
4. is
5. is

Task 11

1. quiet
2. well known
3. bright
4. crowded
5. large
6. beautiful
7. boring
8. messy
9. new
10. ordinary
11. traditional
12. terrible
13. relaxing
14. clean
15. cramped

Unit 3

Task 1

1. Harvard University
2. It is about Faculty Open House event
3. The event was held on Monday, September 23, 2013 at 6.00 p.m
4. The venue is Austin Hall West Rotunda
5. The event was held for colleagues and students.
6. They must attend this event to know about helath law policy, biotechnology or bioethics.
7. The students can contact the committee by visiting the website or calling the committee's number.

Task 5

1. a new school year
2. the school rules
3. a number of extracurricular programs
4. vote one of the candidates
5. should wear a white and blue uniform
6. farewell party
7. the new school regulation

Task 7

1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. F
9. T
10. T

Task 2

1. library
2. shopping mall
3. airport
4. rail station
5. school

Task 4

1. The events will run for four weeks.
2. The final round will be held on February.
3. The school basketball matches will begin on Saturday, January 1.
4. The participants can contact Rizka (XI IPA 1) for further information.

Task 8

1. English Speech Contest
2. join
3. Saturday, 16 August 2014
4. Hall of SMKN 6 Bandung
5. the committee

Task 11

1. SMKN 6 Bandung will be having a Grand Alumbi Homecoming.....
2. On this regard, we are cordially inviting you....
3. The registration charges are Rp 1.000.000 per person....
4. We look forward to your presence....
5. For further inquiries, please contact....

Writing Workshop Self-Checklist

Date: _____

	YES!
I wrote the whole time without distracting others.	
I tried the strategy taught in the mini-lesson.	
I shared my work with the class or my writing partner.	
I paid attention to spelling and grammar in my writing.	
Number of Pages I Wrote Today: _____	

Date: _____

	YES!
I wrote the whole time without distracting others.	
I tried the strategy taught in the mini-lesson.	
I shared my work with the class or my writing partner.	
I paid attention to spelling and grammar in my writing.	
Number of Pages I Wrote Today: _____	

Date: _____

	YES!
I wrote the whole time without distracting others.	
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Number of Pages I Wrote Today: _____	

Date: _____

	YES!
I wrote the whole time without distracting others.	
I tried the strategy taught in the mini-lesson.	
I shared my work with the class or my writing partner.	
I paid attention to spelling and grammar in my writing.	
Number of pages I Wrote Today: _____	

How I improved my writing this week: _____

_____

_____