

**DEVELOPING WRITING MATERIALS BY USING GENRE-BASED
APPROACH FOR THE FIRST SEMESTER OF THE TENTH GRADE
STUDENTS AT SMA PIRI 1 YOGYAKARTA**

A Thesis

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



by:

Rochana Fitri Alyani

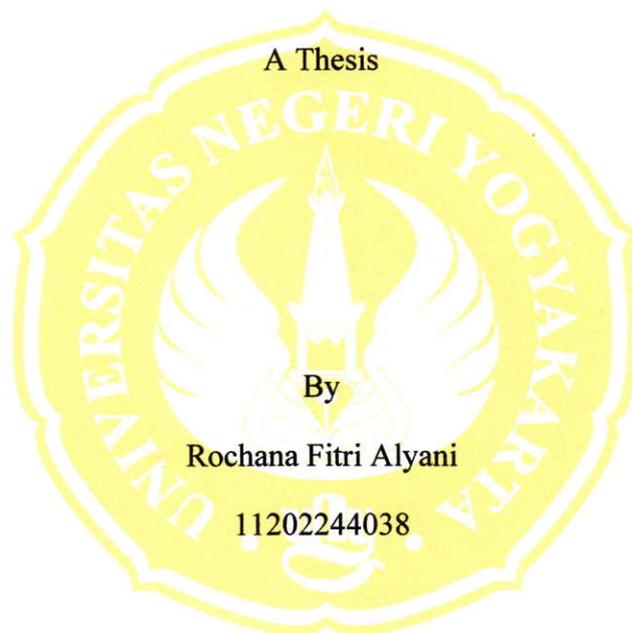
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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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**DEVELOPING WRITING MATERIALS BY USING GENRE-BASED
APPROACH FOR THE FIRST SEMESTER OF THE TENTH GRADE
STUDENTS AT SMA PIRI 1 YOGYAKARTA**



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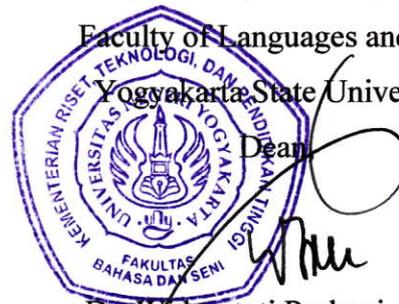
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, Januari 2016

Penulis,



Rochana Fitri Alyani

DEDICATION

*This thesis is lovingly dedicated to:
my beloved parents, Sandi and Sri Rubiyanti,
my beloved brothers, Fajri Kurniawan and Rizal Nur Hadyan,
my beloved sister in-law, Sinta Rizky Susena Putri.*

MOTTOS

So be patient. Indeed the promise of Allah is true.

(Q.S. Ar Rum: 60)

It is our choices that show what we truly are far more than our abilities.

(J.K Rowling)

The difference between a successful person and others is not a lack of strength,
not a lack of knowledge, but rather a lack of will.

(Vince Lombardi)

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are highly appreciated.

Yogyakarta, January 2016

Rochana Fitri Alyani

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DEVELOPING WRITING MATERIALS BY USING GENRE-BASED APPROACH FOR THE FIRST SEMESTER OF THE TENTH GRADE STUDENTS AT SMA PIRI 1 YOGYAKARTA

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ABSTRACT

The objectives of this study were to identify the needs of the tenth grade students of SMA PIRI 1 Yogyakarta for the suitable writing materials through the Genre-Based approach and to develop the English writing materials which are suitable with the Genre-Based approach for them.

This study was a Research and Development (R&D) study. The subjects consisted of 14 male and 9 female students. This study adapted the R&D model proposed by Borg and Gall (1983) and Masuhara in Tomlinson (1998). The steps of this study were conducting needs analysis, developing the course grid, developing the first draft of the materials, evaluating the materials, and writing the final draft of the materials. There were two types of questionnaires to collect data. The first was needs analysis questionnaire to gather information about students' needs and interest. The second was expert judgment questionnaire to obtain the data about the appropriateness of the materials. The data of both questionnaires were analyzed quantitatively through descriptive statistics. In addition, there were also qualitative data obtained from the expert in the form of comments and suggestions for the improvement of the materials draft.

Based on the results of the needs analysis, the students believed that learning English and having good ability in it was very important. Then, they claimed that their writing ability was intermediate. They also stated that they sometimes wrote in English. Moreover, they wanted some aspects to be included in the materials such as information about grammar, lists of vocabularies, and explanations about genre. In addition, they stated that they found difficulties in choosing vocabularies while learning writing. Considering the students' learning needs, they preferred to have articles from the internet as the input. Then, they also preferred to have topics related to daily life. For activities, they would like to do grammar tests, identify and translate new vocabularies from texts, organize jumbled words into a sentence. The students stated that they preferred to have discussions while learning and do the tasks individually. This study developed three units of materials. Each unit consisted of five parts namely "Let's Start", "Let's Move", "Finding Out", "Let's Create", summary and reflection. According to the analysis of the data from the expert judgment, the mean score of all aspects of the three developed units, in the scales of 1-4, was 3.32 which was in the range of $3.25 \leq x \leq 4$ and could be categorized as "Very Good".

CHAPTER I INTRODUCTION

A. Background of the Study

As an international language, English is used in all aspects of human life. Its main function is being a system of communication for people around the world. It is because every country has its own language. Thus, English is needed as a universal language. Knowing that importance, it seems that everyone has to be able to comprehend it because having a good ability in English will give many advantages. That is why English becomes one of compulsory subjects which is taught in Indonesia from junior high school.

Based on the Standard of Competence and the Basic Competencies of Curriculum 2006, senior high school students have to be able to comprehend all of language skills. There are four language skills, namely writing, reading, speaking and listening. Writing is one of those skills which is very important in daily life. Nowadays, a lot of information is delivered in written forms, for example, public signs, instructions, newspaper, magazines, advertisements, and so on. Thus, the ability in writing is needed in order to give the correct information. However, writing is not simply transferring thought to a written form. It needs appropriate vocabularies, grammars, coherence, and organization. As it is stated by White in Nunan (1989: 36) writing is not a natural activity because people have to be taught how to write. It is clearly shown that this skill is more complicated than the other skills.

In senior high school, writing is also taught by teachers. However, there are still a lot of students who are not able to write appropriately. Some problems arise when students are asked to write. The first problem is the lack of students' ability in choosing vocabularies while writing. It takes big deals in teaching and learning process because it will determine the learning's results. Besides, text books which are used by teachers are not interesting and appropriate with students' needs. Thus, the students cannot understand the materials given well. Then, the teachers still find some difficulties in making their own teaching materials because of some factors.

Knowing those problems, designing innovative supplementary materials can be chosen as the solution. Besides, Brown (1994) says that teachers need to supplement materials to promote motivation, which is one of the key factors in learning. The materials should be based on students' needs and interest. However, they have to use appropriate approach in order to reach the aim of the teaching and learning process. Applying Genre-Based Approach can be the solution for improving students' skills. This approach will give some examples of texts from different genres. It gives clear explanations of each genre that will be easier to be understood by students.

Based on the explanations above, developing learning materials will help both students and teachers in the teaching and learning process. Knowing the materials are really needed, the writer has motivation to do the research and develop writing materials by using Genre-Based Approach for the first semester of the tenth grade students at SMA PIRI 1 Yogyakarta.

B. Identification of the Problems

Based on the background of the study mentioned above, there are some problems related to writing teaching and learning process. The first problem is the lack of students' ability in choosing vocabularies while writing. It will give big impacts in writing because students will find difficulties in expressing their opinion. Thus, they may use inappropriate dictions that will give different meaning in their writing products.

The second problem is the materials used by the teachers are not interesting and appropriate. Most of them are inappropriate because they do not meet students' needs. In addition, textbooks which are used do not give clear instructions that make students feel confused.

The third problem is the teachers' difficulties in making their own teaching and learning materials. It happens because they have other duties that have to be done. Doing school administration is one of teachers' duties that take a lot of time. Then, the teachers do not have much time to make their own materials which are more appropriate with students' needs.

C. Limitation of the Problems

In reference to the background and identification of the problem above, this study deals with developing a set of writing materials by using Genre-Based Approach for the first semester of the tenth grade students at SMA PIRI 1 Yogyakarta.

D. Formulation of the Problems

This research has formulated the problems as follows:

1. What are the needs of the tenth grade students of SMA PIRI 1 Yogyakarta for improving their writing skills based on the Genre-Based approach?
2. How are the writing materials based on Genre-Based approach which are suitable for the tenth grade students of SMA PIRI 1 Yogyakarta developed?

E. Objectives of the Study

In order to overcome the problems formulated above, this study intends:

1. to identify the needs of the tenth grade students of SMA PIRI 1 Yogyakarta for the suitable writing materials through the Genre-Based approach, and
2. to develop the English writing materials which are suitable with the Genre-Based approach for the tenth grade students of SMA PIRI 1 Yogyakarta.

F. Significances of the Study

The study is expected to have significant contribution theoretically and practically for:

1. The tenth grade students of senior high schools

The results of this research are aimed at providing useful inputs for students to have more practice in writing.

2. The teachers of senior high school

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

3. Course designers or materials developers

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

4. Other researchers

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

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

1. Writing

a. The Definitions of Writing

Writing is one of language skills which are kind of productive skills. It has crucial functions for communication in daily life. That is why this skill is important to be learnt. There are some definitions of writing by experts. Based on the Oxford Advanced Learner's Dictionary (Hornby, 1995: 1383), writing is the activity or occupation of writing e.g. books, stories, or articles. As Heffernan and Lincoln (1986:3) states, writing is a mean of communication. It can be said that people can exchange information through written forms. The examples of real communication in written forms are public signs, instructions, newspaper, magazines, brochures, and so on.

In line with this statement, Raimes (1983: 11) states that writing means a connected text and not just a single sentence, which writers write for a purpose and a reader. It is clearly shown that writing is connecting some sentences into a text. Writers, of course, have some purposes in writing the text that is to communicate with readers. That is why each sentence has its own meaning which functions to deliver messages.

Bell and Burnaby in Nunan (1989: 36) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously in a sentence level.

These include control of content, format, sentence structure, vocabulary, punctuation, spelling, and a letter formation. It could be said that writing is not simply changing ideas into a written form. Writers have to consider those aspects in order to be understood by readers. Giving more attention to those aspects are important because writing does not only need some stages but it also has special conventions related to grammar, vocabulary, letter, words, and text-formation that are manifested by handwriting, spelling, layout and punctuation (Harmer, 2007;323).

b. Characteristics of Writing Learning

Brown (2000: 335) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skills that not every speaker develops naturally. Having a good ability in writing is not an easy thing to do. In this case, the students do not simply write and ignore the meaning. As Brown (2000: 337) states, meaning is not what writers start out with but what writers end up with. That is why the best strategy is needed in teaching writing in order to improve students' skills.

It is known that writing teaching and learning process is one of English macro skills. Brown (2001: 343) enumerates micro and macroskills for writing as follows. Microskills include;

1. Produce graphemes and orthographic patterns of English
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable care of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g. tense, agreement pluralization), patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in the written discourse.

The macroskills cover aspects such as;

1. Use the rhetorical forms and convention of written discourse.
2. Appropriately accomplish the communicative functions of written text according to form and purpose.
3. Convey links and connection between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific reference in the context of the written text.
6. Develop and use a battery of writing strategies, such as accurately in accessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Successful writing, according to Nunan (1991: 7) involves mastering the mechanics of letter information and obeying conventions of spelling and punctuation using the grammatical system to convey one's intended meaning, organizing content at the level of paragraphs and the complete text to reflect given or new information and topic/comment structure.

As a productive skill, writing has some characteristics which can distinguish it from the others. Brown (2001: 303-305; 341-342) proposes some characteristics of written language both from the writer's and reader's viewpoints. First of all, written language is categorized as permanent products. That is because the reader has an opportunity to return again and again, if necessary, to a word or phrase or sentence, or even a whole text. It is different from spoken language that once you speak a sentence, it vanishes unless there is a tape recorder around. Thus, hearers have to pay attention and listen carefully to get the message.

Second, written language deals with production time. By having stretches of time, writers will be aware to the time limitation because a writer can indeed become a “good” writer by developing efficient process for achieving the final product. However, in teaching and learning process, students are asked to write within time limits. This phenomenon makes students afraid to give their opinions in written forms. Third, distance factor is also influence written language. Thus, writers are able to predict the audience’s general knowledge, cultural and literary schemata, specific subject-matter knowledge, and how their choice of language will be interpreted. In this case, readers find difficulty in understanding the written language because they cannot simply ask what the writers’ purpose like they can do in spoken language.

Fourth, it is linked to orthography. Through the manipulation of a few dozen letters and other written symbols, everything from simple greeting to extremely complex ideas is captured. It is clearly shown that symbols have big roles in written language. That is why giving much attention to students with non-alphabetic native language is a must. Fifth, complexity is related to written language. Writers must learn how to move redundancy, how to combine sentence, how to make reference to other elements in a text, how to create systematic and lexical variety and much more.

Sixth, vocabulary is related to written language. In this case, written language place a heavier demand on vocabulary use than speaking does. Therefore, writers have to be able to use various vocabularies to make interesting texts. Finally, in relation to formality, it refers to prescribed forms that certain

written messages must adhere to. There are formal features of a written text such as rhetorical, organizational, paragraph topics, etc.

c. Writing Learning Process in Senior High School

The teaching and learning process is done by the teacher by guiding and facilitating the students. In this case, the teacher is not only giving tasks to be done, but also giving explanation and example in order to meet the goal of teaching and learning process. The teacher has to facilitate the students with appropriate materials and create conducive class situations. Kimble and Garmezy in Brown (2000: 7) claim that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice.

Students' age is one of the factors that should be determined in choosing the way teachers teach in classrooms. It is because people of different ages have different needs, competences, and cognitive skills (Harmer, 2007: 81). In this case, senior high school students are at adolescent age. Penny Ur in Harmer (2001: 38) states that students at that age are the best overall language learners. That is because they have known the purpose and importance of studying. Thus, they will give more attention than children do. However, there are some problems in teaching adolescents. Harmer (2007: 83) states that adolescence is bound up, after all, with a pronounced search for identity and a need for self-esteem; adolescents need to feel good about themselves and valued.

By learning English in senior high school, students are expected to be able to communicate in written and oral form in their daily life. In the senior high school, materials which are taught by the teacher will be based on the curriculum.

KTSP 2006 is one of curriculum which is used in Indonesia. There are two competences in the curriculum namely standard of competence and basic competence. For the writing skill of tenth grade students of senior high school for the first semester can be seen in the following table.

Table 1: Standard of competence and basic competence

| Standard of Competence | Basic Competence |
|--|--|
| 6. To express meanings in essays in the forms of recount, narrative and procedure; in daily-life contexts. | 6. 2. To express meanings and rethorical steps in an essay; by making use of a set of written expressions accurately, fluently and acceptably in the daily-life context ontexnts in the forms of recount, narrative and procedure. |

According to the table above, some functional texts are taught to the students as authentic examples. Besides, some kinds of texts are also taught, namely recount, narrative, and procedure. The students have to understand the meaning, structural organization, and verbs which are used. The recount text is taught in order to be able to write series of events happened in the past. The purpose of teaching narrative texts is to be able to write imaginative stories to amuse readers. While the procedure text is taught in order to able to write instructions about how something to be done.

While teaching writing, the teacher usually uses some textbooks as the tools and information for guiding the class activities. The textbooks are usually published by Ministry of National Education and material developers. Both of them have the same functions as the source of learning. The materials from the textbooks will be used in the teaching and learning process based on the needs and characteristics of the students.

In SMA PIRI 1 Yogyakarta, the teacher used textbooks in teaching writing. However, the use of textbooks still could not gain the aim of the lesson. It happened because the textbooks used by the teacher were not interesting. They were not clear enough in explaining the materials and giving tasks' instructions. That was why students feel confused while reading them. Besides, they did not match with the characteristic of the students. Thus, using supplementary materials in teaching and learning process is needed.

The supplementary materials are designed when there are no suitable materials in the textbooks both from the Ministry of National Education and material developers. Besides, Brown (1994) says that teachers need to supplement materials to promote motivation, which is one of the key factors in learning. The use of supplementary materials will help not only the students in learning, but also the teachers in teaching the materials.

2. Developing English Writing Learning Materials for Senior High School

a. Definitions of Writing Materials for Senior High School

In English teaching and learning process, a material is one of important factors that have to be prepared. Tomlinson (1998: 2) states that materials can be defined as anything which is used by teachers or learners to facilitate the learning of a language and it could obviously be cassettes, videos, CD-rooms, dictionaries, grammar books, newspaper, and so on. It also can be said that everything can be used as the materials in the learning process as long as they give positive effects in increasing students' knowledge.

Thus, the materials have to be selected before using them as the tools in the class. Hutchinson and Waters (1987: 107-108) propose six criteria of good materials. First, materials provide a stimulus for learning. Good materials do not teach but encourage learners to learn. Second, materials help to organize the teaching learning process, by providing a path through the complex mass of the language to be learnt. Good materials should provide clear and coherent unit structure which will help students in understanding the lesson through various tasks. Third, materials embody a view of the nature of language and learning. They should reflect about the learning process and content of the lessons.

Forth, materials reflect the nature of the learning task. Materials should show some kind of tasks from the simple one to the most complex. Fifth, materials can have a very useful function in broadening the basis of teacher training by introducing teachers to new techniques. Finally, materials provide models at correct and appropriate language use. Giving authentic examples in each topic is very useful for the students. It will make them easier to understand what the purpose of the lessons.

However, developing materials has to follow principles as the guidelines in doing it. Tomlinson (1998: 7-21) suggests the principles that are relevant to the development of materials for language teaching which are delivered as follows.

1. Materials should achieve impact.
2. Materials should help learners to fill at ease.
3. Materials should help learners to develop confidence.
4. What is being taught should be perceived by learners as relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Materials should expose the learners to language in authentic use.

7. Materials should provide the learners with opportunities to use the target language to achieve the communicative purpose.
8. Materials should take into account that learners differ in the style. (Tomlinson :1998: 7-21)

b. Developing English Materials

It is known materials play important roles in the teaching and learning process. That is why materials have to be developed in the right organizations. Nunan (1991: 210) states that the way materials organized and presented as well as the types of the content and activities will help to shape the students' view of the target language. It is clearly shown that the way materials organized will give big effects to students' understanding. Nunan, 1991: 216) proposed the steps of material design as follows:

- Step 1. Select the topic
- Step 2. Collect data
- Step 3. Determine what students will need to do in relation to the texts
- Step 4. Create pedagogical activities / procedures
- Step 5. Analyze texts and activities to determine the language elements
- Step 6. Create activities focusing on language elements
- Step 7. Create activities focusing on learning skills/strategies
- Step 8. Create application tasks.

There are three models of developing materials state by experts. The first model is Dubin's and Olshtain's (1986), the second is Hutchinson's and Waters (1987). Both the models emphasize more on developing the materials. The third one is Nunan's model (1989,2004), which gives explanations about designing tasks that will be used as the guideline to develop the writing tasks. Below are the explanations of the models.

1) Dubin's and Olsthain's Models

This model states that developing materials are started with deciding focus of the materials. It is because the focus of language content, process, and product are different.

- Focus on Language Content

Dubin and Olsthain (1986) use the term inventory in mentioning structure, situations, themes or topics, concepts (notions), and functions. Inventory A for grammar and notion, Inventory B for themes and topics, and Inventory C for list of communicative and sociocultural functions. For inventory A, grammar and notion should be combined in order to show their relation in language learning. Dubin and Olsthain (1986: 108) state that grammatical topics, which should be taught during the course, must be organized in a sequence suitable for systematic learning and for generalizations that can be developed along the way. There are two purposes of inventory B. The first is to give suitable cultural contextualization based on the syllabus. The second is to give materials with interesting topics. While in inventory C, Dubin and Olsthain (1986: 109) provide the information that should be considered when the materials focus on this inventory. It can be concluded that materials consist of those inventories. Thus, material developers have to be able to combine three of them.

- Focus on the Process

In this section, tasks and activities in the materials become the main concern. The thing that should be considered by the materials developer in this section is the expansion of the process dimension of activities whether the activities are global

directed at overall language use rather than at discrete elements, cognitive which either prepare learners for or stress intellectual aims, or creative practices which give learners the widest possible opportunities to use language for self expression (Dubin and Olsthain, 1986: 95).

- Focus on Product

In this part, the tasks and activities of the materials have to be able to encourage the learners to become productive. According to Dubin and Olsthain (1986), the four skills in English – speaking, listening, reading, and writing, should be based on communicative goals. It can be said that each skill is taught based on the purposes.

2) Hutchinson's and Waters' Model

Hutchinson and Waters (1987) propose a material design model which the goal is to provide materials for ESP. There are two steps that have to be done in conducting the program. The first is doing need analysis in order to know learners' need and interest. The second is designing syllabus based on the result of need analysis. Hutchinson and Waters (1987: 108) state that a material design model consists of four elements namely input, content focus, language focus and task.

Input is given in many kind of media based on the result of need analysis. According to Hutchinson and Waters (1987: 108-109) the input provides: (1) stimulus material for activities; (2) new language items; (3) correct models of language use; (4) a topic for communication; (5) opportunities for learner to use

their information processing skills; and (6) opportunities for students to use their existing knowledge both of the language and the subject matter.

The second element, content focus, pays attention on the meaning of language that it conveys information and feeling about something. Then, non-linguistic elements are also exploited in the classroom. Then, students are given necessary language knowledge as the language focus. It is expected that they can analyze how language works in real communications. Finally, task is a very important element because it is used for applying language knowledge taught by the teachers. The contents of the task should be based on the information and content of language.

3) Nunan's Model

This model describes how to organize tasks for communicative classrooms. Based on Richards, Ratt and Weber (1986: 289) in Nunan (1989: 6), task is an activity which is carried out as the result of processing or undertaking the language (i.e. as a response). It means that students' understanding is reflected from the result after doing the tasks. While designing the tasks, there are some components that should be considered. Nunan (2004) suggests six components namely goals, input, activities or procedure, activity type or task types, teacher roles and learner roles, setting.

According to Nunan (2004), goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behaviour. The second component is input. However in Nunan (1989: 53), states that input can be in the form of sources, such as letters,

newspapers, picture stories, memos, postcards, invoices, menus, street map, magazine quizzes, recipes, and so on. According to Nunan (1989: 54), when the input is discussed, it will be related to the materials and tasks. It means that the input is affected to activities and learning result.

Then, activities or procedure is the next component. This component is actually changed from the term of activities into procedure. However, both of them have the same meaning. Nunan (2004: 52) explains activities or procedure as what the learners actually do with the input which forms the point of departure for the learning task. The fourth component is changed from activity types into task types. Pattinson in Nunan (2004: 57-58) suggests seven tasks and activities types, namely question and answer, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzle and problems, and discussions and decisions.

The fifth component is teacher roles and learner roles. Both teachers and learners have their own roles. According to Nunan (1989: 80), there are several roles of learners, they are:

1. The learner is the passive recipient of outside stimuli.
2. The learner is an interactor and negotiation who is capable of giving as well as taking.
3. The learner is a listener and performer who has a little control over the content of learning.
4. The learner is involved in a process of personal growth.
5. The learner is involved in the social activity and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes.
6. Learners must take responsibility to their own learning, developing autonomy and skills in learning-how-to-learn.

In other words, Richards and Rodgers in Nunan (1989: 84) said that the teacher plays the role as catalyst, consultant, and guide. While doing the roles, the teacher has to understand learners' need and comprehend the materials. The last component is setting. Based on Nunan (1989: 91), setting refers to the classroom arrangement specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

c. Developing Unit Designs

There are some factors that should be considered in developing unit designs. Based on Nunan (2004: 113), the content introduced in Week 1 of a course is selected either because it is considered to be easy, or because it occurs frequently, or because the learner needs it immediately for real-world communication. Thus, the material developers have to contemplate grading, sequencing and integrating tasks. However, it is not a simple thing to do. Nunan (2004: 114) states that the grading, sequencing and integrating of content for a language program is an extremely complicated and difficult business, even for syllabus designers who have been doing it for years.

Richards, Platt, and Weber in Nunan (2004: 113) state that grading is the arrangement of content of a language course or a text book so that it is presented in a helpful way. There are three factors that can be used in determining the grading, namely input factors, learner factors, and procedural factors.

First of all, it is related to input factors. Complexity is one of input factors that should be considered. In this case, grammatical factor has the main role. According to Nunan (2004: 114), a text made up of simple sentences is likely to

be simpler than one consisting of nonfinite verb constructions and subordination. Second, the length of texts will be affected the difficulty. Third, the amount of support provided to the students will also affect the difficulty.

Besides, learner factors need to be considered. Background knowledge of the learners relates to the comprehension of the learners. Pearson and Johnson in Nunan (1989: 102) state that comprehension is a process of building bridge between the known and the unknown so the designer should start with a knowledge framework to attempt to fit new information into it.

The last is the procedural factor. This factor considers the operations that should be performed in input data. Nunan (2004: 121) states that with the increasing use of authentic texts, the trend has been to control difficulty, not by simplifying the input data but by varying the difficulty level of the procedures themselves

In addition, sequencing and integrating tasks will affect students' understanding on the materials. That is why material developers have to pay attention to those factors. Nunan (2004: 128-135) suggests three instructions for sequencing and integrating tasks. They are topic based/theme based instruction, content based instruction, and project based instruction.

In topic based/theme based instruction, the instruction will give maximum flexibility and allows the developer to bring in a wide variety of content that can be tailored to learner needs. In this case, topic/theme is used as the organizing principle for task-based syllabus.

Next is content-based instruction. What makes this instruction different is that materials development is derived from experiential content rather than linguistic criteria. According to Wilkins (1976) in Nunan (2004: 131), they therefore fit squarely within the ‘analytical’ rather than ‘synthetic’ syllabus tradition. This instruction has some advantages in comparing with others. First of all, it is underpinned by the organic, analytical approach to language development advocated here. Secondly, it can help school learners master other aspects of school learning in addition to language. Thirdly, Nunan (2004: 132) cites in Murphy and Stoller (2001) states that it provides a framework within which learners can have sustained engagement on both content mastery and second language acquisition.

The last is project-based instruction. Ribe and Vidal in Nunan (2004: 133) argue that project-based instruction has evolved through three ‘generations’ of tasks. The first generation focuses on the development of communicative ability. Then, second-generation tasks incorporate the characteristics of the first generation tasks. After that, third-generation tasks incorporate the characteristics of first- and second-generation tasks.

3. Genre-Based Approach

a. Notions of Genre-Based Approach

There are many types of methodologies in the English teaching and learning process. Genre-based approach is one of them which is popular nowadays. Based on Richards (2006: 36), text-based instruction also known as a

genre-based approach, sees communicative competence as involving the mastery of different types of texts.

According to Feez and Joyce in Richards (2006: 36), TBI is thus based on an approach to teaching language which involves:

1. Teaching explicitly about the structures and grammatical features of spoken and written texts
2. Linking spoken and written texts to the cultural contexts of their use
3. Designing units of works which focus on developing skills in relation to whole texts
4. Providing students with guided practice as they develop language skills for meaningful communication through whole texts.

b. Characteristics of Genre-Based Approach

Based on Feez and Joyce in Richards (2006:4), Genre-Based Teaching is thus based on an approach to teach language which involves the teaching explicitly about the structures and grammatical features of spoken and written texts, link spoken and written texts to the cultural context of their use, design units of work which focus on developing skills in relation to whole texts and provide students with guided practice as they develop language skills for meaningful communication through whole texts. Here, texts are used as the main media in the teaching and learning process.

There are some advantages in applying this approach. According to Feez and Joyce (1998), the first advantage is that it teaches explicitly about the structures and grammatical features of spoken and written texts. It means that the students can easily analyze the structures and grammatical factors of the text while reading it. Then, it links spoken and written texts to the social and cultural contexts of their use. Here, examples of texts about social life are given to the

students. By having authentic examples, it is expected that the students will be able to understand the material easily.

After that, it allows for the design of units of work that focus on developing skills in relation to whole texts. It can be said that the texts given to the students depend on the skill that will be emphasized. Besides, it provides students with guided practice as they develop language skills for meaningful communication through texts. Thus, the students' skill will be upgraded.

c. Implementing Genre-Based Approach

Genre-Based Approach has some stages as the cycle in the teaching and learning process. Hammond, Burns, Joyce, Brosnan, and Gerot (1992: 19-24) suggests four stages that can be applied in this approach. They are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of a Text (JCOT), Independent Construction of the text (ICOT).

In Building Knowledge of Field, new topics are introduced to the students through some activities. The activities are exploring cultural context related to the topics, sharing experience, practicing vocabularies and grammatical patterns. The activity in MOT is analyzing genres related to the topic from model texts. It can be done with the teacher, other students, or alone. By analyzing them, the students are expected to understand the social function, purpose, organization, and development of the model texts.

Next stage is Joint Construction of a Text. The purpose of this stage is to encourage students to understand and gain the aspects of genres. From the activities done in this stage, there will be some advantages for the students. First,

investigate the connection between the topics and the purpose of genre. Second, contribute knowledge for texts' constructions. Third, negotiate to the teacher and other students about the most appropriate organization of texts in written form. Forth, represent the knowledge of schematic structure and linguistic features of the genre. Fifth, enlarge an understanding the differences between talking about a topic and writing about it.

Then, the final stage is Independent Construction of the text. The students are expected to be able to construct their own writing independently. However, the teacher is suggested to assess whether the students are ready for doing it or not.

In addition, Feez and Joyce in Richards (2006: 39-41) also propose five stages how this approach is implemented. The difference from the previous stages is that it consists of five stages. The first stage is building the context. Activities in this step are presented to introduce social contexts through authentic examples like pictures, realia, field-trips, audio-visual material, etc. the second is modelling and deconstructing the text. This stage is undertaken at both the whole text, clause, and expression levels. Beside, the relations of the text that being studied, the social purpose being achieved and the meanings being made are also studied in this step.

Third is joint construction of the text. The activities in this step are discussing, questioning and editing whole class construction, skeleton texts, jigsaw, small group construction of texts, dictogloss, and self-assessment or peer assessment activities. Then, independent construction of the text is the next stage.

The main point in this stage is that the students work independently with the text. The students have some activities such as response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, and answering question.

The fifth stage is linking related texts. In this stage, students are comparing spoken and written models of the same text-type, researching other text-types used in the same field, comparing the use of the text-type across different fields, and researching how a key language feature used in this text-type is used in other text-types.

According to the stages proposed by the experts above, the researcher preferred to use the four stages which consisted of BKOF, MOT, JCOT, and ICOT. It is because the fifth stage which is proposed by Feez and Joyce in Richard (2006: 39-41) is only can be applied if the situation does permit. It can be applied if only the students are able to link related texts together. Because knowledge on intertextuality can help students to understand how genres change, develop and are transformed for new contexts and purposes (Hyland, 2004: 81).

B. Review of Relevant Studies

A number of studies in developing materials had been carried out by several researchers in the area of writing in order to support teaching and learning activities. The research study was conducted by Yudhi (2014). He developed writing materials by using genre-based approach to solve the ninth year students' problem in writing in SMP N 1 Karangmojo. There were three units with different

topics designed for the materials. The topics were advertisement, procedure, and report.

The materials were designed in four stages; they are BKOF, MOT, JCOT, and ICOT. In BKOF, examples of texts were given and followed by some questions. Then, giving another text for analyzing text characteristics was done in MOT. It was followed by giving deeper understanding about the text and some questions related to vocabularies. Next, JCOT was done by matching words from column A to column B which had similar meaning and revising the text to make it eye catching. Finally, ICOT let the students to make their own draft and continue to write their own product based on the draft. Then, the materials were completed with Grammar Zone and Word List that would help students to understand difficult grammar and new vocabularies. The result of the research was a set of English writing materials that met students' characteristics and interest.

Besides, Satriani (2012) was also conducted the same type of research. She developed writing materials by using genre-based approach for eighth grade students of SMPN 4 Playen Gunungkidul. The result was a set of English writing materials consisted of three units with different topics namely descriptive, recount, and narrative. In designing the materials, the researcher used four stages. They were BKOF, MOT, JCOT, and ICOT. For building knowledge of the field, pictures related to the topics were presented and followed by some questions about them. In MOT, texts were given to build deeper understanding and analyze the part of the texts. The next stage, the students were asked to make a draft of a text and write a story based on the draft done in a group. Finally, ICOT let the

students to write their own story individually. In the end of each unit, grammar zone, word list, summary, and teachers' comment sheet were added.

However, there are still some aspects that should be edited from those sets of materials. The first aspect is the layout. It is because the layout is too plain that make the materials look boring. The second is font of the titles. The researchers use that kind of font that the shapes are too much. Then, the pictures which are used are not interesting.

From those researches, it can be concluded that the set of materials is suitable for teaching and learning process because it is based on the result of need analysis and considers students' interest. But, the set of the materials need to be edited in order to be more interesting.

C. Conceptual Framework

Writing is one of language skills that should be mastered by students in senior high schools. As a complex activity, there are many elements included in it, such as grammar, sentence structure, vocabularies, and the type of text that should be learnt by the students. Because of the necessities of learning those elements, the use of materials is a crucial factor in the teaching and learning process.

However, there are still materials that do not meet the characteristic of the students. Besides, the materials do not give clear explanation and instruction in doing activities. Thus, the students find difficulty in understanding the materials. The solution for making them easier to be understood is developing interesting materials. Besides, the application of appropriate approach needs to be

considered. Developing materials by using Genre-Based approach can be the solution because this approach deals with some types of texts that will provide writing exercises. In addition, the materials have to meet students' needs and interest. It is expected that the materials will support the teaching and learning process and help the students develop their writing skills.

There are some aspects that have to be considered in developing the materials. The first is conducting the needs analysis. In this step, data are collected by distributing questionnaires to the students to gain some information. The information is about their opinion about writing, the materials they have used, the process of teaching and learning, the materials they want, and difficulties.

The developed materials will consist of three units with different topics. Each unit consists of tasks and activities which are sequenced from the easiest to the most difficult in order to reach the aim of the lesson. Then, the materials will be presented in four steps, first, Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and the last is Independent Construction of Text (ICOT).

In BKOF, an example of text is presented and followed by some questions related to the text. Then, MOT uses some texts to be analyzed about the characteristics of the texts, vocabularies to get deeper understanding of the texts. Next, the students are asked to work in pairs to make a draft of a text in JCOT. Not only making the draft, but also finishing the text is also done with their pairs. As the final step, ICOT, the students are asked to write a text to apply what they have learnt from the previous activities.

Once the complete draft of the materials is ready, it needs to be evaluated. The evaluation of the materials is done by using expert judgment through a set of questionnaires.

CHAPTER III RESEARCH METHOD

This chapter outlines methods used in this research. It is organized into six subheadings: type of research; research setting; research subject; research procedure; data collection technique and instruments; data analysis technique.

A. Type of Research

This research was classified as Research and Development (R&D) since the goal and result of the research was to develop a product (i.e., a set of materials) that could be used in the English teaching and learning process. In doing the research, there are several models purposed by experts. Borg and Gall (1983: 775) propose a series of steps that must be taken in this approach: research and information collection, plans, development a preliminary form of the product, preliminary field test, the main product revision, field test, operational product revision, operational field test, the final product revision, and dissemination and implementation.

In addition, Jolly and Bollitho in Tomlinson (1998) suggest several stages starting from identification of needs for materials, exploration of needs, contextual realization of materials, pedagogical realization of materials, production of materials, students' use of materials, and evaluation. Besides, Masuhara in Tomlinson (1998) mentions five steps namely the needs analysis, goals and objectives, syllabus design, methodology or materials, testing and evaluation.

B. Research Setting

This research was conducted at SMA PIRI 1 Yogyakarta. It is located at Jalan Kemuning 14 Yogyakarta. Its building consists of three floors that have different functions in each floor. The first floor is used for the teachers' room, hall, and administrative room. At the second floor, there are four classrooms for tenth and eleventh grades, a counselling room, and a computers' laboratory. Then, at the third floor, there are two classrooms for the twelfth grade, science laboratories, social laboratories, and a library. Students in this school have many achievements that can be seen from the displayed trophies in the administrative rooms. Then, the teaching of Islam is applied in this school. It is clearly shown from the uniform of female students and teachers that wear *hijab*. Besides, the students and teachers do prayer together in the mosque. However, almost all of the students in this school do not really pay attention to the school's rules. It can be seen from the way they wear the uniform which is looked untidy. Then, they do not pay attention to the teacher in the teaching and learning process. Besides, they do not bring some textbooks that will be used in the lesson.

C. Research Subjects

The research subjects were the tenth grade students of SMA PIRI 1 Yogyakarta. It consisted of 14 male and 9 female students. The students' ages were around 14 to 17 years old. The students have high motivation in learning English as they stated that learning this subject was important.

D. Research Procedure

In this research, the materials development model used was the combination of the model proposed by Borg and Gall (1983: 775) and Masuhara in Tomlinson (1998). According to those models, materials development steps are modified and simplified as follows.

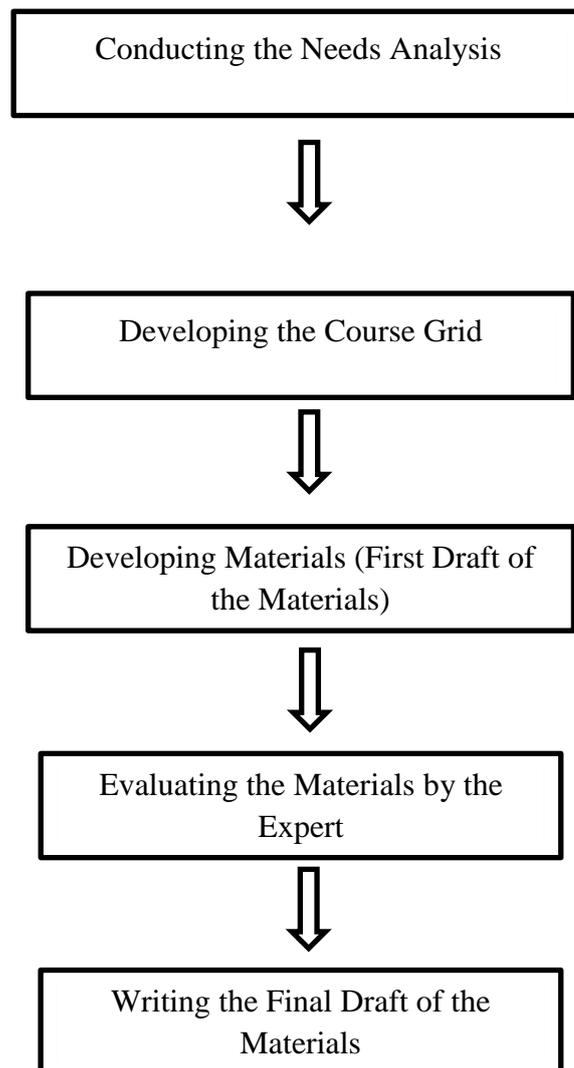


Figure 1: The research procedure

1. Conducting the Needs Analysis

The first step of conducting this research was having the needs analysis. The purpose of this stage was to gather information from the students about their needs and interest. The information was about their opinion about writing, the materials they have used, the process of teaching and learning, the materials they want, and difficulties that may arise in learning writing. After that, they were used as the key in developing writing materials based on their needs.

2. Developing the Course Grid

In this step, course grid was designed by the researcher. It would be based on the result of the needs analysis. Some topics which were selected by students based on their interest would be applied in writing materials. The materials presented in four steps, first, Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and the last Independent Construction of Text (ICOT) with the activities and tasks in each step.

3. Developing the First Draft of the Development Materials

In this step, materials were developed by the researcher based on the course grid which had been developed.

4. Materials Evaluation (Expert Judgment)

The first draft of the materials was evaluated by experts to check whether they were suitable with students' needs or not. The experts were given a questionnaire as the guideline in evaluating the materials. The questionnaire was developed based on the Likert-Scale questionnaire with four point ranges. It consisted of appropriateness of the content, presentation, language and graphic.

5. Writing the Final Draft of the Materials

After the first draft of the materials was evaluated by the expert, the next step was writing the final draft of the materials. The comments and suggestions from the expert were used to revise the first draft of the materials so that the researcher could get the final draft of the materials.

E. Data Collection Techniques and Instruments

The data of this research were collected through two sets of questionnaires. In collecting the data, it was done in two separated times. The first questionnaire was also known as the needs analysis. It was designed to gain information about students' profile, needs, and interests in learning English. The organization of the first questionnaire is presented as follows.

Table 2: Organization of the first questionnaire

| Aspects | Item Number | The Purpose of the Questions | References |
|----------------------|-------------|--|--|
| Students' Identities | Part A | to find out information about the students' profile | Hutchinson and Waters (1987: 63) |
| Goal | 1,2 | To find out the learners' goal in learning English | Graves (2000: 104) |
| Needs | 3,4 | To find out the students' needs | Hutchinson and Waters (1987: 58); Graves (2000: 103) |
| Wants | 9-11 | To find out what the students want to be included in the materials | Hutchinson and Waters (1987: 56) |
| Lacks | 20 | to find out gap between students' current proficiency and target proficiency | Hutchinson and Waters (1987: 56) |
| Input | 7,8,18,19 | To find the information about kinds of input that the students want | Nunan (2004: 41-42) |

continued

continued

| Aspects | Item Number | The Purpose of the Questions | References |
|-----------|-------------|---|---------------------|
| Topic | 5,6 | To find the information about students' preference for the topic of the materials | Nunan (2004: 47-49) |
| Procedure | 12,13,16,17 | To find out what the students should do with the input within the tasks | Nunan (2004: 52) |
| Setting | 14,15 | to find out setting of doing tasks that the students like most | Nunan (2004: 70) |

The second questionnaire was given to the experts. Its purpose was to evaluate whether the designed materials were appropriate or not. The questions of this questionnaire were adapted from Indonesia's BSNP. The questions were divided into four parts. They were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic. The organization of expert judgment questionnaire can be seen in the following table.

Table 3: Organization of the second questionnaire

| No. | Components of Evaluation | Aspects | Item Numbers | References |
|-----|--------------------------|--|----------------------------|------------|
| 1 | Content | Completeness | 1, 2 | BSNP |
| | | Accuracy | 3, 4 | BSNP |
| | | Elements and structure of meanings | 5, 6, 7 | BSNP |
| | | Life skill development | 8 | BSNP |
| 2 | Language | The appropriateness at development level of students | 9, 10 | BSNP |
| | | Language accuracy | 11 | BSNP |
| | | The unity of ideas | 12 | BSNP |
| 3 | Presentation | Systematic | 13, 14, 15, 16, 17, 18, 19 | BSNP |
| | | Self-evaluation | 20 | BSNP |
| 4 | Graphic | Typography | 21,22,23 | BSNP |

F. Data Analysis Techniques

1. First Questionnaire (Need Analysis)

After conducting need analysis, the data were analyzed through calculating the percentage of each answer on the questionnaire by using frequency and percentage. The number of the data was presented in the form of percentage. The highest percentage was considered representing the students' condition.

2. Second Questionnaire (Expert Judgment)

Likert-Scale was used to measure the data from the second questionnaire. The data from this questionnaire were calculated by using the formula proposed by Suharto (2006, 52-53). Then, the comments and suggestions were used to revise the first draft of the materials to become the final draft of the materials. Next, the results were converted into descriptive analysis in terms of goodness as proposed by Suharto (2006, 52-53). Mean (\bar{x}) was used as the indicator of measurement. The mean were calculated by using the formula proposed by Suharto (2006, 52-53).

Table 4: Data conversion table (Suharto, 2006: 52-53)

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

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings are divided into five parts namely the result of the needs analysis, the course grid, the unit design, the first draft of the materials, and the expert judgment.

A. Research Findings

1. The Results of Needs Analysis

The needs analysis was conducted on 26th August 2015 at SMA PIRI 1 Yogyakarta to collect data related to students' needs by using needs analysis questionnaire. It was in the form of multiple choices of twenty questions. There were some questions in which the students were only allowed to choose one option, and there were some questions in which the students were allowed to choose more than one option.

a. Students' identities

There were 23 students who filled in the questionnaire. The following table is shown the research populations in class X of SMA PIRI Yogyakarta.

Table 5: Data of the respondents in the needs analysis

| Students' characteristics | Sex | | Age Range |
|---------------------------|------|--------|-----------|
| | Male | Female | |
| Number of students | 14 | 9 | 14-17 |

Based on the table above, there were a lot of male students than female students. It means that the learning activity is dominated by male students. Besides, there were 2 students in the age 14, 16 students in the age 15, 4 students in the age 16, and 1 student in the age 17. Based on Brown (2000: 92), students at that age are categorized as teens who have specific characteristics.

First, their intellectual capacity adds abstract operational thoughts. It means that linguistic metalanguage can have some impacts. Second, as a result of intellectual maturation, their attention spans are lengthening. However, it can also be shortened because of many diversions in teenagers' life. Third, increasing capacities for abstraction lessen the essential nature of appealing to all five senses. Thus, varieties of sensory input are still important. Fourth, teenagers are very sensitive. Some factors such as ego, self-image, and self-esteem are at the pinnacle. Fifth, in teaching the students, care must be taken not to insult them with stilted language or to bore them with over analysis. It is because the students are becoming increasingly adultlike. Knowing those characteristics is very important in order to develop appropriate teaching materials.

b. Target needs

A target need is learners' view about the target situation (Hutchinson and Waters: 1987). The analysis of the target needs is explained below.

1) Goal

Table 6: Students' view about target goals

| No. | Questions | Items | F | P (%) |
|-----|--|-------------------|----|-------|
| 1. | In your opinion, learning English is.... | a. Very important | 17 | 73.9 |
| | | b. Important | 6 | 26.08 |
| | | c. Less important | 0 | 0 |
| | | d. Not important | 0 | 0 |

continued

continued

| No. | Questions | Items | F | P (%) |
|-----|--|-------------------|----|-------|
| 2. | Having ability in English writing is.... | a. Very important | 17 | 73.9 |
| | | b. Important | 6 | 26.08 |
| | | c. Less important | 0 | 0 |
| | | d. Not important | 0 | 0 |

The table shows that 73.9 % students believe that learning English is very important. Besides, having ability in English writing is also very important based on the table above.

2) Needs

Table 7: Students' view about target needs

| No. | Questions | Items | F | P (%) |
|-----|---|-----------------|----|-------|
| 3. | The level of your writing ability is | a. Beginner | 1 | 3.34 |
| | | b. Intermediate | 22 | 95.65 |
| | | c. Advanced | 0 | 0 |
| | | d. Others | 0 | 0 |
| 4. | How often do you write in English? | a. Very often | 1 | 3.34 |
| | | b. Frequently | 3 | 13.04 |
| | | c. Sometimes | 19 | 82.6 |
| | | d. Never | 0 | 0 |

According to the table, 95.65% states that their writing abilities are intermediate. In addition, 82.6% of the students claim that the sometimes write in English.

3) Wants

Table 8: Students' view about target wants

| No. | Questions | Items | F | P (%) |
|-----|---|--------|----|-------|
| 9. | Does teaching grammar need to be done before writing texts? | a. Yes | 22 | 95.65 |
| | | b. No | 0 | 0 |
| 10. | Is teaching vocabulary needed before writing texts? | a. Yes | 20 | 86.95 |
| | | b. No | 3 | 13.04 |

continued

continued

| No. | Questions | Items | F | P (%) |
|-----|--|--------|----|-------|
| 11. | Is giving explanation about genre needed to be done? | a. Yes | 21 | 91.30 |
| | | b. No | 2 | 8.69 |

The table above shows that the students want grammar explanation is taught before writing texts as 95.65% choose yes in the questionnaire. Besides, 86.95% of the students state that teaching vocabulary is needed before writing texts. Then, 91.30% of them claim that giving explanation about genre is needed to be done.

4) Lacks

Table 9: Students' view about their lacks

| No. | Questions | Items | F | P (%) |
|-----|---|--|----|-------|
| 20. | What are your difficulties in learning writing? | a. Difficulty on making sentences | 9 | 39.13 |
| | | b. Difficulty on choosing vocabularies | 10 | 43.47 |
| | | c. Difficulty on organizing paragraph | 9 | 39.13 |
| | | d. Difficulty on grammar | 9 | 39.13 |
| | | e. Others.... | 1 | 4.34 |

Based on the table above, 43.47% of the students state that their difficulty in learning writing is choosing vocabularies.

c. Learning needs

Hutchinson and Waters (1987) state that learning needs refer to what the learners need to do in order to learn. Below are the explanations about the result of learning needs from the questionnaire.

1) Input

Table 10: Students' view about learning input

| No. | Questions | Items | F | P (%) |
|-----|--|-------------------------------|----|-------|
| 7. | In writing activities, what kind of inputs which are given by the teacher? | a. Articles from the internet | 6 | 26.08 |
| | | b. Pictures | 9 | 39.13 |
| | | c. Incomplete texts | 12 | 52.17 |
| | | d. Jumbled paragraph | 5 | 21.73 |
| | | e. Others.... | 0 | 0 |
| 8. | In writing activities, what kind of inputs do you want? | a. Articles from the internet | 11 | 47.82 |
| | | b. Pictures | 10 | 43.47 |
| | | c. Incomplete texts | 4 | 17.39 |
| | | d. Jumbled paragraph | 8 | 34.9 |
| | | e. Others.... | 0 | 0 |
| 18. | How long is the text to be written which is usually asked by the teacher? | a. 100-200 words | 12 | 52.17 |
| | | b. 200-300 words | 7 | 30.43 |
| | | c. 300-400 words | 2 | 8.7 |
| | | d. >400 words | 2 | 8.7 |
| 19. | How long is the text that you want in writing activities? | a. 100-200 words | 12 | 52.17 |
| | | b. 200-300 words | 6 | 26.08 |
| | | c. 300-400 words | 3 | 13.04 |
| | | d. >400 words | 2 | 8.7 |

In terms of input, 52.17% of the students state that the teacher usually gives incomplete text as the input. While 47.82% of the students think that article from the internet is appropriate for the input. Then, 52.17% of the students state that the teacher usually asks them to write 100-200 words. Besides, 52.17% of the respondents think that the appropriate length of text in writing activities is 100-200 words.

2) Topic

Table 11: Students' view about learning topic

| No. | Questions | Items | F | P (%) |
|-----|--|---|----|-------|
| 5. | In teaching writing, topics given by the teacher are.... | a. Topics related to daily life | 12 | 52.17 |
| | | b. | | |
| | | c. Topics related to art and culture | 4 | 17.39 |
| | | d. Topics related to education | 15 | 65.21 |
| | | e. Topics related to science and technology | 3 | 13.04 |
| | | f. Others.... | 0 | 0 |
| 6. | What kind of topics that you want? | a. Topics related to daily life | 15 | 65.21 |
| | | b. Topics related to art and culture | 8 | 34.8 |
| | | c. Topics related to education | 7 | 30.43 |
| | | d. Topics related to science and technology | 5 | 21.73 |
| | | e. Others.... | 0 | 0 |

According to table above, 65.21% of the students state that the teacher usually gives topics related to education in teaching writing. In addition, 65.21% of them think that the appropriate topic in writing activities is the topics related to daily life.

3) Procedure

Table 12: Students' about activities in learning

| No. | Questions | Items | F | P (%) |
|-----|--|---|----|-------|
| 12. | What kind of activities do you want in learning grammar? | a. Doing grammar tests | 14 | 60.86 |
| | | b. Making sentences based on materials | 8 | 30.47 |
| | | c. Identifying and correcting wrong sentences | 7 | 30.43 |

continued

continued

| No. | Questions | Items | F | P (%) |
|-----|--|--|----|-------|
| | | d. Remembering sentence structures | 5 | 21.73 |
| | | e. Others.... | 0 | 0 |
| 13. | What kind of activities do you want for increasing vocabularies? | a. Matching words with the meaning provided | 10 | 43.47 |
| | | b. Completing sentences or paragraph | 6 | 26.08 |
| | | c. Identifying and translating new vocabularies from texts | 13 | 56.52 |
| | | d. Finding meaning on a dictionary | 6 | 26.08 |
| | | e. Others.... | 0 | 0 |
| 16. | What kind of activities do you like in learning English? | a. Listening the teacher's explanation | 9 | 39.13 |
| | | b. Having discussions | 18 | 78.26 |
| | | c. Playing games | 15 | 65.21 |
| | | d. Doing tests | 8 | 34.9 |
| | | e. Others.... | 1 | 4.34 |
| 17. | What kind of activities do you like in learning writing? | a. Organizing jumbled words into a sentence | 15 | 65.21 |
| | | b. Organizing paragraph into a text | 5 | 21.73 |
| | | c. Completing sentences | 6 | 26.08 |
| | | d. Writing texts based on teachers' explanation | 8 | 34.9 |
| | | e. Others.... | 1 | 4.34 |

In terms of procedure, 60.86% of the students think that doing grammar test is appropriate for learning grammar. Then, 56.52% of the respondent want to identify and translate vocabularies from texts as the activity for increasing vocabularies. Besides, 78.28% of the students that they like having discussion in learning English. In addition, 65.21% of the students states that the like organizing jumbled words into a sentence while learning writing.

4) Setting

Table 13: Students' view about learning setting

| No. | Questions | Items | F | P (%) |
|-----|---|--------------------|----|-------|
| 14. | In teaching and learning process, the instruction given by the teacher for doing tasks and activities is done ... | a. Individually | 16 | 69.56 |
| | | b. In pairs | 5 | 21.73 |
| | | c. In small groups | 12 | 52.17 |
| | | d. In big groups | 2 | 8.7 |
| | | e. Others.... | 0 | 0 |
| 15. | In teaching and learning process, you prefer to do the task or activity.... | a. Individually | 12 | 52.17 |
| | | b. In pairs | 8 | 34.79 |
| | | c. In small groups | 11 | 47.82 |
| | | d. In big groups | 4 | 17.39 |
| | | e. Others.... | 0 | 0 |

According to the result of the table above, 69.56% of the students state that the teacher usually asks them to do the tasks and activities individually. In addition, 52.17% of the students state that they prefer to do the tasks and activities individually.

2. The Course Grid

Writing the course grid was the next step of materials development. The course grid was used as the guideline in developing materials. There were three aspects that needed to be considered while designing the course grid. They were standard of competences, basic competences, and the results of the needs analysis. It was developed based on the standard of competence 6 and basic competence 6.2 of KTSP 2006 for the first semester of the tenth grade in senior high schools. In addition, the results of the needs analysis were taken from the highest percentage

of the respondents. Then, the course grid consisted of the topic, indicators, input, grammar and vocabularies, media, and activities.

a. Course Grid of Unit 1

The title of the unit was *Vacation*. The topic of this unit was having the vacation. It focused on recount texts and simple past tense. There were four indicators in this unit. Those indicators were; identifying the social purpose of recount texts, analyzing the generic structure of recount texts, using past tense to write past events, and writing their past experiences.

b. Course Grid of Unit 2

The title of the unit was *Stories*. The topic of this unit was imaginative stories. It focused on narrative texts, simple past tense, and direct-indirect speech. There were four indicators in this unit. Those indicators were; identifying social purpose of narrative texts, analyzing the generic structure of narrative texts, using direct-indirect speech, and writing their own narrative texts based on their knowledge.

c. Course Grid of Unit 3

The title of the unit was *Let's Cook*. The topic of this unit was cooking. It focused on procedure texts, simple present tense, and imperative sentences. There were four indicators in this unit. Those indicators were; identifying the social purpose of procedure texts, analyzing the generic structure of procedure texts, identifying the use of imperative sentences, and writing their own procedure texts based on their knowledge.

3. The Unit Design

After developing the course grid, the next step was developing the materials. Genre-Based was used as the approach in developing the materials which consisted of BKOF, MOT, JCOT, and ICOT. The following figure describes the parts of each unit of the materials.

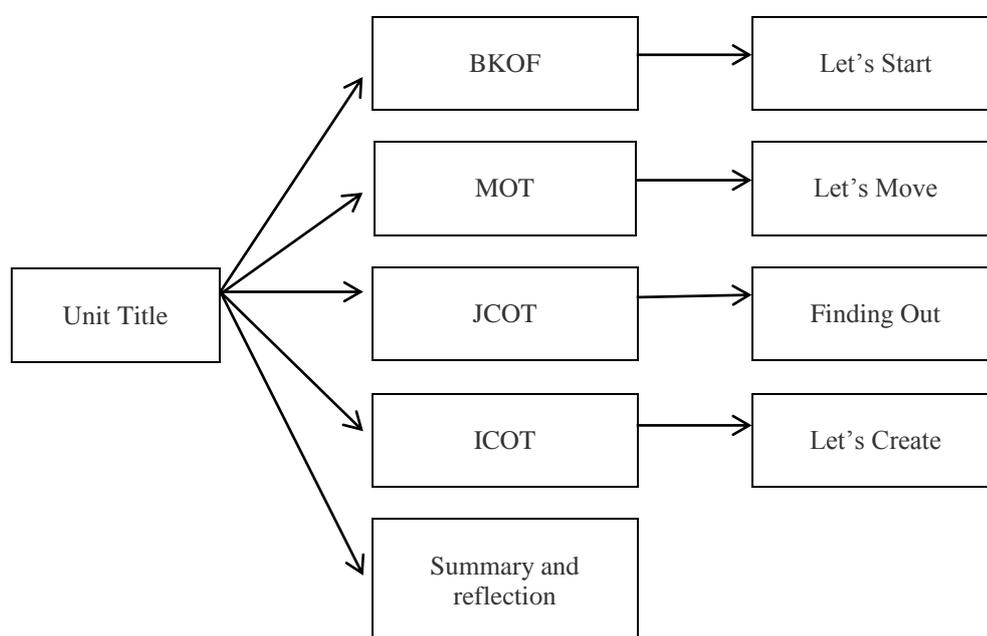


Figure 2: The unit design of the materials

According to the figure above, the first part is BKOF. It entitles *Let's Start*. In this part, students would be stimulated to the materials that will be learnt. Then, it would help them to recall their present knowledge.

The second part of the materials entitles *Let's Move*. This part is in the stage of MOT. In this part, examples of texts are given and followed by some questions to comprehend the texts. Then, the generic structure of the texts would

be analyzed by the students. The third part is *Finding Out* which is in the stage of JCOT. The discussion of this part focuses on grammar and exercises.

The fourth part is in the stage of ICOT which entitles *Let's Create*. The activity in this part are arranging jumbled paragraphs, rewriting texts, and writing their own texts. Then, the last part is summary and reflection. It would summarize the main materials of the unit. While in reflection, students will evaluate their own success and lack in learning the materials.

4. The First Draft of the Materials

The developed materials consist of three units which are specified below:

a. Unit 1

This unit entitled *Vacation*. The topic of this unit was about having vacation. The unit focused on recount texts and simple past tense. It began with *Let's Start* part for warming up. In Task 1, there were some pictures related to the topic. Then, the students were asked to answer some questions related to the topic based on their experiences. In Task 2, the students were asked to match pictures with words related to the topic. Those tasks aimed to stimulate the students to the materials that would be learnt.

The next part of this unit was *Let's Move*. This part consisted of Task 3 to 6. Task 3 provided a recount text and it followed by some questions to comprehend the text. In Task 4, the students were asked to read a recount text and analyze the generic structure of the text. In addition, Task 5 provided some difficult words. Besides, Task 6 provided more information about recount texts.

The tasks in this part aimed to give the opportunity to the students to understand more information about recount texts.

The third part, *Finding Out*, consisted of Task 7 to 14. In Task 7, it provided information about simple past tense. Task 8 asked the students to match verbs with correct forms. Then, Task 9 asked the students to correct grammatical problems. Task 10 asked the students to change underlined verbs into simple past forms. Next, in Task 11 the students were asked to find grammatical problems and write the correct forms. In addition, Task 12 asked the students to arrange jumbled words into sentences. Task 13 asked the students to arrange the jumbled sentences from Task 12 into a good paragraph. Then, Task 14 was filling in the blank with appropriate chronological conjunctions. The purposes of the tasks in this part were to give more information about simple past tense, check their understanding about the use of the simple past tense, give them guided practice in writing, and check their understanding about the use of conjunctions in recount texts.

The fourth part was named *Let's Create*. It consisted of Task 15 to 17. Task 15 asked the students to arrange jumbled paragraphs into a good text. Task 16 asks the students to rewrite the stories of arranged paragraphs from Task 15. The last, Task 17, asked the students to write their own recount text based on their experiences. Then, in the end on the unit, the materials were completed with summary and reflection. The purposes of the tasks in this part were to give a guided practice in writing a recount text, develop cooperation with other students, and write a recount text individually. The description of each task could be seen in Appendix D.

b. Unit 2

This unit entitled *Stories*. The topic of this unit was about imaginative stories. The unit focused on narrative texts, simple past tense, and direct-indirect speech. It began with *Let's Start* part for warming up. In Task 1, there were some pictures related to the topic. Then, the students were asked to answer some questions related to the topic based on their experiences. In Task 2, the students were asked to match pictures with words related to the topic. Those tasks aimed to stimulate the students to the materials that would be learnt.

The next part of this unit was *Let's Move*. This part consisted of Task 3 to 6. Task 3 provided a narrative text then followed by some questions to comprehend the text. In Task 4, the students were asked to read a narrative text and analyze the generic structure of the text. In addition, Task 5 provided some difficult words. Besides, Task 6 provided more information about narrative texts. The tasks in this part aimed to give opportunity to the students to understand more information about narrative texts.

The third part, *Finding Out*, consisted of Task 7 to 14. In Task 7, it provided information about direct-indirect speech. Task 8 asked the students to change the direct speech into indirect speech. Then, Task 9 asked the students to change the indirect speech into direct speech. In Task 10 the students were asked to change underlined verbs into simple past forms. Next, Task 11 asked the students to find grammatical problems and write the correct forms. In addition, Task 12 asked the students to arrange jumbled words into sentences. Task 13 asked the students to arrange the jumbled sentences from Task 12 into a good

paragraph. Then, Task 14 was filling the blank with appropriate conjunctions. The purpose of the tasks in this part were to give more information about simple past tense, check their understanding about the use of simple past tense, give more information about direct-indirect speech, check their understanding about direct-indirect speech, give them guided practice in writing, and check their understanding about the use of conjunctions in narrative texts.

The forth part was named *Let's Create*. It consisted of Task 15 to 17. Task 15 asks the students to arrange jumbled paragraphs into a good text. Task 16 asked the students to rewrite the stories of arranged paragraphs from Task 15. The last, Task 17, asked the students to write their own narrative text based on their knowledge. Then, in the end on the unit, the materials were completed with summary and reflection. The purpose of the tasks in this part were to give a guided practice in writing a narrative text, develop cooperation with other students, and write a narrative text individually. The description of each task could be seen in Appendix D.

c. Unit 3

This unit entitled *Let's Cook*. The topic of this unit was about cooking. The unit focused on procedure texts, simple present tense, and imperative sentences. It began with *Let's Start* part for warming up. In Task 1, there were some pictures related to the topic. Then, the students were asked to answer some questions related to the topic based on their experiences. In Task 2, the students were asked to match pictures with words related to the topic. Those tasks aimed to stimulate the students to the materials that would be learnt.

The next part of this unit was *Let's Move*. This part consisted of Task 3 to 6. Task 3 provided a procedure text then followed by some questions to comprehend the text. In Task 4, the students were asked to read a procedure text and analyze the generic structure of the text. In addition, Task 5 provided some difficult words. Besides, Task 6 provided more information about procedure texts. The tasks in this part aimed to give opportunity to the students to understand more information about procedure texts.

The third part, *Finding Out*, consisted of Task 7 to 13. In Task 7, it provided information about imperative. Task 8 asked the students to change the underlined verbs into simple present forms. Then, Task 9 asked the students to find grammatical problems and write the correct forms. In Task 10, the students were asked to complete sentences with imperative verbs. Next, Task 11 asked the students to arrange jumbled words into sentences. In addition, Task 12 asked the students to arrange the jumbled sentences from Task 11 into a good paragraph. Then, Task 13 is filling the blank with appropriate chronological conjunctions. The purpose of the tasks in this part were to give more information about imperative, check their understanding about the use of imperative, check their understanding about simple present tense, give them guided practice in writing, and check their understanding about the use of conjunctions in procedure texts.

The fourth part was named *Let's Create*. It consisted of Task 14 to 16. Task 14 asked the students to arrange jumbled paragraphs into a good text. Task 15 asked the students to rewrite the text of arranged paragraphs from Task 14. The last, Task 16, asked the students to write their own procedure text based on their

experiences. Then, in the end on the unit, the materials were completed with summary and reflection. The purpose of the tasks in this part were to give a guided practice in writing a procedure text, develop cooperation with other students, and write a procedure text individually. The description of each task could be seen in Appendix D.

5. Expert Judgment and Revisions

The next step that should be done was expert judgment. In this step, the materials were evaluated by an expert. The expert of the developed materials was Drs.Suharso, M.Pd. He is a lecturer of the English Education Study Program of Yogyakarta State University. The following are the results of the expert judgment.

a. The Results of Expert Judgment and Revisions of Unit 1

1) The Results of Expert Judgment of Unit 1

There were four aspects that were evaluated by the expert. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The results of the analysis of the questionnaire for expert judgment of Unit 1 are explained below.

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The analysis of the appropriateness of the content of Unit 1 is explained in the table below.

Table 14: The Appropriateness of the Content of Unit 1

| No. | Items | Score |
|-----------------|--|-------|
| 1. | The developed materials are in accordance with the standard and basic competence stated in KTSP 2006 for tenth grade students of senior high school. | 3 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the daily life. | 3 |
| 4. | The texts in the developed materials are relevant with the daily life. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text | 4 |
| 6. | The developed materials involve the explanation of social functions of a text | 4 |
| 7. | The developed materials involve the explanation of the language features of a text | 3 |
| 8. | The developed materials involve learning activities which guide the students to develop their communicative competence in written language. | 3 |
| Mean (x) | | 3.4 |

The table above shows that the mean value of the appropriateness of the content of Unit 1 is 3.4. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

b) The Appropriateness of the Language

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

Table 15: The Appropriateness of the Language of Unit 1

| No. | Items | Score |
|-----|--|-------|
| 9. | The language of instructions and explanations in the developed materials is in accordance with the tenth grade students of senior high school. | 3 |
| 10. | The language used in the developed materials is unambiguous and understandable by the students. | 3 |
| 11. | The language used in the developed materials is grammatically correct. | 3 |

continued

continued

| No. | Items | Score |
|-----------------|--|-------|
| 12. | The language used in the developed materials is cohesive and coherent. | 3 |
| Mean (x) | | 3 |

The table above shows that the mean value of the appropriateness of the language of Unit 1 is 3. This value is in the range of $2.25 \leq x \leq 3.24$ which falls into the category of “Good”.

c) The Appropriateness of the Presentation

The third aspect to be evaluated was the appropriateness of the presentation. The analysis of the appropriateness of the presentation of Unit 1 is explained in the table below.

Table 16: The Appropriateness of the Presentation of Unit 1

| No. | Items | Score |
|-----------------|---|-------|
| 13. | Each unit is completed with appropriate input texts. | 3 |
| 14. | The developed materials are begun with guided tasks and gradually move to the free production tasks. | 4 |
| 15. | The developed materials are begun with easy tasks and gradually move to difficult tasks. | 4 |
| 16. | Each task is begun with an example. | 3 |
| 17. | The developed materials include activities that focus on linguistic features and the one that focus on communicative written tasks. | 3 |
| 18. | Each unit is completed with the goal of the learning process. | 4 |
| 19. | Each unit is completed with the summary of the materials. | 4 |
| 20. | Each unit is completed with reflection as the evaluation. | 4 |
| Mean (x) | | 3.6 |

The table above shows that the mean value of the appropriateness of the presentation of Unit 1 is 3.6. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

d) The Appropriateness of the Graphic

The fourth aspect to be evaluated was the appropriateness of the graphic. The following table shows the analysis of the appropriateness of the graphic of Unit 1.

Table 17: The Appropriateness of the Graphic of Unit 1

| No. | Items | Score |
|-----------------|---|-------|
| 21. | The layout of the developed materials is proportional. | 4 |
| 22. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 3 |
| 23. | The illustrations in the developed materials help to clarify the presentation of the materials. | 3 |
| Mean (x) | | 3.3 |

The table above shows that the mean value of the appropriateness of the graphic of Unit 1 is 3.3. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

2) Revisions of Unit 1

Based on the results of material evaluation above, Unit 1 was appropriate for the tenth grade students of senior high schools. However, there were still some parts that had to be revised. Mostly, the revisions were about grammatical mistakes. First of all, there were some words that needed to be revised in the sentences. For example in the sentence “Individually, make your own recount text by choosing the themes below based on your experiences.” was ungrammatical. It should be “Individually, write your own recount text by choosing one of the themes below based on your experiences.”

Then, there were some words that should be written in plural forms. For example in the sentence “It has 504 statue and 1.400 relief.” was ungrammatical.

It should be “It has 504 statues and 1.400 reliefs.” Besides, determiners needed to be added in some sentences. For example, “Study the following information about simple past tense.” was ungrammatical. It should be “Study the following information about the simple past tense.”

Moreover, there were some words that needed to be capitalized. It could be found the sentence “Arrange those jumbled sentences in task 12 into a good paragraph.” It should be “Arrange those jumbled sentences in Task 12 into a good paragraph.” In addition there were some marks in the instructions that should be replaced. For example in the instruction “Read the following texts and answer the questions below!” was ungrammatical. It should be “Read the following texts and answer the questions below.”

Overall, the expert said that the developed materials were appropriate enough. However, the lack was the language used that needed to be corrected. Thus, his suggestions were to correct the language used and the grammatical mistakes. The complete revisions of Unit 1 could be found in Appendix H.

b. The Results of Expert Judgment and Revisions of Unit 2

1) The Results of Expert Judgment of Unit 2

There were four aspects that were evaluated by the expert. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The results of the analysis of the questionnaire for expert judgment of Unit 2 are explained below.

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The analysis of the appropriateness of the content of Unit 2 is explained in the table below.

Table 18: The Appropriateness of the Content of Unit 2

| No. | Items | Score |
|-----------------|--|-------|
| 1. | The developed materials are in accordance with the standard and basic competence stated in KTSP 2006 for tenth grade students of senior high school. | 3 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the daily life. | 3 |
| 4. | The texts in the developed materials are relevant with the daily life. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text | 4 |
| 6. | The developed materials involve the explanation of social functions of a text | 4 |
| 7. | The developed materials involve the explanation of the language features of a text | 3 |
| 8. | The developed materials involve learning activities which guide the students to develop their communicative competence in written language. | 3 |
| Mean (x) | | 3.4 |

The table above shows that the mean value of the appropriateness of the content of Unit 2 is 3.4. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of "Very Good".

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. The analysis of the appropriateness of the language of Unit 2 is explained in the table below.

Table 19: The Appropriateness of the Language of Unit 2

| No. | Items | Score |
|-----------------|--|-------|
| 9. | The language of instructions and explanations in the developed materials is in accordance with the tenth grade students of senior high school. | 3 |
| 10. | The language used in the developed materials is unambiguous and understandable by the students. | 3 |
| 11. | The language used in the developed materials is grammatically correct. | 3 |
| 12. | The language used in the developed materials is cohesive and coherent. | 3 |
| Mean (x) | | 3 |

The table above shows that the mean value of the appropriateness of the language of Unit 2 is 3. This value is in the range of $2.25 \leq x \leq 3.24$ which falls into the category of “Good”.

c) The Appropriateness of the Presentation

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

Table 20: The Appropriateness of the Presentation of Unit 2

| No. | Items | Score |
|-----------------|---|-------|
| 13. | Each unit is completed with appropriate input texts. | 3 |
| 14. | The developed materials are begun with guided tasks and gradually move to the free production tasks. | 4 |
| 15. | The developed materials are begun with easy tasks and gradually move to difficult tasks. | 4 |
| 16. | Each task is begun with an example. | 3 |
| 17. | The developed materials include activities that focus on linguistic features and the one that focus on communicative written tasks. | 3 |
| 18. | Each unit is completed with the goal of the learning process. | 4 |
| 19. | Each unit is completed with the summary of the materials. | 4 |
| 20. | Each unit is completed with reflection as the evaluation. | 4 |
| Mean (x) | | 3.6 |

The table above shows that the mean value of the appropriateness of the presentation of Unit 2 is 3.6. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

d) The Appropriateness of the Graphic

The fourth aspect to be evaluated was the appropriateness of the graphic. The table below shows the results of the analysis of the appropriateness of the graphic of Unit 2.

Table 21: The Appropriateness of the Graphic of Unit 2

| No. | Items | Score |
|------------------------------------|---|-------|
| 21. | The layout of the developed materials is proportional. | 4 |
| 22. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 3 |
| 23. | The illustrations in the developed materials help to clarify the presentation of the materials. | 3 |
| Mean (\bar{x}) | | 3.3 |

The table above shows that the mean value of the appropriateness of the graphic of Unit 2 is 3.3. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

2) Revisions of Unit 2

Based on the results of material evaluation above, Unit 2 was appropriate for the tenth grade students of senior high schools. However, there were still some parts that had to be revised. Mostly, the revisions were about grammatical mistakes. First of all, there were some words that needed to be revised in the sentences. For example in the sentence “Individually, make your own narrative text by choosing the themes below based on your knowledge.” was

ungrammatical. It should be “Individually, write your own narrative text by choosing one of the themes below based on your knowledge.”

Then, there were some words that should be written in plural forms. For example in the sentence “There are some type of narrative text namely legend, fable, fairytale, science fiction.” was ungrammatical. It should be “There are some types of narrative texts namely legend, fable, fairytale, science fiction.” Besides, determiners needed to be added in some sentences. It could be found in the sentence “Thus, to change the direct speeches into indirect speeches change the verbs into past tense.” It should be “Thus, to change the direct speeches into indirect speeches change the verbs into the past tense.”

Moreover, there were some words that need to be capitalized. For example was the sentence “Arrange those jumbled sentences in task 12 into a good paragraph.” It should be “Arrange those jumbled sentences in Task 12 into a good paragraph.” In addition there were some marks in the instructions that should be replaced. It could be found in the instruction “Read the following texts and answer the questions below!” It should be “Read the following texts and answer the questions below.”

Overall, the expert said that the developed materials were appropriate enough. However, the lack was the language used that needed to be corrected. Thus, his suggestions were to correct the language used and the grammatical mistakes. The complete revisions of Unit 2 could be found in Appendix H.

c. The Results of Expert Judgment and Revisions of Unit 3

1) The Results of Expert Judgment of Unit 3

There were four aspects that were evaluated by the expert. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The results of the analysis of the questionnaire for expert judgment of Unit 3 are explained below.

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The analysis of the appropriateness of the content of Unit 3 is explained in the table below.

Table 22: The Appropriateness of the Content of Unit 3

| No. | Items | Score |
|-----------------|--|-------|
| 1. | The developed materials are in accordance with the standard and basic competence stated in KTSP 2006 for tenth grade students of senior high school. | 3 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the daily life. | 3 |
| 4. | The texts in the developed materials are relevant with the daily life. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text | 4 |
| 6. | The developed materials involve the explanation of social functions of a text | 4 |
| 7. | The developed materials involve the explanation of the language features of a text | 3 |
| 8. | The developed materials involve learning activities which guide the students to develop their communicative competence in written language. | 3 |
| Mean (x) | | 3.4 |

The table above shows that the mean value of the appropriateness of the content of Unit 3 is 3.4. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language.

The following table shows the results of the analysis of the appropriateness of the language of Unit 3.

Table 23: The Appropriateness of the Language of Unit 3

| No. | Items | Score |
|-----------------|--|-------|
| 9. | The language of instructions and explanations in the developed materials is in accordance with the tenth grade students of senior high school. | 3 |
| 10. | The language used in the developed materials is unambiguous and understandable by the students. | 3 |
| 11. | The language used in the developed materials is grammatically correct. | 3 |
| 12. | The language used in the developed materials is cohesive and coherent. | 3 |
| Mean (x) | | 3 |

The table above shows that the mean value of the appropriateness of the language of Unit 3 is 3. This value is in the range of $2.25 \leq x \leq 3.24$ which falls into the category of “Good”.

c) The Appropriateness of the Presentation

The third aspect to be evaluated was the appropriateness of the presentation. The analysis of the appropriateness of the presentation of Unit 3 is explained in the table below.

Table 24: The Appropriateness of the Presentation of Unit 3

| No. | Items | Score |
|-----|---|-------|
| 13. | Each unit is completed with appropriate input texts. | 3 |
| 14. | The developed materials are begun with guided tasks and | 4 |

continued

continued

| No. | Items | Score |
|-----------------|---|-------|
| | gradually move to the free production tasks | |
| 15. | The developed materials are begun with easy tasks and gradually move to difficult tasks. | 4 |
| 16. | Each task is begun with an example. | 3 |
| 17. | The developed materials include activities that focus on linguistic features and the one that focus on communicative written tasks. | 3 |
| 18. | Each unit is completed with the goal of the learning process. | 4 |
| 19. | Each unit is completed with the summary of the materials. | 4 |
| 20. | Each unit is completed with reflection as the evaluation. | 4 |
| Mean (x) | | 3.6 |

The table above shows that the mean value of the appropriateness of the presentation of Unit 3 is 3.6. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

d) The Appropriateness of the Graphic

The fourth aspect to be evaluated was the appropriateness of the graphic.

The analysis of the appropriateness of the graphic of Unit 3 is explained in the table below.

Table 25: The Appropriateness of the Graphic of Unit 3

| No. | Items | Score |
|-----------------|---|-------|
| 21. | The layout of the developed materials is proportional. | 4 |
| 22. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 3 |
| 23. | The illustrations in the developed materials help to clarify the presentation of the materials. | 3 |
| Mean (x) | | 3.3 |

The table above shows that the mean value of the appropriateness of the graphic of Unit 3 is 3.3. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

2) Revisions of Unit 3

Based on the results of material evaluation above, Unit 3 was appropriate for the tenth grade students of senior high schools. However, there were still some parts that had to be revised. Mostly, the revisions were about grammatical mistakes. First of all, there were some words that needed to be revised in the sentences. For example in the sentence “Individually, make your own procedure text by choosing the themes below based on your experience.” was ungrammatical. It should be “Individually, write your own procedure text by choosing one of the themes below based on your experience.”

Then, there were some words that should be written in plural forms. For example in the sentence “Using adverbial to express the details of time, place, manners ; for ten minutes, carefully” was ungrammatical. It should be “Using adverbials to express the details of time, place, manners; for ten minutes, carefully” Besides, determiners needed to be added in some sentences. It could be found in the sentence “The verb doesn’t need subject because the subject “you” is elliptical” It should be “The verb doesn’t need a subject because the subject “you” is elliptical”

Moreover, there were some words that needed to be capitalized. For example, “Arrange those jumbled sentences in task 11 into a good paragraph.” was ungrammatical. It should be “Arrange those jumbled sentences in Task 11 into a good paragraph.” In addition there were some marks in the instructions that should be replaced. It could be found in the instruction “Read the following texts

and answer the questions below!” It should be “Read the following texts and answer the questions below.”

Overall, the expert said that the developed materials were appropriate enough. However, the lack was the language used that needed to be corrected. Thus, his suggestions were to correct the language used and the grammatical mistakes. The complete revisions of Unit 2 could be found in Appendix H.

B. Discussions

The result of this research was a set of English supplementary writing materials for the tenth grade students of senior high schools based on KTSP 2006 by using Genre-Based approach. Then, the developed materials had been judged as appropriate for the tenth grade students of senior high schools.

The first step in doing this research was conducting a needs analysis to assess the target and learning needs of the students. The needs analysis was conducted on 26th August 2015 at SMA PIRI 1 Yogyakarta. It was done by distributing a questionnaire in the form of multiple choices of twenty questions. There were 23 students as respondents who filled in the questionnaire. They consisted of 14 male and 9 female students. Their ages were among 14 to 17 years old.

In terms of target needs, the students believed that learning English and having good ability in it was very important. It could be said that they had great enthusiasm in learning English. Then, they claimed that their writing ability was intermediate. It meant that their ability needed to be improved. They also stated that they sometimes wrote in English. It meant that they did not have a lot of

practices in writing. Moreover, they wanted some aspects to be included in the materials such as information about grammar, lists of vocabularies, and explanations about genre. By knowing that, those aspects could be included in the materials as long as they in accordance with the standard competences and basic competences in KTSP 2006. In addition, they stated that they found difficulties in choosing vocabularies while learning writing. Thus, vocabulary exercises were needed in the developed materials.

In terms of learning needs, they stated that the teacher gave incomplete texts as the input. However, they preferred to have articles from the Internet as the input. It meant that articles would be more interesting for the students. They stated that the teacher asked them to write 100-200 words. Then, they also wanted to write 100-200 words when learning. Besides, they stated that the teacher usually gave them topics about education. However, they preferred to have topics related to daily life. It could be said that the topics which were given by the teacher were not interested. Thus the topics needed to be changed in order to make interesting teaching and learning.

For activities in learning grammar, they preferred to do grammar tests. Besides, they stated that they wanted to increase their vocabularies by identifying and translating new vocabularies from texts. They also claimed that learning activities was better done by having discussions. They preferred to organize jumbled words into a sentence in learning writing. In addition, the students stated that they preferred to do tasks individually like what had been done by the teacher. Then, those activities could be added in the materials.

The next step in designing materials was designing the course grid. The course grid was used as the guideline in developing materials. There were there aspects that needed to be considered while designing the course grid. Those were standard of competence, basic competence, and the results of the needs analysis. It was developed based on the standard of competence 6 and basic competence 6.2 of KTSP 2006 for the first semester of the tenth grade in senior high schools. Then, the results of needs analysis were taken from the highest percentage of the respondents. In addition, the course grid consisted of topic, indicators, input, grammar and vocabularies, media, and activities.

The next step was developing the materials. Genre-Based was used as the approach in developing the materials which consisted of BKOF, MOT, JCOT, and ICOT. The first part was BKOF. It entitled *Let's Start*. In this part, students would be stimulated to the materials that would be learnt. Then, it would help them to recall their present knowledge. The second part of the materials entitled *Let's Move*. In this part, examples of texts were given and followed by some questions to comprehend the texts. Then, the generic structure of the texts would be analyzed by the students.

The third part was *Finding Out* which was in the stage of JCOT. The discussion of this part focused on grammar and exercises. The forth part was in the stage of ICOT which entitled *Let's Create*. The activity in this part were arranging jumbled paragraphs, rewriting texts, and writing their own texts. Then, the last part was summary and reflection. It would summarize the main materials

of the unit. While in reflection, students would evaluate their own success and lack in learning the materials.

The next step was designing the first draft of the materials. Unit 1 entitled *Vacation*. The topic of this unit was about having vacation. The unit focused on recount texts and simple past tense. There were 17 tasks in this unit. It began with *Let's Start* part which consisted of Task 1 and Task 2 for warming up. Those tasks aimed to stimulate the students to the materials that would be learnt. The next part of this unit was *Let's Move*. This part consisted of Task 3 to 6. The aim of this part was to analyze the generic structure of the text. The third part, *Finding Out*, consisted of Task 7 to 14. These tasks gave the students opportunities to understand more information about the simple past tense and the use of it in recount texts. The fourth part was named *Let's Create*. It consisted of Task 15 to 17. They aimed to give the students a guided practice in writing recount texts. Then, in the end on the unit was completed with summary and reflection.

Unit 2 entitled *Story*. The topic of this unit was about imaginative stories. The unit focused on narrative texts, simple past tense, and direct-indirect speech. There were 17 tasks in this unit. It began with *Let's Start* part which consists of Task 1 and Task 2 for warming up. Those tasks aimed to stimulate the students to the materials that would be learnt. The next part of this unit was *Let's Move*. This part consisted of Task 3 to 6. The aim of this part was to analyze the generic structure of the text. The third part, *Finding Out*, consists of Task 7 to 14. These tasks gave the students opportunities to understand more information about the simple past tense and direct-indirect speech. The fourth part was named *Let's*

Create. It consisted of Task 15 to 17. They aimed to give the students a guided practice in writing narrative texts. Then, in the end on the unit was completed with summary and reflection.

Unit 3 entitled *Let's Cook*. The topic of this unit was about cooking. The unit focused on procedure texts, simple present tense, and imperative sentences. There were 16 tasks in this unit. It began with *Let's Start* part which consisted of Task 1 and Task 2 for warming up. Those tasks aimed to stimulate the students to the materials that would be learnt. The next part of this unit was *Let's Move*. This part consisted of Task 3 to 6. The aim of this part was to analyze the generic structure of the text. The third part, *Finding Out*, consisted of Task 7 to 14. These tasks gave the students opportunities to understand more information about the simple present tense, and imperative sentences. The fourth part was named *Let's Create*. It consisted of Task 15 to 16. They aimed to give the students a guided practice in writing procedure texts. Then, in the end on the unit was completed with summary and reflection.

As the first draft of the materials had been designed, the next step was expert judgment. The results of the expert judgment of Unit 1 show that the mean value of the appropriateness of the content of Unit 1 was 3.4 which fell into the category of "Very Good". The mean value of the appropriateness of the language of Unit 1 of the developed materials was 3 that could be categorized as "Good". The mean value of the appropriateness of the presentation of Unit 1 was 3.6 that could be categorized as "Very Good". The mean value of the appropriateness of the graphic of Unit 1 was 3.3 which fall into the category of "Very Good".

The revisions of Unit 1 were about grammatical mistakes. There were some words that needed to be revised in the sentences. For example in the sentence “Individually, make your own recount text by choosing the themes below based on your experiences.” was ungrammatical. It should be “Individually, write your own recount text by choosing one of the themes below based on your experiences.” Then, there were some words that should be written in plural forms. For example in the sentence “It has 504 statue and 1.400 relief.” was ungrammatical. It should be “It has 504 statues and 1.400 reliefs.”

Besides, determiners needed to be added in some sentences. For example, “Study the following information about simple past tense.” was ungrammatical. It should be “Study the following information about the simple past tense.” Moreover, there were some words that needed to be capitalized. It could be found in the sentence “Arrange those jumbled sentences in task 12 into a good paragraph.” It should be “Arrange those jumbled sentences in Task 12 into a good paragraph.”

The results of the expert judgment of Unit 2 show that the mean value of the appropriateness of the content of Unit 2 was 3.4 which fell into the category of “Very Good”. The mean value of the appropriateness of the language of Unit 2 of the developed materials was 3 that could be categorized as “Good”. The mean value of the appropriateness of the presentation of Unit 2 was 3.6 that could be categorized as “Very Good”. The mean value of the appropriateness of the graphic of Unit 2 was 3.3 which fell into the category of “Very Good”.

The revisions of Unit 2 were about grammatical mistakes. There were some words that needed to be revised in the sentences. For example in the sentence “Individually, make your own narrative text by choosing the themes below based on your knowledge.” was ungrammatical. It should be “Individually, write your own narrative text by choosing one of the themes below based on your knowledge.” Then, there were some words that should be written in plural forms. For example in the sentence “There are some type of narrative text namely legend, fable, fairytale, science fiction.” was ungrammatical. It should be “There are some types of narrative texts namely legend, fable, fairytale, science fiction.”

Besides, determiners needed to be added in some sentences. It could be found in the sentence “Thus, to change the direct speeches into indirect speeches change the verbs into past tense.” It should be “Thus, to change the direct speeches into indirect speeches change the verbs into the past tense.” Moreover, there were some words that needed to be capitalized. It could be found in the sentence “Arrange those jumbled sentences in task 12 into a good paragraph.” It should be “Arrange those jumbled sentences in Task 12 into a good paragraph.”

The results of the expert judgment of Unit 3 show that the mean value of the appropriateness of the content of Unit 3 was 3.4 which fell into the category of “Very Good”. The mean value of the appropriateness of the language of Unit 3 of the developed materials was 3 that could be categorized as “Good”. The mean value of the appropriateness of the presentation of Unit 3 was 3.6 that could be categorized as “Very Good”. The mean value of the appropriateness of the graphic of Unit 3 was 3.3 which fell into the category of “Very Good”.

The revisions of Unit 3 were about grammatical mistakes. There were some words that needed to be revised in the sentences. For example in the sentence “Individually, make your own procedure text by choosing the themes below based on your experiences.” was ungrammatical. It should be “Individually, write your own procedure text by choosing one of the themes below based on your experiences.” Then, there were some words that should be written in plural forms. For example in the sentence “Using adverbial to express the details of time, place, manners; for ten minutes, carefully” was ungrammatical. It should be “Using adverbials to express the details of time, place, manners; for ten minutes, carefully”

Besides, determiners needed to be added in some sentences. It could be found in the sentence “The verb doesn’t need subject because the subject “you” is elliptical” It should be “The verb doesn’t need a subject because the subject “you” is elliptical” Moreover, there were some words that needed to be capitalized. It could be found in the sentence “Arrange those jumbled sentences in task 11 into a good paragraph.” It should be “Arrange those jumbled sentences in Task 11 into a good paragraph.” Overall, the expert said that the developed materials were adequate enough. However, the lack was the language used that needed to be corrected. Thus, his suggestions were to correct the language used and the grammatical mistakes.

The materials were considered as the final draft after doing some revisions. The final draft of the developed materials could be seen in Appendix I.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research . The conclusion part includes the answer of the objectives of the research and the conclusion of research findings and discussion. The suggestions contain some suggestions from the researcher to English teachers of senior high school, and other researchers or material developers.

A. Conclusions

The objectives of this research were to identify the needs of the tenth grade students of SMA PIRI 1 Yogyakarta for the suitable writing materials through the Genre-Based Approach, and to develop the English writing materials which are suitable with the Genre-Based Approach for the tenth grade students of SMA PIRI 1 Yogyakarta.

The needs analysis was conducted on 26th August 2015 at SMA PIRI 1 Yogyakarta. It was done by distributing a questionnaire in the form of multiple choices of twenty questions. There were 23 students who filled in the questionnaire. In terms of target needs, the students believed that learning English and having good ability in it was very important. Then, they claimed that their writing ability was intermediate. They also stated that they sometimes wrote in English. Moreover, they wanted some materials that should be included in the materials such as information grammar, lists of vocabularies, and explanations

about genre. In addition, they stated that they found difficulties in choosing vocabularies while learning writing.

In terms of learning needs, they preferred to have articles from the Internet as the input. They stated that the teacher asked them to write 100-200 words. Then, they also stated that they wanted to write 100-200 words when learning. Besides, they stated that the teacher usually gives them topics about education. However, they preferred to have topics related to daily life. For activities in learning grammar, they preferred to do grammar tests. Then, they stated that they wanted to increase their vocabularies by identifying and translating new vocabularies from texts. They also claimed that learning activities were better done by having discussions. They preferred to organize jumbled words into a sentence in learning writing. In addition, the students stated that they preferred to do tasks individually like what had done by the teacher.

From the evaluation of the materials, it could be concluded that the developed materials were appropriate to be implemented as the English supplementary writing materials for the tenth grade students of senior high schools. The mean score based on the materials evaluation in the aspects of content, language, presentation, and graphic was 3.32 which belonged to the "Very Good" category. The materials were considered as the final draft of the research after doing some revisions. However, it meant that the materials had not been the perfect one. It needed some improvements when it would be applied to different groups of students.

According to the explanation above, it could be concluded that materials were appropriate to be implemented as the English supplementary writing materials for tenth grade students in senior high school as long as the conditions of the students were the same with the conditions of the students in SMA PIRI 1 Yogyakarta.

B. Suggestions

There are some suggestions proposed to the English teachers, other researchers who are interested in this field, and material developers. Those are presented as follows.

1. For the English teachers of grade X in senior high school

The English teachers are suggested to use materials that meet the students' needs. That is why conducting the needs analysis before the teaching and learning process is need to be done. It is expected that by using the developed materilas, the tenth grade teachers can teach students appropriately to support the teaching-learning process to make the students more interested in learning writing.

2. For other researchers

It is expected that the other researchers who have the same interest in this field could make more interesting materials. They should provide some activities that make the students more interested in learning writing. Then, the students will have a lot of practices in writing. The results of this research can also be used as the reference in conducting the same research.

3. For material developers

Material developers are suggested to be more creative in designing the materials. The materials should provide appropriate tasks that meet students' needs and consider the theories in teaching and learning process. Then the materials will be both educating and interesting.

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APPENDICES

APPENDIX A

The Needs Analysis Questionnaire



**JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA**
Alamat: Karangmalang, Depok, Sleman, Yogyakarta, 55281

Kepada Yth. Siswa-siswi Kelas X
SMA PIRI 1 Yogyakarta
Di tempat

Assalamu'alaikum, Wr. Wb.

Saya adalah Rochana Fitri Alyani, mahasiswa program sarjana
Jurusan Pendidikan

Bahasa Inggris UNY yang sedang mengadakan penelitian untuk mengembangkan
media ajar guna menyelesaikan tugas akhir skripsi. Penelitian saya adalah tentang
pengembangan materi menulis dengan menggunakan *Genre-Based Approach*
untuk kelas X SMA semester pertama.

Sehubungan dengan hal tersebut, saya mohon Adik-adik meluangkan
waktu untuk mengisi angket ini sesuai dengan kenyataan sebenarnya. Jawaban
yang Adik-adik berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh
pada nilai bahasa Inggris Adik-adik.

Atas kesediaan dan bantuan Adik-adik untuk mengisi angket ini, saya
ucapkan terimakasih.

Wassalamualaikum, Wr. Wb.

Peneliti,

Rochana Fitri Alyani
11202244038

ANGKET UNTUK SISWA

Angket ini bertujuan untuk mengetahui kebutuhan siswa tentang pembelajaran Bahasa Inggris

A. Profil Siswa

Nama :
Kelas :
Usia :
Jenis kelamin :

B. Kebutuhan Siswa

Jawablah pertanyaan dibawah ini dengan memberikan tanda silang (X) pada jawaban yang sesuai dengan pendapat adik-adik.

1. Menurut adik-adik, belajar Bahasa Inggris adalah kegiatan yang ...
 - a. Sangat penting
 - b. Penting
 - c. Kurang penting
 - d. Tidak penting

2. Menurut adik-adik, memiliki kemampuan menulis dalam bahasa Inggris adalah sesuatu yang ...
 - a. Sangat penting
 - b. Penting
 - c. Kurang penting
 - d. Tidak penting

3. Menurut adik-adik, kemampuan menulis yang dimiliki saat ini pada level ...
 - a. Pemula
 - b. Menengah
 - c. Mahir
 - d. Lainnya(tuliskan)

4. Seberapa sering adik-adik menulis dalam bahasa Inggris?
 - a. Sangat sering
 - b. Sering
 - c. Kadang-kadang
 - d. Tidak pernah

5. Dalam pembelajaran Bahasa Inggris khususnya menulis, topik yang biasanya digunakan oleh guru adalah ... (*Boleh memilih lebih dari satu jawaban*)
 - a. Topik yang berhubungan dengan kehidupan sehari-hari.
 - b. Topik yang berhubungan dengan seni dan budaya.
 - c. Topik yang berhubungan dengan pendidikan
 - d. Topik yang berhubungan dengan ilmu pengetahuan dan teknologi
 - e. Lainnya ... (tuliskan)

6. Dalam pembelajaran Bahasa Inggris khususnya menulis, topik yang disukai adik-adik adalah ... (*Boleh memilih lebih dari satu jawaban*)
 - a. Topik yang berhubungan dengan kehidupan sehari-hari.
 - b. Topik yang berhubungan dengan seni dan budaya.
 - c. Topik yang berhubungan dengan pendidikan.
 - d. Topik yang berhubungan dengan ilmu pengetahuan dan teknologi
 - e. Lainnya ... (tuliskan)

7. Input yang biasanya diberikan oleh guru dalam pembelajaran Bahasa Inggris khususnya menulis adalah ... (*Boleh memilih lebih dari satu jawaban*)
 - a. Artikel dari internet
 - b. Gambar
 - c. Teks rumpang
 - d. Paragraf acak
 - e. Lainnya ... (tuliskan)

8. Input yang adik-adik inginkan dalam pembelajaran Bahasa Inggris khususnya menulis adalah ... (*Boleh memilih lebih dari satu jawaban*)
 - a. Artikel dari internet
 - b. Gambar
 - c. Teks rumpang
 - d. Paragraf acak
 - e. Lainnya ... (tuliskan)

9. Apakah pengajaran tentang grammar perlu dilakukan sebelum menulis teks?
 - a. Ya
 - b. Tidak

10. Apakah pengajaran tentang kosa kata perlu dilakukan sebelum menulis teks?
 - a. Ya
 - b. Tidak

11. Apakah pemahaman tentang genre perlu disampaikan agar memahami berbagai jenis teks?
 - a. Ya
 - b. Tidak
12. Jenis kegiatan apa yang adik-adik inginkan saat pembelajaran grammar? (*Boleh memilih lebih dari satu jawaban*)
 - a. Mengerjakan soal-soal latihan grammar
 - b. Membuat kalimat berdasarkan pola yang sudah diajarkan
 - c. Mengidentifikasi struktur kalimat yang salah dan memperbaikinya
 - d. Menghafalkan rumus struktur kalimat
 - e. Lainnya ... (tuliskan)
13. Untuk meningkatkan penguasaan kosa kata, jenis kegiatan apa yang adik-adik inginkan saat pembelajaran? (*Boleh memilih lebih dari satu jawaban*)
 - a. Mencocokkan kata dengan makna yang telah disediakan
 - b. Melengkapi kalimat atau paragraf rumpang
 - c. Mengidentifikasi kosa kata baru dari sebuah teks dan mengartikannya
 - d. Mencari makna dalam kamus
 - e. Lainnya ... (tuliskan)
14. Pada saat pembelajaran, tugas yang diberikan guru biasanya dikerjakan secara ... (*Boleh memilih lebih dari satu jawaban*)
 - a. Individu
 - b. Berpasangan
 - c. Kelompok kecil
 - d. Kelompok besar
15. Menurut adik-adik, tugas dan aktivitas saat belajar menulis lebih efektif jika dikerjakan secara ... (*Boleh memilih lebih dari satu jawaban*)
 - a. Individu
 - b. Berpasangan
 - c. Kelompok kecil
 - d. Kelompok besar
16. Kegiatan belajar apa yang paling adik-adik suka? (*Boleh memilih lebih dari satu jawaban*)
 - a. Mendengarkan penjelasan guru
 - b. Diskusi
 - c. Games
 - d. Berlatih soal

- e. Lainnya ... (tuliskan)
17. Jenis kegiatan yang adik-adik sukai saat belajar menulis adalah ... (*Boleh memilih lebih dari satu jawaban*)
- Menyusun kata acak menjadi sebuah kalimat
 - Menyusun paragraf acak agar menjadi teks yang padu
 - Mengisi paragraf rumpang
 - Menulis teks sesuai jenis teks yang telah dipelajari
 - Lainnya ... (tuliskan)
18. Berapa panjang teks yang biasanya ditentukan oleh guru ketika menulis?
- 100 – 200 kata
 - 200 – 300 kata
 - 300 – 400 kata
 - >400 kata
19. Berapa panjang teks yang adik-adik inginkan ketika menulis?
- 100 – 200 kata
 - 200 – 300 kata
 - 300 – 400 kata
 - >400 kata
20. Kesulitan apakah yang adik-adik alami saat menulis dalam Bahasa Inggris? (*Boleh memilih lebih dari satu jawaban*)
- Kesulitan membuat kalimat
 - Kesulitan memilih kosa kata
 - Kesulitan menyusun paragraf
 - Kesulitan dalam penggunaan grammar
 - Lainnya ... (tuliskan)

APPENDIX B

The Needs Analysis Data

THE NEEDS ANALYSIS DATA

| No. | Questions | Items | N | F | P (%) |
|-----|--|---|----|----|-------|
| 1. | In your opinion, learning English is.... | a. Very important | 23 | 17 | 73.9 |
| | | b. Important | 23 | 6 | 26.08 |
| | | c. Less important | 23 | 0 | 0 |
| | | d. Not important | 23 | 0 | 0 |
| 2. | Having ability in English writing is.... | a. Very important | 23 | 17 | 73.9 |
| | | b. Important | 23 | 6 | 26.08 |
| | | c. Less important | 23 | 0 | 0 |
| | | d. Not important | 23 | 0 | 0 |
| 3. | The level of your writing ability is | a. Beginner | 23 | 1 | 3.34 |
| | | b. Intermediate | 23 | 22 | 95.65 |
| | | c. Advanced | 23 | 0 | 0 |
| | | d. Others | 23 | 0 | 0 |
| 4. | How often do you write in English? | a. Very often | 23 | 1 | 3.34 |
| | | b. Frequently | 23 | 3 | 13.04 |
| | | c. Sometimes | 23 | 19 | 82.6 |
| | | d. Never | 23 | 0 | 0 |
| 5. | In teaching writing, topics given by the teacher are.... | a. Topics related to daily life | 23 | 12 | 52.17 |
| | | b. Topics related to art and culture | 23 | 4 | 17.39 |
| | | c. Topics related to education | 23 | 15 | 65.21 |
| | | d. Topics related to science and technology | 23 | 3 | 13.04 |
| | | e. Others.... | 23 | 0 | 0 |
| 6. | What kind of topics that you want? | a. Topics related to daily life | 23 | 15 | 65.21 |
| | | b. Topics related to art and culture | 23 | 8 | 34.8 |
| | | c. Topics related to education | 23 | 7 | 30.43 |
| | | d. Topics related to science and technology | 23 | 5 | 21.73 |
| | | e. Others.... | 23 | 0 | 0 |
| 7. | In writing activities ,what kind of inputs which are given by the teacher? | a. Articles from the internet | 23 | 6 | 26.08 |
| | | b. Pictures | 23 | 9 | 39.13 |
| | | c. Incomplete texts | 23 | 12 | 52.17 |
| | | d. Jumbled paragraph | 23 | 5 | 21.73 |
| | | e. Others.... | 23 | 0 | 0 |
| 8. | In writing activities | a. Articles from the | 23 | 11 | 47.82 |

continued

continued

| | | | | | |
|-----|---|--|----|----|-------|
| | , what kind of inputs do you want? | internet | | | |
| | | b. Pictures | 23 | 10 | 43.47 |
| | | c. Incomplete texts | 23 | 4 | 17.39 |
| | | d. Jumbled paragraph | 23 | 8 | 34.9 |
| | | e. Others.... | 23 | 0 | 0 |
| 9. | Does teaching grammar need to be done before writing texts? | a. Yes | 23 | 22 | 95.65 |
| | | b. No | 23 | 0 | 0 |
| 10. | Is teaching vocabulary needed before writing texts? | a. Yes | 23 | 20 | 86.95 |
| | | b. No | 23 | 3 | 13.04 |
| 11. | Is giving explanation about genre needed to be done? | a. Yes | 23 | 21 | 91.30 |
| | | b. No | 23 | 2 | 8.69 |
| 12. | What kind of activities do you want in learning grammar? | a. Doing grammar tests | 23 | 14 | 60.86 |
| | | b. Making sentences based on materials | 23 | 8 | 30.47 |
| | | c. Identifying and correcting wrong sentences | 23 | 7 | 30.43 |
| | | d. Remembering sentence structures | 23 | 5 | 21.73 |
| | | e. Others.... | 23 | 0 | 0 |
| 13. | What kind of activities do you want for increasing vocabularies? | a. Matching words with the meaning provided | 23 | 10 | 43.47 |
| | | b. Completing sentences or paragraph | 23 | 6 | 26.08 |
| | | c. Identifying and translating new vocabularies from texts | 23 | 13 | 56.52 |
| | | d. Finding meaning on a dictionary | 23 | 6 | 26.08 |
| | | e. Others.... | 23 | 0 | 0 |
| 14. | In teaching and learning process, the instruction given by the teacher for doing tasks and activities is done ... | a. Individually | 23 | 16 | 69.56 |
| | | b. In pairs | 23 | 5 | 21.73 |
| | | c. In small groups | 23 | 12 | 52.17 |
| | | d. In big groups | 23 | 2 | 8.7 |
| | | e. Others.... | 23 | 0 | 0 |
| 15. | In teaching and learning process, | a. Individually | 23 | 12 | 52.17 |
| | | b. In pairs | 23 | 8 | 34.79 |

continued

continued

| | | | | | |
|-----|---|---|----|----|-------|
| | you prefer to do the task or activity.... | c. In small groups | 23 | 11 | 47.82 |
| | | d. In big groups | 23 | 4 | 17.39 |
| | | e. Others.... | 23 | 0 | 0 |
| 16. | What kind of activities do you like in learning English? | a. Listening the teacher's explanation | 23 | 9 | 39.13 |
| | | b. Having discussions | 23 | 18 | 78.26 |
| | | c. Playing games | 23 | 15 | 65.21 |
| | | d. Doing tests | 23 | 8 | 34.9 |
| | | e. Others.... | 23 | 1 | 4.34 |
| 17. | What kind of activities do you like in learning writing? | a. Organizing jumbled words into a sentence | 23 | 15 | 65.21 |
| | | b. Organizing paragraph into a text | 23 | 5 | 21.73 |
| | | c. Completing sentences | 23 | 6 | 26.08 |
| | | d. Writing texts based on teachers' explanation | 23 | 8 | 34.9 |
| | | e. Others.... | 23 | 1 | 4.34 |
| 18. | How long is the text to be written which is usually asked by the teacher? | a. 100-200 words | 23 | 12 | 52.17 |
| | | b. 200-300 words | 23 | 7 | 30.43 |
| | | c. 300-400 words | 23 | 2 | 8.7 |
| | | d. >400 words | 23 | 2 | 8.7 |
| 19. | How long is the text that you want in writing activities? | a. 100-200 words | 23 | 12 | 52.17 |
| | | b. 200-300 words | 23 | 6 | 26.08 |
| | | c. 300-400 words | 23 | 3 | 13.04 |
| | | d. >400 words | 23 | 2 | 8.7 |
| 20. | What are your difficulties in learning writing? | a. Difficulty on making sentences | 23 | 9 | 39.13 |
| | | b. Difficulty on choosing vocabularies | 23 | 10 | 43.47 |
| | | c. Difficulty on organizing paragraph | 23 | 9 | 39.13 |
| | | d. Difficulty on grammar | 23 | 9 | 39.13 |
| | | e. Others.... | 23 | 1 | 4.34 |

APPENDIX C

Course Grid

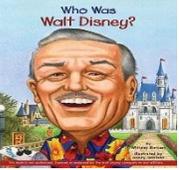
**THE COURSE GRID OF WRITING MATERIALS FOR THE TENTH GRADE STUDENTS AT SMA PIRI 1
YOGYAKARTA**

Grade/ Semester : X/1

Standard and Basic competence :

| Standard of Competence | Basic Competence |
|--|--|
| 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari. | 6.2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> |

| Unit/ Topic | Indicators | Input | Grammar and vocabularies | Media | Activities |
|--------------------|--|---|---|---|--|
| Unit 1 Vacation | Students are able to: <ul style="list-style-type: none"> Identify the social purpose of recount texts Analyze the generic structure of recount texts | <ul style="list-style-type: none"> Example of recount texts about vacation Characteristics of recount texts Word lists related to the topic Explanation | <ul style="list-style-type: none"> Simple past tense Example: Two years ago, I visited Borobudur Temple. Vocabularies are related to the topic and recount texts. |   | BKOF --- Starter <ul style="list-style-type: none"> Looking at pictures related to the topic. Answering questions related to the topic based on their experiences. Matching pictures with words related to the topic. MOT --- Let's Move! |

| | | | | | |
|--|---|--------------------------|--|---|---|
| | <ul style="list-style-type: none"> • Use past tense to write past events • Write their past experiences | <p>about simple past</p> | |     | <ul style="list-style-type: none"> • Reading a recount text • Answering questions to comprehend the text • Reading a recount text and analyzing the generic structure of the text. • Studying difficult words. • Studying more information about recount texts. <p>JCOT --- Finding out!</p> <ul style="list-style-type: none"> • Studying information about simple past tense • Matching verbs with correct forms • Correcting grammatical problems • Arranging jumbled words into sentences and jumbled sentences into a paragraph • Filling the blank with chronological conjunction <p>ICOT --- Let's Create</p> <ul style="list-style-type: none"> • Arranging jumbled paragraph into a good text • Rewriting the story of the |
|--|---|--------------------------|--|---|---|

| | | | | | |
|---|---|---|--|--|---|
| | | | | | <p>arranged paragraph with their own words</p> <ul style="list-style-type: none"> • Writing a recount text based on their experiences |
| <p>Unit 2 Imaginative Stories</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • Identify the social purpose of narrative texts • Analyze the generic structure of narrative texts • Use direct – indirect speech • Write their own narrative texts based on their knowledge | <ul style="list-style-type: none"> • Example of narrative texts • Characteristics of narrative texts • Word lists related to the topic • Explanation about direct-indirect speech | <ul style="list-style-type: none"> • Simple past tense Example: He wanted to cross a river. • Direct-indirect speech Example: "I shall drown," he cried. • Vocabularies are related to the topic and narrative texts. |  | <p>BKOF --- Starter</p> <ul style="list-style-type: none"> • Looking at a picture related to the topic. • Answering questions related to the topic based on their experience. • Matching pictures with words related to the topic. <p>MOT --- Let's Move!</p> <ul style="list-style-type: none"> • Reading a narrative text • Answering questions to comprehend the text • Reading a narrative text and analyzing the generic structure of the text. • Studying difficult words. • Studying more information about narrative texts. <p>JCOT --- Finding out!</p> <ul style="list-style-type: none"> • Studying information about direct- indirect speech |

| | | | | | |
|------------------------------|--|---|--|---|---|
| | | | |  | <ul style="list-style-type: none"> • Changing direct speech into indirect speech and vice versa • Arranging jumbled words into sentences and jumbled sentences into a paragraph • Correcting grammatical problems • Filling the blank with appropriate conjunction <p>ICOT --- Let's Create</p> <ul style="list-style-type: none"> • Arranging jumbled paragraph into a good text • Rewriting the story of the arranged paragraph with their own words • Writing a narrative text based on their knowledge |
| <p>Unit 3 Let's cook</p> | <p>Students are able to:</p> <ul style="list-style-type: none"> • Identify the social purpose of procedure texts • Analyze the generic | <ul style="list-style-type: none"> • Example of procedure texts • Characteristics of procedure texts • Word lists related to the topic | <ul style="list-style-type: none"> • Simple present tense Example: The present suits your taste. • Imperative sentences Example: Put the tomato sauce. |   | <p>BKOF --- Starter</p> <ul style="list-style-type: none"> • Looking at a picture related to the topic. • Answering questions related to the topic based on their experience • Matching pictures with words related to the topic. |

| | | | | | |
|--|--|--|--|--|---|
| | <p>structure of procedure texts</p> <ul style="list-style-type: none"> Identify the use of imperative sentences Write their own procedure texts based on their knowledge | <ul style="list-style-type: none"> Explanation about imperative sentences | <ul style="list-style-type: none"> Vocabularies are related to the topic and procedure texts. |  | <p>MOT --- Let's Move!</p> <ul style="list-style-type: none"> Reading a procedure text Answering questions to comprehend the text Analyzing generic structure of the text Reading a procedure text and analyzing the generic structure of the text. Studying difficult words. Studying more information about procedure texts. <p>JCOT --- Finding out!</p> <ul style="list-style-type: none"> Studying information about imperative sentences Correcting grammatical problems Arranging jumbled words into sentences and jumbled sentences into a paragraph Filling the blank with chronological conjunction <p>ICOT --- Let's Create</p> <ul style="list-style-type: none"> Arranging jumbled paragraph into a good text |
|--|--|--|--|--|---|

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <ul style="list-style-type: none">• Rewriting the text of the arranged paragraph with their own words• Writing a procedure text based on their experiences |
|--|--|--|--|--|---|

APPENDIX D

The Description of the Developed Materials

Description of Tasks in Unit 1

| Vacation | |
|--|---|
| BKOF – Let’s Start! | |
| <p>Task 1 Instruction: Answer questions below based on your experiences.</p> | <p>Description: In this task, there are some pictures related to the topic and students are asked to answer some questions based on their experiences. The aim of this task is to stimulate the students to the materials that will be learnt. It also helps them to recall their present knowledge.</p> |
| <p>Task 2 Instruction: The following are some pictures of text types. Match each picture with suitable words.</p> | <p>Description: In this task, students are asked to match some pictures with the correct words. By doing this task, the students are expected to understand some types of recount texts.</p> |
| MOT – Let’s Move! | |
| <p>Task 3 Instruction: Read the following text and answer the questions below.</p> | <p>Description: In this task, students are asked to read a recount text and answer some questions. The text is completed with the name of each part. Then, the questions are implicitly directed to the generic structure of the text.</p> |
| <p>Task 4 Instruction: Read the following text and analyze the generic structure by completing each part with words below and filling the details.</p> | <p>Description: In this task, students are asked to read a recount text and analyze the generic structure by completing each part with suitable words and filling the details. The aim of this task is to check their understanding about the generic structure of a recount text.</p> |
| <p>Task 5 Instruction: Study the words below.</p> | <p>Description: In this task, students are asked to study some difficult words. It will help them to enrich their vocabularies.</p> |
| <p>Task 6 Instruction: Study the following information about the recount text.</p> | <p>Description: This task gives students an opportunity to understand more information about recount texts.</p> |
| JCOT – Finding Out! | |
| <p>Task 7</p> | <p>Description:</p> |

continued

continued

| | |
|--|--|
| <p>Instruction: Study the following information about the simple past tense.</p> | <p>This task gives students an opportunity to understand more information about the simple past tense.</p> |
| <p>Task 8 Instruction: Match the following verbs I with the correct form of verbs II. Number 1 has been done for you as the example.</p> | <p>Description: In this task, students are asked to match verbs I with the correct form of verbs II. It aims to check their understanding about verb forms.</p> |
| <p>Task 9 Instruction: Correct the grammatical problems in the sentences below.</p> | <p>Description: In this task, students are asked to correct the grammatical problem in the sentences. The purpose of this task is to check their understanding about grammar.</p> |
| <p>Task 10 Instruction: Change the underlined verbs with verbs in simple past forms.</p> | <p>Description: In this task, students are asked to change the underlined verbs with verb in the simple past forms. The aim of this task is to check their understanding about simple past tense.</p> |
| <p>Task 11 Instruction: There are seven grammatical problems in the text below. Circle the mistakes and write the correct form nearby.</p> | <p>Description: In this task, students are asked to find seven grammatical problems in the text. Then, they are asked to circle the mistakes and write the correct form nearby. It aims to check the students' understanding about simple past tense and the use of it in a recount text.</p> |
| <p>Task 12 Instruction: Arrange these jumbled words into good sentences.</p> | <p>Description: In this task, students are asked to arrange jumbled words into good sentences. It aims to give them a guided practice in writing sentences.</p> |
| <p>Task 13 Instruction: Arrange those jumbled sentences in Task 12 into a good paragraph.</p> | <p>Description: In this task, students are asked to arrange jumbled sentences in Task 12 into a good paragraph. It aims to give them a guided practice in writing a paragraph.</p> |
| <p>Task 14 Instruction: Fill the blanks with the appropriate chronological conjunctions.</p> | <p>Description: In this task, students are asked to fill the blanks with the appropriate chronological conjunctions. It aims to check their understanding about the use of conjunctions in a recount text.</p> |
| <p>ICOT – Let's Create!</p> | |

continued

continued

| | |
|--|---|
| <p>Task 15 Instruction: Arrange these jumbled paragraphs into a good text.</p> | <p>Description: In this task, students are asked to arrange jumbled paragraph into a good text. The purpose of this task is to give them a guided practice in writing a recount text.</p> |
| <p>Task 16 Instruction: In groups, rewrite the story of “Unpredictable Holiday” on your own words.</p> | <p>Description: In this task, students are asked to rewrite the arranged paragraph from task 15 in groups. It gives opportunities to practice writing a recount text and develop cooperation with their friends in doing tasks.</p> |
| <p>Task 17 Instruction: Individually, write your own recount text by choosing one of the themes below based on your experiences.</p> | <p>Description: In this task, students are asked to write their own recount texts by choosing one of the themes based on their experiences. It gives an opportunity to write a recount text individually.</p> |

Description of Tasks in Unit 2

| Stories | |
|--|---|
| BKOF – Let’s Start! | |
| <p>Task 1 Instruction: Answer questions below based on your experiences.</p> | <p>Description: In this task, there are some pictures related to the topic and students are asked to answer some questions based on their experiences. The aim of this task is to stimulate the students to the materials that will be learnt. It also helps them to recall their present knowledge.</p> |
| <p>Task 2 Instruction: The following are some pictures of text types. Match each picture with suitable words.</p> | <p>Description: In this task, students are asked to match some pictures with the correct words. By doing this task, the students are expected to understand some types of narrative texts.</p> |
| MOT – Let’s Move! | |
| <p>Task 3 Instruction: Read the following text and answer the questions below.</p> | <p>Description: In this task, students are asked to read a narrative text and answer some questions. The text is completed with the name of each part. Then, the questions are implicitly directed to the generic structure of the text.</p> |
| <p>Task 4 Instruction: Read the following text and analyze the generic structure by completing each part with words below and filling the details.</p> | <p>Description: In this task, students are asked to read a narrative text and analyze the generic structure by completing each part with suitable words and filling the details. The aim of this task is to check their understanding about the generic structure of a narrative text.</p> |
| <p>Task 5 Instruction: Study the words below.</p> | <p>Description: In this task, students are asked to study some difficult words. It will help them to enrich their vocabularies.</p> |
| <p>Task 6 Instruction: Study the following information about the narrative text.</p> | <p>Description: This task gives students an opportunity to understand more information about narrative texts.</p> |
| JCOT – Finding Out! | |
| <p>Task 7</p> | <p>Description:</p> |

continued

continued

| | |
|--|--|
| <p>Instruction: Study the following information about direct indirect sentences.</p> | <p>This task gives students an opportunity to understand more information about direct indirect sentences.</p> |
| <p>Task 8 Instruction: Change the direct speech into indirect speech.</p> | <p>Description: In this task, students are asked to change the direct speech into indirect speech. It aims to check their understanding about direct indirect speeches.</p> |
| <p>Task 9 Instruction: Change the indirect speech into direct speech.</p> | <p>Description: In this task, students are asked to change the indirect speech into direct speech. The purpose of this task is to check their understanding about direct indirect speeches.</p> |
| <p>Task 10 Instruction: Change the underlined verbs into the correct verbs by using the simple past tense.</p> | <p>Description: In this task, students are asked to change the underlined verbs with verb in the simple past forms. The aim of this task is to check their understanding about simple past tense.</p> |
| <p>Task 11 Instruction: There are eight grammatical problems in the text below. Circle the mistakes and write the correct form nearby.</p> | <p>Description: In this task, students are asked to find eight grammatical problems in the text. Then, they are asked to circle the mistakes and write the correct form nearby. It aims to check the students' understanding about simple past tense and the use of it in a narrative text.</p> |
| <p>Task 12 Instruction: Arrange these jumbled words into good sentences.</p> | <p>Description: In this task, students are asked to arrange jumbled words into good sentences. It aims to give them a guided practice in writing sentences.</p> |
| <p>Task 13 Instruction: Arrange those jumbled sentences in Task 12 into a good paragraph.</p> | <p>Description: In this task, students are asked to arrange jumbled sentences in Task 12 into a good paragraph. It aims to give them a guided practice in writing a paragraph.</p> |
| <p>Task 14 Instruction: Fill the blanks with the appropriate conjunctions.</p> | <p>Description: In this task, students are asked to fill the blanks with the appropriate conjunctions. It aims to check their understanding about the use of</p> |

continued

continued

| | |
|--|---|
| | conjunctions in a narrative text. |
| ICOT – Let’s Create! | |
| <p>Task 15 Instruction: Arrange these jumbled paragraphs into a good text.</p> | <p>Description: In this task, students are asked to arrange jumbled paragraph into a good text. The purpose of this task is to give them a guided practice in writing a narrative text.</p> |
| <p>Task 16 Instruction: In groups, rewrite the story of “The Prince and the Pea” on your own words.</p> | <p>Description: In this task, students are asked to rewrite the arranged paragraph from task 15 in groups. It gives opportunities to practice writing a narrative text and develop cooperation with their friends in doing tasks.</p> |
| <p>Task 17 Instruction: Individually, write your own narrative text by choosing one of the themes below based on your knowledge.</p> | <p>Description: In this task, students are asked to write their own narrative texts by choosing one of the themes based on their knowledge. It gives an opportunity to write a narrative text individually.</p> |

Description of Tasks in Unit 3

| Let's Cook | |
|--|---|
| BKOF – Let's Start! | |
| <p>Task 1 Instruction: Answer questions below based on your experiences.</p> | <p>Description: In this task, there are some pictures related to the topic and students are asked to answer some questions based on their experiences. The aim of this task is to stimulate the students to the materials that will be learnt. It also helps them to recall their present knowledge.</p> |
| <p>Task 2 Instruction: The following are some pictures of text types. Match each picture with suitable words.</p> | <p>Description: In this task, students are asked to match some pictures with the correct words. By doing this task, the students are expected to understand some types of procedure texts.</p> |
| MOT – Let's Move! | |
| <p>Task 3 Instruction: Read the following text and answer the questions below.</p> | <p>Description: In this task, students are asked to read a procedure text and answer some questions. The text is completed with the name of each part. Then, the questions are implicitly directed to the generic structure of the text.</p> |
| <p>Task 4 Instruction: Read the following text and analyze the generic structure by completing each part with words below and filling the details.</p> | <p>Description: In this task, students are asked to read a procedure text and analyze the generic structure by completing each part with suitable words and filling the details. The aim of this task is to check their understanding about the generic structure of a procedure text.</p> |
| <p>Task 5 Instruction: Study the words below.</p> | <p>Description: In this task, students are asked to study some difficult words. It will help them to enrich their vocabularies.</p> |
| <p>Task 6 Instruction: Study the following information about the procedure text.</p> | <p>Description: This task gives students an opportunity to understand more information about procedure texts.</p> |
| JCOT – Finding Out! | |
| <p>Task 7</p> | <p>Description:</p> |

continued

continued

| | |
|--|--|
| <p>Instruction: Study the following information about imperative.</p> | <p>This task gives students an opportunity to understand more information about imperative.</p> |
| <p>Task 8 Instruction: Change the underlined verbs into simple present forms.</p> | <p>Description: In this task, students are asked to change the underlined verbs with verb in the simple present forms. The aim of this task is to check their understanding about simple present tense.</p> |
| <p>Task 9 Instruction: There are five grammatical problems in the text below. Circle the mistakes and write the correct form nearby.</p> | <p>Description: In this task, students are asked to find five grammatical problems in the text. Then, they are asked to circle the mistakes and write the correct form nearby. It aims to check the students' understanding about simple present tense and the use of it in a procedure text.</p> |
| <p>Task 10 Instruction: Complete the following sentences with imperative verbs.</p> | <p>Description: In this task, students are asked to complete sentences with imperative verbs. The aim of this task is to check their understanding about imperative.</p> |
| <p>Task 11 Instruction: Arrange these jumbled words into good sentences.</p> | <p>Description: In this task, students are asked to arrange jumbled words into good sentences. It aims to give them a guided practice in writing sentences.</p> |
| <p>Task 12 Instruction: Arrange those jumbled sentences in Task 11 into a good paragraph.</p> | <p>Description: In this task, students are asked to arrange jumbled sentences in Task 11 into a good paragraph. It aims to give them a guided practice in writing a paragraph.</p> |
| <p>Task 13 Instruction: Fill the blanks with the appropriate conjunctions.</p> | <p>Description: In this task, students are asked to fill the blanks with the appropriate conjunctions. It aims to check their understanding about the use of conjunctions in a procedure text.</p> |
| <p>Task 14 Instruction: Arrange these jumbled paragraphs into a good text.</p> | <p>Description: In this task, students are asked to arrange jumbled paragraph into a good text. The purpose of this task is to give them a guided practice in writing a procedure text.</p> |

continued

continued

| ICOT – Let’s Create! | |
|--|---|
| <p>Task 15 Instruction: In groups, rewrite the text of “How to Make Pancake” with your own words.</p> | <p>Description: In this task, students are asked to rewrite the arranged paragraph from task 14 in groups. It gives opportunities to practice writing a procedure text and develop cooperation with their friends in doing tasks.</p> |
| <p>Task 16 Instruction: Individually, write your own procedure text by choosing one of the themes below based on your experiences.</p> | <p>Description: In this task, students are asked to write their own procedure texts by choosing one of the themes based on their experiences. It gives an opportunity to write a procedure text individually.</p> |

APPENDIX E

The First Draft of the Materials

WRITING WITH GENRE

WRITING WITH GENRE



For grade X of Senior High School

ROCHANA FITRI ALYANI



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UNIT 1 VACATION



Picture 1.1

In this unit you will learn:

- How to make recount texts

After learning this unit you are expected to:

- Identify the social purpose of recount texts
- Analyze the generic structure of recount texts
- Understand language features of recount texts
- Make your own recount texts

Let's Start!

Task 1

Answer questions below based on your experiences!



Picture 1.2

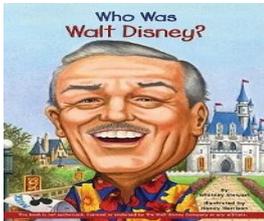


Picture 1.3

1. Have you gone on vacation?
2. Are there any vacation destinations in your city?
3. Is there any vacation destination that you want to visit?

Task 2

The following are some example texts. Match each picture with suitable words.



Picture 1.4



Picture 1.5

letter

biography

email

newspaper



Picture 1.6



Picture 1.7

Let's Move!

Task 3

Read the following text and answer the questions below!

Dear Allen,

Two years ago, I visited Borobudur Temple. I went there with my parent and my little sister. We went to Borobudur temple by car. I left my house at nine o'clock. It took us forty five minutes to drive a car. I arrived there at a quarter to ten. Along the road, I saw many vehicles, houses, buildings, trees, and peoples.

Orientation

After we arrived at the Borobudur temple, my father went to park the car. My mother, my little sister and i went to buy tickets. After we waited my father we entered into Borobudur temple area's. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Dinasty Syailendra. Borobudur Temple is the biggest temple in the world. It has 504 statue and 1.400 relief. From the top of the temple we can looked beautiful scenery. I played with my sister and bought drinks. Finally, we go back house.

Series of Events

I felt tired but I felt so happy can visited Borobudur temple with my family. I hope the temple was cared for by all of the visitors and the government.

Re Orientation

With love,

Picture 1.8

Andrew

Adapted from: www.inggrisindonesiaku.com

Questions

1. What is the text about?
2. What is the purpose of the text?
3. With whom did the writer visit Borobudur temple?
4. Where is the location of Borobudur temple?
5. What did the writer do after buying tickets?
6. How was the writers' feeling after visiting Borobudur temple?

♥ Task 4

Read the following text and analyze the generic structure by completing each part with words below and filling the details.

Holiday in Semirang Waterfall

On Sunday, I and my best friend, Sari, visited Semirang Waterfall in Ungaran. It was the first time for me to visit the waterfall.

When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green.

In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was too bad for me because the distance to see the waterfall was too far.

After taking so far distance, we found Semirang Waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall. Hearing the sound of falling water made me peace and relax. It was also excellent drowning out background sound. Playing with the water made me feel so happy.

Picture 1.9

Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.

Adapted from: www.englishindo.com



| | | |
|-------------------------|-------------------------------|---------------------|
| Title | Holiday in Semirang Waterfall | |
| _____ _____ _____ | | Orientation |
| _____ _____ _____ | | Series of Events |
| _____ | | Re Orientation |



Task 5

Study the vocabularies below.

| Verb II | Verb I | Meaning |
|---------|--------|-------------|
| visited | visit | mengunjungi |
| arrived | arrive | tiba |
| felt | feel | merasa |
| took | take | mengambil |
| found | find | menemukan |
| enjoyed | enjoy | menikmati |
| made | make | membuat |

■ Regular verb
■ Irregular verb

♥ Task 6

Study the following information about recount text.

Recount Text

A recount text tells events that happened in the past.

Examples of recount are biographies, newspapers, letters, textbooks, email, and conversations.

It consists of three parts namely orientation, series of events, and re orientation

- **Orientation** : introduce participants, place, and time
- **Series of events** : describe series of events that happened in the past
- **Re orientation** : summarize events that happened in the past

Language features:

- **Introducing personal participants;** I, my parent, my little sister, etc
- **Using chronological conjunction;** first, then, after that, etc
- **Using simple past tense;** went, arrived, entered, etc

Finding Out!

♥ Task 7

Study the following information about simple past tense

Simple past tense

A simple past tense is used to express the idea that an action started and finished at a specific time in the past. There are two types of verbs; regular and irregular verbs.

Regular verbs : the past forms end in -ed

- My parents and I **visited** Ratu Boko temple last week.
- We **entered** the museum together.
- The temple **closed** at 5 p.m

Irregular verbs : some verbs have irregular past form

- I **went** to the beach two weeks ago.
- There **were** many tourists at the beach.
- We **had** a delicious lunch after swimming.

In negative and interrogative forms, we use did and follow by the present verbs form

- My father **did not know** the way to Umbul Sidomukti.
- **Did** you **go** to Waterboom last week?

♥ Task 8

Match the following verbs I with the correct form of verbs II. Number 1 has been done for you as the example.

- | | | |
|-------------|---|------------|
| 1. have | → | gave |
| 2. take | | remembered |
| 3. give | | had |
| 4. think | | took |
| 5. remember | | drove |
| 6. drive | | thought |

♥ Task 9

Correct the grammatical problems in the sentences below.

| | |
|--|--------|
| 1. My mom <u>buys</u> some food before the trip yesterday. | bought |
| 2. Last year, my brother goes to Shanghai. | |
| 3. They start their vacation this morning. | |
| 4. The ship arrives a minute ago. | |
| 5. His father prepares holiday tickets last month. | |
| 6. My friend and I go surfing last Friday. | |

♥ Task 10

Change the underlined verbs with verbs in simple past forms.

Fantastic Holiday at Yogyakarta

Last week, I(go) to Yogyakarta with my family. My father (drives) the car. My mother (sits) beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father (prepares) the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I (pack) some clothes. After everything (gets) ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We (arrive) at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I (see) many foreign visitors too. My parents (watch) us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We (are) tired but happy.

Adapted from: www.inggrisindonesiaku.com



Picture 1.10

♥ Task 11

There are seven grammatical problems in the text below. Circle the mistakes and write the correct form nearby.

Visiting to the Zoo



Yesterday my family go to the zoo to see the elephant. When we get to the zoo, we went to the shop to buy some food to give to the animals.

Picture 1.11

After getting the food we went to the nocturnal house where we see birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It is a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we feed some birds in the park. In the afternoon we saw the animals being fed.

When we return home we were tired but happy because we have so much fun.

Adapted from: www.inggrisindonesiaku.com

♥ Task 12

Arrange these jumbled words into good sentences.

1. I – vacation – last – hometown – decided – go – to – Sleman – in – my - to

Last Vacation, I decided to go to my hometown in Sleman.

2. Our – went – then – homes – we - to

3. blue – friends – went – I – my – with – went – lagoon – to

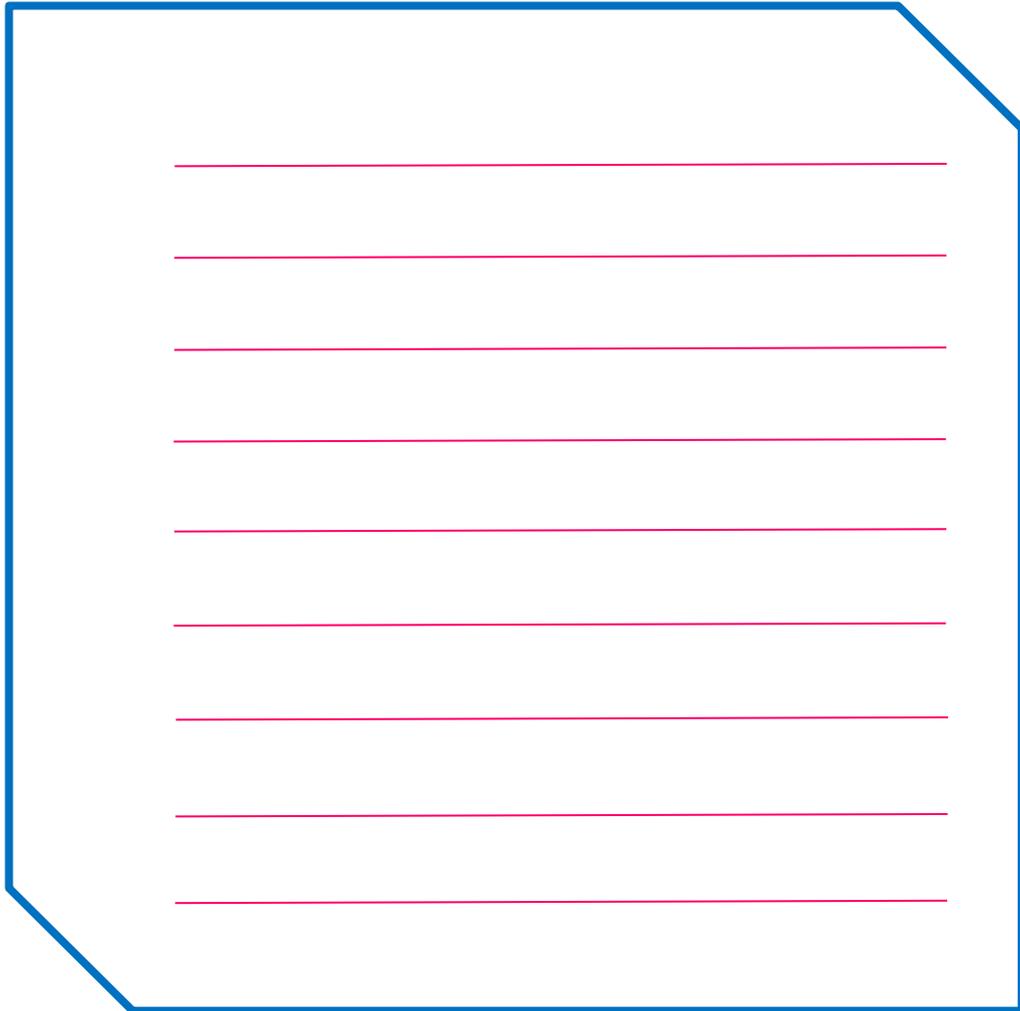
4. Time – could – I – Lagoon – hope – next – I – visit - Blue

5. Swim – friends – could – I – and – my – lagoon – to – in – the - wait - not

6. Decided – three – later – swimming – hours – to – we – finish

♥ Task 13

Arrange those jumbled sentences in task 12 into a good paragraph.



♥ Task 14

Fill the blanks with the appropriate chronological conjunctions.

At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. (2) we decided to take freeway to save the time. For about thirty minutes later, we were out. We tried to find a store to buy some food and drink as our provisions. (...), we continued our trip to Boyolali. In the afternoon, we arrived and came in to one of my friend's house first. There, we could take some rest and had lunch together. (...), according to the plan, we had to continue our trip to go to Tlatar. (...) we got a lot of gift, we went to Tlatar. The way to get there was really nice, we could see the fields and woods around us with the beautiful mountain behind them. (...), we could feel the fresh air.

Adapted from: vinny-oxtafianica.blogspot.co.id



LET'S CREATE!

Task 15

Arrange these jumbled paragraphs into a good text!

Unpredictable Holiday

| | |
|--|---|
| <p>3 hours later, we decided to finish swimming. Around 11 o'clock we went back to the house of my siblings. There, we had a lunch. My siblings had prepared a delicious meal for us. After lunch, we packed our things. Then, we went to our homes. It was a very memorable holiday for me. I hope I could visit Krui Beach next time.</p> | 5 |
| <p>Last Vacation, I decided to go to my hometown in Lampung. There was a city that has a nice beach. The beach was known as Krui beach. I went to the Krui beach with my friends. I stayed at one of my siblings' house. It took about 9 hours from Bandar Lampung to Krui. I arrived at Krui around 7 pm.</p> | |
| <p>My friends and I could not wait to swim in the sea. In a seconds, all of us could fell the warm of sea water. In this Krui beach, there were a lot of big waves. The height were about 3 to 5 meters. We are not afraid of those waves. Because we had been swimming in the sea that have big waves. However, my two friends, Junaedi and Ajono, could not swim well. So they only dared on the beach</p> | |
| <p>In the morning, we woke up around 6 am. Then we were ready to go to the beach. None of us were bathing. Because we wanted to fell sea water at the beach. In krui beach, we immediately saw a nice view of the beach and beautiful sea. There were a lot of palm trees along the coast. The sand on the Krui beach were also very white. There were only a few visitors came here. So the beach was still maintained neatly.</p> | |
| <p>Since it was night so we decided to go to the beach tomorrow morning. However, in the evening we also had interesting time. We bought may fishes. There were tunas and groupers. We had big dinner together with my friends and siblings. My siblings who lives in Krui helped to give seasoning to the fish. After a few minutes, we finished cooking. Then, we ate many delicious grilled fish. Several hours later, we went to bed</p> | |

♥ Task 16

In groups, retell the story of "Unpredictable Holiday" with your own words.

A large rectangular box with a purple border, containing ten horizontal blue lines for writing. The bottom right corner of the box is folded over, showing a grey triangular area.

♥ Task 17

Individually, make your own recount text by choosing the themes below based on your experiences.

- Holiday with family Trip with friends Short trip with schoolmates

A large rectangular writing area with a light orange border and a white interior. The interior contains 15 horizontal orange lines for writing.

LET'S SUMMARIZE!

Recount Text

A recount text tells events that happened in the past. Examples of recount are biographies, newspapers, letters, textbooks email, and conversations.

It consists of three parts namely orientation, series of events, and re orientation.

Simple past tense

A simple past tense is used to express the idea that an action started and finished at a specific time in the past. There are two types of verbs; regular and irregular verbs.

Regular verbs : the past forms end in -ed

- My parents and I visited Ratu Boko temple last week.

Irregular verbs : some verbs have irregular past form

- I went to the beach two weeks ago.

Reflection

Read the statements and response by putting a tick (√) to the column.

| statements | agree | disagree |
|--|-------|----------|
| I can identify the social purpose of the texts | | |
| I can analyze the generic structure of the texts | | |
| I understand the language features of the texts | | |
| I can write my own texts | | |

UNIT 2 STORIES



Picture 2.1

In this unit you will learn:

- How to make narrative texts

After learning this unit you are expected to:

- Identify the social purpose of narrative texts
- Analyze the generic structure of narrative texts
- Understand language features of narrative texts
- Make your own narrative texts

Let's Start!

Task 1

Answer questions below based on your experiences!



Picture 2.2



Picture 2.3

1. Do you like reading stories?
2. What is your favorite story?
3. Why do you like it?

Task 2

The following are some example texts. Match each picture with suitable type of texts.



Picture 2.4



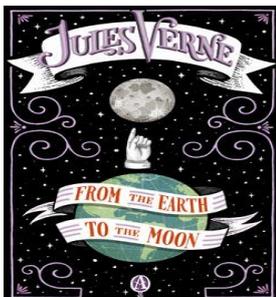
Picture 2.5

fable

fairy tale

legend

science fiction



Picture 2.6



Picture 2.7

Let's Move!

Task 3

Read the following text and answer the questions below!

The Monkey and The Crocodile



Picture 2.8

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank." The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Adapted from: virdamufida.blogspot.co.id

Orientation

Conflict

Climax

Resolution

Questions

1. What is the text about?
2. What is the purpose of the text?
3. Who are the characters in the text?
4. What did the crocodile say in the middle of the river?

5. What did the writer do when his father parked the car?
6. How was the ending of the story?

♥ Task 4

Read the following text and analyze the generic structure by completing each part with words below and filling the details.

The Ant and the Dove

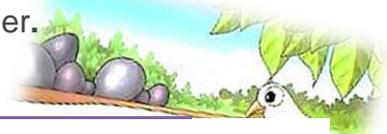
An ant went to the river for a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown," he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove perched on a tree hanging over the water. She saw the ant struggling and quickly bit off a leaf and let it fall into the water. The ant climbed upon it and floated down the river, until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life," but of course the dove couldn't hear him.

Several days afterwards, the dove again perched on the tree, a hunter crept up stealthily to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten on the leg by an ant.

He screamed in pain and dropped his gun. This frightened the dove and she flew away. "Thank you, kind ant," cooed the dove. The ant heard it and was happy that he could help her.

Adapted from: englishstory12.blogspot.co.id



Picture 2.9



| | | |
|--------------|-----------------------------|--------------------|
| Title | The Ant and the Dove | |
| _____ | | Orientation |
| _____ | | Problems |
| _____ | | Climax |
| _____ | | Resolution |



Task 5

Study the vocabularies below.

| Verb II | Verb I | Meaning |
|---------|--------|------------|
| came | come | datang |
| had | have | memiliki |
| slipped | slip | terpeleset |
| dropped | drop | terjatuh |
| moved | move | pindah |
| carried | carry | membawa |
| bit | bite | menggigit |

■ Regular verb
■ Irregular verb

♥ Task 6

Study the following information about narrative text.

Narrative Text

The aim of a narrative text is to entertain the readers. There are some type of narrative text namely legend, fable, fairytale, science fiction.

It consists of three parts namely orientation, conflict, climax, and resolution.

- **Orientation** : it introduces characters and setting of the story
- **Conflict** : it is something unexpected that happens in the story
- **Climax** : it is the peak of tension in the story
- **Resolution** : it is when the main characters solve the problem of the story

Language features:

- **Using adjective to build noun groups**; old father, young lady
- **Using temporal conjunction**; one day, once upon a time
- **Using past tense**; He wanted to cross a river
- **Using direct indirect speeches**; "Help, help, help!" shout the ant

Finding Out!

♥ Task 7

Study the following information about direct indirect sentences.

Direct – Indirect Speech

Direct speeches are sentences that written in between two quotation marks that show what somebody said to others. Direct speeches are used to say what other people say, think, or believe. **Thus, to change the direct speeches into indirect speeches change the verbs into past tense.**

| Direct | Indirect |
|---|--|
| "I can't tell you his intelligence", said the buffalo to the tiger. | The buffalo said to the tiger that he could not tell his intelligence. |
| "She dropped her shoes", said the prince. | The prince said that she had dropped her shoes. |

The form of adverbial of time and place are also change

e.g. now ----- then

tomorrow ----- the following day

here ----- there

♥ Task 8

Change the direct speech into indirect speech!

1. "It's the best water", said the fox.

The fox said that it was the best water.

2. "It's my husband!" cried the giantess.

3. "Why, the pretty little thing is hardly as big as my thumb!" cried the woman.

4. The buffalo answered, "Oh, the man is very intelligent."

5. "Oh, it was terrible" answered the princess.

♥ Task 9

Change the indirect speech into direct speech!

1. She said that her name was Snow White.

"My name is Snow White", she said.

2. The buffalo said that the man was very intelligent.

3. The princess said that she had received the message.

4. Her step mother said that she had to clean the house

5. Pinocchio said that he was not lying

♥ Task 10

Change the underlined verbs into the correct verbs by using simple past tense.

THREE FISH

Once three fish lived in a pond. One evening, some fishermen (pass) by the pond and saw the fish. "This pond is full of fish", they (tell) each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he (is) troubled. He called the other fish together and said, "Did you hear what the fishermen said? W must leave this pond at once. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave the pond."

But the youngest fish (laughs). "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe".

The eldest of the fish (leaves) the pond that very evening with his entire family. The second fish (see) the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish (refuses) to leave even then.

The fishermen arrived and (catches) all the fish left in the pond. The third fish's luck (does not) help him. He was caught and (killed).

Adapted from: virdamufida.blogspot.co.id



Picture 2.10

♥ Task 11

There are eight grammatical problems in the text below. Circle the mistakes and write the correct form nearby.

Golden Eggs

Long time ago a remote village, in central China is inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prays hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passes by his house took pity on him. He gives him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.” A week later to almost surprise the farmer finds and egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improve but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only lays one golden egg every six months.

The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regrets for his foolishness, it’s already too late.

Adapted from: www.blogpetang.com



Picture 2.11

♥ Task 12

Arrange these jumbled words into good sentences.

1. Tiger – asked – do – why – you – man – tells – do – you – the - everything
 “Why do you do everything the man tells you?” asked the tiger.
2. Man – tiger - hit – and – plough – tied – the – tree – to – a – took – his – then – the – tiger - the
3. There – once – farmer – was – ploughed – buffalo – his – who – field – with – a
4. Intelligence – see – tiger – asked – the – next – man – the - your – I - can – day - the

5. Buffalo – oh – man – the – intelligent – very – the – answered - is

6. Listening – farmer – was – the – surprised – tiger – animal – big – see – the – to – a

 **Task 13**

Arrange those jumbled sentences in task 12 into a good paragraph.



♥ Task 14

Fill the blanks with the appropriate conjunctions.

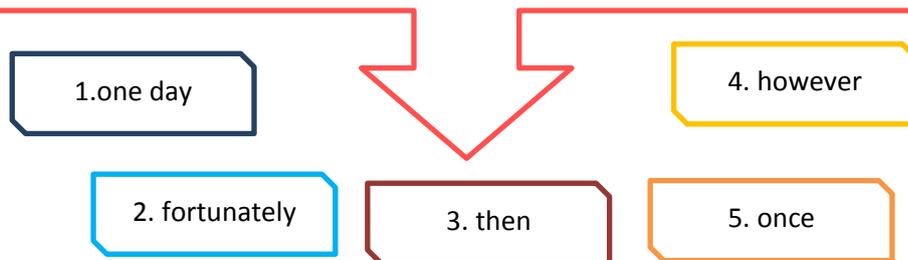
(5) , there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

(...) , the bear called over the rabbit and asked the rabbit to take his bow and arrows. "Take them and give me some delicious meat!", said the bear. "Okay, I will do that," answered the rabbit. The rabbit was fearing to arouse the bear's anger so he could not refuse it. (...) he went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats _____ left _____ after.

(...) the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. (...) , the youngest child was very kind to the rabbit. He was very hearty eater. He gave the meat to the rabbit with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal.

Adapted from: www.disukai.com



LET'S CREATE!

♥ Task 15

Arrange these jumbled paragraphs into a good text!

The Prince and the Pea

One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.

2

“Well, said the old queen. We’ll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattress on top of the pea, and then twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.

There once was a prince who wanted to marry a princess, but it had to be real princess. So he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after along time, the prince went back home to his parents and was very sad.

Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea trough twenty mattresses and twenty blankets. Only a real princess will be able to do that. So the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it’s still there today.

The next morning the queen asked the princess how she had slept.“Oh, it was terrible” answered the princess. I didn’t close my eyes all night. I don’t know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night.”

A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside.

♥ Task 16

In groups, retell the story of "The Prince and the Pea" with your own words.

A large, rounded rectangular writing area with a teal border and a scroll effect at the top and bottom. It contains 15 horizontal green lines for writing.

Let's Summarize!

Narrative Text

- The aim of a narrative text is to entertain the readers. There are some type of narrative text namely legend, fable, fairytale, science fiction.
- It consists of three parts namely orientation, conflict, climax, and resolution.

Direct – Indirect Speech

- Direct speeches are sentences that written in between two quotation marks that show what somebody said to others. Direct speeches are used to say what other people say, think, or believe. Thus, to change the direct speeches into indirect speeches change the verbs into past tense.

Reflection

Read the statements and response by putting a tick (√) to the column.

| statements | agree | disagree |
|--|-------|----------|
| I can identify the social purpose of the texts | | |
| I can analyze the generic structure of the texts | | |
| I understand the language features of the texts | | |
| I can write my own texts | | |

UNIT 3

LET'S COOK



Picture 3.1

In this unit you will learn:

- How to make procedure texts

After learning this unit you are expected to:

- Identify the social purpose of procedure texts
- Analyze the generic structure of procedure texts
- Understand language features of procedure texts
- Make your own procedure texts

Let's Start!

Task 1

Answer questions below based on your experiences!



Picture 3.2

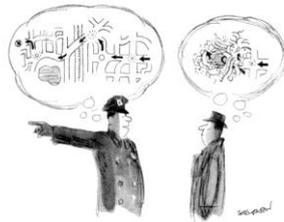


Picture 3.3

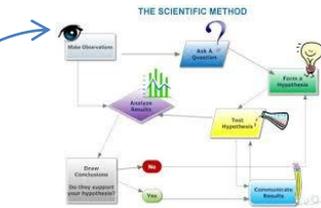
1. Do you like cooking?
2. What is your favorite food?
3. Can you cook your favorite food by yourself?

Task 2

The following are some example texts. Match each picture with suitable words.



Picture 3.4



Picture 3.5

direction

experiments

recipes

instructions



Picture 3.6



Picture 3.7

Let's Move!

Task 3

Read the following text and answer the questions below!

How to Make Fried Rice



Picture 3.8

Ingredients :

- 2 plates of rice
- 1 clove of garlic and onion
- 1 tablespoon tomato sauce
- 1 egg
- 100 grams of chicken meat
- 1 tablespoon cooking oil
- Salt

Steps:

1. First, heat oil and saute garlic until the garlic smell out, and also saute onion.
2. After that add chicken, stir briefly until slightly cooked.
3. Next add the eggs, stirring until eggs are cooked cracked.
4. Then insert white rice, tomato sauce, and salt, mix well with the spices.
5. After that, the present suits your taste, you can add fried shrimp, or even crackers.

Adapted from: www.kursusmudahbahasainggris.com

goal

materials

steps

Questions

1. What is the text about?
2. What is the purpose of the text?
3. What are the ingredients needed to make fried rice?
4. When the chicken is added?
5. What is the last step to make fried rice?

♥ Task 4

Read the following text and analyze the generic structure by completing each part with words below and filling the details.

HOW TO MAKE SANDWICH



Picture 3.9

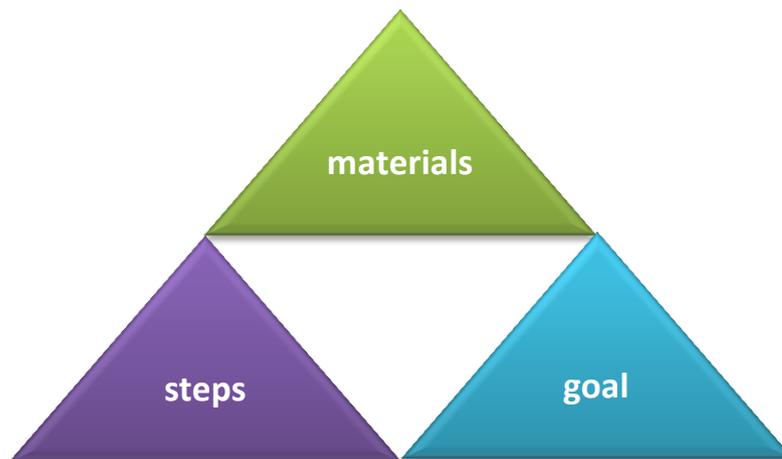
MATERIALS :

- Two slice of bread
- Cheddar cheese
- Tomato sauce
- Mayonnaise
- Tomatoes
- Lettuce leaves

STEPS :

1. First, place a slice of bread on the plate.
2. Second, put the tomato sauce.
3. Third, add salad, slice tomatoes, cheddar cheese, mayonnaise, tomato sauce.
4. After that, add lettuce leaves
5. Then, put a slice of bread on the top and finally, serve it!

Adapted from: www.kursusmudahbahasainggris.com



♥ Task 5

Study the vocabularies below.

| Verb | Meaning |
|-------|-------------|
| place | letakkan |
| put | membubuhkan |
| slice | mengiris |
| add | menambahkan |
| serve | menyajikan |

♥ Task 6

Study the following information about procedure text.

Procedure Text

A procedure text tells readers how to do something in some steps. There are some types of procedure texts namely recipes, experiments, directions, and instructions.

It consists of three parts:

- The goal of the activity
- The materials needed
- The steps to accomplish the goal

Language features

- **Using present tense action verbs** ; put, mix, pour
- **Using imperative sentences** ; Turn off the oven!
- **Using connectives to sequence the actions** ; then, while
- **Using adverbial to express the details of time, place, manners** ; for ten minutes, carefully

Finding Out!

♥ Task 7

Study the following information about imperative.

Imperative

Imperative is a verb which is used to give commands, instructions, warnings, advices, and requests.

The verb used is kind of bare verb (without "to")

- Go!, Sit down!, Be careful!

The verb doesn't need subject because the subject "you" is elliptical

- Turn off the oven!

The negative form can be made by adding "don't" before the verb

- Don't put too much sugar.

♥ Task 8

Change the underlined verbs into simple present forms.

How to Make Cake

Ingredients:

- 12 eggs
- 1/4 kg of butter
- 3/8 kg of sugar
- 2 sachet of vanilla
- 1/2 tbs of Ovalet
- 3 1/2 ons of wheat flour
- 5 tbs of milk powder
- 1 package of chocolate powder



Picture 3.10

Steps:

1. (Removed) the egg yolk and albumen and (placed) them in different bowl.
2. (Mixed) the butter, sugar, vanilla, and ovalet for 10 minutes.
3. Put the yolk into the dough and (blended) again at least 10 minutes.
4. (Poured) the wheat flour little by little into the dough and stir well.
5. Pour the milk powder little by little into the dough and (stirred) well.
6. Pour the chocolate powder little by little into the dough and stir well.
7. Blend the albumen around 5 minutes.
8. Pour the albumen into the dough. Blend them around 10 minutes.
9. (Prepared) a baking pan lubricated with butter. Pour the dough. Put into the oven and (baked) around 40 minutes in 25 degrees celcius.
10. (Lifted) the cake and put on the plate. Spread some sugar on it. The bolu cake is ready to (served).

Adapted from: brechonana.blogspot.com

♥ Task 9

There are five grammatical problems in the text below. Circle the mistakes and write the correct form nearby.

How to Make Chicken Soup

Material:

- 1 kg whole chicken
- 4 carrots, halved
- 4 stalks celery, halved
- 1 large onion, halved
- water to cover
- salt and pepper to taste
- 1 teaspoon chicken bouillon granules



Picture 3.11

Steps:

1. Add chicken, carrots, celery and onion in a large soup pot and covered with cold water.
2. Heated and simmer, uncovered, until the chicken meat falls from the bones (skim off foam every so often).
3. Take everything out of the pan. Strain broth.
4. Chooses meat from the bones and cut the carrots, celery and onions. Season broth with salt, pepper and chicken broth to taste, if desired.
5. Returns the chicken, carrots, celery and onions to the pan, stirred together chicken soup prepared in the present .

Adapted from: brechonana.blogspot.com

♥ Task 10

Complete the following sentences with imperative verbs.

| | |
|--|------------|
| 1. ... the omelet before it turns brown. | don't fold |
| 2. ...some water to make the broth. | |
| 3. ... the carrots into pieces. | |
| 4. ... some sugar to make it sweet. | |
| 5. ... too much chilly. It will be spicy | |
| 6. ... the stove after ten minutes. | |

♥ Task 11

Arrange these jumbled words into good sentences.

1. blender – on – wait – second – the – orange – cubes – and – ice – dissolved – until – turn - the

Second, turn on the blender. Wait until the orange and ice cubes dissolved.

2. glass – pour – a – next – into - it

3. tablespoons – then – two – put – blender – sugar – into – and - the – a – blender – second – fifteen – of -turn

4. the – enjoy – juice – lastly

5. orange – the – first – put – blender – a – cubes – into – ice - and

♥ Task 12

Arrange those jumbled sentences in task 11 into a good paragraph.

A large blue-outlined box with a slanted top-left and bottom-right corner, containing seven horizontal lines for writing.

♥ Task 13

Fill the blanks with the appropriate conjunctions.

(5) cut tomatoes, onions, and garlic into small pieces. (...) fry them in a pan with butter for five minutes. (...), add water, spices, salt and pepper. (...), heat until the water boils. (...), turn down the heat and cover with lid. Cook gently for one hour.

Adapted from: <http://fujianto21-chikafe.blogspot.com/>

1.second

2.finallv

3.then

4.next

5.first

Let's Create!

♥ Task 14

Arrange these jumbled paragraphs into a good text!

How to Make Pancake

| | |
|--|---|
| Break the 2 eggs into the bowl then mix it with a spoon. | 4 |
| Put the milk in the bowl. | |
| Put the flour in the bowl. | |
| Heat up the pan and put the butter. | |
| Put milk in a cup, make sure it's 250 ml of milk. | |
| Your pancake is ready to be served. | |
| Let the pancake mix cook about 5 minutes. | |
| Flip pancake over when the top is brown. | |
| Put the mix in the pan. | |

♥ Task 15

In groups, retell the story of "How to Make Pancake" with your own words.



A large green rectangular frame with a 3D effect, containing 15 horizontal yellow lines for writing. The lines are evenly spaced and extend across most of the width of the frame.

 **Task 16**

Individually, make your own procedure text by choosing one of the themes below based on your experiences.

 My favorite cakes

 Simple Breakfast

 Fresh beverages



Let's Summarize!

Procedure Text

A procedure text tells readers how to do something in some steps. There are some types of procedure texts namely recipes, experiments, directions, and instructions.

It consists of three parts namely goal, materials, and steps.

Imperative

Imperative is a verb which is used to give commands, instructions, warnings, advices, and requests.

The verb used is kind of bare verb (without "to")

- Go!, Sit down!, Be careful!

The verb doesn't need subject because the subject "you" is elliptical

- Turn off the oven!

Reflection

Read the statements and response by putting a tick (✓) to the column.

| statements | agree | disagree |
|--|-------|----------|
| I can identify the social purpose of the texts | | |
| I can analyze the generic structure of the texts | | |
| I understand the language features of the texts | | |
| I can write my own texts | | |

Picture Sources

| | |
|---------------|--|
| Cover | www.sped2015.ro |
| Unit 1 | |
| Picture 1.1 | noahpinionblog.blogspot.com |
| Picture 1.2 | www.familytravel.com |
| Picture 1.3 | www.monggotourandtravel.blogspot.com |
| Picture 1.4 | www.vromansbookstore.com |
| Picture 1.5 | www.smholidayclaims.com |
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| Picture 1.10 | www.inggrisindonesiaku.com |
| Picture 1.11 | www.inggrisindonesiaku.com |
| Unit 2 | |
| Picture 2.1 | aidemmedia.com |
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| Picture 3.1 | www.gha.com |
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| Picture 3.6 | www.manualowl.com |
| Picture 3.7 | www.bakersedge.com |
| Picture 3.8 | www.kursusmudahbahasainggris.com |
| Picture 3.9 | www.kursusmudahbahasainggris.com |
| Picture 3.10 | brechonana.blogspot.com |
| Picture 3.11 | brechonana.blogspot.com |

APPENDIX F

The Expert Judgment Questionnaire

SURAT PERMOHONAN EXPERT JUDGEMENT

Hal : Permohonan Kesiediaan Expert Judgement

Kepada
Yth. Drs.Suharso, M.Pd
Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi Jurusan Pendidikan Bahasa Inggris mengenai penelitian dan pengembangan materi pembelajaran bahasa Inggris khususnya *writing* yang berjudul “*Developing Writing Materials by using Genre-Based Approach for the First Semester of Tenth Grade Students in Senior High School*” oleh :

Nama : Rochana Fitri Alyani
NIM : 11202244038
Jurusan : Pendidikan Bahasa Inggris

Peneliti memohon bantuan Ahli Materi untuk memvalidasi materi pembelajaran bahasa Inggris yang telah kami rancang. Materi pembelajaran bahasa Inggris khususnya materi *writing* ini, digunakan untuk kelas X SMA. Untuk itu, kami memohon kesediaan Bapak untuk bisa memberikan penilaian demi mendapatkan materi pembelajaran bahasa Inggris khususnya materi *writing* yang baik.

Atas bantuan dan kesediaan Bapak, kami mengucapkan terimakasih.

Yogyakarta, 13 November 2015

Mengetahui
Ketua Jurusan
Pendidikan Bahasa Inggris

Pemohon

Drs. Samsul Maarif, M.A
NIP. 19530423 197803 1 004

Rochana Fitri Alyani
NIM. 11202244038

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS

Developing Writing Materials by using Genre-Based Approach for the First Semester of Tenth Grade Students in Senior High School

A. IDENTITAS RESPONDEN

Nama :
 Jenis Kelamin : L/P (coret yang tidak sesuai)
 Pekerjaan :
 Instansi :

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (√) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak/Ibu.

Keterangan:

SS : Sangat Setuju (4)

TS : Tidak Setuju (2)

S : Setuju (3)

STS : Sangat Tidak Setuju (1)

| UNIT 1 | |
|----------------------------|---|
| Judul: | <i>Vacation</i> |
| Materi: | <i>Recount</i> |
| Semester: | I |
| Standar Kompetensi: | 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari. |
| Kompetensi Dasar: | 6. 2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> |

| No. | Pernyataan | SS | S | TS | STS |
|----------------------|---|----|---|----|-----|
| Kelayakan Isi | | | | | |
| 1. | Materi yang dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar KTSP 2006 untuk kelas X SMA. | | | | |
| 2. | Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> . | | | | |
| 3. | Topik unit materi pembelajaran relevan | | | | |

| | | | | | |
|----------------------------|--|--|--|--|--|
| | dengan konteks kehidupan sehari-hari. | | | | |
| 4. | Teks unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari | | | | |
| 5. | Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks. | | | | |
| 6. | Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks. | | | | |
| 7. | Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks. | | | | |
| 8. | Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima. | | | | |
| Kelayakan Bahasa | | | | | |
| 9. | Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat pendidikan peserta didik. | | | | |
| 10. | Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik. | | | | |
| 11. | Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat. | | | | |
| 12. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna. | | | | |
| Kelayakan Penyajian | | | | | |
| 13. | Pada setiap unit dilengkapi dengan input teks yang memadai. | | | | |
| 14. | Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri. | | | | |
| 15. | Materi pembelajaran disajikan dari kegiatan yang mudah berturut-turut ke kegiatan yang sulit. | | | | |
| 16. | Setiap <i>task</i> diawali dengan contoh pengerjaan. | | | | |
| 17. | Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi secara tertulis. | | | | |

| | | | | | |
|-------------------------|---|--|--|--|--|
| 18. | Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran. | | | | |
| 19. | Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut. | | | | |
| 20. | Dalam tiap unit materi dilengkapi dengan refleksi untuk evaluasi pembelajaran. | | | | |
| Kelayakan Grafis | | | | | |
| 21. | Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional. | | | | |
| 22. | Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional. | | | | |
| 23. | Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi. | | | | |

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

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

.....

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

.....

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

.....

| UNIT 2 | |
|---|--|
| Judul: <i>Stories</i> | |
| Materi: <i>Narrative</i> | |
| Semester: I | |
| Standar Kompetensi: | |
| 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari. | |
| Kompetensi Dasar: | |
| 6. 2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> | |

| No. | Pernyataan | SS | S | TS | STS |
|-------------------------|--|----|---|----|-----|
| Kelayakan Isi | | | | | |
| 1. | Materi yang dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar KTSP 2006 untuk kelas X SMA. | | | | |
| 2. | Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> . | | | | |
| 3. | Topik unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari. | | | | |
| 4. | Teks unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari | | | | |
| 5. | Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks. | | | | |
| 6. | Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks. | | | | |
| 7. | Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks. | | | | |
| 8. | Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima. | | | | |
| Kelayakan Bahasa | | | | | |
| 9. | Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat pendidikan peserta didik. | | | | |
| 10. | Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik. | | | | |
| 11. | Bahasa yang digunakan dalam materi | | | | |

| | | | | | |
|----------------------------|--|--|--|--|--|
| | pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat. | | | | |
| 12. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna. | | | | |
| Kelayakan Penyajian | | | | | |
| 13. | Pada setiap unit dilengkapi dengan input teks yang memadai. | | | | |
| 14. | Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri. | | | | |
| 15. | Materi pembelajaran disajikan dari kegiatan yang mudah berturut-turut ke kegiatan yang sulit. | | | | |
| 16. | Setiap <i>task</i> diawali dengan contoh pengerjaan. | | | | |
| 17. | Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi secara tertulis. | | | | |
| 18. | Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran. | | | | |
| 19. | Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut. | | | | |
| 20. | Dalam tiap unit materi dilengkapi dengan refleksi untuk evaluasi pembelajaran. | | | | |
| Kelayakan Grafis | | | | | |
| 21. | Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional. | | | | |
| 22. | Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional. | | | | |
| 23. | Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi. | | | | |

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

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

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

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

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

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

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

UNIT 3

Judul: *Let's Cook*

Materi: *Procedure*

Semester: I

Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

6. 2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

| No. | Pernyataan | SS | S | TS | STS |
|-------------------------|--|----|---|----|-----|
| Kelayakan Isi | | | | | |
| 1. | Materi yang dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar KTSP 2006 untuk kelas X SMA. | | | | |
| 2. | Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> . | | | | |
| 3. | Topik unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari. | | | | |
| 4. | Teks unit materi pembelajaran relevan dengan konteks kehidupan sehari-hari | | | | |
| 5. | Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks. | | | | |
| 6. | Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks. | | | | |
| 7. | Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks. | | | | |
| 8. | Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima. | | | | |
| Kelayakan Bahasa | | | | | |
| 9. | Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat pendidikan peserta didik. | | | | |
| 10. | Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik. | | | | |
| 11. | Bahasa yang digunakan dalam materi | | | | |

| | | | | | |
|----------------------------|--|--|--|--|--|
| | pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat. | | | | |
| 12. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna. | | | | |
| Kelayakan Penyajian | | | | | |
| 13. | Pada setiap unit dilengkapi dengan input teks yang memadai. | | | | |
| 14. | Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri. | | | | |
| 15. | Materi pembelajaran disajikan dari kegiatan yang mudah berturut-turut ke kegiatan yang sulit. | | | | |
| 16. | Setiap <i>task</i> diawali dengan contoh pengerjaan. | | | | |
| 17. | Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi secara tertulis. | | | | |
| 18. | Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran. | | | | |
| 19. | Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut. | | | | |
| 20. | Dalam tiap unit materi dilengkapi dengan refleksi untuk evaluasi pembelajaran. | | | | |
| Kelayakan Grafis | | | | | |
| 21. | Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional. | | | | |
| 22. | Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional. | | | | |
| 23. | Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi. | | | | |

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

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

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

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

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

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

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

APPENDIX G

The Expert Judgment Data

The Results of the Expert Judgment of Unit 1

| No. | Items | Score |
|--|--|-------|
| The Appropriateness of The Content | | |
| 1. | The developed materials are in accordance with the standard and basic competence stated in KTSP 2006 for tenth grade students of senior high school. | 3 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the daily life. | 3 |
| 4. | The texts in the developed materials are relevant with the daily life. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text | 4 |
| 6. | The developed materials involve the explanation of social functions of a text | 4 |
| 7. | The developed materials involve the explanation of the language features of a text | 3 |
| 8. | The developed materials involve learning activities which guide the students to develop their communicative competence in written language. | 3 |
| Mean (x) | | 3.4 |
| The Appropriateness of The Language | | |
| 9. | The language of instructions and explanations in the developed materials is in accordance with the tenth grade students of senior high school. | 3 |
| 10. | The language used in the developed materials is unambiguous and understandable by the students. | 3 |
| 11. | The language used in the developed materials is grammatically correct. | 3 |
| 12. | The language used in the developed materials is cohesive and coherent. | 3 |
| Mean (x) | | 3 |
| The Appropriateness of The Presentation | | |
| 13. | Each unit is completed with appropriate input texts. | 3 |
| 14. | The developed materials are begun with guided tasks and gradually move to the free production tasks. | 4 |
| 15. | The developed materials are begun with easy tasks and gradually move to difficult tasks. | 4 |
| 16. | Each task is begun with an example. | 3 |
| 17. | The developed materials include activities that focus on linguistic features and the one that focus on communicative written tasks. | 3 |
| 18. | Each unit is completed with the goal of the learning process. | |
| 19. | Each unit is completed with the summary of the materials. | 4 |
| 20. | Each unit is completed with reflection as the evaluation. | 4 |

continued

continued

| | | |
|---|---|-----|
| Mean (\bar{x}) | | 3.6 |
| The Appropriateness of The Graphic | | |
| 21. | The layout of the developed materials is proportional. | 4 |
| 22. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 3 |
| 23. | The illustrations in the developed materials help to clarify the presentation of the materials. | 3 |
| Mean (\bar{x}) | | 3.3 |

The Results of the Expert Judgment of Unit 2

| No. | Items | Score |
|--|--|-------|
| The Appropriateness of The Content | | |
| 1. | The developed materials are in accordance with the standard and basic competence stated in KTSP 2006 for tenth grade students of senior high school. | 3 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the daily life. | 3 |
| 4. | The texts in the developed materials are relevant with the daily life. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text | 4 |
| 6. | The developed materials involve the explanation of social functions of a text | 4 |
| 7. | The developed materials involve the explanation of the language features of a text | 3 |
| 8. | The developed materials involve learning activities which guide the students to develop their communicative competence in written language. | 3 |
| Mean (\bar{x}) | | 3.4 |
| The Appropriateness of The Language | | |
| 9. | The language of instructions and explanations in the developed materials is in accordance with the tenth grade students of senior high school. | 3 |
| 10. | The language used in the developed materials is unambiguous and understandable by the students. | 3 |
| 11. | The language used in the developed materials is grammatically correct. | 3 |
| 12. | The language used in the developed materials is cohesive and coherent. | 3 |
| Mean (\bar{x}) | | 3 |
| The Appropriateness of The Presentation | | |

continued

continued

| | | |
|---|---|-----|
| 13. | Each unit is completed with appropriate input texts. | 3 |
| 14. | The developed materials are begun with guided tasks and gradually move to the free production tasks. | 4 |
| 15. | The developed materials are begun with easy tasks and gradually move to difficult tasks. | 4 |
| 16. | Each task is begun with an example. | 3 |
| 17. | The developed materials include activities that focus on linguistic features and the one that focus on communicative written tasks. | 3 |
| 18. | Each unit is completed with the goal of the learning process. | 4 |
| 19. | Each unit is completed with the summary of the materials. | 4 |
| 20. | Each unit is completed with reflection as the evaluation. | 4 |
| Mean (x) | | 3.6 |
| The Appropriateness of The Graphic | | |
| 21. | The layout of the developed materials is proportional. | 4 |
| 22. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 3 |
| 23. | The illustrations in the developed materials help to clarify the presentation of the materials. | 3 |
| Mean (x) | | 3.3 |

The Results of the Expert Judgment of Unit 3

| No. | Items | Score |
|---|--|-------|
| The Appropriateness of The Content | | |
| 1. | The developed materials are in accordance with the standard and basic competence stated in KTSP 2006 for tenth grade students of senior high school. | 3 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the daily life. | 3 |
| 4. | The texts in the developed materials are relevant with the daily life. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text | 4 |
| 6. | The developed materials involve the explanation of social functions of a text | 4 |
| 7. | The developed materials involve the explanation of the language features of a text | 3 |
| 8. | The developed materials involve learning activities which guide the students to develop their communicative competence in written language. | 3 |
| Mean (x) | | 3.4 |

continued

continued

| The Appropriateness of The Language | | |
|--|--|-----|
| 9. | The language of instructions and explanations in the developed materials is in accordance with the tenth grade students of senior high school. | 3 |
| 10. | The language used in the developed materials is unambiguous and understandable by the students. | 3 |
| 11. | The language used in the developed materials is grammatically correct. | 3 |
| 12. | The language used in the developed materials is cohesive and coherent. | 3 |
| Mean (x) | | 3 |
| The Appropriateness of The Presentation | | |
| 13. | Each unit is completed with appropriate input texts. | 3 |
| 14. | The developed materials are begun with guided tasks and gradually move to the free production tasks. | 4 |
| 15. | The developed materials are begun with easy tasks and gradually move to difficult tasks. | 4 |
| 16. | Each task is begun with an example. | 3 |
| 17. | The developed materials include activities that focus on linguistic features and the one that focus on communicative written tasks. | 3 |
| 18. | Each unit is completed with the goal of the learning process. | 4 |
| 19. | Each unit is completed with the summary of the materials. | 4 |
| 20. | Each unit is completed with reflection as the evaluation. | 4 |
| Mean (x) | | 3.6 |
| The Appropriateness of The Graphic | | |
| 21. | The layout of the developed materials is proportional. | 4 |
| 22. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 3 |
| 23. | The illustrations in the developed materials help to clarify the presentation of the materials. | 3 |
| Mean (x) | | 3.3 |

APPENDIX H

Revisions of the Units

Revisions of the Cover

| Parts of the Unit | Point to Revise | Revisions |
|-------------------|---|--|
| Title | <ul style="list-style-type: none"> Capitalize the first letter in “For grade X of Senior High School” | <ul style="list-style-type: none"> For Grade X of Senior High School |

Revisions of Unit 1

| Parts of the Unit | Point to Revise | Revisions |
|-------------------|--|---|
| Unit’s Goal | <ul style="list-style-type: none"> Replace the word make in “How to make recount texts” and “Make your own recount texts” | <ul style="list-style-type: none"> How to write recount texts; “Write your own recount texts” |
| Task 1 | <ul style="list-style-type: none"> Replace the exclamation mark in the instruction “Answer questions below based on your experiences!” Correct an ungrammatical sentence “Have you gone on vacation?” | <ul style="list-style-type: none"> Answer the questions below based on your experiences. Have you been on vacation? |
| Task 2 | <ul style="list-style-type: none"> Change the instruction “The following are some example texts. Match each picture with suitable words.” | <ul style="list-style-type: none"> The following are some pictures which are related to text types. Match each picture with the suitable word. |
| Task 3 | <ul style="list-style-type: none"> Replace the exclamation mark in the instruction “Read the following texts and answer the questions below!” Correct grammatical mistakes “It has 504 statue and 1.400 relief.” Add hype mark in the word “re orientation” Change the position of the picture | <ul style="list-style-type: none"> Read the following texts and answer the questions below. It has 504 statues and 1.400 reliefs. Re-orientation Move the position of the picture |
| Task 4 | <ul style="list-style-type: none"> Correct an ungrammatical sentence “Hearing the sound of falling water made me peace and relax.” | <ul style="list-style-type: none"> Hearing the sound of falling water made me peaceful. |
| Task 5 | <ul style="list-style-type: none"> Change the instruction “Study the vocabularies below.” | <ul style="list-style-type: none"> Study the words below. |
| Task 6 | <ul style="list-style-type: none"> Add determiner in the instruction | <ul style="list-style-type: none"> Study the following |

continued

continued

| | | |
|---------|--|--|
| | <p>“Study the following information about recount text.”</p> <ul style="list-style-type: none"> • Change some words into plural “Introducing personal participants; I, my parent, my little sister, etc.” • Add hyphen mark in the word “re-orientation” • Add determiner in a sentence “Using simple past tense; went, arrived, entered, etc.” | <p>information about the recount text.</p> <ul style="list-style-type: none"> • Introducing personal participants; I, my parents, my little sister, etc • Re-orientation • Using the simple past tense; went, arrived, entered, etc. |
| Task 7 | <ul style="list-style-type: none"> • Add a determiner in the instruction “Study the following information about simple past tense.” • Correct an ungrammatical sentence “In negative and interrogative forms, we use did and follow by the present verbs form” | <ul style="list-style-type: none"> • Study the following information about the simple past tense • In negative and interrogative forms, we use did, follow by the present verbs form |
| Task 8 | No revision | No revision |
| Task 9 | No revision | No revision |
| Task 10 | No revision | No revision |
| Task 11 | No revision | No revision |
| Task 12 | No revision | No revision |
| Task 13 | <ul style="list-style-type: none"> • Correct the grammatical mistake in the instruction “Arrange those jumbled sentences in task 12 into a good paragraph.” | <ul style="list-style-type: none"> • Arrange those jumbled sentences in Task 12 into a good paragraph. |
| Task 14 | <ul style="list-style-type: none"> • No revision | <ul style="list-style-type: none"> • No revision |
| Task 15 | <ul style="list-style-type: none"> • Correct grammatical mistakes in the instruction “Arrange these jumbled paragraphs into a good text!” • Correct an ungrammatical sentence “In a seconds, all of us could fell the warm of sea water.” | <ul style="list-style-type: none"> • Arrange these jumbled paragraphs into a good text. • In a second, all of us could feel the warm of sea water. |
| Task 16 | <ul style="list-style-type: none"> • Correct grammatical mistakes in the instruction “In groups, retell the story of “Unpredictable Holiday” with your own words.” | <ul style="list-style-type: none"> • In groups, rewrite the story of “Unpredictable Holiday” in your own words.” |
| Task 17 | <ul style="list-style-type: none"> • Correct a grammatical mistake in the instruction “Individually, make your own recount text by choosing the themes below based | <ul style="list-style-type: none"> • Individually, write your own recount text by choosing one of the themes below |

continued

continued

| | | |
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| | on your experiences.” | based on your experiences. |
| Reflection | <ul style="list-style-type: none"> • Correct a grammatical mistake in the instruction “Read the statements and respond by putting a tick (✓) to the column.” • Capitalize the first letter in the words “statements, agree, disagree” | <ul style="list-style-type: none"> • Read the statements and respond by putting a tick (✓) to the column. • Statements Agree Disagree |

Revisions of Unit 2

| Parts of the Unit | Point to Revise | Revisions |
|-------------------|---|--|
| Unit’s Goal | <ul style="list-style-type: none"> • Replace the word make in “How to make narrative texts” and “Make your own narrative texts” | <ul style="list-style-type: none"> • How to write narrative texts; “Write your own narrative texts” |
| Task 1 | <ul style="list-style-type: none"> • Replace the exclamation mark in the instruction “Answer questions below based on your experiences!” | <ul style="list-style-type: none"> • Answer questions below based on your experiences. |
| Task 2 | <ul style="list-style-type: none"> • Change the instruction “The following are some example texts. Match each picture with suitable words.” | <ul style="list-style-type: none"> • The following are some pictures which are related to text types. Match each picture with the suitable word. |
| Task 3 | <ul style="list-style-type: none"> • Replace the exclamation mark in the instruction “Read the following texts and answer the questions below!” | <ul style="list-style-type: none"> • Read the following texts and answer the questions below. |
| Task 4 | <ul style="list-style-type: none"> • No revision | <ul style="list-style-type: none"> • No revision |
| Task 5 | <ul style="list-style-type: none"> • Change the instruction “Study the vocabularies below.” | <ul style="list-style-type: none"> • Study the words below. |
| Task 6 | <ul style="list-style-type: none"> • Change some words into plural “There are some type of narrative text namely legend, fable, fairytale, science fiction.” • Add a determiner in a sentence “Using simple past tense; He wanted to cross a river.” | <ul style="list-style-type: none"> • There are some types of narrative texts namely legend, fable, fairytale, science fiction. • Using the simple past tense; He wanted to cross a river. |

continued

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| Task 7 | <ul style="list-style-type: none"> • Correct ungrammatical sentence “Direct speeches are sentences that written in between two quotation marks that show what somebody said to others.” • Add a determiner in the sentence “Thus, to change the direct speeches into indirect speeches change the verbs into past tense.” • Correct an ungrammatical sentence “The form of adverbial of time and place are also change.” | <ul style="list-style-type: none"> • Direct speeches are sentences which are written in between two quotation marks that show what somebody said to others. • Thus, to change the direct speeches into indirect speeches change the verbs into the past tense. • The forms of adverbials of time and place also change. |
| Task 8 | <ul style="list-style-type: none"> • Replace the exclamation mark in the instruction “Change the direct speech into indirect speech!” | <ul style="list-style-type: none"> • Change the direct speech into indirect speech. |
| Task 9 | <ul style="list-style-type: none"> • Replace the exclamation mark in the instruction “Change the indirect speech into direct speech!” • Add a dot in the sentence “Pinocchio said that he was not lying” | <ul style="list-style-type: none"> • Change the indirect speech into direct speech. • Pinocchio said that he was not lying. |
| Task 10 | <ul style="list-style-type: none"> • Add a determiner in the instruction “Change the underlined verbs into the correct verbs by using simple past tense.” | <ul style="list-style-type: none"> • Change the underlined verbs into the correct verbs by using the simple past tense. |
| Task 11 | No revision | No revision |
| Task 12 | No revision | No revision |
| Task 13 | <ul style="list-style-type: none"> • Correct the grammatical mistake in the instruction “Arrange those jumbled sentences in task 12 into a good paragraph.” | <ul style="list-style-type: none"> • Arrange those jumbled sentences in Task 12 into a good paragraph. |
| Task 14 | <ul style="list-style-type: none"> • Add single space in the “1.one day” | <ul style="list-style-type: none"> • 1. one day |
| Task 15 | <ul style="list-style-type: none"> • Correct grammatical mistakes in the instruction “Arrange these jumbled paragraphs into a good text!” | <ul style="list-style-type: none"> • Arrange these jumbled paragraphs into a good text. |
| Task 16 | <ul style="list-style-type: none"> • Correct grammatical mistakes in the instruction “In groups, retell | <ul style="list-style-type: none"> • In groups, rewrite the story of “The |

continued

continued

| | | |
|------------|--|---|
| | the story of “The Prince and the Pea” with your own words.” | Prince and the Pea” in your own words.” |
| Task 17 | <ul style="list-style-type: none"> Correct a grammatical mistake in the instruction “Individually, make your own narrative text by choosing one of the themes below based on your knowledge.” | <ul style="list-style-type: none"> Individually, write your own narrative text by choosing one of the themes below based on your knowledge. |
| Reflection | <ul style="list-style-type: none"> Correct a grammatical mistake in the instruction “Read the statements and respond by putting a tick (✓) to the column.” Capitalize the first letter in the words “statements, agree, disagree” | <ul style="list-style-type: none"> Read the statements and respond by putting a tick (✓) to the column. Statements Agree Disagree |

Revisions of Unit 3

| Parts of the Unit | Point to Revise | Revisions |
|-------------------|--|--|
| Unit’s Goal | <ul style="list-style-type: none"> Replace the word make in “How to make procedure texts” and “Make your own procedure texts” | <ul style="list-style-type: none"> How to write procedure texts; Write your own procedure texts |
| Task 1 | <ul style="list-style-type: none"> Replace the exclamation mark in the instruction “Answer questions below based on your experiences!” | <ul style="list-style-type: none"> Answer questions below based on your experiences. |
| Task 2 | <ul style="list-style-type: none"> Change the instruction “The following are some example texts. Match each picture with suitable words.” | <ul style="list-style-type: none"> The following are some pictures which are related to text types. Match each picture with the suitable word. |
| Task 3 | <ul style="list-style-type: none"> Replace the exclamation mark in the instruction “Read the following texts and answer the questions below!” Correct an ungrammatical sentence “When the chicken is added?” | <ul style="list-style-type: none"> Read the following texts and answer the questions below. When is the chicken added? |
| Task 4 | <ul style="list-style-type: none"> No revision | <ul style="list-style-type: none"> No revision |
| Task 5 | <ul style="list-style-type: none"> Change the instruction “Study the vocabularies below.” | <ul style="list-style-type: none"> Study the words below. |
| Task 6 | <ul style="list-style-type: none"> Add a determiner in the instruction | <ul style="list-style-type: none"> Study the following |

continued

continued

| | | |
|---------|--|---|
| | <p>“Study the following information about procedure text.”</p> <ul style="list-style-type: none"> • Change some words into plural “Using adverbial to express the details of time, place, manners ; for ten minutes, carefully” | <p>information about a procedure text.</p> <ul style="list-style-type: none"> • Using adverbials to express the details of time, place, manners ; for ten minutes, carefully |
| Task 7 | <ul style="list-style-type: none"> • Correct ungrammatical sentence “The verb doesn’t need subject because the subject “you” is elliptical” | <ul style="list-style-type: none"> • The verb doesn’t need a subject because the subject “you” is elliptical |
| Task 8 | <ul style="list-style-type: none"> • Add a determiner in the sentence “How to Make Cake” | <ul style="list-style-type: none"> • How to Make a Cake |
| Task 9 | <ul style="list-style-type: none"> • No revision | <ul style="list-style-type: none"> • No revision |
| Task 10 | <ul style="list-style-type: none"> • Add a dot in a sentence “... too much chilly. It will be spicy” • Change the theme font “... the stove after ten minutes.” | <ul style="list-style-type: none"> • ... too much chilly. It will be spicy. • “... the stove after ten minutes.” |
| Task 11 | No revision | No revision |
| Task 12 | <ul style="list-style-type: none"> • Correct the grammatical mistake in the instruction “Arrange those jumbled sentences in task 11 into a good paragraph.” | <ul style="list-style-type: none"> • Arrange those jumbled sentences in Task 11 into a good paragraph. |
| Task 13 | <ul style="list-style-type: none"> • Add single space for the answers “1.second” | <ul style="list-style-type: none"> • 1. second |
| Task 14 | <ul style="list-style-type: none"> • Correct grammatical mistakes in the instruction “Arrange these jumbled paragraphs into a good text!” | <ul style="list-style-type: none"> • Arrange these jumbled paragraphs into a good text. |
| Task 15 | <ul style="list-style-type: none"> • Correct grammatical mistakes in the instruction “In groups, retell the story of “How to Make Pancake” with your own words.” | <ul style="list-style-type: none"> • In groups, rewrite the text of “How to Make Pancake” in your own words. |
| Task 16 | <ul style="list-style-type: none"> • Correct a grammatical mistake in the instruction “Individually, make your own procedure text by choosing the themes below based on your experiences.” • Change the capital letter in “Simple Breakfast” | <ul style="list-style-type: none"> • Individually, write your own procedure text by choosing the themes below based on your experiences. • Simple breakfast |
| Task 17 | <ul style="list-style-type: none"> • Correct a grammatical mistake in the instruction “Individually, make your own narrative text by choosing the themes below based on your knowledge.” | <ul style="list-style-type: none"> • Individually, write your own narrative text by choosing one of the themes below based on your |

continued

continued

| | | |
|------------|--|--|
| | | knowledge. |
| Reflection | <ul style="list-style-type: none"> • Correct a grammatical mistake in the instruction “Read the statements and respond by putting a tick (✓) to the column.” • Capitalize the first letter in the words “statements, agree, disagree” | <ul style="list-style-type: none"> • Read the statements and respond by putting a tick (✓) to the column. • Statements Agree Disagree |

APPENDIX I

The Final Draft of the Materials

WRITING WITH GENRE



For Grade X of Senior High School

ROCHANA FITRI ALYANI



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UNIT 1

VACATION



Picture 1.1

In this unit you will learn:

- how to write recount texts

After learning this unit, you are expected to:

- identify the social purpose of recount texts
- analyze the generic structure of recount texts
- understand language features of recount texts
- write your own recount texts

Let's Start!

Task 1

Answer the questions below based on your experiences.



Picture 1.2

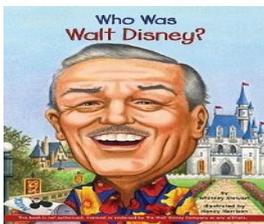


Picture 1.3

1. Have you been on vacation?
2. Are there any vacation destinations in your city?
3. Is there any vacation destination that you want to visit?

Task 2

The following are some pictures which are related to text types. Match each picture with the suitable word.



Picture 1.4



Picture 1.5

letter

biography

email

newspaper



Picture 1.6



Picture 1.7

Let's Move!

Task 3

Read the following text and answer the questions below.

Dear Allen,

Two years ago, I visited Borobudur temple. I went there with my parents and my little sister. We went to Borobudur temple by car. I left my house at nine o'clock. It took us forty five minutes to drive a car. I arrived there at a quarter to ten. Along the road, I saw many vehicles, houses, buildings, trees, and people.

Orientation

After we arrived at the Borobudur temple, my father went to park the car. My mother, my little sister and I went to buy tickets. After we waited my father, we entered to Borobudur temple areas. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra dynasty. Borobudur temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we could look beautiful scenery. I played with my sister and bought drinks. Finally, we went back home.

Series of Events

I felt tired but I felt so happy that I could visit Borobudur temple with my family. I hope the temple was cared for by all of the visitors and the government.

Re-Orientation

With love,

Andrew



Picture 1.8

Adapted from: www.inggrisindonesiaku.com

Questions

1. What is the text about?
2. What is the purpose of the text?
3. With whom did the writer visit Borobudur temple?
4. Where is the location of Borobudur temple?
5. What did the writer do after buying tickets?
6. How was the writers' feeling after visiting Borobudur temple?

♥ Task 4

Read the following text and analyze the generic structure by completing each part with words below and filling the details.

Holiday in Semirang Waterfall

On Sunday, my best friend and I, Sari, visited Semirang Waterfall in Ungaran. It was the first time for me to visit the waterfall.

When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and I could only see green scenery. In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was too bad for me because the distance to see the waterfall was too far.

After taking so far distance, we found Semirang Waterfall. What a beautiful waterfal. We enjoyed the nice water in the rain forest surrounding the waterfal. Hearing the sound of falling water made me peaceful. It was also excellent drowning out background sound. Playing with the water made me feel so happy.

Picture 1.9

Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.

Adapted from: www.englishindo.com



| | | |
|-------------------------|-------------------------------|------------------|
| Title | Holiday in Semirang Waterfall | |
| _____ _____ _____ | | Orientation |
| _____ _____ _____ | | Series of Events |
| _____ | | Re - Orientation |



Task 5

Study the words below.

| Verb II | Verb I | Meaning |
|---------|--------|-------------|
| visited | visit | mengunjungi |
| arrived | arrive | tiba |
| felt | feel | merasa |
| took | take | mengambil |
| found | find | menemukan |
| enjoyed | enjoy | menikmati |
| made | make | membuat |

■ Regular verb
■ Irregular verb

♥ Task 6

Study the following information about the recount text.

Recount Text

A recount text tells events that happened in the past.

Examples of recount texts are biographies, newspapers, letters, textbooks, email, and conversations.

It consists of three parts namely orientation, series of events, and re-orientation

- **Orientation** : it introduces participants, place, and time
- **Series of events** : it describes series of events that happened in the past
- **Re-orientation** : it summarizes events that happened in the past

Language features:

- **Introducing personal participants;** I, my parents, my little sister, etc
- **Using chronological conjunctions;** first, then, after that, etc
- **Using the simple past tense;** went, arrived, entered, etc

Finding Out!

♥ Task 7

Study the following information about the simple past tense.

Simple past tense

The simple past tense is used to express the idea that an action started and finished at a specific time in the past. There are two types of verbs; regular and irregular verbs.

Regular verbs : the past forms end in -ed

- My parents and I **visited** Ratu Boko temple last week.
- We **entered** the museum together.
- I **walked** around the temple areas.

Irregular verbs : some verbs have irregular past forms.

- I **went** to the beach two weeks ago.
- There **were** many tourists at the beach.
- We **had** a delicious lunch after swimming.

In negative and interrogative forms, we use "did", followed by the present verb forms.

- My father **did not know** the way to Umbul Sidomukti.
- **Did** you **go** to Waterboom last week?

♥ Task 8

Match the following verbs I with the correct form of verbs II. Number 1 has been done for you as the example.

- | | | |
|-------------|---|------------|
| 1. have | → | gave |
| 2. take | | remembered |
| 3. give | | had |
| 4. think | | took |
| 5. remember | | drove |
| 6. drive | | thought |

♥ Task 9

Correct the grammatical problems in the sentences below.

| | |
|--|--------|
| 1. My mom <u>buys</u> some food before the trip yesterday. | bought |
| 2. Last year, my brother goes to Shanghai. | |
| 3. They start their vacation this morning. | |
| 4. The ship arrives a minute ago. | |
| 5. His father prepares holiday tickets last month. | |
| 6. My friend and I go surfing last Friday. | |

♥ Task 10

Change the underlined verbs with verbs in simple past forms.

Fantastic Holiday at Yogyakarta

Last week, I(go) to Yogyakarta with my family. My father (drives) the car. My mother (sits) beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father (prepares) the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I (pack) some clothes. After everything (gets) ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We (arrive) at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I (see) many foreign visitors too. My parents (watch) us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We (are) tired but happy.

Adapted from: www.inggrisindonesiaku.com



Picture 1.10

♥ Task 11

There are seven grammatical problems in the text below. Circle the mistakes and write the correct form nearby.

Visiting to the Zoo



Yesterday my family go to the zoo to see the elephant. When we get to the zoo, we went to the shop to buy some food to give to the animals.

Picture 1.11

After getting the food we went to the nocturnal house where we see birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It is a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we feed some birds in the park. In the afternoon we saw the animals being fed.

When we return home we were tired but happy because we have so much fun.

Adapted from: www.inggrisindonesiaku.com

♥ Task 12

Arrange these jumbled words into good sentences.

1. I – vacation – last – hometown – decided – go – to – Sleman – in – my - to

Last vacation, I decided to go to my hometown in Sleman.

2. our – went – then – homes – we - to

3. blue – friends – went – I – my– went – lagoon – to

4. time – could – I – Lagoon – hope – next – I – visit - Blue

5. swim – friends – could – I – and – my – lagoon – to – in – the - wait - not

6. decided – three – later – swimming – hours – to – we – finish

♥ Task 13

Arrange those jumbled sentences in Task 12 into a good paragraph.



♥ Task 14

Fill in the blanks with the appropriate chronological conjunctions.

At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. (2) we decided to take freeway to save the time. For about thirty minutes later, we were out. We tried to find a store to buy some food and drink as our provisions. (...), we continued our trip to Boyolali. In the afternoon, we arrived and came in to one of my friend's house first. There, we could take some rest and had lunch together. (...), according to the plan, we had to continue our trip to go to Tlatar. (...) we got a lot of gift, we went to Tlatar. The way to get there was really nice, we could see the fields and woods around us with the beautiful mountain behind them. (...), we could feel the fresh air.

Adapted from: vinny-oxtafianica.blogspot.co.id



LET'S CREATE!

Task 15

Arrange these jumbled paragraphs into a good text.

Unpredictable Holiday

3 hours later, we decided to finish swimming. Around 11 o'clock we went back to the house of my siblings. There, we had a lunch. My siblings had prepared a delicious meal for us. After lunch, we packed our things. Then, we went to our homes. It was a very memorable holiday for me. I hope I could visit Krui Beach next time.

5

Last Vacation, I decided to go to my hometown in Lampung. There was a city that has a nice beach. The beach was known as Krui beach. I went to the Krui beach with my friends. I stayed at one of my siblings' house. It took about 9 hours from Bandar Lampung to Krui. I arrived at Krui around 7 pm.

My friends and I could not wait to swim in the sea. In a second, all of us could feel the warm of sea water. In this Krui beach, there were a lot of big waves. The height was about 3 to 5 meters. We were not afraid of those waves. Because we had been swimming in the sea that have big waves. However, my two friends, Junaedi and Ajono, could not swim well. So they only dared on the beach.

In the morning, we woke up around 6 am. Then we were ready to go to the beach. None of us were bathing. Because we wanted to feel sea water at the beach. In Krui beach, we immediately saw a nice view of the beach and beautiful sea. There were a lot of palm trees along the coast. The sand on the Krui beach was also very white. There were only a few visitors who came here. So the beach was still maintained neatly.

Since it was night so we decided to go to the beach tomorrow morning. However, in the evening we also had interesting time. We bought many fishes. There were tunas and groupers. We had big dinner together with my friends and siblings. My siblings who live in Krui helped to give seasoning to the fish. After a few minutes, we finished cooking. Then, we ate many delicious grilled fish. Several hours later, we went to bed

Adapted from: www.carabelajarbahasainggrisoke.com

♥ Task 16

In groups, rewrite the story of "Unpredictable Holiday" in your own words.

A large rectangular box with a purple border, containing ten horizontal blue lines for writing. The bottom right corner of the box is folded over, showing a grey triangular area.

♥ Task 17

Individually, write your own recount text by choosing one of the themes below based on your experiences.

- Holiday with family Trip with friends Short trip with schoolmates

A large rectangular writing area with a light orange border. Inside the border is a white rectangle containing 15 horizontal orange lines for writing.

LET'S SUMMARIZE!

Recount Text

A recount text tells events that happened in the past. Examples of recount texts are biographies, newspapers, letters, textbooks email, and conversations.

It consists of three parts namely orientation, series of events, and re-orientation.

Simple past tense

The simple past tense is used to express the idea that an action started and finished at a specific time in the past. There are two types of verbs; regular and irregular verbs.

Regular verbs : the past forms end in -ed

- My parents and I visited Ratu Boko temple last week.

Irregular verbs : some verbs have irregular past form

Reflection

Read the statements and respond by putting a tick (√) to the column.

| Statements | Agree | Disagree |
|---|-------|----------|
| I can identify the social purpose of the texts. | | |
| I can analyze the generic structure of the texts. | | |
| I understand the language features of the texts. | | |
| I can write my own texts. | | |

UNIT 2 STORIES



Picture 2.1

In this unit you will learn:

- how to write narrative texts

After learning this unit, you are expected to:

- identify the social purpose of narrative texts
- analyze the generic structure of narrative texts
- understand language features of narrative texts
- write your own narrative texts

Let's Start!

Task 1

Answer the questions below based on your experiences.



Picture 2.2



Picture 2.3

1. Do you like reading stories?
2. What is your favorite story?
3. Why do you like it?

Task 2

The following are some pictures which are related to text types. Match each picture with the suitable word.



Picture 2.4



Picture 2.5

fable

fairy tale

legend

science fiction



Picture 2.6



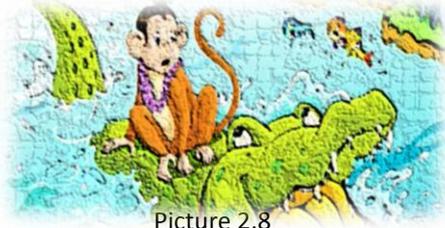
Picture 2.7

Let's Move!

Task 3

Read the following text and answer the questions below.

The Monkey and The Crocodile



Picture 2.8

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank." The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Adapted from: virdamufida.blogspot.co.id

Orientation

Conflict

Climax

Resolution

Questions

1. What is the text about?
2. What is the purpose of the text?
3. Who are the characters in the text?
4. What did the crocodile say in the middle of the river?

5. What did the monkey do after hearing the crocodile's statement?
6. How was the ending of the story?

♥ Task 4

Read the following text and analyze its generic structure by completing each part with the words below and filling the details.

The Ant and the Dove

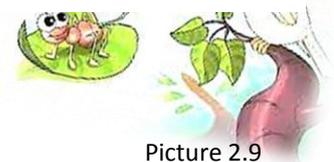
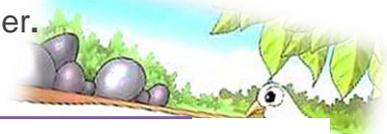
An ant went to the river for a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown," he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove perched on a tree hanging over the water. She saw the ant struggling and quickly bit off a leaf and let it fall into the water. The ant climbed upon it and floated down the river, until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life," but of course the dove couldn't hear him.

Several days afterwards, the dove again perched on the tree, a hunter crept up stealthily to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten on the leg by an ant.

He screamed in pain and dropped his gun. This frightened the dove and she flew away. "Thank you, kind ant," cooed the dove. The ant heard it and was happy that he could help her.

Adapted from: englishstory12.blogspot.co.id



Picture 2.9



| | | |
|--------------|-----------------------------|--------------------|
| Title | The Ant and the Dove | |
| _____ | | Orientation |
| _____ | | Problems |
| _____ | | Climax |
| _____ | | Resolution |



Task 5

Study the words below.

| Verb II | Verb I | Meaning |
|---------|--------|------------|
| came | come | datang |
| had | have | memiliki |
| slipped | slip | terpeleset |
| dropped | drop | terjatuh |
| moved | move | pindah |
| carried | carry | membawa |
| bit | bite | menggigit |

■ Regular verb
■ Irregular verb

♥ Task 6

Study the following information about narrative text.

Narrative Text

The aim of a narrative text is to entertain the readers. There are some types of narrative texts namely legend, fable, fairytale, science fiction.

It consists of three parts namely orientation, conflict, climax, and resolution.

- **Orientation** : it introduces characters and setting of the story
- **Conflict** : it is something unexpected that happens in the story
- **Climax** : it is the peak of tension in the story
- **Resolution** : it is when the main characters solve the problem of the story

Language features:

- **Using adjectives to build noun groups;** old father, young lady
- **Using temporal conjunctions;** one day, once upon a time
- **Using the past tense;** He wanted to cross a river.
- **Using direct indirect speeches;** “Help, help, help!” shout the ant

Finding Out!

♥ Task 7

Study the following information about direct-indirect speeches.

Direct – Indirect Speeches

Direct speeches are sentences which are written between two quotation marks that show what somebody said to others. Direct speeches are used to say what other people say, think, or believe. **Thus, to change the direct speeches into indirect speeches change the verbs into the past tense.**

| Direct | Indirect |
|---|--|
| “I can’t tell you his intelligence”, said the buffalo to the tiger. | The buffalo said to the tiger that he could not tell his intelligence. |
| “She dropped her shoes”, said the prince. | The prince said that she had dropped her shoes. |

The forms of adverbials of time and place also change

e.g. now ----- then

 tomorrow ----- the following day

 here ----- there

♥ Task 8

Change the direct speech into indirect speech.

1. "It's the best water", said the fox.

The fox said that it was the best water.

2. "It is my husband!" cried the giantess.

3. "Why, the pretty little thing is hardly as big as my thumb!" cried the woman.

4. The buffalo answered, "Oh, the man is very intelligent."

5. "Oh, it is terrible" answered the princess.

♥ Task 9

Change the indirect speech into direct speech.

1. She said that her name was Snow White.

"My name is Snow White", she said.

2. The buffalo said that the man was very intelligent.

3. The princess said that she had received the message.

4. Her step mother said that she had to clean the house.

5. Pinocchio said that he was not lying.

♥ Task 10

Change the underlined verbs into the correct verbs by using the simple past tense.

THREE FISH

Once three fish lived in a pond. One evening, some fishermen (pass) by the pond and saw the fish. "This pond is full of fish", they (tell) each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he (is) troubled. He called the other fish together and said, "Did you hear what the fishermen said? W must leave this pond at once. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave the pond."

But the youngest fish (laughs). "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe".

The eldest of the fish (leaves) the pond that very evening with his entire family. The second fish (see) the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish (refuses) to leave even then.

The fishermen arrived and (catches) all the fish left in the pond. The third fish's luck (does not) help him. He was caught and (kill).

Adapted from: virdamufida.blogspot.co.id



Picture 2.10

♥ Task 11

There are eight grammatical problems in the text below. Circle the mistakes and write the correct form nearby.

Golden Eggs

Long time ago a remote village, in central China is inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prays hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passes by his house took pity on him. He gives him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.” A week later to almost surprise the farmer finds and egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improve but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only lays one golden egg every six months.

The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regrets for his foolishness, it’s already too late.

Adapted from: www.blogpetang.com



Picture 2.11

♥ Task 12

Arrange these jumbled words into good sentences.

1. tiger – asked – do – why – you – man – tells – do – you – the - everything

“Why do you do everything the man tells you?” asked the tiger.

2. man – tiger - hit – and – plough – tied – the – tree – to – a – took – his – then – the – tiger - the

3. there – once – farmer – was – ploughed – buffalo – his – who – field – with – a

4. intelligence – see – tiger – asked – the – next – man – the - your – I - can – day - the

5. buffalo – oh – man – the – intelligent – very – the – answered - is

6. listening – farmer – was – the – surprised – tiger – animal – big – see – the –
to – a

 **Task 13**

Arrange those jumbled sentences in Task 12 into a good paragraph.



♥ Task 14

Fill in the blanks with the appropriate conjunctions.

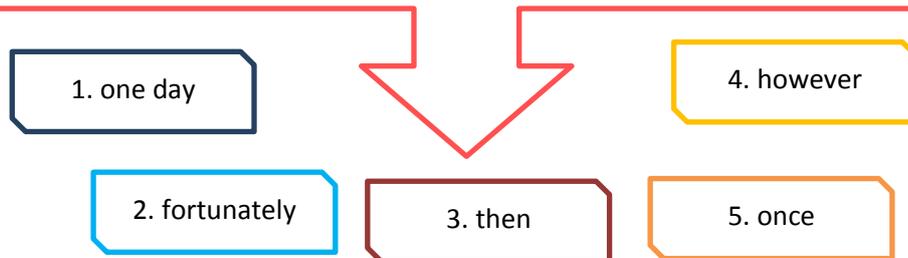
(5) , there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

(...) , the bear called over the rabbit and asked the rabbit to take his bow and arrows. "Take them and give me some delicious meat!", said the bear. "Okay, I will do that," answered the rabbit. The rabbit was fearing to arouse the bear's anger so he could not refuse it. (...) he went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after.

(...) the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. (...) , the youngest child was very kind to the rabbit. He was very hearty eater. He gave the meat to the rabbit with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal.

Adapted from: www.disukai.com



LET'S CREATE!

♥ Task 15

Arrange these jumbled paragraphs into a good text.

The Prince and the Pea

One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.

2

“Well, said the old queen. We’ll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed. She put twenty mattress on top of the pea, and then twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.

There once was a prince who wanted to marry a princess, but it had to be real princess. So he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after along time, the prince went back home to his parents and was very sad.

Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea trough twenty mattresses and twenty blankets. Only a real princess will be able to do that. So the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it’s still there today.

The next morning the queen asked the princess how she had slept. “Oh, it was terrible” answered the princess. “I didn’t close my eyes all night. I don’t know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night.”

A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside.

Adapted from: virdamufida.blogspot.co.id

♥ Task 16

In groups, rewrite the story of "The Prince and the Pea" in your own words.

A large, empty writing area with a teal border and horizontal green lines, designed for students to rewrite the story of "The Prince and the Pea" in their own words. The writing area is shaped like a scroll with rounded corners and a small grey circle at the top-left and bottom-left corners.

Let's Summarize!

Narrative Text

- The aim of a narrative text is to entertain the readers. There are some types of narrative texts namely legend, fable, fairytale, science fiction.
- It consists of three parts namely orientation, conflict, climax, and resolution.

Direct – Indirect Speech

- Direct speeches are sentences which are written between two quotation marks that show what somebody said to others. Direct speeches are used to say what other people say, think, or believe. Thus, to change the direct speeches into indirect speeches change the verbs into the past tense.

Reflection

Read the statements and respond by putting a tick (✓) to the column.

| Statements | Agree | Disagree |
|---|--------------------------|--------------------------|
| I can identify the social purpose of the texts. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can analyze the generic structure of the texts. | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the language features of the texts. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write my own texts. | <input type="checkbox"/> | <input type="checkbox"/> |

UNIT 3 LET'S COOK



Picture 3.1

In this unit you will learn:

- how to write procedure texts

After learning this unit, you are expected to:

- identify the social purpose of procedure texts
- analyze the generic structure of procedure texts
- understand language features of procedure texts
- write your own procedure texts

Let's Start!

Task 1

Answer the questions below based on your experiences.



Picture 3.2



Picture 3.3

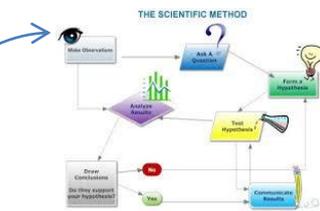
1. Do you like cooking?
2. What is your favorite food?
3. Can you cook your favorite food by yourself?

Task 2

The following are some pictures which are related to text types. Match each picture with the suitable word.



Picture 3.4



Picture 3.5

direction

experiments

recipes

instructions



Picture 3.6



Picture 3.7

Let's Move!

Task 3

Read the following text and answer the questions below.

How to Make Fried Rice



Picture 3.8

Ingredients :

- 2 plates of rice
- 1 clove of garlic and onion
- 1 tablespoon tomato sauce
- 1 egg
- 100 grams of chicken meat
- 1 tablespoon cooking oil
- Salt

Steps:

1. First, heat oil and saute garlic until the garlic smell out, and also saute onion.
2. After that, add chicken, stir briefly until slightly cooked.
3. Next, add the eggs, stirring until eggs are cooked cracked.
4. Then, insert white rice, tomato sauce, and salt, mix well with the spices.
5. After that, the present suits your taste, you can add fried shrimp, or even crackers.

Adapted from: www.kursusmudahbahasainggris.com

goal

materials

steps

Questions

1. What is the text about?
2. What is the purpose of the text?
3. What are the ingredients needed to make fried rice?
4. When is the chicken added?
5. What is the last step to make fried rice?

♥ Task 4

Read the following text and analyze the generic structure by completing each part with words below and filling the details.

HOW TO MAKE SANDWICH



Picture 3.9

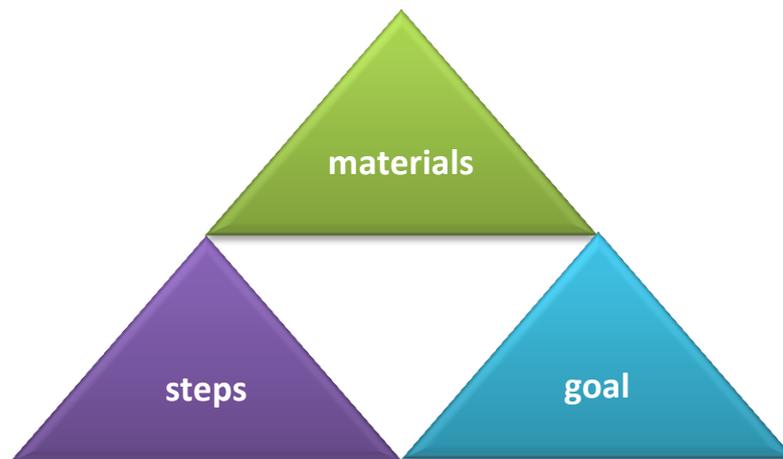
MATERIALS :

- Two slice of bread
- Cheddar cheese
- Tomato sauce
- Mayonnaise
- Tomatoes
- Lettuce leaves

STEPS :

1. First, place a slice of bread on the plate.
2. Second, put the tomato sauce.
3. Third, add salad, slice tomatoes, cheddar cheese, mayonnaise, tomato sauce.
4. After that, add lettuce leaves
5. Then, put a slice of bread on the top and finally, serve it!

Adapted from: www.kursusmudahbahasainggris.com



♥ Task 5

Study the words below.

| Verb | Meaning |
|-------|-------------|
| place | letakkan |
| put | membubuhkan |
| slice | mengiris |
| add | menambahkan |
| serve | menyajikan |

♥ Task 6

Study the following information about a procedure text.

Procedure Text

A procedure text tells readers how to do something in some steps. There are some types of procedure texts namely recipes, experiments, directions, and instructions.

It consists of three parts:

- The goal of the activity
- The materials needed
- The steps to accomplish the goal

Language features

- **Using present tense action verbs** ; put, mix, pour
- **Using imperative sentences** ; Turn off the oven!
- **Using connectives to sequence the actions** ; then, while
- **Using adverbials to express the details of time, place, manners** ; for ten minutes, carefully

Finding Out!

♥ Task 7

Study the following information about imperative sentences.

Imperative

Imperative is a verb which is used to give commands, instructions, warnings, advices, and requests.

The verb used is kind of bare verb (without "to")

- Go!, Sit down!, Be careful!

The verb does not need a subject because the subject "you" is elliptical

- Turn off the oven!

The negative form can be made by adding "don't" before the verb

- Don't put too much sugar.

♥ Task 8

Change the underlined verbs into simple present forms.

How to Make a Cake

Ingredients:

- 12 eggs
- 1/4 kg of butter
- 3/8 kg of sugar
- 2 sachet of vanilla
- 1/2 tbs of Ovalet
- 3 1/2 ons of wheat flour
- 5 tbs of milk powder
- 1 package of chocolate powder



Picture 3.10

Steps:

1. (Removed) the egg yolk and albumen and (placed) them in different bowl.
2. (Mixed) the butter, sugar, vanilla, and ovalet for 10 minutes.
3. Put the yolk into the dough and (blended) again at least 10 minutes.
4. (Poured) the wheat flour little by little into the dough and stir well.
5. Pour the milk powder little by little into the dough and (stirred) well.
6. Pour the chocolate powder little by little into the dough and stir well.
7. Blend the albumen around 5 minutes.
8. Pour the albumen into the dough. Blend them around 10 minutes.
9. (Prepared) a baking pan lubricated with butter. Pour the dough. Put into the oven and (baked) around 40 minutes in 25 degrees celcius.
10. (Lifted) the cake and put on the plate. Spread some sugar on it. The bolu cake is ready to (served).

Adapted from: brechonana.blogspot.com

♥ Task 9

There are five grammatical problems in the text below. Circle the mistakes and write the correct form nearby.

How to Make Chicken Soup

Material:

- 1 kg whole chicken
- 4 carrots, halved
- 4 stalks celery, halved
- 1 large onion, halved
- water to cover
- salt and pepper to taste
- 1 teaspoon chicken bouillon granules



Picture 3.11

Steps:

1. Add chicken, carrots, celery and onion in a large soup pot and covered with cold water.
2. Heated and simmer, uncovered, until the chicken meat falls from the bones (skim off foam every so often).
3. Take everything out of the pan. Strain broth.
4. Chooses meat from the bones and cut the carrots, celery and onions. Season broth with salt, pepper and chicken broth to taste, if desired.
5. Returns the chicken, carrots, celery and onions to the pan, stirred together chicken soup prepared in the present .

Adapted from: brechonana.blogspot.com

♥ Task 10

Complete the following sentences with imperative verbs.

| | |
|---|------------|
| 1. ... the omelet before it turns brown. | don't fold |
| 2. ...some water to make the broth. | |
| 3. ... the carrots into pieces. | |
| 4. ... some sugar to make it sweet. | |
| 5. ... too much chilly. It will be spicy. | |
| 6. ... the stove after ten minutes. | |

♥ Task 11

Arrange these jumbled words into good sentences.

1. blender – on – wait – second – the – orange – cubes – and – ice – dissolved – until – turn - the

Second, turn on the blender. Wait until the orange and ice cubes dissolved.

2. glass – pour – a – next – into - it

3. tablespoons – then – two – put – blender – sugar – into – and - the – a – blender – second – fifteen – of -turn

4. the – enjoy – juice – lastly

5. orange – the – first – put – blender – a – cubes – into – ice - and

♥ Task 12

Arrange those jumbled sentences in Task 11 into a good paragraph.

A large blue-outlined box with a slanted top-left and bottom-right corner, containing seven horizontal lines for writing.

♥ Task 13

Fill in the blanks with the appropriate conjunctions.

(5) cut tomatoes, onions, and garlic into small pieces. (...) fry them in a pan with butter for five minutes. (...), add water, spices, salt and pepper. (...), heat until the water boils. (...), turn down the heat and cover with lid. Cook gently for one hour.

Adapted from: <http://fujianto21-chikafe.blogspot.com/>

- 1. second
- 2. finally
- 3. then
- 4. next
- 5. first

Let's Create!

♥ Task 14

Arrange these jumbled paragraphs into a good text.

How to Make Pancake

| | |
|--|---|
| Break the 2 eggs into the bowl then mix it with a spoon. | 4 |
| Put the milk in the bowl. | |
| Put the flour in the bowl. | |
| Heat up the pan and put the butter. | |
| Put milk in a cup, make sure it's 250 ml of milk. | |
| Your pancake is ready to be served. | |
| Let the pancake mix cook about 5 minutes. | |
| Flip pancake over when the top is brown. | |
| Put the mix in the pan. | |

Adapted from: www.kursusmudahbahasainggris.com

♥ Task 15

In groups, rewrite the text of "How to Make Pancake" in your own words.



A large green rectangular frame with a 3D effect, containing 15 horizontal yellow lines for writing. The lines are evenly spaced and extend across most of the width of the frame.

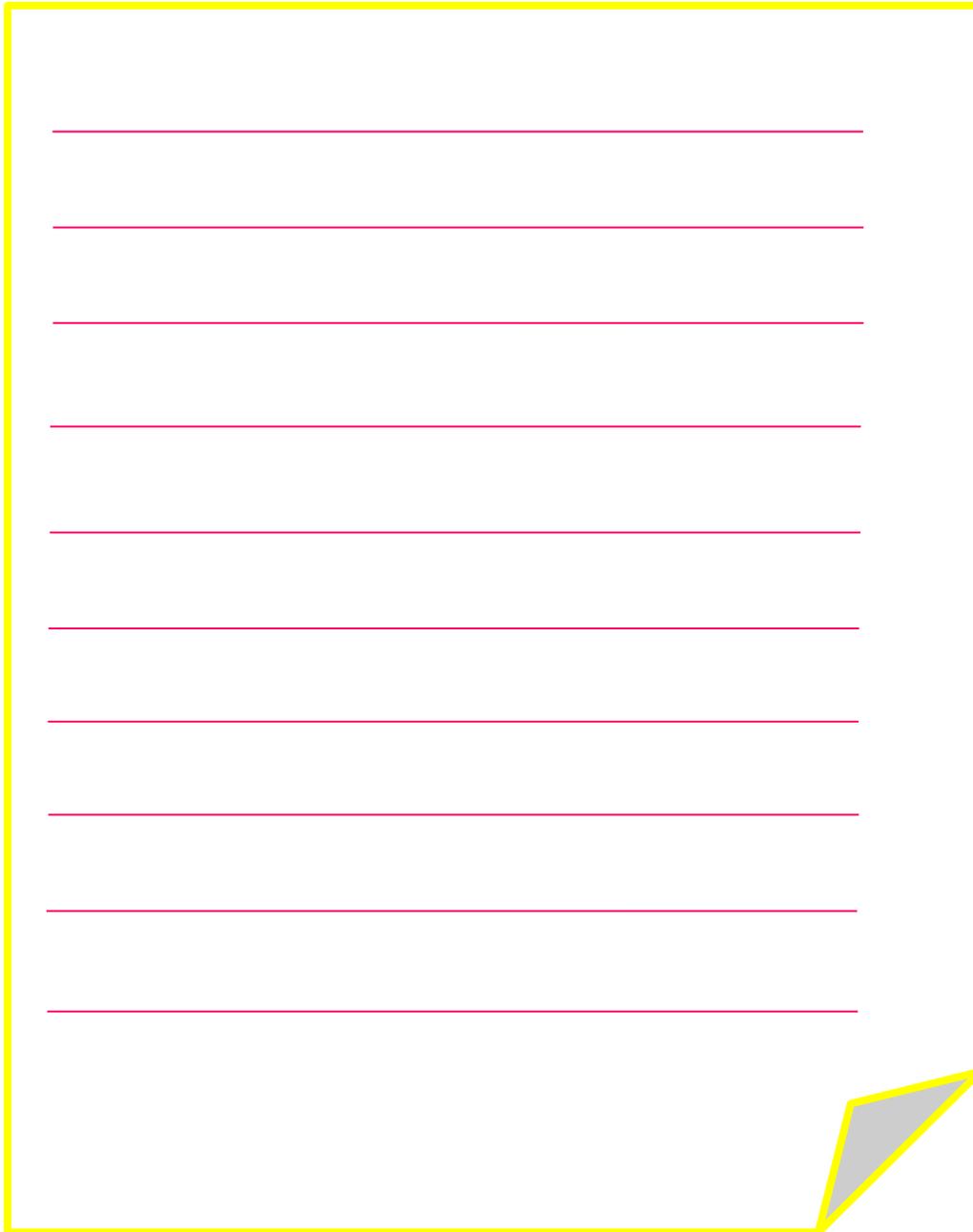
 **Task 16**

Individually, write your own procedure text by choosing one of the themes below based on your experiences.

 My favorite cakes

 Simple breakfast

 Fresh beverages



Let's Summarize!

Procedure Text

A procedure text tells readers how to do something in some steps. There are some types of procedure texts namely recipes, experiments, directions, and instructions. It consists of three parts namely goal, materials, and steps.

Imperative

Imperative is a verb which is used to give commands, instructions, warnings, advices, and requests.

The verb used is a kind of bare verb (without "to")

- Go!, Sit down!, Be careful!

The verb doesn't need the subject because the subject "you" is elliptical

- Turn off the oven!

Reflection

Read the statements and respond by putting a tick (✓) to the column.

| Statements | Agree | Disagree |
|---|-------|----------|
| I can identify the social purpose of the texts. | | |
| I can analyze the generic structure of the texts. | | |
| I understand the language features of the texts. | | |
| I can write my own texts. | | |

Picture Sources

| | |
|---------------|--|
| Cover | www.sped2015.ro |
| Unit 1 | |
| Picture 1.1 | noahpinionblog.blogspot.com |
| Picture 1.2 | www.familytravel.com |
| Picture 1.3 | www.monggotourandtravel.blogspot.com |
| Picture 1.4 | www.vromansbookstore.com |
| Picture 1.5 | www.smholidayclaims.com |
| Picture 1.6 | www.rediker.com |
| Picture 1.7 | ekokukuhkustanto.blogspot.com |
| Picture 1.8 | www.inggrisindonesiaku.com |
| Picture 1.9 | www.englishindo.com |
| Picture 1.10 | www.inggrisindonesiaku.com |
| Picture 1.11 | www.inggrisindonesiaku.com |
| Unit 2 | |
| Picture 2.1 | aidemmedia.com |
| Picture 2.2 | erpitawulandari.wordpress.com |
| Picture 2.3 | www.tell-a-tale.com |
| Picture 2.4 | www.rosediana.net |
| Picture 2.5 | marsupunk.blogspot.com |
| Picture 2.6 | ebookbees.com |
| Picture 2.7 | evariezty.wordpress.com |
| Picture 2.8 | virdamufida.blogspot.co.id |
| Picture 2.9 | englishstory12.blogspot.co.id |
| Picture 2.10 | koodakan.org |
| Picture 2.11 | www.blogpetang.com |
| Unit 3 | |
| Picture 3.1 | www.gha.com |
| Picture 3.2 | forococina.facilisimo.com |
| Picture 3.3 | kintakun-collection.co.id |
| Picture 3.4 | lila-english.blogspot.com |
| Picture 3.5 | www.super-science-fair-projects.com |
| Picture 3.6 | www.manualowl.com |
| Picture 3.7 | www.bakersedge.com |
| Picture 3.8 | www.kursusmudahbahasainggris.com |
| Picture 3.9 | www.kursusmudahbahasainggris.com |
| Picture 3.10 | brechonana.blogspot.com |
| Picture 3.11 | brechonana.blogspot.com |

APPENDIX J

The Permit Letter



PEMERINTAHAN KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 515866, 562682

Fax (0274) 555241

E-MAIL : perizinan@jogjakota.go.id

HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/2806

5209/34

- Membaca Surat : Dari Dekan Fak. Bahasa & Seni - UNY
Nomor : 827a/UN.34.12/DT/VIII/2015 Tanggal : 20 Agustus 2015
- Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
- Dijijinkan Kepada : Nama : ROCHANA FITRI ALYANI
No. Mhs/ NIM : 11202244038
Pekerjaan : Mahasiswa Fak. Bahasa & Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Siti Mahriyah, S.Pd, M.App.Ling.
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING WRITING MATERIALS BY USING GENRE-BASED APPROACH FOR THE FIRST SEMESTER OF TENTH GRADE STUDENTS IN SENIOR HIGH SCHOOL
- Lokasi/Responden : Kota Yogyakarta
Waktu : 21 Agustus 2015 s/d 21 November 2015
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

ROCHANA FITRI ALYANI

Dikeluarkan di : Yogyakarta
Pada Tanggal : 21-8-2015
An. Kepala Dinas Perizinan
Sekretaris



Drs. HARDONO
NIP. 195804101985031013

Tembusan Kepada :

- Yth 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMA PIRI 1 Yogyakarta
4. Dekan Fak. Bahasa & Seni - UNY