

**DEVELOPING ENGLISH WRITING INSTRUCTIONAL MATERIALS  
FOR SECOND YEAR UNIVERSITY STUDENTS  
OF ENGLISH DEPARTMENT**



**By  
BOUNMY PHALYCHAN  
14716259005**

This thesis is submitted in partial fulfillment of the requirement for the attainment  
of a Master of Education Degree

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
GRADUATE SCHOOL  
YOGYAKARTA STATE UNIVERSITY  
2016**

## ABSTRAK

**BOUNMY PHALYCHAN:** *Mengembangkan Bahan Ajar Menulis Bahasa Inggris untuk Mahasiswa Tahun Kedua Jurusan Bahasa Inggris, Champasak University Tahun Ajar 2015-2016. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2016.*

Penelitian ini bertujuan untuk mengembangkan bahan ajar menulis untuk mahasiswa tahun kedua di Champasak University.

Penelitian ini merupakan penelitian dan pengembangan yang mengacu pada model pengembangan yang diusulkan oleh Jolly dan Bolitho (1998) yang terdiri dari enam langkah: identifikasi (masalah), eksplorasi (analisis kebutuhan), realisasi pedagogis, realisasi konseptual, produk fisik, manfaat *tryout* dan evaluasi. Subjek penelitian ini adalah 30 mahasiswa Jurusan Bahasa Inggris *Champasak University*. Instrumen pengumpulan data yang digunakan adalah pedoman wawancara dan angket untuk evaluasi. Data dianalisis menggunakan materi evaluasi *scoring category* (Wagiran, 2015). Hasil analisis kebutuhan mahasiswa mengungkapkan bahwa mahasiswa menginginkan belajar tentang (1) langkah menulis, (2) jenis teks, (3) jenis surat, dan (4) kebiasaan di sekitar mereka.

Hasil penelitian mengungkapkan bahwa bahan ajar menulis bahasa Inggris dalam hal tujuan dan pendekatan, desain dan organisasi, isi bahasa, keterampilan, topik, metodologi, dan kepraktisan dikategorikan sangat baik dengan skor  $3,65 > 3,25 - 4,00$ . Hasil evaluasi terhadap materi tersebut menunjukkan bahwa materi ajar tersebut masuk kategori sangat baik dengan skor  $3,37 > 3,25 - 4,00$ .

**Kata Kunci:** menulis, bahan ajar menulis, langkah-langkah dalam menulis.

## ABSTRACT

**BOUNMY PHALYCHAN:** *Developing English Writing Instructional Materials for Second Year University Students of English Department, Champasak University.*  
**Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2016.**

This research aims to: (1) develop English writing instructional materials that are appropriate for second year students of the English Department, Champasak University.

This research and developmental study referred to the model suggested by Jolly and Bolitho (1998). The developmental design was grouped into six developmental procedure, consisting of: (a) identification, (b) exploration, (c) contextual realization, (e) pedagogical realization, (d) physical production, and (f) use and evaluation. The limited try-out subject consisted of 30 students of English Department. The data were collected using an interview guide and questionnaires for materials evaluation. The data were analysed using the scoring category of materials evaluation (Wagiran,2015). The results of needs analysis show that students need to learn about (1) writing process, (2) types of texts, (3) types of letters, and (4) cultures around them.

The research finding reveals that the English writing instructional materials in terms of aims and approaches, design and organization, language contents, skills, topics, methodology and practical consideration are categorized as very good with an average mean score of  $3.65 > 3.25$  to  $4.00$ . The evaluation of the materials falls in the "very good" category since the  $3.37 > 3.25$  to  $4.00$ .

**Keywords:** teaching writing, writing process, writing instructional materials,  
developing English writing instructional materials.



## **PERNYATAAN KEASLIAN KARYA**

Saya yang bertanda tangan di bawah ini:

Nama mahasiswa : Bounmy PHALYCHAN  
Nomor mahasiswa : 14716259005  
Program Studi : Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa tesis ini merupakan hasil karya saya sendiri dan belum pernah diajukan untuk memperoleh gelar magister di satu perguruan tinggi, dan sepanjang pengetahuan saya dalam tesis ini tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Yogyakarta, 2016

Yang membuat pernyataan,

Bounmy PHALYCHAN  
14716259005

**RATIFICATION SHEET**

**DEVELOPING ENGLISH WRITING INSTRUCTIONAL MATERIALS  
FOR SECOND YEAR UNIVERSITY STUDENTS  
OF ENGLISH DEPARTMENT**

**BOUNMY PHALYCHAN  
14716259005**

Defended in front of the Board of Thesis Examiners  
Graduate School of Yogyakarta State University  
on August 02<sup>nd</sup> 2016

**BOARD OF EXAMINERS**

**Dr. Widyastuti Purbani**  
(Chairperson/Examiner)

11/8-2016

**Ashadi, Ed.D.**  
(Secretary/Examiner)

8/8/2016

**Prof. Sugirin, Ph.D.**  
(Advisor/Examiner)

08/08/2016

**Joko Priyana, Ph.D.**  
(Chief Examiner)

8/8-2016

Yogyakarta, .... **31 AUG 2016** .....

Graduate School

Yogyakarta State University

Director,



**Dr. Moch. Bruri Triyono**

NIP 19560216 198603 1 003



## TABLE OF CONTENTS

ABSTRAK.....	ii
<i>ABSTRACT</i> .....	iii
PERNYATAAN KEASLIAN KARYA.....	iv
APPROVAL SHEET .....	v
ACKNOWLEDGEMENT .....	vi
CONTENTS .....	vii
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
LIST OF FOMULAR .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTER I. INTRODUCTION.....	1
A. Background of the Problems.....	1
B. Identification of the Problems.....	6
C. Limitation of the Problems .....	6
D. Formulation of the Problems.....	7
E. Objective of the Research .....	7
F. Specification of the Expected Product .....	7
G. Significance of the Research.....	7
1. Theoretical Significance .....	8
2. Practical Significance.....	8
H. Assumptions of the Research.....	9
CHAPTER II. LITERATURE REVIEW .....	10
A. Theoretical Description.....	10
1. The Nature of Writing .....	10
a. Definitions of Writing.....	10
b. Micro and Macro skills of Writing .....	12
2. Principles of Teaching Writing .....	13
a. Meaning-Focused Input .....	15
b. Meaning-Focused Output.....	15

c.	Language-Focused Learning .....	15
d.	Fluency Development .....	16
e.	Incorporate Practices of “Good” Writers .....	16
f.	Balance Process and Product .....	16
g.	Account for Cultural/Literary Background.....	17
h.	Connect Reading and Writing .....	17
i.	Provide as much as Authentic writing as Possible.....	17
j.	Frame Your Techniques in terms of Pre-writing, Drafting and Revising Stage ...	17
3.	Approaches to Teaching Writing .....	18
a.	The Controlled-to-Free Approach.....	18
b.	The Free-Writing Approach.....	19
c.	The Paragraph-Pattern Approach.....	19
d.	The Grammar-Syntax-Organization Approach.....	20
e.	The Communicative Approach .....	20
f.	The Process Approach .....	21
4.	Writing Process .....	22
a.	Prewriting / Planning .....	24
b.	Drafting .....	25
c.	Revising .....	25
d.	Editing.....	25
e.	Publishing .....	26
5.	The Roles of Teacher in Teaching Writing .....	26
a.	Motivator.....	27
b.	Resource.....	27
c.	Feedback Provider .....	27
6.	Materials Development .....	28
a.	Definition of Materials.....	28
b.	Materials Development.....	28
c.	Principles in Developing Materials.....	29
d.	Process of Materials Development .....	30
e.	Materials Evaluation .....	30
B.	Relevant Research.....	31
C.	Conceptual Framework.....	32
D.	Research Questions .....	33

CHAPTER III. RESEARCH METHODS .....	35
A. Development Model.....	35
B. Development Procedures .....	35
1. Identification of the Problems .....	36
2. Exploration (Needs Analysis) .....	37
3. Contextual Realization .....	37
4. Pedagogical Realization .....	38
5. Physical Production.....	38
a. Materials Review .....	38
6. Use and Evaluation.....	39
C. Try-out .....	39
1. Try-out Design .....	39
2. Try-out Subject.....	40
3. Data Collection Techniques and Instruments.....	40
a. Data Collection Techniques .....	40
b. Data Collection Instruments.....	40
4. Techniques of Data Analysis.....	42
a. Techniques of Data Analysis from Interview .....	42
b. Techniques of Data Analysis from Questionnaires.....	43
c. Reliability and Validity.....	45
CHAPTER IV. FINDINGS AND DISCUSSION .....	<b>47</b>
A. Needs Analysis Results.....	47
1. Data from Questionnaires.....	47
a. Students' Profile (Part A).....	47
b. Students' Learning Needs (Part B) .....	49
B. Materials Development.....	54
1. Identification of the Problems .....	55
2. Exploration (Needs Analysis) .....	55
3. Contextual Realization .....	55
4. Pedagogical Realization .....	56
5. Physical Production.....	57
a. Reviewing the Materials (Validation).....	57
b. Interpretation of the Data .....	58

c.	The Reviewer’s Comment .....	60
6.	Use and Evaluation (Try-out and Evaluation).....	61
a.	Try-out .....	61
b.	Materials Evaluation .....	62
C.	Final Product.....	67
D.	Discussion .....	69
E.	The Limitation of the Research.....	71
	CHAPTER V. CONCLUSION AND SUGGESTIONS.....	72
A.	Conclusion .....	72
B.	Implication .....	73
C.	Suggestions.....	74
D.	Dissemination and Further Development .....	75
	REFERENCES .....	76

## LIST OF TABLES

Table 1. The Writing Process .....	24
Table 2. Materials Review Guideline .....	39
Table 3: The Outline for Needs Analysis .....	41
Table 4: Interval Category proposed by Wagiran .....	44
Table 5: The Reliability Coefficient of Cronbach's Alpha .....	46
Table 6: Gender .....	47
Table 7: Age .....	47
Table 8: Nationality .....	48
Table 9: Daily Life Language .....	48
Table 10: Classroom Language .....	49
Table 11: Students' learning background .....	49
Table 12: The learners' level of language proficiency .....	50
Table 13: The learners' level of intercultural competence .....	51
Table 14: Students' interests .....	52
Table 15: Students' learning preferences .....	53
Table 16: Students' attitudes .....	53
Table 17: Interval Score of the Materials Validation .....	57
Table 18: The Result of Materials Validation (Expert Judgment) .....	58
Table 19: The Result of Aims and Purposes Data Analysis .....	63
Table 20: The Result of Topics Data Analysis .....	63
Table 21: The Result of Design and Organization Data Analysis .....	64
Table 22: The Result of Language Content Data Analysis .....	65

## **LIST OF FIGURES**

Figure 1. The Writing Process .....	23
Figure 2. The Writing Process .....	23
Figure 3. Development Procedure .....	36

## LIST OF FORMULARS

(1) Frequency Percentage Formula.....	43
(2) Mean Formula.....	44

## LIST OF APPENDICES

<b>Appendix 1: Research Instrument.....</b>	<b>80</b>
a. Needs Analysis Questionnaires.....	80
b. Product Validation Instrument.....	85
<b>Appendix 2: Scoring Product.....</b>	<b>88</b>
a. Product Evaluation's Questionnaires.....	88
b. Interview Guideline.....	93
<b>Appendix 3: Research Result.....</b>	<b>94</b>
a. Need Analysis.....	94
b. Expert Judgement.....	98
c. Syllabus.....	103
d. Lesson Plan.....	106
e. Score from Students (Product Evaluation).....	119
f. Category Product.....	121
g. Product Result.....	121
h. Test Reliability of Instruments (Cronbach's Alpha).....	121
i. Transcript of Interview.....	123
<b>Appendix 4: Document.....</b>	<b>127</b>
a. Students completed needs analysis questionnaires.....	127
b. Students completed product evaluation questionnaires.....	128
c. Examples of some exercises (Students' Writing).....	129
d. Validation letter of instrument.....	133
e. Validation letter of Product (Expert Judgment).....	134
<b>Appendix 5: Authorized letters.....</b>	<b>135</b>
a. Authorized letter of collecting data.....	135
b. Authorized letter of try-out.....	137
c. Collecting data statement letter (Ch.U).....	139
d. Try-out statement letter (Ch.U).....	140

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is one of the most important areas of human development (Alodwan & Ibnian, 2014). In addition, language is an effective way of communication (Javed et al., 2013). As the result, an international language is very influential with regards to the role of communication in the world. Students' lack of proficiency in speaking and writing limits their communication with other people in the international stage. As we know, writing is one of the four skills of language which is very important (Huy, 2015). Moreover, writing can be seen as a main language skill which is used to communicate with certain countries and facilitate international cooperation. Kam (2004) stated that there have been suggestions to make English the official second language in Laos since 1997. Besides, writing is also widely used to help communicate with and understand one another, and written communication is constantly developing and becoming a crucial skill in global communication.

Writing is like speech in written form that is really useful and powerful to all people. Writing is used widely in fieldwork such as: running businesses, explaining work tasks, official communication, education, and even job applications. All of these require writing skills to communicate in order to understand each other. Different forms of written texts are produced and used in several ways (Harmer, 2004). Besides, writing is extensively used in higher education and students must be able to achieve this skill. As the government has stated that language education

should develop language competencies, with special emphasis on writing according to the literacy level set up for every level of education. Also in the curriculum at the university level, there is a need for students to be able to communicate both in oral and written form. It is clear that writing ability should be improved and all students have to master writing skill to achieve their purposes in education. So, this research attempts to find out the writing instructional materials that best help students in learning writing.

Writing well is a big challenge for both native and non-native students (Muslim, 2014). For students, writing is not an easy task to achieve or master, and it is considered one of the most difficult skills to learn because writers has to think about the mechanics and elements of writing. Many of them know that writing is more difficult than reading (Flynn & Stainthorp, 2006). This means that learning to write is much more difficult than learning to read. In terms of creating a paragraph in English, students need to express their ideas in well-structured written texts and transform them into writing form. When writing a paragraph in English, students need to consider the spelling, grammar, vocabulary, content, punctuation, and coherence. In a real-world situation, learning and developing writing skills is very difficult to do perfectly; both teachers and students are faced with how to improve and develop writing skills.

Based on the researcher's experience in teaching general English at Champhasak University, the problem is that the teacher rarely used teaching aids to enhance the teaching and learning process, so the students could not produce and develop their ideas to have a good product of writing. Moreover, the teacher still

taught conventionally and rarely did spot checks or walked around the class. As a result, the teacher could not learn the students' problems, and students also could not explain and express their ideas because they were not given tasks and activities to stimulate the ideas. With this gap, to develop writing skills students need to have more innovative materials made to produce a good and significant written text. In order to overcome these problems, this study tries to design better tasks or activities in the form of materials that allow students to improve their writing skills.

Writing is a step by step process which needs sufficient practice and time. In addition, the teacher who is in charge of the course should have basic knowledge of the nature of writing in order to be able to help the students. Hence, writing courses should be geared primarily to assist students in developing their ability for communicating their thoughts and ideas in written form. Raimes cited in Hyland (2003), second language writing teaching should focus on language structures, text function, themes or topics, creative expression, composing processes, content, genre and contexts of writing. Teaching writing to students of English as a foreign language also needs to focus on reinforcement, language development, learning style and teaching writing as a skill (Harmer, 1998). In this case, English teachers need to be aware of writing in various ways and manners so that the students are interested in learning.

As a result, teaching the writing process is not just dependent on the teacher who transfers the knowledge. Language teaching also needs other materials and instructions to assist the teacher and facilitate the teaching and learning process. Materials are considered important in terms of helping the teacher to explain how

the task is going, how the procedure of each task turns out, and to help lead their students to the main objectives of the subject. In addition, materials with instructions can also better facilitate student understanding while learning the language, especially while learning to write.

To facilitate teaching and learning writing activities, materials should be applicable to the students' real life and enable students to learn effectively. In this condition, materials which are used in teaching writing are very important. Richards and Rodgers (1986: 25) suggested that subject content can be specified by the instructional materials, even if there is no existing syllabus, but instructional materials should cover the main points in the syllabus, such as time allocation, with other attention and detail to the particular syllabus items or tasks required.

Instructional materials which are based on the curriculum and students' needs may increase students' learning outcome and obtain the purpose of the school curriculum (Syatriana et al., 2013). As the result, instructional materials are undoubtedly important resource materials that teachers can use when planning and carrying out instruction (Florendo, 2012). In addition, instructional materials also define or imply the day-to-day learning objectives that collectively constitute the goals of the syllabus. In this case, instructional materials are able to help the teacher in order to know what and how the class is going to learn, and what the learning objectives are. They also added that the role of instructional materials within a method or instructional system will reflect decisions concerning the primary goal of materials. Meanwhile, the instructional materials enable students to practice the tasks and familiarize themselves with the procedure of learning, allowing students

to communicate with their friends and work with less help from the teacher. As the result, in the process of teaching the language, the role of teacher is very important. Furthermore, the more important thing is the materials that the teacher uses to teach the students. Both teacher and teaching materials together should support students to achieve the class goals of learning the language fluently.

Instructional materials differ according to the needs of the learners and the environment (Njoku, 2015). As the result, the instructional materials are very important in teaching and learning the language. The teacher should provide good materials and a clear explanation for students. In fact, at Champasak University, there is a writing textbook that is used to teach Second Year students of the English Department. Since Champasak University was established, the old textbook that is used to teach writing has never been updated, and there were no additional textbooks to give more information about writing. Every generation of students learned the same things, and the same information was provided by the English Department. Clearly, Champasak University has a lack of materials and textbooks to teach their students. In addition, the teachers did not combine and develop new materials or other documents to better serve their students.

In response to the rational above, research on developing English writing instructional materials for Second Year students of the English Department is necessary. The main purpose of the research is to develop English writing instructional materials that meet the students' needs to overcome the difficulties in their efforts to learn writing skills.

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

As stated in the background, the problems can be identified as follows:

1) Since written communication becomes an important means of communicating, writing skill is needed by students and people around the world. It plays an important role in global communication. Unfortunately, many students found that writing skills are difficult to master. Students found that writing is a complicated skill, because they have to express their ideas with coherence, cohesion, grammar, mechanics and the well-structured use of words. 2) Writing becomes more difficult for most students when they did not clearly understand the texts in English or any types of letters. 3) Students are not very familiar with the process of writing in English, which is important to know in order to develop their writing skills.

Using interesting activities and clear written instructions is a good way to help and encourage students to master their writing skills. Using this writing approach will encourage students to produce better ideas when learning the writing process. As a result, the researcher attempts to assist students by using the approach of teaching writing based on learning language with the combination of various activities to develop students' writing skill.

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

As mentioned in the background, the study focuses on developing English writing instructional materials for Second Year University Students of English Department, Ckampusak University. Writing instructional materials are expected to assist and meet the students' needs to overcome the difficulties and develop their writing skills.

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

Based on some of the problems the researcher has referred above, the formulation of the problems is:

What instructional writing materials are appropriate to meet the needs to develop writing skills of Second Year University Students of English Department?

#### **E. Objective of the Research**

In this research the researcher aims to develop English writing instructional materials that are appropriate for Second Year University Students of the English Department, Champasak University.

#### **F. Specification of the Expected Product**

In order to support and develop students' ability in writing, writing instructional materials will be printed out in the form of a textbook and provided to the Second Year University Students of the English Department, Champasak University. The English writing instructional materials will contain four units, including a variety of activities, a teacher's guide, and students' worksheets or writing tasks. The activities in the English writing instructional materials are expected to meet the needs of students and facilitate them in learning writing.

#### **G. Significance of the Research**

The researcher hopes that the products developed by the researcher will be useful to the field of education and for other people who are interested in developing writing skills.

## **1. Theoretical Significance**

As long as writing theories have been a viable approach to the teaching of writing, it is evident that these theories play important roles in the world of education, especially in the process of teaching and learning. Also, in this research, the researcher hopes that the theoretical approach will be significant enough to benefit the product developed by the researcher and will be the main key to supporting the development of student writing skills.

## **2. Practical Significance**

The researcher also hopes that the result of this research will be useful to students to better develop their writing skills. The writing materials will help students to show and express their ability in writing texts. The materials will stimulate students' ideas and their interest in writing skills.

To the researcher, this research also can improve her own writing skills, and her masters in teaching English language. Moreover, the researcher benefits from the application of these approaches in teaching and learning activities in the classroom.

To the teachers, this product will help with teaching their students. The teachers can use this product to motivate their students in the process of writing. The teachers can also use this product to encourage the students' writing ability.

To the school or university, when this product is implemented at school or university, hopefully this English writing institutional material will be able to improve the quality of teachers in teaching the language. Also, these results help

contribute information to the teachers of Chamapasak University that will hopefully improve their methods of teaching writing and the application of new techniques.

To the students, this research also provides information and activities that can help them in their learning process, and the final product can encourage students to produce the best achievements in their learning.

#### **H. Assumptions of the Research**

1. The English writing instructional materials and the process of teaching writing by using the approach of writing will motivate students to develop their writing skills.
2. The writing instructional materials and the activities involving the process of writing will encourage students to develop their writing skills.
3. The teachers can use the English writing instructional materials to help and support students to develop their writing skills.
4. The students understand and are able to use the materials.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

In the background of the study, the writer has emphasized the importance of writing in order to communicate with others. The writer also provided some cases of students where they had to produce a paragraph as stated in the part of the identification of the problems. In this chapter, the writer is going to provide some definitions of writing, macro and micro skills of writing, principles of writing, approaches to teaching writing, and the theory of developing materials.

#### **1. The Nature of Writing**

##### **a. Definitions of Writing**

Writing is one of the four skills of language, and writing is recognized as a productive skill because writing needs to produce the ideas that generate into a good paragraph. To know more about writing, the definitions of writing as provided by many experts is as follows:

Writing is a complex metacognitive activity that allows on an individual's knowledge (Huy, 2015). In addition, writing is like a process of learning a language that can increase the amount of vocabulary and the use of punctuation (Connors, 2002). In addition, writing is often a process of exploration and continuing discovery Langan (2010). As a result, a person can communicate a variety of messages to close or distant and known or unknown readers Olshtain (2001).

Matsuda & Silva (2010) states that writing is both a noun and a verb. Writing refers both to the written text and the act of constructing written text. As the result,

in a text the writers have to express their ideas and try to communicate with their audiences using words. Likewise, writing is a combination of letters which relate to the sounds we make when we speak, so writing is the act of forming these symbols to make marks on a surface of some kind (Byrne, 1988). Based on the above statements, writing is a process of using symbols to communicate thoughts and ideas in a readable form, making coherent words on paper and composing text, and also producing meaning by using words that have been selected and put together in written or printed form.

Writing involves starting and finishing, both requiring very different kinds of orientation Murry & Moore (2006). In line with that, writing considered as one of the most difficult skills for learners to master, writing in a second or foreign language pointed out (Ghufron et al., 2016). According to that, Raimes (1983) propose that writing down on paper is not simply to do it. Thus, many people know that the most difficult skill to master in learning a second language is writing. In the same reason, it is very difficult to organize and generate the ideas into readable texts. From those statements, writing is not easy to produce and lay down the ideas, it needs more than words because the writers or students have to consider many aspects of writing such as mechanics, punctuations, grammar, vocabulary, meaning of the writing, spelling and the purpose of their writing.

Furthermore, Bell and Burnaby (1989) pointed out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously, and writers have to consider about

content, format, sentence structure, vocabulary, punctuation, and spelling, cited in Nunan (1989: 36).

In short, writing can be defined as the activity of using vocabulary to generate text or paragraphs, it can be act or art of forming letters and characters on paper, wood, or other materials for the purpose of recording ideas which exist in people's mind, or communicating them to the others by visible signs.

#### **b. Micro and Macro skills of Writing**

Brown (2004) proposes some valuable micro and macro skills of writing which are very important in teaching and learning the language skill.

Micro skills of writing involve:

- a. Producing graphemes and orthographic patterns of English.
- b. Producing writing at an efficient rate of speed to suit the purpose.
- c. Producing an acceptable core of words and using appropriate word order patterns.
- d. Using an acceptable grammatical system (e.g., tense, agreement, and pluralization), patterns, and rules.
- e. Expressing a particular meaning in different grammatical forms.
- f. Using cohesive devices in written discourse.

Meanwhile, macro skills of writing involve:

- g. Using the rhetorical forms and conventions of written discourse.
- h. Appropriately accomplishing communicative functions of written texts according to form and purpose.
- i. Conveying links and connections between events and communicating such relations as main ideas, supporting idea, new information, given information, generalizations, and exemplification.
- j. Distinguishing between literal and implied meanings when writing.
- k. Correctly conveying culturally specific references in the context of the written text.
- l. Developing and using a number of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

One of micro skills focuses on graphemes and orthographic patterns of English. Orthography or writing systems have a commonality that they have been created in order to provide a visual representation of language (Flynn & Stainthorp, 2006). Furthermore, orthography allows writers to translate ideas into words on the page, which creates a degree of permanence to the writing. This means that writers transfer their ideas to communicate with others. To make more acceptable writing, spelling, letter formation, punctuation and grammar must be correct. One must use the right vocabulary and layout to make the writing understandable by the audiences.

Along with mechanics, Olshtain (2001) proposes that the first steps in teaching reading and writing skills in a second or foreign language classroom should revolve around the mechanics of these two skills. Mechanics refers to letter recognition, letter discrimination, word recognition, and basic rules of spelling, punctuation, and capitalization. It also includes recognition of sentences and paragraphs. So, when writing a paragraph, writers should consider the many aspects of writing, starting from the letter recognition, spelling, and punctuation until sentence structure.

## **2. Principles of Teaching Writing**

It has been argued that learning to write fluently and expressively is the most difficult of all language skills. Writing skills are complex and sometimes difficult to teach, because it requires the mastery of not only grammatical and rhetorical devices, but also conceptual and judgmental elements (Heaton, 1988). The

following statements are five general components of good writing stated by Heaton (1988: 135).

- a. Language use: the ability to write correctly and appropriate sentences.
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
- d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
- e. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

According to the above, to be a good writer, students have to consider language use, how to make the sentence correctly, and writers have to think about punctuation, spelling and how to develop ways to connects ideas to each other. Moreover, writers have to consider their audience, who the audience is and what kind of writing will be appropriate to them. In order to add the ideas, Nunan recommends the following criteria of successful writing (1989: 37).

- a. Mastering the mechanics of letter formation.
- b. Mastering and obeying conventions of spelling and punctuation
- c. Using the grammatical system to convey one's intended meaning.
- d. Organizing content at the level of the paragraph and the complete text or reflect given/new information and topic/comment structures.
- e. Polishing and revising one's initial effort.
- f. Selecting an appropriate style for one's audience.

In other words, writing is complex and complicated to mastered. Teachers have to assists their students to develop ideas and ways to overcome all of the problems. Nation (2009) provides some principles for teaching writing to evaluate teaching and learning activities, the principles emphasize meaning-focused input,

meaning-focused output, language-focused learning and fluency development. The following are principles for writing proposed by Nation (2009: 93-94).

**a. Meaning-Focused Input**

According to Nation (2009), in this principle learners should bring experience and knowledge to their writing. Thus, writing is successful and meaningful if students are well prepared about what they are going to write. The preparation can be done through the choice of topic or through previous work.

**b. Meaning-Focused Output**

In this principle, Nation (2009) suggests that students should do lots of writing and lots of different kinds of writing. In addition, writing skills have many elements which are peculiar to write, so students have to spend time to practice these elements.

**c. Language-Focused Learning**

In this following principle, Nation (2009) suggests that students should know about the parts of the writing process and have conscious strategies for dealing with parts of the process. Moreover, where the first language uses a different script, the students should pay attention to clarity and fluency in producing the form of written script. For that reason, students should pay attention on spelling and the teachers should provide and arrange for feedback to encourage and improve students in learning writing skills.

**d. Fluency Development**

Nation (2009) recommends that students should increase their writing speed, so they can write very simple material at a reasonable speed. In this case, students may have a repetitive activity and working with easy, familiar materials.

To further explain this point the following includes other principles for designing writing technique stated by Brown (2000: 346-348).

**e. Incorporate Practices of “Good” Writers**

Brown (2000) guides various methods that efficient writers do in designing the technique and some practices are as follows:

- a. Focus on a goal or main idea in writing
- b. Perceptively gauge their audience
- c. Spend some time (but not too much) planning to write
- d. Easily let their first ideas flow onto the paper
- e. Follow a general organizational plan as they write
- f. Solicit and utilize feedback on their writing
- g. Are not wedded to certain surface structures
- h. Revise their work willingly and efficiently
- i. Patiently make as many revisions as needed

**f. Balance Process and Product**

Brown (2000) advises that writing is a composing process and usually requires multiple drafts before an effective product is created. Thus, teachers should make sure that students are already carefully led through appropriate stages in the process of composing; he also added that the teacher should not forget to maintain the role as a guide and responder for the students to have a clear, articulate, well-organized, and effective piece of writing.

**g. Account for Cultural/Literary Background**

Brown (2000) suggests that since teachers have to make sure the techniques used are appropriately by students, the teachers should assist their students to understand why and help them to become accustomed to the use of acceptable English rhetoric.

**h. Connect Reading and Writing**

Brown (2000) believes that students learn to write by seeing or reading written text. In this situation, students can gain important insights both about how they should write and about the subject matter that may become the source of their writing.

**i. Provide as much as Authentic writing as Possible**

Brown (2000) suggests for students' writing to be seen as the final product, it is necessary to provide students with authenticity. Sharing writing with other students in the classroom is one way to add authenticity to the writing process. Publishing a class newsletter, writing resumes and writing letters to people outside of class are other examples.

**j. Frame Your Techniques in terms of Pre-writing, Drafting and Revising Stage**

Brown (2000) recommends that the pre-writing stage can be used to encourage the students to generate ideas in numerous ways such as: reading a passage, skimming or scanning a passage, brainstorming, listing, discussing a topic or question, and free writing and so on.

### **3. Approaches to Teaching Writing**

Anthony describes approach as a set of correlative assumptions and theories about the nature of language and language learning that serve as the source of practices and principles in language teaching cited in Richards & Rodgers (1986, 2001). In support of this idea, many experts have provided approaches to teaching writing which are presented as follows:

#### **a. The Controlled-to-Free Approach**

Raimes (1983) states that, the controlled-to-free Approach emphasizes speech and writing to achieve grammatical and syntactic forms. Additionally, Richards (2015) states that learners developed control of sentences patterns and grammar through oral practice. According to that the controlled-to-free approach in writing is sequential: students are first given sentence exercises, then a paragraph to copy or manipulate grammatically by changing question to statements, present tense to past, or plural to singular. Students might also change the word to clauses or combine sentences, which makes correction easy. The teachers allow students to produce a free composition after they have reached an intermediate level of proficiency. This approach stresses grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

In support, Byrne (1988) states that within this approach students were assumed to make mistakes because they were allowed to write what they wanted, this stressing on the importance of control. He also states that in this approach students are taught how to write and combine various sentence types and manipulate exercises to give students experience of writing connected sentences.

### **b. The Free-Writing Approach**

Raimes (1983) suggests that the free-writing approach emphasizes writing quantity over quality. Moreover, this approach stresses content and fluency rather than on accuracy and form. Teachers may begin class by asking students to write freely on any topic without thinking about grammar and spelling.

In support, Brown (2000) points out that free-writing can help students' free ideas that they might not realize that they have. He also explains that free-writing encourages students to write without being concerned about spelling, punctuation, or grammar. Furthermore, Byrne (1988) states that this approach encourages students to write as much as possible and as quickly as possible without worrying about making mistakes, because the important thing is to get the ideas down on paper. To conclude the exercise teachers may ask some students to be volunteers and read their own writing aloud to the audiences in the class.

### **c. The Paragraph-Pattern Approach**

Raimes (1983) recommends that instead of accuracy of grammar or fluency of content, the organization should be stressed. This approach is basically a matter of arranging sentences and paragraphs into a particular pattern (Matsuda & Silva, 2010). In this approach, students may copy paragraphs and imitate model passages, and rearrange scrambled sentences. Students may identify general and specific statements and choose to invent an appropriate topic sentence, insert new sentences or delete unneeded sentences.

About the paragraph-pattern approach Byrne (1988) also states that this approach is mainly concerned about teaching students how to construct and

organize paragraphs by forming paragraphs from jumbled sentences, writing parallel and developing paragraphs from topic sentences. This approach is based on the different cultures of students and the ways of communication.

**d. The Grammar-Syntax-Organization Approach**

Raimes (1983) notes that, this approach stresses simultaneous work more than one singular composition feature. Teachers who apply this approach indicate that writing cannot just be seen as a composition of separate skills which are learned sequentially. Students should, therefore, be trained to pay attention to organization while they work on necessary grammar and syntax. This approach links the purpose of writing in the forms which are needed to convey messages.

**e. The Communicative Approach**

According to Raimes (1983), the communicative approach stresses the purpose of writing and the audience who reads it. Students are encouraged to behave like a writer in real life and ask themselves crucial questions about purpose and audience. Traditionally, the teacher alone is the audience for students' writing, but some feel that writers do their best when written is read by the real readers. So, the relationship may be extended to classmates and pen pals. In addition, in communicative activities, the learners have to activate and integrate their knowledge and skills in order to use them to communicate meaning (Littlewood, 1981). Likewise, this approach motivates students how to communicate through the process of writing (Byrne, 1988).

## **f. The Process Approach**

Matsuda & Silva (2010) defined the process approach as a recursive, exploratory and generative process wherein writers' ideas were discovered and their meaning made clear. Writers are trained to generate their ideas for writing, think of their purpose and audience, and write several drafts in order to present written products that communicate their ideas. As a result, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. In addition, writing as a process means giving students time to pre-write, write, post-write, proofread, and edit their paper (Carroll & Wilson, 1993). Moreover, the writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write. During the writing process, students engage in pre-writing, planning, drafting, and post-writing activities.

Moreover, Nunan advocates that a process approach to writing consists of seeing the act of composition from a very different perspective; the process approach focuses as much on the way the completed text was created as it does on the end product (Nunan, 1989). Brown (2000) points out that the final product of writing should possess these criteria: 1) meet certain standards of prescribed English rhetorical style, 2) Reflect accurate grammar, 3) Be organized in conformity with what the audience would consider to be conventional. Here is a list of typical writing activities done in the process approach.

- a. Focus on the processes of writing that lead to the final written product.
- b. Help student writers to understand their own composing process.
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- d. Give students time to write and rewrite.
- e. Place central importance on the process of revision.
- f. Let students discover what they want to say as they write.
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to final intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between the teacher and students during the process of composing.

Brown (2000: 335-356) adapted from Shih (1986).

The teachers who use this approach may provide time for their students to trade ideas and feedback on the content of what they write in their drafts. In this stage, writing becomes a process of discovery for the students as they develop new ideas and new language forms to express themselves. Furthermore, learning to write is a good way to develop and help students to write as professionals.

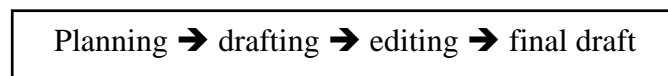
#### **4. Writing Process**

Writing is a complex process that involves feeling, thinking and communicating Moore-Hart (2010). It means that when writing something down, the writers have to consider the vocabulary, think about the content, and try to express their ideas in order to communicate with their audience. Moreover, the process of writing involves a series of highly complex cognitive activities that take place in response to a rhetorical situation (Matsuda & Silva, 2010).

The writing process is not only a structure for how to write, but also a procedure to follow (Lunenburg & Lunenburg, 2014). This statement shows that

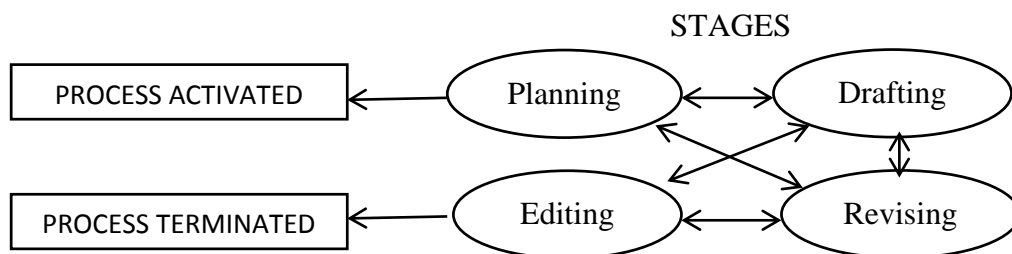
writing is a procedure that the writers have to follow step by step in order to have good and meaningful content. As described by Don Grave, writing is thinking on paper. Writing and reading are ways into knowledge, learning and communication (Carroll & Wilson, 1993).

Writing is used for a wide variety of purposes. It has also produced many different forms. Nation (2009) suggests that the writing process contains seven subprocesses which are considering goals for the writer: having a model for the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. Harmer suggested that there are four steps of the writing process: planning, drafting, editing/revising, and the final version (Harmer, 2004). We might decide to represent these stages in the following way:



**Figure 1. The Writing Process**  
(Source: Harmer, 2004: 5)

Along similar lines, Seow also suggested four steps for the writing process as follows:



**Figure 2. The Writing Process**  
(Source: Seow, 2002: 315)

According to Johnson (2008) there five steps to the process writing approach as described by Donald Graves (1983), which are prewriting, drafting, revising, editing and publishing. And again, (Moore-Hart, 2010) also provided five steps of writing. These are presented below.

**Table 1. The Writing Process**

<b>Prewriting</b>	<b>Drafting</b>	<b>Revision</b>	<b>Editing</b>	<b>Publishing</b>
Recalling ideas	Getting ideas down before they get away	Reseeding the writing	Inspecting writing	Publishing a piece
Brainstorming	Developing ideas	Rethinking the writing: Does it say what you want to say?	Checking mechanics in context of writing (i.e., capitals and punctuation)	Sharing your writing with others
Discovering ideas	Writing / composing	Questioning writing	Checking accurate spelling	Displaying writing
Planning spelling	Thinking	Clarify: Does it make sense?	Communicating courteously to readers	Celebrating writing
Rehearsing	Making meaning	Seeking feedback from peer	Proofreading	Publishing writing
Organizing		Reorganizing writing	Peer editing	

(Source: Moore-Hart, 2010: 13)

**a. Prewriting / Planning**

At this stage, writers have to plan what they are going to write, decide what they are going to say, make detailed notes, consider the purpose of their writing, and generate ideas and vocabulary by using strategies such as brainstorming and discussion. As a writer, they do not worry about correct spelling, punctuation organization of materials, or finding exact words Langan (2010).

**b. Drafting**

Langan (2010) states that at this stage, writers prepare to put in additional thoughts and details that did not emerge during prewriting. Hence, the writers are ready to develop their writing by composing a draft (Moore-Hart, 2010). At this stage, the learners attempt to capture ideas on paper. They write down what comes to mind without thinking about grammar while thinking about the content and the meaning of their writing.

**c. Revising**

At this stage, revision is sometimes characterized by backward movement. Students have to reread, re-examine, delete, shape, and correct the written message to meet the needs of readers (Moore-Hart, 2010). Harmer (2004) suggests that after students have produced a draft, they should then read through the list of what they have written to see where it works and where it does not work. Perhaps the order of the information is not clear or confusing. Students may write a new introduction, use different words in a particular sentence, look for general meaning and structure, or check for words and grammatical accuracy. Revision is often assisted by other readers or teachers who comment and make suggestions.

**d. Editing**

Moore-Hart (2010) suggests that during this stage of writing, the writers have to focus on content and mechanics. They have to correct their spelling, punctuation, capitalization, grammar, and word usage.

#### **e. Publishing**

For this phase, students may look at the first plan and drafting, because words and sentences have changed during the editing process. Students may check for the content and meaning, determining whether they match with their purpose, and the writers or learners are now ready to send the written text to their audience (Harmer, 2004; Moore-Hart 2010).

### **5. The Roles of Teacher in Teaching Writing**

As stated by Richards & Rodgers (1986), learner roles are closely linked to the functions and status of the teacher. Teacher roles are similarly related ultimately both to assumptions about language and language learning. They also pointed out that some methods are totally teacher dependent, while others view the teacher as a catalyst, consultant or guide for their students. Traditionally, the role of the teacher in writing class is to provide correct models and feedback for learners.

It seems clear that teacher assistance is a very crucial part of the teaching and learning process, especially in writing. In the process of writing, teachers should guide their students, especially during the drafting process. The teacher should give the students an opportunity to share their ideas with friends. Teachers should also regularly provide feedback and comments in order to develop their students' writing. As mentioned in (Brown, 2000), writing students should be encouraged to read and understand texts, and the role of teacher must be one of facilitator and coach who offers useful feedback and guidelines for making commentary more effective.

In order to guide the students to become better in writing (Harmer, 2004) the teacher provides a number of crucial tasks to perform. The tasks which teachers have to perform before, during, and after students' writing are demonstrating, motivating and provoking, supporting, responding, and evaluating. However, Harmer has improved and explained more about the roles of a teacher in teaching writing to be more effective in learning language. Here are the roles of teachers as provided by (Harmer, 2001, 2007).

**a. Motivator**

The first teachers' role of teaching writing is motivating students. Teachers have to create the right conditions to generate their ideas, persuading students of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. This may require effort and process-writing sequences.

**b. Resource**

As the resource, the teacher should be ready to supply whatever information and language that is necessary. Teachers should be available and prepared to look at students' work, offering advice and suggestions in a constructive and tactful way.

**c. Feedback Provider**

The last role of the teacher is feedback provider. Teachers should respond and encourage the content of students' product and offer corrections to the students' work.

## **6. Materials Development**

### **a. Definition of Materials**

The most important component in curriculum is the materials (Nunan, 1991); the materials are all activities in teaching and learning process and they are the most important means to transfer our learning objectives. Moreover, teaching materials are central to writing instruction and are widely used to stimulate, model, and support writing (Hyland, 2003). This is why the materials need to have clear instructions for the students.

According to Tomlinson (1998: 2) materials refer to anything that is used by teachers or learners to facilitate the learning of a language. Materials can obviously be in the form of a textbook, dictionary, workbook, cassette, CD-ROM, video, photocopied handout, or instructions given by the teacher. They could also be a newspaper, a paragraph written on a whiteboard or anything that informs students about the language being learned. In other words, materials can be anything which is deliberately used to increase the learners' knowledge or experience of the language.

### **b. Materials Developments**

Tomlinson (1998: 2) states that materials development refers to anything which is done by writers, teachers or learners that provides sources of language input and exploits those sources in ways which maximize the likelihood of intake: in other words, the supplying of information about experiences of the language in ways designed to promote language learning. To do so, material developers might bring the textbook, stories, and advertisements into the classroom, invite students to share their opinion, and provide some examples of language. In addition,

whatever they do to provide input, it can be related to what they know and this can help students in learning language effectively.

Graves (2000: 149) indicates that materials development is the planning process created by the teacher in units and lessons, and within those units one can carry out the goals and objectives of the course. In addition, materials development is the process of making a syllabus and designing the activities which will be used in the classroom. For designing courses, a teacher may choose and adapt the existing materials, organize materials and activities, and develop new materials with which students can achieve their objectives and reach the goals of the course.

### **c. Principles in Developing Materials**

There are several principles in developing material as stated by Tomlinson (1998).

- 1) Materials should have a noticeable effect on learners such as illustrations, activities, and attractive presentation
- 2) Materials should help learners to feel at ease - students should feel comfortable and relaxed with materials
- 3) Materials should help learners to develop confidence (help learners to feel successful in their tasks)
- 4) Materials should relate to learners interests and their real life tasks
- 5) Materials should require and facilitate learner self-investment
- 6) Learners must be ready to acquire the points being taught
- 7) Materials should expose the learners to language in authentic use

- 8) The learners' attention should be drawn to linguistic features of the input
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
- 10) Materials should take into account that the positive effects of instruction are usually delayed
- 11) Materials should take into account that learners differ in learning styles
- 12) Materials should take into account that learners differ in affective attitudes
- 13) Materials should permit a silent period at the beginning of instruction
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement, which stimulates both right and left brain activities
- 15) Materials should not rely too much on controlled practice
- 16) Materials should provide opportunities for outcome feedback

**d. Process of Materials Development**

Designing new materials can be defined as the process of creating and selecting activities (Hyland, 2003). The process of creating new materials and modifying existing ones are very similar. In addition, Jolly and Bolitho (1998) provide six steps of developing materials.

**e. Materials Evaluation**

Evaluation is a matter of judging the fitness of something for a particular purpose (Hutchinson & Walters, 1987). Evaluation can take place before a

coursebook is used, during its use, and after use, depending on circumstances and purposes for which the evaluation is being undertaken (Cunningsworth, 1995)

Therefore, Tomlinson (1998: 3) suggests that materials evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can be post-use and therefore focused on analysis of what happened as a result of using materials. He also suggested that materials evaluation can be a measurement for the value of the materials. This is done impressionistically and consists of attempts to predict whether or not the materials will work. The learners will be able to use them without too much difficulty and will enjoy the experience of doing so.

## **B. Relevant Research**

This research is about developing English writing instructional materials for Second Year students of the English Department at Champasak University. The researcher attempts to find the relevant research.

The first was the research about writing. It was not completely the same with this study, but it was useful to this research. The study was about “using brainstorming techniques to improve students’ writing ability in descriptive text” by Khanthaly (2011). The study was attempting to use brainstorming strategies to support students’ writing ability (Phimmasenh, 2011). The findings show that using brainstorming technique in teaching writing is able to improve students' writing ability in descriptive text.

The second was also research about developing writing materials; it was quite the same with this study. The study was about “*Pengembangan perangkat menulis teks eksposisi berdasarkan pembelajaran berbasis masalah bagi siswa SMP*” by Cipto (2015) and the study is to develop writing materials (Cipto, 2015). The findings show that developed materials able to help students to write exposition text and the materials are categorized as good.

### **C. Conceptual Framework**

Writing is one of the four skills that are important to learn. (Waguey & Hufana, 2013) stated that every year in the United States, several young people drop out of high school because they lack both reading and writing skills. Thus, all students have to master this skill in order to support and guarantee their competence to get the best career in their future. The objectives of teaching and learning writing processes are emphasized when assisting students to be able to develop their writing skills.

Besides, all students must be able to communicate with each other in speaking and writing. Therefore, teaching and learning must be supported in order to obtain a high quality of written results. However, often the process of teaching writing is not successful. The teachers are still facing problems when teaching writing. The teachers seem to be inappropriately using methods for teaching writing.

Instructional materials have an important role in teaching language learning. Using materials which meet the students’ needs and problems will encourage and stimulate students to have better ideas in the writing process. Applying this approach to writing can also help the students to generate ideas step by step.

Unfortunately, the teachers at Champasak University did not often use this approach of teaching writing. The process of teaching writing was just based on what they has always used in the classroom. Some textbooks were not even suitable to the students' capacity. So, this reason led to the students' unsuccessful writing.

Since those problems were found, the instructional materials play an important role in the field of teaching and learning written English. In order to develop students writing skills and English writing instructional materials in this study, the researcher attempts to pay attention to students' needs, to design and apply any approaches of teaching writing by adding interesting and understandable activities, and providing clear instructions on the materials which can facilitate the learning process of writing.

Since the time is limited for this research, to develop English writing instructional materials, several models are reviewed by the researcher in order to meet the conditions of this research. According to that, the development theory proposed by Jolly and Bolitho in Tomlinson (1998, 97) is the right and appropriate model in developing materials for this research. In conclusion, the procedure of this model is conducting the needs analysis, designing syllabus and lesson plan according to the Champasak University model, identification, exploration, contextual realization, pedagogical realization, physical production, use and evaluation.

#### **D. Research Questions**

Based on those problems of writing skills faced by the English Department students at Champasak University, the research questions are:

1. What are the needs of the students in Second Year of English Department, Champasak University in learning writing?
2. What instructional writing materials are appropriate for Second Year students of English Department, Champasak University?

## **CHAPTER III**

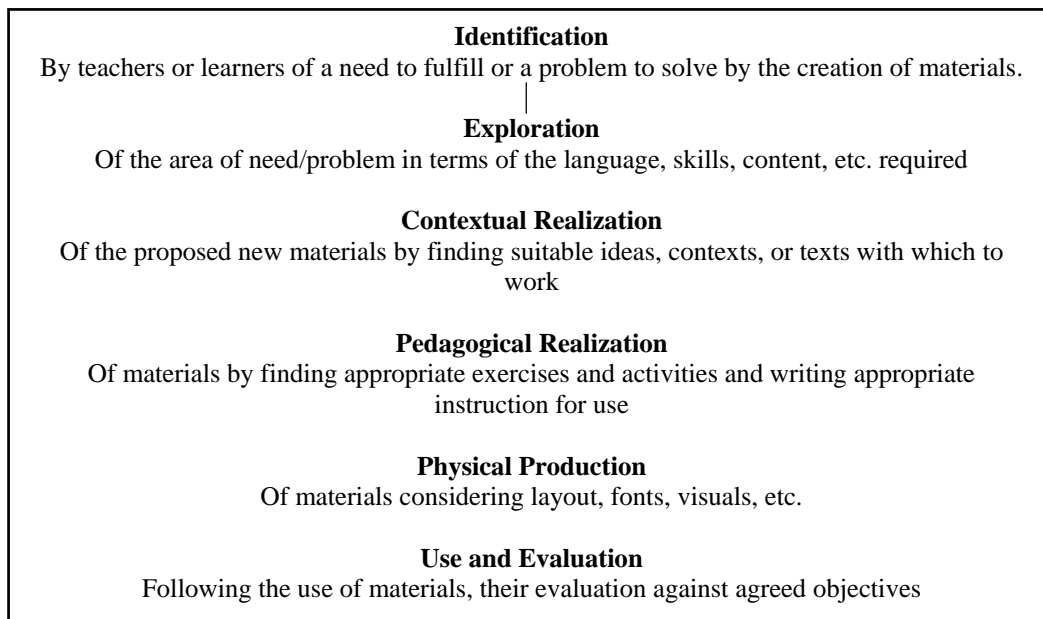
### **RESEARCH METHODS**

#### **A. Development Model**

The research aims to develop English writing materials for year 2 students, English Department at Champasak University. The research is known as research and development (R&D). The purpose was to design and develop new English writing instructional materials. Educational research and development (R&D) is an industry-based development model in which the findings of research is used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards (Gall, Gall, & Borg, 2003).

#### **B. Development Procedure**

According to the nature of the study, research and development has several models to develop and design new product. Therefore, Gall, Gall, & Borg (2003) is one of the model which is used to develop the product. However, there also has other models that appropriate for this research. This research procedure followed the model of the research and development stages in Tomlinson provided by Jolly and Bolitho (1998, 97). They have defined six stages of research and development. The research procedure of this study is presented below:



**Figure 3. Development Procedure**

**Source: Jolly and Bolitho (1998, 97)**

### **1. Identification of the Problems**

At this stage, the researcher found out the problems of the students when they had activities in writing English. The problems would be solved by finding students' needs and designing new materials for writing.

According to the researcher's experience, students have problems in writing skills. Lack of vocabulary is one issue that students face when they have to do the writing activities. Moreover, students do not master generating and developing their ideas to form a good paragraph. Furthermore, punctuation is another one of the difficulties in writing skills.

As a result, the problems can be identified as follows: 1) Writing is a complicated skill for students because they have to express their ideas in a well-structured organization of the texts using coherence, cohesion, grammar, mechanics

and the proper use of words. 2) Writing becomes more difficult for most students when they do not clearly understand texts in. 3) Students did not know the process of writing in English which is important to know in order to develop students' writing skill.

## **2. Exploration (Needs Analysis)**

Needs is actually an umbrella term that embraces many aspects (Hyland, 2003). Needs analysis is defined as the students' needs in learning. This cover what students need to learn and what the learners want to learn. Needs analysis will make sure that the course will contain relevant and useful things to learn (Nation & Macalister, 2010). Needs are divided into target needs and learners' needs (Hutchinson & Walters, 1987).

At this stage, needs analysis was done by distributing the questionnaires. Students were asked about their needs in order to design and develop new materials for writing skills.

## **3. Contextual Realization**

At this step, contextual realization would follow the English syllabus of the English Department, Champasak University. The design involved creating writing topics or materials, formulating learning indicators, designing writing activities, finding sources for designing material, and arranging time allocation.

#### **4. Pedagogical Realization**

This part involved several steps, namely:

- a. Collecting the learning material. The learning material involves texts, conversations, images, and other activities. The collected learning materials will be arranged to develop writing material.
- b. Creating the writing material activities. Applying writing materials into the activities and arranging them in order.
- c. Creating writing lessons. Arranging the activities and putting them in the appropriate units.
- d. Creating the writing materials. Arranging writing material activities, contents, and units and making them into a textbook.

#### **5. Physical Production**

At this stage, the researcher designs and considers the shape of the new product. Layout, fonts, and visuals are points that the researcher has to consider.

##### **a. Materials Review**

At this stage, the materials are reviewed by expert judgment. The materials are ready to try out after this stage. The following are criteria for materials review.

**Table 2. Materials Review Guideline**

No	Statements	Options				Comment
		SA	A	DA	SD	
1	Aims and Approaches					
2	Design and Organization					
3	Language Contents					
4	Skills					
5	Topics					
6	Methodology					
7	Practical and Considerations					

(Adapted from Cunningsworth, 1995)

## **6. Use and Evaluation**

At this part, the writing materials are implemented. It is important to know that the writing material will be accepted and is appropriate to the abilities of the students. The researcher conducted the interviews and the questionnaires and also distributed them to learn the students' opinion about the materials.

The result of the interviews and questionnaires were analyzed to evaluate and revise the materials/product.

### **C. Try-out**

#### **1. Try-out Design**

The try-out design in this research and development involved several steps. It started with distributing instructional writing material for the Second Year University Students of English Department, Champasak University. Then, the students learned and used the instructional writing materials individually, in pairs,

in groups and discussion with their friends, and was dependent on the activities provided under the guidelines of the developer or teacher. After the learning process, the questionnaires were distributed in order to find out the responses of the students through the writing learning material. In order to gain more information, an interview was done with some students at the end of class.

## **2. Try-out Subject**

This research was conducted at the English Department Champasak University. The subjects of the research were Second Year University Students of English Department, academic year 2015-2016, Champasak University.

## **3. Data Collection Techniques and Instruments**

### **a. Data Collection Techniques**

Both the needs analysis of the subjects and evaluation of the subject were conducted at the English Department, Champasak University. The data was collected through questionnaires and interviews. After the data was collected, the data was used to design and develop the English writing instructional materials.

### **b. Data Collection Instruments**

#### **1) Interview Guideline**

The interview was done at the evaluation stage of the product. The interview was done in order to obtain more information about developed materials and to get feedback from the students according to the learning writing process.

## 2) Questionnaires

Questionnaires were distributed to collect data for needs analysis of the students, product review for expert judgment and evaluation from the students. The questions required the participants to choose the provided number of responses. The questionnaires provided statements and a rating scale to indicate the participant responses. The questionnaires were distributed three times. First questionnaires were distributed to obtain a needs analysis. Second, questionnaires were provided for expert judgment to review the product. Third, after implementing the product, the questionnaires were distributed to evaluate the new product and to obtain more information about the material that was used.

**Table 3: The Outline for Needs Analysis**

<b>No.</b>	<b>Types of information</b>	<b>The purposes of the questions</b>	<b>Reference</b>
1	Who the learners are	To know the students' profile (age, gender, educational background, nationality, language)	(Graves, 2000)
2	Students' learning background	To know about what they have learned and known	(Hutchinson & Waters, 1987)
3	The learners' level of language proficiency	To know the students' proficiency of the four skills, grammar, vocabulary, pronunciation.	(Graves, 2000)
4	The learners' level of intercultural competence	To know students' experience in another culture	(Graves, 2000)

			Continued
No.	Types of information	The purposes of the questions	Reference
5	Students' interests	To know what topic learners need to learn	(Graves, 2000)
6	Students' learning preferences	To know how students expect to be taught, activities, the role students expect to take in class	(Graves, 2000)
7	Students' attitudes	To know their attitude in using target language and writing skill	(Graves, 2000)

#### **4. Techniques of Data Analysis**

Data analysis technique was conducted with two techniques which were qualitative for interview, and quantitative for questionnaires.

##### **a. Techniques of Data Analysis from Interview**

There were several models of process analysis. The model used in this research is posted by Miles and Huberman (1994) which were data reduction, data display and conclusions drawing and verification.

- 1) Data reduction was the process of selecting, focusing, simplifying, abstracting and transforming data.
- 2) Data display was an organized, compressed assembly of information that permits conclusion drawing and action.
- 3) Conclusion drawing and verification was the process of making a conclusion from the data collected.

## **b. Techniques of Data Analysis from Questionnaires**

There were three kinds of questionnaires in this research. The first were students' profile and needs analysis questionnaires and the second were for revising the product (expert judgment), and the last were questionnaires for evaluating the materials. To know the students' profile, the researcher used the frequencies and percentage formula. The percentage is calculated by dividing the frequency of a number of the respondents and the result is multiplied by 100%. The formula is shown below:

$$P = \frac{f}{N} \times 100\%$$

**(1) Frequency Percentage Formula**

While

P = percentage

F = frequency

N = total of respondents

100 = fixed number

To analyze the materials review and evaluation, the researcher used descriptive statistics to describe the result. The questionnaires were in the form of scales that include four opinions which were: strongly agree 4, agree 3, disagree 2 and strongly disagree 1. To know the results or to evaluate the materials, the researcher also used descriptive statistics and the scales were divided into four which were: strongly agree 4, agree 3, disagree 2 and strongly disagree 1. Here is the formula proposed by Ravid (2011).

$$\bar{X} = \frac{\sum x}{N}$$

## (2) Mean Formula

While

$\bar{X}$  = mean

$\sum x$  = the sum of all scores

N = the number of scores

The data were analyzed by using central tendency measurement to summary score that is used to represent a distribution of scores. According to Ravid (2011) there are three central tendency measurements: mode, median and mean. In this study, mean was be used to describe data that is the most representative of the data obtained. Mean, which is also called the arithmetic mean, is calculated by dividing the total sum of the scores by the number of scores.

In order to know that the product developed by the researcher was good and appropriate for students, the scores were analyzed by using the category proposed by Wagiran (2015). The categories were divided into four, which were very good, good, fair and poor.

**Table 4: Interval Category proposed by Wagiran (2015, 337-338)**

No	Interval	Interpretation	Category
1	$X > (Mi + 1,5SD)$ to $(Mi + 3SD)$	$X > 3.25$ to 4.00	Very good
2	$X > Mi$ to $Mi + 1,5 SD$	$X > 2.5$ to 3.25	Good
3	$X > Mi - 1,5SD$ to $Mi$	$X > 1.75$ to 2.5	Fair
4	$Mi - 3SD$ to $Mi - 1,5 SD$	1 to 1.75	Poor

While **X = Total scores per student**

$$M \text{ ideal} = \text{highest score (4)} + \text{lowest score (1)} \div 2$$

$$M \text{ ideal} = 4 + 1 = 5 \div 2 = 2.5$$

$$\mathbf{M \text{ ideal} = 2.5}$$

$$Sd \text{ ideal} = \text{highest score (4)} - \text{lowest score (1)} \div 6$$

$$Sd \text{ ideal} = 4 - 1 \div 6 = 0.5$$

$$\mathbf{Sd \text{ ideal} = 0.5}$$

**c. Reliability and Validity**

Reliability and validity are the two criteria used to judge the quality of all standardized quantitative measures. Reliability referred to the consistency and dependability of measuring instruments (Ravid, 2001). According to Gall, Gall and Borg (2003), test reliability referred to how much measurement error was presented in the scores affected by the test. Based on the theory, Gall, Gall and Borg (2003) reliability coefficients vary between values of .00 and 1.00. Thus, the test scores with a reliability of .80 or higher were sufficiently reliable for most research purposes and 1.00 indicated the perfect reliability of the test score. On the other hand, validity indicated the accuracy of the instruments (Lodico et al., 2010). Moreover, validity also referred to the degree to which instrument measured and appropriateness.

The materials validation was done by the expert judgment. Validation was judged by several aspects of materials developing. From the results, the materials were valid and can be used for the next steps of the research.

In order to analyze the reliability of instruments and the stage of materials evaluation, the researcher used the interval scoring proposed by Cohen et al., (2007). The interval scoring is presented as follow:

**Table 5: The Reliability Coefficient of Cronbach's Alpha**

<b>Cronbach's Alpha Coefficient</b>	<b>Interpretation</b>
> 0.90	Very highly reliable
0.80 – 0.90	Highly reliable
0.70 – 0.80	Reliable
0.60 – 0.69	Marginally/minimally reliable
< 0.60	Unacceptable low reliability

**(Cohen et al., 2007, 506)**

The reliability is used to measure the instruments whether they can be used in this research. The table shows level of reliability. According to the table, score among 0.70-0.80 means the instruments are reliable. The higher reliable is the score among 0.80-0.90. The highest reliable instruments are the score those higher than 0.90.

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, needs analysis was shown in the form of percentages. The syllabus and lesson plan were done in order to design instructional materials for English writing.

#### A. Needs Analysis Results

Needs analysis was done to obtain the information from the Second Year students of English Department, Chamrasak University. The data was analyzed into percentages and interpreted in order to explain the results.

##### 1. Data from Questionnaires

##### a. Students' Profile (Part A)

**Table 6: Gender**

<b>Gender</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Participants	14	16	<b>30</b>
Percentages	46.66%	53.33%	<b>100%</b>

Of all of the participants, the results showed that 14 participants were male (46,66%), and 16 participants were female which referred to 53,33%.

**Table 7: Age**

<b>Age</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>More than 22</b>	<b>Total</b>
Participants	3	8	8	1	10	<b>30</b>
Percentages	10%	26.66%	26.66%	3.33%	33.33%	<b>100%</b>

From the results, the participants who were more than 22 years old were 10 participants and had the highest percentage (33,33%). All of the participants who were more than 22 years old were staff officers, who were interested in English and needed to advance their knowledge. Only 1 participant was 22 years old and had the least percentages (3,33%). There were 8 participants who were 21 years old and also 8 participants who were 20 years old (26,66%). And the last was the participants who were 19 years old, of which there were 3 participants (10%).

**Table 8: Nationality**

<b>Nationality</b>	<b>Lao</b>	<b>Total</b>
Participants	30	<b>30</b>
Percentages	100%	<b>100%</b>

All of the participants, 30 participants both male and female were Lao (100%).

**Table 9: Daily Life Language**

<b>What language do you speak in your daily life?</b>	<b>Lao 50%</b>	<b>English 50%</b>	<b>Lao 75%</b>	<b>English 25%</b>	<b>Lao 100%</b>	<b>Lao 25%</b>	<b>Vietnamese 75%</b>	<b>Total</b>
Participants	4		15		10	1		<b>30</b>
Percentages	13.33%		50%		33.33%	3.33%		<b>100%</b>

Even though all participants were Lao, there was one person (3,33%) who spoke Vietnamese 75% in her daily life and 25% Lao. 15 participants (50%) half of the participants said that they spoke Lao language 75% and English 25%. 4 participants (13,33%) said that they spoke Lao language 50% and English 50% in

their daily life. 10 participants (33,33%) said that they spoke Lao language 100% in their daily life.

**Table 10: Classroom Language**

What language do you speak in your classroom?	Lao 25%	English 75%	Lao 50%	English 50%	Lao 75%	English 25 %	English 100%	Total
Participants	3		19		7		1	<b>30</b>
Percentages	10%		63.33% %		23.33%		3.33%	<b>100%</b>

In the classroom, 3 participants (10%) spoke Lao language 25% and spoke English 75%. 19 participants (63,33%) spoke Lao language 50% and English 50%. 7 participants (23,33%) spoke Lao language 75% and English 25%. And only a person (3,33%) who spoke English 100%.

**b. Students' Learning Needs (Part B)**

**Table 11: Students' learning background**

No.	Questions and Statements	Options			
		SA	A	DA	SD
1	I know about four skills of language	40%	60%	0	0
2	The writing process is not always taught	13.33%	40%	46.66%	0
3	I do not know many kinds of texts	13.33%	40%	30%	16.66%
4	I am not good in describing things, people and composing letters	26.66%	46.66%	16.66%	10%
5	I do not understand well about punctuations and how to use them	10%	50%	33.33%	6.66%
6	I do not know how to arrange the sentences to be a good paragraph	36.66%	36.66%	16.66%	10%

As the students' learning background showed above, almost all of the students knew about four skills of language, yet the writing process was not always taught, this point meant that students had different ideas about writing. As a result, many students knew about different kinds of texts but were still poor in composing texts. Moreover, students did not know punctuation well, nor how to arrange sentences into good paragraphs.

**Table 12: The learners' level of language proficiency**

No.	Questions and Statements	Options			
		SA	A	DA	SD
7	I can speak English very well	3.33%	36.66%	46.66%	13.33%
8	I can read and understand English texts well	6.66%	33.33%	46.66%	13.33%
9	I can understand well when I talk with friends and teachers in English	6.66%	20%	66.66%	6.66%
10	I understand when I speak with English native speakers	10%	16.66%	60%	13.33%
11	I can write in English (sentences)	23.33%	76.66%	0	0
12	I cannot write a good business letter	46.66%	20%	16.66%	16.66%
13	I am still poor in composing descriptive text, recount text, procedure text and narrative text	43.33%	33.33%	10%	13.33%
14	I know and remember numerous English vocabulary	10%	23.33%	60%	6.66%
15	I do not know many difficult words (difficult spelling)	46.66%	33.33%	16.66%	3.33%
16	My pronunciations are not correct and there is some mistakes when I speak English	56.66%	43.33%	0	0
17	I do not know all about parts of speech	36.66%	36.66%	16.66%	10%
18	I do not know well about grammar in English	36.66%	53.33%	3.33%	6.66%

As a result, many students could speak English but more than half of the students could not speak English very well. However, many students could read texts and understand them. Though there were many students that did not understand well when they spoke with English teachers. Moreover, students did not understand when they spoke with English native speakers.

Thus, most students could write sentences but they still lacked knowledge about writing letters. Furthermore, many students did not know much about different kinds of texts because they did not know extended vocabularies in English, especially difficult words.

Moreover, most students had the same opinion that their pronunciations were not correct when they spoke English. Also, students did not know as much about parts of speech and also English grammar.

**Table 13: The learners' level of intercultural competence**

No.	Questions and Statements	Options			
		SA	A	DA	SD
19	It is difficult to know and understand another culture	40%	56.66%	3.33%	0
20	It is difficult to understand the language which is not our mother tongue	60%	36.66%	3.33%	0
21	I have ever read and known a little about another culture or people eating habits	10%	40%	30%	20%
22	I have ever seen on television and know a little about other clothing cultures	46.66%	46.66%	3.33%	3.33%
23	I do not know much about other religions	23.33%	56.66%	10%	10%
24	I do not know much about other greeting cultures	23.33%	46.66%	20%	10%

From the data collected about students' level of intercultural competence, almost all students agreed that it was difficult to know other cultures, languages and also religions, even though there were many students that have read about other cultures or seen them on television.

**Table 14: Students' interests**

No.	Questions and Statements	Students' choices	Options			
			SA	A	DA	SD
25	What topic do you need to learn in your writing subject?	Tourism	26.66%	23.33%	0	0
		Cultures	20%	36.66%	0	0
		Food	23.33%	36.66%	0	0
26	What kind of activities would you like to learn in writing subject?	Free writing	36.66%	33.33%	0	0
		Write a paragraph by using experience as the a topic	43.33%	43.33%	0	0
		Write the sentences by using the words given	23.33%	43.33%	0	0
		Fill in the blank space by using the words given	10%	50%	0	0
		Look at the picture and write the sentences or texts	23.33%	40%	0	0
		Write a paragraph by using scrambled sentences	13.33%	53.33%	0	0
		Write synonym and antonym words	36.66%	43.33%	0	0
27	What kind of communicative skills do you need to learn and achieve?	Writing business letters	36.66%	33.33%	0	0
		Telling about yourself	46.66%	43.33%	0	0
28	What would you like to know about writing? short paragraphs	Use of punctuations	66.66%	26.66%	0	0
		Use of capital letter	43.33%	40%	0	0
		Use of structure / tense	70%	23.33%	0	0

As a result, about the topics that students needed to learn, the most common topics chosen were tourism, food and culture. The activity that students had to follow was writing a paragraph by using their experience as a topic. The first communication skills that the students needed to learn was writing about themselves.

**Table 15: Students' learning preferences**

No.	Questions and Statements	Options			
		SA	A	DA	SD
29	I expect to learn about the things that are close to real life	60%	30%	10%	0
30	I prefer to work alone	10%	13.33%	50%	26.66%
31	I prefer to discuss with friends	50%	43.33%	3.33%	0
32	I prefer to ask the teacher	43.33%	43.33%	6.66%	6.66%
33	In writing process teacher should always look at and provide advices to students	70%	30%	0	0

From the data collected, almost all students needed to learn things that are close to real life. Moreover, students liked to discuss with friends and ask the teachers questions. The teachers should always look at their students and provide some advice when they had writing activities.

**Table 16: Students' attitudes**

No.	Questions and Statements	Students' choices	Options			
			SA	A	DA	SD
34	Writing skill is important to learn and master		90%	10%	0	0
35	Writing activity is not easy, but it is important to learn		83.33%	16.66%	0	0
36	The important elements of writing	Vocabulary (spelling, words choice)	70%	13.33%	0	0

		Grammar	83.33%	6.66%%	0	0
37	What are the difficulties in writing a paragraph?	Lack of vocabulary	83.33%	10%	0	0
		Choosing a topic	36.66%	43.33%	0	0
		Starting the paragraph	40%	26.66%	0	0
		Spelling	26.66%	33.33%	0	0
		Punctuations	30%	43.33%	0	0
		Developing ideas	53.33%	40%	0	0
		Grammar	66.66%	13.33%	0	0
		Organization	73.33%	13.3%	0	0
38	Target language (English) is important to learn	(In case of communication and understanding)	86.66%	13.33%	0	0
39	Target cultures are important to know	(Religion, clothing, eating, greeting)	73.33%	26.66%	0	0

About students' attitudes to writing, most students agree that writing was important even though it was not easy, and knowing vocabulary and grammar were also important for writing. Furthermore, almost all students agree that the biggest difficulties for writing are grammar, lack of vocabulary, starting a paragraph, developing ideas, and the use of punctuations. Most students agree that target language and cultures were important to learn and know.

## **B. Materials Development**

The main purpose of this research was to develop appropriate English writing instructional materials for Second Year University Students of English Department, Chamapasak University. The final product was a writing materials textbook which

was developed using the Jolly and Bolitho (1998, 97) model with several steps as follows:

### **1. Identification of the Problems**

In this step, the researcher found out the problems of students at Champasak University. The first problem that students faced was writing structure, grammar, punctuation and especially organization of the text. The next problem was that students did not know much about certain kinds of texts and of letters. The last was about the process of writing, which was the most important point for writing skill.

### **2. Exploration (Needs Analysis)**

In this step, the researcher identified students' needs to fulfill and solve their problems by creating new materials for writing. Based on the steps of material development, the researcher first collected the information by conducted needs analysis. Needs analysis covered students' profiles, students' learning background, students' level of language proficiency, students' level of cultural competence, students' interest, students' preference and students' attitude.

### **3. Contextual Realization**

In this step, needs analysis was analyzed as the result. The syllabus was done in order to design new materials for writing, and lesson plans were formed in order to indicate activities and time allocation. To make these materials appropriate for Second Year students, the syllabus and lesson plan followed the English Department form.

#### **4. Pedagogical Realization**

This covers several steps such as: collecting texts, images, and examples of the lesson. After the sources were found, they were organized into an appropriate unit, and activities were designed according to the lessons. The design was as follows:

##### **Unit 1 “Introduction to Writing”**

This unit covered many aspects of writing. The first section was about steps for writing in English, which provided five steps for writing and also some activities. The second section provided some punctuation marks for writing, their usage and also some activities. The third section provided the rules for using capital letters. The last section provided conjunctions and also activities for writing.

##### **Unit 2 “Let’s Read and Write”**

This unit provided four text types in English, which were procedure text, descriptive text, narrative text and recount text. For each text type, the lesson also provided purposes of the text, the generic structure of the text and the language features of the text. There were activities after each text was presented and also writing practice. Moreover, this unit included some grammar points and activities.

##### **Unit 3 “Getting to Know Letters”**

This unit involved different types of letters such as informal letters, business letters, cover letters and also memos. Furthermore, parts of letters also provided in order to assist students in writing letters. The activities were included as practice for the students.

#### Unit 4 “Through the Cultures”

This unit provided students with information about the cultures around them. Cultures were presented through greetings, clothing, eating and other religions. Students were asked about the cultures, the content was presented and followed by activities.

#### 5. Physical Production

At this stage, the researcher designed and considered the shape of the new product. Layout, fonts, and visuals are all points that the researcher has to consider.

##### a. Reviewing the Materials (Validation)

Before the materials were tried out, the first draft of the materials were reviewed by an expert in materials development. The reviewer judged the materials using a validation sheet provided by the researcher. The validation sheet was developed using Likert scales.

**Table 17: Interval Score of the Materials Validation**

No	Interval	Interpretation	Category
1	$X > (Mi + 1,5SD) \text{ to } (Mi + 3SD)$	$3.65 > 3.25 \text{ to } 4.00$	Very good
2	$X > Mi \text{ to } Mi + 1,5 SD$	$3.65 > 2.5 \text{ to } 3.25$	Good
3	$X > Mi - 1,5SD \text{ to } Mi$	$3.65 > 1.75 \text{ to } 2.5$	Fair
4	$Mi - 3SD \text{ to } Mi - 1,5 SD$	$1 \text{ to } 1.75$	Poor

The reviewer was one of the lecturer in English Department Yogyakarta State University. He is the secretary of the language development centre of Yogyakarta State University, and the results of the materials validation is presented as follows:

**Table 18: The Result of Materials Validation (Expert Judgment)**

No	Aspects	Mean
1	Aims and Approaches	3.50
2	Design and Organization	3.66
3	Language Contents	3.66
4	Skills	3.75
5	Topics	4.00
6	Methodology	3.60
7	Practical and Considerations	3.33
<b>Overall Scores</b>		<b>25.5</b>
<b>Average Mean</b>		<b>3.65</b>
<b>Conclusion</b>		<b>Very Good</b>

Based on the data on table 18, it is found that the validation score on materials appropriateness is 25.5 with the average mean score 3.65. 6 items categorized as good and 1 item of aspect was categorized as very good. As a result, the English writing instructional materials which were developed by the researcher were appropriate for students because the average mean score for all aspects were 3.65 > 3.25 to 4.00.

**b. Interpretation of the Data**

From the data analysis shown in statistics, the results show that the materials were good enough in terms of aims and purpose, design and organization, language content, skills, topics, methodology and practical considerations.

### **1) Aims and Approaches**

Based on the reviewer, the materials were appropriate for students in teaching and learning situations. The materials also corresponded with the aims of the writing subjects, the teaching program and the learners' needs. Furthermore, the materials allowed students of different learning styles to learn. Moreover, the materials covered most or all of the required teaching needs (grammar, writing process, vocabulary, punctuation and instructions).

### **2) Design and Organization**

Based on the data, the reviewer agreed that the materials' content was orderly, easy and understandable. Moreover, the instructions were easy to understand and the tasks were suitable for individuals, pairs and group work. The reviewer also agreed that there were references for grammar points after the lesson were presented. Finally, the reviewer agreed that the layout was clear and the topics that students needed to learn were easy to find.

### **3) Language Content**

The reviewer strongly agreed that the materials cover main grammar items related to the lessons. He also agreed that the materials cover vocabulary in terms of quantity and a specified set of vocabulary. The reviewer strongly agreed that the tasks of the materials covered vocabulary activities and grammar.

### **4) Skills**

The reviewer strongly agreed that the materials meet the syllabus requirements, covered more than one skill, and that the reading passages were

suitable for individual students' levels. Therefore, he also agreed that the writing activities were suitable in terms of guidance and control.

#### **5) Topics**

Based on the reviewer, the topics were relevant to students' interest and needs. Moreover, the topics also helped students expand the awareness of culture, language and enrich their experience.

#### **6) Methodology**

The reviewer agreed that the materials covered the process of teaching writing and the techniques used in teaching were suitable for learners. Thus, the reviewer strongly agreed that the materials included advice on learning strategies and encouraged students to communicate. Therefore, the materials covered both teacher-centric and learner-centric approaches.

#### **7) Practical and Considerations**

Based on the reviewer, the materials were easy to obtain (provided by the teacher or made as copies), and also the materials were attractive.

### **c. The Reviewer's Comment**

Based on the data collected, almost all aspects were approved by the reviewer. However, there were some points to be improved.

- 1) Sometimes grammar dominated the activity.
- 2) More guided practice / exercises needed - meanwhile the materials needed more activities and also guidance for students.
- 3) The instructions should be more direct, specifying which tasks are for individuals, pairs or group work.

4) The materials needed to supply more vocabulary

However, the materials were revised several times before conducting the try-out process.

## **6. Use and Evaluation (Try-out and Evaluation)**

### **a. Try-out**

This took place after the materials were improved based on the review of expert judgment. The materials try-out was held on May 5 – May 19, 2016 at the English Department, Faculty of Education, Champasak University.

#### **Unit 1**

Unit 1 was presented on May 5, 2016. The researcher played a role as the teacher and briefly presented the materials. The students followed the presentation and explanation carefully and tried to do some of the activities in this unit. The students could follow the writing process and did the activities successfully. The students enjoyed this unit because the activities provided were not too difficult.

#### **Unit 2**

This unit was presented on May 9, 2016. Unit 2 was about types of text, so some students could not read and translate some words and this made some students feel bored. However, many students enjoyed reading the text because the materials presented many types of text which they did not know about. The materials also presented the pictures that made students understand the text. Many students could do the activities provided after the lesson and could follow the instructions provided in the materials.

### **Unit 3**

This unit was presented on May 12, 2016. Unit 3 was about the letters. The students could follow the explanation about the letters and did almost all of the activities successfully. The students enjoyed writing memos because it was quite easy to do. Business letters were more difficult since they were not very familiar with that process.

### **Unit 4**

This unit was presented on May 16, 2016. This unit was about culture and the content of this unit was related to students' cultures and other cultures. The students enjoyed seeing new aspects of other cultures such as greetings and eating culture. Students could also do the activities after the lesson and could answer the questions from the warm up. Almost all the students could write about their culture as proved in the activities.

#### **b. Materials Evaluation**

After the materials were tried out, the evaluation was the next step. The evaluation involved using questionnaires to obtain students opinions about the materials. The results of the questionnaires were analyzed and are shown below:

**Table 19: The Result of Aims and Purposes Data Analysis**

<b>Aims and Purposes Appropriateness</b>		
<b>No</b>	<b>Statements</b>	<b>Mean</b>
1	The materials are appropriate with my English level	3.43
2	The materials cover grammar points which are related to the writing skills	3.33
3	The materials help me to overcome the difficulties of writing in English	3.23
4	The materials let me know about procedure texts, descriptive texts, narrative texts and recount texts.	3.40
5	The materials let me know about other cultures	3.50
6	The activities are appropriate with the topic	3.46
<b>Overall Scores</b>		<b>20.35</b>
<b>Average Mean</b>		<b>3.39</b>
<b>Conclusion</b>		<b>Very Good</b>

Based on the data analyzed on the table 19, students agreed that the materials met their needs and were appropriate for them. The average mean score for aims and purposes was 3.39. The materials were categorized as very good since  $3.39 > 3.25$  to 4.00.

**Table 20: The Result of Topics Data Analysis**

<b>Topic Appropriateness</b>		
<b>No</b>	<b>Statements</b>	<b>Mean</b>
7	The topics vary	3.26
8	The topics are relevant to my interest	3.33
9	The topics are related to my culture	3.36
<b>Overall Scores</b>		<b>9.95</b>
<b>Average Mean</b>		<b>3.32</b>
<b>Conclusion</b>		<b>Very Good</b>

Based on the data analyzed on the table 20, students agreed that the materials met their needs and were appropriate for them. The average mean score for topic was 3.32. The materials were categorized as very good because  $3.32 > 3.25$  to 4.00.

**Table 21: The Result of Design and Organization Data Analysis**

<b>No</b>	<b>Statements</b>	<b>Mean</b>
10	From the cover, I can know the content of the materials	3.30
11	Texts are organized from easy to difficult	3.36
12	The activities are suitable for individual, pair work and group work.	3.53
13	Numbers, fonts and layout are appropriate	3.56
<b>Overall Scores</b>		<b>13.75</b>
<b>Average Mean</b>		<b>3.44</b>
<b>Conclusion</b>		<b>Very Good</b>

Based on the data analyzed on the table 21, students agreed that the materials met their needs and were appropriate for them. The average mean score for design and organization was 3.44. The materials were categorized as very good because  $3.44 > 3.25$  to 4.00.

**Table 22: The Result of Language Content Data Analysis**

<b>Language Content Appropriateness</b>		
<b>No</b>	<b>Statements</b>	<b>Mean</b>
14	The prewriting step helps me to get more ideas about writing	3.26
15	The drafting step helps me to be provide adequate vocabulary	3.40
16	Questions at warm up parts let me know about what I am going to learn	3.20
17	The activities provided after the lesson help me to practice more about that topic	3.33
18	The writing processes are presented along with the examples make me understand about writing process	3.43
19	Conjunction and preposition help me a lot about writing a paragraph	3.60
20	The texts are not difficult and understandable	3.10
21	The vocabulary in the texts are easy to understand	3.56
22	The explanations about structures of the texts make me understand about types of texts	3.43
23	Grammar points make me understand the language features of the texts	3.36
24	The vocabulary activities are related to the texts	3.43
25	The explanations of letters help me to understand about letters and parts of letters	3.26
26	The examples of letters help me to learn to write the letter	3.06
27	“Through the cultures” lets me know more about other culture and be aware about my own culture	3.13
28	The instructions are easy to understand	3.30
29	The activities are not difficult to do	3.33
30	The writing activities provide vocabulary which makes my writing easier	3.36
31	Building vocabulary activity helps me to recall my knowledge of vocabulary	3.36
<b>Overall Scores</b>		<b>59.9</b>
<b>Average Mean</b>		<b>3.33</b>
<b>Conclusion</b>		<b>Very Good</b>

Based on the data analyzed on the table 22, students agreed that the materials met their needs and were appropriate for them. The average mean score for

language content was 3.33. The materials were categorized as very good because  $3.33 > 3.25$  to 4.00.

### **1) Students' Comment**

- a) Cover was easy to be tear because of using spiral
- b) Sometimes headings were difficult to find
- c) The materials needed more pictures
- d) The materials needed to have the place (box) to translate the words into Lao
- e) Introduce the difficult vocabulary before the lesson

Based on the students' comments above, it was necessary to do additional revisions to create the final product.

### **2) The Data from Interview**

After the materials were evaluated by the experts, some students were interviewed in order to obtain more information about the materials.

In general, students stated that the materials are good and interesting. From this the researcher concludes that the materials are appropriate with their English level. The text contained new vocabulary and also related to the students' cultures. However, there were some difficult words that they could not understand and could not translate into Lao. Students also stated that the topics are very clear and interesting for them. The activities in the materials are not too difficult to understand and it is possible to work in groups as well as individually because the instructions are clear. Moreover, the most interesting aspect of the materials are the pictures that help them to understand the vocabulary. The pictures also motivate the students to learn writing.

### **C. Final Product**

Based on the results of the data analyzed, students agreed that the new product was appropriate for them. However, there were some points that needed to be revised. Because of limited time, all comments from the students could not be taken into account when revising the final product.

The outside cover was thought to be easily destroyed (ie. tear off) because of the researcher used spiral binding. On the other hand, using spiral binding proved to be helpful when students opened and used the material. Some headings were rearranged in order to make searching the headings easier. Some pictures were added to help students understand the texts or vocabulary more easily. Difficult words were better introduced and space was added to provide translation into Lao. Finally, some activities were added which pertained to the corresponding lesson.

#### **Unit 1 “Introduction to Writing”**

This unit is about writing and some elements or skills that are involved in writing. It consists of seven headings. The first heading is warm up, which includes some questions and a little bit of information about writing before getting into the main point of the lesson. The second heading is about the steps of writing. The heading presents the steps or processes of writing a paragraph and examples are also presented. The third heading pertains to punctuation marks. It presents the nine punctuation marks which are used in writing sentences and paragraphs. The fourth heading is capital letters. This heading shows examples of the use of capitals and some tips for using capital letters are also included. The fifth heading is about conjunctions. The heading presents some conjunctions which are commonly used

in writing, such as “and, but and or and so.” The sixth heading is pronouns. This heading shows the personal pronouns which are most commonly used in sentences. The last heading is about prepositions. This heading presents some prepositions that are commonly used in writing.

## **Unit 2 “Let’s Read and Write”**

This unit is about different types of text. There are five heading in this unit. The first heading is warm up and there are some questions about reading texts at the beginning of the lesson. The second heading is procedure text. The heading shows the definition of this type of text, the purpose, generic structure and language features. An example of procedure text is also presented and some exercises for students are also included. This heading also presents some grammar points about simple present tense. The third heading is descriptive text. This heading also shows the definition, purpose, generic structure and language features of the text. The example of the text is also presented, and like the section before, exercises are also included. The fourth heading is about narrative text. This section includes the definition, purpose, generic structure and language features of narrative text. Examples of the type of text and exercises are also available. Additionally, this heading presents grammar points about simple past tense. The fifth heading is recount text. It also introduces the various components of the text. Examples and exercises are also included.

### **Unit 3 “Getting to Know Letters”**

This unit is about letters. There are seven headings. The first is warm up and there are some guiding questions before the unit gets into the lesson. The second heading is about the types of letters. The third heading describes the parts of a letter. The fourth heading introduces a friendly letter. The fifth heading is about business letters. The sixth heading describes cover letters. The last heading is about memos. Every heading consists of an explanation and there are exercises for students to practice in each heading.

### **Unit 4 “Through the Cultures”**

In unit 4, it is about culture. There are five headings in this unit. The first is the warm up. The second heading is about cultural greetings. The third heading is about clothing in culture. The fourth heading talks about the culture of eating and cuisine. The last heading is about religion. In this unit, students can practice their writing through learning about culture. This unit presents cultures that students are familiar with. This is taken into consideration to help students produce content like sentences and paragraphs more easily.

### **D. Discussion**

The purpose of this research was to develop appropriate writing materials for the Second Year University Students of the English Department at Chamapasak University. The materials were developed by using the model of Jolly and Bolitho (1998, 97) in Tomlinson (1998) which involved six steps of development. According to the needs of the students within the research, it was identified that students needed materials (ie. Text books) which covered the process of and the

mechanics of writing. The needs analysis was conducted to collect data about the students' profile and their needs in order to develop the materials.

The needs analysis included students' profile, students' learning background, students' level of language proficiency (skills, grammar, vocabulary and pronunciation), students' level of intercultural competence, students' interest, students' learning preferences and students' attitudes toward the subject of writing. Based on needs analysis data, students need to know more about writing process and the important elements of writing. Furthermore, students need to know about types of text and its structure. Moreover, they need to learn about letters. Besides, students also need to know about other cultures.

Four units of writing materials were developed in this research. The development of the materials were based on the results of the needs analysis. The materials involved a writing process based on the approaches to teaching writing. The activities in all units are based on the lessons provided within the materials.

Based on the results of the analyzed data, the data shows that the materials are appropriate for students. The data shows that the materials cover students' needs and meets their learning preferences. The appropriateness shows by the total scores of 13.48 and average mean score for  $3.37 > 3.25$  to 4.00. The materials were categorized as very good.

## **E. The Limitation of the Research**

Throughout the development of these materials for Second Year Students of the English Department, at Champasak University the researcher found the limitations of the research as follow:

1. The needs analysis step was difficult to be completed because it was done during the week of the students' examinations.
2. The needs analysis covered one class of Second Year University Students from the English Department.
3. The materials evaluation process covered one class of Second Year University Students from the English Department.
4. Based on the different backgrounds of students, some vocabulary was difficult to understand.
5. Based limited time, all students' comments could not be take into account.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter comprises of the conclusion of the research. Additionally, suggestions will also be provided to teachers, schools or Universities, students, and other researchers. The report will conclude with a plan and aim to disseminate the findings to the English Department, Faculty of Education, at Champasak University in Laos.

#### **A. Conclusion**

Following the procedures of the Research and Development (R&D) model developed by Jolly and Bolitho (1998) in Tomlinson (1998) which involve six steps of developing, the English writing instructional materials highlighted in this report have passed all requirements of the model.

Based on needs analysis data, students need to know more about writing process and the important elements of writing. Furthermore, students need to know about types of text and its structure. Moreover, they need to learn about letters. Besides, students also need to know about other cultures.

Based on results of appropriate evaluation toward writing production, it can be concluded that the materials cover the students' needs and their learning preferences. In addition, these English writing instructional materials are appropriate for the Second University Students of the English Department, Faculty of Education, at Champasak University.

Based on the evaluation results, the materials are appropriate for Second Year University Students of English Department. Furthermore, the results also show that the materials can help and improve students to write sentences and paragraph better.

## **B. Implication**

Based on the results, the materials are appropriate for Second Year University Students of English Department. According to the result, the materials can help and improve students to write better. The results show that the principles and approaches in teaching writing which are used in this research were successful. As one of the principles suggested by Nation (2009), the learners should bring and connect their experience and knowledge to their writing.

Besides, the English writing instructional materials have included some activities related to their experience in order to improve their writing. Furthermore, the theory suggested by Brown (2000) was also achieved. Learners can write the language by connecting reading to their writing. Moreover, other approaches stated by Raimes (1983) were achieved because using the controlled-to- free approach and the paragraph-pattern approach helped students write the sentences or paragraphs better. Besides, the free-writing approach also helped learners to write because they can write the topic which they need to write about.

Furthermore, using the process approach stated by Matsuda & Silva (2010) was very useful because in this approach learners can write their paragraphs by using several steps and in this approach learners can edit and revise the paragraph before publishing. In addition, process approach is concerning to the grammar-syntax-organization approach and this approach was useful because learners were

more attentive to the organization, vocabulary, and grammar. From the uses of grammar-syntax-organization, learners can produce better paragraphs in their writing.

### **C. Suggestions**

English writing instructional materials have been developed in order to facilitate appropriate English writing materials for the Second Year University Students of the English Department, Faculty of Education, at Champasak University. In order to maximize the advantages of these writing materials (writing product), the researcher suggests:

1. To the teachers, hopefully this product will help them teach their students. This product can be used to motivate students in order to learn the process of writing. The teachers can also use this product to increase the abilities of the students with regards to their writing capacity.

2. To the school or university, after this product is implemented at a school or university, hopefully this English writing institutional material will be able to improve the quality of teachers who teach the language. Also, these results contribute information to the teachers of Champasak University to improve their ways of teaching and apply new techniques for teaching the learning process effectively.

3. To the students, hopefully this product will provide as much as information as possible about improving writing skills, activities that help students in their learning process, and also provide a product that can encourage students to produce their best efforts through their learning.

4. To other researchers, hopefully the next generation of researchers will continue to develop new findings through educational research and development in order to support the English learning process in INDONESIA and also in my country LAOS. It is also expected that this research will stimulate other researchers to do similar research that will develop this research further.

#### **D. Dissemination and Further Development**

To disseminate, the researcher aims to distribute this writing product to Universities or schools so that it may be used and can empower many English teachers and students. As the result of Research and Development (R n D), the English writing instructional materials can be considered appropriate learning materials for Second Year Students of the English Department, Faculty of Education, at Champasak University. Therefore, dissemination will allow this product to become empowered by many people and benefit from the research. The distribution can be completed through the cooperation of education. Currently, this product has been distributed individually by the researcher to several students of the English Department, at Champasak University.

## REFERENCES

- Alodwan, T. A. A., & Ibnian, S. S. K. (2014). The effect of using the process approach to writing on developing university students; essay writing skills in EFL. *American Research Institute for Policy Development*, 3, 1, 2337-2927.
- Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Longman.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. San Francisco: Pearson Education, Inc.
- Byrne, D. (1988). *Teaching writing skills* (New Edition ed.). London: Longman.
- Carroll, J. A., & Wilson, E. E. (1993). *Acts of teaching: How to teach writing* (2nd Ed.). New York: A Division of Libraries Unlimited, Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in educational* (6th ed.). London: Routledge.
- Connors, R. J. (2002). Pre-Writing: The stage of discovery in the writing process In C. R. McDonald & R. L. McDonald (Eds.), *Teaching writing* (pp. 7). New York: Southern Illinois University Press.
- Cunningsworth, A. (1995). *Choosing your coursebook*: Oxford: Heinemann.
- Dat, B. (2008). ELT materials used in southeast asia. In B. Tomlinson (Ed.), *English language learning materials* (pp. 263). London: Continuum.
- Florendo, Z. T. (2012). Instructional materials for writing in the discipline. *E-international Scientific Research Journal*, 4(3), 159.
- Flynn, N., & Stainthorp, R. (2006). *The learning and teaching reading and writing*. London: Whurr Publishers Limited.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). Boston: Pearson Education, Inc.
- Ghufron, M. A., Saleh, M., & Sofwan, A. (2016). A model of research paper writing instructional materials for academic writing course. *English Language Teaching*, 9, 2.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle.
- Harmer, J. (1998). *How to teach English*. London: Pearson Education Limited.

- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). London: Pearson Education Limited..
- Harmer, J. (2004). *How to teach writing*. London: Pearson Education Limited.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). London: Pearson Education Limited.
- Heaton, J. B. (1988). *Writing English language tests* (J. H. R. Kingsbury Ed.). London: Longman Group UK Limited.
- Hutchinson, T., & Walters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.
- Huy, N. T. (2015). Problems affecting learning writing skill of grade 11 at thong linh high school. *Asian Journal of Education Research*, 3, 54, 2331-6080.
- Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.
- Javed, M., Juan, W. X., & Nazli, S. (2013). A study of students' assessment in writing skills of the English language. *International Journal of Instruction*, 6, 130, 1308-1470.
- Johnson, A. P. (2008). *Teaching reading and writing*. New York: Rowman & Littlefield Education.
- Jolly, D., & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 97). Cambridge: Cambridge University Press.
- Langan, J. (2010). *Exploring writing: Sentences and paragraphs* (2nd ed.). New York: McGraw-Hill.
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research* (2nd ed.). San Francisco: Jossey-Bass.
- Lunenburg, F. C., & Lunenburg, M. R. (2014). Teaching writing in elementary schools: Using the learning-to-write process. *International Journal of Education*, 2, 1.
- Matsuda, P. K., & Silva, T. (2010). Language skills and assesment: Wriitng. In N. Schmitt (Ed.), *An introduction to applied linguistics* (2nd ed., pp. 232). London: Hodder & Stoughton Ltd.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). New York: Metu Library.
- Moore-Hart, M. A. (2010). *Teaching writing in diverse classroom*. Boston: Pearson Education, Inc.
- Murry, R., & Moore, S. (2006). *The handbook of academic writing*. New York: McGraw-Hill.
- Muslim, I. M. (2014). Helping EFL students improve their writing. *International Journal of Humanities and Social Science*, 4, 105.
- Nation, & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.
- Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.
- Njoku, C. N. (2015). Developing and evaluating of english language instructional materials: Tool for the enhanement and innovations in education in Nigeria. *Journal of Research Development*, 24, 4.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Sydney: Cambridge University Press.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Sydney: Macquarie University.
- Olshtain, E. (2001). Language skill: Writing. In Marianne, Celce & Mucia (Eds.), *Teaching English as a second or foreign language* (3rd ed., pp. 207-208). New York: Heinle & Heinle.
- Phimmasenh, K. (2011). *Using brainstorming technicque to improve students' writing ability in descriptive text*. Master thesis, Sebelas Maret University, Suraakarta.
- Raimes, A. (1983). *Techniques in teaching writing*. New York: Oxford University Press.
- Ravid, R. (2011). *Practical statistics for educators* (4th ed.). New York: Rowman & Littlefield, Inc.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press.

- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). New York: Cambridge University Press.
- Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.
- Saila, A. M. (2013). *Developing writing materials for the Eighth grade students of SMP N 6 Yogyakarta in the academic year of 2012-2013*. Undergraduate Thesis, Yogyakarta States University, Yogyakarta.
- Seow, A. (2002). The writing process and process writing In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 315). New York: Cambridge University Press.
- Syatriana, E., Husain, D., Haryanto, & Jabu, B. (2013). A model of creating instructional materials based on the school curriculum for Indonesia secondary school. *Journal of education and practice*, 4, 11.
- Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge: Cambridge University Press.
- Wagiran. (2015). *Metodologi penelitian pendidikan: Teori dan implementasi*. Yogyakarta: Deepublish.
- Waguey, L. B., & Hufana, E. R. (2013). Effectiveness of task-based instructional materials in developing writing English of BS fisheries freshmen. *American Journal of Educational Research*, 1, 1. doi: 10.12691

**APPENDICES**

**Appendix 1: Research Instrument**

**a. Needs Analysis Questionnaires**

**NEEDS ANALYSIS QUESTIONNAIRES**

My name is Bounmy PHALYCHAN. I am now carrying out a research under the topic of “Developing English Writing Instructional Materials for Year Two University Students of English Department” On this occasion, I would like to ask for your help to complete the questionnaires, in order to complete my research. The following is questionnaires needed to complete by the participants. All of the answers provided will not affect your score, please feel free to do it.

Please put a tick (✓) on the answers that you choose

- Note: SA = Strongly Agree  
 A = Agree  
 DA = Disagree  
 SD = Strongly Disagree

**Students’ profile (Part A)**

1. Gender: Male  Female   
 2. Age: (years old)

Age	Under 17	17	18	19	20	21	22	More than 22
Total								

3. Nationality Lao  Other   
 4. What language do you speak in your daily life?  
 Lao 25%  50%  75%  100%   
 English 25%  50%  75%  100%   
 Vietnamese 25%  50%  75%  100%

5. What language do you speak in your classroom?

Lao	25% <input type="checkbox"/>	50% <input type="checkbox"/>	75% <input type="checkbox"/>	100% <input type="checkbox"/>
English	25% <input type="checkbox"/>	50% <input type="checkbox"/>	75% <input type="checkbox"/>	100% <input type="checkbox"/>
Vietnamese	25% <input type="checkbox"/>	50% <input type="checkbox"/>	75% <input type="checkbox"/>	100% <input type="checkbox"/>

**Students' learning needs (Part B)**

**Table 2: Students' learning background**

No.	Questions and Statements	Options			
		SA	A	DA	SD
1	I know about four skills of language				
2	The writing process is not always taught				
3	I do not know many kinds of texts				
4	I am not good in describing things, people and composing letters				
5	I do not understand well about punctuations and how to use them				
6	I do not know how to arrange the sentences to be a good paragraph				

**Table 3: The learners' level of language proficiency (four skills, grammar, vocabulary, pronunciation)**

No.	Questions and Statements	Options			
		SA	A	DA	SD
7	I can speak English very well				
8	I can read and understand English texts well				
9	I can understand well when I talk with friends and teachers in English				
10	I understand when I speak with English native speakers				
11	I can write in English (sentences)				
12	I cannot write a good business letter				
13	I am still poor in composing descriptive text, recount text, procedure text and narrative text				
14	I know and remember numerous English vocabulary				

15	I do not know many difficult words (difficult spelling)				
16	My pronunciations are not correct and there is some mistakes when I speak English				
17	I do not know all about parts of speech				
18	I do not know well about grammar in English				

**Table 4: The learners' level of intercultural competence**

No.	Questions and Statements	Options			
		SA	A	DA	SD
19	It is difficult to know and understand another culture				
20	It is difficult to understand the language which is not our mother tongue				
21	I have ever read and known a little about another culture or people eating habits				
22	I have ever seen on television and know a little about other clothing cultures				
23	I do not know much about other religions				
24	I do not know much about other greeting cultures				

**Table 5: Students' interests**

No.	Questions and Statements	Students' choices	Options			
			SA	A	DA	SD
25	What topic do you need to learn in your writing subject?	Tourism				
		Cultures				
		Food				
26		Free writing				
		Write a paragraph by using experience as the a topic				

	What kind of activities would you like to learn in writing subject?	Write the sentences by using the words given				
		Fill in the blank space by using the words given				
		Look at the picture and write the sentences or texts				
		Write a paragraph by using scrambled sentences				
		Write synonym and antonym words				
27	What kind of communicative skills do you need to learn and achieve?	Writing business letters				
		Telling about yourself				
28	What would you like to know about writing? short paragraphs	Use of punctuations				
		Use of capital letter				
		Use of structure / tense				

**Table 6: Students' learning preferences**

No.	Questions and Statements	Options			
		SA	A	DA	SD
29	I expect to learn about the things that are close to real life				
30	I prefer to work alone				
31	I prefer to discuss with friends				
32	I prefer to ask the teacher				
33	In writing process teacher should always look at and provide advices to students				

**Table 7: Students attitudes**

No.	Questions and Statements	Students' choices	Options			
			SA	A	DA	SD
34	Writing skill is important to learn and master					
35	Writing activity is not easy, but it is important to learn					
36	The important elements of writing	Vocabulary (spelling, words choice)				
		Grammar				
37	What are the difficulties in writing a paragraph?	Lack of vocabulary				
		Choosing a topic				
		Starting the paragraph				
		Spelling				
		Punctuations				
		Developing ideas				
		Grammar				
		Organization				
38	Target language (English) is important to learn	(In case of communication and understanding)				
39	Target cultures are important to know	(Religion, clothing, eating, greeting)				

**b. Product Validation Instrument**

**QUESTIONNAIRES FOR MATERIALS REVIEW**

**(Product validation)**

In order to review the product and make it complete, these statements are required to complete by the expert judgment. Please put a tick (✓) in the answer box which you prefer.

Note:

1. Strongly Agree (SA)
2. Agree (A)
3. Disagree (DA)
4. Strongly disagree (SD)

No	Statements	Opinions				Comment
		SA	A	DA	SD	
		4	3	2	1	
<b>Aims and approaches</b>						
1	The materials are appropriate for students and teaching/learning situation					
2	The materials correspond with the aims of writing subject, teaching programme and learners' needs					
3	The materials allow students of different learning styles to learn					
4	The materials cover most or all of teaching needs (grammar, writing process, vocabulary, punctuations and instructions)					
<b>Design and organization</b>						
5	The content is orderly and easy to understand					

6	The content is understandable and easy to be learned					
7	The instructions are easy to understand					
8	There are tasks are suitable for individual, pair work and group work					
9	There are references for grammar points					
10	The layout is clear and easy to find the topics that students need to learn					
<b>Language content</b>						
11	The materials cover main grammar items which are related to the lessons					
12	The materials cover vocabulary in terms of quantity and range/set of vocabulary					
13	The tasks of the materials cover vocabulary activities and grammar					
<b>Skills</b>						
14	The materials meet the syllabus requirements					
15	The materials cover more than one skill					
16	The reading passages are suitable for students' level					
17	Writing activities are suitable in terms of guidance/control					
<b>Topic</b>						
18	The topics are various and relevant to students' interest and needs					
19	The topics help students expand the awareness of culture, language and enrich their experience					

20	The topics are related to students' social and culture context					
<b>Methodology</b>						
21	The materials cover the process of teaching writing					
22	The techniques used in teaching are suitable for learners					
23	The materials include advice/help on learning strategies					
24	The materials encourages students to communicate					
25	Both teacher-centre and learning-centre approach are used in the textbook					
<b>Practical and considerations</b>						
26	The materials are easy to obtain (provided by the teacher or make a copy)					
27	The materials are attractive in appearance					
28	Visible things around students are used in some writing activities (people, things, nature and so on)					

## Appendix 2: Scoring Product

### a. Product Evaluation's Questionnaires

#### GUIDELINE FOR MATERIALS EVALUATION (For students)

My name is Bounmy PHALYCHAN. I am now carrying out my research under the topic of “Developing English Writing Instructional Materials for Year Two University Students of English Department” On this occasion, I would like to ask for your help to complete the questionnaires. In order to evaluate the materials, all students need to give their opinion about these statements. The following is the statements needed to complete by the participants. All of the answers provided will not affect your score, so please feel free to give your opinions.

Please put a tick (✓) in the answer box which you prefer.

ຂ້າພະເຈົ້າຊື່ ນາງ ບຸນມິ ພາລີຈັນ ເປັນນັກສຶກສາປະລິນຍາໂທ ທີ່ ມະຫາວິທະຍາໄລ ຢອກຢາ ກາຣຕ້າ ອິນໂດເນຍເຊຽ (Yogyakarta State University, Indonesia). ຂ້າພະເຈົ້າແມ່ນກຳລັງ ຂຽນບົດວິໄຈພາຍໃຕ້ຫົວຂໍ້: ການພັດທະນາປຶ້ມແບບຮຽນຂອງທັກສະການຂຽນໃຫ້ແກ່ນັກສຶກສາປີທີ 2 ຂອງພາກວິຊາພາສາອັງກິດ (Developing English Writing Instructional Materials for Year Two University students of English Department) ດັ່ງນັ້ນ, ຂ້າພະເຈົ້າຈຶ່ງຂໍຄວາມ ຊ່ວຍເຫລືອມາຍັງບັນດານັກສຶກສາປີທີ 2 ເພື່ອປະກອບຄຳເຫັນໃຫ້ແກ່ບົດວິໄຈ ກໍ່ຄືປຶ້ມແບບຮຽນທີ່ ຂ້າພະເຈົ້າໄດ້ພັດທະນາເລີ້ມນີ້. ທຸກຄຳຄິດເຫັນຈະບໍ່ມີຜົນດ້ານລົບຕໍ່ຄະແນນຂອງບັນດານັກສຶກສາ.

Note:

SA = Strongly Agree	ເຫັນດີທີ່ສຸດ
A = Agree	ເຫັນດີ
D = Disagree	ບໍ່ເຫັນດີ
SD = Strongly Disagree	ບໍ່ເຫັນດີທີ່ສຸດ

No	Statements ຄຳຕິດເຫັນຕໍ່ກັບປຶ້ມແບບຮຽນ	Options ຕົວເລືອກ/ຄຳເຫັນ			
		SA	A	D	SD
<b>Aims and Purposes ຈຸດປະສົງ</b>					
1	The materials are appropriate with my English level ປຶ້ມແບບຮຽນເໝາະສົມກັບລະດັບຄວາມຮູ້ພາສາອັງກິດຂອງຂ້ອຍ				
2	The materials cover grammar points which are related to the writing skills ປຶ້ມແບບຮຽນໄດ້ບັນຈຸໄວຍາກອນທີ່ກ່ຽວຂ້ອງກັບທັກສະການຂຽນ				
3	The materials help me to overcome the difficulties of writing in English ປຶ້ມແບບຮຽນນີ້ຊ່ວຍໃຫ້ຂ້ອຍຜ່ານຄວາມຫຍຸ້ງຍາກໃນການຂຽນຂອງພາສາອັງກິດ				
4	The materials let me know about procedure texts, descriptive texts, narrative texts and recount texts. ປຶ້ມແບບຮຽນນີ້ຊ່ວຍໃຫ້ຂ້ອຍຮູ້ການຂຽນໃນຫລາຍໆແບບ				
5	The materials let me know about other cultures ປຶ້ມແບບຮຽນນີ້ຊ່ວຍໃຫ້ຂ້ອຍຮູ້ກ່ຽວກັບວັດທະນະທຳຂອງປະເທດອື່ນ				
6	The activities are appropriate with the topic ກິດຈະກຳໃນປຶ້ມແບບຮຽນນີ້ແມ່ນເໝາະສົມກັບແຕ່ລະຫົວຂໍ້				
<b>Topic ຫົວຂໍ້</b>					
7	The topics vary ຫົວຂໍ້ແມ່ນມີຄວາມຫລາກຫລາຍ				
8	The topics are relevant to my interest ຫົວຂໍ້ໃນແຕ່ລະບົດແມ່ນກ່ຽວຂ້ອງກັບຄວາມຕ້ອງການຮຽນຂອງຂ້ອຍ				
9	The topics are related to my culture ຫົວຂໍ້ແມ່ນກ່ຽວຂ້ອງກັບວັດທະນະທຳຂອງຂ້ອຍ				

<b>Design and Organization ການອອກແບບ ແລະ ການຈັດລຽງ</b>					
10	From the cover, I can know the content of the materials ຈາກຫນ້າປົກປ້ຳ ຂ້ອຍສາມາດຮູ້ສິ່ງທີ່ຈະຮຽນໃນປຶ້ມເຫລົ່ານີ້				
11	Texts are organized from easy to difficult ບົດເລື່ອງແມ່ນຈັດລຽງຈາກງ່າຍຫາຍາກ				
12	The activities are suitable for individual, pair work and group work ກິດຈະກຳແມ່ນເໝາະສົມກັບການເຮັດວຽກຄົນດຽວ, ເປັນຄູ່ ແລະ ເປັນກຸ່ມ				
13	Numbers, fonts and layout are appropriate ຕົວເລກ, ຕົວຫນັງສື ແລະ ຫນ້າເຈ້ຍ ແມ່ນເໝາະສົມ ແລະ ງ່າຍໃນການເບິ່ງ				
<b>Language Content ເນື້ອໃນ</b>					
14	The prewriting step helps me to get more ideas about writing ພາກສ່ວນກ່ອນການຂຽນຊ່ວຍໃຫ້ຂ້ອຍມີແນວຄວາມຄິດ (Ideas) ກ່ຽວກັບການຂຽນຫລາຍຂຶ້ນ				
15	The drafting step provide me adequate vocabulary ພາກສ່ວນໂຄງສ້າງ (drafting step) ຊ່ວຍໃຫ້ຂ້ອຍກະກຽມຄຳສັບໃຫ້ພຽງພໍໃນການຂຽນ				
16	Questions at warm up parts let me know about what I am going to learn ຄຳຖາມກ່ອນເຂົ້າບົດຮຽນ ຊ່ວຍໃຫ້ຂ້ອຍຮູ້ວ່າຈະຮຽນກ່ຽວກັບເລື່ອງໃດ				
17	The activities provided after the lesson help me to practice more about that topic ກິດຈະກຳຫລັງການນຳສະເໜີບົດຮຽນ ຊ່ວຍຂ້ອຍໃນການຝຶກຫັດຫົວຂໍ້ທີ່ຮຽນຜ່ານມາ				

18	The writing processes and examples provided make me understand about writing process ຂັ້ນຕອນການຂຽນ ແລະຕົວຢ່າງ ຖືກນຳສະເໜີໄປຜ່ອມກັນ ຊ່ວຍໃຫ້ຂ້ອຍເຂົ້າໃຈກ່ຽວກັບຂັ້ນຕອນການຂຽນຫລາຍຂຶ້ນ				
19	Conjunctions and prepositions provided help me a lot about writing a good paragraph ຄຳເຊື່ອມ ແລະຄຳບຸຜະບົດທີ່ຖືກນຳສະເໜີ ຊ່ວຍໃຫ້ຂ້ອຍຮູ້ກ່ຽວກັບການຂຽນ				
20	The texts are not too easy, not too difficult and are understandable ບົດເລື່ອງແມ່ນບໍ່ງ່າຍ ແລະ ບໍ່ຍາກເກີນໄປ ແລະ ສາມາດເຂົ້າໃຈໄດ້				
21	The vocabulary in the texts are easy to understand ຄຳສັບໃນບົດເລື່ອງແມ່ນບໍ່ຍາກເກີນໄປ				
22	The explanations about structures of the texts make me understand about types of texts ຄຳອະທິບາຍຂອງໂຄງສ້າງໃນບົດເລື່ອງຊ່ວຍໃຫ້ຂ້ອຍເຂົ້າໃຈຊະນິດຂອງບົດເລື່ອງ				
23	Grammar points make me understand the language features of the texts ພາກສ່ວນໄວຍາກອນຊ່ວຍໃຫ້ຂ້ອຍເຂົ້າໃຈໂຄງສ້າງຂອງບົດເລື່ອງ				
24	The vocabulary activities are related to the texts ກິດຈະກຳຂອງຄຳສັບແມ່ນກ່ຽວຂ້ອງກັບບົດເລື່ອງ				
25	The explanations of letters help me to understand about letters and parts of letters ຄຳອະທິບາຍໃນພາກສ່ວນຂອງຈິດຫມາຍຊ່ວຍໃຫ້ຂ້ອຍເຂົ້າໃຈກ່ຽວກັບການຂຽນຈິດຫມາຍ ແລະ ພາກສ່ວນຂອງມັນ				
26	The examples of letters help me to learn to write the letter ຕົວຢ່າງຂອງຈິດຫມາຍທີ່ຖືກນຳສະເໜີ ຊ່ວຍໃຫ້ຂ້ອຍສາມາດຂຽນຈິດຫມາຍໄດ້				

27	Unit 4 “Through the cultures” let me know more about other culture and be aware about my own culture ບົດທີ 4 ຊ່ວຍໃຫ້ຂ້ອຍຮູ້ກ່ຽວກັບວັດທະນະທຳຂອງປະເທດອື່ນ ແລະມີຄວາມຕື່ນຕົວກ່ຽວກັບວັດທະນະທຳຂອງປະເທດຂ້ອຍເອງ				
28	The instructions are easy to understand ຄຳແນະນຳໃນແຕ່ລະກິດຈະກຳແມ່ນເຈົ້າໃຈງ່າຍ				
29	The activities are not difficult to do ກິດຈະກຳແມ່ນບໍ່ຍາກເກີນໄປ ແລະສາມາດເຮັກໄດ້				
30	The writing activities provide vocabulary which makes my writing easier ກິດຈະກຳການຂຽນທີ່ມີຄຳສັບໃຫ້ ຊ່ວຍໃຫ້ການຂຽນຂອງຂ້ອຍ ງ່າຍຂຶ້ນ				
31	Building vocabulary activity helps me to recall my knowledge of vocabulary ກິດຈະກຳການສ້າງຄຳສັບຊ່ວຍໃຫ້ຂ້ອຍທົບທວນຄວາມຮູ້ກ່ຽວກັບ ຄຳສັບຂອງຂ້ອຍ				

**Comment**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## **b. Interview Guideline**

### **INTERVIEW GUIDELINE FOR MATERIALS EVALUATION (For students)**

1. In general, what is your opinion about this textbook?
2. Is the textbook suitable with your English level? Are the reading texts easy to understand or not? Do they contain new vocabulary?
3. Are the materials or textbook appropriate with your needs? Do they contain all your needs?
4. How are the topics? Do they meet to your needs?
5. How are the texts in the part of reading? Are they related to your culture?
6. How are the vocabularies? Are they easy to understand? Are there any difficult vocabularies?
7. How are the activities in the textbook? Are they interesting?
8. How are the instructions in the tasks? Do they help you to understand the steps on how to do the activities?
9. Are the activities easy to understand? Do they contain clear instructions?
10. Is it possible to work both in groups and individually work?
11. How are the pictures/images used in the materials? Do they make you understand the tasks or activities easier?
12. How is the design of the textbook? Is it good?
13. Do you have any comment or suggestion to improve the materials?

## Appendix 3: Research Result

### a. Need Analysis

**QUESTIONNAIRES FOR NEEDS ANALYSIS**

My name is Bounmy PHALYCHAN. I am now carrying out a research under the topic of "Developing English Writing Instructional Materials for Year Two University Students of English Department" On this occasion, I would like to ask for your help to complete the questionnaires, in order to complete my research. The following is questionnaires needed to complete by the participants. All of the answers provided will not affect your score, please feel free to do it.

Please put a tick (✓) on the answers that you choose

Note: SA = Strongly Agree  
A = Agree  
DA = Disagree  
SD = Strongly Disagree

**Students' profile (Part A)**

1. Gender: Male  Female

2. Age: (years old)

Age	Under 17	17	18	19	20	21	22	More than 22
					✓			
Total								

3. Nationality Lao  Other

4. What language do you speak in your daily life?

Lao	25% <input type="checkbox"/>	50% <input type="checkbox"/>	75% <input type="checkbox"/>	100% <input checked="" type="checkbox"/>
English	25% <input type="checkbox"/>	50% <input type="checkbox"/>	75% <input type="checkbox"/>	100% <input type="checkbox"/>
Vietnamese	25% <input type="checkbox"/>	50% <input type="checkbox"/>	75% <input type="checkbox"/>	100% <input type="checkbox"/>

5. What language do you speak in your classroom?

Lao	25% <input type="checkbox"/>	50% <input type="checkbox"/>	75% <input checked="" type="checkbox"/>	100% <input type="checkbox"/>
English	25% <input checked="" type="checkbox"/>	50% <input type="checkbox"/>	75% <input type="checkbox"/>	100% <input type="checkbox"/>
Vietnamese	25% <input type="checkbox"/>	50% <input type="checkbox"/>	75% <input type="checkbox"/>	100% <input type="checkbox"/>

**Students' learning needs (Part B)**

**Table 2: Students' learning background**

No.	Questions and Statements	Options			
		SA	A	DA	SD
1	I know about four skills of language	✓			
2	The writing process is not always taught		✓		
3	I do not know many kinds of texts			✓	

4	I am not good in describing things, people and composing letters			✓	
5	I do not understand well about punctuations and how to use them	✓			
6	I do not know how to arrange the sentences to be a good paragraph	✓			

**Table 3: The learners' level of language proficiency (four skills, grammar, vocabulary, pronunciation)**

No.	Questions and Statements	Options			
		SA	A	DA	SD
7	I can speak English very well		✓		
8	I can read and understand English texts well	✓			
9	I can understand well when I talk with friends and teachers in English			✓	
10	I understand when I speak with English native speakers				✓
11	I can write in English (sentences)	✓			
12	I cannot write a good business letter	✓			
13	I am still poor in composing descriptive text, recount text, procedure text and narrative text	✓			
14	I know and remember numerous English vocabulary			✓	
15	I do not know many difficult words (difficult spelling)	✓			
16	My pronunciations are not correct and there is some mistakes when I speak English			✓	
17	I do not know all about parts of speech			✓	
18	I do not know well about grammar in English	✓			

**Table 4: The learners' level of intercultural competence**

No.	Questions and Statements	Options			
		SA	A	DA	SD
19	It is difficult to know and understand another culture	✓			
20	It is difficult to understand the language which is not our mother tongue	✓			
21	I have ever read and known a little about another culture or people eating habits		✓		
22	I have ever seen on television and know a little about other clothing cultures	✓			
23	I do not know much about other religions		✓		
24	I do not know much about other greeting cultures	✓			

**Table 5: Students' interests**

No.	Questions and Statements	Students' choices	Options			
			SA	A	DA	SD
25	What topic do you need to learn in your writing subject?	Tourism				
		Cultures		✓		
		Food		✓		
26	What kind of activities would you like to learn in writing subject?	Free writing		✓		
		Write a paragraph by using experience as the a topic		✓		
		Write the sentences by using the words given	✓			
		Fill in the blank space by using the words given		✓		
		Look at the picture and write the sentences or texts		✓		
		Write a paragraph by using scrambled sentences		✓		
		Write synonym and antonym words	✓			
27	What kind of communicative skills do you need to learn and achieve?	Writing business letters			✓	
		Telling about yourself		✓		
28	What would you like to know about writing? short paragraphs	Use of punctuations		✓		
		Use of capital letter		✓		
		Use of structure / tense	✓			

**Table 6: Students' learning preferences**

No.	Questions and Statements	Options			
		SA	A	DA	SD
29	I expect to learn about the things that are close to real life	✓			
30	I prefer to work alone		✓		
31	I prefer to discuss with friends	✓			

32	I prefer to ask the teacher	✓			
33	In writing process teacher should always look at and provide advices to students	✓			

**Table 7: Students attitudes**

No.	Questions and Statements	Students' choices	Options			
			SA	A	DA	SD
34	Writing skill is important to learn and master		✓			
35	Writing activity is not easy, but it is important to learn			✓		
36	The important elements of writing	Vocabulary (spelling, words choice)				
		Grammar	✓			
37	What are the difficulties in writing a paragraph?	Lack of vocabulary	✓			
		Choosing a topic		✓		
		Starting the paragraph				✓
		Spelling				✓
		Punctuations			✓	
		Developing ideas	✓			
		Grammar	✓			
Organization	✓					
38	Target language (English) is important to learn	(In case of communication and understanding)		✓		
39	Target cultures are important to know	(Religion, clothing, eating, greeting)	✓			

**REFERENCES**

Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Bell & Bain Ltd, Glasgow: Cambridge University Press.

## b. Expert Judgement

### QUESTIONNAIRES FOR MATERIALS REVIEW

#### (Product validation)

The questionnaires are based on checklist for evaluation and selection by (Cunningsworth, 1995).

In order to review the product and make it complete, these statements are required to complete by the expert judgment. Please put a tick (✓) in the answer box which you prefer.

Note:

1. Strongly Agree (SA)
2. Agree (A)
3. Disagree (DA)
4. Strongly disagree (SD)

No	Statements	Opinions				Comment
		SA	A	DA	SD	
		4	3	2	1	
<b>Aims and approaches</b>						
1	The materials are appropriate for students and teaching/learning situation	✓				
2	The materials correspond with the aims of writing subject, teaching programme and learners' needs		✓			Sometimes grammar dominates the activity
3	The materials allow students of different learning styles to learn	✓				

4	The materials cover most or all of teaching needs (grammar, writing process, vocabulary, punctuations and instructions)	✓				more guided practice/ exercise needed
<b>Design and organization</b>						
5	The content is orderly and easy to understand	✓				
6	The content is understandable and easy to be learned	✓				
7	The instructions are easy to understand	✓				
8	There are tasks are suitable for individual, pair work and group work	✓				The instruction should be more detailed: which task is for individual work, which task is for group
9	There are references for grammar points	✓				
10	The layout is clear and easy to find the topics that students need to learn	✓				

Language content					
11	The materials cover main grammar items which are related to the lessons	✓			
12	The materials cover vocabulary in terms of quantity and range/set of vocabulary		✓		Sometimes you will need to supply more vocab.
13	The tasks of the materials cover vocabulary activities and grammar	✓			
Skills					
14	The materials meet the syllabus requirements	✓			
15	The materials cover more than one skill	✓			
16	The reading passages are suitable for students' level	✓			
17	Writing activities are suitable in terms of guidance/control		✓		

Topic					
18	The topics are various and relevant to students' interest and needs	✓			
19	The topics help students expand the awareness of culture, language and enrich their experience	✓			
20	The topics are related to students' social and culture context	✓			
Methodology					
21	The materials cover the process of teaching writing	✓			Sometimes the steps are not clear
22	The techniques used in teaching are suitable for learners	✓			
23	The materials include advice/help on learning strategies	✓			
24	The materials encourages students to communicate	✓			

25	Both teacher-center and learning-center approach are used in the textbook	✓				
<b>Practical and considerations</b>						
26	The materials are easy to obtain (provided by the teacher or make a copy)	✓				
27	The materials are attractive in appearance		✓			layout / design / font variation =
28	Visible things around students are used in some writing activities (people, things, nature and so on)		✓			explore more

REFERENCE

Cunningsworth, A. (1995). *Choosing your coursebook*: Macmillan Limited.

*Alp Arslan*

**c. Syllabus**

**SYLLABUS**

Name of university: Champasak University

Faculty of Education

English Department

Subject: Basic Writing

Year: 2

Code: 110BW220

Credit: 2

Time: 90'

Semester: 4 / 2015-2016

**Subject purposes**

- To help students to develop their writing skill, writing elements, and grammar.
- To help students to know more about texts in English.
- To help students to know how to write the letters.
- To introduce students to know about other cultures.

### Subject contents

Generally, basic writing intends to provide students 1/ the basic writing process, the use of punctuation for writing, capital letters, basic grammar, 2/ introduce some kinds of text, 3/ letters, 4/ cultures.

### Teaching-Learning strategies

- Teacher is facilitator and provides some advices, suggestions to the students
- Students work individually, in pairs, discuss with friends in group or ask to the teacher depending on the activities

No	Materials	Topics	Indicators	Evaluation	Times
1	Unit 1 Introduction to Writing	- Writing process - Punctuations - Capital letters - Conjunctions - Pronouns - Prepositions	- Students will be able to use the steps of writing process and know more vocabulary.  - Students will understand the use of punctuation marks.  - Students will be able to follow the rules of capitalization and when to capitalize them.  - Students will be able to learn and know about conjunction in English.	Students are immediately practicing during and after every presented topics.	90'
2	Unit 2 Let's Read and Write	Topics Descriptive	- Students will be able to understand about narrative text, recount text, descriptive text, and procedure text. - Students will be able to learn and	Students answer the questions, practice writing	90'

		<p>Procedure</p> <p>Narrative</p> <p>Recount</p> <p>Simple Present tense</p> <p>Simple past tense</p>	<p>know about texts' purpose, generic structure, and language feature.</p>	<p>vocabulary, sentences and paragraph.</p>	
3	<p>Unit 3</p> <p>Getting to Know Letters</p>	<p>Topics</p> <p>Parts of letter</p> <p>Friendly letter</p> <p>Business letter</p> <p>Cover letter</p> <p>Memo</p>	<p>- Students will learn and know about some types of letter such as friendly letter, business letter and also about short essay.</p> <p>- Students will be able to write the letters and short essay.</p>	<p>Students practice writing all types of letter and essay after they have learnt the materials.</p>	90'
4	<p>Unit 4</p> <p>Through the Cultures</p>	<p>Topics</p> <p>Greetings</p> <p>Clothing</p> <p>Eating</p> <p>Religion</p>	<p>- Students will see and learn about their own cultures and other cultures.</p> <p>- Students will be able to know and recognize other cultures.</p>	<p>Students practice all activities about cultures after they have learnt new lesson.</p>	90'

#### **d. Lesson Plan**

### **Lesson plan**

Teacher:

Time: 90'

Subject: Basic Writing.

Unit 1: Introduction to Writing.

Title: Writing process, punctuation, capitals and conjunctions, pronouns and prepositions

#### **1. Communicative Aims:**

- Students will learn and know about steps of writing in English.
- Students will learn and know about punctuation in English and know how to use them.
- Students will learn about how to capitalize in English.
- Students will learn about conjunction, pronouns and prepositions in English and know how to use them.

#### **2. Educative Aims:**

- Students have to come to the class and have to wear neatly school uniform.
- Students have to participate and practice with friends and teacher to learn new lesson.

Stage	Aim	Content	Teacher Activities	Student Activities	Teaching Aid	Assessment/Evaluation	Time
1.Greeting	To greet and chat with other Student properly		Greeting and asking Student' present	Reply Teacher's greeting Telling present and absent.			5'
2.Warm up	To warm up the new lesson about writing.	Writing process. Punctuations Capitals Conjunctions Pronouns Prepositions	Warm up new lesson about writing.	Answer teacher's questions		Observe if students follow the teacher's explanation.  Observe if students are able to answer teacher's questions.	10'
3.Presentation (new lesson)	To present the new lesson about... -Writing process. -Punctuations -Capitals	- Writing process. - Punctuation - Capitals - Conjunctions - Pronouns	-Introduce the new lesson  -Explain about steps of writing, punctuations, capitals and conjunctions,	-Follow teacher's explanation and ask if do not understand.	White board, marker, and text book, basic writing	Observe if students have any questions after the teacher has explained the lesson. Teacher may explain more and ask some questions to make sure whether students have already understood.	20'

	-Conjunctions -Pronouns -Prepositions	- Prepositions	pronouns, prepositions.				
4.Practice- Consolation	To have students practice the various exercises.	- Writing activities.	- Teacher ask students to complete the words, practice when to use each punctuations, capitals, and conjunctions, pronouns, and prepositions.	- Follow instruction and complete the tasks.	Text book basic writing	If there are some students who still do not understand throughout activities, the teacher explains and helps them to complete the tasks and helps them to understand more.	20'
5. Production	-Teacher provides opportunities to students to create their own ideas from their knowledge more freely after they have learnt about writing.	- Writing process. - Punctuations - Capitals - Conjunctions - Pronouns - Prepositions	- Having students to make some sentences using writing elements they have learnt.	- Making sentences using punctuation, capitals and conjunction.	White board, marker and text book,	Observe if students can make some sentences and follow the rules and steps of writing.	30'

6.Setting homework	To have students to do the homework which are related to what they have learnt.	- Writing activities	- Having students to write sentences or a short paragraph.  Teacher asks if students understand.	-Listen to the T's instruction.  Students reply if they have already understand or not.			5'
--------------------	---	----------------------	--	---	--	--	----

## Lesson plan

Teacher:

Time: 90'

Subject: Basic Writing.

Unit 2: Let's Read and Write.

Title: Descriptive, procedure, narrative, recount, and grammar points

### **1. Communicative Aims:**

- Students will learn about procedure text, its purpose, generic structure and language feature.
- Students will learn about descriptive text, its purpose, generic structure and language feature.
- Students will learn about narrative text, its purpose, generic structure and language feature.
- Students will learn about recount text, its purpose, generic structure and language feature.

### **2. Educative Aims:**

- Students have to come to the class and have to wear neatly school uniform.
- Students have to participate and practice with friends and teacher to learn new lesson.

Stage	Aim	Content	Teacher Activities	Student Activities	Teaching Aid	Assessment/Evaluation	Time
1.Greeting	To greet and chat with students properly		- Greeting and asking students' present	- Reply to the teacher's greeting - Telling present and absent.			5'
2.Warm up	-To warm up the new lesson about types of text in English.	- Types of text in English.	- Warm up new lesson about texts in English.	- Answer teacher's questions		Observe if students can follow and answer the teacher's questions about types of text.	10'
3.Presentation (new lesson)	To present the new lesson about...  - Procedure - Descriptive - Narrative - Recount - Simple Present tense - Simple past tense	- Procedure -Descriptive - Narrative - Recount - Simple Present tense - Simple past tense	-Introduce the new lesson  -Explain about texts in English.  -Teacher asks if students understand.	-Follow teacher's explanation.  -Students reply if they understand or not.	White board, marker, and text book, basic writing	Ask if students have any questions after teacher has explained the lesson. Teacher may explain again if some students still do not understand.	20'

4.Practice-Consolation	- To have students practice the various exercise about any types of text.	- Writing activities related to the texts.	- Teacher asks students to complete the activities related to the texts which they have learnt.	- Follow instruction and complete the tasks.	Text book basic writing	If some students do not understand during practicing activities teacher has to explain and help them to complete the tasks.	20'
5. Production	-Teacher provides opportunities to students to create their own ideas from their own experience more freely after they have learnt about types of texts.	-	- Having students to complete their own texts according to their experience or things around them as a topic.	- Write their own text.	White board, marker and text book,	Observe if students can finish writing a short text, some sentences and follow the rules and grammar points.	30'
6.Setting homework	To have students to do homework related to what they have learnt	- Writing texts activity	- Having students to write a short paragraph according to any type of text they have learnt.  -Teacher asks if students understand	-Listen to the teacher's instruction.  -Write a paragraph			5'

## Lesson plan

Teacher:

Time: 90'

Subject: Basic Writing.

Unit 3: Getting to Know Letters.

Title: Parts of letter, Friendly letter, business letter, cover letter, and memo.

### **1. Communicative Aims:**

- Students will learn and know about how to write friendly letter.
- Students will learn and know about how to write business letter.
- Students will learn about how to write cover letter for applying for job.
- Students will learn about how to write memo to communicate in the field work.

### **2. Educative Aims:**

- Students have to come to the class and have to wear neatly school uniform.
- Students have to participate and practice with friends and teacher to learn new lesson.

Stage	Aim	Content	Teacher Activities	Student Activities	Teaching Aid	Assessment/Evaluation	Time
1.Greeting	To greet and chat with students properly		- Greeting and asking students' present	- Reply teacher's greeting - Telling present and absent.			5'
2.Warm up	-To warm up the new lesson about writing.	- Parts of letter	- Warm up new lesson about writing letters.	- Answer teacher's questions		Observe whether students can follow when teacher explains the lesson and check if students are able to reply teacher's questions	10'
3.Presentation	To present the new lesson about...  - Parts of letter - Friendly letter - Business letter - Cover letter - Memo	- Parts of letter  - Friendly letter  - Business letter  - Cover letter  - Memo	-Introduce the new lesson  -Explain about steps of writing the letters, types of letter and the like.  -Teacher asks if students understand	-Follow T's explanation.  -Students reply teacher's question.	White board, marker, and text book, basic writing	Observe whether students are able to catch and understand the lesson. If students have any problems, teacher has to explain again before starting practice stage.	20'

4.Practice- Consolation	- To have students practice the various exercises about the letters.	- Writing activities of letters.	- Teacher ask students to follow the steps and examples of letters. Teacher ask students practice individually.	- Follow the lesson and example to do practice writing letters.	Text book basic writing	If there are some students who do not understand during the practice time, teacher has to assist and explain to the students.	20'
5. Production	-Teacher provides a chance to all students to bring out their ideas and produce their work.	- Parts of letter -Friendly letter - Business letter - Cover letter - Memo	- Let students to finish any types of letter.	- Write any types of letter depends on which type of letter they have mastered on it.	White board, marker and text book,	Check whether any students have problems about vocabulary or still confuse about the steps, teacher has to explain and assist them.	30'
6.Setting homework	To have students to do the homework which related to the topics they have learnt.	- Writing letters activity	- Having students to write any types of letter which they are interested in.	-Listen T's instruction and try to do homework.			5'

## Lesson plan

Teacher:

Time: 90'

Subject: Basic Writing.

Unit 4: Through the Cultures.

Title: Greetings, clothing, eating and religion.

### 1. Communicative Aims:

- Students will learn about other cultures through greetings, other clothing, eating habit and about religion.
- Students will be able to know other cultures by seeing and practicing in this unit.

### 2. Educative Aims:

- Students have to come to the class and have to wear neatly school uniform.
- Students have to participate and practice with friends and teacher to learn new lesson.

Stage	Aim	Content	Teacher Activities	Student Activities	Teaching Aid	Assessment/Evaluation	Time
1. Greeting	To greet and chat with students properly		- Greeting and asking students' present	- Reply teacher's greeting - Telling present and absent.			5'

2.Warm up	-To warm up the new lesson about cultures.	- Other cultures around the world.	- Warm up new lesson about cultures.	- Answer teacher's questions		Observe whether students can follow and answer the teacher's questions about cultures.	10'
3.Presentation	To present the new lesson about cultures - Greetings - Clothing - Eating - Religion	- Greetings - Clothing - Eating - Religion	-Introduce the new lesson  -Explain about cultures around them.  -Teacher asks if students understand	-Follow teacher's explanation  -Students reply teacher's questions	White board, marker, and basic writing text book	Observe whether students have any questions after teacher has explained the lesson, teacher may explain again.	20'
4.Practice-Consolation	- To have students practice the various exercise about cultures	- Writing activities related to their own cultures and other cultures.	- Ask students to do activities related to the lesson they have learnt.	- Follow instruction and do the activities.	Text book basic writing	Observe whether students can do the activities. Teacher has to assist students if they faced any problems.	20'
5. Production	-T provide opportunities for students to think about their own	- Greetings - Clothing - Eating	- Having students to think about cultures, how they greet, what they eat.	- Follow teacher's instruction and try to do it.	White board, marker and text book,	Check whether students can do the activities and have their own product of writing.	30'

	cultures and write down their ideas.	- Religion					
6.Setting homework	To have students to do homework related to what they have learnt	- Writing about cultures related to the lesson.	- Having students to write about their cultures.	-Listen T's instruction and ask if they do not understand			5'

Adapted from Chamapasak University lesson plan

**e. Score from Students (Product Evaluation)**

	s 1	s 2	s 3	s 4	s 5	s 6	s 7	s 8	s 9	s 10	s 11	s 12	s 13	s 14	s 15	s 16	s 17	s 18	s 19	s 20	s 21	s 22	s 23	s 24	s 25	s 26	s 27	s 28	s 29	s 30
Q1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4
Q2	4	4	4	4	3	3	4	4	4	4	3	4	4	4	4	3	3	4	4	3	4	4	4	3	4	3	3	3	3	3
Q3	4	4	3	4	4	4	3	3	4	3	4	4	4	3	4	3	4	3	4	3	3	3	4	4	3	3	3	4	4	4
Q4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3
Q5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3
Q6	4	3	3	3	4	3	3	4	3	4	4	3	4	3	3	3	3	4	4	3	4	4	3	4	3	3	3	3	3	3
Q7	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3	2	2	3	3
Q8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3
Q9	4	3	3	4	4	4	3	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4
Q10	3	4	4	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	4
Q11	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3
Q12	4	4	4	4	3	3	4	4	4	4	3	3	3	4	3	3	3	4	4	3	4	4	3	4	4	3	3	3	3	3
Q13	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Q14	4	4	4	4	3	3	4	4	4	4	3	4	4	4	4	3	3	4	3	3	4	4	3	4	4	3	3	3	3	3
Q15	3	3	3	4	4	4	3	3	4	3	4	4	4	3	4	3	4	3	4	3	3	3	4	3	3	3	3	4	4	4
Q16	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4
Q17	3	3	3	4	4	4	3	3	3	3	4	4	4	3	4	4	4	3	3	3	4	3	3	3	3	3	3	3	4	3
Q18	4	3	3	3	4	3	3	3	3	3	4	3	4	4	4	3	3	4	4	3	4	4	3	4	3	3	4	3	3	3
Q19	3	3	3	3	4	4	3	3	3	4	4	4	4	4	3	3	3	3	4	2	3	4	3	3	3	2	2	3	3	3
Q20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3
Q21	4	3	3	4	4	4	3	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4

Q22	3	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4
Q23	3	3	3	3	4	4	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Q24	4	4	4	3	3	3	4	4	3	4	3	3	3	4	3	3	4	3	3	4	4	3	4	4	3	3	3	3	3	
Q25	3	3	3	4	4	4	3	3	4	3	4	4	4	3	4	3	4	3	4	3	3	4	3	3	3	3	4	4	4	
Q26	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Q27	3	4	4	4	4	4	4	4	4	3	3	4	4	3	4	3	4	4	4	4	4	3	4	4	3	3	4	4	4	
Q28	4	3	3	3	3	3	3	4	3	4	4	3	3	3	3	3	3	4	4	3	4	4	3	4	3	3	3	3	3	
Q29	3	3	3	3	3	4	3	3	3	3	3	4	4	3	3	3	3	3	3	2	4	3	3	3	3	2	2	3	3	
Q30	3	3	3	3	4	4	3	3	3	3	3	4	4	3	3	3	3	3	3	3	4	3	3	4	3	3	4	3	3	
Q31	4	4	4	3	3	3	3	3	4	4	4	4	3	3	3	3	4	4	4	4	4	3	4	3	4	4	4	3	3	
<b>Total</b>	<b>107</b>	<b>104</b>	<b>101</b>	<b>105</b>	<b>108</b>	<b>107</b>	<b>101</b>	<b>103</b>	<b>105</b>	<b>105</b>	<b>106</b>	<b>110</b>	<b>111</b>	<b>101</b>	<b>105</b>	<b>99</b>	<b>104</b>	<b>107</b>	<b>112</b>	<b>97</b>	<b>110</b>	<b>107</b>	<b>104</b>	<b>106</b>	<b>102</b>	<b>96</b>	<b>98</b>	<b>102</b>	<b>103</b>	<b>104</b>

**f. Product Category**

No	Interval	Interpretation	Category
1	$X > (Mi + 1,5SD) \text{ to } (Mi + 3SD)$	$X > 3.25 \text{ to } 4.00$	Very good
2	$X > Mi \text{ to } Mi + 1,5 SD$	$X > 2.5 \text{ to } 3.25$	Good
3	$X > Mi - 1,5SD \text{ to } Mi$	$X > 1.75 \text{ to } 2.5$	Fair
4	$Mi - 3SD \text{ to } Mi - 1,5 SD$	$1 \text{ to } 1.75$	Poor

**g. Product Result**

No	Interval	Interpretation	Category
1	$X > (Mi + 1,5SD) \text{ to } (Mi + 3SD)$	$3.37 > 3.25 \text{ to } 4.00$	Very good
2	$X > Mi \text{ to } Mi + 1,5 SD$	$X > 2.5 \text{ to } 3.25$	Good
3	$X > Mi - 1,5SD \text{ to } Mi$	$X > 1.75 \text{ to } 2.5$	Fair
4	$Mi - 3SD \text{ to } Mi - 1,5 SD$	$1 \text{ to } 1.75$	Poor

**h. Test Reliability of Instruments (Cronbach's Alpha)**

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.937	.937	31

## **i. Transcript of Interview**

### **Student 1**

1. Researcher: In general, what is your opinion about this textbook?  
Student 1: I think this book is very interesting and the design is good.
2. Researcher: Is the textbook suitable with your English level?  
Student 1: Yes, I think so  
Researcher: Are the reading texts easy to understand or not?  
Student 1: Yes  
Researcher: Do they contain new vocabulary?  
Student 1: Yes
3. Researcher: Are the materials or textbook appropriate with your needs? Do they contain all your needs? Yes  
Student 1: Yes, they are.
4. Researcher: How are the topics? Do they meet to your needs?  
Student 1: Yes, it very clear and interesting for me
5. Researcher: How are the texts in the part of reading? Are they related to your culture?  
Student 1: Yes, they are
6. Researcher: How are the vocabularies? Are they easy to understand? Are there any difficult vocabularies?  
Student 1: Yes, they are, but sometime it's difficult for me to understand
7. Researcher: How are the activities in the textbook? Are they interesting?  
Student 1: Sure, it's very interesting
8. Researcher: How are the instructions in the tasks? Do they help you to understand the steps on how to do the activities?  
Student 1: Yes
9. Researcher: Are the activities easy to understand? Do they contain clear instructions? Yes, it's easy to understand  
Student 1: Yes, for me it's quite easy.
10. Researcher: Is it possible to work both in groups and individually work?

Student 1: Yes, I can do by myself

11. Researcher: How are the pictures/images used in the materials? Do they make you understand the tasks or activities easier?

Student 1: The pictures are beautiful and interesting, I like it

12. Researcher: How is the design of the textbook? Is it good?

Student 1: The design is attractive, the cover is bright and beautiful

13. Researcher: Do you have any comment or suggestion to improve the materials?

Student 1: Need more pictures

## **Student 2**

1. Researcher: In general, what is your opinion about this textbook?

Student 2: I think it's quite good. The design quite understand. Almost I can do the activities

2. Researcher: Is the textbook suitable with your English level?

Student 2: Yes, I think some is appropriate for me

3. Researcher: Are the materials or textbook appropriate with your needs?

Student 2: Yes

Researcher: Do they contain all your needs?

Student 2: Yes, they are.

4. Researcher: How are the topics? Do they meet to your needs?

Student 2: Yes, it meet my needs because I would like to know about how to write

5. Researcher: How are the texts in the part of reading? Are they related to your culture?

Student 2: Yes, they have some related to my culture

6. Researcher: How are the vocabularies? Are they easy to understand? Are there any difficult vocabularies?

Student 2: Yes, the vocabulary are easy to understand

7. Researcher: How are the activities in the textbook? Are they interesting?

Student 2: Yes, it helps me to think more and measure my ability because I have to find the words from the text

8. Researcher: How are the instructions in the tasks? Do they help you to understand the steps on how to do the activities?

Student 2: Yes, it's easy to understand

9. Researcher: Are the activities easy to understand?

Student 2: Yes, it's easy to understand

Researcher: Do they contain clear instructions?

Student 2: Yes, it clearly state the think that I have to do

10. Researcher: Is it possible to work both in groups and individually work?

Student 2: Yes, it can be in group and individual

11. Researcher: How are the pictures/images used in the materials? Do they make you understand the tasks or activities easier?

Student 2: The pictures make me need to learn. It's not make me boring

12. Researcher: How is the design of the textbook? Is it good?

Student 2: Good

### **Student 3**

1. Researcher: In general, what is your opinion about this textbook?

Student 3: it's good

2. Researcher: Is the textbook suitable with your English level?

Student 3: Yes, it's ok. It's not too difficult

3. Researcher: Are the materials or textbook appropriate with your needs?

Student 3: Yes, I think

Researcher: Do they contain all your needs?

Student 3: Yes, I think

4. Researcher: How are the topics? Do they meet to your needs?

Student 3: Yes, it's ok and it has grammar points

5. Researcher: How are the texts in the part of reading? Are they related to your culture? Why/why not?

Student 3: Yes, it's relate to my culture

6. Researcher: How are the vocabularies? Are they easy to understand? Are there any difficult vocabularies?

Student 3: Yes, they are, but there are some difficult words that I cannot translate

7. Researcher: How are the activities in the textbook? Are they interesting? Why/why not?

Student 3: it's understandable and I can do it

8. Researcher: How are the instructions in the tasks? Do they help you to understand the steps on how to do the activities?

Student 3: Yes, I can understand it

9. Researcher: Are the activities easy to understand? Why? Do they contain clear instructions? Yes, it's easy to understand

Student 3: Yes, for me it's quite easy.

10. Researcher: Is it possible to work both in groups and individually work?

Student 3: Yes,

11. Researcher: How are the pictures/images used in the materials? Do they make you understand the tasks or activities easier?

Student 3: The pictures help me to understand the words

12. Researcher: How is the design of the textbook? Is it good?

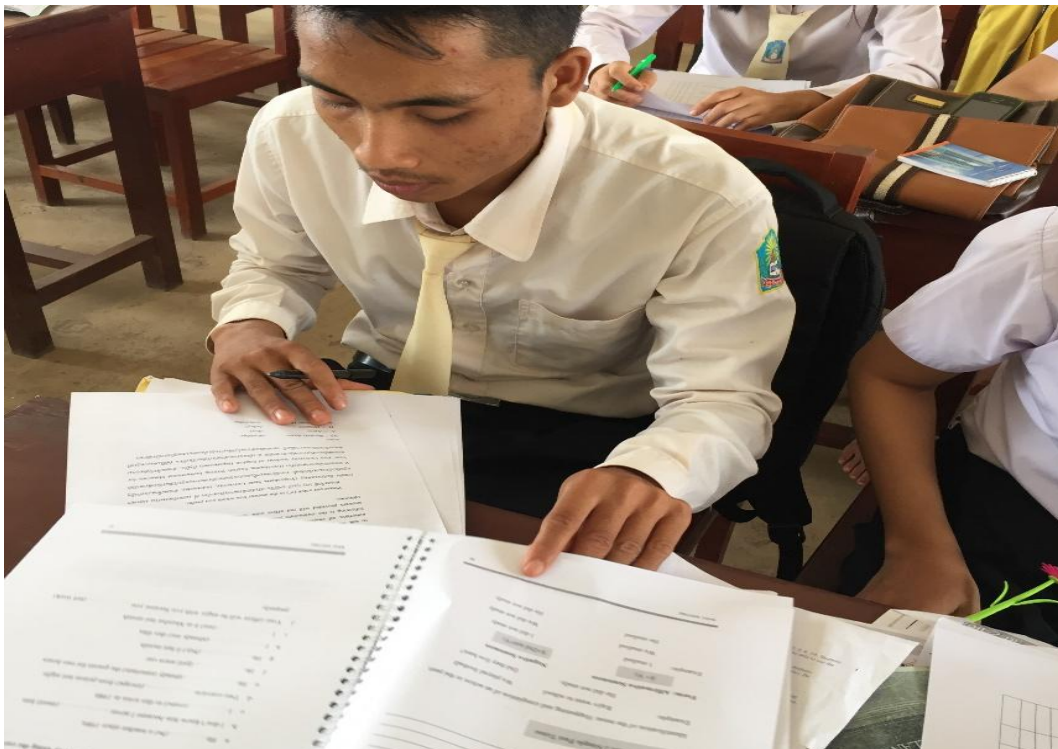
Student 3: The design is good, but I need you to put the logo of Champasak University on the cover.

## Appendix 4: Document

### a. Students completed needs analysis questionnaires



**b. Students completed product evaluation questionnaires**



c. Examples of some exercises (Students' Writing)

**Exercise 15 | Answer the questions based on the text above.**

1. When was the Eiffel Tower built?  
.....
2. Where is the Chrysler Building?  
.....
3. How can visitors access the highest level?  
.....

**Exercise 16 | Read the text again and fill the missing words.**

1. The Eiffel Tower is located on the Champ de Mars in Paris.  
built ~~built~~ in 1889, it has become both a global icon of France and one of the most recognizable structures in the world.
2. The tower is the tallest building in Paris.
3. Engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.
4. The tower has three levels for visitor.
5. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels.
6. The walk to the first level is over 300 steps, as is the walk from the first to the second level.
7. The third and the highest level is accessible only by elevator.

**Exercise 17 | Can you remember these words? Try to rearrange them.**

- Eecoanizgblr = ..... Ollgba = .....
- Moeumnnt = ..... Asseccibel = .....
- Durpsases = ..... Pasechaurd = .....

Spelling and Pronunciation of final -s /-es

Spelling	pronunciation
dry --- dries	-es as /əz/
Consonant + -y	3 <sup>rd</sup> person singular change y to i, add -es
pay --- pays	-s as /z/
buy --- buys	3 <sup>rd</sup> person singular add -s
have --- has /haəz/	
go --- goes /gowz/	3 <sup>rd</sup> person singular forms irregular
do --- does /dəz/	

Exercise 4 | Work in pair. Fill in the blank by using the correct form of the verb given.

- The mother cooks (cook) food for us.
- She calls (call) on me every morning.
- They play (play) football in the evening.
- She wishes (wish) everybody good morning.
- My mother gets (get) up early in the morning.
- The cat kills (kill) rats.
- The boy do not sing (sing) a song.
- Do you play (play) cricket?
- Do you and Anil play (play) cricket?
- She reads (read) in tenth class.
- Two and two make (make) four.
- Here goes (go) the bell.
- If she works (work) hard, she will pass.
- When he comes (come) I shall leave this seat for him.
- Kalidas says (says), "Beauty needs no Ornaments"

## Unit 3

### Getting to Know the Letters

#### A. Warm up: Answer the questions

1. Have you ever written the letter?

yes, I have

2. How many types of letters?

two types of letter (normal & informal)

3. Do you know any types of letters?

yes, I do

What is a letter?

A letter is a written message, request for assistance or employment or admission to a school.

#### B. Types of Letters

There are two acceptable types of letters those are formal and informal letter.

- Formal letters are those letters which follow certain styles of writing a letter. They are known as formal letter because they are written in accordance with certain established practices. Ex: Adjustment Letter, Acknowledge Letter, Business Letter etc.
- Informal letters are those letters which are written with minimalistic rules, thus the term informal letters. Informal letter are personal correspondences and that is why they do not require as much of a rule observance as compared to the formal letter. Ex: Friendly Letter, Farewell Letter, Invitation Letter etc.

information about Lao food. These are the food which you need to explain.

#### Khao Niew (Sticky Rice)



SOAK sticky rice in to water about 5 hours, after that steam on the pot until cooked.

#### Tham Mak Hung (Green Papaya Salad)




This is the main food of Laos we mix all ingredients together such as green papaya, long bean, tomato, chili, shrimp paste, lime sugar. First mix chilies and shrimp paste and fish sauce then put papaya and long bean mix until become together and ready to serve.

#### Larb (Fish Spicy)



Ingredients: meat (pork, chicken, beef) - chilies, mint, green onion. Chop the meat to become small piece then fry the meat, and mix all ingredients together.

**d. Validation letter of instrument**

 KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
PROGRAM PASCASARJANA  
Jalan Colombo Nomor 1 Yogyakarta 55281  
Telepon (0274) 550836 pesawat 229, Fax (0274) 520326  
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

---

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan di bawah ini:

Nama : Ari Purnawan  
Jabatan/Pekerjaan : Dosen BAs L&BS NIS  
Instansi Asal : FBS UNY

Menyatakan bahwa instrumen penelitian dengan judul:  
Developing English Writing Instructional Materials for Year Two Students of English  
Department Champasak University.  
dari mahasiswa:

Nama : Bounmy Phalychan  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 14716259005

(sudah siap/~~belum siap~~)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran  
sebagai berikut:


1. menambahkan bbrp item sesuai dg  
yg tertulis di masalah.  
2. \_\_\_\_\_  
\_\_\_\_\_

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.  
Yogyakarta, 22-12- 2015

Validator,  
Ari Purnawan

\*) coret yang tidak perlu

**e. Validation letter of Product (Expert Judgment)**

 KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA  
PROGRAM PASCASARJANA  
Jalan Colombo Nomor 1 Yogyakarta 55281  
Telepon (0274) 550836 pesawat 229, Fax (0274) 520326  
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

---

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan di bawah ini:

Nama : Ari Purnawan  
Jabatan/Pekerjaan : Dosen Bahasa Inggris  
Instansi Asal : FBS UNY

Menyatakan bahwa produk penelitian dengan judul:  
*Developing English Writing Instructional Materials for Year Two University Student of English Department*  
dari mahasiswa:

Nama : Bounmy Phalychan  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 14716259005

(sudah siap/~~belum siap~~)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:


1. Menambahkan task/activity yg membantu pencapaian tujuan belajar (esp. guided tasks)
2. ....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.  
Yogyakarta, 14/04 / 2016  
Validator,  
Ari Purnawan  
NP 19710123 200112 1002

\*) coret yang tidak perlu

## Appendix 5: Authorized letters

### a. Authorized letter of collecting data

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA  
PROGRAM PASCASARJANA  
Jalan Colombo Nomor 1 Yogyakarta 55281  
Telp. Direktur (0274) 550835, Asdir/TU (0274) 550836 Fax. (0274) 520326  
Laman: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama\_pasca@yahoo.com

---

Nomor : 11895 /UN34.17/LT/2015  
Hal : Izin Penelitian

23 Desember 2015

Yth. Head of Department of English, Champasak University

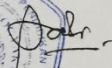
Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama : BOUNMY PHALYCHAN  
No. Registrasi : 14716259005  
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang akan dilaksanakan pada:

Waktu : Januari s.d Februari 2016  
Lokasi/Obyek : Faculty of Education, Department of English, Champasak University  
Judul Penelitian : Developing English Writing Instructional Materials for Year Two University Students of English Department  
Pembimbing : Prof. Sugirin, Ph.D.

Demikian atas Perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih.

Asisten Direktur I,  
  
Prof. Pardjono, Ph.D.  
NIP19530902 197811 1 001

Tembusan:  
Mahasiswa Ybs.



MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION  
YOGYAKARTA STATE UNIVERSITY  
**GRADUATE SCHOOL**

Jalan Colombo No. 1 Yogyakarta 55281INDONESIA  
Phone (0274) 550835, 550836 Fax. (0274) 520326  
Website: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama\_pasca@yahoo.com

Ref No: 1895/UN34.17/LT/2013

Yogyakarta, 23 December 2015

Dear Head of English Department  
Champasak University  
Laos

Dear Sir/Madam,

One of our master's students plans to collect data for her thesis in Laos, especially at your university. In relation to that, I do hope that you can give permission for conducting research and collecting data, to the following:

Name : BOUNMY PHALYCHAN  
Student Number : 14716259005  
Study Program : English Language Education  
Graduate School, Yogyakarta State University,  
INDONESIA

The data collection is expected to be conducted in the following details:

Duration : January – February 2016  
Location : Faculty of Education, Department of English,  
Champasak University, Laos  
Research Title : Developing English Writing Instructional Materials for  
Year Two University Students of English Department  
Supervisor : Prof. Sugirin, Ph.D.

We really appreciate your attention and cooperation and look forward to having the permission.

Deputy Director for Academic Affairs

Prof. Pardjono, Ph.D.  
ID. 19530902 197811 1 001

**b. Authorized letter of try-out**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA  
PROGRAM PASCASARJANA  
Jalan Colombo Nomor 1 Yogyakarta 55281  
Telp. Direktur (0274) 550835, Asdir/TU (0274) 550836 Fax. (0274)520326  
Laman: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama\_pasca@yahoo.com

Nomor : 3864 /UN34.17/LT/2016  
Hal : Izin Try Out Produk

21 April 2016

Yth. Dean of Faculty of Education  
Champasak University

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama : BOUNMY PHALYCHAN  
NIM : 14716259005  
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan kegiatan try out produk dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : Mei 2016  
Lokasi/Objek : English Department, Champasak University  
Judul Penelitian : *Developing English Writing Instructional Materials for Year Two Students of English Department*  
Pembimbing : Prof. Sugirin, Ph.D.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih



Asisten Direktur I,

Tembusan:  
Mahasiswa Ybs.

Prof. Pardjono, Ph.D  
NIP 19530902 197811 1 0019



MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION  
YOGYAKARTA STATE UNIVERSITY  
GRADUATE SCHOOL

Jalan Colombo No. 1 Yogyakarta 55281 INDONESIA  
Phone (0274) 550835, 550836 Fax. (0274) 520326

Website: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama\_pasca@yahoo.com

Handwritten notes in Indonesian and Lao script, including a signature and the date 29-4-16.

Ref No: 3864/UN34.17/LT/2016

Yogyakarta, 21 April 2016

Dear Dean of Faculty of Education  
Champasak University  
Laos

Dear Sir/Madam,

One of our Master's students plans to test her research product in Laos, especially at your university. In relation to that, I do hope that you can give permission for conducting research product testing, to the following:

Name : BOUNMY PHALYCHAN  
Student Number : 14716259005  
Study Program : English Language Education  
Graduate School, Yogyakarta State University,  
INDONESIA

The research product testing is expected to be conducted in the following details:

Duration : May 2016  
Location : Department of English, Faculty of Education,  
Champasak University, Laos  
Research Title : Developing English Writing Instructional Materials for  
Year Two University Students of English Department  
Supervisor : Prof. Sugirin, Ph.D.

We really appreciate your attention and cooperation and look forward to having the permission.

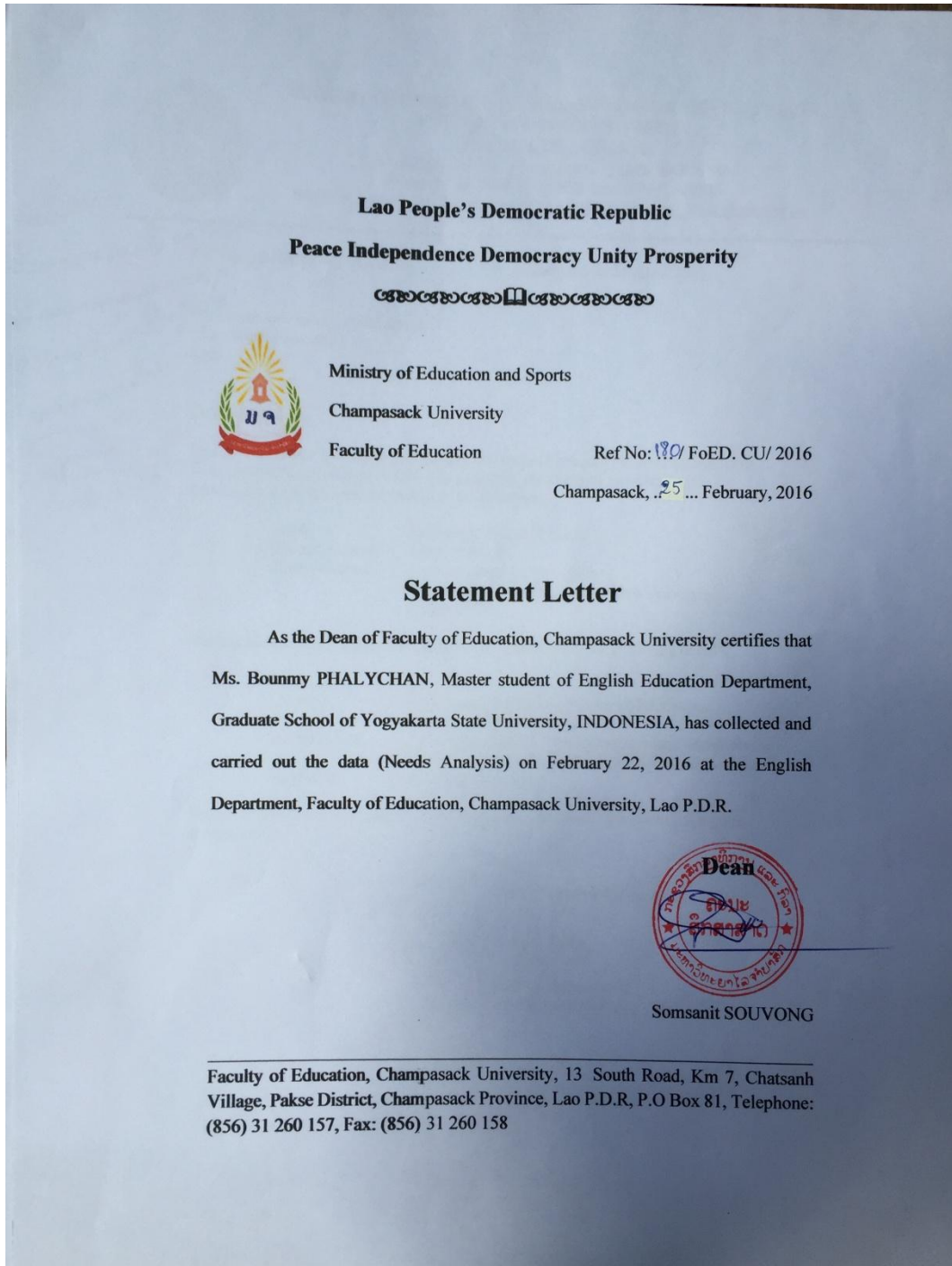


Deputy Director for Academic Affairs

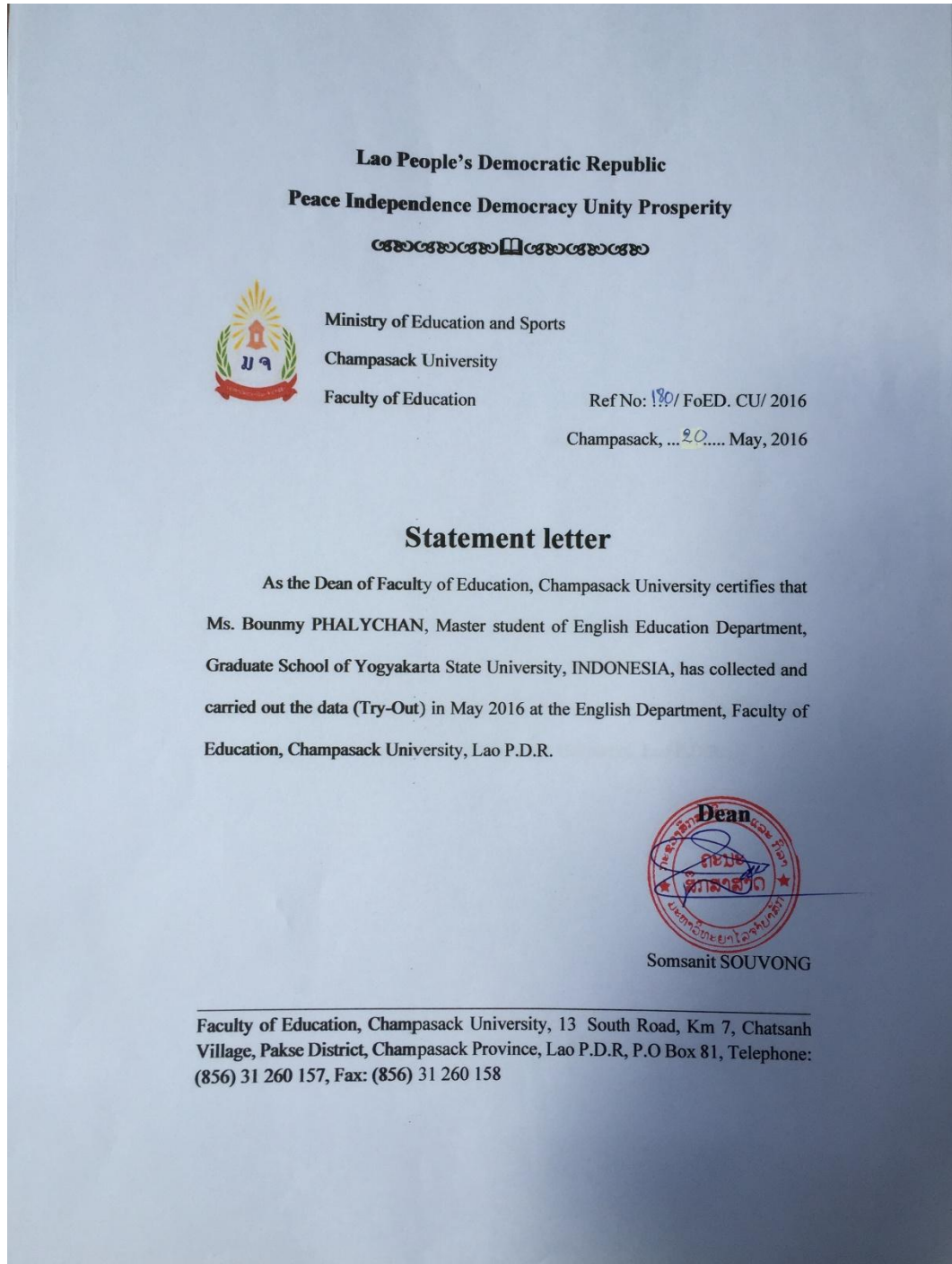
Prof. Wardjono, Ph.D.

SCHD. 19530902 197811 1 001

**c. Collecting data statement letter (Ch.U)**



d. Try-out statement letter (Ch.U)







# CONTENTS

Unit 1. Introduction to Writing .....	1
Warm up .....	1
<b>STEPS OF WRITING</b> .....	2
<b>PUNCTUATIONS</b> .....	5
<b>CAPITAL LETTERS</b> .....	10
<b>CONJUNCTIONS</b> .....	12
<b>PRONOUNS</b> .....	15
<b>PREPOSITIONS</b> .....	17
Unit 2. Let’s Read and Write .....	21
Warm up .....	21
<b>PROCEDURE TEXT</b> .....	22
<b>DESCRIPTIVE TEXT</b> .....	32
<b>NARRATIVE TEXT</b> .....	40
<b>RECOUNT TEXT</b> .....	47
Unit 3. Getting to Know Letters .....	53
Warm up .....	54
<b>TYPES OF LETTER</b> .....	54
<b>PARTS OF LETTER</b> .....	54
<b>FRIENDLY LETTER</b> .....	55
<b>BUSINESS LETTER</b> .....	57
<b>COVER LETTER</b> .....	60
<b>MEMO</b> .....	62
Unit 4. Through the Cultures.....	64
Warm up .....	64
<b>GREETING CULTURE</b> .....	65
<b>CLOTHING CULTURE</b> .....	67
<b>EATING CULTURE</b> .....	69
<b>RELIGION</b> .....	73

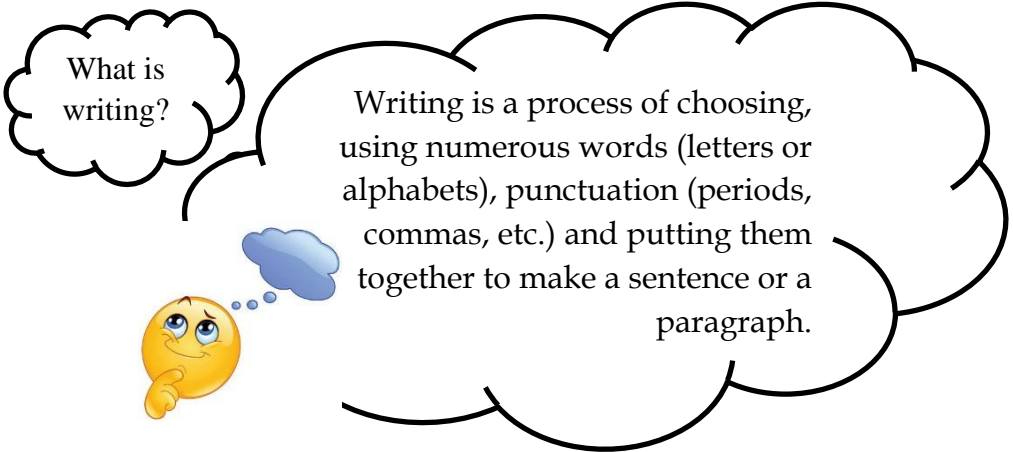


# Unit 1

## Introduction to Writing

Warm up: Try to answer the following questions.

- 1. Do you like writing?  
.....
- 2. What do you usually write?  
.....
- 3. How often do you do writing activities?  
.....



What comes to your mind when you hear the word classroom?

.....teacher

.....

.....

.....

.....

.....

## STEPS OF WRITING

Generally, there are 5 steps of writing; they are prewriting or planning, drafting, revising, editing, and publishing.

### 1. Prewriting (Planning)

At this step, you can do these activities:

Brainstorming

Organizing

Discovering ideas

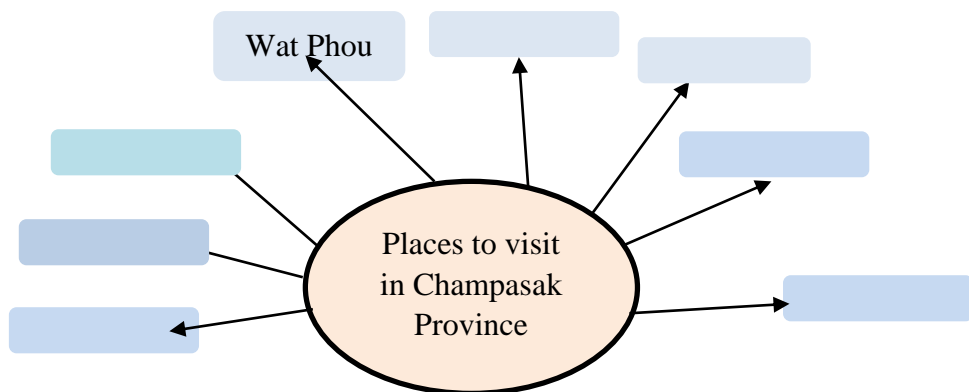
Observing

Planning spelling

Connecting information

Rehearsing

Note taking



### 2. Drafting

At this stage, you can do these activities:

Getting down your ideas

Developing ideas

Writing / Composing

Thinking

#### Places to Visit in Champasak Province

There are some places where the tourist are suggested to visit. They are water falls, temples, and gardens and so on.

One of the most visited destination was Wat Phou Champasak. People fall in love to see this place because this place is very beautiful and fantastic.



### 3. Revising

At this step, you can do these activities:

Rethinking: Does it say what you want to say?

Revising involves                      Reseeing the writing

Questioning writing                      Clarifying

Reorganizing writing

From the draft above, we can do some revisions to make the writing in order.

Look at the example beneath:

**Places to Visit in Champasak Province**

There are some places where the tourist are suggested to visit. They are water falls, temples, gardens and so on.

One of the most visited destination was Wat Phou Champasak. People fall in love to see this place because this place is very beautiful and fantastic. Many people come to visit there everyday.

### 4. Editing

At this step, you can do these activities:

Checking mechanics in context of writing: capitals and punctuation

Checking accurate spelling                      Proofreading                      Peer editing

**Places to Visit in Champasak Province**

There are some places where the tourist are suggested to visit. They are many water falls to visit at Paksong District and wonderful temples at Pakse district.

One of the most visited destination is Wat Phou Champasak. People fall in love to see it because it is one of the world heritage in Laos.

### 5. Publishing

At this step, you can share your writing with others

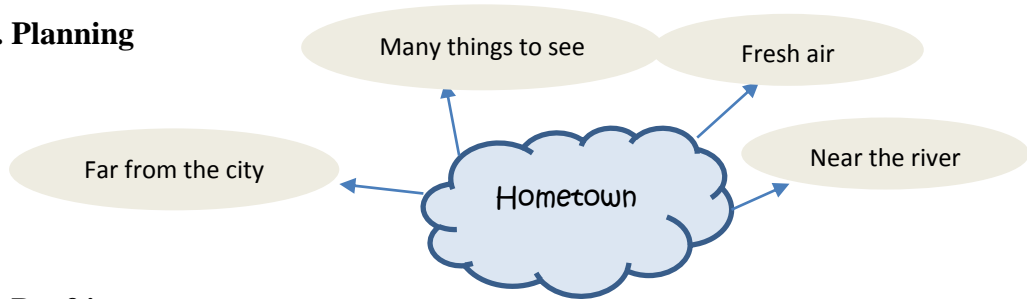
.....



**Exercise 1 | Think about your hometown and write down about it**

**(Following the writing steps)**

**1. Planning**



**2. Drafting**

Now I am going to describe about my hometown. My hometown is far from the city. It is in .....district, .....province. it is near the river and we can see the sunset in the evening.

**3. Revising**

.....

.....

.....

.....

.....

**4. Editing**

.....

.....

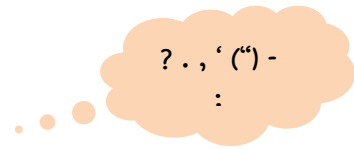
.....

.....

.....

## PUNCTUATIONS

What are punctuation marks?



Punctuation marks are symbols that are used to aid the clarity and comprehension of written language.

### Getting to Know Punctuation Marks

#### 1. Periods ( . ) or full stops

A period is used to note the end of a declarative sentence or at the end of a complete sentence (statement).

Examples: I see the house.

I know that you would never break my trust intentionally.

#### Exercise 2 | Correct the sentences by putting the appropriate mark.

- a. I am typing a letter, and she is talking on the phone
- b. She finished her work and then took a long lunch

#### 2. Commas ( , )

A comma is used to separate phrases or items in a list, and to separate a statement from a question.

Examples: She bought milk, eggs, and bread.

I can go, can't I?

#### Exercise 3 | Correct the sentences by putting the appropriate mark.

- a. I need sugar, butter, and eggs, from the grocery store.
- b. To apply for this job you must have a Social Security card.

### 3. Question mark ( ? )

A question mark is used at the end of a direct question, and it is used when a sentence is half statement and half question.

Examples: When are we going?  
Will you go with me?  
You do care, don't you?

#### Exercise 4 | Correct the sentences by putting the appropriate mark.

- a. Are you an engineering...
- b. Is it your shirt...

### 4. Exclamation mark (!)

An exclamation point is used to show surprise, excitement or emphasis.

Examples: It is cold!  
I'm truly shocked by your behavior!

#### Exercise 5 | Correct the sentences by putting the appropriate mark.

- a. Watch out
- b. Shut up
- c. That dog is going to bite me

### 5. Apostrophes (')

Use the apostrophe with contractions. The apostrophe is always placed at the spot where the letter(s) has been removed.

Examples: Don't, isn't  
She's a great teacher.

→ Use the apostrophe to show possession. Place the apostrophe before the 's' to show singular possession.

Examples: One boy's hat  
One woman's hat

→ To show plural possession, make the noun plural first. Then immediately use the apostrophe.

Examples:

- Two boys' hats
- Two women's hats
- Two actresses' hats

Note: Do not use an apostrophe with possessive pronouns: his, hers, its, theirs, ours, yours, whose. They already show possession so they do not require an apostrophe.

Examples:

Correct: This book is hers, not yours.

Incorrect: Sincerely your's.

#### **Exercise 6 | Correct the sentences by putting the appropriate mark.**

- a. Her husbands wallet was full of curious, little items.
- b. I went to my mother-in-law house for dinner last night.
- c. You may not enter Mr. Harris office without his permission.

### **6. Hyphens (-)**

**Hyphens between words:** To check whether a compound noun is two words, one word, or hyphenated, you may need to look it up in the dictionary.

Examples: Eye-witness

Eye-opener

#### **Hyphens with prefixes: (ex, self)**

Examples: His ex-wife sued for nonsupport.

Self-assured

Self-respect

#### **Exercise 7 | Correct the sentences by putting the appropriate mark.**

- a. Ex Marine
- b. Self satisfied
- c. Co operation

## 7. Parentheses ( )

Use parentheses to enclose words or figures that clarify or are used as an aside, and parentheses also use to enclose numbers or letters used for listed items.

Examples: - I expect five hundred dollars (\$500).

- He finally answered (after taking five minutes to think) that he did not understand the question.
- We need an emergency room physician who can (1) think quickly, (2) treat patients respectfully, and (3) handle complaints from the public.

### Exercise 8 | Correct the sentences by putting the appropriate mark.

- a. I can have lunch with you tomorrow Friday.
- b. I hope you are feeling better I am sick today.

## 8. Quotation marks ( “ \_ ” )

When using quotation marks, periods and commas always go inside quotation marks, even inside single quotes.

Examples: The sign changed from “Walk,” to “Don’t walk” to “Walk” again within thirty seconds.

She said, “Hurry up.”

→ The placement of question marks with quotes follow logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks.

Example: Did she say, “May I go?”

### Exercise 9 | Correct the sentences by putting the appropriate mark.

- a. “Correct me if I am wrong.” she said.
- b. “May I see your I.D. card,” the clerk asked?
- c. Did he ask? “Where are my keys”?
- d. Carmen said, “She said,” I’ll never leave you.
- e. “Is it almost over?” he asked?



## 9. Colons ( : )

A colon is used after a complete sentence in order to introduce a list of items when introductory words such as namely, for example, or that is do not appear.

Examples: You may be required to bring many items: sleeping bags, pans, and warm clothing.

I want the following items: butter, sugar, and flour.

I want an assistant who can do the following: (1) input data, (2) write report, and (3) complete tax form.

A colon is used to follow the salutation of a business letter even when addressing someone by his/her first name. Never use a semicolon after a salutation. A comma is used after the salutation for personal correspondence.

Example: Dear Ms. Rodriguez:

### Exercise 10 | Correct the sentences by putting the appropriate mark.

- a. I needed only three card to win the ten of hearts, the jack of diamonds, and the king of hearts.
- b. We have set this restriction do your work before watching television.

### TRY YOUR OWN SENTENCES

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

## CAPITAL LETTERS

What are capital letters?



*Capitalization* is the writing of a word with its first letter in uppercase and the remaining letters

Most of the things we capitalize in English are what we call proper nouns: A proper noun is a name that identifies a particular people, animals, places, things, nationality, countries, name of days, name of months, subjects, religion, etc.

**Note:** Capitals are not used for articles (a, an, the) or prepositions (of, on, for, in, to, with, etc.). Seasons are also not capitalised.

Examples:

The names of people: The new student is called **Sadako Ishii**.

The names of pet animals: I have a dog called **Spot**.

The names of streets: I live in **Oak Road**.

The names of organisations: My mother works for the **United Nations**




The names of sports teams: Do you like the **Lakers**?

The names of days/months: I was born on 2 **April** 1999, a **Monday**.

	
<p>The names of the continents and countries: E.g. Everyone knows that China is the largest country in Asia</p>	<p>The names of planets: E.g. The <b>E</b>arth is much smaller than <b>J</b>upiter.</p>
	
<p>The names of towns and cities: E.g. My grandparents live in <b>L</b>ondon.</p>	<p>The names of buildings: E.g. Have you ever visited the <b>S</b>ears <b>T</b>ower?</p>
	
<p>The names of lakes: E.g. Is there a monster in <b>L</b>och Ness?</p>	<p>The names of rivers: E.g. The longest river is the <b>N</b>ile.</p>
	
<p>The names of businesses: E.g. I think <b>A</b>pple computers are the best.</p>	<p>The names of mountains: E.g. The highest mountain is <b>M</b>ount <b>E</b>verest.</p>

Tips to remember the rules

First of all, you should ask yourself these three questions:

- Is this the first letter in a sentence? If the answer is yes, capitalize.
- Is this the pronoun I? If yes, capitalize.
- Am I using a  name that someone gave to this thing or person?  
If  yes,  capitalize.

The first letter of each word stands for a category:

*F* - First letter in a sentence  
*B* - Buildings (and other man-made structures)  
*B* - Borders (of regions, states, countries, etc.)  
*T* - Titles  
*P* - People

*I* - I  
*S* - Schools  
*W* - Water  
*M* - Mountains  
*S* - Streets

Follow the TIPS above and WRITE the sentences using CAPITALS

1. The largest river in Lao is Mekhong River
2. ....
3. ....
4. ....
5. ....

## CONJUNCTIONS



What is conjunction?

A conjunction is a word that joins other words, phrases, clauses or sentences. Some conjunctions are: and, but, or, so, and because.

**1. “And”**

Connecting items within a sentence.

Examples:

Carrots, onions, and celery are vegetables.

We had salmon, asparagus, and salad for dinner.

I ate an apple and a banana. →No comma

I ate an apple, a banana, and a pear. →Comma

Note: “and” connects two words → no comma  
“and” connect three or more → comma  
“and” connect two sentences → comma  
→Use period with two complete sentences / no “and” / no “comma.”

**Exercise 11 | Adding or removing commas where necessary**

1. I like lettuce, and tomato on my cheeseburger.  
.....

2. I speak Hindi and you speak Swedish.  
.....

3. I like lettuce, tomato and cheese on my hamburger.  
.....

**2. “But and Or”**

Connecting a word and the sentences.

Notice: And, but and or  
→conjunctions  
→connect items



Examples:

Is it going to rain or snow?

Would you like peas, carrots, or squash?

I had the flu, but I didn't feel sick.

Did you have the flu, or was it just a cold?

Note: Two complete sentences use comma for but and or

**Exercise 12** | Adding and, but, comma or no comma where necessary

1. I love to eat ice cream but it gives me a stomachache.

.....

2. She goes to school, studies hard and gets good grades

.....

3. Would you like an apple, or a banana?

.....

**3. "So"**

Connect two independent clauses

"so" Cause and result: → Cause: She was tired  
 Result: She took a nap

**Exercise 13** | Adding or removing so or but where necessary

1. He was frightened, but /so he didn't cry.

.....

2. She was lonely, so /but she hugged her stuffed monkey.

.....

**4. "Because"**

"Because" cause and reason

She is smiling because she is happy.

Main clause + adv



(no comma)

Because she is happy, she is smiling

Adverb clause + main clause

**Exercise 14** | Adding or removing comma or no comma where necessary

1. Her eyes are watering, because she is sick.

.....

2. Because she is sick her eyes are watering.

.....

3. The woman is happy, because she loves her English class.

.....

**TRY YOUR OWN SENTENCES**

1. I cannot go to school today because I get sick

2. ....

3. ....

4. ....

5. ....

**PRONOUNS**

What is pronoun?

Pronoun is a word that is used in place of a Noun.

Examples 1:

- Gayatri is my daughter. She is five years old.  
(*She* is a Pronoun which is used in place of Noun Gayatri).
- Harish and Pradeep are good friends. They are also business partners.  
(*They* is a Pronoun used in place of Harish and Pradeep).

**The following are personal pronouns:**

### 1. Personal Pronouns

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
We	Us	Our	Ours	Ourselves
They	Their	Their	Theirs	Themselves
He	His	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself

**Exercise 15 | Work in pair. Use appropriate personal pronouns in the following sentences.**

1. ....has lost her purse.
2. ....shall take.....to task.

3. Sneha is going to Kampur to see.....brother.
4. She did not ..... cheat.....lover.
5. I was not ..... at.....place this evening.
6. ....himself ruined.....career.
7. Suresh lost.....pen and could not find.....

### TRY YOUR OWN SENTENCES

1. Jonh was sick yesterday, so he cannot go to work today

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

### PREPOSITIONS

What is preposition?

Preposition is a word that is usually used to show the relationship between noun and pronoun with everything else in the sentences.

Examples: There is a dear **in** the farms.  
I am fond **of** butter milk.  
The little dog jump **off** the chair.

**Some of the prepositions:** At, by, for, from, in, of, off, out, till, to, up, about, behind, inside, outside, without, within etc.

Examples: I have been working hard **at** arithmetic.  
The moon does not shine **by** its own light.  
I have known him **for** long time.  
Let us talk about something else.  
Beside rice they had curry.

**Exercise 16 | Work in pair.** Fill in the blanks with appropriate preposition.

1. No doubt she has achieved much, but I cannot give him credit.....all that he boasts.....
2. The despotism of custom is everywhere the standing hindrance.....human achievement.
3. He is indebted his friend.....a large sum.
4. What Dr. Arun mainly aimed....., was to promote the development of the young minds committed.....his charge.
5. He was so much enamored.....her that he forget his duties.....his children.

### TRY YOUR OWN SENTENCES

1. I live in Pakse district
2. ....
3. ....



## **It's your turn**

### **Exercise 17 | Work in pair**

Pay attention to errors in ending punctuation, commas, and capitalization.



The Family

Picnic

Katie woke up early on Saturday! She was too excited to sleep! Today was the day of her family's picnic.

Each year the Morgan Family met at Ellis park for a picnic. All of Katie's aunts uncles and cousins would be there.

After breakfast Katie helped her mother pack food in coolers. They packed, sandwiches, salads, and desserts.

The drive to the park seemed to take forever As they entered the park, Katie's father headed for lake Ellis where the Picnic Grounds were located. Nearing the lake, Katie saw that people were already there.

She smiled. This, would be a great day.

### **Exercise 18 | Work in group**

Think about your study place and write a paragraph about it



Prewriting: Think of the vocabulary such as: faculty, department, classrooms, students, restaurants, photocopy shop etc.....

Chamapasak University is my study place .....

.....  
.....

Drafting: Think of a faculty where you are at. Write down your ideas.

Faculty of Education is my study place. It a .....

.....  
.....

Revising: Revise your ideas. Does it say about your study place (Faculty of Education).

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

Editing: Reread your writing again and check grammar, punctuations and spelling.

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

Publishing: Your writing is done. Share it to your friends

## Unit 2 Let's Read and Write

Warm up: Try to answer the following questions.

1. Do you know text?  
.....

2. Do you know procedure text?  
.....

3. Do you know recipe of some food?  
.....

## PROCEDURE TEXT

Procedure text is a series of steps, taken together, to achieve a desired result. It is a particular way of accomplishing something.

**1. Purpose:** To tell and help readers how to do or make something completely.

**2. Generic Structure:**

→Goal / Aim →Title

→Materials / Equipment →Ingredients

→Steps / Methods → How to make it

**3. Language Feature:**

→Using the simple present tense

→Using imperative sentences: boil eggs / do not add too much sugar.

→Using sequencing words / Adverb: first/firstly, second/secondly...next, then, finally.

**1. Read the text below and answer the questions.**

### How to Make Fried Rice

**Discuss with your friends. How do you make it? Follow the instruction below.**

- Aim: How to cook .....

- Ingredient: Rice, vegetables, meat and.....

- Material: Pan, Wooden spoon or metal .....

- Let's see the steps:



Sequence  
Adverb

Verb

First of all, preheat the largest pan you have. Secondly, add the vegetables. Thirdly, add the cooked meat, and cook it for a minute or so to let it crisp Imperative Sentence stir love all the ingredients to one side of the wok. Fifthly, add the rice, stirring and tossing between each addition. Add a few tablespoons of your chosen sauce. Finally the sixth step, stir everything swiftly around the pan.

VOCABULARY

<i>Preheat</i>	.....
<i>Add</i>	.....
<i>Cook</i>	.....
<i>Move</i>	.....
<i>Stir</i>	.....
<i>Pan</i>	.....
<i>Wooden spoon</i>	.....
<i>Ingredient</i>	.....
<i>Meat</i>	.....
<i>First</i>	.....

---

**Exercise 1 | Answer the questions based on the text above.**

1. What is the goal of the procedure text above?  
.....
2. What are the materials / ingredients of the food?  
.....
3. What is the first step to make fried rice?  
.....

**Exercise 2 | Find the sequence adverbs in the text above.**

First ..... -----  
 -----  
 -----

**Exercise 3 | Find the verbs in the text above.**

Cook ..... -----  
 -----  
 -----

**Grammar point 1 Simple Present Tense**

Identification of the tense: Happening of the event is not sure/definite.

Examples: Rajiv goes to school

We play football

He does not study.

Do they live here?

**Form: Affirmative Sentences**

**Negative Sentences**

S+ V<sub>1</sub>

S+Do/Does not+V<sub>1</sub>

Examples: I study

I do not study

He studies

He does not study

**Interrogative sentences**

**Negative Interrogative Sentences**

Do/Does+S+V<sub>1</sub>

Do/Does+S+not+V<sub>1</sub>?

Examples: Do I study?

Do I not study?

Do we study?

Do we not study?

Does he/she study?

Does he/she not study?

**Spelling and Pronunciation of final -s /-es**

**Spelling**

**pronunciation**

dry --- dries

-es as /əz/

Consonant + -y

3<sup>rd</sup> person singular change y to i, add -es

pay --- pays

-s as /z/

buy --- buys

3<sup>rd</sup> person singular add -s

have --- has /həz/

go --- goes /gowz/

3<sup>rd</sup> person singular forms irregular

do --- does /dəz/

**Exercise 4 | Work in pair. Fill in the blank by using the correct form of the verb given.**

1. The mother.....(cook) food for us.
2. She .....(call) on me every morning.
3. They .....(play) football in the evening.
4. She.....(wish) everybody good morning.
5. My mother.....(get) up early in the morning.
6. The cat.....(kill) rats.
7. The boy.....not.....(sing) a song.
8. Do you.....(play) cricket?
9. ....Anil.....(play) cricket?
10. She.....(read) in tenth class.
11. Two and two.....(make) four.
12. Here.....(go) the bell.
13. If she.....(work) hard, she will pass.
14. When he.....(come) I shall leave this seat for him.
15. Kalidas.....(say), “Beauty needs no Ornaments”

### TRY YOUR OWN SENTENCES

1. She works at the hospital
2. ....
3. ....
4. ....
5. ....

### It's your turn

**Exercise 5 | Work in group. Think about this food. Write down the ingredients and how to cook it.**



**Aim:** How to cook

**Ingredients:**

shoot, fungus

Bamboo Soup

Yanang, bamboo  
mushrooms,

fermented fish sauce, Lao basil, soaked sticky rice , sponge gourd, salt, Chilies

These green leaves are .....



These are fresh b..... s.....

These are f..... m.....



This is the important ingredient, it is f..... f..... s.....

This is s..... s..... r.....



S ..... g.....



C.....

S .....



Lao b.....



**Materials:** Pot, Spoon, Stove



P.....

S .....

S .....



**Steps:** Put the sequence adverbs (First, second, third, next, then, finally) in to the procedure text below. The first is done.

First, place the yanang and water in a large bowl and scrub leaves together to extract juice, squeeze liquid out of leaves and place all of liquid in a pot.

....., add the cooked bamboo shoot, fermented fish sauce (padaek), without stirring.

....., add the black fungus mushrooms and cook for another 5 minutes.

..... add the gourd, chillies, and cook for 2 minutes.

..... add the salt, basil and sticky rice paste. Simmer gently until slightly thickened, then serve with extra chillies and herbs.

**Exercise 6 | Find the imperative sentences in the text**

1. Place the Yanang and water .....
2. ....



- 3. ....
- 4. ....
- 5. ....
- 6. ....

**Exercise 7 | Find the verbs in the procedure text above.**

Place ..... -----

-----

-----

-----

-----

-----

**Let's see the next example**

**The instruction to install the SIM card in a cellphone.**

**1. Read the instruction below. Put the missing words in the box.**

- 1. To install SIM card to the cell phone → A.....
- 2. New SIM card → M.....
- 3. First, second → S.....

**Instructions**



**2. Put the sequence adverbs in the bracket.** (After that, next, then, finally)



First of all, press the locking catch and slide the cover then lift it off the phone.

A....., push two catches in the opposite directions and remove the battery.

N....., slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone. T....., put the battery and align it until snaps into its place.

F....., insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place.



**Exercise 8 | Answer the questions based on the text above.**

1. How do you lift off the phone cover?

.....

2. How do you remove battery?

.....

3. What is the last step to make your phone ready to use?

.....

**Exercise 9 | Find the verbs in the text above.**

Press -----



-----

-----

-----

**Exercise 10 | Find the sequence adverbs in the text above.**

First -----

-----

-----

**Exercise 11 | Find the imperative sentences in the text above.**

1. Press the locking catch and.....
2. ....
3. ....
4. ....
5. ....
6. ....

**Exercise 12 | Put the verbs in the right sentences.** (Insert, apply, grab, swap)

**How to Remove SIM card**

.....the small paperclip into the small pin hole opening the SIM tray.

.....a small amount of pressure until the SIM tray pops out.

.....hole of the SIM tray and pull straight out

.....your SIM card and re-insert the tray.

**Exercise 13 | Put the sequence adverbs in the right steps.** (First, second, third, finally)

....., insert the small paperclip into the small pin hole opening the SIM tray.

....., apply a small amount of pressure until the SIM tray pops out.

....., grab hole of the SIM tray and pull straight out

....., swap your SIM card and re-insert the tray.

### FREE WRITING



Noodle soup



Chicken soup

Choose one of these food / write the ingredients and how to cook it

Prewriting.....

Drafting.....

Editing.....

Revising.....

Publishing .....

### DESCRIPTIVE TEXT

A descriptive text is a text which says what a person or thing is like.



1. **Purpose:** To describe and reveal a particular person, place, or thing.

2. **Generic structure:**

→Identification: Identifying the phenomenon to be described.

→Description: Describing the phenomenon in parts, qualities or characteristics.

3. **Language Features:**

→Using adjective and classifiers in nominal group.

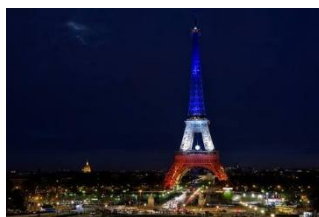
→Using the simple present tense.

**Exercise 14 | Read the text and answer the questions.**

### VOCABULARY

- Locate*.....
  - Iron* .....
  - Built* .....
  - Entrance*.....
  - Become*.....
  - Recognize*.....
  - Tallest*.....
  - Monument*.....
  - Ascend*.....
  - Design*.....
  - Surpass*.....
  - Engineer*.....
  - Elevator*.....
  - Access*.....
- 

### **The Eiffel Tower**





Identifying the phenomenon

Using adjective to describe

Describe the phenomenon, characteristics

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World’s Fair.



The tower stands 324 meters (1,063 ft.) tall about the same height as an 81-story building. Upon its completion, it

surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a little it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna tower, it is taller than the Chrysler Building.

Using simple present tense

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and the highest level is accessible only by elevator. Both the first and second levels feature restaurants.

**Exercise 15 | Answer the following questions based on the text above.**

- 1. When was the Eiffel Tower built?



- .....
- Where is the Chrysler Building?  
.....
  - How can visitors access the highest level?  
.....

**Exercise 16 | Read the text again and fill the missing words.**

- The Eiffel Tower is \_\_\_\_\_ on the Champ de Mars in Paris. \_\_\_\_\_ in 1889, it has \_\_\_\_\_ both a global icon of France and one of the most recognizable structures in the world.
- The tower is the \_\_\_\_\_ building in Paris.
- Engineer Gustave Eiffel, the tower was built as the \_\_\_\_\_ arch to the 1889 World's Fair.
- The tower has three levels for \_\_\_\_\_.
- Tickets can be \_\_\_\_\_ to ascend, by stairs or lift, to the first and second levels.
- The \_\_\_\_\_ to the first level is over 300 steps, as is the walk from the first to the second level.
- The third and the highest level is \_\_\_\_\_ only by elevator.

**Exercise 17 | Can you remember these words? Try to rearrange them.**

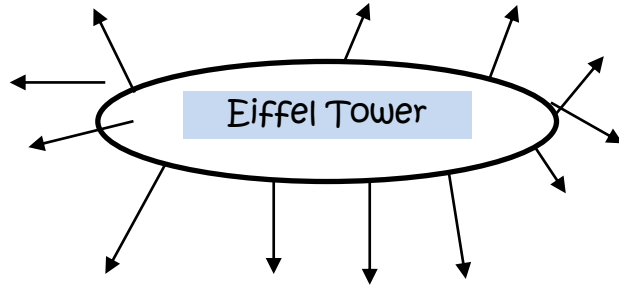
Eecoanizgblr = ..... Ollgba = .....

Moeumnnt = ..... Asseccibel = .....

Durpsases = ..... Pasechaurd = .....

**Exercise 18 | Work in pair. Build the vocabulary by using these letters to be new words as much as possible.**





Fell-----

-----

-----

-----

**It's your turn**

**Exercise 19 | Work in pair.** Do you know this place? Think about it and try to describe the place. Using vocabulary and guideline below.

Superior,  
standard,  
restaurant,  
province,



deluxe,  
people, big,  
Pakse,  
meeting

consists, floor

This is Champasak Palace Hotel. It is located in ..... district, Champasak ....., Laos. Champasak Palace is a ..... hotel located along Xe Done Riverside. It has six ..... and ..... of ..... rooms, ..... rooms and ..... rooms. Champasak Palace Hotel also has ..... serving to the guests and the ..... rooms are available. There ..... many ..... visit here.

### Let's try new paragraph

**Exercise 20 | Individual work:** Think about your family. Describe how your family is! Using the vocabulary below.

### My Family



Lovey, old, tall, pretty, cute, short, kind, thin, fat



1. Who are the members of your family?

In my family, there are .....  
.....  
.....

2. Briefly describe the members of your family.

On your left hand is my younger sister. She is lovely and .....  
.....  
.....  
.....  
.....  
.....

3. Describe some things that make your family special.

In the morning we usually have breakfast together and .....  
.....  
.....  
.....

4. What do you feel is the best thing about your family?

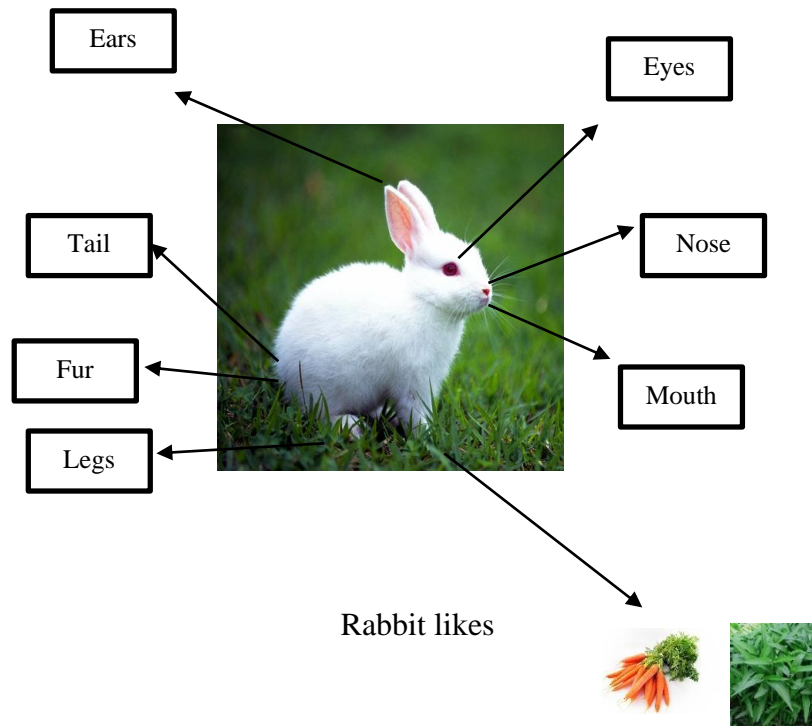
Whenever we have a problem, we always .....  
.....  
.....  
.....  
.....



**Exercise 21 | Work in pair.** Think about this pet. How does it look like? Describe it based on the picture. Using the adjectives below.

### My Pet

Cute, small, thick, pink, short, lovely, round, white, fast



This is a rabbit. It has two .....

.....

.....

.....

Rabbit runs very .....

.....

.....

.....

## NARRATIVE TEXT

Narrative text is a description of events, especially in a novel, the act, process or skill of telling a story. Commonly narrative text is found in story book; myth, fable, folklore, etc.

**1. Purpose:** To amuse/entertain the readers and to tell a story

**2. Generic Structures:**

→Orientation: Introducing the participants, place and time (Who, what, where, when).

→Complication: (conflict) describing the rising crises which the participants have to do with.

→Resolution: (solving the conflict) showing the way of participant to solve the crises, better or worse.

**3. Language Features:**

→Using simple past tense

→Using action verb: go, catch...

→Chronologically arranged: then, finally...

## VOCABULARY

<i>Know</i>	.....
<i>Lake</i>	.....
<i>Believe</i>	.....
<i>Form</i>	.....
<i>Erupt</i>	.....
<i>Annoy</i>	.....
<i>Promise</i>	.....
<i>Shout</i>	.....
<i>Cry</i>	.....
<i>Talk</i>	.....
<i>Control</i>	.....
<i>Change</i>	.....
<i>Attract</i>	.....
<i>Surprise</i>	.....

---

Exercise 22 | Read the text and answer the questions.

## The Legend of Toba Lake



Once upon time, there was a handsome man. His name is *Batara Guru Sahala*. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Introducing the participants

Using action verb

Using simple past tense

*Batara Guru* could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted *Batara Guru* so much. He felt in love with that fish-woman. The woman wanted to married with him and said that *Batara Guru* had to keep the secret which she had been a fish. *Batara Guru* agreed and promised that he would never tell anybody about it.



They were married happily. They had two daughters. One day *Batara Guru* got very angry with



his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. *Batara Guru* broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.



**Exercise 23 | Answer the questions based on the text above.**

1. What did the woman say to *Batara* before they got married?

.....

2. How many daughters did they have?

.....

3. Why was his wife angry?

.....

4. When did *Batara* find the beautiful woman?

.....

5. Who did say the word “fish” to the daughter?

.....

**Exercise 24 | Use your dictionary to find the opposite word of these adjectives**

Angry = ..... Handsome = .....

Happy = ..... Lovely = .....

Beautiful = ..... Annoyed = .....

**Exercise 25 | Write these words in the right categories.**

Become, believe, promise, annoy, they, know, keep, married, secret, change,  
bear, he, attract, love, want, make,



<b>Pronoun</b>	<b>Verb</b>	<b>Adjective</b>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**Exercise 26 | Work in pair. Write these sentences in the simple past tense form.**

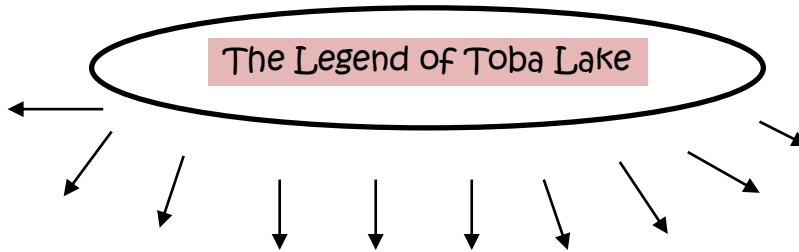
1. People (to believe) that the big hole became a lake.  
.....
2. Volcanoes (to start) to erupt.  
.....
3. The earth (to form) a very big hole.  
.....
4. The mother (to be) very annoyed.  
.....
5. *Batara Guru* (to break) his promise.  
.....
6. He (like) fishing.  
.....
7. The fish (to beg) him to set it free.  
.....



**Exercise 27 | Work in pair. Read the text again to find the verb and write them in the simple past sentences.**

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

**Exercise 28 | Work in pair. Build the vocabulary by using these letters to rewrite new words as much as you can.**



Then -----

-----

-----

-----

-----



7. He.....(buy) it last month.
8. I .....(already see) this film.
9. I .....(see) it in Mumbai last month.
10. Your officer will be angry with you because you.....(not work) properly.

### It's your turn

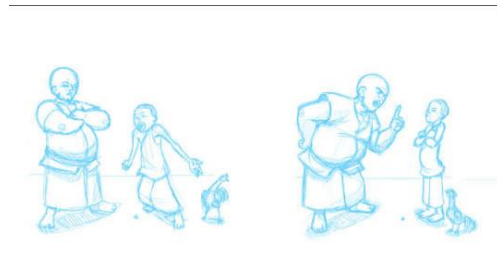
**Exercise 30 | Work in pair.** Do you know Xieng Mieng?

**Xieng Mieng** is the famous trickster and folk hero of Laos, who matches wits with the king and often wins. Let's see and write some stories about him. Following this guide.

#### “Come Before the Rooster”

Running, was, arrived, come, late, clever, lazy

**Xieng Mieng** ..... a very ..... boy, but he was also ..... He was always late for work. The King told him to “ma gon gai” the next morning. In English, it would translate to come before the rooster crows, which means to ..... very early. Xieng Mieng, being the clever person that he is, took literally and ..... at work ..... with the rooster ..... behind him.



“Follow The King’s Order,  
ExaCtly”



Ride, told, loved, put, fell, good, grabbed

The King was a stern man who ..... to ride his horse everywhere. Whenever he would ..... the horse, he would always lose something that ..... out of his pockets. One day, he asked Xieng Mieng to come along with him and ..... him to pick up everything that falls to the ground and ..... it in his bag. So, being a good boy, he didn't question the King's order. He ..... everything that fell to the ground, even the horse droppings.

**Exercise 31 | Work in group. Think about other stories of Xieng Mieng or other Lao folktale that you know and try to write the paragraph**

Xieng Mieng and the Snail

Orphan and the ghost

Thao Bachieng and Nang Malong

The Magic White Swan

(Introduction place, participants) Once upon a time .....

(Using simple past tense) There was .....

(Using action verbs) Went, walked .....

.....

.....

.....

.....

.....

.....

.....

**RECOUNT TEXT**

**Recount** is a text which retells events or experiences in the past.



**1. Purpose:**

→To retell something that happened in the past and to tell a series of past event.

**2. Generic Structure:**

→Orientation: Introducing the participants, place and time.

→Event(s): Describing series of event that happened in the past.

**3. Language Features:**

→Using simple past tense

→Using action verb: look, go, change, etc.

→Using adverb: then, first, after that, finally, etc.

**Exercise 32 | Read the text and answer the questions.**

VOCABULARY

<i>Fell</i>	.....
<i>Instead</i>	.....
<i>Insert</i>	.....
<i>Perfect</i>	.....
<i>Vacation</i>	.....
<i>Embassy</i>	.....
<i>Immigration</i>	.....
<i>Pleasant</i>	.....
<i>Accommodation</i>	.....
<i>book(V)</i>	.....
<i>Board</i>	.....
<i>Transfer</i>	.....
<i>Manner</i>	.....
<i>Customs</i>	.....

---

*Vacation to London*

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.



They boarded a large boing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and immigration. The officers were pleasant. The checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to



London Welcome Desk. They arranged the transfer to a hotel.

The hotel was well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, the inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety food.

The two week in London went by fast. At the end of the 14-day, they quite tired but they felt very happy.

**Exercise 33 | Answer the following questions based on the text above.**

1. Where did they go on vacation?



- .....
2. Where did they go first when they arrived at the airport?  
.....
  3. What is the name of the airport?  
.....
  4. When did they use the key-card?  
.....
  5. Why did they go to Britain embassy?  
.....

**Exercise 34 | Write these words in the right categories.**

Family, agent, book, include, flight, crew, friendly, son, film, pleasant, arrive, immigration, check, carefully, polite, fell

Noun	Verb	Adverb	adjective
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**Exercise 35 | Work in pair. Write these sentences in the simple past tense form.**

1. They (to see) their travel agent and (to book) their tickets.



- .....
2. The cabin crews (to be) very friendly.  
.....
  3. They (to give) them newspaper and magazine to read.  
.....
  4. They (to check) the document carefully.  
.....
  5. They (to arrange) the transfer to a hotel.  
.....

**Exercise 36 | Work in pair. Read the text again to find the verb. Write them in the simple past sentences.**

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

**It's your turn**



**Exercise 37 | Individual work. Think of a vacation that you had. Answer the question and write about this vacation.**

1. Where did you go for this vacation?

I went to .....

2. When did you go?

I went there.....ago/last week/last month.....

3. With whom did you go?

I went there with my .....

.....

4. How did you get to your destination?

I took the /I went there by .....

.....

.....

.....

5. How long did you stay?

I stayed there for .....

.....

6. Describe the place you stay at

It is a .....

.....

.....



.....  
.....

7. Describe what you did on your vacation

We had a small party in the evening and .....  
.....  
.....

8. What was the best part of your vacation?

It was really fun and unforgettable when we shared each  
other.....  
.....  
.....

**Exercise 38 | Work in group. Think about your last vacation with your friends. Write down: where you went, What you did, and the other activities you have done.**

It was very happy vacation.  
.....  
.....  
.....  
We did many activities  
.....  
.....

Getting to Know Letters



Warm up: Answer the following questions.

1. Have you ever written a letter?

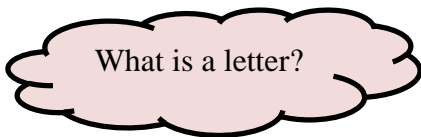
.....

2. How many types of letters do we have?

.....

3. Do you know any types of letters?

.....



A letter is a written message, request for assistance or employment or admission to a school.

### **TYPES OF LETTER**

There are two acceptable types of letters, those are formal and informal letter.

- Formal letters are those letters which follow certain styles of writing a letter. They are known as formal letter because they are written in accordance with certain established practices. Ex: Adjustment Letter, Acknowledge Letter, Business Letter etc.
- Informal letters are those letters which are written with minimalistic rules, thus the term informal letters. Informal letter are personal correspondences and that is why they do not require as much of a rule observance as compared to the formal letter. Ex: Friendly Letter, Farewell Letter, Invitation Letter etc.

### **PARTS OF LETTER**

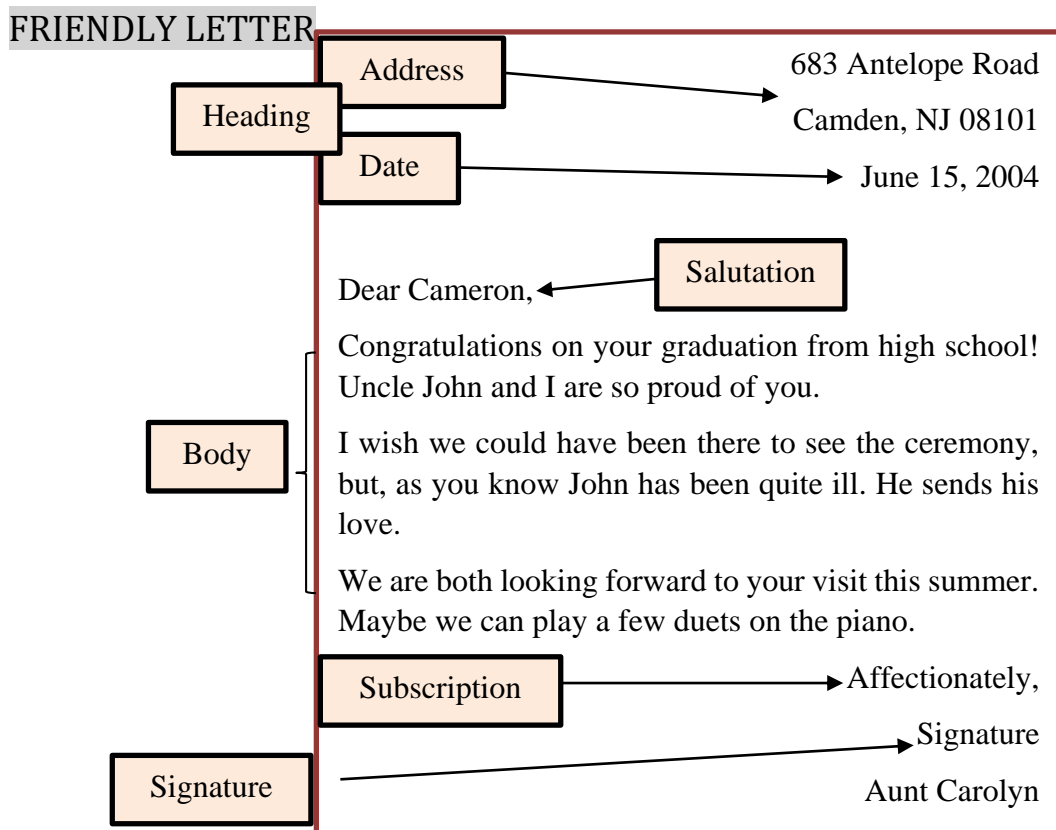
Main six points of writing letters are:

1. Heading: Basically consists of two parts: a) Address of the writer

b) Date of writing the letter

2. The Salutation or courteous greeting: Written at the left hand of the page.
3. The Body of the letter: Communication or the message.
4. The Subscription: Courteous leave-taking, or conclusion.
5. The Signature: Name of the writer.
6. The Address: Written on the envelop.

Note: Not all letters have the same format. In a friendly letter, you don't need to include the address of the person to whom you are writing.



**Exercise 1 | Work in pair. Identifying the parts of a letter**

The exercise shows a sample letter with missing words and labels:

S \_\_\_\_\_ n

Sandy Street 506  
North Byesville, CA 53286  
June 7, 2009

H \_\_\_\_\_ g

Dear Amanda,

It has been a long time since the last time I saw you. It has also been quite a while that I wrote to my Best Friend. Now that my studies are over I can relax a bit



} B \_\_\_\_y

← S \_\_\_\_\_n

← S \_\_\_\_\_re

**Exercise 2 | Individual work**

In the space below, write a friendly letter to a friend or relative.  
Follow the format used in the example.

Write it on the next page

Salutation	_____
↓	_____
_____	_____
_____	_____
_____	_____
_____	_____

Address
Date



Body

Subscription

Signature

## **BUSINESS LETTER**

In a letter requesting information, you should get right to the point. Reveal the information you want and ask any questions you have. Follow the same format that you would use for any business letter:

- Include your address so the reader can send a reply.
- Include the address of the person to whom you are writing.
- Use a formal greeting follow by a colon.
- Keep the body of the letter brief, clear, and polite.
- Use a polite closing follow by a comma.
- Thanks the person for his or her assistance.
- Include your signature above your typed or printed name.

Here is a letter requesting information from the editor of Aquarium magazine. Notice that the writer gets directly to the point, presenting her questions simply and clearly.

Here is example of Business Letter

859 Oak Avenue  
Lexington, KY 40511  
June 18, 2005

Editor, Aquarium Magazine  
P.O. Box 83224  
Campbell, CA 95008

Dear Sir or Madam:




Practice writing business letter on the next page

**Exercise 3 | Work in pair. Fill in the blank with the correct verb forms.**

1419 Westwood Blvd,  
Los Angeles, CA  
29<sup>th</sup> February 2012

The Sales Manager  
BiG FiTNESS  
5 Progress St.  
Seekonk, Ma 02771



123 Mountain road  
High Point WA 00000  
September 25 2010

Mr William Connors, Circulation Manager  
Rugged Outdoors Magazine  
50 Carter street  
Centerville, CA 00000

Dear Mr. Connors,

I would like to subscribe to “Rugged Outdoors Magazine.”  
Enclosed is a check \$19.95 for a subscription for one year.

Thank you.

Yours Truly.

Signature  
Jon Peterson

**Exercise**

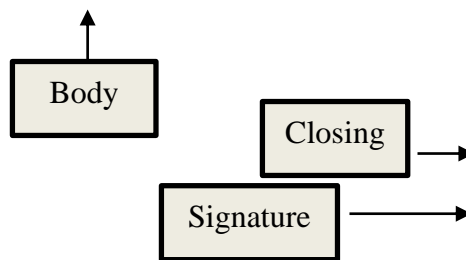
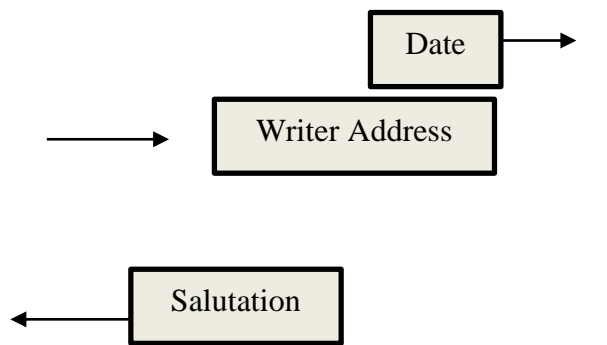
**4 | Work in pair. Pay attention to errors in punctuation and capitalization. Especially pay attention to the use of commas and colons.**



## COVER LETTER

When you send a resume to a potential employer, you need to send a cover letter as well. The best cover letters are short and to the point. Here is an example of an appropriate cover letter.

Receiver Address	→ 1132 Erickson Avenue Fountain Valley, CA 92728
May 6, 2004	
Jasmine E. Martinez, Manager Martinez Framing Shop 483 Elmhurst Drive	



Practice on the next page

**Exercise 5 | Individual work. Cover Letter**

Using example as a model, write a cover letter of your own on a paper. Address it to the Human Resources Department, Capital City Insurance Company, 1837 C Street Sacramento, CA 95813. You're answering an ad for a receptionist. Include any additional information you think is important.

---



---

---



---



---



## MEMO

A memo is a short note meant to communicate a message within an office or with a company. When you write a memo, make your point by using simple

## OUTLINE

Topic sentence / subject: \_\_\_\_\_

Supporting sentences: \_\_\_\_\_

Closing sentence: \_\_\_\_\_

Date: July 4, 2008

To: Lian

From: Mr Juan

Subject: Staff Meeting

Tell to all staffs that the meeting will be delayed until tomorrow. I'll inform you the fixes time soon. Thanks

**Exercise 6 | Individual work. Make a memo based on the situation stated below.**

**Situation:** *You are felling unwell today. Write a memo to your secretary that you cannot come to the office tomorrow.*

MEMO	
Date:	_____
To:	_____
From:	_____
Subject:	_____
Message:	_____
	_____
	_____

**Exercise 7 | Individual work. Make a memo based on the situation stated below.**

**Situation:** *This Friday is a holiday, write a memo to your secretary for announcing your staff.*

MEMO	
Date:	_____
To:	_____
From:	_____
Subject:	_____
Message:	_____
	_____
	_____



**Exercise 8 | Individual work. Make a memo based on the situation stated below.**

**Situation:** *You are going to have a party at home. Write a memo to your secretary to have an invitation cards for all staff.*

MEMO	
Date:	_____
To:	_____
From:	_____
Subject:	_____
Message:	_____
	_____
	_____
	_____

Unit 4  
Through the Cultures

**Warm up:** Try to answer the following questions

1. How do you greet when you meet your friends?

.....

2. What kinds of food do you eat?

.....

3. What kinds of clothes do you wear?

.....  
4. What are the important days in your religion?  
.....

## **GREETING CULTURE**

### **1. Greeting around the World**

Some people shake hands, some kiss and hug. Others just say hello. These exchanges are common in the U.S., but how do people in other countries greet each other? In most of Europe, a handshake will do.

- **The United States of America**

In America, a common greeting practice for newly acquainted individuals to merge hands in what is colloquially known as a "handshake." Crucial to the success of this salutation is if the hands of each party are matched: right for right, or left for left. Once clasped, the hands – now as one – can oscillate up and down for as long as appropriate.

- **A Few of the Ways to Say Hello in Asia**



<b>Country</b>	<b>Gesture</b>
China	a nod or bow

Hong Kong (older Chinese)	clasp hands together at throat level and nod
India	palms together as though praying and bend or nod, called <i>Namaste</i>
Indonesia	say <i>selamat</i> , which means peace
Japan	bow from the waist, palms on thighs, heels together
Korea	a slight bow and handshake (right hand in one or both hands)
Malaysia	both hands touch other person's hands, then are brought back to the breast, called <i>salame</i> gesture
Philippines	a limp handshake
Thailand	place palms together, elbows down, and bow head slightly, called <i>wai</i>

In Malaysia people greet each other by saying “Where are you going?” Because it is not really a question, the polite response is “Just for a walk.”

**Exercise 1 | Work in group: Think about Lao greeting culture. Do we have different culture? Write down what we commonly do when we greet.**

**Exercise 2 | Reading and Guess: Work in pair**

**Read the information below about greeting culture. Then fill the missing words.**

## Greece

In Greece you'll see a lot of men \_\_\_\_\_  
(to pat) each other on the back or at \_\_\_\_\_  
(shoulder) level when greeting each other.



## Tibet

In Tibet it is conventional to, upon greeting someone, \_\_\_\_\_ (to stick) your \_\_\_\_\_  
(tongue) out just a bit. This practice comes from the belief in reincarnation: a cruel 9th century Tibetan king had a \_\_\_\_\_  
(trademark) black tongue. When you stick your tongue out to others, it signals that you.....(to be) not a reincarnation of the king.



## New Zealand

The Maori people of New Zealand will greet visitors with a beautiful gesture called *hongi* by pressing \_\_\_\_\_ and \_\_\_\_\_ together, with \_\_\_\_\_ closed (forehead, noses, eyes). Maori will perform this move to initiate newcomers, and exchange the breath of life with them.



Bonjour

Good morning

alamat pagi

## CLOTHING CULTURE

What do you wear in their diary life?

.....

**Exercise 3 | Read the information and try to fill in the blank spaces.**

### American clothing

In America, your clothing whether business or casual should always be clean, ironed, and neatly worn. Business wear is fairly standard, though northeastern cities like New York and Boston are a bit more conservative than places like Los Angeles. Both men and



1. The clothes should always be ..... and .....

2. In business, men and women wear ..... that are ..... or .....

3. Shoes are ..... And .....

4. Women ..... Nylon stocking ..... appropriate color.

5. Men wear neckties and women wear neatly ..... scarf with a .....




and

**Exercise 4 | Below are some fashion in west. Write the missing letters of each. (Use dictionary to help you)**

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Pa__el__d Bl__us__             | 6. Sweater Dr__s__     |
| 2. Hi__h Ne__k Ju__pe__           | 7. Long Sl__ev__ Dress |
| 3. St__ip__d R__ll Neck Sw__at__r | 8. B__ot c__t Jeans    |



**Exercise 5 | Work in pair. What do you wear when you go to the school or government office in your country?**



.....

.....

.....

.....

### EATING CULTURE

do people eat in their diary life?

Some information about Americans eating habit

1. Americans consume 31% more packaged food than fresh food.
2. Over 10 billion donuts are consumed in the US every year.
3. 20% of all American meals are eaten in the car.
4. Americans spend 10% of their disposable income on fast food every year.
5. In a single day, American's typically eat and drink 14 different kinds of food and beverages from sandwiches, fruit, vegetables, carbonated soft drinks, milk, coffee, potatoes, salty snacks, juices, and ready-to-eat cereal.
6. The largest restaurant chains in America from highest grossing are McDonalds, Subway, Starbucks, Wendy's, Burger King, Taco Bell, Dunkin' Donuts, Pizza Hut, KFC, and Chik-fil-A

How are Asian countries?

What do Malaysian people eat for their meal?



### Mee Goreng Mamak

This Indian Muslim dish is the complete package. Yellow noodles. Beef or chicken. Shrimp. Soy sauce, veggies and eggs. A bit of chili tossed in for an irresistible jolt.

### Exercise 6 | Answer the questions based on the text above.

1. What are the ingredients?



.....

2. Is this food for Indian people?



.....

3. Do this food need much chili?

.....

### Sate

Though considered by many to be a dish native to Thailand, sate is actually believed to have originated in Indonesia. Malaysia has its own variations of the grilled skewers, served nationwide in chicken, beef or pork forms (the latter in non-Muslim venues only). Sauces vary from region to region, including the peanut sauce that's loved the world over.



**Exercise 7 | Answer the questions based on the text above.**

- 1. Do they need skewers to make Sate?

.....

- 2. What is the sauce made from?

.....

- 3. Is Satay made from fish?

.....

- 4. Can non-Muslim eat pork Sate?

.....

How about Indonesia!

**Sambal**

While technically more of a condiment, the chili-based sauce known as *sambal* is a staple at all Indonesian tables.

Dishes are not complete unless they have a hearty dollop of the stuff, a combination of chilies, sharp fermented shrimp paste, tangy lime juice, sugar and salt all pounded up with mortar and pestle.

So beloved is *sambal*, some restaurants have made it their main attraction, with options that include young mango, mushroom and durian.



**Exercise 8 | Answer the questions based on the text above.**

- 1. What are the materials to cook *Sambal*?

.....

- 2. Do we need shrimp paste to cook *Sambal*?

.....

- 3. Can we cook *Sambal* without chili?



.....

**Bakso**

A favourite among students, this savoury meatball noodle soup gained international fame when U.S. President Barack Obama remembered it as one of his favourites during a visit to Jakarta.

It takes on many forms; meatballs — springy or rubbery, the size of golf balls or bigger — are made from chicken, beef, pork or some amorphous combination of them all. Sold mostly from pushcarts called kaki lima, bakso comes garnished with fried shallots, boiled egg and wontons.

**Exercise 9 | Answer the questions based on the text above.**

- 1. What do we call Bakso in English?



.....

- 2. What is Bakso made from?

.....

- 3. Is wonton the same as noodle?

.....

**Let's see Lao food on the next page**

**It's your turn**

**Exercise 10 | Work in pair. Suppose that you are asked to give the information about Lao food. These are the food which you need to explain.**

**Khao Niew (Sticky Rice)**

**Tham Mak Hung (Green Papaya Salad)**

A rectangular spiral-bound notebook page with a white background and horizontal ruling lines. The spiral binding is on the left side.

**Larb (Fish Spicy)**

A rectangular spiral-bound notebook page with a white background and horizontal ruling lines. The spiral binding is on the left side.

**RELIGION**

**Exercise 11 | Answer the**



**following questions.**

A rectangular spiral-bound notebook page with a white background and horizontal ruling lines. The spiral binding is on the left side.

1. What religion is the most respected in the US?

.....

2. How many percent of the respondents identified as Muslim?

.....

3. What religion are you? What religion is the most respected in your country?

.....

**Religions**

Nearly every known religion is practiced in the United States, which was founded on the basis of religious freedom. About 83 percent of Americans identify themselves as Christians, while 13 percent replied that they had no religion at all. It was also found that Judaism is the second most-identified religious affiliation, at about 1.7 percent of the population. Only 0.6 percent of respondents identified as Muslim.

**The largest Catholic church in the US.**



**Islamic Center**



**in US.**



**The oldest Jewish congregation in the US**

☞ **Answer the following questions based on your religion.**

1. Where do you go when we have an important ceremony?

.....

2. Where do you go for praying?

.....

**Holiday**



What is thanksgiving?

Thanksgiving Day is a national holiday celebrated primarily in the United States and Canada as a day of giving thanks for the blessing of the harvest and of the preceding year. It is celebrated on the **fourth Thursday of November** in the United States and on the second Monday of October in Canada.

**Exercise 12 | Work in pair. What can you think of when you see this tree?**

**Write down your ideas here!**



A spiral-bound notebook with several blank, lined pages for writing.

**It's your turn**

1. How is holiday in Laos? Do we have similar holiday?

.....

2. What else can you think of?

.....

**Exercise 13 | Pair work. Look at this picture! What holiday this picture refers to? How do we celebrate this day? Following the guideline. These words may help you.**

Pray, splash, New Year, temple, family, monks, Buddha

This is the important festival in



Laos.....

This festival is called Lao.....

Most people go to the ..... to .....

We usually celebrate this in .....

1. Do you know Buddhist Lent?

.....



2. What is it about?

.....

**Exercise 14 | Work in pair. Think about the Buddhist Lent. How do we do on this day? Then write down a paragraph. These words may help you.**

Buddhist lent, give alms, pray, monks, Buddha, temple, people



This festival is

called..... This festival usually held in .....

Many people go to the .....to.....

At night time we .....

**Just enjoy it!**