

**DEVELOPING TASKS BY USING NEWS ITEMS
FOR TEACHING WRITING FOR STUDENTS GRADE X
OF SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

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



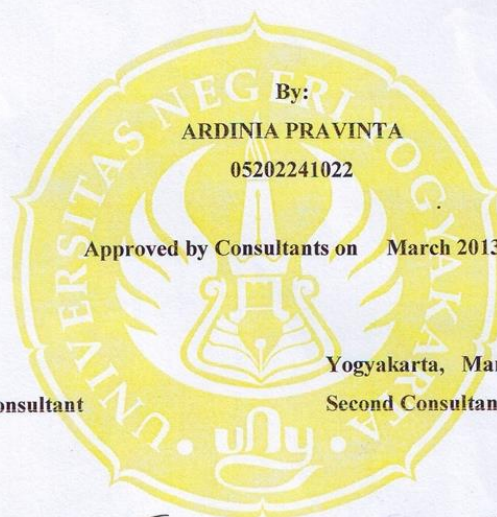
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STATE UNIVERSITY OF YOGYAKARTA
2013**

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**DEVELOPING TASKS BY USING NEWS ITEMS
FOR TEACHING WRITING FOR STUDENTS GRADE X
OF SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2012/2013**

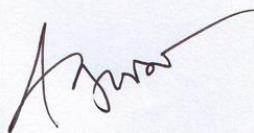
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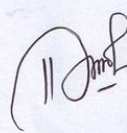
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Grade X of SMA N 1 Wonosari in the Academic Year 2012/2013

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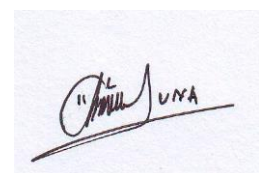
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Alhamdulillah *rabbal'alam*. Praises be to Allah SWT, the Most Merciful and the Almighty, who gives me chance, help, and strength to finish this thesis.

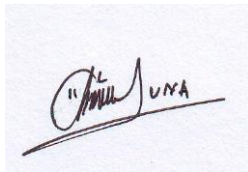
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Finally, I do realize that this work is still far from being perfect. However, I hope this thesis gives a contribution to all of the readers.

Yogyakarta, March 2013

The writer

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By:
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ABSTRACT

This research focuses on how to develop tasks by using news which is suitable with the students' needs for the teaching of writing for students grade X of SMA N 1 Wonosari in the academic year of 2012/2013. The objective of this research is to develop appropriate tasks by using news for teaching writing skills for grade X students of SMA N 1 Wonosari in the academic year of 2012/2013.

This research was categorized as a Research and Development (R & D) research. The steps in this research were conducting the needs analysis, developing the course grid, developing the first draft of the tasks, trying-out the first draft of the tasks, evaluating the draft of the tasks, revising the draft of the tasks, and writing the final draft of the tasks. The instruments used in this research were questionnaires and interview guideline. The questionnaires were given in two separate times. The first questionnaire was administered to find out the students' needs toward the learning of English writing skills. The second questionnaire was distributed to get the feedback from the students related to the first draft of the tasks.

The developed tasks are divided into three units. Each unit consists of 11 to 13 tasks. The topic of each unit is *Let Us Write...* for Unit 1; *Describe It* for Unit 2; and *World News* for Unit 3. Unit 1 talks about past experience in the form of recount. Unit 2 discusses people descriptions in the form of descriptive. Unit 3 explores about something that happened around us with news item. The average score of the respondents' agreement toward the statement in the second questionnaire is 3.4475 to 4.4. The scores were in the range of ideal one, i.e. $X \geq 4.2$ (Very Good Category) and $3.4 \leq X \leq 4.2$ (Good category). The scores indicate that the developed tasks are suitable with the students' needs and interest.

CHAPTER I

INTRODUCTION

A. Background of the Research

Language has a crucial role in the development of human intellectuality, social and emotion. English is the language that widely used in this global era. People need English to survive, to participate and to access information. Due to its importance, English teaching becomes popular in most countries in the world, including Indonesia.

Therefore, due to its important role as stated above, Indonesian includes English in the national education system and includes it as one of the tested subjects in the national examination. It becomes a compulsory subject in junior high and senior high schools. The English teaching and learning are formulated in the national curriculum, School Based Curriculum. The School Based Curriculum states that at the end of the course the students of senior high schools are expected to gain competence to communicate both written and spoken in the real life communication. Specifically, the goal of English learning in senior high schools is that the students are expected to achieve the informational stage; that is being able to gain and access knowledge through language mastery.

The curriculum of senior high schools clearly shows that the students have to master four majors' skills of English. One of the important skills that the students should master is writing skill. Writing is important because its creative process assists the students to develop their ideas (McMahon, 2004: 6). It is clear that

writing can help them to improve their competence in English and, in addition, there are expected to improve their critical thinking.

In terms of objectives of the English teaching, all schools in Indonesia must fulfill the goals stated in the curriculum, including SMAN 1 Wonosari. However, based on the observation and the interview to the English teachers in SMAN 1 Wonosari, the English teaching in this school especially the teaching writing skill in Grade X has not achieved the stated goal yet. Further, they say that the students are low-motivated and hardly involved in the teaching of writing. The students also consider that writing is a difficult skill to acquire. This assumption makes the students feel stress while attending the writing class. This condition of course disadvantages for the students. They will hardly master the target language and hardly achieve the teaching learning goals as stated in the curriculum. From interview and observations conducted by the researcher, she found that the students are stressed and bored of the hard and monotonous writing materials. Dealing with this matter, the teachers confess that they used to use materials provided by course book which may not match their students' needs and interest since the course book are designed to cover all students in Indonesia. They also rarely use more fun authentic materials which may be able to break students' boredom. They claim that they have difficulty in choosing the appropriate authentic materials and developing tasks from those materials due to their limited time.

To solve those problems, teachers need to conduct an interesting and enjoyable teaching learning process which is able to break students' boredom.

They need to use media and authentic materials which can make the students enjoy and encourage them in the teaching learning process. Goh (2002:43) claims that authentic materials are interesting and motivating because they are relevant to students' lives and work. In accordance with that, Tomlinson (1998:13) explains that ideal materials for English learning should provide exposure to authentic input. Applying English news media in English learning activity in senior high school, both the teacher and the students would obtain the advantages. Now, almost every television channel presents English news media every day. English news media are related to English recorded stories that can be used as a learning media to help the students to learn English. According to James (2007: 5) the students would be able to learn effectively and efficiently if the teacher can make an excitement in a classroom activity. English news media are the example of various stimuli that are able to improve the students' writing skill and the students' critical thinking (Hyland, 2003: 91). Hyland also adds that English news media are able to stimulate the students' imagination and increase their interest in writing. It means that English news media might increase the students' interest to enhance their critical thinking to learn English writing.

Using English news media in writing becomes one of innovation for the teacher. The teacher as a facilitator should be able to assist the students to achieve their competence. Thus, the students are expected to be able to apply what they have learnt in their daily activities. In conclusion, the teachers are expected to be facilitators who apply English writing materials using English news media to help their students to achieve their competence.

B. Identification of the Problem

There are many components involved in and influenced the success or failure of English teaching-learning process. Rusyan (1988:20-221) proposes four major components included in the teaching learning process. The components are raw input, instrumental input, environmental input and the expected outcome.

The raw input refers to students and their background such as intelligence, talent, motivation, achievement, interest, attitude, habit, etc. according to Krashen (1987: 79) students come into classroom with their different goal, expectation, experience, prior knowledge, and the social and personal types. The good teaching and learning activities have to cover up all these differences. The English teaching and learning activities should be interesting and motivating students to get involved in the activities. It is important because students who have high motivation and positive attitude toward what they are doing or learning might be more successful than the students who have low motivation and negative attitude. Krashen (1981:94) states that unlike learners who have positive feeling, learners with negative feelings will be 'closed' to input and make the language input hard to be acquire. Unfortunately, the grade X students of SMA N 1 Wonosari have low motivation and do not engage in the teaching learning process.

The next component is instrumental input which consists of instructional method, instructional material, instructional task, and media. Instructional method is method and technique used in conducting the teaching learning process. The instructional material is the content of the teaching and learning process which is used to give the meaning of the objectives of the teaching learning process itself.

Because language is a social practice the language learning needs the use of authentic materials which include examples of the target language use (Grant, 1997). Additionally, Macwilliam (1990: 160) states that materials should be authentic in the sense that the language is not artificially constrained. However, the English teachers of SMA N 1 Wonosari face difficulty in developing material and task from the appropriate authentic input.

Furthermore, the instructional tasks and media are used to decide the way in achieving the goals of the teaching learning process. Media can be in the form of visual such as picture, photo, and audio such as newss, radio, audio tape, or audio-visual such as news media, film, and movie. Media aids the teaching and learning process and brings more fun and enjoyable atmosphere in the classroom. The students will be bored if the teacher just teaches using materials in the course book every time the teacher teaches. Sugeng (1997: 199) sates that the types of media are printed media, audio media, still media, visual media, audio-visual media, real-object media, and action-based media. In contrast, teachers have difficulty in developing task from the authentic materials which match their students` need and interest. They also rarely use media in the classroom.

The other component proposed by Rusyan is environmental input and expected outcome. Environmental input includes to the learning environment such as the building and classroom setting. Further the expected outcome refers to the goal of the teaching learning process.

C. Limitation of the Problem

Based on the problems identified above and the consideration of the limited time and fund the researcher has, the researcher decides to solve problem related to the problem faced by teacher in developing tasks from authentic materials. The researcher focuses this study in developing news-based tasks for teaching writing. The researcher chooses news due to some reasons. As one form of authentic material, news provides examples of the real uses of English, real situation, relaxation and recreation as well as learning at the same time. The relaxing effect will enable learners to achieve weak affective filter. As proposed by Krashen (1982), a weak affective filter allows maximum amount of input reach the students and enables them to reduce their inhibitions and raise their confidence levels when attempting to produce language.

D. Formulation of the Problem

Based on the identification and limitation above, the formulations of the problem is “how can develop news items-based tasks which are suitable for teaching writing for grade X students of SMA N 1 Wonosari in the academic year 2012/2013 be developed?”

E. Objective of the Research

The objective of this research is to develop task by using news items for teaching writing for grade X students of SMAN 1 Wonosari in the academic year 2012/2013.

F. Significance of the Research

1. For the school, the results of the research can be used as a reference to teach writing in a relaxing way by using news.
2. For other researchers, the results of the research are expected to be used as a model of teaching writing by using news.
3. For English Education Department of Yogyakarta State University, this research can be used as a reference of a research and development study, especially the research study on developing news-based tasks for English teaching and learning activities.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Teaching English as a Foreign Language

a. Definition

English becomes a foreign language in a country when in that country is not used for formal communication and/or daily communication. Richards (1985:2) states that English is regarded as a foreign language when it does not function as an official language in a country. According to Gebhard (1996: 2) claims that English is regarded as a foreign language when English is studied by people who live in places where English is not the first language of the people who live in that country. According to Brown (2000:193), English as a foreign language means that English is learned in one`s own culture with few immediate opportunities to use the language environment of the culture. Furthermore, Paulston (1974) in Stern (1983: 19) explains that the purpose of foreign language learning is undertaken with many different purposes in mind, for example for traveling abroad, and communicating with native speakers.

Related to learning, Kimble and Garnezy (1963:133) in Brown (2000:7) define learning as the permanent change of behavioral tendency and also the result of reinforced practice. Furthermore Brown (2000:7) concludes learning as the following terms:

- 1) Learning is acquisition or “getting”.

- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some forms of practice, or may be reinforced practice.
- 7) Learning is a change in behavior.

In short, learning is the process of getting knowledge or acquiring a certain skill or subject by studying, experiencing, or instruction. The result of learning is a permanent change on behavioral and knowledge of the learner. Reid (2005: 7) proposes some factors influencing learning including; learning style, teaching style, materials, tasks expectation, environment, mood, self esteem and motivation.

The term teaching, based on the definition of learning can be defined as facilitating or helping learner to learn how to do something, giving instruction, guiding and giving opportunities for the learner to learning something and providing knowledge to make the learner know or understand something. Richards (1987:11) defines language teaching as a complex issue, encompassing socio cultural, linguistics, psycholinguistics as well as curricula and instructional dimensions. Teaching language is not only teaching and telling the learners about the language but also the social background and the culture of the target language.

b. Teaching English in Senior High Schools

Teaching will be more appropriate if the age factor is taken into account. The age of the learners is an important factor to decide what to teach and how to teach the learners. Harmer (2001: 37) claims that people with different ages have different needs, competences, and cognitive skills. Teaching English for high school students refers to teaching English for teenagers or adolescents. Teaching teenagers will be different from teaching children or adults. Children are believed as the best language learners, they can acquire a language faster and better than adults and teenagers. On the other hand, adolescents are thought as unmotivated and uncooperative learners, that their disruptive behavior in the teaching learning process makes them become a poor language learner (Harmer, 2001: 37-38).

High School students whose age range between 12 - 18 the age of transition, confusion, self-consciousness, growing, and changing body and mind (Brown, 2001: 91). According to Harmer (2001:39) teenagers always search for individual identity and the identity comes from their classmates and friends. They need self-esteem and peer approval in the instruction better than the attention of the teacher. They also tend to cause discipline problem. The boredom in the classroom is the main reason why they do so. Harmer (2001: 39) adds that “if they engaged in the teaching-learning activities, they have great potential for creativity, a great capacity to learn and a passionate commitment to things which interest them”. A set of various materials which are relevant and interesting for them can engage them out of the boredom and make them enjoy and concentrate in their learning

process. Brown (2001: 92) proposes some consideration to teach teenage students as the following:

- 1) Teenage students` intellectual processing, logical thinking, and linguistic metalanguage are developing,
- 2) Their attention spans are lengthening but can easily be shorted too,
- 3) Their capacity of abstraction is increasing,
- 4) Their ego, self-image, and self-esteem are at the peak which makes them very sensitive to how others perceive their physical changing, emotional selves and mental capabilities.

Further, Brown suggests teachers to avoid embarrassing them, affirm each student`s talents and strength, allow mistake and other errors to be accepted, de-emphasize competition between classmates, encourage small-group work, and avoid make them boring with over analysis. Generally, teenagers will do better and more interested when they are allowed to discover their own answer rather than memorize large amount of information. Teacher must allow students to use their own individual strength and learning styles. According to Harmer (2001: 39) teenage students must be encourage to respond to text and situations with their own thoughts and experiences. To make them enjoy their class, a set of tasks in a set of materials must be designed by considering the characteristics of teenage learners.

c. Current Curriculum of Senior High School

The currently applied senior high school curriculum is the School Based Curriculum. In the curriculum, English teaching is based on the standard of

content in which English serves the function as a means of communication that puts the value of comprehending and transferring information which includes thought, affection, and development in knowledge, technology, and culture. As stated by Well (1987) as well as stated in the curriculum, English learning is targeted to accomplish four stages of learning. The stages are per formative, functional, informational, and epistemic.

At the first stage, per formative, students are expected to be able to read, write, listen to, and speak to the symbols performed. Then at the functional stage, students are prepared to do real work tasks to cope with daily activities. At the informational stage, students are expected to be able to gain and access knowledge through language mastery. And finally, at the epistemic stage, students are prepared to present knowledge in the target language.

For SMA/MA, English teaching is aimed to enable students to achieve the informational stage. Besides, School based curriculum also stated that English teaching for SMA/MA must includes the ability to comprehend and compose short functional text, monologue and essay in the forms of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. Further, English teaching is spelled out into standard of competence and basic competence as the guideline for the English teaching in every school in Indonesia.

2. Writing

Writing is a way of thinking, learning, and sharing ideas with other (Zimmerman and Radrigues, 1992: 4) which is expressed by organizing them into statements and paragraphs. The purpose of writing is to provide information.

a. Importance of Writing

Writing as one of the language skills has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. According to Brown , some important features of writing activities that are usually done by people are as follows:

- 1) Writing is primary basis upon which our work, our learning and our intellect will be judge- in college, in the workplace and in the community.
- 2) Writing express who we are as a person.
- 3) Writing is portable and permanent. It makes our thinking visible.
- 4) Writing helps us to move easily among fact, inferences and opinion without getting confused and without confusing our reader.
- 5) Writing promotes our ability to pose worthwhile questions.
- 6) Writing fosters our ability to explain a complex position to readers and to our self.
- 7) Writing help others give us the feedback.
- 8) Writing helps us refine our ideas when we give others feedback.
- 9) Writing requires use to anticipate our readers' needs. Our ability to do so demonstrates our intellectual flexibility and maturity.
- 10) Writing ideas down preserves them so that we can reflect upon them later.
- 11) Writing out our ideas permits us to evaluate the adequacy of our argument.
- 12) Writing stimulates us to extend a line of thought beyond our first

impressions or good responses.

13) Writing helps us to understand how truth is established in a given discipline.

14) Writing equips us with the communication and thinking skill we need to participate effectively in democracy.

15) Writing is an essential job skill.

Thus, the writers, in this case the students, should learn how to write English explicitly and correctly. It is usual when L2 students have some difficulties to achieve the goals of English writing

b. The General Concept of Writing

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Rivers (1968:242) distinguished writing from other skills according to the form; it was from the simplest form to the most highly developed one. From its simplest one, writing can be conceived as the act of putting down in conventional graphic form something that had been spoken.

Another definition is given by Michael (1981:10) writing could be a systematical visible and permanent representation of the auditory and transient phenomena of speech, Byrne (1980:24) defines that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication.

According to Enre (1988:148) the aims of writing are:

1) To explain or to inform

- 2) To tell something as it was looked and heard
- 3) To tell something about something happened
- 4) To convince someone

Meanwhile, Flower suggests a more elaborate definition Flower (1989:54)

states:

“Writing is a social act that can only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional context in which it interview, analyses of surrounding practices and other techniques, researchers seek to develop more complete accounts to local writing context (1989:54)”.

In line with Flower, Nystrand also states that writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. Nystrand (1989: 75) states:

“Writing is matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects, and the process of reading is a matter of predicting text in accord with what the reader assume about the writer’s purpose (1989: 75)”.

Meanwhile, Meyers says that writing is a way to produce language when we do and when we speak. Writing is communicating with others in a verbal way. Meyers (2005:2) states:

“Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (2005:2)”.

Harmer (2004: 86) defines “Writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities”. Related to defines, Quoted Plato’s (2004:154) states “Written language addresses the reader when its author is absent. Written

language has no capacity to respond”. Randal Holme (2004:160), states, “Writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down”. From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought.

By using writing, the writer can share the idea, feeling or anything that exist in their mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. It is also a process that what the writer writes is influenced by the constraints of genre and has to be present in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

c. The Elements of writing

Strunk (1998) stated that there are five elements of writing, there are:

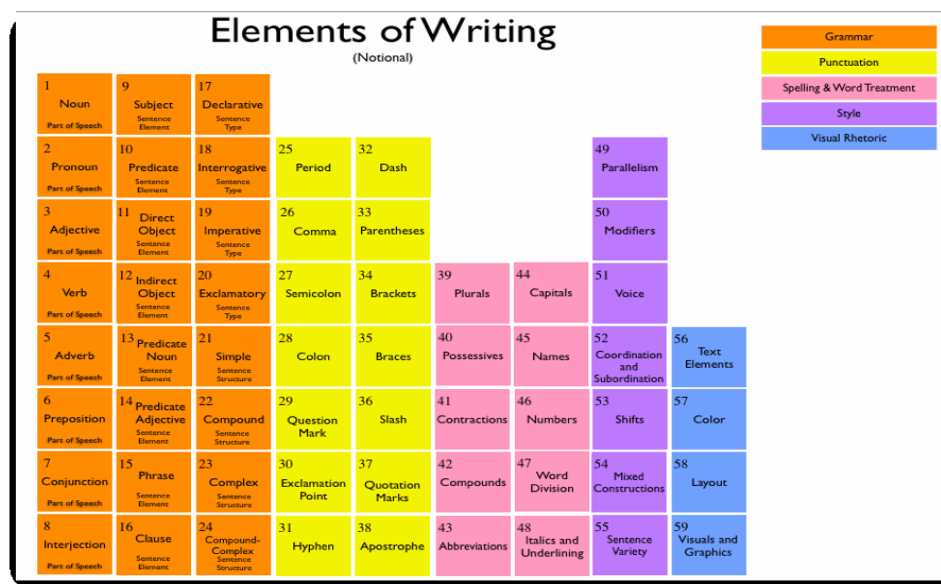


Figure 1 : The Element of Writing Diagram by Strunk (1998)

1) Grammar

Also referred to as the rules of language, grammar is a set of actual or presumed prescriptive notions about the correct use of language. The rules are certain to the parts of speech, sentence elements, and sentence types. Mastering grammatical rules sentence structure consists of phonology, morphology and syntax. Phonological rules do not have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

2) Punctuation

Punctuation refers to the marks used in writing to clarify meaning by separating sentences and their elements (e.g., period, comma, question mark).

3) Spelling and Treatment

Spelling is the group of letters representing a word and word treatment is the distinctive treatment of words. One of the most difficult and confusing aspects of the English language is the spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem; the students are suggested to open dictionaries before they are going to write.

The choice of word could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a

number of concepts; mastery of vocabulary can improve by reading and listening a lot. Furthermore, Keraf (1982:16) say that the vocabulary's mastering is observed from two sides, those are quantitative and qualitative.

Quantitative vocabulary's mastering is defined as a must for the students to master the vocabulary in a language as much as possible, in this case, the students should master the vocabulary actively, and it means that the students are able to use vocabulary in communication. Qualitative vocabulary's mastering consists of knowledge, meaning of words and structure of words, Qualitative vocabulary's mastering will support the students to choose the appropriate words, so it can support the effectiveness of using language. The mastering of quantitative and qualitative vocabulary is a must. The mastering of quantitative vocabulary is the first demand to broaden a draft, while the mastering of qualitative vocabulary is the second demand to deepen the knowledge of words.

4) Style

Style is how we choose to arrange our words for a best effect. Sentence variety and parallelism are two technique used to write effective style. Besides, the sentence must be coherence. Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and ideas are connected by the use of appropriate transition signals.

5) Visual Rhetoric

Common known as design, visual rhetoric deals with look-and-feel and function of the visual elements in a document such as font type and size, color, schemes, themes and graphics.

Knowing the writing elements is able to help the teacher to assist the students to achieve the students' goal of English writing based on the competencies.

d. Steps in Writing

There are six steps of writing:

1) Exploring Ideas

First, writing involves discovering ideas. Before writing, the writer mind explore freely. Second, record those thoughts by writing whatever the writer can.

a) Subject

Before writing, asks the writer self, “what is the material do the writer wants to write about and what does the writer know about it?” Choose a subject that the writer care about and know about (or find out).

b) Purpose

After deciding the subject, ask the writer, “What is the purpose?” Communicating always has a purpose: to inform, to persuade, or to entertain or may be to do all the three.

c) Audience

After deciding the subject and purpose, ask the writer, “Who is the audience?” The writer may need to provide a lot of evidence to persuade a reader who does not agree with their opinion, but provide far

less for someone who tends to agree with us (Flower, 1989:69-71).

2) Writing draft I

The second step of the writing process involves writing their thoughts on paper or on the computer. This step is called writing draft I.

These are some steps of writing draft I:

a) Brainstorming

One way to capture their thought is by brainstorming, or listing. The writer might brainstorm twice or three times to generate more ideas.

b) Clustering

In clustering, the writer writes the subject in the middle of the page and then circles it. They write related to ideas around the circle. Then the circle the ideas and connect them to their subject circle. These related to ideas are like branches.

c) Free writing

Another way to get started is by free writing. The simply write about the subject without worrying about sentence, structure, spelling, logic, and grammar. Write, as the writer would speak so that they can get their ideas down fast (Flower, 1989:71-74).

3) Organizing

After the writer has put their ideas into words, they can begin organizing them. This process involves:

a) Selecting, subtracting, and adding

The writer has to think again about their purpose and audience. What

goals do we want to accomplish- to inform, persuade or entertain? What point does the writer want to make? And what should the writer tell the readers so that they can accomplish the goals? It is better that the writer return to their pre writing and does the following:

- (1) Underline or highlight the best ideas of the writer brainstorming list, putting related ideas together. Add to the list as more ideas come to them and remove or ignore the parts that are not related to the choices.
- (2) Choose the part of the clustering diagram that has the best ideas. Do the second clustering that explores those ideas in greater detail. Ignore the part of the original diagram that is not related to the writer choice.
- (3) Circle or highlight the best part of the writer pre writing. Do a second even a third free writing of them. Ignore the parts of each free writing that are not related to the writer choice and focus more specifically on subject and add more details (Flower, 1989:75-76).

b) Outlining

After selecting, subtracting, and adding, the writer can make an informal outline (Flower, 1989:76).

4) Writing revision I

The writer has done some writing revision I, selected their best ideas, expanded them, and arranged them in some reasonable order. Then the writer begins the first paragraph. Do not worry about being perfect, so write fast as if the writer were speaking to the readers.

Some steps for revision can be stated as follows:

- a) Say something before the writer writes it.
- b) Do fast handwriting or computer typing.
- c) Use only one side of the paper.
- d) Leave wide margins and double space to make room for changes.
- e) Resave the work every five or ten minutes on the computer.(Flower, 1989:77).

5) Revising the Draft

Revising is one of the most important steps in writing, especially for people who write in a second language. Revising means to improve what the writer have already written. When the writer revise, the writer examine how well our first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing further ideas, cutting out ideas that do not support the point, and change the wording of the sentences. These are some tips for revising:

- a) Make notes in the margins or write new materials of separate sheets of paper.
- b) Circle words the writer think they misspelled or that they want to change later.
- c) Tape or staple additions where the writer wants them to go.
- d) On the computer, use cut and paste or insert commands to move them to a new page.
- e) Print out a double space copy for revisions: look over and revise in pencil (Flower, 1989:78).

6) Producing the revision II

There are two steps in producing revision II:

a) Editing

After the writer has revised the paragraph, they can edit their work. Check it carefully. Focus on grammar, words choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all corrections. This draft should be neat and should represent the writer best effort.

b) Proofreading

The final stage in the revision process is proofreading. That means carefully reading the draft more than once to check the revisions and editorial changes.

Knowing the writing process is able to help the teacher to assist the students to achieve the students' goal of English writing based on the competencies they should master.

e. **Writing Class Materials**

Hyland (2003: 90) mentions the important role of materials in writing class used by the teacher provides a stimulus to writing or discussion. The materials play the role for the only contact for the students to get started in learning English. Hyland provides some examples of stimulus materials which are:

1) Readings

They are some examples of readings such as short stories, journalistic texts, autobiographies, and professional texts.

2) Audio materials

They are some examples of audio materials such as news, rap lyrics, music, lecturers, recorded conversation, and radio plays.

3) Visual materials

They are some examples of visual materials such as video documentaries, movies, TV programs, news videos, photographs, pictures, and cartoons.

4) Electronic materials

They are some examples of electronic materials such as web pages, bulletin board discussions, and chat rooms.

5) Realia

They are some examples of realia such as household objects, Lego bricks, Cuisenaire rods, and kit-form models.

Hyland (2003) explains in his book that instructional materials play an important role to assist the students to understand writing and language used. So, a stimulus material is important used to stimulate the students' ideas.

f. Factual Writing Genres

It is important to the teacher to think about the needs of the purpose of writing for the students (Hyland, 2003: 20). There are some factual writing genres provided by Hyland (2003: 20) namely:

1) Recount

The students reconstruct past experiences by retelling events in original sequence. It has expression of attitude and feeling usually made by the writer about the events.

2) Procedure

The students show how processes or events are accomplished – how something is done.

3) Description

The students give an account of imagined or factual events and phenomena.

They give information to the readers by making them see, hear, feel, etc

4) Report

The students present factual information about a class of things, usually by classifying them and then describing their characteristics.

5) Explanation

The students give reasons for a state of affairs or a judgment

6) News Item

The students tell the information about the event of the day, which is considered newsworthy or important.

By knowing the genres of the writing, the students would know what they expect to write. And the students would easily write based on their needs. So, it is important to the teacher to know about the writing genres in order to help the students to write.

g. Writing in the Second Language Classroom

According to what has been stated by the researchers of Cumming upon the students of a Senior High School in Japan *Relc Journal* (1995:33), which is quoted by Limbong (1997:27) writing proficiency in L2 (second language) is influenced by the ability of the students in acquiring L2. In this case, it

is clear then, that writing ability can be learned like the mastery of a language that can also be learned.

As the writer discussed on the previous chapter, writing skill is complex and difficult to teach since it does not only mean to put down a graphic from a piece of paper. It involves at least 5 components as stated by Harris (1969:68-69). Those components are:

Firstly is on content. It consists of the substance of writing and the ideas expressed. Secondly is on the form used. It is about the organization of the content. Thirdly is on the grammar, the employment of grammatical form and syntactic pattern. Fourth is on the style. It is about the choice of the structures and lexical items to give a particular tone or flavor to writing. Fifth is on the mechanic, the use of the graphic convention of the language.

Another component pointed out by Christina (1976:205) consists of three elements such as “We have three major teaching points in the writing composition: 1) correct form of the language on the sentence, 2) mechanics of punctuation, and 3) content organization”.

For those reasons above, most of the Senior High School students find writing to be confusing and making them give up.

To encourage the students in writing, an English teacher plays an important role to develop their ability. The teachers should be patient to support them. They have to give them a lot of trainings and practice how to express their ideas. They have to try to find ways of composing easy writing for them. By doing so, students will not consider that writing makes them stressed.

3. News Media

a. Definition

According to Xuan (2002:1) news comes from the word *wen* means hearing, *Xin* means new. Heard something new, were previously unknown. That is why it is called (xin wen) news. Massenner (2000:32) states, news or the news is important and interesting information as well as the attention interest of the listener audience. News is reports about events, opinions, trends, circumstances, conditions, interpretation important, interesting, still new and should be immediately communicated to the audience (Jonathans in Mirza, 2000:68-69).

The types of news media:

1) Broadcast news

Broadcasting is the distribution of audio and video signals (programs) to a number of recipients ("listeners" or "viewers") that belong to a large group. A broadcasting organization may broadcast several programs at the same time, through several channels (frequencies), for example BBC One and Two.

2) Newscasters

Newscasters functions at large stations and networks that usually specialize in a particular type of news, such as sports or weather. Weathercasters, also called weather reporters, report current and forecast weather conditions.

3) Newsmagazine

A newsmagazine, sometimes called news magazine, is a usually weekly magazine featuring articles on current events. News magazines generally go a little more in-depth into stories than newspapers, trying to give the reader an understanding of the context surrounding important events, rather than just the facts.

4) Newspaper

A newspaper is a lightweight and disposable publication (more specifically, a periodical), usually printed on low-cost paper called newsprint. It may be general or special interest, and may be published daily, weekly, biweekly, monthly, bimonthly, or quarterly.

5) Newsreel

A newsreel is a documentary film common in the first half of the 20th century that regularly released in a public presentation place containing filmed news stories.

The news media are those elements of the mass media that focus on delivering news to the general public or a target public. These include print media (newspapers, newsmagazines), broadcast news (radio and television), and more recently the Internet (online newspapers, news blogs, etc.).

The kinds of news item:

1) Straight news report

Straight news report is the direct report about the event. Example: a speech is direct news which is present the short time events. News has the

objective value about the real facts. This kind of news was written according to the questions what, who, when, where, why and how.

2) Depth news report

The reporter is gathering about the real facts. This report needs not only the reporters' opinion but also the transformation of information. So the real facts are kept.

3) Comprehensive news

Comprehensive news is the whole facts based on each part of the news aspect become a clear component.

4) Interpretative report

This news focuses on issue, problem, and controversial events.

5) Feature story

The writer finds the real fact to make the reader interested in the news.

6) Depth reporting

The journalism report those are deep, incisive, actual and complete.

7) Investigative report

Investigative report is not different from interpretative report. This news focuses on controversial problems.

8) Editorial writing

Editorial writing is the opinion of institution which is tested by the public reader. Editorial is the fact and opinion report those are consisting of the important news and influence the readers.

News is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. (Harmer, 2001:282).

b. Reasons for Using News in TEFL

The use of news in English language teaching and learning activities is due to some reasons. These reasons are as follows.

1) Affective Reason

The affective filter hypothesis is one of the five hypotheses proposed by Krashen. Affective variable include anxiety, motivation and self confident. Krashen (1982) claims that in order to get optimal learning, a weak affective filter is needed. A weak affective filter means that a positive attitude towards learning is present. When the affective filter is weak, learners are in the condition of highly motivated, self- confident and at ease that will allow in plenty of input. In contrast, the affective filter is strong when learners are haunted with low motivation, lack of self-confident and high anxiety. In these conditions, learners are not ready for learning or language acquisition.

As one of the affective variables, motivation is an important component in learning. The greater students' motivation, the faster they learn. William and Burden (1997: 129) describe motivation as "a state of cognitive and emotional arousal" that leads to conscious-decision making to act and a rises enthusiasm, interest and desire to attain a previously set goal. On the other hand, anxiety is feelings that do not support learning and create a strong affective filter which

then restrict the learning input come to the students. According to Freeman (2000) anxiety refers to negative feeling such as upset, tension, frustration, self-doubt and fear.

News is a recorded event (Hornby, 1995: 434). Massenner states, news or the news is important and interesting information as well as the attention interest of the listener audience. News can be used to achieve a weak affective filter and promote language learning. Working with news is interesting and challenging for the students to explore the information. News provide relaxation and recreation function which are able to weaken the affective filter. In short, using news can help the students to be engaged in the classroom activities.

2) Authenticity reason

News as an authenticity is a material which is not exclusively designed for teaching purposes. The exposure of authentic English is an important factor in promoting language learning. Writing materials taken from authentic sources are interesting and motivating because they are relevant to students' lives and work (Goh, 2002:43). She further states that authentic material introduce varieties and domains of spoken language into the language classroom. The news provides examples of the real use of the target language.

Moreover, news is reports about events, opinions, trends, circumstances, conditions, interpretation important, interesting, still new and should be immediately communicated to the audience (Jonathans in Mirza, 2000:68-69). Besides Stanley (2003: 40) explains that a news video is a

powerful medium: being primarily visual. News and news video are a great language package; vocabulary, listening, speaking, reading, writing and grammar. News can also reflect our society and values. Writing to English news will prepare students to the real language they are going to face with. As authentic materials, news introduces different varieties and domains of spoken and written language into the classroom.

3). Language Awareness Reason

Language awareness means the awareness of the language being learned including the benefit from developing knowledge about the language, the explicit knowledge about how the language is, how to learn it and use it. News as a target language source will promote students' awareness in learning English as a foreign language. They are curious on what the words mean or how to produce the sentences. The difficulties learners find while trying to write the news correctly.

News can influence the children or the students to learn knowledge based on their thinking and intend to entertain people (Darwanto, 2007: 131). Furthermore while they are reading news as entertainment, they will unconsciously learn the language. This is an effective and pleasant way to promote language awareness.

It is clear that the using news in an English teaching and learning activity will benefit the students. News does not only function as entertainment but also act as the media and the learning materials at the same time. News stimulates the weak affective filter to occur. News is also able to raise

students' curiosity about the news and the language used in the news which then increases the students' language awareness.

5. Task

a. Definition

Generally, tasks refer to action of doing something. Long (1985) in Nunan (1989:5) defines tasks as works pre activities people do in their daily life. Nunan (1989:10) defines a tasks a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Wills (1996:23) proposed that tasks are activities where the target languages used by the learner for a communicative purpose (goal) in order to achieve an outcome. The definitions above suggest that what is more important is giving students tasks which are meaning-focused and involve them in using the target language actively such as comprehending, manipulating, producing or interacting for the purpose of achieving a communicative purpose.

b. Components of Task

The definitions of tasks above comprise the elements of tasks including; goals to achieve, the content or input, the management of the activity, and the outcome of the tasks, where the focus of the tasks is on meaning. Based on Shavelson and Stern (1981) in Nunan (2004: 40), tasks consist of the following elements:

- 1) Content; that is the subject matter to be taught
- 2) Material; things that learners can observe and manipulate
- 3) Activities; thing that learners and teachers will be doing during the lesson

- 4) Goals; teacher's general aim for the task
- 5) Students; including abilities, needs and interest
- 6) Social community; class as a whole.

On the other hand, Brown (2001: 243) also proposed six components of tasks including goal of the tasks, input, technique, the role of the teacher, the role of the learner, and evaluation of the tasks. In addition, Nunan (2004:41) also states that tasks have six components. The components are goal, input, procedure, teacher role, learner role and setting.

1) Goal

A goal refers to something people hope to achieve. According to Nunan (2004: 41) a goal of task refers to the general intentions behind any learning tasks that link to the curriculum. Goals should be emphasized in the balance of cognitive, affective and psychomotor. Tasks goals reflect teacher or learner behavior and skills that should be developed. Goals provide a point of contact between the task and broader curriculum. The standards of competence of English for senior high school students based on School Based Curriculum is that at the end of the course, the students are expected to have competence to communicate both written and spoken in the real communication. Specifically, the goal of English learning in senior high school is that the students are expected to achieve the informational stage; that is being able to gain and access knowledge through language mastery. This is general purpose of the curriculum. The term competence can be inferred as goals. Task goals are varied. Clark

(1987) in Nunan (1989: 49) classifies task goals into four categories as in the following table.

Table 1: The Categories of Tasks Goals

Goal type	Example
Communicative	Establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feeling and to get things done.
Sociocultural	Have some understanding of the everyday life patterns of their contemporary age group in the target language speech community; this will cover their life at home, at school and at leisure.
Learning-how-to-learn	To negotiate and plan their work over a certain time span, and learn how to set themselves realistic objectives and how to device the means to attain them.
Language and cultural awareness	To have some understanding of the systematic nature of language and the way it works

2) Input

Input refers to the data including spoken, written and visual data the learners work with in completing the task. According to Nunan (1989:53) input data contain both verbal and non-verbal things and can be derived from a wide range of sources existing in the society. Hutchinson & Waters (1987: 108) claim that input has significant functions because the students can use it as the following:

- a) Motivation material for activities
- b) A resource of new language items
- c) A resource of correct models of language use verbal and non- verbal
- d) An interesting topic for communication
- e) A medium for learners to use their information processing skill

- f) A medium for learners to use their existing knowledge both of the language and subject matter.

The input can be in the form of authentic materials and also specially written materials that exhibit some important characteristic to be taught in the classroom. In order to give students an opportunity to get inputs of language usually used in real world, the use of authentic material is important. Authentic materials are materials in the form of spoken or written language that are produced for the communicative purpose rather than inputs comes from many different sources such as letters, pictured stories, newspapers, memos. Brown (2001: 243) states that input for tasks can come from authentic sources including speeches, conversations, narratives, cartoon strips, games, photos, letters, poems, news, or invitations.

Furthermore, Brosnan et al. (1984) in Nunan (2004:51) purpose the use of authentic materials by offering the following justification:

- a) The language is natural, so it needs to be simplified.
- b) It offers the students the chance to deal with a small number of prints which contain complete and meaningful message.
- c) It provides students with the opportunity to make use of non-linguistic clues, such as layout, pictures, colours and symbols.
- d) It is in the form of realistic reading materials which enable students to relate to their lives.

In using authentic materials, some justifications should be taken into account. Some complex authentic materials need to be simplified so they will be suitable with students' current language proficiency.

3) Procedure/activity

Nunan (2004: 52) claims a procedure as "what learners will do with the input which form the point of departure for the learning task". According to Brown (2001:129), an activity is what learners do in the classroom particularly the behavior that is directed by the teacher with certain objectives. The activity must be parallel and resemble the real-world to display the genuine interactive communication. Nunan (2001:62) divides tasks into two major categories: reproductive and creative tasks. A reproductive task requires students to use the language based on the model given by the teachers, course books or other sources. Meanwhile, a creative task requires learners to use their knowledge of the target language in much less predictable ways.

Related to activities of the tasks in a classroom, Pattinson (1987) in Nunan (2004: 57) sets out seven task and the activity types as the following:

- a) Question and answers which are done by creating the information-gap among learners.
- b) Dialogues and role plays in which the students are given some choices to what to say in the role play, and they will be more enthusiastic to practice and learn more than repeating dialogues.
- c) Matching activities. The tasks are recognizing matching items and completing pairs or sets.

- d) Communication strategies. The designed activities must encourage learners to practice communicate strategies, such as paraphrasing, asking for feedback, borrowing or inventing feedback, simplifying.
- e) Pictures and picture stories can be used to stimulate the communicative activities.
- f) Puzzles and problems.
- g) Discussion and decisions which require learners to collect and share information to reach a decision.

In relation to what a task is, activities should involve students in a process of language comprehension, production or interaction while at the same time they should also give linguistic knowledge and skills.

4) Teacher Role

The word “role” refers to somebody’s function or position in a society, organization or relationship. A teacher’s role means a teacher’s function or position in the teaching-learning activity. Nunan (2004: 64) defines a teacher role as the part that teachers are expected to play in carrying out teaching tasks. According to Hamrner (2001: 58-62) proposes other roles of teachers as; controllers, organizers, assessors, prompters, participants, resources, tutors and observers. A teacher’s roles are determined by the nature of the tasks. The teacher should not dominate the teaching learning process.

5) Learner Role

A learner role refers to the part that learners are expected to play in carrying out learning tasks. The learner’s role is also determined by the nature of the

tasks. The possible roles are as interactors, negotiators, listeners and performers. Rubin and Thomson in Nunan (2004:65) claim that good language learners are learners who are critical, reflective and autonomous. The learners should participate and be active in the teaching learning process.

6) Setting

A setting in a teaching field refers to the place or arrangement where the teaching-learning processes happen. Nunan (2004: 70) defines setting as the classroom arrangement specified or implied in the task, whether the task takes place in the classroom or outside of the classroom. A task may involve only one person individually or two or more persons to work in groups. Thus, classroom arrangement should be suitable with the tasks.

c. The Effective Tasks

The developed should be effective. The word effective refers to having the desired effect or producing the intended result (Hornby, 2000: 370). The tasks are effective if they can fulfill the objectives stated in the curriculum and are appropriate with the student's need and interest. Good tasks will support the success of the teaching learning process. According to Sjeihan (1998) in Brown (2001: 50), a good task should consider some points:

- 1) Meaning is primary
- 2) There is some communication problem to solve
- 3) There is some sort of relationship to comparable real-world activities
- 4) Task completion has some priority
- 5) The assessment of the task is in terms of outcome.

The developed tasks should facilitate the effective teaching and learning process, elaborate students' communicative competence, enhance students' fluency and accuracy and prepare them for the real communication in the daily life.

5. Material Development

Tomlinson (1998: 2) defines materials development as any action or effort done by writers, teachers, or learners in providing sources of language input and in exploiting those sources in order to make them useful for and promote language learning. Further, Hutchinson and Waters (1987: 107) state that materials has a significant role since it helps to organize the teaching learning process by providing a path through the complex mass of the language to be learnt. They also propose some characteristics of a good material. There are:

- a. Materials should provide the stimulus to learn. Good materials do not teach but encourage learners to learn. They consist of interesting texts, enjoyable activities, engaging learners thinking capacities and opportunities for learners to use knowledge and skill.
- b. Good materials should provide a clear and coherent unit structure which will guide teachers and learners through various activities to maximize the chance of learning.
- c. Materials embody the view of the nature of language and learning. They should reflect what we think and feel about the learning process.
- d. Materials reflect the nature of learning tasks.
- e. Materials can be useful in broadening the basis of teacher training.

f. Materials provide models of correct and appropriate language use.

1) Material Development Model

There are some models of material development proposed by experts, which is use as references in material development process. David Jolly and Rod Bolitho in Tomlinson (1998: 90-110) recommend seven steps of material writing process as the following:

- a) Identification of need for material; the identification of a need to fulfill or a problem to be solved.
- b) Exploration of language; exploration of what language, what meaning, what function or what skill should be involved in the created materials.
- c) Contextual realization of material
- d) Pedagogical realization of material; finding the appropriate instruction, exercises, and activities.
- e) Physical production; involves layout, type size, visuals, etc.
- f) The using of material by students; trying out the created materials.
- g) Evaluation; includes comments, critics, or suggestions to evaluate the developed materials.

Furthermore, Masuhara in Tomlinson (1998: 247) summarizes various different models of the process of material design from experts like Johnson (1989), Richard (1990), and Dubin and Olshtain (1986) as below:

- a) Needs analysis

Analyzing learners` needs (personal, learning and future professional needs) and teachers` needs (personal, professional and institutional needs).

- b) Goals and objectives; derived from needs analysis.
- c) Syllabus design; how units (what are to be learned) are integrated into coherent course.
- d) Methodology/ materials
- e) Testing and evaluation.

Other experts, Hutchinson and Waters also propose some step of material design. According to them, the steps of material design are defining the objective and writing the material. Material writing consists of four elements, including input, content, language and task.

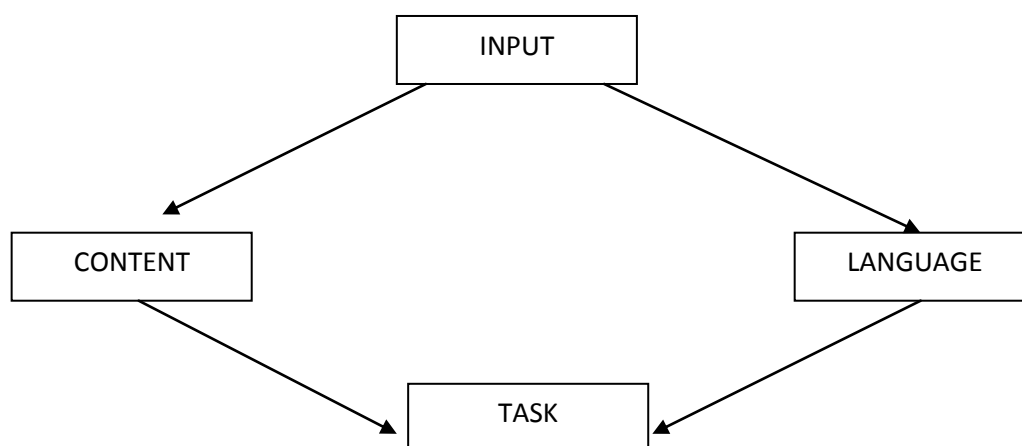


Figure 2. A Material Design Model Proposed by Hutchinson and Waters (1987: 109)

a) Input

Input can be in the forms of text, video, recording, diagram or any communication data. Input provides stimulus, materials for activities, new language item, correct model of language use, topic for communication, opportunity for learners to use their information processing skills and their existing knowledge.

b) Content

Language is a means to convey information and feeling about something.

Language teaching and learning must concern on non-linguistic content in order to gain meaningful communication in the classroom.

c) Language

Input provides new language items which are important for learners in their communication in the target language. Learners' knowledge of the language item of the target language will help them in communication in the target language.

d) Task

The final goal of the language learning is the use of language materials must be designed to lead toward communicative tasks when learners use the content and language they have got.

2) Material Evaluation

Besides material writing models, the experts above also include material evaluation as the part of material development process. Materials evaluation is needed to judge the fitness of something to a particular purpose. Tomlinson (1998: 3) states that material evaluation refers to attempts to measure the value of materials. According Hutchinson and Waters (1987: 96-98) defines material evaluation as a matching process, matching the need to available solution as objective as possible. They propose four major steps of material evaluation process. Those are:

- a) Defining criteria; involve questions such as “On what bases will you judge materials?” and “Which criteria will be more important?”.
- b) Subjective analysis; this part is questioning the realization of the criteria that you want in the course.
- c) Objective analysis; it is questioning on how the material being evaluated realize the criteria.
- d) Matching; it involves the question on how far the materials match your needs.

In addition, Ellis in Tomlinson (1998: 217-238) suggests five steps of material evaluation as the following:

- a) Description of the task; including input, procedures, language activity, and objectives.
- b) Planning the evaluation; involving what information to collect, when to collect it and how to collect it and also the instrument to do the evaluation.
- c) Collecting information; the information are dealing with how the task/material was performed, what learning took place as a result of performing task, and teacher`s and the learners` opinion about the task/material.
- d) Analysis of the information collected; it can be a qualitative or a quantitative analysis of the data or both.
- e) Conclusions and recommendations; involve what has been discovered from the analysis and suggestions for future teaching.

Furthermore, Borg and Gall (1983) propose steps of Research and Development study as follow:

- a) Research and information gathering which include information collection, needs analysis, and literature review.
- b) Planning the research that involves defining skills, defining research objectives, and defining the feasibility of the research.
- c) Developing the preliminary design (first draft of the design)
- d) Preliminary field testing; collecting data through interview, observation, and/or questionnaire and then analyze the data. It is done in 1 to 3 schools and using 6 to 12 subjects.
- e) Main product revision; revision based on the preliminary field-test results.
- f) Main field testing; it is conducted in 5 to 15 schools with 30 to 100 subjects.
- g) Operational product revision; revision based on the main field-test results.
- h) Operational field testing; it is done in 10 to 30 schools using 40 to 200 subjects. It includes collecting data through interview, observation, and/or questionnaire and then analyzes the data.
- i) Final product revision; revision of the product as suggested by operational field-test results.
- j) Dissemination and final implementation; report on product at professional meetings and in journals.

In this research, the researcher adapted the models of a materials development, steps of a materials evaluation and the steps of a R&D study explained previously as the guideline for her research.

The steps are:

- a) Conducting a needs analysis. The aim of the needs analysis is to obtain data and information about the learners' needs and interest
- b) Developing a course grid. The course grid is developed based on the result of the needs analysis and the curriculum.
- c) Developing a first draft of the tasks. Based on the course grid the first draft of the tasks is developed.
- d) Try-out/ implementation. The tryout is conducted to gain effective judgment of the first draft of the developed tasks.
- e) Evaluating the first draft of the tasks. The evaluation of the first draft of the developed tasks aims at judging whether the first draft of the developed tasks is suitable with the students' needs and interest or not.
- f) Revising the first draft of the tasks. The revision is done based on the result of the try-out and the evaluation conducted previously.
- g) Writing the final draft of the tasks. The last step is writing the final draft of the developed tasks.

B. Conceptual Framework

The study aims at producing writing instructional materials for senior high school student grade ten. The writer needs to prepare plans before designing the materials.

As clarified above, the theories give contributions in developing this study. The model of instructional design by Tomlinson was adapted. Using Tomlinson model, the writer could start from whichever elements are ready to start with and

then move back and henceforth to the other steps. The first step of Tomlinson is reordered. Considering goals, topics, and general purposes are put after learner characteristics. Pre-assessment is omitted because learner characteristics have covered the learners' background. The support services are also omitted because the support services are not necessarily needed. Thus, according to Tomlinson model, related to designing the material, the researcher decides to consider the goals, topic, and general purposes. The goal and general purposes are determined by competency standards and basic competencies of the curriculum of senior high school. The topics would be taken from learner characteristics in order to have appropriate materials. Need analysis is also needed in determining the students' characteristics. Thus, learning objectives are adapted from the curriculum of senior high school. Task-Based Learning would be applied to determine the subject content in each unit of the designed materials.

These studies examine writing skill. The theories related to writing namely writing process, English writing teaching, materials in writing class, and writing genres give contributions in developing the materials. Those materials give the researcher knowledge about appropriate and suitable materials for the students and how to teach the students in the correct way. The theories about the writing process helps the researcher to plan the activities during the writing class is taking place in order to help the students to write easily. Materials in writing class are important because materials could stimulate the students. One of the examples of the writing materials is visual materials that allow English news media application as the materials of writing. This research also considers about the writing genres

that should be learnt for the students in senior high school. Related to the materials, the researcher uses videos based on genres that are taught in senior high school. According to competency standard and basic competencies of senior high school grade ten, the students are required to master four kinds of writing genres namely narrative, recount, descriptive, and news item. The curriculum of senior high schools clarifies that based on competency standard and basic competencies, the students should be able to express the meaning of short functional writing text in form of narrative, recount, descriptive, and news item in the context of daily activities.

The researcher uses Task-Based Learning as the teaching method because Task-Based Learning covers four major skills acquisition in English learning. Here, the students become the centre of the learning process so it could help the students to achieve their competency. Applying task-based-learning allows the teacher to use authentic materials like videos. It means that this study related to using news media in writing for senior high schools is allowed.

All types above might be applied in writing class in order to help the students to learn and to achieve their goal in writing class.

CHAPTER III

RESEARCH METHODS

A. Type of Research

This research is categorized as Research and Development (R & D) since the researcher developed and evaluated an educational product for use in school. Borg (1989:72) defines R & D as a study in which researcher develops an educational product for use in educational setting and then the researcher evaluates that product developed. In this research, the educational produced news item-based tasks for teaching English writing in SMA N 1 Wonosari in the academic year 2012/2013. The validating process was done during the designing the tasks and the implementation of the designed tasks. Then, the product was tried out in the setting, SMA N 1 Wonosari, where it would be used. The revision of the product was done based on the evaluation and observation during the implementation of the product.

B. Setting

The research was conducted from November 2012 up to December 2012 at SMA N 1 Wonosari. There are six classes of each grade, for grade X; there are XA, XB, XC, XD, XE, and XF, The classes are completed with sets of students' table and chairs, fans and white boards. The school has two language laboratories, a library, a mosque and two science laboratories.

C. Population and Sample

The population of this study was the grade X students of SMA N 1 Wonosari in the academic year of 2012/2013. This school has 720 students. The ages of the students range from 15 – 18 years old. The students come from urban area with various family backgrounds. Most of them come from middle-class families. Most of their parents work as merchants, entrepreneurs and teachers.

The selection of the participant, English teacher recommendation of that school and also based on the observation conducted by the researcher. There were 240 students of the grade X in this school which were divided into six classes. Because of the limited time the researcher had, she tool 3 class that consists of 120 students, as the sample study, they are XA, XB, XC. In this study the researcher used random sampling technique to get the sample.

D. Research Procedure

In conducting this research, the researcher adapted some steps as proposed by some R & D and materials development expert. This research was done by following some steps below.

1. Conducting needs analysis

Needs analysis is an important step in conducting an R & D study. It was conducted first and was the base for the next steps. Needs analysis is aimed at obtaining data and information about the target needs and learning needs. The target needs are what the learner needs to do in the target situation, comprising the necessity, lacks, and wants of the learners (Hutchinson & Waters, 1987:

55). Meanwhile the learning needs are what the learner needs to do in order to learn; comprising the materials, activities, and tasks (Hutchinson & Waters, 1987: 60). The instruments used in conducting need analysis are questionnaires which were given to both students and English teachers, and interview.

2. Designing course grid

The course grid was developed based on the KTSP curriculum and the results of needs analysis. The developed course grid was the based in developing materials and the tasks so that the developed news items-based tasks are appropriate with the learners needs and interest and also match the school-based curriculum.

3. Developing the first draft of the tasks

As the purpose of this study is developing tasks, a set of the next step after designing course grid was developing materials and the news items-based tasks.

4. Using Expert judgment

The experts gave comments or suggestions on the developed materials and task (the first draft of the tasks). The comment and suggestion were used to revise the first draft of the tasks.

5. Revising the first draft of the tasks

The revision was done based on the critics and suggestions of the experts.

6. Trying out/ implementing the developed tasks

In order to gain the effective judgment of the developed news item-based tasks, researcher implemented them in the real teaching-learning process in

classroom. In this stage, she observed whether the developed tasks are suitable for the learners or not. She could also find out the strengths and the weaknesses of the developed tasks. She implemented the tasks in class XB in 2 meetings (@ 2X45 minutes) and XC in 2 meetings (@ 2 X 45 minutes).

7. Evaluating the tasks

In the evaluation stage, researcher evaluated the developed tasks by administering questionnaires which were distributed to the students. Besides, the researcher also conducted interview with the students and the English teachers.

8. Revising the tasks

Based on the result of the questionnaires and the interview conducted in the previous step the researcher revised the tasks.

9. Writing the final draft of the tasks

In this stage, researcher wrote the final draft of the developed tasks based on the evaluation and revision done previously.

E. Instruments and Data Collection Techniques

The data in this research were in the forms of qualitative and quantitative data. The instruments of the research are questionnaires and interview. The qualitative data were obtained from students responses and teachers` feedback obtained by interview on recording transcript form. On the other hand, the quantitative data were obtained by means of questionnaires.

In developing the research instruments, the researcher followed six steps of developing a research instrument proposed by Arikunto (2006:142), as the following.

- a) Planning. In this step, the researcher formulated the objective of the instruments.
- b) Writing items. Besides writing the items of the questionnaire, in this step researcher also arranged scales for the questionnaire and wrote interview guides.
- c) Proofreading. In proofreading the researcher completed the instruments with acknowledgements.
- d) Try out. The researcher tried-out the questionnaires in a small scale.
- e) After the try-out the researcher analyzed the responses and items.
- f) The last step was revising the items based on the result of the try-out.

The data of this research were obtained by administering two questionnaires, and interview. The first questionnaire was the questionnaire used to collect data about the target needs (necessities, lacks, and wants of the learners). This questionnaire was given to both learners and the English teachers. This questionnaire was developed based on the task component proposed by Nunan (2004).

This questionnaire has passed through several correction by experts - the researcher's advisors. It was revised based on their suggestions before being distributed to students and teachers. The organization of the first questionnaire is presented below.

Table 2: The Organization of the First Questionnaire (Needs Analysis)

No	Question Number	The Purpose of the Questions
1	1 and 2	To find out some information about the students` opinion related to English writing skill
2	3 and 4	To find out some information related to the students` exposure to input written English
3	5, 6 and 7	To find out some information related to the goals of learning English writing skills
4	8 and 9	To find out the information about the inputs in the teaching and learning of English writing skills
5	10 and 11	To find out some information related to the task that students have to accomplish during the teaching learning process of English writing skills.
6	12, 13 and 14	To find out some information about students` opinion related to the activities during the teaching learning process of writing skills.
7	15 and 16	To find out some information about students` opinion related to the topic given
8	17 and 18	To find out information about the setting of the teaching and learning English writing skills
9	19, 20, 21 and 22	To find out students` opinion related to the teacher and student role in the teaching learning process
10	23	To find out some information about students` difficulties in learning English writing skills
11	24 and 25	To find out some information about students` opinion relater to grammar position in learning English writing skills
12	26, 27, 28, 29	To find out some information about students opinion related to teaching vocabulary in the teaching learning process of English writing skills.

The second questionnaire was the questionnaire used to evaluate the developed tasks. This questionnaire was developed based on the checklist for conducting task evaluation proposed by Nunan (2004). This questionnaire was given to learners and English teachers too. This questionnaire was used to find the information on the students and evaluators` comment and suggestion of the designed tasks, to find out whether the tasks had suited students` need and interest or not. The organization of the second questionnaire is presented below.

Table 3: The Organization of the Second Questionnaire (Evaluation)

No	Question Number	The Purpose of the Questions
1	1,2,3,and 4	To find out whether the developed tasks fulfill the goals or not.
2	5, 6, 7, 8, 9, 10, 11, and 12	To find out some information related to students' opinion about the developed tasks.
3	13, 14, 15, 16 and 17	To find out some information related to students' opinion about the developed activities.
4	18	To find out some information related to students' opinion about the topics given.
5.	19, 20, 21, 22, and 23	To find out some information related to students' opinion about the input materials given.
6	24 and 25	To find out some information related to students' opinion about roles of teacher and students.
7	26	To find out some information related to students' opinion about classroom setting.
8	27, 29, and 30	To find out some information related to students' opinion about layout of the developed tasks.
9	31	To find out some information related to students' opinion about vocabulary building in the developed tasks.

Besides, researcher also conducted interview with learners and the English teachers. The interview was semi-structured interview. The gained data from questionnaires and interview were used as the based for evaluation and revision of the developed writing tasks. Below is the guideline for the interview.

Tabel 4 : The Interview Guide for the Evaluation

No	The Purpose of the Questions
1	To find out whether the developed tasks fulfill the goals or not.
2	To find out some information related to students' opinion about the developed tasks
3	To find out some information related to students' opinion about the developed activities.
4 and 5	To find out some information related to students' opinion about the topics given.
6, 7, 8 and 9	To find out some information related students' opinion about the input materials given.
10 and 11	To find out some information related students' opinion about roles of teacher and students.

(Continued)

No	The Purpose of the Questions
12	To find out some information related to students' opinion about classroom setting.
13	To find out some information related to students' opinion about layout of the developed tasks.
14	To find out some information related to students' opinion about vocabulary building in the developed tasks.

The gained data from questionnaires and interview were used for evaluation and revision of the developed writing tasks.

Before the questionnaire were used to collect data, the researcher needed to analyze the validity and the reliability of the questionnaire. Selinger and Shohamy (1989:188) state that the term validity refers to the extent to which the data collection procedure measure what is intended to measure. According to Charles (1998) in Selinger and Shohamy (1989: 188), validity in research data in intended to find out whether the data give a description of the topic being studied or not. In this research, the researcher applied content validity. Content validity refers to the validity which is used when the researcher wants to identify whether the developed tasks are suitable with the students' need and interest or not. The measurement was used to measure the validity is the Pearson Product Moment Correlation Formula.

Further, after the result of the computation is shown, the researcher should decide whether the items are reliable or not. The researcher used the Alpha Cronbach formula to obtain the reliability of the second questionnaires. In this case, the researcher used the value of reliability as proposed by Sutrisno Hadi in Arikunto (2006:245).

The value of reliability is presented in the table follows;

Table 5: Interpretation of r by Sutrisno Hadi, (1979: 310) in Arikunto (2006: 245)

No	Reliability coefficient	Explanation
1	0.800-1.000	Very high
2	0.600-0.799	High
3	0.400-0.599	Fair
4	0.200-0.399	Low
5	0.0- 0.199	Very low

The reliability is based on the teachers and students' responses. Based on the value of reliability coefficient presented above, the researcher then found the reliability of the second questionnaire.

F. Data analysis technique

These data of this research were collected through questionnaires and interview. The data in this research were in the forms of quantitative and qualitative data. The quantitative data were obtained by means of questionnaires. There were two questionnaires. The first questionnaire was used to gather the information about the students' needs and characteristics. The result of the first data consists of a description on the students' need and characteristics in learning English. The second questionnaire was used to find the information on the students and evaluators' comment and suggestion of the designed tasks. The qualitative data were obtained from students responses and teachers' feedback obtained by interview on recording transcript form.

A Likert scale was used in the second questionnaire. As propose by Brown and Rodgers (2002: 120), a likert scale is appropriate to obtain respondents' view

and judgment about almost any aspects of language learning. The assessment of students' opinion on the second questionnaire used ordinal scales in the form of five points of agreement, that are; 1) five point or strongly agree (SA) if the respondent strongly agree with the statement, 2) four point or agree (A) if the respondent agree with the statement, 3) three point or undecided (U) if the respondent do not agree nor disagree with the statement, 4) two point or disagree (D) if the respondent disagree with the statement, and 5) one point or totally disagree (TS) if the respondent strongly disagree with the statement. After the scale has been administered, each respond option is assigned a number for scoring purposes (Dornyei, 2003: 45). In this study, all items implemented were positively worded so that they did not need to be reversed. Finally, the scores for the items addressing the same target were summed up or averaged (Dornyei, 2003: 45).

In relation to analyze the obtained data, in this research the researcher used descriptive statistics. She used the central tendency measures. Selinger and Shohamy (1989: 215) states that central tendency is also part of descriptive statistics which provide about the average and the typical behavior of subjects in respect to the specific observable fact. The observable fact in this research was the designed tasks. In addition, the mean was used as a measure in this study. The mean is the sum of scores of all subjects in a group divided by a number of subjects.

After that, the researcher used a category which was made by referring to the normal distribution by using the ideal mean (M_i) and the ideal standard deviation (SD_i) to know the level of the first draft of the writing tasks.

The computation of M_i and SD_i can be gained by the following formulas:

1. $M_i = \frac{1}{2} (\text{maximum score} + \text{minimum score})$
 $= \frac{1}{2} (5+1)$
 $= 3$
2. $SD_i = \frac{1}{6} (\text{maximum score} - \text{minimum score})$
 $= \frac{1}{6} (5-1)$
 $= 0.67$

Here the maximum score is 5 and the minimum score is 1.

To know the criteria of the level of the develop tasks; the researcher used the conversion ability by five scales. Further, the complete results of the second questionnaire are provided in Appendix 1. Below is the table of ideal computation category criteria.

Table 6: Quantitative Data Conversion according to Sudijono (2003: 339)

Scales	Categories	Interval of mean value	
		Formula	Computation
5	Very good	$X > M_i + (1.8 \times SD_i)$	$X > 4.2$
4	Good	$M_i + (0.6 \times SD_i) < X \leq M_i + (0.6 \times SD_i)$	$3.4 < X \leq 4.2$
3	Fair	$M_i - (0.6 \times SD_i) < X \leq M_i + (0.6 \times SD_i)$	$2.6 < X \leq 3.4$
2	Poor	$M_i - (0.6 \times SD_i) < X \leq M_i - (0.6 \times SD_i)$	$1.8 < X \leq 2.6$
1	Very poor	$X > M_i - (1.8 \times SD_i)$	$X \leq .8$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents the findings of this research followed by the discussion of the findings. This chapter consists of 2 sections. The first section describes the findings of the research. This research involves the description of the students' needs, description of the course grid and the description of the developed news –based tasks. Besides, on the second section presents the description of the implementation, evaluation and revision of the developed tasks.

A. Research Findings

1. Needs Analysis

a. Description of the Students

In the early stage of the study, the researcher conducted a needs analysis which aimed at collecting the information about the students' needs and interest of learning English writing skills. There were 240 students studying at the grade x of SMA N 1 Wonosari in the academic year of 2012/2013. They came from diverse family backgrounds. However, many of them were from urban and middle class families. They were divided into six classes. Considered on the English teachers suggestion, the researcher took three classes, namely classes Xa. Xb, and Xc. These classes were chosen based on the consideration that those classes had equal English proficiency. Each class had 40 students. There were 21 female students and 19 male students in class Xa, 22 female students and 18 male students in

Class Xb and 20 female students and 20 male students in Class XC. Their ages range from 15 – 17 years old.

b. Description of the Students' Needs

In this stage, the first questionnaire (for a needs analysis) was administrated to gather the information about students' needs and interest in learning English writing skills. The questionnaire consisted of 29 questions encompassing the six components of task proposed by Nunan (2004). The components are goal, input, activity/procedure, teacher role, learner role and setting. The question in this questionnaire were in the form of multiple choice items in which the students could choose one or more options based on their opinions. Additionally, they could also add other options based on their opinions. After administering the first questionnaire, the researcher analyzed the result of this questionnaire by counting up the total values of the students' responses. The complete result of the first questionnaire is presented in Appendix B.

Based on the result of the needs analysis, it was concluded that the students perceive English Writing skills as important but difficult skills to acquire. However, many students have got a lot of exposure to the spoken English outside the classroom. They get the exposure through writing to English news and English news broadcasts. Further, related to the goals of the writing course, they want to improve their English writing skills and pass the school examination, specifically, they want to be able to understand written text in the forms of recount, descriptive and news item tasks. In relation to the goals, they prefer news videos which contain some events happened, someone's description and news items text as the

input for their learning of English writing skills. These goals are relevant to the objectives of learning writing stated in the curriculum.

Moreover, they want to work on the task such as answering True/False questions, Wh-questions, discussing texts, filling in gaps, retelling the story and rewrite the story. Besides, they also want to work on the related vocabulary, grammar, and study the correct pronunciation of the words. For the pre-writing activities they want to talk about the lesson topics b discussing pictures, guessing the lesson topics from the titles and studying related the vocabulary. In the while-writing stage, they want activities which facilitate them to understand the news video or news text and find the general n details information of the news. While in the post-writing, they want to review the news, give opinion about the news, rewrite the news and write text on the same topics.

Dealing with roles of teacher and students during the teaching learning process, the students want to be the participant, performer and negotiator in the teaching learning process. Otherwise, they want their teacher to be observers, facilitator and motivator. In term of classroom setting, they want to work individually, in pairs and in the small groups of 3 – 4 students.

2. Course Grid Design

Based on the result of the first questionnaire and the School-Based Curriculum (KTSP 2006), the researcher developed the course grid of the English writing tasks. The course grid functioned as the guideline in the developing the news-based tasks for the teaching and learning of English writing skills. It was developed into three units. The topic of each unit was decided based on the topic

chosen by the students, including topics related to daily life, social life, teenage life and love. The topics were adjusted to the text genres and the goals of teaching writing in grade X of senior high schools as stated in the School-Based Curriculum (KTSP 2006), and the text genres and the goals of teaching writing chosen by the students. Furthermore, the researcher entitled Unit 1 as “*Let Us Write...*”, Unit 2 as “*Describe It*” and Unit 3 as “*World News*”. Unit 1 focus on recount text, Unit 2 provides descriptive text and Unit 3 covers news item texts. The course grid of each unit consists of the six components of tasks as proposed by Nunan (2004), namely goal, input, activity/procedure, teacher role, learner role and setting.

a. Goal

The goals of each unit lesson are based on Standards of Competence and Basic Competence as stated in the School-based curriculum. The goal of Unit 1 to enable the students is able to understand and respond to meaning in simple and short-written monologues in the forms of recount texts. The goal of Unit 2 is that the students are able to understand and respond to meaning in simple and short written monologues in the form of descriptive text. The goal of Unit 3 is that the students are able to understand and respond to the meaning in simple and short-written monologues in the forms of news item texts. The goals can be specified into finding main ideas and identifying the detail information.

b. Input

The next component is the input. The inputs of the each unit are similar to the input of the activities that should be completed by the students. In choosing the

news as the inputs for each unit, some factors are needed to be considered. First of all the news have to match the text genre in the unit. The second is that news has to use Standard English which is suitable with the students' current English proficiency. The third one is the news has to have good moral values or religious values. Beside news the inputs include unit titles, relevant vocabulary and pictures.

Unit 1 uses two news entitled *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al* and *Beckham promised to come back to visit Indonesia*. The news was chosen based on the criteria. The first news is categorized as recount text, about what happened yesterday. The second is the level of difficulty of the text is suitable with the students' current English proficiency. The third is because news uses standard written English, and the last but not least, the news have good moral values. In addition, the news entitled *Ricardo Kaka visits Dubai plans to learn more about Arab-Al* has very good and strong moral values. Besides this news, pictures and a lot of vocabulary are also used as the additional input for Unit 1. In this unit, the pre-writing stage (*Warm-Up*) uses news, pictures and a lot of vocabulary related to the lesson as the inputs. For the while-writing stage (*Let's writing*), the inputs are a news entitled *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al, Ricardo Kaka and Beckham promised to come back to visit Indonesia*. The news are also used as the inputs in the post writing. Besides, the post writing activities also use vocabulary from the news as the inputs.

Similar to the consideration in choosing news as the inputs for Unit 1, the news in Unit 2 was chosen because the news has strong descriptive text. Besides,

the news also has good moral value. The news in Unit 2 are *The Rising Star* and *The Cute Regina*. Unit 2 also uses the unit title, relevant vocabulary and pictures as the additional inputs. The pre-writing (*warm up*) in Unit 2 uses the unit title and related vocabulary as the inputs. Then in while-writing stage (*let's writing*) news entitled *The Rising Star* and *The Cute Regina* are used as the inputs. Besides, the post-writing stage also uses the vocabulary from the news as the inputs.

The news in Unit 3 are *The Reality and Risk of Global Warming* and *5 million face increased flooding risk*. The news was chosen because they present news item text and use Standard English which matches the students' current English proficiency. The news also has good values and religious values too. As additional inputs, pictures, and related vocabulary are used in this unit. The pre-writing stage (*warm-up*) of Unit 3 uses pictures and vocabulary as the inputs. The news entitled *The Reality and Risk of Global Warming* and *5 million face increased flooding risk* are used as the inputs in the while-writing stage. The post-writing stage uses the news, vocabulary from the news as the inputs.

c. Activity

The third component is activity. As recommended by Willis (1996), the activities in a classroom are conducted in three stages. The stages are a Pre-task stage; a Task stage and a Language focus. Pre-task stage is introduction to topic and task. Task Stage is task, planning and report. Language focus is analysis and practice (Willis; 1998). In the writing activities in the classroom, based on the definition Pre-task is categorized as Pre-writing, Task Stage is categorized as While-writing and Language focus is categorized as Post-writing. The activities

included in the pre-writing stage are writing to the news with the similar topic to the lesson topics, guessing lesson topics from the unit titles, commenting on pictures of famous people, studying vocabulary related to the topics and inputs of the lesson. The while-writing activities are doing filling in gaps activities, answering Wh-questions, differentiating words from the minimal pairs while-writing to the news, rewriting or retelling the news, doing information-gaps activities, ordering pictures, text and sharing students' own experience which similar to the topics of the news. In the post-writing stage the activities are reviewing the news, writing texts on the same topics of the lesson. Besides that, the post-writing stage the students rewrite the texts using their own words. It's more independent.

d. Roles

The roles of students and teachers are different for each task and depend on the real situation in the classroom. The roles played by the teacher as the assessor, observer, motivator and facilitator. Meanwhile, the expected roles of the students are as the participant, negotiator and performer.

e. Setting

The last component is setting. The settings in each unit are determined by the goals of the tasks and the complexity of the tasks. In the pre-writing activities, the students work individually. In the while-writing stage, they work individually in the Let's Write and then work in small groups in doing tasks. Once again, they work individually in the post-writing stage.

3. Developing the First Draft of the Tasks

The next step after developing the course grid is developing the first draft of the tasks. The researcher used the course grid as the guideline in developing the tasks. This section included the expert judgment. The experts were the researcher's supervisors. After that, the developed tasks were revised based on the criticism and suggestions from the experts. Below is the detail of the first draft of the developed tasks.

a. Framework of the Developed Tasks

In order to make it easier to develop the tasks, the researcher developed the framework of the tasks. Beside the course grid, the framework of the tasks was also developed based on the framework of tasks proposed by Wills (1996). Based on this framework the teaching learning activities in a classroom are conducted in three stages. The stages are a Pre-task stage (pre-writing), a Task stage (while writing) and a Language focus (post-writing).

The researcher named the Pre-task stage as a *Warm-up*. In this stage, she introduced topics of learning to the learners by asking questions related to the topics, giving exposure to the written texts related to the learning, and give related vocabulary. This stage aimed at building students' knowledge of the lesson topic. Besides, it also aimed at building students' interest to the lesson.

The researcher included two main parts: *Let's Write* and *Move further* in the second stage, the Tasks stage. In *Let's Write*, the students write the written text and did the main tasks. They did the tasks individually. The tasks aimed at building students learn processing and their understanding of written texts. In

Move Further the students write to the next texts and did the related tasks. These tasks also aimed at building students' bottom up processing skills, their understanding of written texts and their ability indentifying minimal pairs. These tasks included some tasks which were set to be done in small groups.

Next stage, the Language Focus stage was named as *Show time*. In *Show time* the students worked on tasks related to the thematic, grammatical and skill development, including reading and writing. The tasks included reviewing the news the students had read to, rewriting the news, writing texts on the same theme. Besides, it also included a filling the blank section. Below is the framework of the tasks in detail.

Table 7: Framework of the Developed Tasks

No	Part of the Developed Tasks	Tasks
1	Unit Title	
2	Pre-tasks : <i>Warm-up</i>	a. Guessing topics based on titles of the units b. Commenting on pictures of famous people c. Watching to the news video on similar topics of lesson topics d. Reading the news text d. Studying related vocabulary e. Ordering pictures
3	Tasks stage : <i>Let's Write</i>	a. Answering questions based on the news b. Guessing the topic of a news on the news title c. Completing a table d. Answering Wh-questions e. Describing close friends
3	<i>Move further</i>	a. Filling in gaps b. Doing information-gaps activities c. Answering Wh-questions d. Rewrite the news video e. Discussing comprehension questions
4	Language Focus ; <i>Show time</i>	a. Reviewing the news b. Finding other news on similar topics c. Writing text on the same topics

b. Description of Unit 1

The objective of this unit is that the end of the lesson the students are able to understand written English (*news*) in the form of recount texts. Related to this objective the main teaching materials of this unit are news include recount texts. The inputs used in this units are news entitled *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al*, *Ricardo Kaka* and *Beckham promised to come back to visit Indonesia*, related pictures, and related vocabulary. In order to accomplish the objective, there 13 tasks and tasks developed by the researcher. The detail of tasks in Unit 1 is presented below.

Table 8: The Tasks in Unit 1

No	Stage	Task	Function
1	Warm-up	1. Asking the students experience. 2. Watching the picture and studying the sentences based on the picture	a. Introducing the topic of learning. b. Building students' background knowledge of the topic of learning
2	Let's Write	3. Reading the news entitle " <i>Ricardo Kaka visits Dubai, plans to learn more about Arab-Al</i> " again. 4. Answering the True/False questions. 5. Finding the meaning of the difficult words 6. Reading the short news Ricardo Kaka, 7. Matching the underline words with their synonyms. 8. Completing a table about the sequence of events in the news.	c. Giving implicit explanation of the tense usually used in a recount text. d. Giving knowledge related the vocabulary e. Building students background knowledge of the news video " <i>Ricardo Kaka visits Dubai, plans to learn more about Arab-Al</i> ".

(Continued)

No	Stage	Task	Function
3	Move Further	9. Filling in the gaps after read the text <i>Beckham promised to come back to visit Indonesia</i> . 10. Rewrite the news <i>Beckham promised to come back to visit Indonesia</i> based on its sequence of events	g. Giving implicit explanation of the tense usually used in a recount text. h. Checking students' understanding of the news and facilitating them to write a recount text
4	Show Time	11. Writing a simple recount text. 12. Discussing the students work 13. Reviewing the news in Unit 1	h. Giving the students a chance to produce a recount text. i. Giving a chance for the students to give opinions

1) Pre-task Stage

The activities in this stage include tasks which are aimed at leading the students to the topic of the lesson and the main writing. In this stage the students read news entitled *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al*. While reading they have to choose some provided pictures which represent the news. After that, they answer some questions related to the news and the topic of lesson in Unit 1 orally. Before going to the main writing, the students work in pairs to match related the words with the synonyms.

2) Task Stage

In this stage, the students work with different news. There are 9 tasks developed from this news. The tasks were arranged from guided tasks. The first task of this stage is Task 3. In this task, the students have to answer

True/False question, after read the text. The function of following tasks 3, 4, 5, 6 are to facilitate students' comprehension of the text.

Moved to the next text, the students fill in the blank with the correct form of verbs while read the text. It aimed to give students implicit explanation on the use of past tense to talk about past events. After that, they work in group and re write the text in their own words but the sequence of event still base on the sequence of event in the news.

3) Language Focus Stage

In this stage, the students have a chance to produce a simple recount text. Besides, they also have a chance to express their opinion about the news they have read.

c. Description of Unit 2

At the end of the lesson in Unit 2 the students are expected to be able to understand written English (news) in the form of descriptive texts. Since the objective is that the students are expected to be able to understand written descriptive text, the main teaching materials of this unit are news which use descriptive texts. The news in this unit are news entitled *The Rising Star* and *The Cute Regina*. In this unit, the researcher developed 13 tasks in order to accomplish the objective. The detail of tasks in Unit 2 is presented below.

Table 9: The Tasks in Unit 2

No	Stage	Task	Function
1	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people.	a. Introducing the topic and building students' background knowledge of the topic of learning.

(Continued)

No	Stage	Task	Function
1	Warm-up	3. Matching words with the synonym	b. Building knowledge of the related vocabulary.
2	Let's write	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Rising Star</i> 6. Completing the table about <i>The Rising Star</i> 7. Studying the structure of the descriptive text using the <i>The Rising Star text</i>	c. Building students background knowledge of the news <i>The Rising Star</i> . e. Relating the students to the topic of the news f. Building the students skill about the structure in the descriptive text.
3	Move Further	8. Studying about the person's physical appearance and person's characters. 9. Filling in the gaps after read text <i>The Cute Regina</i> 10. Describing the physical appearance of the famous people 11. Describing the physical appearance of their idols and recording it in this table.	g. Building the students skill about the the person's physical appearance and person's characters that used by descriptive text h. Facilitating the students to differentiate words from the minimal pairs. i. Checking students of the news
4	Show time	12. Writing a simple descriptive text using the information on the table. 13. Reviewing the news the students read.	j. Giving the students a chance to produce a written descriptive text. k. Giving students a chance to review the news.

1) Pre-task Stage

The first inputs of the warm-up activity are pictures of some famous people. In task 1, students should give opinion on the pictures. Then in Task 2,

the students work with vocabulary related to the lesson in this unit. The purpose of this task is to give students the knowledge of the words involved in the news. The tasks will lead the students to the topic of lesson and the main tasks of this unit.

2) Task Stage

The first task in this unit is a task in which the students should guess what the news about based on the news title. It aims at drilling the students to use their predicting skill. The next task is completing the table according the text. After that, they are completing the text with the correct words. Related to the second text the students work in group and describe the physical appearance of the famous people. The students also recorded their work in this table. That is to help them make the descriptive text. Then the students discuss about their work in a small group.

3) Language Focus Stage

In this stage the students have a chance to develop their skill in describing things or people. Besides, they have also had an opportunity to express their opinion by reviewing one of the news in this unit.

d. Description of Unit 3

The objective is that at the end of the lesson the students are able to understand written English (news) in the form of news item text. Based on the objective, the main teaching materials of this unit are news that included news item texts. The news are *The Reality and Risk of Global Warming* and . In order to

achieve the objective, there are 13 tasks developed by the researcher. The detail of tasks in Unit 3 is presented below.

Table 10: The Tasks in Unit 3

No	Stage	Task	Function
1	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people. 3. Matching words with the synonym.	a. Introducing the topic and building students' background knowledge of the topic of learning. b. Building knowledge of the related vocabulary.
2	Let's write	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Reality and Risk of Global Warming</i> 6. Studying about the rule in the <i>The Reality and Risk of Global Warming</i> text. 7. Answering Wh-questions	c. Building students background knowledge of the news <i>The Reality and Risk of Global Warming</i> d. Relating the students to the topic of the news e. Building the students skill about the structure in the news item text.
3	Move Further	8. Filling in the gaps after read text <i>5 million face increased flooding risk</i> . 9. Making summary of the text <i>5 million face increased flooding risk</i> .	f. Facilitating the students to differentiate words from the minimal pairs. g. Checking students of the news
4	Show time	10. Writing a simple news item text using the information on the table. 11. Reviewing the news the students read.	h. Giving the students a chance to produce a written news item text. i. . Giving students a chance to review the news.

1) Pre-task Stage

The first inputs of the warm-up activity are pictures of some famous people. In task 1, students should give opinion on the pictures. Then in Task 3, the students work with vocabulary related to the lesson in this unit. The purpose of this task is to give students the knowledge of the words involved in the news. The tasks will lead the students to the topic of lesson and the main tasks of this unit.

2) Task Stage

There are many news in this stage. They are *The Reality and Risk of Global Warming* and *5 million faces increased flooding risk*. The first task in this unit is a task in which the students should guess what the news about based on the news title. It aims at drilling the students to use their predicting skill. After that, the students read the text *The Reality and Risk of Global Warming* and the students answer the comprehension question related to the news.

The next task is completing the table according the text. After that, they are completing the text with the correct words. Related to the second text the students work in group and find the news on the magazine or newspapers. The students have recorded their work in this table and make summary of them. That is to help them make the news items text with their own words. Then the students discuss about their work in a small group.

3) Language Focus Stage

In this stage the students have a chance to develop their skill to make new items text.. Besides that, they have also had an opportunity to express their opinion by reviewing one of the news in this unit.

4. Try-out/Implementation of the First Draft of the Tasks

In the try-out/implementation stage, the researcher tried-out the developed tasks in a real teaching of English writing skills. The researcher found out that the students were interested in and enthusiastic about the developed tasks and the teaching learning process.

In this section, the researcher presents the description of the try-out/implementation of the developed tasks. The detail description of the implementation is in the following.

a. Try-out of Unit 1 (Let Us Write ...) Meeting 1

The try-out of Unit 1 was conducted on November, 2012 in class Xc. The class had 40 students, two were absent. The researcher chose this class for implementing Unit 1 because the result of the needs analysis showed that most students in this class chose recount text and topics related to daily life and social life as the input text.

In this section, the researcher acted the teacher while the teacher acted as the observer of the teaching learning process. When the teacher (researcher) came into the class, the students were ready for the English lesson. The teacher started the lesson by introducing herself and her purposes for teaching in the class. The she gave the students the handouts of Unit 1. The first activity was the warm-up

stage. Here, the students watch the pictures and read the sentences that be used in the text *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al*. The text presented a simple text about what happened to the Kaka yesterday / past experience.

Next, in the Let's Write stage the students became more motivated because the news *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al* give spirit and motivated the students. After that the students answering the True/false questions based on the text, finding the meaning of difficult words and matching words with their synonym. There was no problem in this stage. Moved to the next stage, Move Further, the students filling the gaps after read text *Beckham promised to come back to visit Indonesia*. The students became more enthusiastic. When they had had the complete the text, they read along the news. There was no problem in doing all the tasks even though in accomplishing the task. For that task 8 and 9 not be completed that day.

b. Try-out of Unit 1 (Let Us Write...): Meeting II

The second meeting of the try-out of Unit 1 was conducted on November 2012. All the students attended the class. When the teacher (the researcher) came into the class the students were ready for the English lesson.

The lesson began by doing Task 7 , in which the students read the text *Beckham promised to come back to visit Indonesia again* and then they discussed the question in Task 8 . After that they rewrite the news in their own words. There was no problem in this stage.

The last stage was *Show Time*. In this stage, the students had difficulty in writing simple recount text. They had difficulty in preparing and arrange the sentences. Some of them laughed because their sentences had not a meaning and correct sentences. In the last activity, the students discussed their work together. There was no problem in doing the tasks. At last, the teacher ended the lesson by saying goodbye.

c. Try-out of Unit 2 (Describe it)

Unit 2 was tried-out on November 2012, in Class Xa. As usual, the researcher acted as the teacher while the teacher acted as the observer of the teaching learning process. Before distributing the handouts of Unit 2, the teacher introduced herself and explained her purposes.

The lesson was started from the *warm-up* stage in the students commented on pictures of popular people, followed by studying vocabulary which would be in the upcoming news. Entering the *Let's Write* stage, the teacher asked the students to predict what the upcoming news was about based on the title of the news. The news title was *The Rising Star*. Then the teacher asked the students to read the text and completed the table.

Next, in the *Move Further* stage, the students had difficult in describing the person's physical appearance and person's characters. The teacher asked the students to study together about it. After that, they read text The Cute Regina and filled in the gaps. In a group of three the students did the task . They described the popular people. There was no problem in these tasks.

Finally, the last stage, Show Time stage, consisted of two tasks. The first was finding the idols and describing them. The students were very enthusiastic to doing it. There was no problem in completing the task. Because of the limited time then the teacher asked the students to complete task 9 at home as homework. They would discuss their work in the next meeting.

d. Try-out of Unit 3 (World News)

The researcher held the try-out of Unit 3 on November 2012 in Class B. the result needs analysis of this class showed that most of the students chose to talk about news items text. That was the reason why the researcher implemented Unit 3 in Class Xb. This class consisted of 40 students, and all of the students attended the class. As the previous try-out, in this try-out, the researcher took role as a teacher and the teacher took role as the observer of the teaching and learning activity.

Since the class started at 9.15 am after the break, when the teacher came to the class the situation was very noisy, the students were still busy talking to friends and eating their snacks, and some of them were preparing their book for the English lesson. However, they became cooperative when the teacher began the lesson. Firstly she introduced herself and explained her purposes of teaching in the class. After that, she distributed the handouts of Unit 3. Then she guided the students to the first task. There was no problem in the warm-up stage.

In *Let's Write* before read the text *Reality and Risk of Global Warming*, the students had to accomplish a task of guessing what the news was about and

answering question based on the news. Although there were many difficult words on the news, the students enjoyed the learning of this news.

Moving to Move Further stage, the students found difficulties in doing the tasks. They had difficulties in understanding the text *5 million face increased flooding risk* because the sentences were more complex. Here the teacher had to help the students in understanding the news and doing the tasks. The students took a long time in doing the activities related to the news. They needed to read the news three times.

Related to the task, although the students had known the story related to the news they had difficulty in composing the short story. This activity took a lot of time. For the students had no time to complete tasks in the show time; Task 9. The teacher asked the students to do the Task 9 at home and to submit their work to their teacher in the next meeting.

5. Evaluation

The next step after implementing the first draft of the developed tasks was the evaluation. It was aimed at identifying whether the developed tasks in each unit are suitable to the students' needs and interest and the objectives of writing course or not. The result of the evaluation was used to revise the developed tasks.

In this stage, the researcher used two kinds of instruments to collect the data. The first instrument was questionnaires which were distributed to the students of Class XA, XB, and XC to obtain students' opinions related to the developed tasks. The questionnaire was given to the students on December, 2012.

The highest average score of students' agreement towards the statements of the evaluation of Unit 1 is 4.3. It covers the statement number 1 which is relating to the goal of the tasks. It shows that the students agree that the developed tasks are able to improve their writing skills. On the other hand, the lowest average score is in statement number 28 that is 3.7. The statement is about how good the layout of the developed tasks is.

Furthermore, the highest average score of the evaluation of Unit 2 is in statement number 1 in which the score is 4.35. The statement is related to whether the writing tasks are suitable with their needs and interest or not. Since the highest score, 4.35, is in this statement, it can be concluded that the writing tasks are suitable to the students' needs and interest. The lowest average score is 3.725, is in statement number 28. This statement related to how good the layout of the developed tasks.

Last but not least, related to the evaluation of Unit 3, the highest average score is 4.375 and lies in statement number 27. This statement shows how well the title of Unit 3 can show or help students in predicting what Unit 3 will be about. The lowest average score is 3.4475. It is in statement 23, related to how good the inputs match the students' current English proficiency. Because the average score of this statement is the lowest one, it can be concluded that the English used in inputs in Unit 3 are not suitable to the students' current English proficiency. In interview, the students and the English teacher revealed that news *5 million face increased flooding risk* is difficult to be understood.

Based on the “Computation of Quantitative Data Conversion” proposed by Sudijono (2003) as presented in Table 6 in chapter III, the highest average score of Unit 1 which is 4.4 belongs to a “Very Good” category for the \bar{x} value is more than 4.2. While the highest average score belongs to a “Very Good” category, the lowest average score of the evaluation of Unit 1 (3.7) belongs to a “Good” category ($3.4 < \bar{x} \leq 4.2$). Furthermore, since the highest average score of the evaluation of Unit 2 (4.4) is more than 4.2 it belongs to a “Very Good” category. The lowest score (3.725) belongs to a “Good” category. At last, the highest average score of the evaluation of Unit 3, 4.4 belongs to a “Very Good” category since the \bar{x} value is more than 4.2. For the lowest average score of Unit 3 that is 3.4475, the category is a “Good” category ($3.4 < \bar{x} \leq 4.2$).

Based on the result of the evaluation above, it can be concluded that the students agree that the developed news-based tasks are suitable to their needs and interest and also match the objectives of the learning of English writing skills. The detail result of the evaluation of the developed tasks is presented in Appendix B.

Besides administering questionnaire, the researcher also conducted interview to gather data related to the students’ and teachers’ opinions towards the developed news-based tasks. The researcher interviewed three students of each class and two English teachers. The interview was conducted on December 2012. The result of the interview can be categorized into opinions and suggestions. Below is the detail.

a. Opinion

- 1) The tasks in Unit 1, Unit 2 and Unit 3 are suitable to students' needs and interest of learning English writing skills.
- 2) The tasks in Unit 1, Unit 2 and Unit 3 fulfill their goals.
- 3) The topics are interesting.
- 4) The inputs are interesting and motivating.
- 5) The activities are interesting and motivating.
- 6) The activities are able to facilitate the learning of English writing skills.
- 7) The roles of teacher and students during the lesson are suitable to the students' needs.
- 8) The classroom settings are suitable to the tasks and the students' needs and interest.
- 9) The layouts of the developed tasks are interesting.

b. Suggestion

- 1) Inputs in Unit 1 should be reduced.
- 2) Inputs (*5 million face increased flooding risk*) in Unit 3 should be omitted or changed.
- 3) Task 9 in Unit 1 should be changed with tasks which are more suitable to the previous tasks.
- 4) Adding tasks for stage Lets Write in Unit 3 in order to facilitate students' understanding of the news.
- 5) Improving the layouts, especially in Unit 2
- 6) Adding task for show time in Unit 1, Unit 2, and Unit 3

6. Revision

a. Unit 1

The data obtained from the second questionnaire for the evaluation of Unit 1 show that the average score of the students' responses ranges from 3.7 up to 4.3. It means that the students agree with the developed tasks. In other words, the developed tasks match the students' needs and interest. The lowest average score, 3.7, is in statement number 28. It shows that the students agree with the layout of the developed tasks. However, because its score is the lowest one, the researcher decided to revise the layout of Unit 1.

In addition, the result of the interview with three students of Class X^C shows that the students had problem in accomplishing Task 6. They had difficulty in preparing the questions and answers. In accordance, in the interview the teacher said that Task 6 was difficult for the students and less relevant with the previous tasks. Dealing with this problem, the teacher suggested the researcher to alter this task with a task which is more relevant with the previous tasks. Based on the suggestion, the researcher altered the tasks with a new one. In this new task, the students have to write their past experience and share it to their friends.

Related to news as the inputs, the teachers said that there were too many news in Unit 1. They suggested the researcher to add the inputs. Responding this suggestion, the researcher decided to add the inputs. Then, the researcher made a new task related to the topic. The task is an information gap task in which the students have to share information to complete a paragraph which is composed based on the news. Then the students have to arrange the paragraphs they have

into a single text. After that, they read to the news and check whether the sequence of events of their text arrangement is the same as the sequence of event in the news.

Table 11: The Revision of Unit 1

No	Stage	Task	Revision
1	Warm-up	1. Asking the students experience. 2. Watching the picture and studying the sentences based on the picture.	▪ The layout: giving numbers to the words in Task 2, adding pictures.
2	Let's Write	3. Reading the news entitle " <i>Ricardo Kaka visits Dubai, plans to learn more about Arab-Al</i> " again. 4. Answering the True/False questions 5. Finding the meaning of difficult words 6. Matching words with their synonyms. 7. Completing a table about the sequence of events in the news.	▪ The layout: giving pictures. ▪ Reduce the news Ricardo Kaka
3	Move Further	8. Filling in the gaps after read the text <i>Beckham promised to come back to visit Indonesia</i> based on its sequence of events	▪ The layout: giving pictures.
4	Show Time	9. Rewrite the news <i>Beckham promised to come back to visit Indonesia</i> . 10. Writing a simple recount text. 11. Discussing and revising the students work 12. Rewrite the simple recount based on the following questions.	▪ The layout: giving pictures.

b. Unit 2

The obtained data of Unit 2 evaluation show that the average score of the

second questionnaire ranges from 3.725 to 4.35. It shows that the students agree with the developed tasks. It can be said that the developed tasks are suitable with the students' needs and interest of learning English writing skills. The lowest score is in statement number 28. It is the statement related to the layout of Unit 2. Since the score of the statement related to the layout is the lowest one, the researcher decided to revise the layout.

In addition, in the interview with the English teachers, the teachers suggested the researcher to add tasks related to students' reflection of the writing news in Unit 2. Based on the suggestion, the researcher adds a task in which the students have a chance to review and give opinions about the news.

Table 12: The Revision of Unit 2

No	Stage	Task	Revision
1	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people. 3. Matching words with the synonym	<ul style="list-style-type: none"> ▪ The layout: adding pictures. ▪ Change the resolution pictures
2	Let's write	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Rising Star</i> 6. Completing the table about <i>The Rising Star</i> 7. Studying the structure of the descriptive text using the <i>The Rising Star text</i>	<ul style="list-style-type: none"> ▪ The layout: giving pictures.
3	Move further	8. Studying about the person's physical appearance and person's characters. 9. Filling in the gaps after read text <i>The Cute Regina</i> 10. Describing the physical appearance of the famous people	<ul style="list-style-type: none"> ▪ The layout: giving pictures

(Continued)

No	Stage	Task	Revision
3	Move further	11. Describing the physical appearance of their idols and recording it in this table	
4	Show Time	12. Writing a simple descriptive text using the information on the table. 13. Revising the news 14. rewriting a simple descriptive based on the following questions.	▪ Adding a task in which the students review the news they just write.

b. Unit 3

The result of the second questionnaire used for the evaluation of Unit 3 shows that the average score ranges from 3.4475 to 4.4. It can be concluded that the students agree with the developed tasks. They agree that the developed tasks are suitable with their needs and interest of learning English writing skills. The lowest score, 3.4475, is in statement number 23, which is related to how well the inputs match students' current English proficiency. Because the average score for this statement is the lowest one the researcher decided to change the inputs that were used in Unit 3.

Furthermore, the result of the interview with three students in Class X^B shows that the input (*5 million face increased flooding risk*) was difficult to understand. It was not suitable with the students' current proficiency of English. The news was too long and it's difficult to understand.

In accordance, the teachers also said that the news *5 million face increased flooding risk* did not match the students' current English proficiency. They suggested the researcher to replace the input with the new one or use the news entitled *Arctic ice levels hit historic low, researchers say*. Based on the data, the

researcher decided to use news *Arctic ice levels hit historic low, researchers say*.

Table 13: The Revision of Unit 3

No	Stage	Task	Revision
1	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people. 3. Matching words with the synonym	▪ The layout: giving numbers to the words in task 2, give pictures.
2	Let's write	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Reality and Risk of Global Warming</i> 6. Studying about the rule in the <i>The Reality and Risk of Global Warming</i> text. 7. Answering Wh-questions	▪ The layout: giving pictures.
3	Move Further	8. Filling in the gaps after read text <i>Arctic ice levels hit historic low, researchers say</i> . 9. Making summary of the text <i>5 million face increased flooding risk</i>	▪ The layout: giving the pictures. ▪ Reduce the text
4	Show Time	12. Writing a simple news item text using the information on the table. 13. Reviewing the news the students read. 14. Rewriting a simple news item text based on the following questions.	▪ The layout: giving pictures.

7. Writing the Final Draft of the Tasks

The last step in doing this research was writing the final draft of the developed news-based tasks. The final draft of the developed tasks was developed based on opinions and suggestions of the students and the English teachers. Additionally, the researcher also consulted the revised tasks to her supervisors.

Below is the detail description of the final draft. The presentation of the final draft of the developed news-based tasks is presented in Appendix D.

a. Description of the Final Draft of Unit 1

The title of this unit is *Let Us Write*. The learning objective of this unit is that at the end of the study the students are able to understand written English (news) in the form of recount texts. The inputs used in Unit 1 are news entitled *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al* and *Beckham promised to come back to visit Indonesia*, related pictures, related vocabulary.

There were some revisions made in Unit 1. The revisions were related to the layout, the task and the input task. The first revision was improving the layout, including adding pictures for Task 2 and adding numbers for Task 3. Task 2 see the pictures which best describe what happened in the pictures. Task 3 is answering questions related to the news and the topic of learning in Unit 1.

The revision for Task 4 up to Task 8 were related to the layout, including adding pictures and changing the letter font. The next revision is related to Task 6 and the input for this task. The input that was a news Ricardo kaka was reduce. Task 6 is doing an information gap task. In this task, the students work in pairs. Each student in the pairs matching the underline words in the text.

The revisions for Task 9 until Task 12 were improvement of the layout, including adding pictures and improving the letter font. The last revision was for Task 9. In Task 13, the students revised into writing students' own past or unforgettable experience.

Table 14: The Description of the Final Draft of Unit 1

No	Stage	Task	Function
1	Warm-up	1. Asking the students experience 2. Watching the picture and studying the sentences based on the picture	a. Introducing the topic of learning. b. Building students' background knowledge of the topic of learning. c. Building knowledge of related vocabularies.
2	Let's write	3. Reading the news entitle " <i>Ricardo Kaka visits Dubai, plans to learn more about Arab-Al</i> " again. 4. Answering the True/False questions 5. Finding the meaning of difficult words 6. Matching the words with their synonyms. 7. Completing a table about the sequence of events in the news.	d. Giving implicit explanation of the tense usually used in a recount text. e. Giving knowledge related the vocabulary f. Building students background knowledge of the news video " <i>Ricardo Kaka visits Dubai, plans to learn more about Arab-Al</i> "
3	Move Further	8. Filling in the gaps after read the text <i>Beckham promised to come back to visit Indonesia.</i> 9. Rewrite the news <i>Beckham promised to come back to visit Indonesia.</i> based on its sequence of events	g. Giving implicit explanation of the tense usually used in a recount text. h. Checking students' understanding of the news and facilitating them to write a recount text.
4	Show Time	10. Writing a simple recount text. 11. Discussing the students work 12. Reviewing the news in Unit 1 13. Rewriting a simple recount individually.	i. Giving the students a chance to produce a recount text. j. Giving a chance for the students to give opinions k. Giving the students chance to produce a written descriptive text individually.

b. Description of the Final Draft of Unit 2

Describe It is the title for Unit 2 of the developed news-based tasks. There are 12 tasks developed in this unit. The objective of this unit is that at the end of this unit the students are able to understand written English texts in the form of descriptive texts.

The revisions in this unit are revisions related to layout by adding numbers and pictures, and related to tasks by adding a task in which the students have a chance to review the news in Unit 2. There was no crucial revision the first stage, *Warm-up* stage. The revision was revising the layout by adding pictures and giving numbers for Task 2. In Task 1, the students should give comments on pictures of some famous people. Then, in Task 2, they match words with the synonyms. In *Let's Write* stage, Task 3 to Task 7, the students have to work on a news *The Rising Star*. For Task 3, the students have to guess what the news is about based on the title of the news. In Task 4, the students complete the column based on the text.

In *Move Further* stage, the students work on a news *The Cute Regina*. In Task 6 and 7, the students answer questions and complete the text entitled *The Cute Regina*.

In the last stage, *Show Time* stage, the students work on three tasks. First of all, they have to produce a written descriptive text. After that, they review one of the news in Unit 2. Next, they have a chance to check right grammar from the words used in Unit 2.

Table 15: The Description of the Final Draft of Unit 2

No	Stage	Task	Function
1	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people 3. Matching words with the synonym	a. Introducing the topic and building students' background knowledge of the topic of learning. b. Building knowledge of the related vocabulary.
2	Let's write	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Rising Star</i> . 6. Completing the table about <i>The Rising Star</i> . 7. Studying the structure of the descriptive text using the <i>The Rising Star text</i>	c. Building students background knowledge of the news <i>The Rising Star</i> . d. Relating the students to the topic of the news e. Building the students skill about the structure in the descriptive text.
3	Move Further	8. Studying about the person's physical appearance and person's characters. 9. Filling in the gaps after read text <i>The Cute Regina</i> 10. Describing the physical appearance of the famous people 11. Describing the physical appearance of their idols and recording it in this table.	f. Building the students skill about the the person's physical appearance and person's characters that used by descriptive text. g. Facilitating the students to differentiate words from the minimal pairs h. Checking students of the news
4	Show Time	12. Writing a simple descriptive text using the information on the table. 13. Revising and reviewing the news the students read. 14. Rewriting a simple descriptive text based on the information.	i. Giving the students a chance to produce a written descriptive text. j. Giving students a chance to review the news. k. Giving the students chance to produce a written descriptive text individually.

b. Description of the Final Draft of Unit 3

Unit 3 is entitled *World News* and the objective is that at the end of the lesson, the students are able to understand written English texts in the form of news item text. The news used in this unit are news *Reality and Risk of Global Warming* and *Arctic ice levels hit historic low, researchers say*. Revisions for Unit 2 were related to the layout, the tasks and the inputs.

The revisions for Task 1 up to Task 7 were revisions related to layout, including adding pictures, giving numbers and changing the letter font. Task 1 is guessing topic of the lesson based on the unit title. Task 2 is matching words with synonym. The words are words which are used in this unit. Tasks 3 up to Task 5 are tasks which are related to news entitled *Reality and Risk of Global Warming*. Task 3 is answering questions based on the text. In Task 5, the students study the generic structure of the news item text.

There are some revisions related to the next stage, *Move Further*. The revisions are revisions for input, tasks and layout. The input for Task 6 and 8, which was *5 million face increased flooding risk*, was replaced with *Arctic ice levels hit historic low, researchers say*. In Task 9 and 10, the students fill in gaps while read the *Arctic ice levels hit historic low, researchers say* then they rewrite the news into a news item text.

In the last stage, *Show Time stage*, the revision was only revision to the layout. In Task 11, the students have to review one of the news in Unit 3. After that, they have a chance to check right grammar.

Table 16: The Description of the Final Draft of Unit 3

No	Stage	Task	Function
1	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people. 3. Matching words with the synonym	a. Introducing the topic and building students' background knowledge of the topic of learning. b. Building knowledge of the related vocabulary.
2	Let's Write	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Reality and Risk of Global Warming</i> 6. Studying about the rule in the <i>The Reality and Risk of Global Warming</i> text 7. Answering Wh-questions	c. Building students background knowledge of the news <i>The Reality and Risk of Global Warming</i> d. Relating the students to the topic of the news e. Building the students skill about the structure in the news item text
3	Move Further	8. Filling in the gaps after read text <i>Arctic ice levels hit historic low, researchers say.</i> 9. Making summary of the text <i>Arctic ice levels hit historic low, researchers say.</i>	f. Facilitating the students to differentiate words from the minimal pairs. g. Checking students of the news
4	Show Time	12. Writing a simple news item text using the information on the table. 13. Reviewing the news the students read.	h. Giving the students a chance to produce a written news item text. i. Giving students a chance to review the news.

B. Discussion

Regarding the research findings described in the previous section, some of the findings should be discussed. The discussion is related to the steps in developing news-based tasks, and the six components of the developed news-based tasks.

First of all, the researcher presents the discussion of the findings on how news-based tasks which are suitable with the needs and interest of the grade X students of SMA N 1 Wonosari in the academic year of 2012/2013 are developed. The news-based tasks were developed based on the steps adapted from material development models and steps of R&D study by experts such as Tomlinson (1998) Hutchinson and Waters (1987) and Borg and Gall (1983). In developing tasks which are suitable with the students' needs and interest, the researcher conducted a needs analysis. It aims at gathering information of the learners' needs and learning needs. Then the results of the needs analysis were associated with the objective of the teaching and learning of English writing skill as stated in the KTSP 2006.

Related to the goals of learning the English writing skills, the result of the needs analysis shows that the students want to improve their writing skills, especially their skills in understanding English written texts in the forms of recount, descriptive and news item. These goals are relevant to the objective of learning writing as stated in the curriculum. In addition, the students want to have news as the input materials for their writing lesson. Based on the result, the researcher used news which covers recount, descriptive and news item texts as the inputs. Further, they want to do various activities and tasks with the inputs. They want to predict the topic of learning, study the related vocabulary, fill in gaps, doing True/False tasks, find the main ideas and the detail information of the texts and review the texts they have learned in the lessons.

In terms of roles, the students want to have more active and dominant roles in

the classroom. They want to be the participant, performer, and the negotiator. On the other hand, they want the teacher to be the facilitator, observer, and motivator in the teaching and learning activity. Furthermore, the students want to work individually, in pairs and in small groups based on the complexity of the tasks.

After conducting the needs analysis, the researcher used the result of the needs analysis above as the guidance in developing a course grid. The course grid was used as the guideline in developing news-based tasks. The course grid encompasses the six components of tasks proposed by Nunan (2004). In this stage, the researcher wrote down the goals, the inputs, the activities, the roles of teachers and students and the classroom settings.

The next step after developing a course grid was developing the first draft of the news-based tasks. The researcher formulated the course grid into three units of tasks. Each unit consists of 10 to 12 tasks. Unit 1 represents recount texts; it is called as *Let Us Write*. Unit 2 covers descriptive texts, entitled *Describe it*. Unit 3, entitled *Word News*, presents news item texts. Before the first draft of the developed tasks were implemented in the real teaching and learning process, the researcher asked for criticisms and suggestions towards the developed tasks from experts. The criticisms and suggestions were used as the base for revising the first draft of the developed tasks.

In the try-out/implementation stage, the researcher tried-out the developed tasks in the real teaching of the English writing skills. In this stage, the researcher found out that the students were interested in and enthusiastic about the developed tasks and the teaching learning process.

The next step is evaluation. In this stage, the researcher gathered information related to the students and English teachers' opinions and suggestions related to the developed news-based tasks. The result is both the students and the teachers agree that the developed news-based tasks are suitable with the students' needs and interest towards the learning of English writing skill. However, in order to improve the developed tasks, the researcher revised the developed news-based tasks based on the opinions and suggestions of the students and the English teachers. After that, she wrote the final draft of the developed news-based tasks.

The second one is the discussion of the research finding related to the developed news-based tasks and the six components of the tasks. The components involve goal, input, activity, teacher role, learner role, and setting.

From the data obtained during the research, the researcher found that the students and the teachers disagree with the developed news-based tasks in some points. In interview they said that they disagreed with Task 6 and 10 in Unit 1 and Task 6 in Unit 3. Besides, during the try-out/implementation stage the researcher found that Task 10 in Unit 1 and Task 6 in Unit 2 did not work.

In Unit 1 of the developed news-based tasks, there were two tasks which needed revisions; Task 6 and 10. In interview, the teachers said that there were too many news in Unit 1 that caused the students had limited time in working with news. They suggested the researcher to reduce the news used in Unit 1. For that reason, the researcher decided to reduce the input of Task 6. For the task related to Ricardo Kaka the researcher changed Task 6 into an information gap task in which the students have to share information they have and ask

information from the other students to find the synonym. And then, in Task 10 the students arrange the paragraphs they have into a good text.

Related to Task 11 in Unit1, the researcher revised this task because it did not work during the try-out stage. The students needed a long time to accomplish the task. In interview, the students said that they needed more preparation for doing Task 11. In interview, the teachers said that Task 11 was irrelevant to the previous tasks completed by the students in Unit 1. The students had no example or practice to do Task 11 from the previous tasks. Based on the finding the researcher altered Tasks 11 into another task which is more relevant to what the students had studied in the previous tasks. In the new task, the students have a chance to write their past experience and share it with their classmates and then ask them to give comments.

Furthermore, there are two tasks in Unit 3 which did not work well during the try-out stage and need to be revised. They are Task 6 and 7. The problems of these tasks are the inputs did not match the students' existing English proficiency. Both the students and the teachers stated that the tasks did work because the input is too difficult to understand. The input for these tasks was a *5 million face increased flooding risk*. The news was too long so that difficult to grasp the information in the news. Besides, the sentences and the content of the news were too complex for the students. The news was difficult to understand. For that reason, the researcher replaced the news with another simpler news *Arctic ice levels hit historic low, researchers say*. In Task 9, the students should write the draft of the news based on their information.

In general, the students and the teachers agree with the developed news-based tasks. Based on the result of the second questionnaire (evaluation), some of the average scores belong to a "Very Good" category ($\bar{x} > 4.2$) and the rest belongs to a "Good" category ($3.4 \leq \bar{x} \leq 4.2$). In addition, in the interview the students and the teachers stated that they agree with the developed news-based tasks except some tasks discussed previously.

Considering the goals of the news-based tasks, both the students and the teachers agree that the tasks are able to improve students' writing skills, especially improving students' ability in understanding and responding the simple written monologues in the forms of recount, descriptive and news item texts. Related to inputs, they approve that the inputs are interesting, motivating and suitable with the students' needs and current English proficiency.

In terms of activities, the activities in the developed news-based tasks are varied and graded from the simplest one up to the most complex one. The students and the teachers agree that the activities match students' needs and current English proficiency. The activities also support the goals of the tasks.

Regarding the next components, teachers and learners' roles, both the students and the teachers give approval to their roles. In the teaching learning process, the teachers act as the facilitators, observers, assessors and motivators. On the other hand, the students act as the participants, performers, and negotiators.

At last, in terms of setting, both the students and the teachers agree that the settings have suited the objectives of the developed tasks. The students work

individually in the simple tasks and tasks in the post writing activities. They work in pairs in completing more complex tasks in pre-writing and while-writing stages. They also work in small groups in doing some complex tasks in while-writing stage.

Additionally, the students and teachers also agree with tasks and activities related to vocabulary building and grammar checking. They help the students improving their vocabulary mastery and their ability in recognizing words and producing the right grammar of English words. These activities also facilitate the students to achieve their goals in learning English writing skills.

Table 17: The Description of the First Draft and the Final draft of the Tasks

Unit	Stage	First Draft of the Tasks	Revision
1	Warm-up	1. Asking the students experience 2. Watching the picture and studying the sentences based on the picture	1. Asking the students experience 2. Watching the picture and studying the sentences based on the picture
	Let's Write	3. Reading the news entitle " <i>Ricardo Kaka visits Dubai, plans to learn more about Arab-Al</i> " again. 4. Answering the True/False questions. 5. Finding the meaning of difficult words 6. Reading the short news Ricardo Kaka, 7. Matching the underline words with their synonyms. 8. Completing a table about the sequence of events in the news.	3. Reading the news entitle " <i>Ricardo Kaka visits Dubai, plans to learn more about Arab-Al</i> " again. 4. Answering the True/False questions 5. Finding the meaning of difficult words 6. Matching the underline words in the sentences with their synonyms. 7. Completing a table about the sequence of events in the news.

(Continued)

Unit	Stage	First Draft of the Tasks	Revision
	Move Further	9. Filling in the gaps after read the text <i>Beckham promised to come back to visit Indonesia</i> . 10. Rewrite the news <i>Beckham promised to come back to visit Indonesia</i> based on its sequence of events	8. Filling in the gaps after read the text <i>Beckham promised to come back to visit Indonesia</i> . 9. Rewrite the news <i>Beckham promised to come back to visit Indonesia</i> based on its sequence of events
	Show Time	11. Writing a simple recount text. 12. Discussing the students work 13. Reviewing the news in Unit 1	10. Writing a simple recount text. 11. Discussing the students work 12. Reviewing the news 13. Rewriting a simple recount text individually
2	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people. 3. Matching words with the synonym	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people. 3. Matching words with the synonym
	Let's Write	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Rising Star</i> 6. Completing the table about <i>The Rising Star</i> 7. Studying the structure of the descriptive text using the <i>The Rising Star</i> text.	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Rising Star</i> 6. Completing the table about <i>The Rising Star</i> 7. Studying the structure of the descriptive text using the <i>The Rising Star</i> text
	Move Further	8. Studying about the person's physical appearance and person's characters. 9. Filling in the gaps after read text <i>The Cute Regina</i>	8. Studying about the person's physical appearance and person's characters. 9. Filling in the gaps after read text <i>The Cute Regina</i>

(Continued)

Unit	Stage	First Draft of the Tasks	Revision
	Move Further	10. Describing the physical appearance of the famous people. 11. Describing the physical appearance of their idols and recording it in this table.	10. Describing the physical appearance of the famous people 11. Describing the physical appearance of their idols and recording it in this table.
	Show Time	12. Writing a simple descriptive text using the information on the table. 13. Reviewing the news the students read.	12. Writing a simple descriptive text using the information on the table. 13. Revising the descriptive text. 14
3	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people. 3. Matching words with the synonym	1. Guessing the topic of learning based on the unit title. 2. Commenting on pictures of famous people. 3. Matching words with the synonym
	Let's Write	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Reality and Risk of Global Warming</i> 6. Studying about the rule in the <i>The Reality and Risk of Global Warming text</i> . 7. Answering Wh-questions	4. Guessing what a news is about based on the news title. 5. Reading the text <i>The Reality and Risk of Global Warming</i> 6. Studying about the rule in the <i>The Reality and Risk of Global Warming text</i> . 7. Answering Wh-questions
	Move Further	8. Filling in the gaps after read text <i>5 million face increased flooding risk</i> . 9. Making summary of the text <i>5 million face increased flooding risk</i> .	8. Filling in the gaps after read text <i>Arctic ice levels hit historic low, researchers say</i> . 9. Making summary of the text <i>Arctic ice levels hit historic low, researchers say</i> .
	Show Time	10. Writing a simple news item text using the information on the table. 11. Reviewing the news the students read.	10. Writing a simple news item text using the information on the table. 11. Reviewing the news the students read. 12. Rewriting a simple descriptive text individually.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter covers the conclusion of the research, the implication and the suggestion from the researcher to the related parties.

A. Conclusion

The conclusions of this research are drawn from the research findings and data analysis. The conclusions are also the answers for the question which was formulated from the problems. Since the formulation of the problem of this research is how to develop news item-based tasks which are suitable for teaching writing skills for students grade X of SMA N 1 Wonosari in the academic year 2012/2013 are developed, the conclusions are also related to the steps of developing the tasks and the developed tasks themselves.

1. The Developed News-based Tasks

The product of this research is a set of news-based tasks of the teaching and learning of English writing skills for grade X students of SMA N 1 Wonosari the academic year of 2012/2013. In order to develop tasks which are suitable to the students' needs and interest, the tasks in this research were developed based on the learners' needs and learning needs.

The researcher developed three units of tasks which facilitate students in learning how to understand and respond simple monologues in the forms of recount, descriptive and news item texts. The title of the first unit was "Let Us Write", the second unit was "*Describe it* ", and the last unit was "World News".

Each unit of the tasks has three stages; Pre Tasks stage, Task stage and Language Focus stage.

Related to the data analysis, the developed news-based tasks received a "Very Good" category and a "Good" category for the task features. The data gathered from the questionnaire for the task evaluation showed that the average scores for Unit 1 were 3.7 up to 4.3, Unit 2 were 3.4475 to 4.4, and Unit 3 were 3.725 to 4.35. According to Sudijono which proposes *Quantitative Data Conversion*, the average scores belong to a Good category for $3.4 < \bar{x} \leq 4.2$ and a Very Good category for $\bar{x} \geq 4.2$. It means that the students agreed with the developed news-based tasks.

2. The Steps in Developing News-based Tasks

Some steps were needed to be conducted in order to develop news-based tasks which meet students' needs and interest. The first step was conducting needs analysis. It aimed to find out the learners' needs and learning needs of learning English writing skill. The second step was developing a course grid based on the result of needs analysis and the current curriculum in senior high schools. The developed course grid was used as the based to do the next step. The step was developing the first draft of the news-based tasks. In this step the researcher also asked for critics and suggestions from experts related to the first draft of the tasks.

After that, the step was trying out or implemented the first draft of the tasks in the real teaching and learning activity. This step was followed by the evaluation in which the researcher gathered information related to students and English teachers' opinion toward the first draft of the developed news-based tasks. Then,

the result of the evaluation was used as the based for the sixth step. This step was the revision of the first draft of the developed news-based tasks. Finally, the last step was writing the final draft of the developed news items-based tasks.

B. Implications

There are some implications of the research.

1. News can be used as very useful input/authentic materials. However, the length, the content, and the language used in the news can be a problem. Therefore, the teachers should carefully choose the appropriate news based on the students' characteristics, needs and interest.
- 2 The developed news-based tasks cannot be exactly applied in the different settings outside the grade X student of SMA N 1 Wonosari in the academic year of 2012/2013 since different subjects will have different needs, interest and demand different type of tasks for the English learning.

C. Suggestions

Based on the conclusions above, the researcher proposes some suggestions to the following parties.

1. SMA N 1 Wonosari

Since the result of this research is the developed news-based tasks, the developed tasks can be used as a means of and a reference for teaching writing in relaxing and amusing way by using news. However, in the using of news for teaching English the teachers should choose the appropriate news which can facilitate the teaching learning process that the students can gain the learning objective. Besides that, the teachers are also expected to creatively use news and

other authentic materials for the English teaching. In using the authentic materials, teachers need to develop appropriate tasks by considering the students' needs and interest.

2. Other Researchers

The researcher also expects that this research would be able to motivate other researchers to conduct Research and Development (R&D) study. In developing tasks, researcher should take into account some factors including the learners' needs and leaning needs. They should also follow the steps of a materials development as proposed by some experts. Additionally, the researcher also hopes that other researchers develop better tasks for English teaching and learning.

3. English Education Department of Yogyakarta State University

The R&D study is very important and needed in the development of language teaching and learning. However, this study is not as easy as people may think. There are many observations and considerations are needed in doing this type of study. Besides, the result of the study should be the realization of the students' needs and interest.

Hopefully, this research could be used as a reference for Research and Development (R&D) study, especially a research on developing news-based tasks for teaching English. She also hopes that this research could motivate other students to do this kind of research.

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APPENDICES



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

**THE QUESTIONNAIRE FOR THE NEEDS ANALYSIS TO DEVELOP NEWS
ITEMS-BASED TASKS FOR ENGLISH WRITING SKILL**

Kepada: Siswa Kelas X

SMA N 1 Wonosari

Dalam rangka penelitian tentang pengembangan tugas (tasks) berdasarkan lagu untuk kegiatan pelajaran writing (English writing skill), maka pada kesempatan ini saya meminta kesediaan Anda untuk mengisi kuisioner ini.

Kuisioner ini berisi pertanyaan – pertanyaan yang bertujuan untuk mengetahui dan menganalisa kebutuhan belajar Anda dalam pelajaran writing, kuisioner ini tidak bermaksud manila ataupun menguji Anda.

Demi tercapainya tujuan penilaian ini, saya mohon Anda bersedia menjawab semua pertanyaan dengan jujur, sesuai dengan keadaan Anda, dan tidak dipengaruhi siapapun. Jawaban anda dari kuisioner ini sangat berarti bagi saya, khususnya bagi penelitian saya, yaitu pengembangan tugas berdsarkan pada pelajaran writing. Identitsa dan jawaban anda akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Demikian pengantar dari saya, atas perhatian dan kerjasama anda saya ucapkan terima kasih. Selamat bekerja

Yogyakarta, September 2012

Peneliti

Ardinia Pravinta

**ANALISIS KEBUTUHAN BELAJAR SISWA KELAS X AKAN MATERI PADA
PELAJARAN WRITING**

A. PERIHAL RESPONDEN

NAMA :

KELAS :

JENIS KELAMIN :

USIA :

B. PERIHAL KEBUTUHAN BELAJAR SISWA

Jawablah pertanyaan – pertanyaan di bawah ini pada lembar jawaban yang telah disediakan dengan cara memberi tanda centang () pada pilihan jawaban yang sesuai dengan pendapat Anda. Bacalah perintah pada setiap pertanyaan dengan teliti.

1. Menurut Anda, apakah pembelajaran menulis dalam bahasa Inggris (written English) yang meliputi reading dan writing penting ?
 - a. Sangat penting
 - b. Penting
 - c. Penting
 - d. Sangat tidak penting
2. Menurut Anda, apakah Writing (English writing skill) mudah?
 - a. Sangat mudah
 - b. Mudah
 - c. Sulit
 - d. Sangat sulit

3. Seberapa sering Anda menulis dengan Bahasa Inggris?

- a. Selalu (setiap hari)
- b. Sering
- c. Kadang – kadang
- d. Tidak pernah

4. Dimana saja Anda biasa menulis Bahasa Inggris?

- a. Di sekolah
- b. Di rumah
- c. Lainnya (sebutkan)
-

5. Apa saja jenis Bahasa Inggris tertulis yang biasa Anda tulis?

- a. Materi pelajaran writing di sekolah.
- b. Lirik lagu berbahasa Inggris
- c. Cerita pendek berbahasa Inggris
- d. Berita berbahasa Inggris
- e. Artikel berbahasa Inggris
- f. Lainnya (sebutkan).....

6. Apakah tujuan Anda belajar Writing (English writing skill) ?

- a. Ingin mempunyai kemampuan menulis yang baik dalam Bahasa Inggris.
- b. Ingin meningkatkan kemampuan menulis dalam Bahasa Inggris.
- c. Ingin lulus ujian karena Bahasa Inggris merupakan salah satu mata pelajaran yang masuk dalam Ujian sekolah.
- d. Lainnya (sebutkan)
-

7. Kemampuan writing seperti apa yang Anda inginkan?

- a. Kemampuan memahami dan merespon berbagai dialog dalam bahasa Inggris.
- b. Kemampuan memahami dan merespon monolog tertulis yang berhubungan dengan berbagai cerita, seperti; cerita remaja, legenda, cerita rakyat dan lain – lain .
- c. Kemampuan memahami dan merespon monolog tertulis yang berhubungan dengan pengalaman seseorang atau pengalaman pribadi.
- d. kemampuan memahami dan merespon monolog tertulis yang berhubungan dengan pendiskripsian seseorang atau tokoh idola.
- e. Kemampuan memahami dan merespon monolog tertulis yang berhubungan dengan cara melakukan sesuatu atau membuat sesuatu.
- f. Kemampuan memahami dan merespon berita tertulis.
- g. Lainnya (sebutkan).....
-

8. Input apa saja yang biasa diberikan oleh guru dalam memberikan tugas writing ? (jawaban boleh lebih dari satu)

- a. Gambar (foto, animasi)
- b. Brosur, pamflet
- c. Dialog
- d. Artikel dari koran atau majalah
- e. Cerita pendek
- f. Berita dari koran atau majalah
- g. Lagu
- h. Rekaman video atau film
- i. Lainnya (sebutkan).....

9. Input apa saja yang Anda inginkan dalam tugas writing ? (*jawaban boleh lebih dari satu*)

- a. Gambar (foto, kartun, animasi)
- b. Brosur, pamflet
- c. Dialog
- d. Artikel dari koran atau majalah
- e. Cerita pendek
- f. Berita dari koran atau majalah
- g. Lagu
- h. Rekaman video atau film
- i. Lainnya (sebutkan).....

10. Input bahasa Inggris tertulis yang biasa diberikan oleh guru dalam pelajaran writing berupa...

- a. Gambar (foto, kartun, animasi)
- b. Brosur, pamflet
- c. Dialog
- d. Artikel dari koran atau majalah
- e. Cerita pendek
- f. Berita dari koran dan majalah
- g. Lagu
- h. Rekaman video atau film
- i. Lainnya (sebutkan).....

11. Input bahasa Inggris tertulis yang biasa diberikan oleh guru dalam pelajaran writing berupa...

- a. Gambar (foto, kartun, animasi)
- b. Brosur, pamflet
- c. Dialog
- d. Artikel dari koran atau majalah
- e. Cerita pendek
- f. Berita dari majalah atau koran
- g. Lagu
- h. Rekaman video atau film
- i. Lainnya (sebutkan).....

12. Apa saja tugas yang Anda inginkan sebelum membaca input text? (jawaban boleh lebih dari satu)

- a. Mendiskusikan tema input text yang akan dibahas.
- b. Menebak tema input text yang akan dibaca berdasarkan judulnya.
- c. Mempelajari gambar – gambar yang berhubungan dengan input text yang akan dibaca.
- d. Mempelajari kosakata yang berhubungan dengan input text yang akan dibaca.
- e. Lainnya (sebutkan).....

13. Apa saja tugas yang Anda inginkan saat membaca sebuah input text ? (jawaban boleh lebih dari satu)

- a. Mendiskusikan kosakata yang ada dalam text.
- b. Membuat catatan saat membaca input text.

- c. Mendiskusikan bahasa Inggris tertulis (input text) yang dibaca sebelum menjawab pertanyaan.
- d. Meningkatkan pemahaman atas text (jenis – jenis text) dalam bahasa Inggris.
- e. Melengkapi text atau tabel yang berhubungan dengan inputtext yang dibaca.
- f. Mengerjakan true / false questions.
- g. Mengerjakan Wh-questions.
- h. Lainnya (sebutkan)

14. Apa saja tugas yang Anda inginkan setelah membaca sebuah input text ? (jawaban boleh lebih dari satu)

- a. Mendiskusikan kosakata yang sudah diberikan.
- b. Mendiskusikan tata bahasa (grammar) yang digunakan dalam input text yang sudah dibaca.
- c. Membuat text yang sejenis dengan input text yang sudah dibaca.
- d. Menceritakan kembali input text yang sudah dibaca.
- e. Meriview atau mengomentari input text yang sudah dibaca.
- f. Lainnya (sebutkan)

15. Topik apa yang biasa diberikan oleh guru dalam memberikan input pembelajaran writing ? (jawaban boleh lebih dari satu)

- a. Topik yang berhubungan dengan kehidupan sehari-hari
- b. Topik yang berhubungan dengan remaja
- c. Topik yang berhubungan dengan kehidupan sosial
- d. Topik yang berhubungan dengan budaya dan hiburan
- e. Lainnya (sebutkan).....

16. Topik apa saja yang Adik inginkan dalam input pembelajaran menulis dalam bahasa Inggris ? (jawaban boleh lebih dari satu)

- a. Topik yang berhubungan dengan kehidupan sehari-hari
- b. Topik yang berhubungan dengan remaja
- c. Topik yang berhubungan dengan kehidupan sosial
- d. Topik yang berhubungan dengan budaya dan hiburan
- e. Lainnya (sebutkan).....

17. Pada pembelajaran writing guru biasa memberikan tugas secara...

- a. Kelompok besar
- b. Kelompok kecil
- c. Berpasangan (pairs)
- d. Sendiri (individu)

18. Pada pembelajaran writing Anda ingin diberi tugas secara...

- a. Kelompok besar
- b. Kelompok kecil
- c. Berpasangan (pairs)
- d. Sendiri (individu)

19. Dalam pembelajaran writing guru biasa berperan sebagai...

- a. Pngamat
- b. Fasilitator
- c. Participan
- d. Performer (pelaku)
- e. Pemberi saran

20. Dalam pembelajaran writing Anda ingin guru berperan sebagai...

- a. Pengamat
- b. Fasilitator
- c. Participan
- d. Performer (pelaku)
- e. Pemberi saran

21. Dalam pelajaran writing Anda biasa berperan sebagai...

- a. Pengamat
- b. Fasilitator
- c. Participan
- d. Performer (pelaku)
- e. Pemberi saran

22. Dalam pelajaran writing Anda ingin berperan sebagai...

- a. Pengamat
- b. Fasilitator
- c. Participan
- d. Performer (pelaku)
- e. Pemberi saran

23. Apa saja kesulitan yang Adik alami dalam pembelajaran writing ? (*jawaban boleh lebih dari satu*)

- a. Memahami isi pokok input text yang dibaca (main idea)
- b. Kesulitan dalam memahami isi input text yang dibaca secara detail.
- c. Kesulitan dalam memahami arti kosakata
- d. kesulitan dalam menjawab Wh-question
- e. Kesulitan dalam menjawab True/false questions

f. Kesulitan dalam menulis kata-kata bahasa Inggris dengan tepat

g. Kesulitan dalam mengerti kosakata bahasa Inggris yang dibaca.

h. Lainnya (sebutkan).....

24. Menurut Anda, apakah penguasaan tata bahasa (grammar) penting dalam written skill?

- a. Sangat penting
- b. Penting
- c. Cukup penting
- d. Tidak penting

25. Bagaimana cara belajar grammar yang Anda inginkan?

- a. Guru tidak menjelaskan tata bahasa yang sulit, tapi menyuruh siswa mempelajarinya sendiri di rumah.
- b. Guru yang menjelaskan tata bahasa yang sulit secara langsung.
- c. Guru menyuruh siswa mendiskusikan tata bahasa yang sulit secara berkelompok.
- d. Lainnya (sebutkan).....

26. Menurut Anda, apakah penguasaan kosakata (*vocabulary*) penting dalam writing skill ?

- a. Sangat penting
- b. Penting
- c. Cukup penting
- d. Tidak penting

27. Apakah guru biasa memberikan kosakata sulit sebelum pelajaran writing ?

a. Iya

b. Tidak

28. Apakah Anda perlu mempelajari kosakata sulit sebelum pelajaran writing?

a. Iya

b. Tidak

29. Bagaimana cara belajar kosakata yang Anda inginkan?

a. Guru tidak menjelaskan arti kosakata sulit tapi menyuruh siswa mempelajarinya sendiri dirumah

b. Guru menjelaskan arti kosakata sulit setelah memberikan input materi.

c. Guru memberikan input materi dan menyuruh siswa mendiskusikan kosakata sulit yang ada dalam input materi tersebut.

d. Guru memberikan kosakata sulit dan menyuruh siswa mengartikannya.

e. Lainnya (sebutkan).....

TERIMA KASIH ATAS PERHATIAN DAN KERJA SAMANYA

THE RESULT OF THE FIRST QUESTIONNAIRE
(THE ANALYSIS OF THE STUDENTS' NEED IN LEARNING ENGLISH WRITING SKILL)

NO	Aspect of the Questions	Questions	Answer Choices	Number of Respondent
1	Students' opinion related to Writing skill	<p>1. Is English Writing skill is important?</p> <p>2. Do you think English writing skill is easy to learn?</p>	<p>a. Very important</p> <p>b. Important</p> <p>c. Unimportant</p> <p>d. Very unimportant</p> <p>a. Very easy</p> <p>b. Easy</p> <p>c. Difficult</p> <p>d. Very difficult</p>	<p>65 students</p> <p>35 students</p> <p>---</p> <p>---</p> <p>---</p> <p>15 students</p> <p>70 students</p> <p>15 students</p>
2	Information related to the students' exposure to inputs of spoken English.	<p>3. How often do you write in written English?</p> <p>4. Where do you usually write in written English?</p> <p>5. What kinds of written English do you usually write?</p>	<p>a. Everyday</p> <p>b. Often (3-4 times a week)</p> <p>c. Sometimes (less than 2 times a week)</p> <p>d. Never</p> <p>a. At school</p> <p>b. At home</p> <p>c. Others</p> <p>a. Writing lesson at school</p> <p>b. English songs in radio, television etc.</p> <p>c. English movies</p>	<p>22 students</p> <p>55 students</p> <p>23 students</p> <p>----</p> <p>60 students</p> <p>40 students</p> <p>---</p> <p>50 students</p> <p>30 students</p> <p>15 students</p>

			g. Others.	---
4	Information related to the inputs of English writing skill.	8. What are the inputs usually gave by the teacher English Writing task?	a. Situational conversation b. Short story, folklore, legend. c. Someone's past experience d. Description of famous people or idols e. English news f. English songs g. English movies h. Others	95 students 5 students --- --- --- --- --- ---
		9. What are the inputs usually gave by the teacher English Writing task?	a. Situational conversation b. Short story, folklore, legend. c. Someone's past experience d. Description of famous people or idols e. English news f. English songs g. English movies h. Others	--- 30 students 30 students 35 students 60 students 20 students --- ---
		10. What are the inputs usually gave by the teacher in English Writing instruction?	a. Situational conversation b. Short story, folklore, legend. c. Someone's past experience d. Description of famous people or idols e. English news f. English songs g. English movie	95 students 5 students --- --- --- --- ---

		11. What are the inputs you want in English writing instruction?	h. Others a. Situational conversation b. Short story, folklore, legend. c. Someone's past experience d. Description of famous people or idols e. English news f. English songs g. English movies h. Others	--- --- 30 students 30 students 35 students 80 students 10 students --- ---
5	Students' opinion related to the activities during the teaching and learning process of English writing skill.	12. What kinds of tasks do you want in pre-writing activity? 13. What kinds of tasks do you want in while- writing activity?	a. Discussing the lesson topic b. Guessing lesson topic based on the topic title c. Commenting the pictures related to the lesson topic. d. Studying vocabulary related to the lesson topic e. Read the text with similar topic to the lesson topic. f. Others a. Discussing vocabularies used in the text b. Note taking c. Discussing the text before answering the questions. d. Studying the English text	30 students 35 students 35 students 45 students 30 students ----- 20 students 10 students 10 students 15 students

		14. What kinds of tasks do you want in post-writing activity?	<p>types</p> <p>e. Completing text, chart or table related to the text.</p> <p>f. Answering true / false Questions</p> <p>g. Answering Wh-questions</p> <p>h. Filling the blank</p> <p>i. Others</p> <p>a. Discussing vocabularies used in the text.</p> <p>b. Discussing grammar used in the text.</p> <p>c. Composing similar text</p> <p>d. Retelling the text</p> <p>e. Reviewing the text</p> <p>f. Others</p>	<p>25 students</p> <p>40 students</p> <p>45 students</p> <p>40 students</p> <p>-----</p> <p>15 students</p> <p>10 students</p> <p>30 students</p> <p>35 students</p> <p>25 students</p> <p>-----</p>
6	Students' opinion related to the topics given.	<p>15. What are the topics usually used in English writing instruction?</p> <p>16. What are the topics you want in English writing instruction?</p>	<p>a. Topic related to daily life</p> <p>b. Topics related to teenage life</p> <p>c. Topics related to social life</p> <p>d. Others</p> <p>a. Topic related to daily life</p> <p>b. Topics related to teenage life</p> <p>c. Topics related to social life</p> <p>d. Others</p>	<p>75 students</p> <p>15 students</p> <p>10 students</p> <p>-----</p> <p>10 students</p> <p>60 students</p> <p>30 students</p> <p>-----</p>

7	Information about the setting of the teaching and learning of English listening skill.	<p>17. In English writing instruction, teacher usually give tasks ...</p> <p>18. In English writing instruction you want to do the tasks...</p>	<p>a. in a group of 5 – 7 students b. in a group 3 – 4 students c. in pair d. individually</p> <p>a. in a group of 5 – 7 students b. in a group 3 – 4 students c. in pair d. individually</p>	<p>----- 20 students 65 students 15 students</p> <p>15 students 25 students 20 students 40 students</p>
8	Students opinion related to the teacher and students' roles in the teaching learning process.	<p>19. In English writing instruction the teacher usually act as...</p> <p>20. In English writing instruction you want the teacher act as ...</p> <p>21. In English writing instruction you usually act as ...</p>	<p>a. observer b. facilitator c. participant d. performer e. counselor</p> <p>a. observer b. facilitator c. participant d. performer e. counselor</p> <p>a. observer b. facilitator c. participant d. performer e. negotiator</p>	<p>25 students 40 students 15 students ----- 20 students</p> <p>30 students 40 students ----- ----- 30 students</p> <p>----- ----- 40 students 30 students 30 students</p>

		22. In English writing instruction you want to act as ...	a. observer b. facilitator c. participant d. performer e. negotiator	----- ----- 45 students 25 students 30 students
9	Students' difficulties in learning English listening skill.	23. What are the difficulties you face in learn English writing skills?	a. Identifying the main idea of the text b. Identifying the detail information of the text. c. Difficulties in understanding the vocabularies in the text d. Difficulties in answering WH-questions e. difficulties in answering true/false question. f. Difficulties in understanding the written language because I don't know the correct meaning of the words h. others	30 students 35 students 30 students 10 students 10 students 60 students -----
10	Students' opinion related to English written in the teaching and learning process of English writing skill.	24. Is correct written important in English writing skills? 25. What is the way of learning correct written you want?	a. very important b. important c. unimportant d. very unimportant a. Teacher write the words and the students repeat after the teacher.	54 students 40 students 6 students ----- 20 students 60 students

			b. Listen to the correct pronunciation of the native speaker and students write the correct word c. Teacher gives phonetic transcriptions of the words. d. others	25 students -----
11	Students ' opinion related to vocabulary in written English.	26. Is vocabulary mastery important in learning English writing skills? 27. Does your teacher give the unfamiliar vocabulary before write English instruction? 28. Do you need to learn the unfamiliar vocabulary before write English instruction? 29. How is the learning of unfamiliar vocabulary do you want?	a. very important b. important c. unimportant d. very unimportant a. yes b. no a. yes b. no a. learn the unfamiliar vocabulary at home b. teacher explains the unfamiliar vocabulary before gives input. c. teacher asks the students to discuss the unfamiliar	60 students 40 students ----- ----- 90 students 10 students 93 students 7 students ----- 25 students 30 students

			<p>vocabulary they find in the input.</p> <p>d. teacher gives unfamiliar vocabulary and asks the students to find the meaning.</p> <p>e. others</p>	<p>45 students</p> <p>-----</p>
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

Kuessioner untuk Evaluasi Task

**Developing News Items-based Tasks for Teaching Writing for Students
Grade X of SMA N 1 Wonosari of the Academic Years 2012/2013**

Kepada: Responden

Dalam rangka penelitian tentang pengembangan tugas (tasks) berdasarkan news untuk kegiatan pelajaran Writing bagi siswa kelas X, maka pada kesempatan kali ini saya meminta kesediaan para responden untuk mengisi kuisioner ini.

Kuisioner ini berisi pertanyaan – pertanyaan ang bertujuan untuk mengetahui apakah tasks yang telah sesuai dengan target yang ditetapkan dan hal – hal yang perlu diperbaiki dari task tersebut.

Demi tercapainya tujuan penelitian ini, saya mohon Responden bersedia menjawab semua pertanyaan dengan jujur, sesuai dengan keadaan anda, dan tidak dipengaruhi siapapun. Jawaban Responden dari kuisioner ini sangat berarti bagi saya, khususnya bagi penelitian saya, yaitu pengembangan task berdasarkan news untuk kegiatan pelajaran writing. Identitas dan jawaban Responden akan saya jamin kerahasiaan sesuai dengan kode etik penelitian.

Demikian pengantar dari saya, atas perhatian dan kerjasama Anda saya ucapkan terima kasih. Selamat bekerja.

Yogyakarta, November 2012
Peneliti,

Ardinia Pravinta
05202241022

QUESTIONNAIRE FOR TASK EVALUATION

Developed News Items-based Tasks for Teaching writing for
Grade X Students of SMA N 1 Wonosari of the Academic Years
2012/2013

Berilah tanda scentang () pada pernyataan – pernyataan dibawah ini
sesuai dengan pendapat Anda secara jujur, murni dan tidak dipengaruhi
oleh siapapun.

Petunjuk :

Data Responden

SS : Sangat Setuju

Nama :

S : Setuju

Usia :

R : Ragu – ragu

Jenis Kelamin :

TS : Tidak Setuju

Pekerjaan :

STS : Sangat Tidak Setuju

Lama bekerja :

N O	STATEMENTS	SS	S	R	TS	STS
1	Task yang dikembangkan dapat meningkatkan ketrampilan writing siswa.					
2	Task yang dikembangkan pada unit 1 dapat meningkatkan kemampuan siswa dalam merespon makna yang terdapat pada text monolog sederhana berbentuk text recount.					
3	Task yang dikembangkan pada unit 2					

	dapat meningkatkan kemampuan siswa dalam merespon makna yang terdapat pada text monolog sederhana dalam bentuk text descriptive.					
4	Task yang dikembangkan pada unit 3 dapat meningkatkan kemampuan siswa dalam merespon makna yang terdapat pada text monolog sederhana dalam bentuk news item text.					
5	Task yang dikembangkan dapat membantu siswa meningkatkan penguasaan kosakata bahasa inggris mereka.					
6	Tbask yang dikembangkan sesuai tingkat kemampuan bahasa Inggris siswa.					
7	Task yang dikembangkan tidak terlalu mudah sehingga mampu menantang siswa untuk mengerjakannya.					
8	Task yang dikembangkan menarik dan dapat member motivasi.					
9	Task yang dikembangkan sesuai dengan kebutuhan belajar writing siswa.					
10	Task yang dikembangkan dapat mendorong siswa untuk menggunakan tehnik bottom up dan top down dalam memproses bahasa Inggris lisan.					
11	Task dikembangkan beragam.					
12	Task yang dikembangkan tersusun dari mudah ke sulit.					
13	Activities (kegiatan) yang					

	dikembangkan sesuai dengan tujuan task.					
14	Activities (kegiatan) yang dikembangkan sesuai dengan input materi yang diberikan.					
15	Activities (kegiatan) yang dikembangkan dapat meningkatkan kemampuan writing siswa.					
16	Activities (kegiatan) yang dikembangkan mendorong siswa untuk berkomunikasi dan bekerja sama dengan teman sekelas.					
17	Activities (kegiatan) yang dikembangkan sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
18	Topic yang diberikan menarik.					
19	Input yang diberikan autentik.					
20	Input materi yang diberikan sesuai dengan tujuan dari task.					
21	Input materi yang diberikan menarik dan memotivasi.					
22	Input materi yang diberikan dapat meningkatkan kemampuan writing siswa.					
23	Input materi yang diberikan sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
24	Peran guru pada setiap task sudah sesuai.					
25	Peran siswa dalam setiap task sudah					

	sesuai.					
26	Setting kelas (pembagian siswa untuk bekerja secara individu, berpasangan dan grup kecil) pada setiap task sudah sesuai.					
27	Judul dari setiap unit membantu siswa memprediksi topik yang akan dibahas dalam unit – unit tersebut.					
28	Layout yang dibuat tersusun dengan baik dan menarik					
29	Instruksi – instruksi yang diberikan jelas dan mudah dipahami.					
30	Bahasa yang digunakan mudah dipahami.					
31	Pemberian pengayaan kosakata setelah input text sudah tepat.					

TERIMA KASIH ATAS PERHATIAN DAN KERJA SAMANYA

Reliability

Scale: Evaluasi

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.967	32

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	R table Df=n-2 40-2=38	Cronbach's Alpha if Item Deleted
p1	127.35	292.356	.356	.967	.257	Valid
p2	127.70	292.451	.328	.967	.257	Valid
p3	127.47	289.994	.344	.968	.257	Valid
p4	127.62	291.076	.467	.966	.257	Valid
p5	127.47	281.892	.611	.966	.257	Valid
p6	127.52	289.276	.486	.966	.267	Valid
p7	127.57	281.969	.566	.966	.257	Valid
p8	127.52	283.225	.619	.965	.257	Valid
p9	127.65	280.859	.720	.965	.257	Valid
p10	127.72	276.856	.755	.964	.257	Valid
p11	127.57	276.430	.762	.964	.257	Valid
p12	127.87	284.846	.653	.965	.257	Valid
p13	127.72	277.840	.741	.965	.257	Valid
p14	127.92	277.122	.701	.965	.257	Valid
p15	127.47	283.789	.664	.965	.257	Valid
p16	127.77	277.763	.659	.965	.257	Valid
p17	127.50	276.041	.747	.965	.257	Valid
p18	127.85	278.244	.618	.966	.257	Valid
p19	127.52	283.369	.653	.965	.257	Valid
p20	127.65	287.228	.626	.966	.257	Valid
p21	127.42	282.461	.696	.965	.257	Valid
p22	127.52	280.558	.750	.965	.257	Valid
p23	127.32	281.328	.683	.965	.257	Valid
p24	127.75	283.772	.721	.965	.257	Valid
p25	127.57	279.507	.756	.965	.257	Valid
p26	127.57	285.076	.587	.966	.257	Valid
p27	127.50	281.579	.731	.965	.257	Valid
p28	127.90	282.421	.672	.965	.257	Valid
p29	127.57	280.533	.780	.964	.257	Valid
p30	127.82	285.948	.523	.966	.257	Valid
p31	127.45	289.895	.438	.967	.257	Valid
p32	127.55	286.305	.589	.966	.257	Valid

Descriptive Statistics of Students' Responses to Unit 1

No	Statement	N	$\sum x$	\bar{x}	Computation	Explanation
1	The developed tasks help the students to improve their writing skills.	40	174	4.4	$\bar{x} > 4.2$	Very Good
2	The developed tasks help the students to improve their ability in responding meanings in recount texts.	40	170	4.275	$\bar{x} > 4.2$	Very Good
3	The developed tasks help the students to improve their ability in responding meanings in narrative texts.	40	164	4.1	$3.4 < \bar{x} \leq 4.2$	Good
4	The developed tasks help the students to improve their ability in responding meanings in descriptive texts.	40	162	3.9	$3.4 < \bar{x} \leq 4.2$	Good
5	The developed tasks help the students to improve their vocabulary mastery.	40	156	3.925	$3.4 < \bar{x} \leq 4.2$	Good
6	The developed tasks are suitable with the students' current English proficiency.	40	157	3.925	$3.4 < \bar{x} \leq 4.2$	Good
7	The developed tasks are challenging.	40	158	3.95	$3.4 < \bar{x} \leq 4.2$	Good
8	The developed tasks are interesting and motivating.	40	158	3.95	$3.4 < \bar{x} \leq 4.2$	Good
9	The developed tasks meet the students' needs.	40	158	3.95	$3.4 < \bar{x} \leq 4.2$	Good
10	The developed tasks help students to use bottom-up and top-down processing skills.	40	152	3.85	$3.4 < \bar{x} \leq 4.2$	Good
11	The developed tasks are varied.	40	152	3.85	$3.4 < \bar{x} \leq 4.2$	Good
12	The developed tasks are graded from easy to difficult.	40	154	3.85	$3.4 < \bar{x} \leq 4.2$	Good
13	The activities are suitable with the goals of the tasks.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good

14	The activities match the input.	40	167	4.175	$3.4 < \bar{x} \leq 4.2$	Good
15	The activities help students to improve their writing skills.	40	160	4	$3.4 < \bar{x} \leq 4.2$	Good
16	The activities encourage students to communicate and work with their classmate.	40	163	4.075	$3.4 < \bar{x} \leq 4.2$	Good
17	The activities match the students' existing English proficiency.	40	161	4.025	$3.4 < \bar{x} \leq 4.2$	Good
18	The topics are interesting.	40	162	4.05	$3.4 < \bar{x} \leq 4.2$	Good
19	The inputs are authentic.	40	157	3.925	$3.4 < \bar{x} \leq 4.2$	Good
20	The inputs match the goals of the tasks.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good
21	The inputs are interesting and motivating.	40	169	4.225	$\bar{x} > 4.2$	Very Good
22	The inputs help students to improve their writing skills.	40	158	3.95	$3.4 < \bar{x} \leq 4.2$	Good
23	The inputs match the students' existing English proficiency.	40	161	4.025	$3.4 < \bar{x} \leq 4.2$	Good
24	The role of the teacher in every task is suitable.	40	152	3.8	$3.4 < \bar{x} \leq 4.2$	Good
25	The role of the students in every task is suitable.	40	156	3.9	$3.4 < \bar{x} \leq 4.2$	Good
26	The setting of every task is suitable.	40	154	3.85	$3.4 < \bar{x} \leq 4.2$	Good
27	The title of the unit helps students to guess the topic of the unit.	40	152	3.775	$3.4 < \bar{x} \leq 4.2$	Good
28	The layout is good and interesting.	40	148	3.75	$3.4 < \bar{x} \leq 4.2$	Good
29	The instructions are clear.	40	151	3.775	$3.4 < \bar{x} \leq 4.2$	Good
30	The language used in the tasks is understandable.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good
31	The vocabulary enrichment in the post-writing is suitable.	40	165	4.125	$3.4 < \bar{x} \leq 4.2$	Good

Note : The statement in red = the highest score
The statement in brown = the lowest score

Descriptive Statistics of Students' Responses to Unit 2

No	Statement	N	$\sum x$	\bar{x}	Computation	Explanation
1	The developed tasks help the students to improve their writing skills.	40	174	4,35	$\bar{x} > 4.2$	Very Good
2	The developed tasks help the students to improve their ability in responding meanings in recount texts.	40	162	4,05	$3.4 < \bar{x} \leq 4.2$	Good
3	The developed tasks help the students to improve their ability in responding meanings in narrative texts.	40	162	4,05	$3.4 < \bar{x} \leq 4.2$	Good
4	The developed tasks help the students to improve their ability in responding meanings in descriptive texts.	40	169	4,225	$\bar{x} > 4.2$	Very Good
5	The developed tasks help the students to improve their vocabulary mastery.	40	159	3,975	$3.4 < \bar{x} \leq 4.2$	Good
6	The developed tasks are suitable with the students' current English proficiency.	40	159	3,975	$3.4 < \bar{x} \leq 4.2$	Good
7	The developed tasks are challenging.	40	153	3,825	$3.4 < \bar{x} \leq 4.2$	Good
8	The developed tasks are interesting and motivating.	40	160	4	$3.4 < \bar{x} \leq 4.2$	Good
9	The developed tasks meet the students' needs.	40	161	4,025	$3.4 < \bar{x} \leq 4.2$	Good
10	The developed tasks help students to use bottom-up and top-down processing skills.	40	155	3,875	$3.4 < \bar{x} \leq 4.2$	Good
11	The developed tasks are varied.	40	155	3,875	$3.4 < \bar{x} \leq 4.2$	Good
12	The developed tasks are graded from easy to difficult.	40	153	3,825	$3.4 < \bar{x} \leq 4.2$	Good
13	The activities are suitable with the goals of the tasks.	40	152	3,8	$3.4 < \bar{x} \leq 4.2$	Good

14	The activities match the input.	40	157	3,925	$3.4 < \bar{x} \leq 4.2$	Good
15	The activities help students to improve their writing skills.	40	155	3,875	$3.4 < \bar{x} \leq 4.2$	Good
16	The activities encourage students to communicate and work with their classmate.	40	156	3,9	$3.4 < \bar{x} \leq 4.2$	Good
17	The activities match the students' existing English proficiency.	40	155	3,875	$3.4 < \bar{x} \leq 4.2$	Good
18	The topics are interesting.	40	155	3,875	$3.4 < \bar{x} \leq 4.2$	Good
19	The inputs are authentic.	40	151	3,775	$3.4 < \bar{x} \leq 4.2$	Good
20	The inputs match the goals of the tasks.	40	152	3,8	$3.4 < \bar{x} \leq 4.2$	Good
21	The inputs are interesting and motivating.	40	159	3,975	$3.4 < \bar{x} \leq 4.2$	Good
22	The inputs help students to improve their writing skills.	40	161	4,025	$3.4 < \bar{x} \leq 4.2$	Good
23	The inputs match the students' existing English proficiency.	40	162	4,05	$3.4 < \bar{x} \leq 4.2$	Good
24	The role of the teacher in every task is suitable.	40	154	3,85	$3.4 < \bar{x} \leq 4.2$	Good
25	The role of the students in every task is suitable.	40	156	3,9	$3.4 < \bar{x} \leq 4.2$	Good
26	The setting of every task is suitable.	40	152	3,8	$3.4 < \bar{x} \leq 4.2$	Good
27	The title of the unit helps students to guess the topic of the unit.	40	162	4,05	$\bar{x} > 4.2$	Very Good
28	The layout is good and interesting.	40	149	3,725	$3.4 < \bar{x} \leq 4.2$	Good
29	The instructions are clear.	40	155	3,875	$3.4 < \bar{x} \leq 4.2$	Good
30	The language used in the tasks is understandable.	40	153	3,825	$3.4 < \bar{x} \leq 4.2$	Good
31	The vocabulary enrichment in the post-writing is suitable.	40	163	4,075	$3.4 < \bar{x} \leq 4.2$	Good

Note : The statement in red = the highest score
The statement in brown = the lowest score

Descriptive Statistics of Students' Responses to Unit 3

No	Statement	N	$\sum x$	\bar{x}	Computation	Explanation
1	The developed tasks help the students to improve their writing skills.	32	136	4,2500	$\bar{x} > 4.2$	Very Good
2	The developed tasks help the students to improve their ability in responding meanings in recount texts.	32	133	4,1562	$3.4 < \bar{x} \leq 4.2$	Good
3	The developed tasks help the students to improve their ability in responding meanings in narrative texts.	32	139	4,3437	$\bar{x} > 4.2$	Very Good
4	The developed tasks help the students to improve their ability in responding meanings in descriptive texts.	32	132	4,1250	$3.4 < \bar{x} \leq 4.2$	Good
5	The developed tasks help the students to improve their vocabulary mastery.	32	134	4,1875	$3.4 < \bar{x} \leq 4.2$	Good
6	The developed tasks are suitable with the students' current English proficiency.	32	124	3,8750	$3.4 < \bar{x} \leq 4.2$	Good
7	The developed tasks are challenging.	32	125	3,9062	$3.4 < \bar{x} \leq 4.2$	Good
8	The developed tasks are interesting and motivating.	32	124	3,8750	$3.4 < \bar{x} \leq 4.2$	Good
9	The developed tasks meet the students' needs.	32	124	3,8750	$3.4 < \bar{x} \leq 4.2$	Good
10	The developed tasks help students to use bottom-up and top-down processing skills.	32	133	4,1562	$3.4 < \bar{x} \leq 4.2$	Good
11	The developed tasks are varied.	32	133	4,1562	$3.4 < \bar{x} \leq 4.2$	Good
12	The developed tasks are graded from easy to difficult.	32	125	3,9062	$3.4 < \bar{x} \leq 4.2$	Good
13	The activities are suitable with the goals of the tasks.	32	128	4	$3.4 < \bar{x} \leq 4.2$	Good

14	The activities match the input.	32	127	3,9687	$3.4 < \bar{x} \leq 4.2$	Good
15	The activities help students to improve their writing skills.	32	130	4,0620	$3.4 < \bar{x} \leq 4.2$	Good
16	The activities encourage students to communicate and work with their classmate.	32	125	3,9062	$3.4 < \bar{x} \leq 4.2$	Good
17	The activities match the students' existing English proficiency.	32	129	4,0312	$3.4 < \bar{x} \leq 4.2$	Good
18	The topics are interesting.	32	134	4,1875	$3.4 < \bar{x} \leq 4.2$	Good
19	The inputs are authentic.	32	127	3,9687	$3.4 < \bar{x} \leq 4.2$	Good
20	The inputs match the goals of the tasks.	32	127	3,9687	$3.4 < \bar{x} \leq 4.2$	Good
21	The inputs are interesting and motivating.	32	125	3,9062	$3.4 < \bar{x} \leq 4.2$	Good
22	The inputs help students to improve their writing skills.	32	129	4,0312	$3.4 < \bar{x} \leq 4.2$	Good
23	The inputs match the students' existing English proficiency.	32	110	3,425	$3.4 < \bar{x} \leq 4.2$	Good
24	The role of the teacher in every task is suitable.	32	126	3.9375	$3.4 < \bar{x} \leq 4.2$	Good
25	The role of the students in every task is suitable.	32	131	4,0937	$3.4 < \bar{x} \leq 4.2$	Good
26	The setting of every task is suitable.	32	132	4,1250	$3.4 < \bar{x} \leq 4.2$	Good
27	The title of the unit helps students to guess the topic of the unit.	32	144	4,4	$\bar{x} > 4.2$	Very Good
28	The layout is good and interesting.	32	125	3,9062	$3.4 < \bar{x} \leq 4.2$	Good
29	The instructions are clear.	32	129	4,0312	$3.4 < \bar{x} \leq 4.2$	Good
30	The language used in the tasks is understandable.	32	119	3,7187	$3.4 < \bar{x} \leq 4.2$	Good
31	The vocabulary enrichment in the post-writing is suitable.	32	130	4,0625	$3.4 < \bar{x} \leq 4.2$	Good

Note : The statement in red = the highest score
The statement in brown = the lowest score

Interview guideline :

1. Apakah tujuan dari task yang dikembangkan sudah tercapai (meningkatkan writing skills siswa : memahami dan merespon recount, descriptive dan news items monologue) ?
2. Apakah task yang dikembangkan sesuai dengan kebutuhan siswa?
3. Apakah task/activity yang dikembangkan sesuai dengan kemampuan writing siswa?
4. Apakah topic dari task yang dikembangkan sesuai dengan kebutuhan siswa?
5. Apakah topic dari task yang dikembangkan menarik?
6. Apakah input yang diberikan sesuai dengan kebutuhan siswa?
7. Apakah input yang diberikan menarik?
8. Apakah input yang diberikan sesuai dengan tingkat writing skills siswa?
9. Apakah input yang diberikan dapat meningkatkan writing skills siswa ?
10. Apakah peran guru dalam task yang dikembangkan sudah tepat?
11. Apakah peran siswa dalam task yang dikembangkan sudah tepat?
12. Apakah setting yang diberikan sudah tepat?
13. Apakah layout yang dikembangkan menarik?
14. Apakah pemberian kosakata sudah tepat?
15. Task yang harus direvisi apa saja?

The interview of tasks Evaluation Of UNIT 1

This section presents the transcript of the interviews, which were conducted by the researcher during the data collection process at the tasks evaluation stage. The data from these interviews used to revise the developed news-based tasks. The researcher chose three students of class X of SMA N 1 Wonosari as the respondents of the interviews. The interviews were done after unit 1 of the developed news-based tasks was implemented in the real teaching and learning process in the classroom. Here, the researcher is symbolized by R and the students are symbolized by S.

Interview 1.

Respondent : S1

Interviewer : the researcher ®

- R : siang Dek, ini saya mau Tanya tentang pelajaran writing yang tadi, boleh nggak?
- S1 : owhh, iya mbak. Boleh kok.
- R : thank you. Begini menurut adek pembelajaran writing tadi bagaimana? Menarik nggak?
- S1 : emmm.. pelajarannya sih asik mbak, nggak bosenin soalnya bisa sambil ngeliat video. Biasanya hanya pake gambar. Susah bosen jadi nggak bisa negmbangin imajinasi. Begitu- begitu saja.
- R : o begitu. Kalau videonya gimana? Terlalu susah dipahami apa sedang?
- S1 : videonya bagus mbak. Selain menambah wawasan kita juga kita bis melihat bagaimana keadaan yang diinginkan. Hanya saja, terlalu agak cepat mbak naratornya. Jadi kuping kita yang belum terlalu fasih bahasa inggris agak bingung. Tapi hal itu bisa terbantu dengan melihat gambar dari videonya.
- R : wah, berarti kalian mesti focus waktu melihat video biar bisa mengerti. Hehehe.. kalau tasknya gimana? Terlalu susah atau tidak?
- S1 : iya mbak, videonya bikin penasaran, jadi nggak Cuma focus ngeliat tapi mendengarkan. Seru itu. Emmmm kalau task nya yang awal she mudah. Tapi semakin kebelakang makin sulit. (sambil menunjukkan handoutnya). Yang paling sulit ketika menulis kembali, kadang kita masih bingung dengan kata baru yang divideo. soalnya selama ini emang kurang mengerti dengan kisahanya Neil Armstrong. heehehe
- R : o gtu. Tapi tadikan kamu secara berkelompok bikin outline dulu. Jadi apa panduannya donk. Kegiatan kelompok tadi cukup membantu tidak?
- S1 : iya mbak sangat membantu, tapi kita aja yang kurang pede kalau mengerjakan sendiri.
- R : Jadi tetep harus dikasih contoh dan diajari ya buat menulis kembali cerita? Kalau yang lain bagaimana? Ada bagian yang lebih sulit ?
- S1 : iya mbak, biar ningkatin pede dulu. Hhe udah mbak yang lain cukup jelas dan menyenangkan. Kalau saja pelajaran writingnya bisa nyenengin kaya gini terus.
- R : kalau saya ngajarnya gimana? Membosankan atau tidak? Jelas tidak?
- S1 : ngajarnya mbak;e asik, nggak spaneng, bisa enjoy, Cuma suaranya lirih mbak. Kerasin dikit terus yang rame digalakin aja. Hehe

- R : terus apalagi ni masukannya ?
 S1 : udah mbak, ini udah pas dan enak banget pelajarannya.
 R : ya sudah kalau begitu. Terima kasih ya .
 S1 : siap mbak. Sama – sama

Interview 2

Respondent : S2

Interviewer : The researcher

- R : siang adek. Boleh Tanya – Tanya sedikit tentang pelajaran writing tadi?
 S2 : wah boleh mbak. Pelajarane tadi asik mbak, sampai tidak berasa tiba – tiba sudah bel selesai pelajaran. News videonya menambah wawasanaku. Apalagi aku memang suka yang berhubungan dengan antar antariksa.
 R : wah berarti tidak susah mengerti isi news-videonya?
 S2 : sebenarnya banyak kata – kata baru mbak. Agak susah mengerti isinya, tapi itu bisa terbantu dengan gambar divideo, secara tidak langsung membantu kita menemukan artinya.
 R : o gitu. Kalau tasknya gimana? Susah?
 S2 : sebenarnya tidak susah mbak. Masih bisa diatasi. Apalagi yang memang memperhatikan. Pasti bisa.
 R : lanjut ni, jadi pengajaran menggunakan news-video ini sudah seperti pengajaran writing yang kamu harapkan belum dek?
 S2 : sudah mbak. Soalnya menurut saya pelajaran writing itu butuh berbagai sumber. Jadi bukan hanya gambar dan pemaparan saja. Kita butuh imajinasi untuk mengembangkan tulisan. Nah menggunakan news-video ini selain menambah pengetahuan kita juga mempermudah kita belajar writing. Karena sesuatu yang baru dan menarik akan lebih mudah diingat dan dipelajari.
 R : wah sepertinya kamu hobi menulis ini. oiaa.. gimana saya mengajar tadi?
 S2 : mbaknya ngajarnya enak, santai tapi paham semua. Sabar dan tidak ada nada membentak jadi kita nggak takut buat Tanya. Eh mbak suaranya dikerasin ya. Kurang jelas dari belakang.hehe
 R : owh iya. Ada lagi yang harus diperbaiki tidak ?
 S2 : sepertinya sudah mbak, owh mungkin designnya ini dibuat lebih berwarna. (sambil menunjukkan handout)
 R : oke deh. Kalau begitu terima kasih y dek
 S2 : iya mbak. Kembali kasih

Interview 3

Respondent : S3

Interviewer : The researcher ®.

- R : dek saya mau tanya – tanya tentang pelajaran writing tadi boleh kan?
 S3 : boleh mbak. Tanya apa ya?
 R : menurut kamu, tadi pelajaran writingnya gimana, asik nggak? Tadi bisa belajar juga apa Cuma ngeliat news-video?

- S3 : emmmmm.. menurut aku cukup asik mbak, bisa menikmati pelajaran bahasa Inggris yang biasanya membosankan. Yang pasti bisa belajar juga, menambah wawasan.
- R : news-videonya mudah dipahami artinya atau tidak ?
- S3 : lumayan susah mbak, tapi pengan sama gambar dan ceritanya, jadi berusaha focus buat ngerti isinya. Jadi bisa juga buat ngerjaen task.
- R : semua task bisa ngerjain ?
- S3 : bisa mbak, hanya yang task terakhir itu pake mikir, soalnya menulis kembali, selain harus mengingat jalan cerita juga harus menyusun dalam kalimat. Mumet mikir kosa kata sama structurenya.
- R : kalau pelajaran writing tadi bisa ningkatin kemampuan writing kamu nggak?
- S3 : bisa banget mbak. News-video sama tasknya tadi ngasih aku kata baru, pengetahuan baru, pemahaman bagaimana menulis sesuatu. Terus jadi mengembangkan imajinasi juga kalau menulis itu bisa menyenangkan, tidak sesuatu yang membosankan.
- R : terus ada saran tidak, mana yang harus diperbaiki ?
- S3 : emm kayae gak ada mbak. Sudah baguslah menurutku.
- R : ok deh kalau begitu. Terima kasih banyak
- S : sama – sama

The interview of tasks Evaluation Of UNIT 2

This section presents the transcript of the interviews, which were conducted by the researcher during the data collection process at the tasks evaluation stage. The data from these interviews used to revise the developed news-based tasks. The researcher chose three students of class X of SMA N 1 Wonosari as the respondents of the interviews. The interviews were done after unit 2 of the developed news-based tasks was implemented in the real teaching and learning process in the classroom. Here, the researcher is symbolized by R and the students are symbolized by S.

Interview 1

Respondent : S4

Interviewer : the researcher ®

- R : dek, boleh minta waktunya sebentar nggak?
- S4 : boleh mbak. Ada apa ya?
- R : *Gini, aku mau Tanya-tanya soal pelajaran writing tadi. Gimana pendapat mu tentang pelajaran writing tadi? Suka nggak?*
- S4 : *Aku suka, mbak. Menurut aku sih tadi bagus, mbak. Pelajarannya lebih asik dan lebih nyante. Tadi tu padahal sudah illfeel gitu pas mau pelajaran writing. Biasanya kan writingnya pake cerita yang panjang, nggak dong gitu apa yang diomongin.* R : *Kalau pake beritalebih mudah ya, lebih bisa mengikuti kata-kata yang diucapkan?*
- S4 : *Ya sedikit-sedikit, mbak. Tapi meski nggak dong semua kata yang ad, tapi kan tetep asik, jadi tetep mau ndengerin. Kalau pake percakapan terus, dah nggak dong ngomong apa terus males ndengerin.*
- R : *Ok, terus kalau berita yang dipake tadi, suka nggak, terlalu susah nggak?*
- S4 : *Dua-duanya asik, mbak. Berita pertama nggak terlalu susah, masih paham. Tapi yang beritake-2 tadi, yang Ricardo Kakaitu susah dipahami, beritanya cepet jadi nggak dong apa kata-katanya. Itu mbok diganti pake beritalaen aja mbak. Susah itu.*
- R : *Ok, besok ya. Kalau task atau tugas-tugasnya tadi gimana, terlalu susah, atau gampang? Dari Task 1 ke belakang yang bermasalah mana?*
- S4 : *Ehmm...(sambil membuka-buka handout). Yang Task 1, 2, 3, 4 bisa, nggak ada masalah. Task 5, 6, 7, agak sulit, harus mikir, tapi bisa juga. Nah Task 8 sama 9 ni susah banget mbak, beritanya cepet banget, nggak dong isi beritanya juga, Ricardo Kakato ya apa nggak dong. Kalau diganti beritayang lebih gampang paling bisa ngerjain mbak. Kalau Task 10, gak ada masalah. Task 11 ni aku bingung kata-kata bahasa Inggrisnya*
- R : *Jadi yang paling bermasalah task yang berhubungan sama beritanya yang Ricardo Kakaya. Ok, besok aku ganti deh.*
- S4 : *Iya mbak, itu diganti aja.*
- R : *ya, ya. Trus lain nya apalagi yang perlu diperbaiki?*
- S4 : *Ehhmmm...apa ya? Udah, mbak, itu aja.*
- R : *Kalau gitu gimana task di handout ini sama beritanya bisa melatih ketrampilan writing kamu nggak?*

- S4 : *Iya, mbak, bisa. Kan jadi tambah kosakatanya, pengucapan kata-katanya juga.*
 R : *Kalau cara ngajar saya gimana?*
 S4 : *Sudah bagus, mbak.*
 R : *Ada lagi yang mau disampein?*
 S4 : *Nggak, mbak.*
 R : *Kalau gitu dah cukup. Makasih banyak ya.*
 S4 : *Iya mbak, sama-sama*

Interview 2

Respondent : S5

Interviewer : the researcher ®

- R : *Dek, boleh naya-nanya sebentar?*
 S5 : *Boleh mbak.*
 R : *Menurut kamu pelajaran writing tadi gimana?*
 S5 : *Asik mbak tadi writingnya berita, beda dari biasanya.*
 R : *Jadi kamu suka sama pelajaran writing tadi?*
 S5 : *Iya mbak, sesuai selera.*
 R : *kalau berita-berita yang dipakai gimana, suka nggak?*
 S : *5 : Suka mbak, berita-beritanya asik kok.*
 R : *Nah, kalau task atau tugas-tugasnya gimana, ada yang nggak bisa?*
 S5 : *Emmm..yang tadi ada yang susah banget. (membuka-buka handout, nah yang Task 8 sama 9 ini mbak. Beritanya ini cepet banget mbak, nggak bisa ngikuti kata-katanya. Kalimatnya juga susah dipahami, nggak paham isinya.*
 R : *Jadi nggak bisa ngerjain Task 8 sama 9 karena beritanya sulit ya. Kalau diganti berita berarti bisa ya.?*
 S5 : *Kalau beritanya nggak susah yang ini mungkin bisa, mbak.*
 R : *Kalau task lainnya gimana?*
 S5 : *Apa ya? Lainnya sudah baik, mbak.*
 R : *Jadi tadi pelajaran writingnya bisa bantu kamu ningkatin kemampuan writing kamu apa nggak?*
 S5 : *Bisa lah, mbak. Kan tadi belajar ndengerin, trus ada soal-soal yang harus dikerjain juga, sma ada ngecek apa tadi namanya yang pengucapan kata-kata bahasa Inggris tadi.*
 R : *Ada saran-saran perbaikan buat handout ini nggak, apa gitu?*
 S5 : *Nggak ada, mbak. Sudah bagus. Ya Cuma yang Task 8 sama 9 tadi beritanya diganti aja.*
 R : *Kalau cara mengajar saya tadi gimana?*
 S5 : *Emm... sudah bagu, mbak, mungkin suaranya lebih diperkeras sedikit. Gitu aja sih.*
 R : *Ok deh, kalau gitu thank you ya.*
 S5 : *ya, sama-sama, mbak.*

Interview 3
Respondent : S6
Interviewer : the researcher ®

- R : *Dek, bisa nanya-nanya bentar, nggak?*
- S6 : *Aduh, nyanya-nanya apa e, mbak.*
- R : *Nggak pa-pa, Cuma nanya-nanya tentang pelajaran writing tadi kok. Boleh?*
- S6 : *O... Boleh deh, mbak.*
- R : *Menurut kamu pelajaran writing tadi gimana? Kamu enjoy nggak?*
- S6 : *O, iya dong, mbak, tadi kan pake berita, biasanya kan dialog terus, bosen.*
- R : *Emang nggak pernah pake berita ya kalau pelajaran writing?*
- S6 : *dulu pernah sih, tapi jarang banget, terus soal-soalnya juga lebih gampang-gampang dari pada soal yang tadi ini.*
- R : *Yang tadi soal-soalnya susah ya?*
- S6 : *Lebih susah, harus pake mikir. Ada yang gampang juga sih. Tadi yang Task 8 sama 9 susah banget itu, mbak. Beritanya cuepet tenan, trus beritanya juga susah dipahami, gitu.*
- R : *Jadi mending diganti ya beritanya?*
- S6 : *Iya, mbak, diganti aja. Kalau bisa beritanya yang agak lebih woww gitu deh.*
- R : *Ya, ya besok aku cariin berita yang cocok dulu. Ada lagi yang bermasalah dan perlu diperbaiki?*
- S6 : *Emmm..itu aja deh.*
- R : *Kalau secara keseluruhan pelajaran writing tadi bermanfaat nggak buat ningkatin kemampuan writing kamu?*
- S6 : *Iyalah, mbak. Tadi kan belajar ndengerin bahasa Inggris, mbedain kata-kata yang mirip, trus belajar cara pengucapan yang benar sama.*
- R : *Kalau cara aku ngajar dikelas tadi gimana?*
- S6 : *Ya, sudah bagus, mbak.*
- R : *Ada lagi yang mau disampein, kritik atau saran gitu buat perbaikan handout ini?*
- S6 : *Nggak ada, mbak. Sudah.*
- R : *Ok, deh, kalau gitu makasih banget atas waktunya ya?*
- S6 : *Yoi, mbak, sama-sama.*

The Interview of Tasks Evaluation Of Unit 3

This section presents the transcript of the interviews which were conducted by the researcher during the data collection process at the tasks evaluation stage. The data from these interviews were used to revise the developed song-based tasks. The researcher chose three students of class XA of SMA N 1 WONOSARI as the respondents of the interviews. The interviews were done after unit 3 of the developed news-based tasks was implemented in the real teaching and learning process in the classroom. Here, the researcher is symbolized by R and the students are symbolized by S.

Interview 1

Respondent : S7

Interviewer : the researcher ®

- R : *Boleh Tanya-tanya bentar tentang pelajaran writing tadi nggak?*
 S7 : *Boleh, mbak.*
 R : *Menurut kamu pelajaran writing tadi gimana?*
 S7 : *Menyenangkan, mbak, apalagi kalau nggak pake ngerjain soal-soal.*
 R : *Yee maunya. Berarti kalau pelajaran writing kayak gitu lagi mau ya. Nah, kalau berita-beritanya tadi gimana, asik-asik kan. Tapi susah nggak tadi?*
 S7 : *Beritanya bagus-bagus. Sedanglah, nggak terlalu cepet, nggak terlalu pelan. Pengucapannya juga jelas kok, mbak. Isi berita-beritanya juga nggak terlalu sulit dipahami.*
 R : *Kalau task, tugas-tugasnya tadi gimana, ada masalah nggak?*
 S7 : *Nggak ada masalah sih mbak. Beberapa soal susah tapi masih bisa ngerjain kok. Yang task, yang milih kata yang benar dari kata-kata yang mirip tadi lumayan susah. Itu aja sih, mbak.*
 R : *Jadi Pelajaran tadi bisa ningkati kemampuan writing kamu apa nggak?*
 S7 : *Bisa, mbak. Tadi juga nambah kosakata, sama pengucapan yang benar.*
 R : *Ada saran buat perbaikan handout ini nggak?*
 S7 : *Apa yaa..(membuka-buka handout), mungkin tampilanya dibuat yang lebih menarik aja mbak. Udah itu aja.*
 R : *Itu aja ya. Ya udah, makasih ya.*
 S7 : *Sama-sama.*

Interview 2

Respondent : S8

Interviewer : the researcher ®

- R : *Dek, boleh minta waktu sebentar? Mau Tanya-tanya dikit tentang pelajaran writing tadi?*
 S8 : *Boleh. Tanya apa, mbak?*
 R : *Menurut kamu pelajaran writing tadi gimana? Menyenangkan nggak?*
 S8 : *Menurut aku tadi itu writingnya asik, mbak. Biasanya kalau writingkan bikin males.*
 R : *Kenapa kok males?*

- S8 : Writing itu tu susah, mbak. Nggak denger apa yang diomongin bulenya. Ngomongnya cepet banget. Tulisan sama cara bacanya beda. Beda sama kalau yang ngomong orang Indonesia. Terus kalau textnya itu vocabnya susah. Banyak yang baru
- R : jadi beritanya tadi bisa ngikuti kata-katanya nggak?
- S8 : Ya dikit-dikit ada yang nyantol, ka nada textnya juga. Kalau berita meski nggak semua nyantol pun masih tetep ngerti dikit. Nah kalau dialog apa lagi yang panjang tu males. Susah.
- R : kalau berita-beritanya tadi bagus nggak, trus mudah diikuti nggak kata-katanya, susah dipahami nggak isinya?
- S8 : Beritanya keren-keren, mbak. kalau lagi yang awal tadi jelas kata-katanya, beritanya juga nggak terlalu cepet. Kalau berita yang ke dua tadi termasuk cepet tapi masih bias ngerjain task yang milih kata-kata mirip itu. Kalau isi beritanya ya agak susah tapi diskusi sama temen trus dibantu mbak e ya jadi lebih paham.
- R : Beritanya berarti nggak ada masalah ya, sudah pas gitu. Nah kalau task-tasknya tadi gimana, susah-susah apa terlalu gampang?
- S8 : Ehmm..sedang, ada yang mudah, ada juga yang susah. Yang termasuk susah itu yang pertanyaan tentang berita pertama. (Membuka handout) nah yang Task 5, terus yang di berita kedua yang Task 8 sama pertanyaan yang di Task 9. Itu aja, mbak.
- R : O itu susah ya, tapi tadi bisa ngerjain task-task itu apa ngak?
- S 8 : Masih bisa. Task 5 sama 9 kan diskusi kelompok jadi lebih gampang, Task 8 beritanya dibaca 3 kali.
- R : Ok, jadi nggak papa ya task-tasknya kayak itu. Kalau yang lainnya, gimana ada yang susah lagi?
- S8 : Nggak ada, cuman itu.
- R : Nah kalau menurut kamu tadi pelajaran writingnya, berita-beritanya, task-tasknya, bisa membantu kamu meningkatkan kemampuan writing kamu apa nggak?
- S8 : Ya, bisa, mbak.
- R : Kenapa kok bisa, tadikan cuma ndengerin berita-berita?
- S8 : Ya, dari mendengarkan berita jadi tahu kata-katanya cara bacanya gimana, arti katanya, sama arti beritanya apa, sama tadi juga ngerjain soal-soalnya juga.
- R : Ada saran apa buat memperbaiki handout ini?
- S8 : Ehmmm..apa ya.. mungkin tampilan handoutnya dibikin lebih menarik, misalnya ditambah gambar-gambar, yang colourful gitu. Itu aja, mbak.
- R : Terakhir, tadi penampilan saya sebagai guru gimana?
- S8 : Sudah bagus, mbak.
- R : Beneran?
- S8 : Iya.
- R : Ok, kalau gitu dah selesai tanya-tanyanya. Makasih ya.
- S8 : Iya, mbak, sama-sama

Interview 3
Respondent : S9
Interviewer : the researcher ®

- R : *Maaf Dek, aku boleh nanya-nanya bentar, nggak, tentang pelajaran writing tadi?*
- S9 : *Boleh, mbak, boleh.*
- R : *Gini, menurut kamu pelajaran writing tadi gimana?*
- S9 : *Bagus, mbak.*
- R : *Bagus gimana?*
- S9 : *Ya, menarik, menyenangkan. Kita kan kalau writing biasanya mendengarkan dialog atau bacaan yang panjang gitu. Jarang banget pakai berita.*
- R : *Kamu suka yang kayak tadi apa yang biasanya?*
- S9 : *Ya dua-duanya, mbak. Ganti-gantian gitu aja biar nggak bosen.*
- R : *Ok. Nah menurut kamu tadi pelajaran writingnya bisa melatih kemampuan writing kamu atau nggak?*
- S9 : *Bisa, mbak, kan mendengarkan berita melatih kemampuan mendengarkan kata-kata bahasa Inggris. Soal-soalnya juga melatih pemahaman isi berita, tahu arti beritanya. Tadi juga ada latihan pengucapan juga. Bisa, mbak, bisa*
- R : *Kalau berita-beritanya tadi susah-susah nggak untuk mengikuti beritanya dan memahami isi beritanya.*
- S9 : *Nggak susah, beritanya termasuk pelan dan jelas pengucapannya, juga simple jadi nggak rumit.*
- R : *Ok, kalau task-tasknya gimana, susah-susah atau gampang?*
- S9 : *Ada yang susah, ada yang gampang, sedang, mbak.*
- R : *Yang susah yang mana aja?*
- S9 : *Yang njawab pertanyaan task 10 dan 11, pokoknya kalau sudah mulai nulis panjang. bingung*
- R : *Tapi bisa ngerjain kan, apa perlu diganti tasknya?*
- S9 : *Bisa kok, mbak. Ya terserah mbak e, nggak diganti juga nggak apa-apa.*
- R : *Ada lagi yang mau disampaikan, kritik atau saran perbaikan handout ini?*
- S9 : *Ehmmm...nggak ada mbak.*
- R : *Nah, kalau cara saya ngajar dikelas tadi gimana?*
- S9 : *Sudah bagus, mbak, tapi kadang dari belakang suaranya kurang keras.*
- R : *O gitu. Ok. Sudah selesai, makasih ya.*
- S9 : *Ya, mbak.*

The Interview of Tasks Evaluation

Besides interviewing the students, the researcher also interviewed the English teachers of grade SMA N 1 Wonosari. She interviewed two teachers, namely Mrs. K and Mrs. IH at separate time. Here are the detail transcripts of the interviews. The researcher symbolized as R, while the teachers are symbolized as Mrs. K and Mrs. IH

Interview 1

Respondent : Mrs. K

Interviewer : the researcher ®

R : *Maaf, Bu, saya boleh mengganggu sebentar?*

Mrs. K : *O iya silahkan. Nggak apa-apa kok, nggak ngganggu. Gimana, mbak?*

R : *Begini, Bu, saya mau tanya beberapa hal tentang try-out saya kemarin dan task yang saya try-out.*

Mrs. K : *O ya, silahkan.*

R : *Yang pertama, menurut ibu, apakah task yang saya kembangkan sudah sesuai dan dapat mencapai goals pembelajaran writing atau belum ya, bu?*

Mrs. K : *Menurut saya task-task di setiap unitnya sudah sesuai dan bisa mencapai goal dari pembelajaran writing, yaitu, melatih kemampuan writing siswa dalam memahami dan merespon text recount, news item dan descriptive. Ini saya malah baru tahu kalau berita-beritanya bagus bisa ada macam-macam text recount, descriptive sama news item. Biasanya saya cuma menemukan descriptive sama recount tapi nggak sebagus ini. Ini news item nya malah bagus-bagus juga, nyari dimana to, mbak?*

R : *Itu dari internet, bu. Beberapa berita saya memang sudah tahu terlebih dulu, saya perhatikan bagus textnya, yang lainnya saya sengaja searching untuk keperluan task ini, bu.*

Mrs. K : *Besok saya minta beritanya lho mbak. O ya, apalagi, mbak?*

R : *Kalau task-tasknya telalu sulit atau malah terlalu mudah, bu?*

Mrs. K : *Kalau terlalu mudah enggak ya, bervariasi, ada yang mudah, sedang, dan sulit. Tapi saya ada beberapa catatan dari try-out kemarin. Yang Unit 1, Task 11 nya terlalu sulit buat sebagian besar siswa, mereka itu kalau belum ada contoh kegiatan sejenis itu kesusahan mbak. Karena belum ada contoh sebelumnya, mereka jadi perlu waktu lama untuk menyiapkan pertanyaan dan jawabannya. Belum bisa spontan mereka.*

R : *Iya, Bu, siswanya juga bilang begitu. Jadi sebaiknya bagaimana?*

Mrs. K : *Task ini lebih baik diganti dengan task lain yang lebih dekat dengan task-task yang dikerjakan sebelumnya saja, mbak.*

R : *O iya bu, misalnya siswa disuruh menceritakan pengalaman mereka saja ya, bu.*

Mrs. K : *Iya begitu saja, mbak. Lalu, untuk Unit 1 saya rasa kebanyakan beritanya, mbak, jadi waktu untuk siswa mengeksplere setiap berita terbatas. Lebih baik dikurangi satu berita saja kalau menurut saya.*

- R : *O, iya,iya,bu. Kemarin memang jadi agak terburu-buru. Kalau lainnya yang perlu diperbaiki di unit 1 apa lagi, bu.*
- Mrs. K : *(Membuka-buka handout). Saya rasa sudah baik. Nggak ada masalah lainnya.*
- R : *Kalau mengenai inputnya, beritanya telalu sulit tidak buat siswa atau bagaimana, bu?*
- Mrs. K: *Saya rasa inputnya sudah bagus, tidak terlalu sulit, siswanya kemarin juga menikmati sekali. Untuk beberapa kata-kata baru juga sudah disiapkan di task sebelumnya. Jadi tidak masalah saya rasa.*
- R : *Kalau Unit 2 bagaimana, Bu, apakah ada task yang terlalu sulit dan*
- Mrs. K : *Unit 2 saya rasa nggak ada masalah, mbak. (Membuak-buka handout). Ya sudah bagus. Beritanya bagus, sedang, tidak terlalu cepat*
- R : *Kalau Unit 3 nya, bu?*
- Mrs. K : *perlu direvisi?*
- Mrs. K : *Di Unit 3, saya rasa yang bermasalah itu inputnya mbak. Jadi berita yang ke 2 itu terlalu cepat dan nggak jelas apa yang diucapkan sama penyanyinya, selain itu, isi beritanya juga sulit dipahami oleh siswa. Itu yang task yang berhubungan dengan berita itu, (membuka-buka handout), nak ini, Task 8 dan 9 jadi terlalu sulit buat siswa. Jadi lebih baik beritanya diganti saja dengan yang lebih mudah saja, mbak. Kalau berita yang pertama sudah bagus. Sebenarnya berita yang ke-2 juga sangat tapi terlalu sulit untuk siswa. Kalau cari berita lain bisa, mbak. .*
- R : *owh bisa bu. Kalau classroom settingnya sendiri bagaimana, bu, untuk setiap unitnya?*
- Mrs.K : *Sudah tepat, siswa sudah diberi kesempatan kerja sendiri terutama di task-task yang simple, dan yang memang harus sendiri seperti pada post-writing. In pairs juga sudah ada, lalu mereka juga dapat kesempatan berdiskusi dalam kelompok untuk task-task yang rumit dan memang perlu berdiskusi.*
- R : *Kalau performance saya saat try-out seperti apa, bu?*
- Mrs.K : *Sebenarnya sudah bagus, ada keliling, manajemen kelas sudah bagus, tapi kadang dari belakang suaranya kurang keras, terutama di kelas C mbak. Kelas C memang paling ramai. Begitu.*
- R : *Ya, bu. Masih ada lagi, bu, saran perbaikan atau kritik?*
- Mrs. K : *Sudah, mbak itu aja. Sudah bagus.*
- R : *Kalau begitu, terima kasih banyak atas waktunya bu.*
- Mrs. K: *Ya, mbak, sama-sama.*

Interview 2

Respondent : Mrs. IH

Interviewer : the researcher ®

- R : *Selamat siang, Bu.*
- Mrs. IH : *Siang, mbak. Ada apa mbak Vinta?*
- R : *Begini Bu, saya bermaksud bertanya-tanya pendapat ibu tentang tiga unit task yang saya kembangkan dan try-out di kelas A kemarin, bu. Apakah ibu bersedia?*
- Mrs. IH : *O iya, bisa-bisa.*

- R : *Petama-tama mengenai goal dari task yang saya kembangkan, apakah sudah sesuai dengan SK&KD dan kebutuhan writing siswa, Bu?*
- Mrs. IH : *Menurut saya sudah pas, mbak, kelas X itu goal dari pelajaran writingnya adalah kemampuan untuk memahami teks-teks e.. news item, descriptive, recount, e.. news item sama satu lagi procedure ya. Mbak Vinta ambil tiga, recount, news item sama descriptive itu sudah bagus ya.*
- R : *Kalau input textnya sendiri, disini berita apakah berita-berita yang saya pilih sudah sesuai dengan tujuan tadi, Bu?*
- Mrs. IH : *O iya. Berita-berita di unit satu sudah sesuai dengan recount text, e...Unit 2 nya juga sudah sesuai dengan teks news item, itu news item nya bagus itu, ada berita yang sangat news item. Unit 3 juga sudah sesuai.*
- R : *Berita-berita yang saya gunakan itu apakah sudah sesuai dengan kemampuan bahasa Inggris siswa saat ini, Bu, atau malah terlalu susah.*
- Mrs. IH : *Secara keseluruhan sudah cocok, hanya yang berita terakhir di Unit 3 itu saya rasa cepet sekali itu beritanya,e..e..apa.. isinya juga kompleks sekali itu.*
- R : *Iya, Bu. Pas try-outnya siswa juga mengeluh kalau beritanya terlalu cepat.*
- Mrs. IH : *Iyakan. Sebaiknya itu diganti e..dengan berita yang lebih pelan saja, mbak.*
- R : *Iya, bu. Kalau berita yang lain bagaimana, bu, apakah ada yang terlalu susah lagi?*
- Mrs. IH : *Saya rasa itu saja yang susah, kalau yang lain tidak apa-apa. Cuma yang Unit 1 itu apa tidak kebanyakan berita, mbak. E..kemarin try-outnya gimana?*
- R : *Iya, bu. Kemarin try-out Unit 1 waktunya mepet sekali dan agak terburu-buru, jadi dilanjutkan meeting hari berikutnya bu. Jadi lebih baik saya kurangi saja ya, Bu.*
- Mrs. IH : *Bisa, bisa. E..terserah mbak Vinta baiknya gimana.*
- R : *Jadi kecuali beritanya ini, sudah Ok ya, bu, tidak terlalu mudah, tidak terlalu susah. Kecepatan berita-beritanya juga sedang?*
- Mrs. IH : *E.. iya, kata-katanya juga tidak terlalu sulit. Isi beritanya juga bagus, yang Unit 1 ini pesannya malah bagus sekali, e..kita harus bersyukur dengan yang kita punya. Ya, sudah bagus.*
- R : *Kalau task-tasknya sendiri bagaimana bu, apakah sudah sesuai dengan tujuan task dan kemampuan bahasa Inggris siswa?*
- Mrs. IH : *E..e.. iya. Task-tasknya sudah mengcover writing for general and for detail, juga ada fill in blanks, membedakan minimal pairs, ini bagus. Lalu ada juga task-task yang secara implicit menerangkan teks recount, news item dan descriptive itu seperti apa, apa saja isinya. Lalu e..tasknya juga bervariasi, ada yang simpel ada juga yang kompleks. E.. e.. saya kira sudah bagus mbak Vinta.*
- R : *Ada task yang perlu saya tambahkan atau saya ubah atau tidak, Bu?*
- Mrs. IH : *Saya rasa sudah bagus ya. E..iya, yang unit 3 ini, mungkin perlu ditambahkan task dimana siswa harus e..e.. mereview berita-berita yang sudah mereka dengarkan, jadi seperti di Unit 1 dan 2. E..biasanya kan berita itu berkesan jadi kita agar siswa menuliskan pendapat dan kesan mereka terhadap berita-berita tadi. Gimana, mbak?*
- R : *O iya, bu. Saya setuju. Lainnya apa lagi, Bu, kritik dan saran perbaikannya?*
- Mrs. IH : *E...saya rasa itu saja lainnya sudah bagus ya.*

- R : Kalau berita-berita yang saya pilih dan task-task yang saya kembangkan ini apakah bisa memfasilitasi, membantu siswa belajar writing, Bu?
- Mrs. IH : O iya, mbak. Sangat bisa, dan selain siswa belajar mereka juga senang dan terhibur. Mereka sangat antusias kan kemarin itu.
- R : Iya, Bu. Kalau mengenai cara saya mengajar kemarin bagaimana, Bu?
- Mrs. IH : E.. sudah bagus mbak, sudah bagus
- R : .. Kalau mengenai classroom setting pada tiap-tiap tasknya, bagaimana, Bu?
- Mrs. IH : E.. sudah lengkap ya saya rasa. E.. siswa ada kesempatan bekerja secara individu terutama pada bagian post-writing dan task-task yang simple, lalu juga bekerja in pairs pada task-task yang agak kompleks. E..e juga e.. secara kelompok kecil pada task-task yang perlu diskusi dan komplek. E.. sudah pas sekali saya rasa, mbak.
- R : Emm.. ada saran lain, Bu, untuk memperbaiki task yang saya kembangkan ini?
- Mrs. IH : E... ya itu tadi beritanya e.. Ricardo Kaka sebaiknya diganti, e..e..lalu Unit 3 ditambahkan task dimana siswa harus mereview berita-berita yang mereka dengarkan di Unit 3. E.. saya rasa itu saja, mbak, lainnya sudah bagus.
- R : Emm, ya, ya, Bu. Kalau begitu terima kasih atas waktunya, Bu. Saya malah nganggu ini.
- Mrs. IH : O..enggak, mbak, nggak nganggu. Saya juga terima kasih lho, mbak Vinta, sudah dibuatkan materi.
- R : O, iya, Bu. Sama-sama. Kalau begitu saya pamit dulu, Bu. Selamat siang.
- Mrs. IH : Iya, mbak, silahkan. Selamat siang

**DATA CATEGORIZATION ON THE SUITABILITY
OF THE DEVELOPED NEWS ITEMS-BASED TASKS
WITH THE STUDENT'S NEEDS**

A. Opinion of the Students and the Teachers Related to the Developed News-based Tasks

1. The Input are Interesting

No	Data	Source
1	<p>R : <i>Kalau berita-beritanya gimana menurut adik?</i> (What about the news? What do you think about them?)</p> <p>S1 : <i>Beritanya bagus-bagus, mbak. Aku mau mbak kalau tiap writing pakai berita, hehehe.</i> (They are good. I want news in every writing lesson.)</p>	Interview 1 of Unit 1
2	<p>R : <i>Dek, boleh tanya-tanya dikit nggak tentang pelajaran writing tadi?</i> (May I ask you some questions related to the writing lesson we just had?)</p> <p>S2 : <i>Boleh, mbak. Ehh, mbak, besok masuk kelas ku lagi ya, pake berita lagi.</i> (Sure. Bay the way, I want you come to my class again and use news for the writing lesson. It's good</p> <p>R : <i>... belajarnya jalan nggak tadi, apa cuma ngeliat berita aja ?</i> (... did you learn or just enjoy the news?)</p> <p>S2 : <i>ya belajar juga mbak, orang pas ndengerin berita disuruh sambi! ngerjain apa, habis itu masih ngerjain soal-soalnya juga kok. Tapi kalau pake beritakan lebih asik daripada pake materi writing yang tebal. Lebih dong.</i> (Of course, I learned because besides writing to the news we had to complete the tasks. However, using news is more enjoyable than using books containing writing materials.)</p> <p>R : <i>Emang kalo berita lebih dong, tahu semua yang ditulis penulisnya?</i> (Were the news easier to understand? Could you get all the words of the writer?)</p> <p>S2 : <i>Ya enggak sih, mbak, tapi masih mending daripada pake buku tebal, bikin stres. Kalau pake berita kan meskipun nggak tahu setiap kata yang diucapin tapi bikin semangat baca sama ngartiin kata-katanya tentang apa.</i> (No, I couldn't. but they were better than the materials from the book which were stressful. When we use news, we are exciting in joining the class and trying to</p>	Interview 2 of Unit 1

No	Data	Source
	understand what the news meant even though we don't know every words said by the news readers.)	
3	R : <i>Menurut kamu, tadi pelajaran writingnya gimana? Tadi cuma membaca berita atau juga belajar?</i> (What do you think about the writing lesson? Did we only write to news or we learn something?) S3 : Ehmm ... , menurut aku tadi itu ya membaca berita sambil belajar, mbak. bagus mbak, nggak teggang. Berita - beritanya juga menarik. (I think we did both writing to news and learning. It's interesting, relaxing. The news are interesting)	Interview 3 of Unit 1
4	R : <i>Ok, terus kalau berita - berita yang dipake tadi, suka nggak? (What about the news, do you like them?)</i> S4 : Dua-duanya bagus, mbak. (The both of the news are good.	Interview 1 of Unit 2
5	R : <i>Kalau berita yang dipakai gimana, suka nggak?</i> (What do you think about the news we used in the writing lesson. Do you like them?) S5 : <i>Suka mbak, berita - beritanya bagus kok.</i> (Yes, I like them. They are good	Interview 2 of Unit 2
6	R : <i>Nah, kalau beritanya tadi gimana?</i> (The news are good, right?) S7 : <i>beritanya bagus-bagus.</i> The news are interesting)	Interview 1 of Unit 3
7	R : <i>Kalau beritanya tadi bagus nggak ?</i> (What about the news, good, right?) S8 : <i>Beritanya keren-keren, mbak.</i> (They are good)	Interview 2 of Unit 3

2. The Inputs are Suitable with Students' Existing English Proficiency

No	Data	Source
1	R : <i>Kalau beritanya gimana? Terlalu susah dipahami apa tidak?</i> (What about the news? Are they too difficult to understand?) S1 : <i>Beritanya bagus-bagus, mbak. Yang agak susah banyak kata – kata baru, jadi agak bingung.</i> (They are cool. news is quite difficult because we had new vocabulary)	Interview 1 of Unit 1
2	R : <i>Beritanya terlalu susah, apa terlalu gampang?</i> (Are the news too difficult or too easy to understand?) S3 : <i>Beritanya ya sedang mbak, tapi kata-katanya nggak terlalu sulit kok.</i>	Interview 3 of Unit 1

No	Data	Source
	(They are not too difficult but not too easy too.)	
3	<p>R : <i>OK, terus kalau berita yang dipake tadi, suka nggak, terlalu susah nggak?</i> (What do you think about the news we used in the lesson?)</p> <p>S4 : <i>Dua-duanya bagus, mbak. berita pertama nggak terlalu susah, masih paham.</i> (They are good. The first news is quite easy.)</p>	Interview 1 of Unit 2
4	<p>R : <i>Nah, kalau beritanya tadi gimana. Tapi susah nggak tadi?</i> (Are they news difficult to understand?)</p> <p>S7 : <i>Sedanglah. Pengucapannya juga jelas kok, mbak. Isi beritanya juga nggak terlalu sulit dipahami.</i> (They are not too fast and not too slow. The pronunciation is quite clear. The news is not too complex to understand.)</p>	Interview 1 of Unit 3
5	<p>R : <i>Kalau beritanya tadi bagus nggak, trus mudah diikuti nggak kata-katanya, susah dipahami nggak isinya?</i> (Are they news good? Could you get the lyrics and the content of the news?)</p> <p>S8 : <i>Beritanya keren-keren, mbak. kalau berita yang awal tadi jelas kata-katanya, beritanya juga nggak terlalu cepet. Kalau berita yang kedua tadi termasuk sulit tapi masih bisa ngerjain task.</i> (They are good. The words in the first news are clearly pronounced and not too fast. The second news is quite difficult)</p>	Interview 2 of Unit 3
6	<p>R : <i>Kalau beritanya tadi susah-susah nggak untuk mengikuti beritanya dan memahami isi beritanya.</i> (Is it difficult to get the words in the news and to understand the content of the news?)</p> <p>S9 : <i>Nggak susah, beritanya termasuk pelan dan jelas pengucapannya, isinya juga simple jadi nggak rumit.</i> (No, it is not. The news is slow, the words are clearly pronounced and the news is simple.)</p>	Interview 3 of Unit 3
7	<p>R : <i>Berita yang saya gunakan itu apakah sudah sesuai dengan kemampuan bahasa Inggris siswa saat ini, Bu, atau malah terlalu susah.</i> (Are the news I used in the tasks match the students' current English proficiency?)</p> <p>Mrs. K: <i>Secara keseluruhan sudah cocok, hanya yang berita terakhir di unit 3 itu saya rasa panjang sekali itu beritanya dan bahasanya sukar dimengerti .. apa ..</i></p>	Interview with the teacher

No	Data	Source
	<i>isinya juga kompleks sekali itu. (Except the last news in Unit 3, the news are match the students' current English proficiency. The news in Unit 3 is too long and the content is too complex for the students.)</i>	
8	<p>R : <i>Kalau mengenai inputnya, beritanya terlalu sulit tidak buat siswa atau bagaimana, bu?</i> (Related to the inputs, do you think the news are too difficult for the students?)</p> <p>Mrs. IH: <i>Saya rasa inputnya sudah bagus, tidak terlalu sulit, siswanya kemarin juga menikmati sekali. Jadi tidak masalah saya rasa.</i> (I think the inputs are great, not too difficult and not too easy. They students enjoyed them very much. I think there is no problem.)</p>	Interview with the teacher

3. The Developed Tasks are Suitable with the Goals of the Tasks

No	Data	Source
1	<p>R : <i>... menurut ibu, apakah task yang saya kembangkan sudah sesuai dan dapat mencapai goals pembelajaran writing atau belum ya, bu?</i> (.. do you think the developed tasks are suitable with and could gain the goal of the of learning writing?)</p> <p>Mrs. IH : <i>Menurut saya task-task di setiap unitnya sudah sesuai dan bisa mencapai goal dari pembelajaran writing, yaitu, melatih kemampuan writing siswa dalam memahami dan merespon text recount, descriptive and news item.</i> (I think the tasks in each unit have match with and are able to achieve the goals of learning writing that is training the students to understand and respond recount, descriptive and news item texts.</p>	Interview with the teacher
2	<p>R : <i>... mengenai goal dari task yang saya kembangkan, apakah sudah sesuai dengan SK&KD dan kebutuhan writing siswa, Bu?</i> (Related to the goals, do you think the developed tasks are suitable with the standard competence and basic competence of learning writing? Do they meet students' needs of learning writing?)</p> <p>Mrs. K : <i>Menurut saya sudah pas, mbak,</i> (Yes, the tasks meet the standard competence and basic competence of learning writing.)</p>	Interview with the teacher

4. The Developed Tasks are able to Improve Students' Writing Skills

No	Data		Source
1	R	: ... Kalau tasknya, tugas-tugasnya tadi gimana, terlalu susah nggak? Bisa ningkatin writing kamu nggak? (What about the tasks, are they difficult? Can they improve your writing skill?)	Interview 1 of Unit 1
	S 1	: Bisa, mbak, bisa ningkatin writing aku. (Yes, they help me improve my writing skill.)	
2	R	: Kalau pelajaran writing tadi bisa bantu kamu ningkatin kemampuan writing kamu atau nggak? (Do you think the tasks help you improve your writing skill?)	Interview 3 of Unit 1
	S3	: Bisa, mbak. Berita-beritanya sama task-tasknya tadi ngasih aku kata-kata baru, pemahaman berita-beritanya juga jadi lebih ngerti. Trus tadi jadi tahu cara baca yang benar pas ngecek-ngecek kamus apa tadi itu yang ada pengucapannya, sama pas mbedain kata-kata yang mirip tadi. (I think so. The news and the tasks improve my vocabulary mastery, my ability to understand the news. They also help me to improve my pronunciation.)	
3	R	: Kalau gitu gimana task di handout ini sama berita-beritanya bisa melatih ketrampilan writing kamu nggak? (Do the tasks and the news help you improve your writing skills?)	Interview 1 of Unit 2
	S4	: Iya, mbak, bisa. Kan jadi tambah kosakatanya, pengucapan kata-katanya juga. (Yes, they do. They improve my vocabulary mastery and my pronunciation.)	
4	R	: Jadi tadi pelajaran writingnya bisa bantu kamu ningkatin kemampuan writing kamu apa nggak? (So, the writing lesson can improve your writing skills, right?)	Interview 2 of Unit 2
	S5	: Bisa lah, mbak. (yes, it can.)	
5	R	: Kalau secara keseluruhan pelajaran writing tadi bermanfaat nggak buat ningkatin kemampuan writing kamu? (Over all, can the writing lesson we just had in the previous meeting improve your writing skills?)	Interview 3 of Unit 2
	S6	: Iyalah, mbak. Tadi kan belajar menulis bahasa	

No	Data		Source
	<i>Inggris, mbedain kata-kata yang mirip.</i> (Of course. We wrote to English text, differentiated minimal pairs)		
6	R : <i>Jadi Pelajaran tadi bisa ningkati kemampuan writing kamu apa nggak?</i> (Can the writing we just had improve your writing skills?) S7 : <i>Bisa, mbak Tadi juga nambah kosakata, sama pengucapan yang benar.</i> (Yes, it can. it also added my vocabulary mastery and pronunciation ability.)		Interview 1 of Unit 3
7	R : <i>Nah kalau menurut kamu tadi pelajaran writingnya, berita-beritanya, task-tasknya, bias membantu kamu meningkatkan kemampuan writing kamu apa enggak?</i> (Do you think that the news and the tasks could help you improve your writing skills?) S7 : <i>Ya, bias mbak.</i> (Yes, I think so.)		Interview 2 of Unit 3

5. The Developed Tasks Meet Students' Needs

No	Data		Source
1	R : <i>Oke deh. Lanjut. Jadi pake berita tadi sudah selesai sama yang kamu pingin ya. Tapi pelajaran tadi bisa melatih ketrampilan writing kamu apa nggak?</i> (So you think that writing news is matched what you need. Could it train you writing skills, or just entertained you?) S 2 : <i>Hee Ya bisa, mbak.</i> (hehehe, it could, both I think.)		Interview 1 of Unit 1
2	R : <i>Jadi kamu suka sama pelajaran writing tadi?</i> (Did you like and enjoyed the lesson?) S5 : <i>Iya mbak, sesuai selera.</i> (Yes, I did)		Interview 2 of Unit 2

6. The Classroom Setting are Suitable with the Task and the Goals

No	Data		Source
1	R : <i>Kalau mengenai classroom setting pada tiap-tiap tasknya, bagaimana, Bu?</i> (What do you think about the classroom setting in each task?) Mrs. K : <i>Sudah lengkap ya saya rasa, siswa ada</i>		Interview with the teacher

No	Data	Source
	<p><i>kesempatan bekerja secara individu terutama pada bagian post-writing dan task-task yang simple, lalu juga bekerja in pairs pada task-task yang agak kompleks. secara kelompok kecil pada task-task yang perlu diskusi dan komplek. E.. sudah pas sekali saya rasa, mbak.</i></p> <p>(It is good. The students have chance to work individually, especially in post-writing stage and other simple tasks. They also have chance to work in pairs in more complex tasks. And err..Working in small groups for tasks which need discussions.)</p>	
2	<p>R : Kalau classroom settingnya sendiri bagaimana, bu, untuk setiap unitnya? (What do you about the classroom setting?)</p> <p>Mrs. K : Sudah tepat, siswa sudah diberi kesempatan kerja sendiri terutama di task-task yang simple, dan yang memang harus sendiri seperti pada post-writing. In pairs juga sudah ada, lalu mereka juga dapat kesempatan berdiskusi dalam kelompok untuk task-task yang rumit dan memang perlu berdiskusi. (It's good, I think. It gives students a chance to work individually, in pairs and in small groups.)</p>	Interview with the teacher

B. The Difficulty Faced by the Students in Accomplishing the Tasks

1. Certain Input does not Match Students' Existing English Proficiency

No	Data	Source
1	<p>R : Ok, terus kalau berita-berita yang dipake tadi, suka nggak, terlalu susah nggak? (How about the news used in the lesson?)</p> <p>Mrs. K : Dua-duanya asik, mbak. Berita pertama nggak terlalu susah, masih paham. Tapi berita ke-2 tadi, yang Ricardo Kaka itu susah dipahami, beritanya cepat jadi nggak dong apa kata-katanya. Itu mbok diganti pake berita laen aja mbak. Susah itu. (The two news are fun, and cool, but the news entitled "Ricardo Kaka is difficult to understand, the news tempo is too fast so I couldn't get the words she said. It's better to replace it with funnier news.)</p>	Interview 1 of Unit 3
2	<p>R : Nah, kalau task atau tugas-tugasnya gimana, ada yang nggak bisa?</p>	Interview 2 of Unit 3

No	Data	Source
	<p>S5 (What about the tasks, any difficulty?) : <i>Emmm.. yang tadi ada yang susah banget. Nah yang Tasks 8 sama 9 ini. Beritanya ini panjang banget mbak, nggak bisa ngikuti kata-katanya. Kalimatnya juga susah dipahami, nggak paham isinya.</i> (There were../opened the handout/../these, Task 8 and 9. The news is too long that I couldn't get the words. The sentences are also difficult to be understood.)</p> <p>R : <i>Jadi nggak bisa ngerjain Task 8 sama 9 karena beritanya sulit ya. Kalau diganti berita berarti bisa ya?</i> (So, you couldn't perfectly accomplish task 8 and 9 because the news was difficult for you to understand, then you could if the news was replaced by another simpler news?)</p> <p>S5 : <i>Kalau beritanya nggak sesusah yang ini mungkin bisa, mbak.</i> (Yes, if the news is simpler than this one.)</p>	
3	<p>R : <i>Yang tadi soal-soalnya susah ya?</i> (The tasks were difficult, weren't them?)</p> <p>S5 : <i>Lebih susah, harus pake mikir. Ada yang gampang juga sih. Tadi yang Task 8 sama 9 susah banget itu, mbak. Beritanya cuepet tenan, trus beritanya juga susah dipahami, gitu.</i> (Yeah, more difficult. But some of the tasks are quite easy. The most difficult were Tasks 8 and 9. The news was too fast and difficult to understand.)</p>	Interview 3 of Unit 3
4	<p>R : <i>Berita-berita yang saya gunakan itu apakah sudah sesuai dengan kemampuan bahasa Inggris siswa saat ini, Bu, atau malah terlalu susah?</i> (Are the news that I used suitable with the students' English proficiency or are the news too difficult?)</p> <p>Mrs. IH : <i>Secara keseluruhan sudah cocok, hanya yang berita kedua di Unit 2 itu saya rasa cepat sekali itu beritanya, e..e..apa...isinya juga kompleks sekali itu.</i> (I think all the news except the second news in Unit 2 is fine. The second news in Unit 2 is too fast, the content of the news is too</p>	Interview with the teacher

No	Data	Source
	complex too.)	

2. Certain Task is too Difficult

No	Data	Source
1	<p>R : ...<i>Kalau tasknya, tugas-tugasnya tadi gimana, terlalu susah nggak? Bisa ningkatin writing kamu nggak?</i> (How about the tasks, are they too difficult? Can they improve your writing skills?)</p> <p>S1 : <i>bisa, mbak, bisa ningkatin writing aku. Ada yang gampang, ada yang susah. Tapi kan namanya soal harus ada yang susah ya, rnbak., yang susah itu Task 10, kata-katanya mirip, susah bedain. Trus Task 13 itu mbak, susah banget. Nggak bisa nanya sama jawabannya, apa lagi langsung.</i> (Yes, they can improve my writing skills. Some of them are easy and some are difficult. Task 10, the words in the brackets are similar, it's difficult to differentiate them. Task 13 is very difficult .I couldn't make sentences and questions in English spontaneously. I'm still confused how to make sentences in English.)</p>	Interview 1 of Unit 1
2	<p>R : <i>Semua task bisa ngerjain?</i> (Could you do all <i>the</i> tasks?)</p> <p>S3 : <i>Bisa, mbak. Tapi tadi task 13 waktu buat nyiapin pertanyaan sama jawabannya kurang banyak. Jadi keburu-buru.</i> (I could but task 13; I think I needed more time to prepare the questions and the answers.)</p>	Interview 3 of Unit 1
3	<p>R : ...<i>Kalau task atau tugas-tugasnya tadi gimana, terlalu susah, atau gampang?</i> (What do you think about the tasks, are they too difficult or too easy?)</p> <p>S4 : <i>Ehmm..(sambil membuka-buka handout). Nah Task 8 sama 9 ni susah banget mbak, beritanya cepet banget, nggak mudeng isi beritanya juga, Ricardo Kaka to ya apa nggak dong.</i> (emm...Task 8 and 9 are very difficult. The news is read so fast so I didn't understand what the news is actually about)</p>	Interview 1 of Unit 3
4	<p>R : <i>Nah, kalau task atau tugas-tugasnya gimana, ada yang nggak bisa?</i> (What do you think about the tasks?)</p> <p>S5 : <i>Emmm .. yang tadi ada yang susah banget.</i></p>	Interview 3 of Unit 3

No	Data	Source
	<p>(membuka-buka handout, nah yang Task 8 sama 9 ini mbak.. Kalimatnya juga susah dipahami, nggak paham isinya.</p> <p>(Emmm .. , some are very difficult, Task 8 and 9. the tempo of the news is too fast that I couldn't hear the words clearly. The sentences used in the news are difficult too.)</p>	
5	<p>R : Yang tadi soal-soalnya susah ya? (What do you think about the tasks?)</p> <p>S6 : Lebih susah, harus pake mikir. Ada yang gampang juga sih. Tadi yang Task 8 sama 9 susah banget itu, mbak. Beritanya cuepet tenan, trus beritanya juga susah dipahami, gitu.</p> <p>(They are more difficult than usual. Some of them are easy, though. Task 8 and 9 are very difficult. The news is unclear, both the articulation and the sentences, the news is difficult to understand.)</p>	Interview 3 of Unit 3

C. Suggestions of the Students and the Teachers Related to the Developed News-based Tasks

1. Certain Input Needs Revision

No	Data	Source
1	<p>R : Ok, terus kalau berita-berita yang dipake tadi, suka nggak, terlalu susah nggak? (Well, how about the news used in the lesson.)</p> <p>S4 : Ketiga-tiganya asik, mbak. Berita pertama nggak terlalu susah, masih paham. Tapi yang berita ke-2 tadi, yang Ricardo Kaka itu susah dipahami, beritanya cepat jadi nggak dong apa kata-katanya. ftu mbok diganti pake berita laen aja mbak. Susah itu.</p> <p>(All the news are cool. the first news: Ricardo Kaka Arab ... is quite easy to understand. But the second news is difficult to understand and too long. It much better to replace the news with simple news.)</p>	Interview 1 of Unit 1
2	<p>R : Yang tadi soal-soalnya susah ya? (Do you think that the tasks are difficult?)</p> <p>S6 : Lebih susah, harus pake mikir. Ada yang gampang juga sih. Tadi yang Task 8 sama 9 susah banget itu, mbak. Beritanya panjang, trus beritanya juga susah dipahami, gitu.</p> <p>(They are more difficult than usual. Some of them are easy, though. Task 8 and 9 are very difficult. The news is unclear, both the articulation and the</p>	Interview 3 of Unit 3

No	Data	Source
	<p>sentences. The news is difficult to understand.)</p> <p>R : <i>Jadi mending diganti ya beritanya?</i> (So, the news should be replaced then?)</p> <p>S6 : <i>Iya, mbak, diganti aja.</i></p>	
3	<p>R : <i>Kalau Unit 2 bagaimana, Bu, apakah ada task yang terlalu sulit dan perlu direvisi?</i> (What about the input in Unit 2, is there any task which is too difficult and needs revision?)</p> <p>Mrs. IH : <i>Di Unit 2, saya rasa yang bermasalah itu inputnya mbak. Jadi berita yang ke 2 itu terlalu cepat dan nggak jelas apa yang diucapkan sama penyanyinya, selain itu, isi beritanya juga sulit dipahami oleh siswa. Itu yang task yang berhubungan dengan berita itu, (membuka-buka handout), nah ini, Task 8 dan 9 jadi terlalu sulit buat siswa. Jadi lebih baik beritanya diganti saja dengan yang lebih mudah saja, mbak. Kalau berita yang pertama sudah bagus. Sebenarnya berita yang ke-2 juga sangat recount tapi terlalu sulit untuk siswa. Kalau cari berita lain bisa, mbak.</i></p>	Interview with the teacher
4	<p>R : <i>Kalau input textnya sendiri, disini berita, apakah berita-berita yang saya pilih sudah sesuai dengan tujuan tadi, Bu?</i> (Do you think that the input match the goal of the tasks?)</p> <p>Mrs. K : <i>O iya. Berita-berita di unit satu sudah sesuai dengan recount text, e ... Unit 2 nya juga sudah sesuai dengan teks descriptive, itu descriptive nya bagus itu, ada berita yang sangat descriptive. Unit 3 juga sudah sesuai.</i> (O yes. The news used in Unit 1 match the recount texts, e ... the news in Unit 2 also match descriptive texts. The news in Unit 3 are too.)</p> <p>R : <i>Berita-berita yang saya gunakan itu apakah sudah sesuai dengan kemampuan bahasa Inggris siswa saat ini, Bu, atau malah terlalu susah.</i> (Are the news suitable with the students' English proficiency?)</p> <p>Mrs. IH : <i>Secara keseluruhan sudah cocok, hanya yang berita terakhir di Unit 2 itu saya rasa cepet sekali itu beritanya, e .. e .. apa .. isinya</i></p>	Interview with the teacher

No	Data	Source
	<p><i>juga kompleks sekali itu.</i> (Over all, they match the students' English proficiency, but the last news is very difficult.) : <i>Iya, Bu. Pas try-outnya siswa juga mengeluh kalau beritanya terlalu cepat.</i> (During the try-out, the students also complained about it.) Mrs. K : <i>Iyakan. Sebaiknya itu diganti e .. dengan berita yang lebih pelan saja, mbak.</i> (So, it's better to replace the news with other news.)</p>	

2. Certain Task Needs Revision

No	Data	Source
1	<p>R : <i>Kalau task-tasknya terlalu sulit atau malah terlalu mudah, bu?</i> (What about the tasks, are they too difficult or too easy?) Mrs. K : <i>Kalau terlalu mudah enggak ya, bervariasi, ada yang mudah. Sedang, dan sulit. Tapi saya ada beberapa catatan dari try-out kemarin. Yang Unit 1, task 13nya terlalu sulit buat sebagian besar siswa, mereka itu kalau belum ada contoh kegiatan sejenis itu kesesuaian mbak.</i> (They are not too easy and not too difficult. They are very, from easy, medium, to difficult. But Task 13 in Unit 1 is difficult for most of the students. They will find difficulties if they have not done the similar task previously.) R : <i>Iya, Bu, siswanya juga bilang begitu. Jadi sebaiknya bagaimana?</i> (The students said so. So, what should I do?) Mrs. K : <i>Task ini lebih baik diganti dengan task lain yang lebih dekat dengan task-task yang dikerjakan sebelumnya saja, mbak.</i> (It is better to replace the task with another task that is more relevant to the previous tasks.)</p>	Interview with teacher
2	<p>R : <i>Kalau Unit 2 bagaimana, Bu, apakah ada task yang terlalu sulit dan perlu direvisi?</i> (What about the tasks in Unit 2, is there any task that needs revision?) Mrs. K : <i>Di Unit 2, saya rasa yang bermasalah itu inputnya mbak. Jadi berita yang ke 2 itu terlalu cepat dan nggak jelas apa yang diucapkan sama penyanyinya, selain itu, isi beritanya juga sulit</i></p>	Interview with the teacher

No	Data	Source
	<p><i>dipahami oleh siswa. Itu yang task yang berhubungan dengan berita itu, (membuka-buka handout), nah ini, task 8 dan 9 jadi terlalu sulit buat siswa. Jadi lebih baik beritanya diganti saja dengan yang lebih mudah saja, mbak. Kalau berita yang pertama sudah bagus. Kalau cari berita lain bisa, mbak.</i></p> <p>(I think the news Ricardo Kaka is too long and difficult. The articulation is unclear and the content is difficult to understand. So, the task related to the news is difficult too. It's better to replace the tasks and the news.)</p>	
3	<p>R : <i>Ada task yang perlu saya tambahkan atau saya ubah atau tidak, Bu?</i> (Is there any tasks that I have to revise?)</p> <p>Mrs. IH : <i>Saya rasa sudah bagus ya. E..iya, yang Unit 3 ini, mungkin perlu ditambahkan task dimana siswa harus e .. e.. mereview berita-berita yang sudah mereka dengarkan, jadi seperti di Unit 1 dan 2. E .. biasanya kan berita itu berkesan jadi kita agar siswa menuliskan pendapat dan kesan mereka terhadap berita-berita tadi. Gimana, mbak?</i> (In Unit 3, I think it is better to add a task in which the students have a chance to review the news, just like the tasks in Unit 1 and 2.)</p>	Interview with the teacher

3. The Layout Needs Revision

No	Data	Source
1	<p>R : <i>Thank you. Ok, menurut Adek pembelajaran writing tadi bagaimana? Bisa enjoy nggak tadi? Materinya menarik nggak?</i> (Thank you. What do you think about the writing lesson? Did you enjoy it? Was the material interesting?)</p> <p>S1 : <i>Ehmm .. , tadi pelajarannya asik mbak, kan writingnya pake berita. Lebih enjoy gitu. Biasanya pake percakapan, susah, bosen. Kala materinya, yang di handout ini kan (menunjuk handout Unit 1 yang dipegang), menarik sih isinya, berita nya, tapi tampilannya kurang menarik, mbak dikasih gambar-gambar atau warna-warna yang cerah gitu, mbak.</i> (Emmm .. it was fun because the writing used</p>	Interview 1 of Unit 1

No	Data		Source
		news. It was more interesting. Usually, we had conversations for the writing and they were difficult and boring. The material was quite interesting, using news, but it is better to add some pictures and make it colorful.)	
2	R S7	<p>: <i>Ada saran buat perbaikan handout ini nggak?</i> (Is there any suggestion to improve this handout?)</p> <p>: <i>Apa yaa .. (membuka-buka handout), mungkin tampilanya dibat yang lebih menarik aja mbak. Udah itu aja.</i> (I think you should improve the layout. Just that.)</p>	Interview 1 of Unit 3
3	R S8	<p>: <i>Ada saran apa buat memperbaiki handout ini?</i> (What is your suggestion to improve this handout?)</p> <p>: <i>Ehmmm .. apa ya .. mungkin tampilan handoutnya dibikin lebih menarik, misalnya ditambah gambargambar, yang colourful gitu. ftu aja, mbak.</i> (Emmm ... make the layout more interesting, by adding pictures and colours.)</p>	Interview 2 of Unit 3

1. Field Note of the Implementation of Unit 1: Meeting I

The try-out of Unit 1 was conducted on December, 2012 in class Xc. The class had 40 students, two were absent. The researcher chose this class for implementing Unit 1 because the result of the needs analysis showed that most students in this class chose recount text and topics related to daily life and social life as the input text.

In this section, the researcher acted the teacher while the teacher acted as the observer of the teaching learning process. When the teacher (researcher) came into the class, the students were ready for the English lesson. The teacher started the lesson by introducing herself and her purposes for teaching in the class. The she gave the students the handouts of Unit 1. The first activity was the warm-up stage. Here, the students watch the pictures and read the sentences that be used in the text *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al*. The text presented a simple text about what happened to the Kaka yesterday / past experience.

Next, in the Let's Write stage the students became more motivated because the news *Ricardo Kaka visits Dubai, plans to learn more about Arab-Al* give spirit and motivated the students. After that the students answering the True/false questions based on the text, finding the meaning of difficult words and matching words with their synonym. There was no problem in this stage. Moved to the next stage, Move Further, the students filling the gaps after read text *Beckham promised to come back to visit Indonesia*. The students became more enthusiastic. When they had had the complete the text, they read along the news. There was no problem in doing all the tasks even though in accomplishing the task. For that task 8 and 9 not be completed that day.

2. Field Note of the Implementation of Unit 1: Meeting II

The second meeting of the try-out of Unit 1 was conducted on December 2012. All the students attended the class. When the teacher (the researcher) came into the class the students were ready for the English lesson.

The lesson began by doing Task 7 , in which the students read the text *Beckham promised to come back to visit Indonesia again* and then they discussed the question in Task 8 . After that they rewrite the news in their own words. There was no problem in this stage.

The last stage was *Show Time*. In this stage, the students had difficulty in writing simple recount text. They had difficulty in preparing and arrange the sentences. Some of them laughed because their sentences had not a meaning and correct sentences. In the last activity, the students discussed their work together. There was no problem in doing the tasks. At last, the teacher ended the lesson by saying goodbye.

3. Field Note of the Implementation of Unit 2

Unit 2 was tried-out on December 2012, in Class Xa. As usual, the researcher acted as the teacher while the teacher acted as the observer of the teaching learning process. Before distributing the handouts of Unit 2, the teacher introduced herself and explained her purposes.

The lesson was started from the *warm-up* stage in the students commented on pictures of popular people, followed by studying vocabulary which would be in the upcoming news. Entering the *Let's Write* stage, the teacher asked the students to predict what the upcoming news was about based on the title of the news. The news title was

The Rising Star. Then the teacher asked the students to read the text and completed the table.

Next, in the *Move Further* stage, the students had difficulty in describing the person's physical appearance and person's characters. The teacher asked the students to study together about it. After that, they read text *The Cute Regina* and filled in the gaps. In a group of three the students did the task. They described the popular people. There was no problem in these tasks.

Finally, the last stage, *Show Time* stage, consisted of two tasks. The first was finding the idols and describing them. The students were very enthusiastic to doing it. There was no problem in completing the task. Because of the limited time then the teacher asked the students to complete task 9 at home as homework. They would discuss their work in the next meeting.

4. Field Note of the Implementation of Unit 3

The researcher held the try-out of Unit 3 on December 2012 in Class B. the result needs analysis of this class showed that most of the students chose to talk about news items text. That was the reason why the researcher implemented Unit 3 in Class Xb. This class consisted of 40 students, and all of the students attended the class. As the previous try-out, in this try-out, the researcher took role as a teacher and the teacher took role as the observer of the teaching and learning activity.

Since the class started at 9.15 am after the break, when the teacher came to the class the situation was very noisy, the students were still busy talking to friends and eating their snacks, and some of them were preparing their book for the English lesson. However, they became cooperative when the teacher began the lesson. Firstly she introduced herself and explained her purposes of teaching in the class. After that, she distributed the handouts of Unit 3. Then she guided the students to the first task. There was no problem in the warm-up stage.

In *Let's Write* before read the text *Reality and Risk of Global Warming*, the students had to accomplish a task of guessing what the news was about and answering question based on the news. Although there were many difficult words on the news, the students enjoyed the learning of this news.

Moving to *Move Further* stage, the students found difficulties in doing the tasks. They had difficulties in understanding the text *5 million face increased flooding risk* because the sentences were more complex. Here the teacher had to help the students in understanding the news and doing the tasks. The students took a long time in doing the activities related to the news. They needed to read the news three times.

Related to the task, although the students had known the story related to the news they had difficulty in composing the short story. This activity took a lot of time. For the students had no time to complete tasks in the show time; Task 9. The teacher asked the students to do the Task 9 at home and to submit their work to their teacher in the next meeting.

The Course Grid of News Item -based Tasks for Teaching Writing for Grade X Students of SMA N 1 Wonosari in the Academic 2012/2013.

Grade / Semester : X/1&2

Standard of Competence :

Writing

6. To express the meaning of short functional written text and simple essay in form of recount, narrative, and procedure in the daily activities context.

12. To express the meaning of short functional written text and simple essay in form of narrative, descriptive, and news item in the daily activities context.

Basic Competence

6.2 To express the meaning and theoretical steps accurately, fluently and acceptable by using various written in daily activities context in form of recount, narrative and procedure.

12.2 To express the meaning and theoretical steps accurately, fluently and acceptable by using various written in daily activities context in form of narrative, descriptive and news item.

Topic	Indicators	Learning Material	Learning Activities	Assessment	Source
Unit 1 Let Us Write	<ul style="list-style-type: none"> - The students are able to identify the generic structure of recount texts - The students are able to identify the important words in recount texts. - The students are able to identify the simple past 	Some recount texts : <i>Ricardo Kaka visits Dubai, plans to learn more about Arabs – Al,</i>	Pre -writing : <ul style="list-style-type: none"> - The students guess what Unit 1 talk about based on the unit title. - The mention some sentences that might be used in Unit 1. While Writing : <ul style="list-style-type: none"> - The students guess the content of the text 	<ul style="list-style-type: none"> - Question – Answer - Discussion - Writing 	http://www.dxbwebsite.com/ricardo-kaka-visits-dubai-plans-to-learn-more-about-arabs-al/ http://burj-khalifa.eu/featured/dubai-experience-overwhelms-

	<p>tense in recount texts.</p> <p>- The students are able to share their experience in the form of recount.</p>	<p>Ricardo Kaka</p> <p>- Vocabulary list: <i>Insight, desert, guest, natural, itinerary, structure, cultural, aerial.</i></p> <p>- Generic structure: orientation, sequence of events, re-orientation</p> <p>- Grammar: the Simple Past Tense S + V2</p> <p>- Social function : to retell a series of events</p>	<p><i>Ricardo Kaka visits Dubai, plans to learn more about Arabs – Al</i> based on the title of the text</p> <p>- The students read the first text “<i>Ricardo Kaka visits Dubai, plans to learn more about Arabs – Al</i>”.</p> <p>- The students do a “true/false” activity.</p> <p>Post writing</p> <p>- The students study the following notes about the generic structure of the recount text in the text <i>Ricardo Kaka visits Dubai, plans to learn more about Arabs – Al</i>.</p> <p>- The students study the grammatical patterns of the text.</p> <p>Pre-writing:</p> <p>- The students brainstorm the important words that might be used in the text.</p> <p>- The students study the rule of the recount text (simple past tense)</p> <p>While writing:</p> <p>- The students fill in the blank with the correct verb on the text “Beckham promised to come back to visit Indonesia”.</p> <p>- The students rewrite the text Beckham promised to come back to visit Indonesia” with their own words.</p>	<p>http://sportales.com/soccer/beckham-fall-in-love-with-indonesia</p>	<p>ricardo-kaka</p>
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			<ul style="list-style-type: none"> - The students wrote a simple recount text based on the informations. <p>Post writing;</p> <ul style="list-style-type: none"> - The students discuss some difficulties when they write a story. 		
Unit 2 (Descriptive)	<ul style="list-style-type: none"> - The students are able to identify the structure of Adjective Order - The students are able to use the Adjective Order in the correct way - The students are able to identify the generic structure of descriptive text - The students are able to produce descriptive text 	<ul style="list-style-type: none"> - Some descriptive text. - “The Rising Star”, “The Cute Regina”. - Generic structure : introduction, description - Grammar : Adjective order - Structure : article + number + attitude + size, length, height + age + colour + origin + material + purpose + noun - Social function: 	<p>Pre-writing</p> <ul style="list-style-type: none"> - The students guess what Unit 2 will talk about based on the unit title. - The mention some words that might be used in Unit 2. <p>While Writing :</p> <ul style="list-style-type: none"> - The students watch the video. - The students read the text and answer the questions. <p>Post-Writing :</p> <ul style="list-style-type: none"> - The students discuss about the generic structure on the descriptive text. <p>Pre-writing:</p> <ul style="list-style-type: none"> - The students study about the grammar adjective on the descriptive text. <p>While writing:</p> <ul style="list-style-type: none"> - The students complete the fill in the blank of the text. - The students describe the physical 	<ul style="list-style-type: none"> - Question – Answer - Discussion - Writing 	<p>http://news.blogs.cnn.com/category/twilightssaga/</p> <p>http://indonesiaindol.files.wordpress.com</p>

		to describe people, places or thing.	<p>appearance of the picture.</p> <ul style="list-style-type: none"> - The students write the descriptive text in group. - The students revise the descriptive text. - The students rewrite the descriptive text individually. <p>Post-writing;</p> <ul style="list-style-type: none"> - The students review the text in Unit2 		
Unit 3 (News Item)	<ul style="list-style-type: none"> - The students are able to identify the function the Modal (present) - The students are able to use the modal in the correct way - The students are able to identify the generic structure of news item - The students are able to produce news item 	<p>Some news item text.</p> <p>Grammar : Present continuous</p> <p>S + is/am/are being + V3</p>	<p>Pre-writing</p> <ul style="list-style-type: none"> - The students guess what Unit 3 will talk about based on the unit title. - The mention some words that might be used in Unit 3. <p>While Writing :</p> <ul style="list-style-type: none"> - The students watch the video. - The students read the text and answer the questions. <p>Post-Writing :</p> <ul style="list-style-type: none"> - The students discuss about the rule on the news item text <p>Pre-writing:</p> <ul style="list-style-type: none"> - Read the text <i>The Reality and Risk of Global Warming</i> again. 	<ul style="list-style-type: none"> - Question – Answer - Discussion - Writing 	<ul style="list-style-type: none"> - <u>2008. The Reality and Risk of Global Warming. Retrieved on February 5th, 2011 from http://www.youtube.com/watch?v=Ma_4AmB9M30</u> - <u>http://news.blogs.cnn.com/category/global-warming/</u> -

			<p>While Writing :</p> <ul style="list-style-type: none"> - The students Answer the Wh-questions. - The students study the generic structure of the news items. - The students make a summary of the news items. - The students make news items text about any events at school <p>Post – writing :</p> <ul style="list-style-type: none"> - The students review what they have learnt 		
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LESSON PLAN

UNIT 1

MEETING 1&2

Topic	: Let Us Write
Class	: X
Time	: 2 x 45 minutes
Skill	: Writing

Competence Standard :

Writing

6. To express the meaning of short functional written text and simple essay in form of recount, descriptive, and news item in the daily activities context.

Basic Competence

6.2 To express the meaning and theoretical steps accurately, fluently and acceptable by using various written in daily activities context in form of recount, descriptive and news item.

Indicators:

1. Identifying the orientation of recount texts.
2. Identifying the sequence of events in recount texts.
3. Identifying the re-orientation of recount texts.
4. Identifying the meaning of the vocabulary in recount text
5. Identifying the Past Tense in recount texts.
6. Producing recount texts.

I. Objectives:

1. The students are able to mention the orientation of recount texts.
2. The student are able to mention the sequence of events in recount texts.
3. The students are able to mention the re-orientation in recount texts.
4. The students are able to mention the meaning of the words in recount texts.
5. The students are able to identify the use of Past Tense in recount texts.
6. The students are able to write recount texts.

II. Learning Materials

Recount texts

- Social function: to retell a series of events.
- A recount text should include some information below.
 1. Orientation
It gives background information answering Who? When? Where? Why?
 2. Sequence of events
It identifies and describes events in chronological order.
 3. Re-orientation
It includes concluding comments express a personal opinion regarding the events described.
- Vocabulary : *Include, provide, honor, spend, sworn, suffer, expect, fortunate, attribute, engrosse*
- Input text : *Ricardo Kaka visits Dubai, plans to learn more about Arabs – Al , Ricardo Kaka*
- Language features : Use of Past Tense

III. Teaching Method

PPP (presentation, Practice, Production)

IV. Teaching Learning Stages

A. Pre-Teaching

- The teacher greets the students and checks the attendance list
- The teacher stimulates student's knowledge about the recount text. (task 1 and task2)

Task 1

Answer the following questions individually.

1. Do you have any unforgettable experience?
2. Have you ever written your past experience in a diary?
3. If yes, what was it about?

Task 2

Study the following sentences. Work in pairs.

Now



She is a Junior High School Student

Seven years ago



She was an Elementary School Students

Now



Kaka joins in Real Madrid Club

Five years ago



Kaka joined in AC Milan Club

B. Main Teaching**Presentation**

- The teacher ask the students to read the text and to do the True / False activity.

Task 3 Read the text**Ricardo Kaka visits Dubai, plans to learn more about Arabs – Al**

Brazilian superstar Ricardo Kaka was overwhelmed by the sights in Dubai during a 10-day family holiday as a guest of the Dubai Department of Tourism and Commerce Marketing (DTCM).

He has been accommodated at the Atlantis The Palm. He visited the world's tallest man-made structure, Burj Khalifa, and took a Seawings-organised aerial tour to experience a bird's eye view of the natural beauty and extra-ordinary man-made structures in the emirate, including The Palm Jumeirah, Burj Al Arab and Jebel Ali

Port. Also in the itinerary were a desert safari experience and a visit to the Sheikh Mohammed Centre for Cultural Understanding which provided him insights into the cultural and traditions of the emirate. He also visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life. The 29-year-old soccer player also enjoyed the traditional Arabian hospitality in the modern settings at a dinner arranged at the world's highest restaurant located in Burj Khalifa. "Dubai is a wonderful city and one of the nicest in the world. I am honored to be here for the family holiday. I am overwhelmed with the hospitality I enjoyed here and we plan to come again to Dubai soon," the e-paper quoted him as saying.

Questions

No	Statements	True / False	Correction
1	Ricardo Kaka was an Italian superstar		
2	Ricardo Kakavisited Dubai during 15 days.		
3	He was interested to learn about the culture and traditions of the emirate.		
4	He visited emirate for family holiday		
5	He enjoyed in emirate and planned to come again to Dubai soon.		

- The teacher asks students to discuss the answer of the questions.
- The teacher explains more about the recount text, the generic structure and the grammatical pattern of the text include.

The text in Task 3 is a recount text telling "what happened". The purpose of the story is to tell a series/sequence of events and evaluate their significance in some way. It has expression of attitude and feeling usually made by the writer about the events.

The text organized to include:

Ricardo Kaka visits Dubai, plans to learn more about Arab-Al

Brazilian superstar Ricardo Kaka was overwhelmed by the sights in Dubai during a 10-day family holiday as a guest of the Dubai Department of Tourism and Commerce Marketing (DTCM).

Orientation:
information
about 'who',
'where' and

He has been accommodated at the Atlantis The Palm. He visited the world's tallest man-made structure, Burj Khalifa, and took a Seawings-organised aerial tour to experience a bird's eye view of the natural beauty and extra-ordinary man-made structures in the emirate, including The Palm Jumeirah, Burj Al Arab and Jebel Ali Port. Also in the itinerary were a desert safari experience and a visit to the Sheikh Mohammed Centre for Cultural Understanding which provided him insights into the cultural and traditions of the emirate. He visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life. The 29-year-old soccer player also enjoyed the traditional Arabian hospitality in the modern settings at a dinner arranged at the world's highest restaurant located in Burj Khalifa.

A record of events usually in chronological order,

"Dubai is a wonderful city and one of the nicest in the world. I am honored to be here for the family holiday. I am overwhelmed with the hospitality I enjoyed here, I did not feel bored and we plan to come again to Dubai soon," the e-paper quoted him as saying.

Personal comments / reorientation which are arranged over throughout the record of events.

The grammatical patterns of the txt include;

- Use of noun and pronoun to identify people or things involved;
- Use of action verb to refer to events;
- Use of past tense to locate events in relation to writer's time
- Use of conjunction and time connectives to sequence the events;
- Use of adverbs and adverbial phrases to indicate place and time

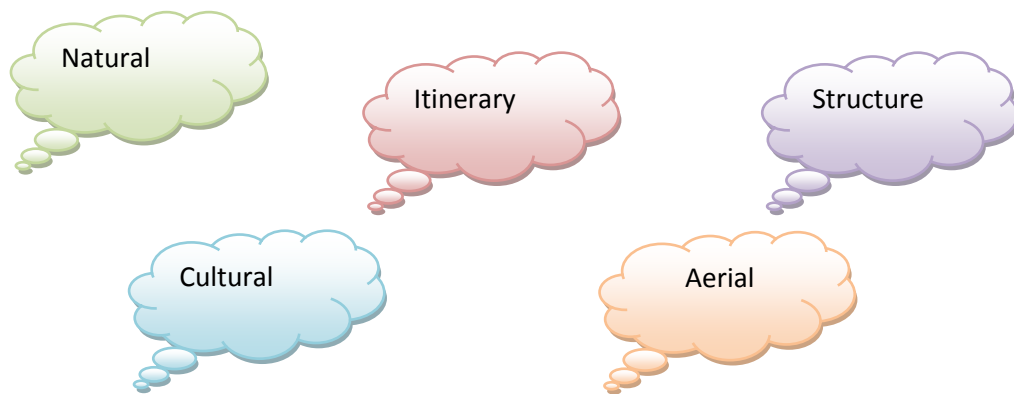
Practice

- The teacher asks the students to read the text again and find the meaning of the words in task 5.

Task 5

Read the text 3 once again and find the meaning of the following words based on the contexts. You may work in groups of three





- The teacher asks the students to match the words in the Task 6

Task 6

In pairs, match each word in column A with a word or phrase in column B that is close in meaning.

Column A
We <i>visited</i> a few beaches while we were in Yogya.
There is <i>holiday</i> in Singapore
The new policies fail to <i>accommodate</i> the disabled.
What are your <i>plans</i> in this weekend?
We fought for the <i>honor</i> of our country

Column B
Proud
Gather
Schedule
Trip
Vacation

- The teacher asks students to discuss Simple Past Tense

Task 7

Study the rule below.

Simple Past tense

To talk about past events and conditions, you use verb-2 forms. Here are some examples taken from the text.

- He visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life*

Telling Past Events

(+) S + V2

(-) S + did not + V1

Examples:

(+) He visited the world's tallest man-made structure, Burj Khalifa.

(-) I did not feel bored in there.

The adverbs that are usually used in the 'simple past tense' sentences are:

- Yesterday
- A week ago
- ago,
- Last week, and
- Last

Production

- The teacher asks students to fill in the blank on the text *Beckham promised to come back to visit Indonesia*.

Task 8

Fill in the blanks with correct verb form. Compare your answers with your classmate's sitting next to you. Look at the example.

Is	invite	complete
Are	promise	admitted

Beckham promised to come back to visit Indonesia.

David Beckham ____ impressed with public remarks during his stay in Jakarta, Indonesia with the Los Angeles Galaxy. Beckham promised to come again to Indonesia. LA Galaxy squad ____ the trip to Jakarta after defeating Indonesia National Team Selection 1-0 at the Bung Karno Main Stadium, Wednesday, November 30, 2011.

Beckham ____ impressed with the reception he got during the three-day stay in Jakarta. The former Real Madrid and Manchester United ____ admitted falling in love with Indonesia. This is the second time Beckham visit Indonesia after a vacation to Bali. However, 36 years old midfielder is sure this is not a recent visit to Indonesia. Beckham ____ to return to Indonesia.

"Coming to Indonesia to be an amazing experience for me. If I am ____ again, I want to come back," he concluded

<http://sportales.com/soccer/beckham-fall-in-love-with-indonesia>

- The teacher ask the students to match the questions in coloumn A with the answer in coloumn B

Task 9

Match the question in columns A with the answer in Column B, and then write into a short paragraph.

Column A	Column B
1. Who is Beckham?	a. He stayed in Indonesia for 4 days
2. How old is he?	b. Beckham came to Indonesia to play football with Indonesia National Team.

3. When did Beckham come to Indonesia?	c. Beckham is a football player
4. How long did Beckham stay in Indonesia?	d. The Indonesian people very like Beckham. They felt happy and enthusiasm to meet beckham.
5. Why did Beckham come to Indonesia?	e. He is 36 years old
6. How did the Indonesian people respond his coming?	f. Beckham went to Indonesia On November 2011

- The teacher asks the students to write the short paragraph in group of three.

Task 10

Write a short paragraph here.

David Beckham

Beckham is a football player.

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- The teacher asks the students to write the short story based on the schedule.

Task 11

Study the following schedule. Write a paragraph in group of three that telling past events based on the schedule. Remember to begin with topic sentences.

WEDNESDAY	07. 30 – 08. 00	greet new students
	08. 00 – 09. 30	give test to new students
	09. 30 – 10. 30	order new text books
	10. 30 – 11. 30	make phone calls
	11. 30 – 13. 00	have lunch with teachers
	13. 00 – 15. 00	observed classes

Last week I had a busy schedule in my class. At 07.30, I came in to the class and greeted the students.....

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- The teacher gives comment about the students work.
- The teacher and the students revise the students work

Task 12

Revise your short paragraph here.

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- The teacher invites some students to report what they wrote
- The teacher gives some feedback on students work.

C. Post – Teaching

- The teacher review what students have learnt
- The teacher ends the lesson

I. Learning Source

1. Saebani, A. 2009. *Improving English Competencies*. Yogyakarta: Panji Pustaka
2. Widiati, U. 2009. *English*. Jakarta : Bumi Aksara
3. Yuliani, M. and Permaty. 2005. *English For A Better Life*. Bandung : Pakar Raya

II. Evaluation

Indicators	Technique	Form
1. Producing descriptive texts	Written	Written test
2. Identifying the generic structure of descriptive texts	Written	Written test
3. Identifying the use of Adjective Order in descriptive texts	Written	Written test

Scoring written test

No	Aspect	Score	
1	Grammar <ul style="list-style-type: none"> - Many errors - Some errors - Few errors 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good
2	Expression <ul style="list-style-type: none"> - Many Anglicism - Acceptable - Idiomatic 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good
3	Organization of Ideas <ul style="list-style-type: none"> - Series of unrelated sentences - Coherence between sentences and paragraphs - Good coherence between sentences and paragraphs 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good

4	Global impression - Incomprehensible - Acceptable - Excellent	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good
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Maximum score = 20

Wonosari,..... Oktober 2012

Headmaster

Teacher

NIP

NIP

LESSON PLAN

UNIT 2

MEETING 3&4

Topic	: Describe it !
Class	: X
Time	: 2 x 45 minutes
Skill	: Writing

Competence Standard :

Writing

12. To express the meaning of short functional written text and simple essay in form of recount, descriptive, and news item in the daily activities context.

Basic Competence

- 12.2 To express the meaning and theoretical steps accurately, fluently and acceptable by using various written in daily activities context in form of recount, descriptive and news item.

Indicators

1. Identifying the structure of Adjective Order
2. Identifying the Adjective Order in the correct way
3. Identifying the generic structure of descriptive
4. Produce descriptive text

I. Objectives

4. The students are able to identify the structure of Adjective Order
5. The students are able to use the Adjective Order in the correct way
6. The students are able to identify the generic structure of descriptive
7. The students are able to produce descriptive text

II. Materials

1. Handout
2. Video

III. Teaching Method

PPP (Presentation, Practice, Production)

IV. Teaching Learning Stages

A. Pre-Teaching

- The teacher greets the students and checks the attendance list
- The teacher stimulates student's knowledge about the descriptive text.

Task 1

Look at the picture below

What do you think about them? Do they look beautiful or handsome?



B. Main Teaching

1. Presentation

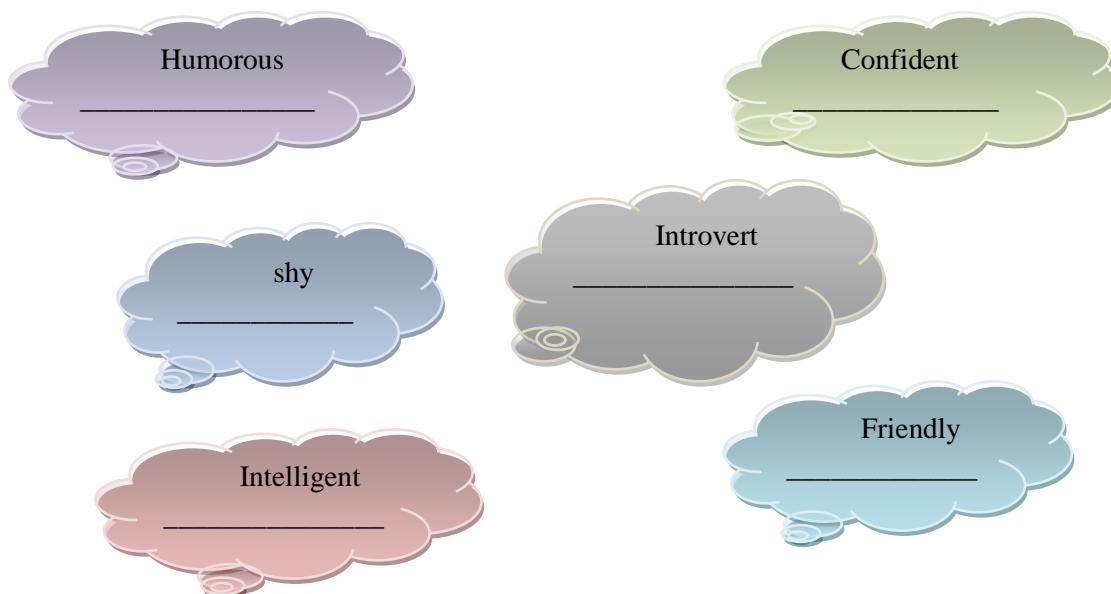
- The teacher asks students to find the synonym of several words below.

Task 2

Learn the following words below and find the synonyms of the words. Use the dictionary if necessary.

slanting

Loyal __



- The teacher asks students to read the text and underline the word in Task 2.

Task 3

Read the text and underlined the words in Text 2.

The Rising Star

The success of Twilight movies has made Kristen Stewart and Robert Patinson the centre of public attention. The rising stars have grown up on screen and grown into his or her role as an actor.



Kristen Stewart was born in Los Angeles, California, USA, April 9, 1990. Her nickname Kris, KStew, Ki Ki , Stew. Her parents, John Stewart and Jules Stewart, both work in film and television. Her mother is Australian. The family includes three boys, her older brother Cameron Stewart, and two adopted brothers Dana and Taylor. Kstew has brown hair and brown eyes. Her height is about 168 cm. She is loyal, kind and friendly person. She is also confident and intelligent. He loves reading, additionally, she aspires to go to college for a degree in literature and potentially pursue writing as a career.

Robert Pattinson was born in London, England, May 13, 1986. His nickname is Robert. His father, Richard, imported vintage cars from America, and his mother, Clare, worked for a modeling agency. Pattinson has two elder sisters, singer Lizzy Pattinson, and Victoria Pattinson. Robert has dark brown hair and blue eyes. His height is about 174 cm. He is loyal shy and introvert person. He is also intelligent and somewhat mysterious. He loves acting very much.



This couple have been really good couple, not only on screen but also in real life. Their secret of relationship is that they always understand each other although they have different backgrounds and personalities.

Adapted from
:<http://twilightsaganews.com>

Practice

- The teacher asks students to complete the task 4

Task 4

Complete the column below based on the text

Names	Physical appearance	Characters

- The teacher asks students to discuss the answer of the questions.
- The teacher asks students to study and to discuss about the generic structure of the text

The text in task 3 is a descriptive text. Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc, what is describe in the text.

The text organized to include:

The Rising Star

The success of Twilight movies has made Kristen Steward and Robert Patinson the centre of public attention. The rising stars have grown up on screen and grown into his or her role as an actor.

General Statement (It tells the reader what the

Kristen stewart was born in Los Angeles, California, USA, April 9, 1990. Her nickname Kris, KStew, Ki Ki , Stew. Her parents, John Stewart and Jules Stewart, both work in film and television. Her mother is Australian. The family includes three boys, her older brother Cameron Stewart, and two adopted brothers Dana and Taylor. Kstew has brown hair and brown eyes. Her height is about 168 cm. She is loyal, kind and friendly person. She is also confident and intelligent. She loves reading, additionally, she aspires to go to college for a degree in literature and potentially pursue writing as a career.

Series of Paragraph (Each one focuses on a different part or area, builds up to a complete description of the subject)

Robert Pattinson was born in London, England, May 13, 1986. His nickname is Robert. His father, Richard, imported vintage cars from America, and his mother, Clare, worked for a modeling agency. Pattinson has two elder sisters, singer Lizzy Pattinson, and Victoria Pattinson. Robert has dark brown hair and blue eyes. His height is about 174 cm. He is loyal shy and introvert person. He is also intelligent and somewhat mysterious. He loves acting very much.

This couple have been really good couple, not only on screen but also in real life. Their secret of relationship is that they always understand each other although they have different backgrounds and personalities

Concluding Paragraph (summarize the whole description)

A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.

- The teacher gives explanation about physical appearances and the person's characters.

Task 5

In pairs, study the following explanation.

- To describe a person's physical appearance, you can use the following words.

Physical Appearances					
Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Round
	Plump	Teenager	Bald	Square	Blue
	Fat	In20s, 30s,	Straight	Wrinkles	Brown
	Skinny	40s	Curly	Pale	Green
	Muscular		Wavy	Bearded	Slanting
			Black	Shaved	
			Red		
			Brown		

- To describe a person's characters (qualities & habitual behavior), you can use the following words.

Characters	
Intelligent	Stupid
Confident	Shy
Extrovert	Introvert
Generous	Stingy
Diligent	Lazy

Characters
Active
Cheerful
Determined
Energetic
Friendly
Humble
Humorous
Sensitive

- The teacher gives comments some students work.
- The teacher asks students to complete the text on the Task 6

Task 6

Complete the following text about Regina Innova with the words in the box.



The Cute Regina

Regina Innova was born on Jakarta, December 4, 1986. She is better known as Regina. She has a wonderful voice. She is the winner of the 2012 season of Indonesian Idol. She also represented Indonesia in Asian Idol.

Regina has a _____ smile. Her body is _____. Her _____ cheeks make her cute. Regina is a nice and _____ person. She is very friendly to everyone.

Pretty

Cheerful

Nice

Chubby Plumb

- The teacher and the students discuss the answer together.

2. Production

- The teacher asks students to describe the physical appearance of the picture..

Task 7

Look the following celebrities. In pairs, describe their physical appearances. Look at the example.



Agnes Monica

Physical appearance:

- She is tall
- Her body is slim
- She has brown straight hair
- Her face is oval
- She has slanting eyes



Dani Pedrosa

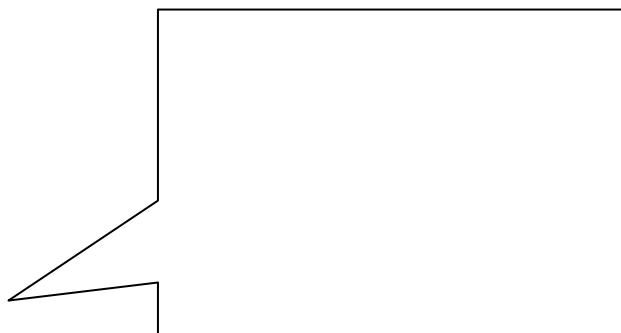




Taylor Swift



Miroslav Klose



- The teacher asks students in group of three to answer the questions.

Task 8

Ask three of your classmates to describe the physical appearance of their idols. Then, record them in this table.

No	Questions	Answer
1	What does story tells us about?	
2	Who is Kristen Steward? What does she looks like?	
3	Who is Robert Pattinson? What does he looks like?	

- The teacher asks the students in pairs write more sentences about Kristen Steward/Robert Pattinson based on the information in Task 8

Task 9

Write more sentences about Kristen Steward / Robert Pattinson based on the information in Task 8, work in pairs

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- The teacher gives comments of the students work
- The teacher asks the students to describe someone in short paragraph, in pairs.

Task 10

Describe a short paragraph about someone you know, in pairs. Use the questions below to help you arrange the story.

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Who is he/she?

What does he/she look like?

What is the character of him/her?



V. Learning Source

1. Saebani, A. 2009. *Improving English Competencies*. Yogyakarta: Panji Pustaka
2. Widiati, U. 2009. *English*. Jakarta : Bumi Aksara
3. Yuliani, M. and Permaty. 2005. *English For A Better Life*. Bandung : Pakar Raya.

VI. Evaluation

Indicators	Technique	Form
1. Producing descriptive texts	Written	Written test
2. Identifying the generic structure of descriptive texts	Written	Written test
3. Identifying the use of Adjective Order in descriptive texts	Written	Written test

Scoring written test

No	Aspect	Score	
1	Grammar <ul style="list-style-type: none"> - Many errors - Some errors - Few errors 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good
2	Expression <ul style="list-style-type: none"> - Many Anglicism - Acceptable - Idiomatic 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good
3	Organization of Ideas <ul style="list-style-type: none"> - Series of unrelated sentences - Coherence between sentences and paragraphs - Good coherence between sentences and paragraphs 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good
4	Global impression <ul style="list-style-type: none"> - Incomprehensible - Acceptable - Excellent 	1 2 – 3 4 - 5	Very poor Poor - Enough Good – Very good

Maximum score = 20

Wonosari,..... Oktober 2012

Headmaster

Teacher

NIP

NIP

LESSON PLAN

UNIT 3

MEETING 3&4

Topic	: World News !
Class	: X
Time	: 2 x 45 minutes
Skill	: Writing

Competence Standard :

Writing

12. To express the meaning of short functional written text and simple essay in form of recount, descriptive, and news item in the daily activities context.

Basic Competence

- 12.2 To express the meaning and theoretical steps accurately, fluently and acceptable by using various written in daily activities context in form of news item.

Indicators

1. Identifying the functions the present continuous
2. Identifying the Modal in the correct way
3. Identifying the generic structure of news item
4. Producing news item

I. Obejctives :

1. The students are able to identify the functions the Modal (Present)
2. The students are able to use the Modal in the correct way
3. The students are able to identify the generic structure of news item
4. The students are able to produce news item

II. Materials

1. Text book
2. Video

III. Teaching Method

PPP (Presentation, Practice, Production)

IV. Teaching Learning Stages

A. Pre-Teaching

- The teacher greets the students
- The teacher stimulates students knowledge about news item text

Task 1



1. What short of news do you like to read?
2. Do you usually read the news headlines?
3. What other parts of a newspaper do you know?

Task 2. Answer the following questions individually



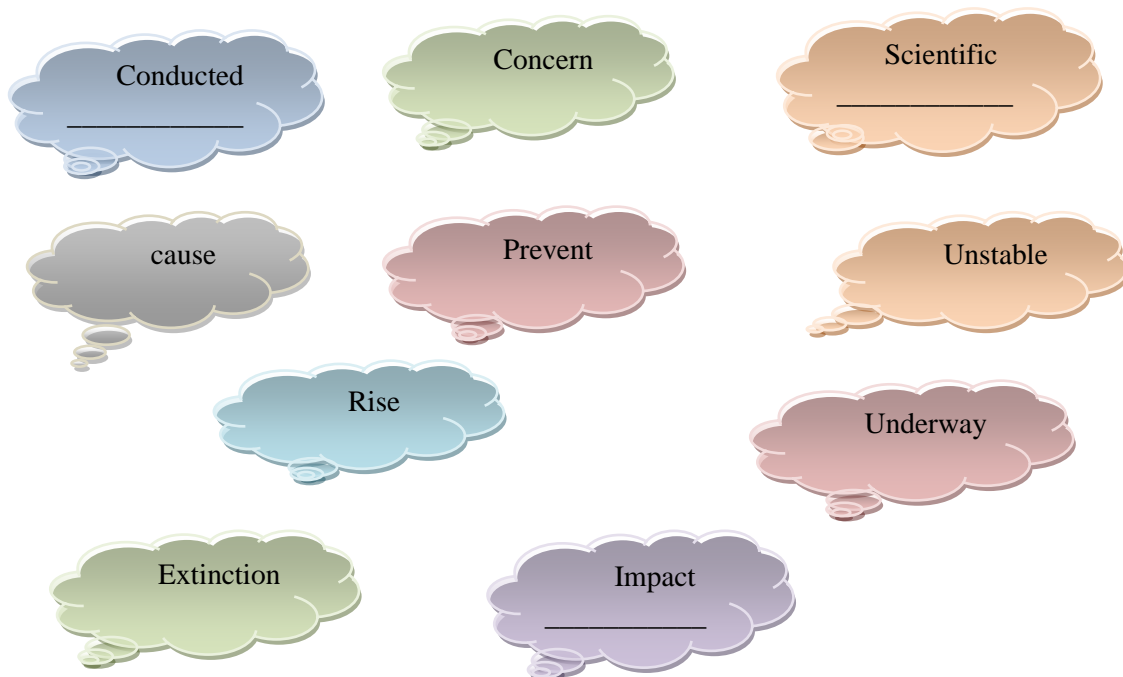
1. What do you think happen at the picture?
2. Why does it happen?
3. What is the negative effect of the event?

B. Main Teaching

1. Presentation

- The teacher asks students to find the synonym of several words below.

Task 3 Learn the following words and find the synonym of several words below!



- The teacher asks the students to read the text and answer the questions.

Task 4 Read the text “The Reality and Risk of Global Warming”, answer the following questions. In pairs.

The Reality and Risk of Global Warming

Our earth is in a stake of crisis and we are the cause; many people polluted the air, they fill the land with waste, lethal fuel emissions from our vehicles. And what are the consequences? Our glaciers are melting. Our cities are flooding. The climate is changing. Our lakes are drying up. Our oceans temperatures are rising. Hurricanes are intensifying. Rainfall is increasing. Record setting heat temperatures are at a dangerous. Global warming is upsetting the balance of nature. Many species are facing the threat of extinction.

‘ If we continue to live this way, more catastrophic events will occur’ said Bill Blackmore . Our glaciers are melting fast and when they’re gone. So, will many our coastal cities, as they will be under water as the world’s oceans levels will increase.

So what are we going to do about this? We need to make a change and quickly. Always remember to recycle and re-use. Consider alternative energy methods. Save power and conserve your household energy. Reduce your litter, re-useable bags and save thousands of plastic bags from ending up in lands fills per year. Use more

environmentally friendly cleaning products around your home. Use low or zero emission vehicle to get you where you need to go. Consider using public transportation more often carpooling. Remember, we only have one planet and it's depending on you to make difference. Show this news to as many people as you can to get the message across.

Task 5

Read the text *The Reality and Risk of Global Warming* again and then answer the question below. Compare your answer with your partner's.

Questions

1. What was the news about?
2. Who conducted the news poll?
3. What was the general result of the poll?
4. What was the significant cause of global warming?
5. What was one of the examples of global warming's impact?
6. How many percent of people who thought that the weather patterns have been more unstable?
7. What happened in Ohio in the winter?
8. What did Bill Blackmore

- The teacher explain more about Present Continuous Tense

Task 6

Study the rule below.

In the news item in Task 3 you find the sentence:

“The people are being given the explanation about the bad effect of Global warming”

The sentence is the passive form of the present continuous,

The pattern is / am / are being + V3

For example:

The patient is being examined by the doctor

The students are being given the lesson about drugs.

Rewrite these sentences. Instead using 'somebody' or they, write a passive sentence.

1. Somebody using the computer at the moment.

The computer.....

2. They are building a new ring road around the city.

.....

3. Somebody is cleaning the room at the moment.

2. Practice

- The teacher asks students to discuss and to write the short paragraph.

Task 7

Write the short paragraph use the answer of the questions below.

1. What was the news about?
2. Who conducted the news poll?
3. What was the general result of the poll?
4. What was the significant cause of global warming?
5. What was one of the examples of global warming's impact?
6. How many percent of people who thought that the weather patterns have been more unstable?
7. What happened in Ohio in the winter?
8. What did Bill Blackmore say about global warming?

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- The teacher gives explanation about the generic structure of the news item text.

Task 8**Study the following notes.**

The text in Task 3 is a news item, telling information about event of the day which is considered newsworthy or important.

The text includes:**The Reality and Risk of Global Warming**

Our earth is in a stake of crisis and we are the cause; many people polluted the air, they fill the land with waste, lethal fuel emissions from our vehicles. And what are the consequences? Our glaciers are melting. Our cities are flooding. The climate is changing. Our lakes are drying up. Our oceans temperatures are rising. Hurricanes are intensifying. Rainfall is increasing. Record setting heat temperatures are at a dangerous. Global warming is upsetting the balance of nature. Many species are facing the threat of extinction.

‘If we continue to live this way, more catastrophic events will occur’ said Bill Blackmore. Our glaciers are melting fast and when they’re gone. So, will many our coastal cities, as they will be under water as the world’s oceans levels will increase.

So what are we going to do about this? The people are being given the explanation about the bad effect of Global warming. We need to make a change and quickly. Always remember to recycle and re-use. Consider alternative energy methods. Save power and conserve your household energy. Reduce your litter, re-useable bags and save thousands of plastic bags from ending up in lands fills per year. Use more environmentally friendly cleaning products around your home. Use low or zero emission vehicle to get you where you need to go. Consider using public transportation more often carpooling. Remember, we only have one planet and it’s depending on you to make difference. Show this news to as many people as you can to get the message across.

Newsworthy events (recount the events in summary form)

Background events (elaborate what happened, to whom, in what circumstances)

Sources (comment by participants in, witnesses to and authorities’ expert on the event)

Production

- The teacher asks the students to find and to read two news items in the newspaper about Global warming.

Task 9

In a group of three, find and read two news items in the newspaper about Global warming. Then make a summary of the news by completing the table.

Look at the example.

Arctic ice levels hit historic low, researchers say

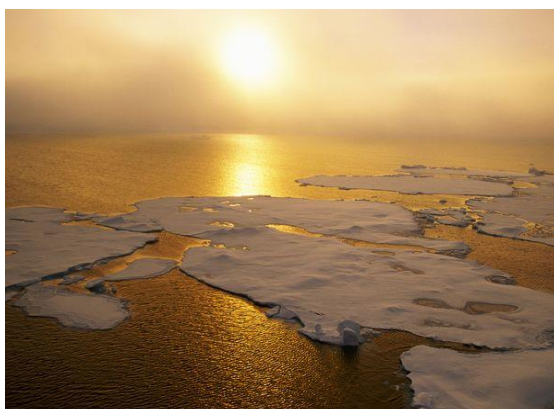
Newsworthy event	The amount of Arctic sea ice has melted to a historic low, with the area of land covered by ice at the smallest level since scientists began observing it with satellites in 1972, researchers from the University of Bremen in Germany report.
Background events	<p>The North Pole skull cap shrank to about half a percent under the previous record low set in September 2007, according to the school's Institute of Environmental Physics.</p> <p>Researchers, including those from the National Snow and Ice Data Center, had predicted earlier this summer that Arctic sea ice levels could reach extreme lows. They said their studies indicated that continuing ice decline was related to man-made global warming.</p>
Sources	<p>"It seems to be clear that this is a further consequence of the man-made global warming with global consequences," researchers said in their report. "Directly, the live hood of small animals, algae, fishes and mammals like polar bears and seals is more and more reduced."</p> <p>http://news.blogs.cnn.com/category/global-warming/</p>

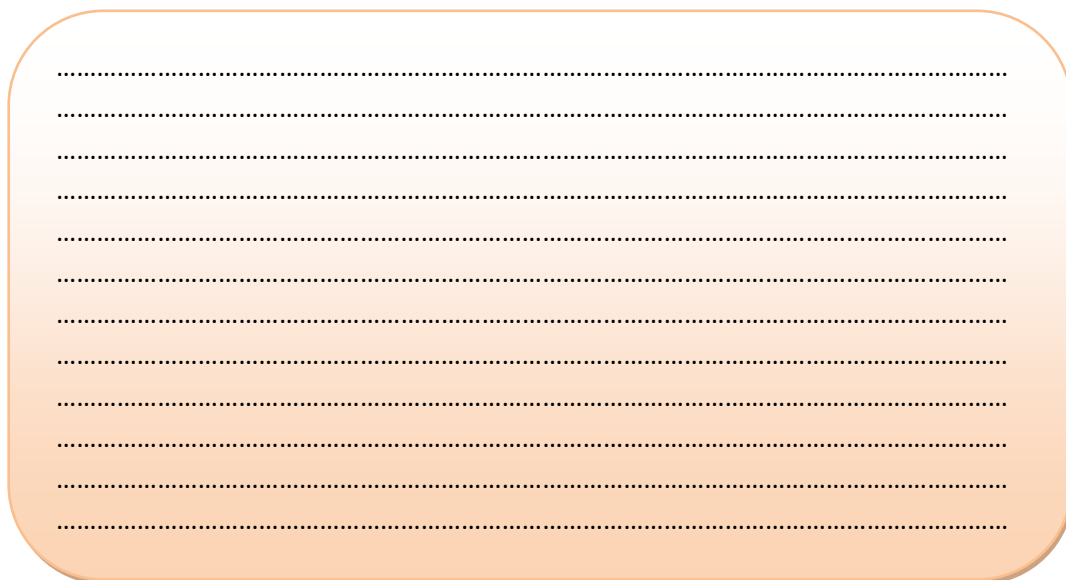
Write your summary here

Newsworthy event	
Background events	
Sources	

- The teacher asks the students make a news item in group.
- **Task 10**

Look at the pictures. Then find the related news report in news paper or magazine based on the pictures.

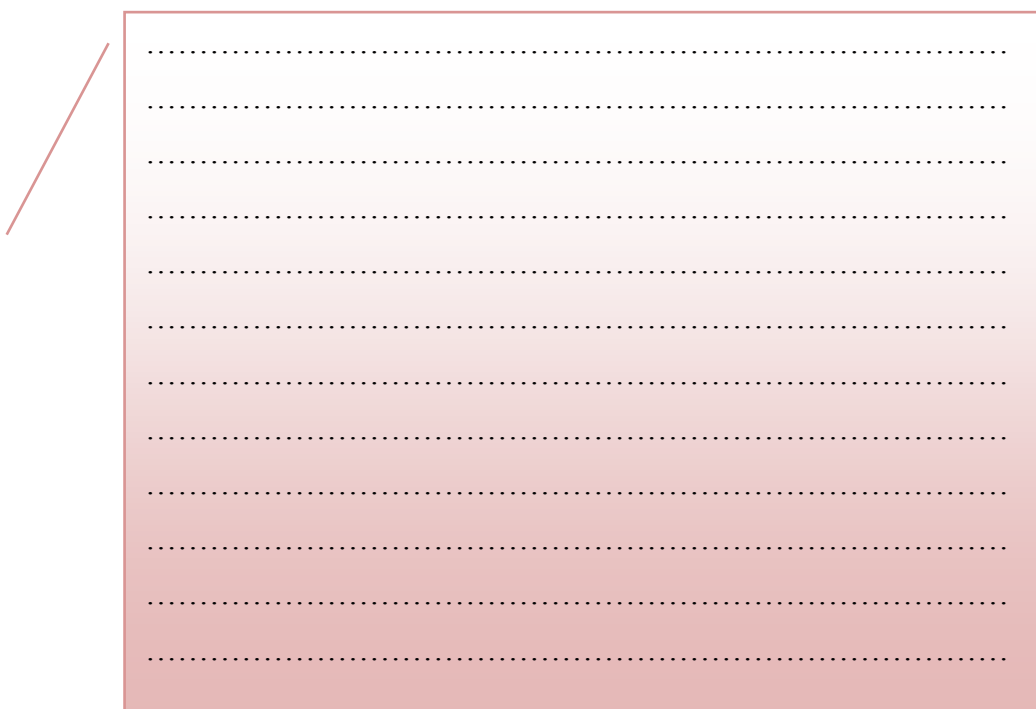




- The teacher and the students discuss the students work.
- The teacher explain more about news item text
- The teacher asks the students to revise their work.

Task 11

Revise your news here.



Task 12

Write your own news item about sport. Make it simple. The following guidance may help you.

- Pick one topic about sport. You may search it in magazines, newspapers, or the internet.
- List important information on the topic (what it is about, when and where it happened, etc.).
- Arrange the important information you have got to write the news.

Write here

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- The teacher gives comments some students work
- The teacher invites some students to report what they wrote
- The teacher gives some feedbacks on students work.

C. Post-teaching

- The teacher review what students have learnt.
- The teacher ends the lesson.

V. Learning Source

1. Bingham P. 1974. *How to Say It*. Yogyakarta : Kanisius
2. Saebani, A. 2009. *Improving English Competencies*. Yogyakarta: Panji Pustaka

3. Widiati, U. 2009. *English*. Jakarta : Bumi Aksara
4. Yuliani, M. and Permaty. 2005. *English For A Better Life*. Bandung : Pakar Raya
5. 2008. *The Reality and Risk of Global Warming*. Retrieved on February 5th, 2011 from http://www.youtube.com/watch?v=Ma_4AmB9M30

VI. Evaluation

Indicators	Technique	Form
• Producing news item texts	Written	Written test
• Identifying the generic structure of news item texts	Written	Written test
• Identifying the use of Modal in news item texts	Written	Written test

Scoring written test

No	Aspect	Score	
1	Grammar <ul style="list-style-type: none"> - Many errors - Some errors - Few errors 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good
2	Expression <ul style="list-style-type: none"> - Many Anglicism - Acceptable - Idiomatic 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good
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4	Global impression <ul style="list-style-type: none"> - Incomprehensible - Acceptable - Excellent 	1 2 - 3 4 - 5	Very poor Poor - Enough Good – Very good

Maximum score = 20

Wonosari,..... Oktober 2012

Headmaster

Teacher

NIP

NIP

1

LET ME TELL YOU ABOUT....

Task 1

Have you any unforgettable experience?

Task 2

Study the following sentence. Work in pairs.

Now



She is a Junior High School Student

Seven years ago



She was an Elementary School Student

Now



Kaka joins with Real Madrid Club.

Five years ago



Kaka joined with AC Milan Club.

Task 3

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statement. Compare your work with a classmate's. Look at the example.

Ricardo Kaka visits Dubai, plans to learn more about Arab-Al

Brazilian superstar Ricardo Kaka was overwhelmed by the sights in Dubai during a 10-day family holiday as a guest of the Dubai Department of Tourism and Commerce Marketing (DTCM).

He has been accommodated at the Atlantis the Palm. He visited the world's tallest man-made structure, Burj Khalifa, and took a Seawings-organised aerial tour to experience a bird's eye view of the natural beauty and extra-ordinary man-made structures in the Emirate, including The Palm Jumeirah, Burj Al Arab and Jebel Ali Port. Also in the itinerary were a desert safari experience and a visit to the Sheikh Mohammed Centre for Cultural Understanding which provided him insights into the cultural and traditions of the Emirate. Then, He visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life. The 29-year-old soccer player also enjoyed the traditional Arabian hospitality in the modern settings at a dinner arranged at the world's highest restaurant located in Burj Khalifa.

"Dubai is a wonderful city and one of the nicest in the world. I am honored to be here for the family holiday. I am overwhelmed with the hospitality I enjoyed here, I did not feel bored and we plan to come again to Dubai soon," the e-paper quoted him as saying.

(<http://www.dxbwebsite.com/ricardo-kaka-visits-dubai-plans-to-learn-more-about-arabs-al/>)

Questions

No	Statements	True / False	Correction
1	Ricardo Kaka was an Italian superstar		
2	Ricardo Kaka was visited Dubai during 10 days.		
3	He was interested to learn about the culture and traditions of the Emirate.		
4	He visited Emirate for family holiday		
5	He enjoyed in Emirate and planned to come again to Dubai soon.		

Task 4

Study the following notes

The text in Task 3 is a recount text telling “what happened”. The purpose of the story is to tell a series/sequence of events and evaluate their significance in some way. It has expression of attitude and feeling usually made by the writer about the events.

Ricardo Kaka visits Dubai, plans to learn more about Arab-Al

Brazilian superstar Ricardo Kaka was overwhelmed by the sights in Dubai during a 10-day family holiday as a guest of the Dubai Department of Tourism and Commerce Marketing (DTCM).

Orientation:
*information about
‘who’, ‘where’
and ‘when’;*

He has been accommodated at the Atlantis The Palm. He visited the world's tallest man-made structure, Burj Khalifa, and took a Seawings-organised aerial tour to experience a bird's eye view of the natural beauty and extra-ordinary man-made structures in the emirate, including The Palm Jumeirah, Burj Al Arab and Jebel Ali Port. Also in the itinerary were a desert safari experience and a visit to the Sheikh Mohammed Centre for Cultural Understanding which provided him insights into the cultural and traditions of the emirate. He visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life. The 29-year-old soccer player also enjoyed the traditional Arabian hospitality in the modern settings at a dinner arranged at the world's highest restaurant located in Burj Khalifa.

A record of events usually in chronological order,

"Dubai is a wonderful city and one of the nicest in the world. I am honored to be here for the family holiday. I am overwhelmed with the hospitality I enjoyed here, I did not feel bored and we plan to come again to Dubai soon," the e-paper quoted him as saying.

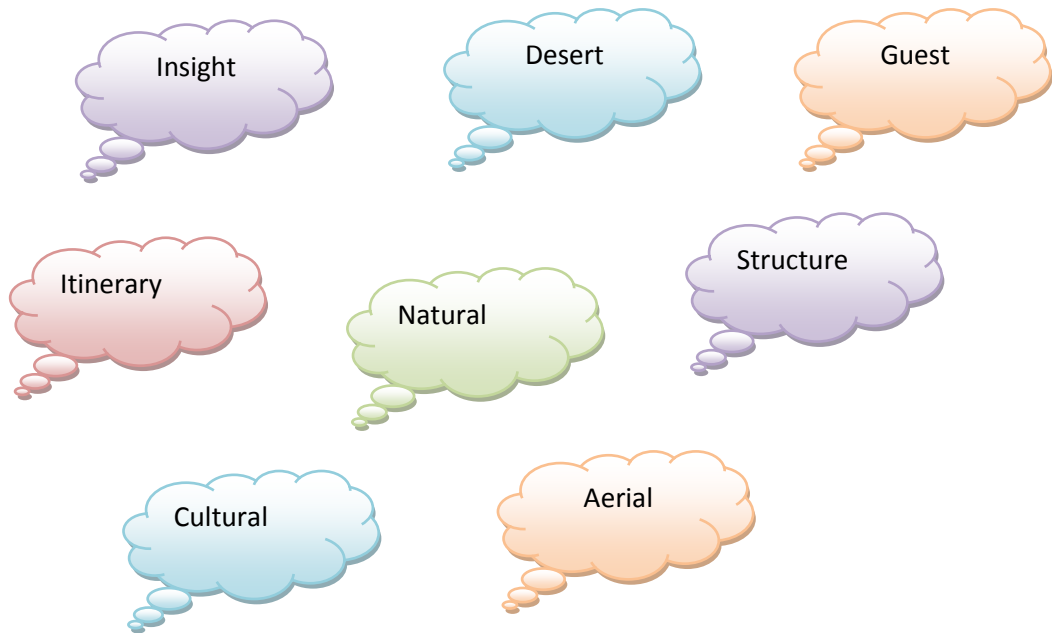
Personal comments / reorientation which are arranged over throughout the record of events.

The grammatical patterns of the text include;

- Use of noun and pronoun to identify people or things involved;
- Use of action verb to refer to events;
- Use of past tense to locate events in relation to writer's time (*Subject + Verb 2*)
- Use of conjunction and time connectives to sequence the events; (*after, before, while etc*)
- Use of adverbs and adverbial phrases to indicate place and time (*yesterday, a week ago, last week etc*)

Task 5

Read the text in Task 3 once again and find the meaning of the following words based on the contexts. You may work in groups of three



Task 6

In pairs, match the *italic* word in column A with word in column B that is close in meaning. Use a line.

Column A
We <i>visited</i> a few beaches while we were in Yogya.
Rere on <i>holiday</i> next week.
The new policies fail to <i>accommodate</i> the disable.
What are your <i>plan</i> in this weekend?
We fought for the <i>honor</i> of our country

Column B
Proud
Gather
Schedule
Trip
Vacation

Task 7

Study the rule below.

Simple Past tense

To talk about past events and conditions, you use verb-2 forms. Here are some examples taken from the text.

- *He visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life*

Telling Past Events

(+) S + V2

(-) S + *did not* + V1

Examples:

(+) *He visited the world's tallest man-made structure, Burj Khalifa.*

(-) *I did not feel bored in there.*

The adverbs that are usually used in the 'simple past tense' sentences are:

- Yesterday
- A week ago
- ago,
- Last week, and
- Last

Task 8

Fill in the blanks with correct verb form. Compare your answers with your classmate's sitting next to you. Look at the example.

RICARDO KAKA

Ricardo Kaká _____ born to Simone Cristina dos Santos Leite and Bosco Izecon Pereira Leite. He was born on October 22nd 1982 in Brazil. He has a younger brother, Rodrigo, who has followed in Kaká's footsteps by playing football for Milan.

He _____ a career-threatening and possibly paralysis-inducing spine fracture at the age of 18 as a result of a swimming pool accident, but remarkably made a full recovery. Kaká _____ engrossed in religion at the age of 12: "I learnt that it is faith that decides whether something will happen or not." His goal celebration consists of him pointing to the sky as a gesture of thanks to God.

Since November 2004, he has _____ as an Ambassador Against Hunger for the United Nations' World Food Programme. Kaká was a part of the five-man midfield in the 2004–05 seasons. He was _____ the best midfielder of the tournament, and also _____ ninth, with 19 votes, in the running for the 2005 Ballon D'Or. Kaká was _____ in as an Italian citizen on February 12, 2007. He features prominently in Adidas advertising and also has a modeling contract with "Armani" and "Dolce & Gabbana" in early 2012. Trough a hard work, a person who once _____ spine fracture, finally be a successful football player.

Is	experience	finish	become
Vote	serve	swear	suffer

Write a short paragraph about Ricardo Kaka, in pairs.

Ricardo Kaka

Kaka is a football player.

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Task 11

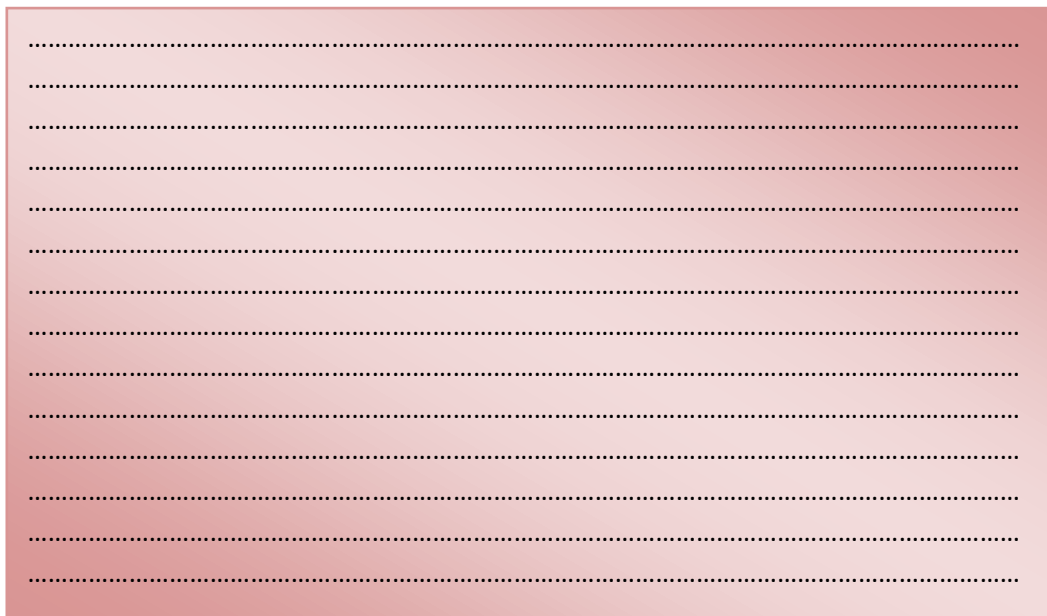
Write a short story about your experience, use the questions below to help you arrange the story.

Who, When, Where, How



Task 12

Revise your short paragraph with your friends here.



2

DESCRIBE IT

Task 1

Look at the picture below.

What do you think about them? Do they look beautiful or handsome?



Task 2

Learn the following words and find the synonym of each words. Use the dictionary if necessary.



Task 3

Read the text and underline the words in Text 2.

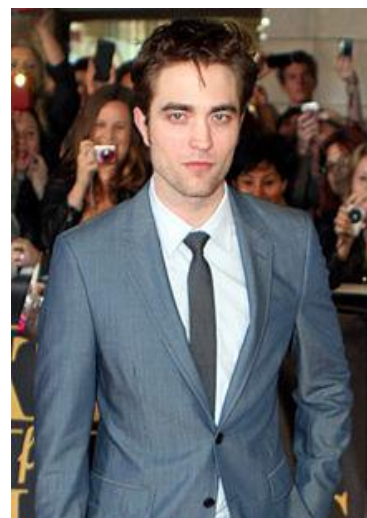
The Rising Star

The success of Twilight movies has made Kristen Steward and Robert Patinson the centre of public attention. The rising stars have grown up on screen and grown into his or her role as an actor.



Kristen Stewart was born in Los Angeles, California, USA, April 9, 1990. Her nickname Kris, KStew, Ki Ki , Stew. Her parents, John Stewart and Jules Stewart, both work in film and television. Her mother is Australian. The family includes three boys, her older brother Cameron Stewart, and two adopted brothers Dana and Taylor. Kstew has brown hair and brown eyes. Her height is about 168 cm. She is loyal, kind and friendly person. She is also confident and intelligent. She loves reading, additionally, she aspires to go to college for a degree in literature and potentially pursue writing as a career.

Robert Pattinson was born in London, England, May 13, 1986. His nickname is Robert. His father, Richard, imported vintage cars from America, and his mother, Clare, worked for a modeling agency. Pattinson has two elder sisters, singer Lizzy Pattinson, and Victoria Pattinson. Robert has dark brown hair and blue eyes. His height is about 174 cm. He is loyal shy and introvert person. He is also intelligent and somewhat mysterious. He loves acting very much.



This couple have been really good couple, not only on screen but also in real life. Their secret of relationship is that they always understand each other although they have different backgrounds and personalities.

<http://news.blogs.cnn.com/category/twilight saga/>

Task 4

Complete the column below based on the text.

Names	Physical appearance	Characters
Kristen Stewart		
Robert Pattinson		

Task 5



The text in task 3 is a descriptive text. Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc, what is describe in the text.

The text structure:

The Rising Star

The success of Twilight movies has made Kristen Steward and Robert Patinson the centre of public attention. The rising stars have grown up on screen and grown into his or her role as an actor.

**General
Statement (It
tells the reader
what the
description)**

Kristen Stewart was born in Los Angeles, California, USA, April 9, 1990. Her nickname Kris, KStew, Ki Ki, Stew. Her parents, John Stewart and Jules Stewart, both work in film and television. Her mother is Australian. The family includes three boys, her older brother Cameron Stewart, and two adopted brothers Dana and Taylor. Kstew has brown hair and brown eyes. Her height is about 168 cm. She is loyal, kind and friendly person. She is also confident and intelligent. She loves reading, additionally, she aspires to go to college for a degree in literature and potentially pursue writing as a career.

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This couple have been really good couple, not only on screen but also in real life. Their secret of relationship is that they always understand each other although they have different backgrounds and personalities

Series of Paragraph (Each one focuses on a different part or area, builds up to a complete description of the subject)

Concluding Paragraph (summarize the whole description)

A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.

Task 6

In pairs, study the following explanation.

- To describe a person's physical appearance, you can use the following words.

Physical Appearances					
Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Round
	Plump	Teenager	Bald	Square	Blue
	Fat	In20s,	Straight	Wrinkles	Brown
	Skinny	30s, 40s	Curly	Pale	Green
	Muscular		Wavy	Bearded	Slanting
			Black	Shaved	
			Red		
			Brown		

- To describe a person's characters (qualities & habitual behavior), you can use the following words.

Characters	
Careful	Careless
Intelligent	Stupid
Confident	Shy
Extrovert	Introvert
Generous	Stingy
Diligent	Lazy

Characters
Active
Cheerful
Determined
Energetic
Friendly
Humble
Humorous
Sensitive
Stubborn

Task 7

Complete the text about Regina Innova with the words in the box.

	<p style="text-align: center;">The Cute Regina</p> <p>Regina Innova was born on Jakarta, December 4, 1986. She is better known as Regina. She has a wonderful voice. She is the winner of the 2012 season of Indonesian Idol. She also represented Indonesia in Asian Idol.</p> <p>Regina has a _____ smile. Her body is _____. Her _____ cheeks make her cute. Regina is a nice and _____ person. She is very friendly to everyone.</p> <p style="text-align: right;"><i>http://indoidol.files.wordpress.com</i></p>
--	--

Pretty

Cheerful

Nice

Chubby

Plumb

Task 8

Look at the following picture. In pairs, describe their physical appearances.

Look at the example.



Agnes Monica

Physical appearance:

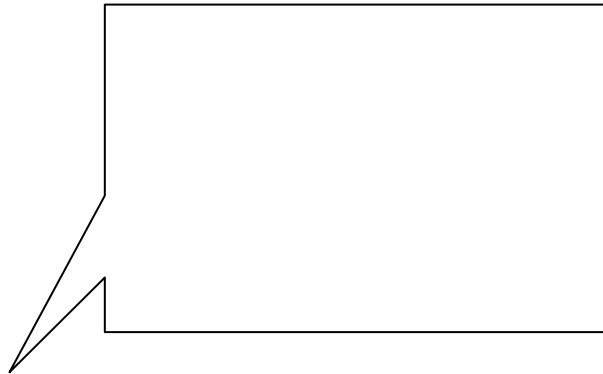
- She is tall.
- Her body is slim.
- She has brown straight hair.
- Her face is oval.
- She has slanting eyes.
-



Dani Pedrosa



Taylor Swift



Miroslav Klose



Task 9

Answer the question and record them in this table, in pairs

No	Questions	Answer
1	What does story tells us about?	
2	Who is Kristen Steward? What does she looks like?	
3	Who is Robert Pattinson? What does he looks like?	

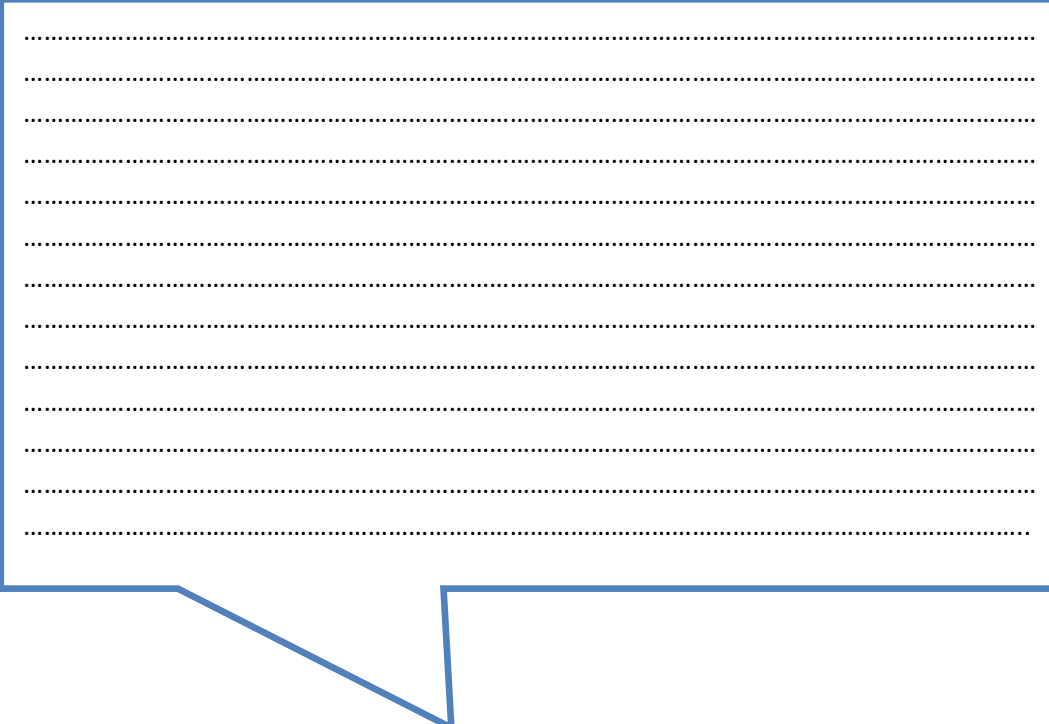
Task 10

Write more sentences about Kristen Steward / Robert Pattinson based on your information in Task 8, work in pairs.

[illegible]

Task 11

Describe a short paragraph about someone you know, in pairs. Use the questions below to help you arrange the story.



Who is he/she?

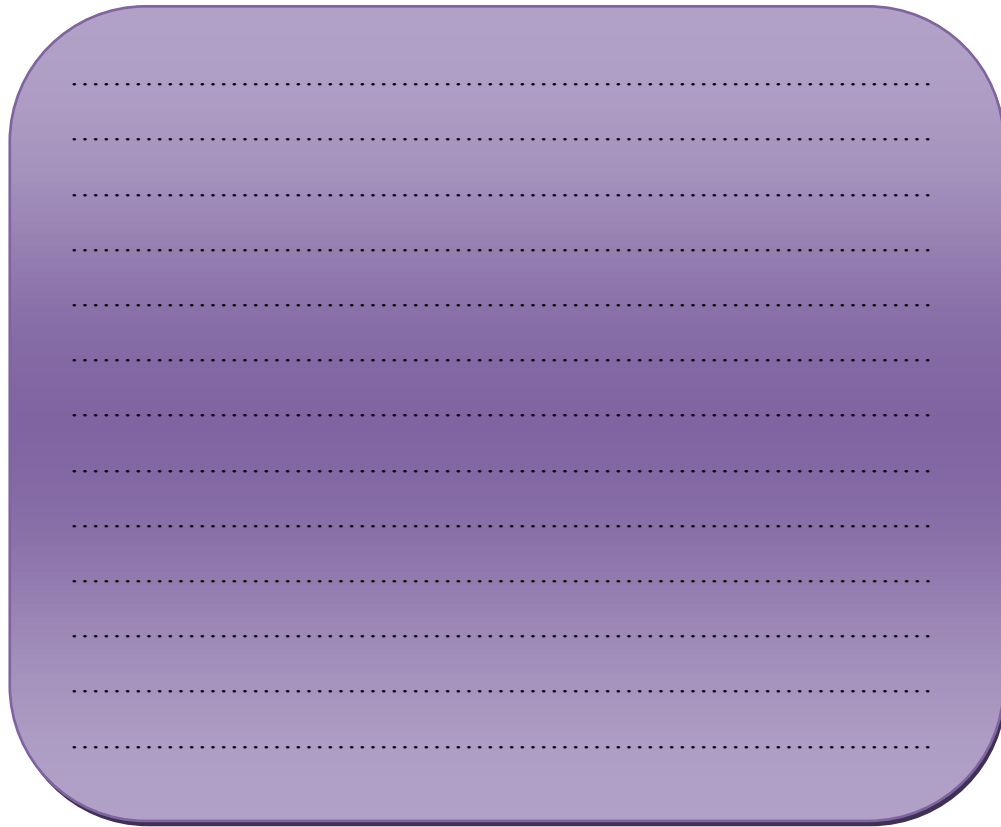
What does is he/she looks like?

What is the character of him/her?



Task 12

Revise your short paragraph here.

A large purple rounded rectangle with a thin dark purple border. Inside the rectangle, there are 15 horizontal dotted lines for writing, spaced evenly from top to bottom.

3

WORLD NEWS

Task 1

Answer the following questions individually.



What is the picture about? Why?

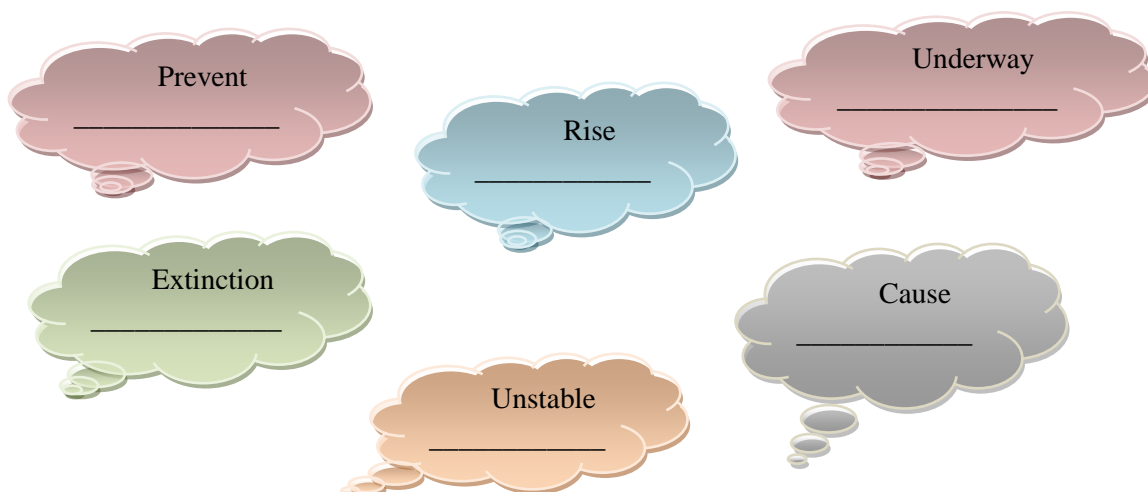
Task 2

Learn the following words and find the synonym of these words. Use Dictionary if necessary.

Concern

Scientific

Impact



Task 3

Watching the ABC news entitled “The Reality and Risk of Global Warming”, read the text and underlined the words in the Task 2, in pairs.

The Reality and Risk of Global Warming

Our earth is in a stake of crisis and we are the cause; many people polluted the air, they fill the land with waste, lethal fuel emissions from our vehicles. And what are the consequences? Our glaciers are melting. Our cities are flooding. The climate is changing. Our lakes are drying up. Our oceans temperatures are rising. Hurricanes are intensifying. Rainfall is increasing. Record setting heat temperatures are at a dangerous. Global warming is upsetting the balance of nature. Many species are facing the threat of extinction.

‘If we continue to live this way, more catastrophic events will occur’ said Bill Blackmore. Our glaciers are melting fast and when they’re gone. So, will many our coastal cities, as they will be under water as the world’s oceans levels will increase.

So what are we going to do about this? The people are being given the explanation about the bad effect of Global warming. We need to make a change and quickly. Always remember to recycle and re-use. Consider alternative energy methods. Save power and conserve your household energy. Reduce your litter, re-

useable bags and save thousands of plastic bags from ending up in lands fills per year. Use more environmentally friendly cleaning products around your home.

Use low or zero emission vehicle to get you where you need to go. Consider using public transportation more often carpooling. Remember, we only have one planet and it's depending on you to make difference. Show this news to as many people as you can to get the message across.

<http://news.news.cnn.com/category/global-warming/>

Task 4

Read the text *The Reality and Risk of Global Warming* again and then answer the question below. Compare your answer with your partner's.

Questions

1. What was the news about?
8. Who conducted the news poll?
9. What was the general result of the poll?
10. What was the significant cause of global warming?
11. What was one of the examples of global warming's impact?
12. How many percent of people who thought that the weather patterns have been more unstable?
13. What happened in Ohio in the winter?
14. What did Bill Blackmore say about global warming?

Task 5

Study the rule below.

In the news item in Task 3 you find the sentence:

“The people are being given the explanation about the bad effect of Global warming”

The sentence is the passive form of the present continuous,

The pattern is / am / are being + V3

For example:

The patient is being examined by the doctor

The students are being given the lesson about drugs.

Rewrite these sentences. Instead using ‘somebody’ or they, write a passive sentence.

1. Somebody using the computer at the moment.

The computer.....

2. They are building a new ring road around the city.

.....

3. Somebody is cleaning the room at the moment.

.....

Task 6

Write the short paragraph use the answer of the questions below.

1. What was the news about?
9. Who conducted the news poll?
10. What was the general result of the poll?
11. What was the significant cause of global warming?
12. What was one of the examples of global warming's impact?
13. How many percent of people who thought that the weather patterns have been more unstable?
14. What happened in Ohio in the winter?
15. What did Bill Blackmore say about global warming?

[illegible]

Task 7

Study the following notes.

The text in Task 3 is a news item, telling information about event of the day which is considered newsworthy or important.

The Reality and Risk of Global Warming

Our earth is in a stake of crisis and we are the cause; many people polluted the air, they fill the land with waste, lethal fuel emissions from our vehicles. And what are the consequences? Our glaciers are melting. Our cities are flooding. The climate is changing. Our lakes are drying up. Our oceans temperatures are rising. Hurricanes are intensifying. Rainfall is increasing. Record setting heat temperatures are at a dangerous. Global warming is upsetting the balance of nature. Many species are facing the threat of extinction.

Newsworthy events (recount the events in summary form)

‘If we continue to live this way, more catastrophic events will occur’ said Bill Blackmore. Our glaciers are melting fast and when they’re gone. So, will many our coastal cities, as they will be under water as the world’s oceans levels will increase.

Background events (elaborate what happened, to whom, in what circumstances)

So what are we going to do about this? The people are being given the explanation about the bad effect of Global warming. We need to make a change and quickly. Always remember to recycle and re-use. Consider alternative energy methods. Save power and conserve your household energy. Reduce your litter, re-useable bags and save thousands of plastic bags from ending up in lands fills per year. Use more environmentally friendly cleaning products around your home. Use low or zero emission vehicle to get you where you need to go. Consider using public transportation more often carpooling. Remember, we only have one planet and it's depending on you to make difference. Show this news to as many people as you can to get the message across.

**Sources
(comment by
participants in,
witnesses to and
authorities'
expert on the
event)**

Task 8

In a group of three, find and read two news items in the newspaper about Global warming. Then make a summary of the news by completing the table. Look at the example.

5 million face increased flooding risk

Newsworthy event	Rising sea levels combined with storm surges will put more than 5 million people on U.S. coastlines at risk of flooding during the next 30 years, according to new research.
Background events	<p>The combination could raise sea levels during storms to 4 feet above the high-tide line, threatening property that contains 2.6 million homes on 3 million acres of land, according to the report released Wednesday by Climate Central, a nonprofit research and journalism organization based in New Jersey.</p> <p>“Escalating floods from sea level rise will affect millions of people, and threaten countless billions of</p>

	dollars of damage to buildings and infrastructure,” Climate Central's Ben Strauss, the lead author of the report, said in a statement.
Sources	<p>The report, titled "Surging Seas," is based on two new peer-reviewed studies, both published in the journal Environmental Research Letters. Climate Central calls it "the first major national analysis of sea level rise in 20 years.</p> <p>http://news.blogs.cnn.com/category/global-warming/</p>

Write your summary here

Newsworthy event	
Background events	
Sources	

Task 9

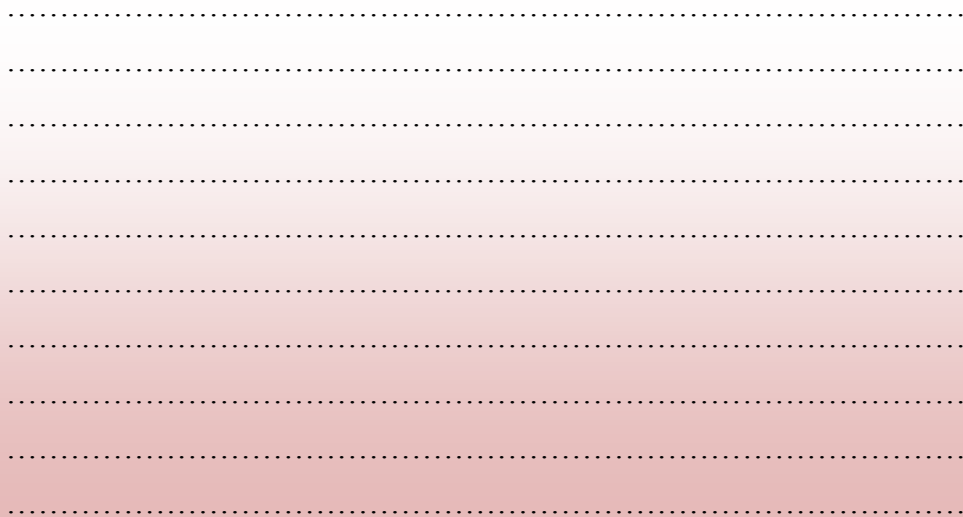
In a group of four, write a news item about any event in your school that you think important to be published. Use the question below to help you around the

What, Who, When, Where, How



Task 11

Revise your news here.



1

LET US WRITE

Task 1

1. Do you have any unforgettable experience?
2. Have you ever written your past experience in a diary?
3. If yes, what was it about?

Task 2

Study the following sentence. Work in pairs.

Now

Seven years ago



She is a Junior High School Student

She was an Elementary School Student

Now

Five years ago



Kaka joins in Real Madrid Club.

Kaka joined in AC Milan Club.

Task 3

Read the following text carefully and then write **T** if the statement is true and **F** if the statement is false. Correct the false statement. Compare your work with a classmate's. Look at the example.

Ricardo Kaka visits Dubai, plans to learn more about Arab-AI

Brazilian superstar Ricardo Kaka was overwhelmed by the sights in Dubai during a 10-day family holiday as a guest of the Dubai Department of Tourism and Commerce Marketing (DTCM).

He has been accommodated at the Atlantis the Palm. He visited the world's tallest man-made structure, Burj Khalifa, and took a Seawings-organised aerial tour to experience a bird's eye view of the natural beauty and extra-ordinary man-made structures in the Emirate, including The Palm Jumeirah, Burj Al Arab and Jebel Ali Port. Also in the itinerary were a desert safari experience and a visit to the Sheikh Mohammed Centre for Cultural Understanding which provided him insights into the cultural and traditions of the Emirate. Then, He visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life.

The 29-year-old soccer player also enjoyed the traditional Arabian hospitality in the modern settings at a dinner arranged at the world's highest restaurant located in Burj Khalifa.

"Dubai is a wonderful city and one of the nicest in the world. I am honored to be here for the family holiday. I am overwhelmed with the hospitality I enjoyed here, I did not feel bored and we plan to come again to Dubai soon," the e-paper quoted him as saying.

(<http://www.dxbwebsite.com/ricardo-kaka-visits-dubai-plans-to-learn-more-about-arabs-al/>)

Questions

No	Statements	True / False	Correction
1	Ricardo Kaka was an Italian superstar		
2	Ricardo Kaka visited Dubai during 15 days.		
3	He was interested to learn about the culture and traditions of the Emirate.		
4	He visited Emirate for family holiday		
5	He enjoyed in Emirate and planned to come again to Dubai soon.		

Task 4

Study the following notes

The text in Task 3 is a recount text telling "what happened". The purpose of the story is to tell a series/sequence of events and evaluate their significance in some way. It has expression of attitude and feeling usually made by the writer about the events.

Ricardo Kaka visits Dubai, plans to learn more about Arab-AI

Brazilian superstar Ricardo Kaka was overwhelmed by the sights in Dubai during a 10-day family holiday as a guest of the Dubai Department of Tourism and Commerce Marketing (DTCM).

Orientation:
*information about
'who', 'where'
and 'when';*

He has been accommodated at the Atlantis The Palm. He visited the world's tallest man-made structure Burj Khalifa, and took a Seawings-organised aerial tour to experience a bird's eye view of the natural beauty and extra-ordinary man-made structures in the emirate including The Palm Jumeirah, Burj Al Arab and Jebel Ali Port. Also in the itinerary were a desert safari experience and a visit to the Sheikh Mohammed Centre for Cultural Understanding which provided him insights into the cultural and traditions of the emirate. He visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life. The 29-year-old soccer player also enjoyed the traditional Arabian hospitality in the modern settings at a dinner arranged at the world's highest restaurant located in Burj Khalifa.

**A record of
events usually in
chronological
order,**

"Dubai is a wonderful city and one of the nicest in the world. I am honored to be here for the family holiday. I am overwhelmed with the hospitality I enjoyed here, I did not feel bored and we plan to come again to Dubai soon," the e-paper quoted him as saying.

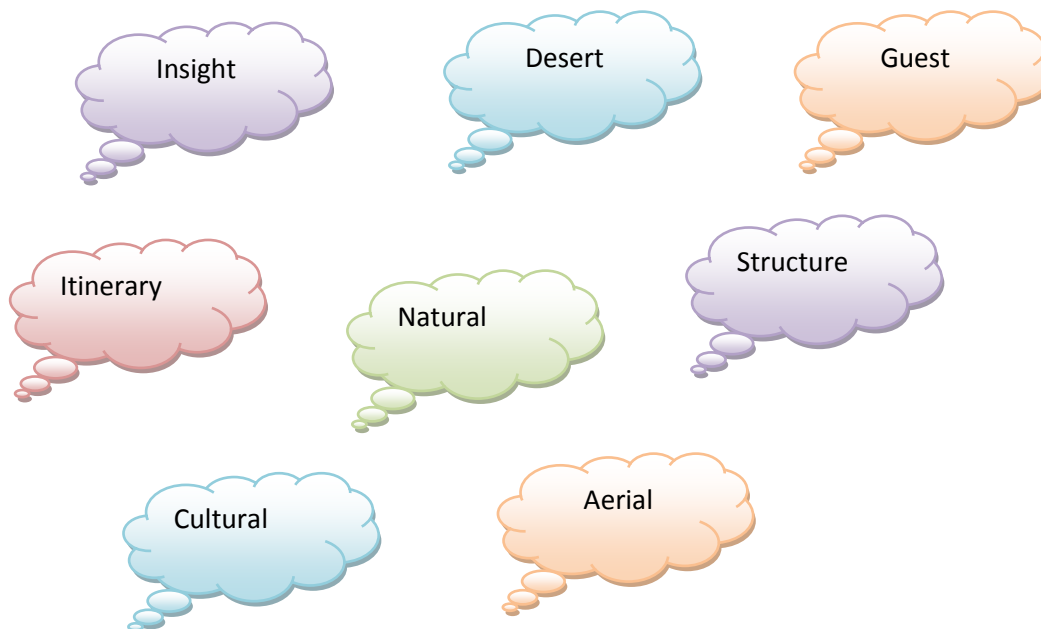
**Personal comments
/ reorientation
which are arranged
over throughout
the record of
events.**

The grammatical patterns of the text include;

- *Use of noun and pronoun to identify people or things involved;*
- *Use of action verb to refer to events;*
- *Use of past tense to locate events in relation to writer's time (Subject + Verb 2)*
- *Use of conjunction and time connectives to sequence the events; (after, before, while etc)*
- *Use of adverbs and adverbial phrases to indicate place and time (yesterday, a week ago, last week etc)*

Task 5

Read the text in Task 3 once again and find the meaning of the following words based on the contexts. You may work in groups of three



Task 6

In pairs, match the *italic* word in column A with word in column B that is close in meaning. Use a line.

Column A
We <i>visited</i> a few beaches while we were in Yogya.
There is a <i>holiday</i> in Singapore
The new policies fail to <i>accommodate</i> the disable.
What are your <i>plan</i> in this weekend?
We fought for the <i>honor</i> of our country

Column B
Proud
Gather
Schedule
Trip
Vacation

Task 7

Study the rule below.

Simple Past tense

To talk about past events and conditions, you use verb-2 forms. Here are some examples taken from the text.

- *He visited a mosque which offered him insights into the world of Islam, the Arabs and the Muslim way of life*

Telling Past Events

(+) S + V2

(-) S + *did not* + V1

Examples:

(+) *He visited the world's tallest man-made structure, Burj Khalifa.*

(-) *I did not feel bored in there.*

The adverbs that are usually used in the 'simple past tense' sentences are:

- Yesterday
- A week ago
- ago,
- Last week, and
- Last

Task 8

Fill in the blanks with correct verb form. Compare your answers with your classmate's sitting next to you. Look at the example.

Is

invite

complete

Are

promise

admitted

Beckham promised to come back to visit Indonesia.

David Beckham was impressed with public remarks during his stay in Jakarta, Indonesia with the Los Angeles Galaxy. Beckham promised to come again to Indonesia. LA Galaxy squad _____ the trip to Jakarta after defeating Indonesia National Team Selection 1-0 at the Bung Karno Main Stadium, Wednesday, November 30, 2011.

Beckham _____ impressed with the reception he got during the three-day stay in Jakarta. The former Real Madrid and Manchester United _____ admitted falling in love with Indonesia. This is the second time Beckham visit Indonesia after a vacation to Bali. However, 36 years old midfielder is sure this is not a recent visit to Indonesia. Beckham _____ to return to Indonesia.

“Coming to Indonesia to be an amazing experience for me. If I am _____ again, I want to come back,” he concluded

<http://sportales.com/soccer/beckham-fall-in-love-with-indonesia>

Task 9

Match the question in columns A with the answer in Column B, and then write into a short paragraph.

Column A	Column B
1. Who is Beckham?	a. He stayed in Indonesia for 4 days
2. How old is he?	b. Beckham came to Indonesia to play football with Indonesia National Team.
3. When did Beckham come to Indonesia?	c. Beckham is a football player
4. How long did Beckham stay in Indonesia?	d. The Indonesian people very like Beckham. They felt happy and enthusiasm to meet beckham.
5. Why did Beckham come to Indonesia?	e. He is 36 years old
6. How did the Indonesian people respond his coming?	f. Beckham went to Indonesia On November 2011

Write a short paragraph here.

David Beckham

Beckham is a football player.

.....

.....

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Task 11

Study the following schedule. Write a paragraph in group of three that telling past events based on the schedule. Remember to begin with topic sentences.

WEDNESDAY	07. 30 – 08. 00	greet new students
	08. 00 – 09. 30	give test to new students
	09. 30 – 10. 30	order new text books
	10. 30 – 11. 30	make phone calls
	11. 30 – 13. 00	have lunch with teachers
	13. 00 – 15. 00	observed classes

Write here

Last week I had a busy schedule in my class. At 07.30, I came in to the class and greeted the students.....

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Task 12

Revise your short paragraph in task 11 with your friends here.

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Task 13

Make a composition about your experience in joining an extracurricular activity in the Junior High School. The following questions may help you develop your composition.

1. What extracurricular activity did you join?
2. Did you ever join any competition held by the club or outer club?
 - > If so, tell about your experience in the competition.
(Tell about what you did from the preparation until the end of the competition)
 - If you never did, tell about any interesting experience in the club.
(Tell about the event from the beginning until the end)



A large blue speech bubble with a tail pointing towards the question about competitions. Inside the bubble are 20 horizontal dotted lines for writing a response.

2

DESCRIBE IT

Task 1

Look at the picture below.

What do you think about them? Do they look beautiful or handsome?



Task 2

Learn the following words and find the synonym of each words. Use the dictionary if necessary.



Task 3

Read the text and underline the words in Text 2.

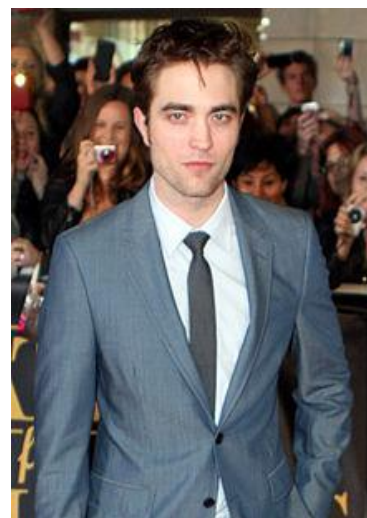
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This couple have been really good couple, not only on screen but also in real life. Their secret of relationship is that they always understand each other although they have different backgrounds and personalities.

<http://news.blogs.cnn.com/category/twilight saga/>

Task 4

Complete the column below based on the text.

Names	Physical appearance	Characters
Kristen Stewart		
Robert Pattinson		

Task 5



The text in task 3 is a descriptive text. Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc, what is describe in the text.

The text structure:

The Rising Star

The success of Twilight movies has made Kristen Stewart and Robert Patinson the centre of public attention. The rising stars have grown up on screen and grown into his or her role as an actor.

**General
Statement (It
tells the reader
what the
description)**

Kristen Stewart was born in Los Angeles, California, USA, April 9, 1990. Her nickname Kris, KStew, Ki Ki, Stew. Her parents, John Stewart and Jules Stewart, both work in film and television. Her mother is Australian. The family includes three boys, her older brother Cameron Stewart, and two adopted brothers Dana and Taylor. Kstew has brown hair and brown eyes. Her height is about 168 cm. She is loyal, kind and friendly person. She is also confident and intelligent. She loves reading, additionally, she aspires to go to college for a degree in literature and potentially pursue writing as a career.

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Series of Paragraph (Each one focuses on a different part or area, builds up to a complete description of the subject)

Concluding Paragraph (summarize the whole description)

A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.

Task 6

In pairs, study the following explanation.

- To describe a person's physical appearance, you can use the following words.

Physical Appearances					
Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Round
	Plump	Teenager	Bald	Square	Blue
	Fat	In20s,	Straight	Wrinkles	Brown
	Skinny	30s, 40s	Curly	Pale	Green
	Muscular		Wavy	Bearded	Slanting
			Black	Shaved	
			Red		
			Brown		

- To describe a person's characters (qualities & habitual behavior), you can use the following words.

Characters	
Careful	Careless
Intelligent	Stupid
Confident	Shy
Extrovert	Introvert
Generous	Stingy
Diligent	Lazy

Characters
Active
Cheerful
Determined
Energetic
Friendly
Humble
Humorous
Sensitive
Stubborn

Task 7

Complete the text about Regina Innova with the words in the box.

	<p style="text-align: center;">The Cute Regina</p> <p>Regina Innova was born on Jakarta, December 4, 1986. She is better known as Regina. She has a wonderful voice. She is the winner of the 2012 season of Indonesian Idol. She also represented Indonesia in Asian Idol.</p> <p>Regina has a _____ smile. Her body is _____. Her _____ cheeks make her cute. Regina is a nice and _____ person. She is very friendly to everyone.</p> <p style="text-align: right;"><i>http://indoidol.files.wordpress.com</i></p>
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Pretty

Cheerful

Nice

Chubby

Plumb

Task 8

Look at the following picture. In pairs, describe their physical appearances.

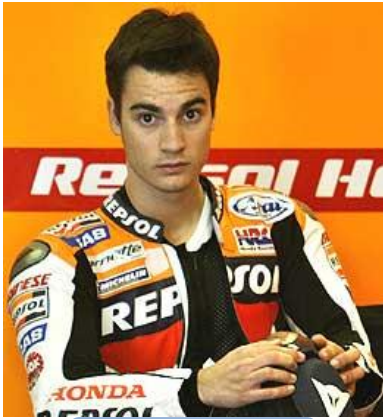
Look at the example.



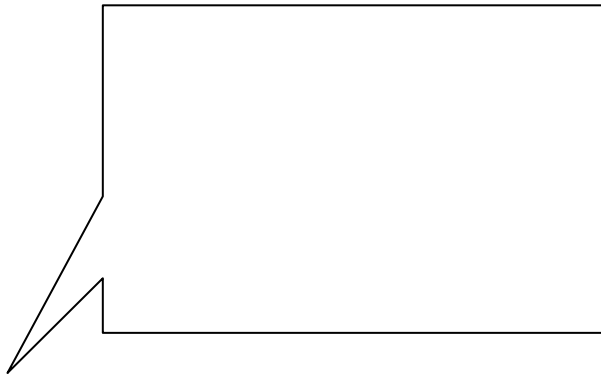
Agnes Monica

Physical appearance:

- She is tall.
- Her body is slim.
- She has brown straight hair.
- Her face is oval.
- She has slanting eyes.



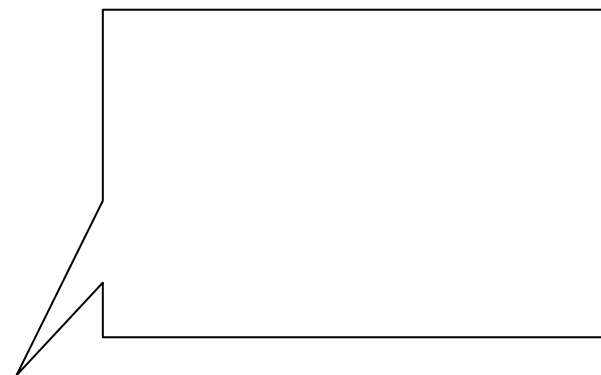
Dani Pedrosa



Taylor Swift



Miroslav Klose



Task 9

Answer the question according to text 2 and record them in this table, in pairs

No	Questions	Answer
1	What does the story tells us about?	
2	Who is Kristen Steward? What does she look like?	
3	Who is Robert Pattinson? What does he look like?	

Task 10

Write more sentences about Kristen Steward / Robert Pattinson based on your information in Task 8, work in pairs.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The paper has rounded corners and is framed by a thick orange border. There are no markings or text on the page.

Task 11

Describe a short paragraph about someone you know, in pairs. Use the questions below to help you arrange the story.

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Who is he/she?

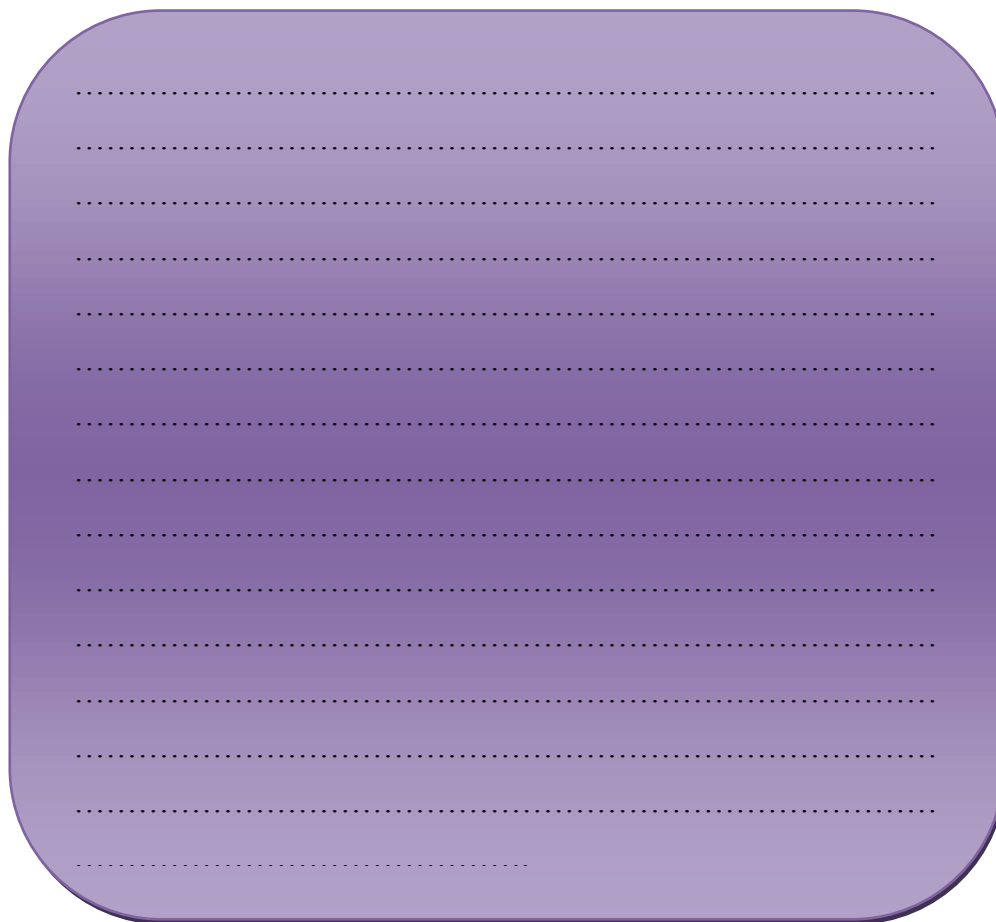
What does he/she look like?

What is the character of him/her?



Task 12

Revise your short paragraph here.

A large purple rounded rectangle with a thin dark purple border. Inside, there are 18 horizontal dotted lines for writing, spaced evenly from top to bottom.

Task 13

Write a short paragraph about your pet or an animal that you like most. Use the following guidelines.

- What is your pet's name?
- What is it?
- How old is it?
- Describe it. - *size - height - habit*
 - *colour – weight*

Write here



<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

3

WORLD NEWS

Task 1



1. What sort of news do you like to read?
2. Do you usually read the news headlines?
3. What other parts of a newspaper do you know?

Task 2

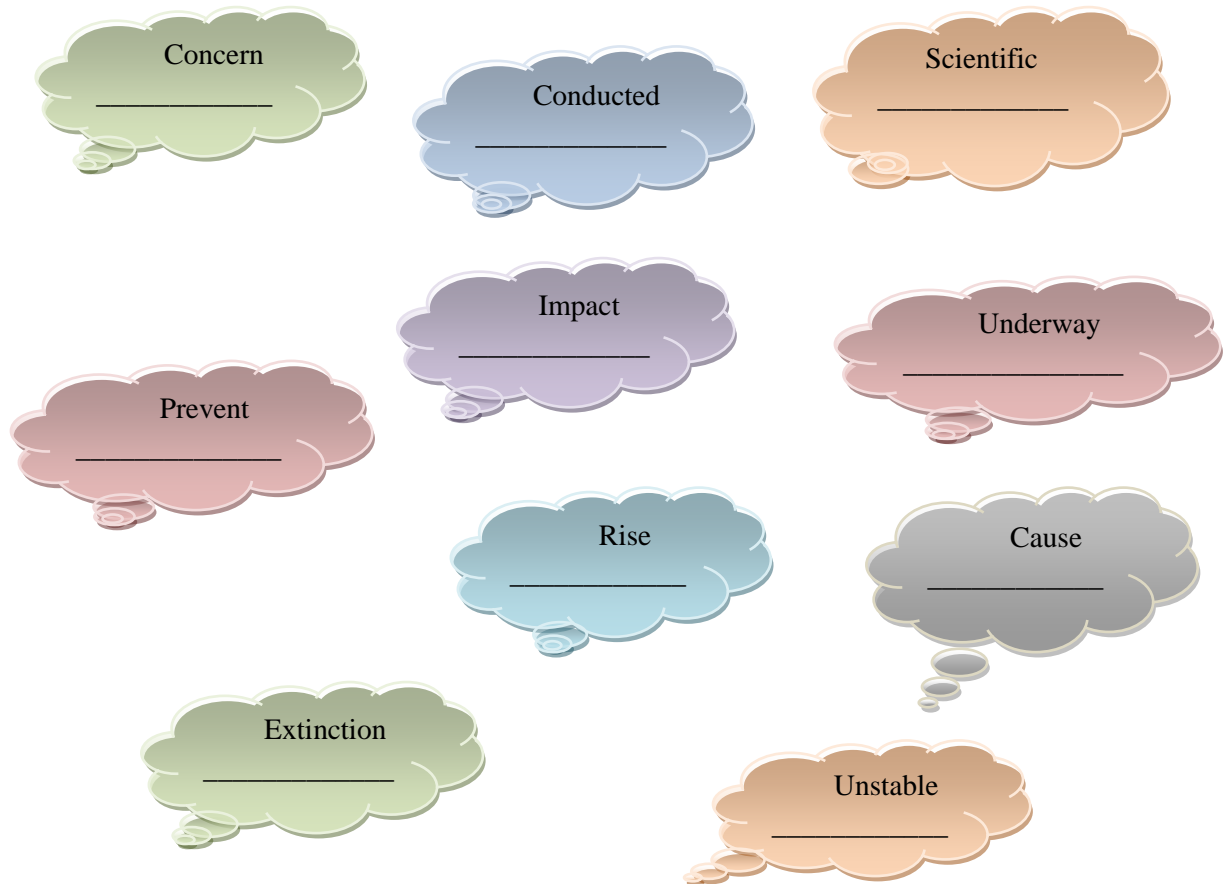
Answer the following questions individually.



What is the picture about? Why?

Task 3

Learn the following words and find the synonyms of these words. Use Dictionary if necessary.



Task 4

Watching the ABC news entitled “The Reality and Risk of Global Warming”, read the text and underlined the words in the Task 3, in pairs.

The Reality and Risk of Global Warming

Our earth is in a stake of crisis and we are the cause; many people polluted the air, they fill the land with waste, lethal fuel emissions from our vehicles. And what are the consequences? Our glaciers are melting. Our cities are flooding. The climate is changing. Our lakes are drying up. Our oceans temperatures are rising. Hurricanes are intensifying. Rainfall is increasing. Record setting heat temperatures are at a dangerous. Global warming is upsetting the balance of nature. Many species are facing the threat of extinction.

‘If we continue to live this way, more catastrophic events will occur’ said Bill Blackmore. Our glaciers are melting fast and when they’re gone. So, will many of our coastal cities, as they will be under water as the world’s oceans levels will increase.

So what are we going to do about this? The people are being given the explanation about the bad effect of Global warming. We need to make a change and quickly. Always remember to recycle and re-use. Consider alternative energy methods. Save power and conserve your household energy. Reduce your litter, re-useable bags and save thousands of plastic bags from ending up in landfills per year. Use more environmentally friendly cleaning products around your home.

Use low or zero emission vehicle to get you where you need to go. Consider using public transportation more often carpooling. Remember, we only have one planet and it’s depending on you to make a difference. Show this news to as many people as you can to get the message across.

Task 5

Read the text *The Reality and Risk of Global Warming* again and then answer the question below. Compare your answer with your partner’s.

Questions

1. What was the news about?
2. Who conducted the news poll?
3. What was the general result of the poll?
4. What was the significant cause of global warming?
5. What was one of the examples of global warming’s impact?
6. How many percent of people who thought that the weather patterns have been more unstable?
7. What happened in Ohio in the winter?
8. What did Bill Blackmore say about global warming?

Task 6

Study the rule below.

In the news item in Task 3 you find the sentence:

“The people are being given the explanation about the bad effect of Global warming”

The sentence is the passive form of the present continuous,

The pattern is / am / are being + V3

For example:

The patient is being examined by the doctor

The students are being given the lesson about drugs.

Rewrite these sentences. Instead using ‘somebody’ or they, write a passive sentence.

1. Somebody using the computer at the moment.

The computer.....

2. They are building a new ring road around the city.

.....

3. Somebody is cleaning the room at the moment.

.....

Task 7

Write the short paragraph by using the answers of the questions below.

1. What was the news about?
2. Who conducted the news poll?
3. What was the general result of the poll?
4. What was the significant cause of global warming?
5. What was one of the examples of global warming's impact?
6. How many percent of people who thought that the weather patterns have been more unstable?
7. What happened in Ohio in the winter?
8. What did Bill Blackmore say about global warming?

[illegible]

Task 8

Study the following notes.

The text in Task 3 is a news item, telling information about event of the day which is considered newsworthy or important.

The Reality and Risk of Global Warming

Our earth is in a stake of crisis and we are the cause; many people polluted the air, they fill the land with waste, lethal fuel emissions from our vehicles. And what are the consequences? Our glaciers are melting. Our cities are flooding. The climate is changing. Our lakes are drying up. Our oceans temperatures are rising. Hurricanes are intensifying. Rainfall is increasing. Record setting heat temperatures are at a dangerous. Global warming is upsetting the balance of nature. Many species are facing the threat of extinction.

Newsworthy events (recount the events in summary form)

‘If we continue to live this way, more catastrophic events will occur’ said Bill Blackmore. Our glaciers are melting fast and when they’re gone. So, will many our coastal cities, as they will be under water as the world’s oceans levels will increase.

Background events (elaborate what happened, to whom, in what circumstances)

So what are we going to do about this? The people are being given the explanation about the bad effect of Global warming. We need to make a change and quickly. Always remember to recycle and re-use. Consider alternative energy methods. Save power and conserve your household energy. Reduce your litter, re-useable bags and save thousands of plastic bags from ending up in lands fills per year. Use more environmentally friendly cleaning products around your home. Use low or zero emission vehicle to get you where you need to go. Consider using public transportation more often carpooling. Remember, we only have one planet and it's depending on you to make difference. Show this news to as many people as you can to get the message across.

**Sources
(comment by
participants in,
witnesses to and
authorities'
expert on the
event)**

Task 9

In a group of three, find and read two news items in a newspapers about Global warming. Then make a summary of the news by completing the table. Look at the example.

Arctic ice levels hit historic low, researchers say

Newsworthy event	The amount of Arctic sea ice has melted to a historic low, with the area of land covered by ice at the smallest level since scientists began observing it with satellites in 1972, researchers from the University of Bremen in Germany report.
Background events	<p>The North Pole skull cap shrank to about half a percent under the previous record low set in September 2007, according to the school's Institute of Environmental Physics.</p> <p>Researchers, including those from the National Snow and Ice Data Center, had predicted earlier this</p>

	summer that Arctic sea ice levels could reach extreme lows. They said their studies indicated that continuing ice decline was related to man-made global warming.
Sources	<p>"It seems to be clear that this is a further consequence of the man-made global warming with global consequences," researchers said in their report. "Directly, the live hood of small animals, algae, fishes and mammals like polar bears and seals is more and more reduced."</p> <p>http://news.blogs.cnn.com/category/global-warming/</p>

Write your summary here

Newsworthy event	
Background events	
Sources	

Task 10

Look at the pictures. Then find the related news report in news paper or magazine based on the pictures.



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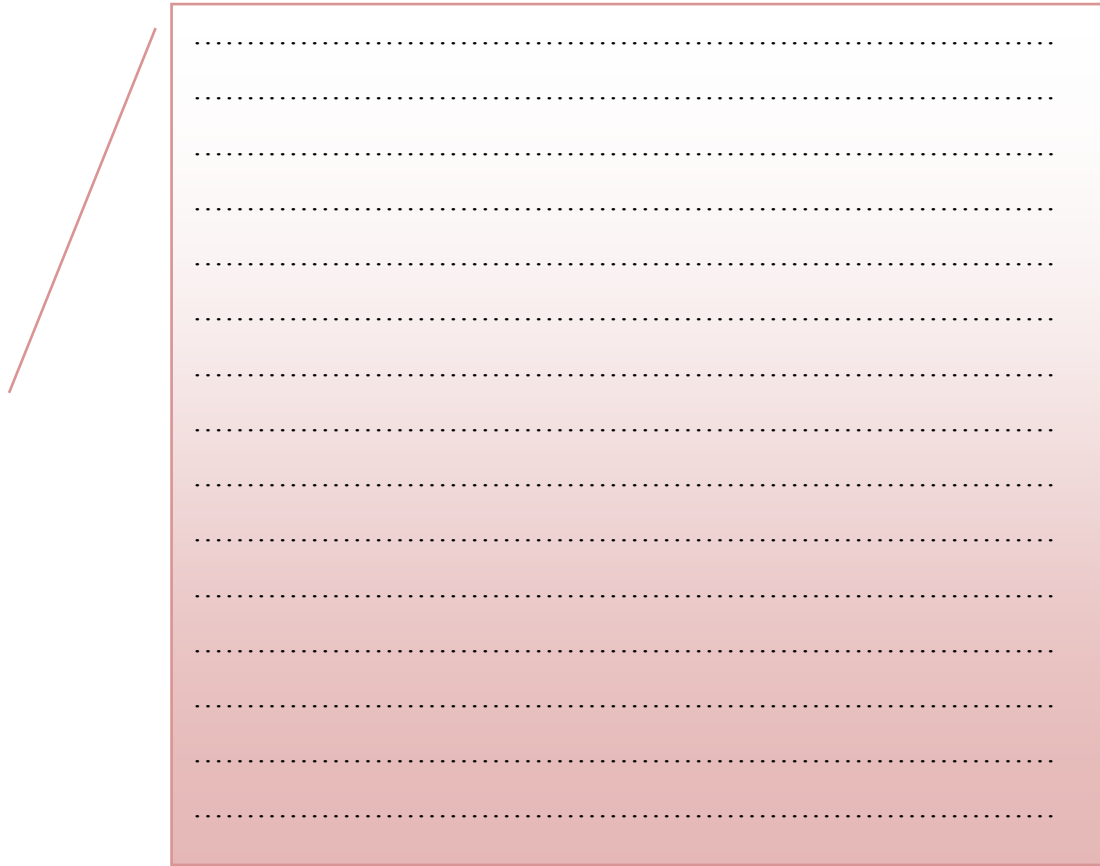
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Task 11

Revise your news in task 10 with your friends. Write here.



Task 12

Write your own news item about sport. Make it simple. The following guidance may help you.

- Pick one topic about sport. You may search it in magazines, newspapers, or the internet.
- List important information on the topic (what it is about, when and where it happened, etc.).
- Arrange the important information you have got to write the news.

This image shows a full page of handwriting practice paper. It features a light blue border around the edges. The main area contains ten sets of horizontal dashed lines, each set consisting of two parallel lines. These lines are intended to guide letter height and placement for handwriting practice. There are no other markings or text on the page.