

**DEVELOPING ENGLISH WRITING MATERIALS FOR GRADE X
STUDENTS OF THE PAINTING DEPARTMENT OF SMK NEGERI 3
KASIHAN**

A THESIS

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



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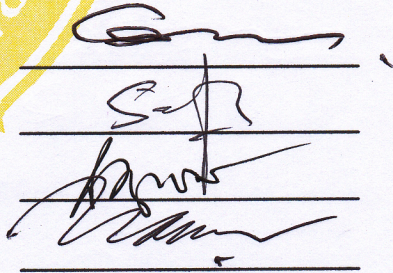
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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

Yogyakarta, January 2013

Penulis



Artika Restu Utami

MOTTO

Being successful is not an obligation, but trying to be successful is an obligation.

~ HITAM PUTIH ~

DEDICATIONS

This thesis is dedicated to:

*my beloved single parent,
(Sri Parwinah)
for her endless love, prayers, care, support, advice, and guidance,*

*my younger brothers,
(Kholis and Ichwan)
for their care and support,*

*my beloved husband,
(S. Eka Prasetya, M. Hut.)
for his deepest and holy love, care, and support,*

*my parents-in-law,
(Drs. Suyatno and Ibu Siti Handayani)
for their love and support,*

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Finally, I realize that this thesis is far from being perfect. Therefore I invite all critical comments. However, I hope that this thesis would give worthwhile contribution to the improvement of the English teaching-learning process.

Yogyakarta, January 2013

The writer

TABLE OF CONTENTS

TITLE.....	i
APPROVAL.....	ii
RATIFICATION SHEET.....	iii
PERNYATAAN.....	iv
MOTTO.....	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	6
E. Objectives of the Study.....	6
F. Significance of the Study.....	7
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Literature Review.....	8
1. The Definition of Writing.....	8

2. English for Specific Purposes.....	12
3. English for Vocational High Schools.....	14
4. Materials Development.....	19
5. Types of Writing Tasks.....	26
6. Teaching Methodology.....	29
B. Relevant Studies.....	32
C. Conceptual Framework.....	33
CHAPTER III RESEARCH METHOD.....	35
A. Type of Study.....	35
B. Research Setting.....	35
C. Research Subjects.....	35
D. Research Instruments	36
E. Research Procedure.....	41
F. Data Collection Techniques.....	47
G. Data Analysis Techniques.....	47
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	49
A. Result of the Research.....	49
1. Analysis of the Learners' and Learning Needs.....	49
2. The Result of the Curriculum Analysis.....	55
3. Writing the Course Grid.....	56
4. Developed Materials.....	61
5. Description of Each Unit.....	63
6. Reviewing the Materials.....	71

7. The Tryout of the First Draft of the Materials.....	72
8. The Evaluations and the Revisions of Unit 1.....	97
9. The Evaluations and the Revisions of Unit 2.....	98
10. The Evaluations and the Revisions of Unit 3.....	99
11. The Tryout of the Second Draft of the Materials.....	99
B. DISCUSSION.....	122
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	126
A. Conclusions.....	126
1. The Needs of Learners	126
2. The Needs of Learning.....	127
3. The Suitable Contents of English Writing Materials.....	128
B. Suggestions.....	130
REFERENCES.....	132
APPENDICES.....	135

LIST OF TABLES

Table 1 : Standard of Competence and Basic Competence of SMK.....	15
Table 2 : Types of Writing Tasks.....	27
Table 3 : Stages of Teaching-Learning English Writing.....	30
Table 4 : The Organization of The First Questionnaire.....	37
Table 5 : The Organization of The Second Questionnaire.....	39
Table 6 : Quantitative Data Conversion.....	40
Table 7 : The Activities of Unit 1.....	57
Table 8 : The Activities of Unit 2.....	59
Table 9 : The Activities of Unit 3.....	60
Table 10: The Evaluations and the Revisions of Unit 1.....	97
Table 11: The Evaluations and the Revisions of Unit 2.....	98
Table 12: Descriptive Statistics of Students' Responses to the Second Draft of the Materials of Unit 1.....	100
Table 13: Descriptive Statistics of Students' Responses to the Second Draft of the Materials of Unit 2.....	108
Table 14: Descriptive Statistics of Students' Responses to the Second Draft of the Materials of Unit 3.....	116

LIST OF FIGURES

Figure 1 : Task Components by Nunan (2004: 41).....	21
Figure 2: A Material Design Model According to Hutchinson and Waters (1987: 108).....	26
Figure 3: The Research Procedure Proposed by Dick and Carey in Gall, Gall, and Borg (2003).....	42
Figure 4: The Framework of the Developed Materials.....	63
Figure 5: The students were given the warming up and an example of a descriptive text.....	217
Figure 6: The researcher explained the materials to the students.....	217
Figure 7: The students worked in pairs.....	218
Figure 8: The students did the task in groups.....	218
Figure 9: A student worked the task individually.....	219
Figure 10: The teacher guided a student in doing the task.....	219

LIST OF APPENDICES

APPENDIX A	135
The List of the Students.....	135
APPENDIX B.....	136
a. The Questionnaire for the Reviewers.....	137
b. The Result of the Questionnaire	140
APPENDIX C.....	143
a. The First Questionnaire.....	144
b. The Result of the First Questionnaire.....	148
APPENDIX D.....	151
a. The Second Questionnaire.....	152
b. The Computation of the Second Questionnaire.....	157
APPENDIX E.....	169
Descriptive Statistics of Students’ Responses to Each Unit.....	169
APPENDIX F.....	175
Validity and Reliability.....	176
APPENDIX G.....	181
Field Notes.....	181
APPENDIX H.....	188
a. Interviews Transcript of the First Draft of the materials.....	188
b. Interviews Transcript of the Second Draft of the materials.....	208
APPENDIX I.....	211
Course Grid.....	211
APPENDIX J.....	216

The Final Draft of the Developed Materials.....	216
APPENDIX K.....	217
The Photographs	217
APPENDIX L.....	220
Letters' of Research Permit	220

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ABSTRACT

The objectives of this study were to: (1) identify the needs of Grade X students of the Painting Department, (2) identify the learning needs of writing materials for Grade X students of the Painting Department, and (3) find out the suitable contents of writing materials for Grade X students of the Painting Department.

This research was a research and development (R & D) study. The subjects of this study were the students of Grade X of the Painting Department of SMK Negeri 3 Kasihan. The steps in conducting this study were: analyzing the students' needs, reviewing the curriculum of vocational high schools, writing the course grid, writing the first draft of the developed materials, reviewing the materials, conducting tryout/implementing the materials, evaluating the materials, revising the materials, and writing the final draft of the developed materials. The data were collected by using questionnaires (quantitative data) and interview guideline (qualitative data). The quantitative data were analyzed by using the descriptive statistics, and the qualitative data were analyzed qualitatively.

The developed materials consist of three units. Unit 1 consisted of 11 tasks. Unit 2 consisted of 14 tasks. Unit 3 consisted of 12 tasks. Furthermore, each unit was presented in the four stages, namely Building Knowledge of Text (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), Independent Construction of Text (ICOT). The results of the second questionnaires were 4.75 to 4.03 for Unit 1, 4.83 to 3.74 for Unit 2, and 3.93 to 4.87 for Unit 3. It can be concluded that the students agree that the materials are well developed. It is supported by the interview results stating that all components of the tasks in the units are good. The results of the research showed that (1) based on the needs of learners, the students were interested in the topic and input related to the art and painting; (2) in doing the tasks, most of the students preferred describing the picture in the written form; (3) the suitable contents of writing materials could improve the students' ability in writing.

CHAPTER I INTRODUCTION

A. Background of the Study

A vocational high school is an educational institution that develops the students' vocational skills to prepare for specific jobs. According to the National Education Standard Agency (2006), the English teaching at a vocational high school aims at making the students proficient in both spoken and written languages. It is clear that communicative competence is the objective of English teaching and learning at a vocational high school, because they are projected to be middle-class workers. After graduating from the school, they are expected to be proficient in English which is relevant to their fields both orally and in the written form. It means that English should be used as a means of communication for the students of a vocational high school.

The main learning objective of English teaching and learning of a vocational high school is building communicative competence for the students, so that the content of English materials should be about communicative activities. The communication activities in the materials can help the students to practice and to improve their English communication, but there are difficulties in mastering English communication among the students. Most of the students have an idea that the communication can only be built in the form of spoken language, meaning that they can communicate in English if they have

good ability in speaking. In fact, they do not realize that the communication can be created by using the written language.

The students also need the English written language to communicate with each other. They need to write something related to their fields when the spoken communication is impossible to do or there are several parts of works that need the written language to communicate. For example the students of the Painting Department should be able to write the catalog of the artworks, the curatorial about the tools and media used in painting, the description of the artworks and so on. Those written languages should be practiced in English since the students will interact not only with Indonesians, but also foreigners. The foreigners prefer using an international language, namely English, to using other languages. Those examples of written communication prove that English writing is needed for the students of a vocational high school. In regard to this case, the understanding of the importance of writing should be given to the students.

As writing is very important for the students, they should have a good ability in writing. One of the ways to get a good ability in writing is by providing English writing materials for the students. Today, the English writing materials is not really suitable for the students background. Sometimes there is also uninteresting materials. The impact is that students are not interested in learning writing. They think that English writing is very difficult to be learned. It happens because the English materials used in a vocational high school do not really cover the students' needs. To get a good English writing ability, the English writing materials should be contextualized with the students' needs of every

department in a vocational high school. The English writing materials must be also presented in such a way that they are easy to understand and can improve students' writing ability.

The explanations above make the researcher realize that it is very important to provide the English writing materials for the students of a vocational high school, because the materials do not really cover the students' needs. The available materials are not appropriate to be applied for them since the topics and subjects matter for each study program are different. The students of a vocational high school should receive the relevant materials to their background study. Therefore, it is important to develop the English writing materials. The developed materials, then, will help both teachers and students to reach their aims in learning English based on their study program.

B. Identification of Problem

The irrelevant materials become the main factor that make the students have low interest in writing. This condition results in some problems for the students in mastering the English writing ability.

Firstly, students' vocabulary mastery that is related to the students' study program is low. Since the materials for a vocational high school are not relevant to the students' study program, they only provide the general vocabulary without adapting to the suitable vocabulary related to the study program. Meanwhile, the mastery of relevant vocabulary is much needed for the students of a vocational high school in writing.

Secondly, the students' knowledge about writing such as grammar and genre is low. The grammar comprehension is very important, because this is the key and the basis in writing. The students actually also need the knowledge about genre, although at the English curriculum of a vocational high school of Grade X, it is not mentioned the specific genre. The information about genre can help the students to produce a good writing such as a simple writing.

Thirdly, the students lack written practice. It is caused by the students lack interest, vocabulary, and writing knowledge. This condition will make the students' writing ability cannot be improved well, whereas one of the ways in improving and mastering the writing ability is by practicing writing as often as possible.

C. Limitation of problem

In daily communication, the written language is as important as the spoken language. The students should have an idea that the written language or writing can be a means of communication. Consequently, the students should have writing proficiency that can be used in their communication. Considering that writing proficiency is really needed, and the fact that the students' writing ability is still low, the researcher realizes that several ways to increase the students' writing ability should be conducted.

Here, the researcher limits her study by only focusing on writing. It means that she develops the materials in writing as she thinks that it is important to improve students'

writing proficiency, so that they can reach their learning objective stated in the curriculum of the vocational high school.

In this study, the researcher develops the writing materials for grade X students of the Painting Department of a vocational high school in the first semester. She realizes that the students should have more knowledge in writing since they have entered the school. Besides, it is important to increase their writing ability since they will work after graduating from school. As a consequence, a teacher has to provide the students with writing knowledge, especially how to write their artwork. The researcher, in this case, develops the writing materials based on the syllabus of English for the vocational high school.

The researcher decides to conduct this study in SMK Negeri 3 Kasihan. Further, the study is focused on developing the writing materials for Grade X students of the Painting Department of SMK Negeri 3 Kasihan. This study is chosen because of several reasons. First, there are no relevant materials in the Painting Department. Second, the students lack vocabulary. Third, their knowledge about writing such as grammar and genre is not sufficient enough. Fourth, the students lack written practices. Therefore, developing the writing materials can be helpful for the teachers in conducting the teaching and learning processes, especially in writing, and for the students to develop their writing ability.

D. Formulation of The Problem

Based on the limitation of the problems, the problems are formulated as follows:

1. What are the needs of Grade X students of the Painting Department of SMK Negeri 3 Kasihan?
2. What are the learning needs of writing materials for Grade X students of the Painting Department of SMK Negeri 3 Kasihan?
3. What are the suitable contents of writing materials for Grade X students of the Painting Department of SMK Negeri 3 Kasihan?

E. Objectives of the Study

The objectives of the study are as follows:

1. To find out the needs of Grade X students of the Painting Department in writing.
2. To find out the learning needs of writing materials for Grade X students of the Painting Department.
3. To find out the suitable contents of writing materials for Grade X students of the Painting Department of SMK Negeri 3 Kasihan

F. Significance of the study

This study is expected to give some contributions to the English teaching and learning process in SMK Negeri 3 Kasihan. The expected contributions are as follows:

1. To Grade X students of the Painting Department of SMK Negeri 3 Kasihan

This study is expected to provide English writing materials which are suitable with their characteristics and suitable with their needs and wants.

2. To English teachers of SMK Negeri 3 Kasihan

This study can be used as an informative input for the teacher to enhance students' achievement in writing English.

3. To other researchers

The result of this study will give contribution to support previous studies which were done by other researchers, especially other English Department students.

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES, AND CONCEPTUAL FRAMEWORK

A. Literature Review

This chapter presents the review of the theories, the relevant studies and the conceptual framework. It covers the theory of writing, English for Specific Purposes (ESP), English for vocational high schools, materials development, and teaching methodology.

1. Writing

a. The Definition of Writing

It is realized that communication is not only created by people through speaking, but it can also be built by writing. It means that writing can also be called a means of communication; even in the social life, writing becomes important for people to interact with each other.

According to Spratt, Pulverness, and Williams (2005: 26), writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It means they involve producing language rather than receiving it. Writing involves communicating a message by making signs, forming letters and words, and joining them together to make sentences on a page.

In relation to writing, Brown (2001: 335) states that writing is a written product of thinking, drafting, and revising procedures that require specialized skills. It involves skills on how to generate ideas, how to organize them coherently, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Another definition of writing is stated by Richards and Renandya (2002: 309). They state that written language is complex at the clause level. According to them, writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

Based on the explanations above, writing is more complex than speaking. It makes the people learn how to communicate well because of the complexity of writing. It is different from speaking which does not really concern the grammatical rules in communication.

b. Characteristics of Written Language

Written language has several characteristics. Brown (2001: 303-305) proposes some characteristics of written language from both the writer's and reader's view points.

- 1) First, writing could be said as a permanent product in which the reader has an opportunity to return again and again, if necessary, to the word or phrase or sentence, or even s whole text.

- 2) Second, written language is related to a production of time.
- 3) Third, written language needs a distance to know the audience characteristics.
- 4) Fourth, the written language related to the orthography, written language starts from simple to complex idea.
- 5) Fifth, written language has a complexity. It means that the writer must learn the writing procedures and the grammatical features.
- 6) Sixth, written language is related to vocabulary.

c. Types of Classroom Writing Performance

Brown (2001: 343-346) proposes five categories of classroom writing performance. They are:

- 1) Imitative or writing down
- 2) Intensive or controlled
- 3) Self writing
- 4) Display writing
- 5) Real writing

d. Micro- and Macroskills of Writing

When writing is applied in the teaching and learning process and is done by the students, they must have several micro- and macroskills in order to improve their writing skills. Brown (2004: 220) states that micro- and macroskills will help teachers in defining the main criterion of an assessment procedure. He proposes micro- and macroskills which are mentioned as follows.

1) Microskills

In learning writing, students must be able to master the microskills, because microskills apply more appropriately to imitative and intensive types of writing task. There are some microskills in writing. They are:

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

2) Macroskills

Besides microskills, there are also macroskills. Microskills must be mastered by the students to get the successful of responsive and extensive writing. There are some macroskills in writing. They are:

- (a) Using the rhetorical forms and conventions of written discourse.
- (b) Appropriately accomplishing the communicative function of written text according to form and purpose.

- (c) Conveying links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- (d) Distinguishing between literal and implied meanings when writing.
- (e) Correctly in conveying culturally specific references in the context of the writing text.
- (f) Developing and using a battery of reading strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing which fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. English for Specific Purposes

As stated in the background of study, English for vocational high school include to English for Specific Purposes (ESP). Hutchinson and Waters (1987:19) say that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. According to Srevens (1988) in Rahman (2009), ESP makes use of the underlying methodology and activities of the disciplines it serves, and ESP is centered on the language use.

Richards (2001: 28) states that the ESP students are usually studying English in order to carry out a particular role. Richards (2001: 33) also says that in ESP learners' needs are often described in terms of a performance, that is, in terms of what the learners will be able to do the language at the end of a course of study.

The goal of ESP course is to prepare the learners to carry out a specific task or set of task.

In addition, Dudley (2001) states that there are some absolute characteristics of ESP, namely:

- b. ESP is designed to meet the specific needs of the learners.
- c. ESP makes use of the underlying methodology and activities of the specialism it serves.
- d. It is centred not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.

Dudley (2001) also says that nowadays many students can start to learn academic or vocational English at an earlier age and at a lower level of proficiency.

ESP has become increasingly important as:

- a. There has been an increase in vocational training and learning throughout the world.
- b. With the spread of globalization has come the increasing use of English as the language of international communication. More and more people are using English in a growing number of occupational contexts.
- c. Students are starting to learn and therefore master general English at a younger age, and so move on to ESP at an earlier age.

The conclusion is that, in ESP, what is needed by the learners is not lessons in advanced English or colloquial English, but training in the kinds of English learners would use or encounter in their specific occupations or situations.

3. English for Vocational High School

Since English communication is not only expressed orally but also can be expressed by written language, the mastery of English writing for the students of a vocational high school is very important to communicate in written language in the particular program in a vocational high school.

Teaching and learning at school must be based on the curriculum. Based on *BSNP* (2006: 2), curriculum is some plans and roles about the goals, contents and the materials, and method which are used as formally in implementing the teaching and learning to catch the goals of the particular education. Nowadays, Indonesia uses School Based Curriculum (SBC). The objectives of vocational educations are to improve the students' knowledge, intelligence, moral and skill in order to prepare the students to be autonomous. They should have a specialized skill, a work ethic and good communication with others, so that they can work efficiently and effectively.

The curriculum of a vocational high school contains compulsory lessons, skill lessons, local contents and self development lessons. The compulsory and skill lessons are described in the Standard of Competence. The local content is the curricular activity in order to develop the students' proficiency based on the special characteristics of the province. Then, the objective of the self-development lessons

is to give the opportunity to the students to develop and express their talent and interest.

According to *BSNP* (2006: 25-26), Standard of Competence is the minimal competence of the subject that consist of knowledge, skill activities that must be achieved, investigated, and skilled of the students in every level of the materials taught. Basic Competence is the outline presented in Standard of Competence which the materials coverage is more constrict than Standard of Competence. The following is the Standard of Competence and Basic Competence of vocational school in Indonesia, taken from the Ministerial Education Regulation No. 22/2006.

Table 1: **Standard of Competence and Basic Competence of SMK**

Standard of Competence	Basic Competence
1. Students are be able to communicate in English as <i>Novice Level</i>	1. 1 Understanding the basic expressions of the social interaction in the daily life 1. 2 Mentioning the something, people, the characteristics, times, days, months, and years. 1. 3 Describing the something people, the characteristics, times, days, months, and years 1. 4 Producing the simple utterances as the basic function. 1. 5 Explaining simplicity about the event being happening. 1. 6 Understanding the memo and the simple course, trip schedule of public transport, and the traffic lights.

	<p>1. 7 Understanding the vocabularies and sentences according to grammar.</p> <p>1. 8 Writing the simple invitations.</p>
<p>2. Students are able to communicate in English as <i>Elementary Level</i></p>	<p>2. 1 Understanding the dailly conversation whether in the profesional contex or in the prifate conversation</p> <p>2. 2 Writing the short messages whether in the direct interaction or using media.</p> <p>2. 3 Writing the work task and the background of education whether oral or written.</p> <p>2. 4 Telling and understanding the work in the past time and the planning of the work in the future.</p> <p>2. 5 Expressing many expressions.</p> <p>2. 6 Understanding and writing short instructions.</p> <p>2. 7 Writing short messages, signals and lists using the vocabulary provided, spelling and grammar.</p>
<p>3. Students are able to communicate in English as <i>Intermediate Level</i></p>	<p>3. 1 Understanding the monolog in the particular work situations.</p> <p>3. 2 Understanding the conversation with each other.</p> <p>3. 3 Writing the report.</p> <p>3. 4 Understanding the manual instructions of something.</p> <p>3. 5 Understanding the business letter.</p> <p>3. 6 Understanding the technical documents.</p> <p>3. 7 Writing business letter and the simple report.</p>

Based on the Standard of Competence and Basic Competence above, it can be mentioned that the Standard of Competence for vocational high schools especially for grade X is *students are able to communicate in English as novice level*.

a. Writing for Vocational High Schools

The standard of Graduate Competence of a vocational high school states that the vocational high school students should perform the ability in scrutinizing, reading, writing, and speaking both in Bahasa Indonesia and English. It can be concluded that the communication also can be built in writing since there are some written communication that should be mastered by the students of vocational high school. The students of a vocational high school should have the ability in writing according to their study program as noted in the syllabus of vocational high school.

b. English for the Painting Department

English also plays the important position in the Painting Department of SMK Negeri 3 Kasihan. It is caused by its important objective in preparing the students to encounter their job in the art world after graduating from the school. The explanations about the position and the objective of English in the Painting Department of SMK Negeri 3 Kasihan are presented as follows.

1) The Position of English in the Painting Department

In the curriculum, English belongs to the adaptive subjects together with Mathematics and Science. The objectives of this subject are to prepare the students to be middle class workers who have necessary skills that will support their professions and to have an ability to develop themselves to participate in the development of science and technology.

English for the Painting Department is the subject that provides the materials relevant with the art world. The contents must fit with the students' needs of the Painting Department that have the goal in setting the students to be the professional artists with a good mastery in English to communicate whether oral or written.

2) The Objective of Teaching English in the Painting Department

The objective of English teaching and learning in the Painting Department is to prepare the students to have the basics of English language skills. The students are expected to be able to do the communication concerning with the art. The communication is a means to explore the knowledge and experiences. It will help them to describe the artworks and make new innovations related to the arts.

4. Materials Development

a. Learning Materials

According to Tomlinson (1998: 2), materials can be defined as anything which is used by teachers or learners to facilitate the learning of a language and it could be obviously be castes, videos, CD-Rooms, dictionaries, grammar books, and newspaper and so on. It means that the teachers should use the various media in teaching English. Those media have function to make the students to be easier in learning language.

In order to the learning and teaching of writing can be success, the materials for the teaching-learning should be in good characteristics. Tomlinson (1998) suggests that good teaching materials have the following characteristics:

- 1) Materials should achieve impact.
- 2) Materials should help learners feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learners' self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take account that the learners have different learning styles.
- 12) Materials should take into account that learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.

- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
- 15) Materials should not rely on too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

b. Factors Affecting The Materials Development

Hutchinson and Waters (1987) state that there are some factors affecting the materials development. The first one is language description. It is the way in which the language system is broken down and described for the purposes of leaning. The second one is learning theory. Learning theory provides the theoretical basis for the methodology, by giving understand how people learn. Third is needs analysis. Richards (2001: 51) states that needs analysis is the procedures used to collect information about learners' needs. He also added that one of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs.

c. Materials Development Model

Some experts propose the model of developing materials. The task- based model is used to develop the materials in this research. According to Ellis (2003), a task is an activity which requires to use language, with the emphasis on meaning, to attain an objective, and to provide information for learners and teachers which will help them in their own learning. There are two task-based models that are discussed as follows.

1) Nunan's Model

Nunan (2004) defines a pedagogical task as 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. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right a beginning, a middle, and an end.

The materials should consist of task components. Drawing on the conceptualizations of Cadlin (1987), Wright (1987), and others, Nunan (2004: 41) proposes that a minimum specification of task will include goals, input, and procedures, and that these will be supported by roles and settings. This simple model is presented in figure 1.

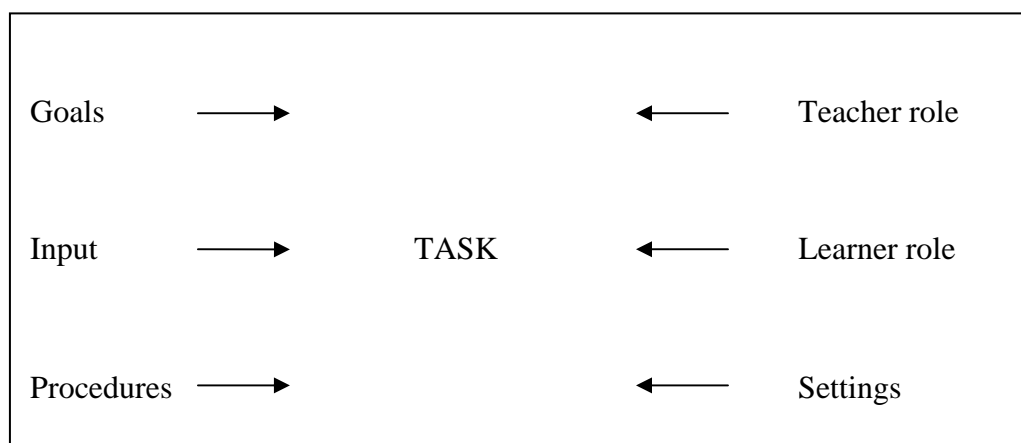


Figure 1: Task Components by Nunan (2004: 41)

Each of the component will be briefly described as follows.

(a) Goals

Goals refer to the vague, general intentions behind any learning task (Nunan, 2004: 41). Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. They may also refer to the knowledge and skill that the task intends to develop. Goals may not always be explicitly stated, although they can usually be inferred from the task itself.

(b)Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. The data that serve the input of a task can be verbal language either spoken (e.g. lectures) or written (e.g. newspaper extracts), or non-verbal such as objects, pictures and real objects, or the combinations of all of those with which the learners work in the course of completing a task (Nunan, 2004). For language programs aim at developing academic skills, or those preparing students for further study, authentic content can be taken from subject areas in the school curriculum. This is supported by what Morris and Stewart-Dore (1984 in Nunan, 2004) say that each area of specialization-mathematics, science, geography, and so on – has its

own body of literature, which presents the content of that area in a language style of its own.

(c) Procedures

'Procedures' specifies what learners will actually do with the input that forms the point of departure for the learning task. In considering the task framework, tasks could be analyzed in terms of extent to which they require learners to rehearse, in class, the sorts of communicative behaviors they might be expected to use in genuine communicative interactions outside the classroom. The teacher, however, should pay attention to some factors such as authenticity, accuracy and fluency, and activity or task types which can motivate students to learn at ease.

(d) Teacher and Learner Roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004: 64). Richards and Rodgers (1986 in Nunan 2004) point out that a task will reflect assumptions about the contributions that learners can make to the learning process. The roles that learners play in completing a task very much depend on the nature of the task. The roles are generally closely related to the activity of the task. As a task may have more than one related activity, the roles that the learners play may be varied as well.

Classes should generally not be teacher-dominated. In task completions the teacher's roles should be for example as a language facilitator, organizer, motivator, feedback giver, and sometimes participants. Classrooms are very dynamic places. Although a task completion can in some way be planned, there are occasionally unpredictable occurrences or surprises. For this reason, teachers need to be flexible in their roles.

(e) Settings

Setting refers to the classroom (Nunan, 2004: 11). It includes the students' configuration when they do the tasks and where the lesson is conducted. The setting of a task is not always explicitly specified by the task. It is sometimes implicit or may require the teacher to decide. Nunan (2004) distinguishes between two different aspects of learning situation. He refers to this as 'mode' and 'environment'. Learning mode refers to whether the learner is operating on an individual a group basis. Learning environment, on the other hand, refers to where the learning actually takes place from a conventional classroom in a school or language centre to a multi-media language centre.

2) Hutchinson and Waters' Model

According to Hutchinson and Waters (1987: 108), the materials model should consist of four elements. They are:

(a) input

An input provides the stimulus materials for activities, new language items, correct models of language use, a topic for communication, opportunities to use their information processing skills and to use their existing knowledge both of the language and the subject matter. The input may be a text, dialogue, video recording or anything depending on the needs analysis defined in the analysis.

(b)Content Focus

This element is concerned at the definition of language, that language is not an end itself, but a means of conveying information and feelings about something. Non linguistic content should be exploited to generate meaningful communication in the classroom.

(c)Language focus

In this part, the students are provided with the necessary language knowledge that may be used in the communicative tasks and activities and they are also given the opportunities to synthesize and analyze the language.

(d) Tasks

In this step, the language use as the ultimate purpose of language learning is provided to the learner. In this case, the materials should be designed to lead towards a communicative task in which the learners use the content and the language knowledge they have learned.

The relation of the four elements is presented in Figure 2.

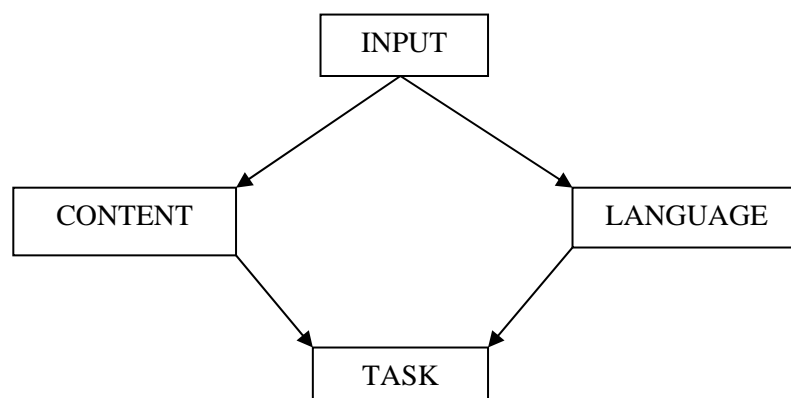


Figure 2: **A material Design Model According to Hutchinson and Waters (1987: 108)**

5. Types of Writing Tasks

The tasks are very important in conducting the developed materials. It becomes the way to investigate the ability of the students after learning the developed materials. The writing tasks should suitable with the writing performance. Brown (2004: 221-237) describes the types of writing tasks that may

be applied in the teaching and learning process of writing. The tasks are presented in table 2.

Table 2: Types of Writing Tasks Proposed by Brown (2004: 221-237)

Types of writing	Types of tasks	Example of tasks
Imitative writing	Tasks in (hand) writing letters, words, and punctuation	Copying, listening cloze selection tasks, picture-cued tasks, form completion tasks, converting numbers and abbreviations to words.
	Spelling tasks and detecting phoneme-grapheme correspondences	spelling- test, picture-cued tasks, multiple-choice techniques, and matching phonetic symbols
Intensive (controlled) writing.	Dictation and dicto-comp	The test-taker must listen to stretches of discourse and in the process insert punctuation, dictation of paragraph or more
	Grammatical transformation tasks	The tests consist of tenses in paragraph, verbs, and kinds of questions and so on.
	Picture-cued tasks	short sentences, and picture description, picture sequence
	Vocabulary assessment	Multiple choice, matching, picture-cued

	tasks	identification, cloze techniques, guessing meaning of the word of the context, etc.
	Ordering tasks	It is usually found in the word games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence.
	Short-answer and sentence completion tasks	In this type, the students must complete the sentence of answering or questioning sentences.
Responsive and extensive writing	Paraphrasing	In this type, the students should write paraphrase the sentences in their own words.
	Guided question and answer	This type, the test administrator poses a series of questions that essentially serve as an outline of the emergent written text
	Paragraph construction tasks	Topic sentence writing, topic development within a paragraph, development of main and supporting ideas across paragraphs.
	Strategic options	Attending to tasks and attending to genre.

Based on the types of writing task above, the researcher combined the types of writing task in the developing of English writing materials for vocational school especially for the Painting Study Program. The tasks were developed based on the characteristics of the students which is related to the painting and art topics.

6. Teaching Methodology

The teaching methodology is very important in delivering English writing materials for the students. As this study is developing English writing materials, so that the researcher decides to use four stages method in teaching writing.

The four stages method are BKOF (Building Knowledge of Field), MOT (Modeling of Text), JCOT (Joint Construction of Text), and ICOT (Independent Construction of Text). In this study, the researcher used the text as the input for teaching and learning English writing for vocational high school. Feez and Joyce (2002: 28-31) propose the definitions of four stage method in teaching English writing.

Table 3: Stages of Teaching-Learning English Writing Proposed by Feez and Joyce (2002: 28-31)

4 stages in teaching English writing materials	In this stage students:	Activities
BKOF	Are introduced to the social context of an authentic model of the text-type being studied.	Presenting the context through picture, audio-visual materials, excursions, etc.
	Explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves.	Establishing the social purpose through discussions or surveys etc.
	Explore the intermediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.	Cross-cultural activities.
		Related research activities
MOT	Investigate the structural pattern and language features of the model.	Presentation activities using devices such as OHTs, chart, big book, board work etc.
	Compare the model with other examples of the text-type.	Sorting, matching and labeling activities e.g. sorting sets of text, sequencing jumbled stages, labeling stages etc.
		Focusing on cohesive devices such as sets of related lexical items, conjunction, 31modality,

		vocabulary etc.
		Presentation and practice activities relating to the grammatical features of the text.
		Oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text-type.
JCOT	Students begin to contribute to the construction of whole examples of the text-type.	Teacher questioning, discussing and editing whole class construction, then describing onto board or OHT.
	The teacher gradually reduces the contribution to the text construction, as the students move closer to being able to control the text-type independently.	Skeleton texts.
		Jigsaw and information gap activities.
		Small group construction of texts
		Dictogloss
Self-assessment and peer assessment activities.		
ICOT	Students work independently with the text.	Listening tasks e.g. comprehending activities in response to live or recorded material.
	Learners' performances are used for achievement assessment.	Speaking tasks e.g. spoken presentation to class, community organization, work[place] etc.
		Listening and speaking tasks e.g. role plays.

		Writing tasks which demand that students draft and present whole texts.
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According to the four stage of teaching methodology in teaching writing above, the researcher used the text as the input of every unit in the materials developed. The text was suited with the students' study program.

B. Relevant Studies

Ayu Ratih Ratna Sumiyar (2009) conducted the research about Developing English Writing Materials for SMA. The objectives of this study are to develop English writing materials and to identify the characteristics of the suitable writing materials for Students of SMA. The study was held because the implementation of School Based Curriculum (SBC) has given an influence to the success of teaching and learning English that has the goal to get the success of communicative competence, especially in the written communication. The study is categorized as Research and Development (R & D).

The result showed that (1) The Year- Eleven of SMAN 7 Yogyakarta had a fairly good in writing and often practice their writing skill; (2) based on the students' needs, the students were interested in the topic which were related to their daily life context; (3) most of the students agreed that the understanding of text genres and grammar was important to started to write; (4) the content, language,

input, the tasks, and suitable materials can make the teacher and students involved actively in the teaching-learning process; (5) by learning the materials which are suitable with their needs and interest, can truly improve the students' writing skill.

C. Conceptual Framework

The goal of English teaching and learning at a vocational high school is building communicative competence for the students. The communicative competence is not only built by the mastery of speaking ability, but also can be built by the mastery of writing ability. Based on the curriculum of the Painting Department of SMK Negeri 3 kasihan, the students should be able to describe something, people, and their characteristics. Therefore, almost the students' activities prefer using writing activities to speaking activities. Brown (2001: 335) states that writing is a written product of thinking, drafting, and revising that require specialize skills. Based on the observation in the school, the writing ability of students of the Painting Department is still low. It happens because the students do not have a good interest in learning writing. One of the factors is that the materials taught are not suitable for the students background.

To improve the students' writing ability, the suitable English writing materials should be developed. As the development of the learning materials is based on the learners' needs, an ESP approach is used. Hutchinson and Waters (1987:19) say that ESP is an approach to language teaching in which all decisions as

to content and method are based on the learner's reason for learning. As the course begun with learners' needs analysis, therefore, the contents of the materials have to be determined by firstly conducting needs analysis. Basturkmen (2006) argues that ESP is understood to be about preparing learners to use English within academic, professional, or workplace environment.

After analyzing the students' needs, the researcher developed the English writing materials. In the materials development, there are some aspects in conducting the tasks. Nunan (2004) defines a pedagogical task as 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. The components of a task are goals, input, procedure, teacher's roles, learners' roles, and settings. In addition, in doing the tasks, the students are guided by group work or pair work activities. To evaluate the students understanding about the materials, they should do the individual work. In the developed materials, there are four stages in teaching the materials proposed by Feez and Joyce (2002: 28-31). They are BKOF (Building Knowledge of Field), MOT (Modeling of Text), JCOT (Joint Construction of Text), and ICOT (Independent Construction of Text).

Therefore, the researcher develops English writing materials that can be used by a teacher. The developed materials hopefully can improve the students' writing ability to build their communicative competence.

CHAPTER III RESEARCH METHOD

A. Type of the Study

This study is Research and Development (R & D) which has an objective to develop a finished product that could be used effectively in educational programs. Based on Gall, Gall, and Borg (2003: 169), educational program R & D is an industry-based development model in which the findings of research are used to design new products and procedures.

B. Research Setting

This research was done at SMK Negeri 3 Kasihan which is located in Jalan PG Madukismo, Bugisan, Yogyakarta. The research was done from June 5th, 2012 to August 4th, 2012.

C. Research Subjects

The subjects of this study were the students of Grade X of the Painting Department of SMK Negeri 3 Kasihan. There were 31 students involved in this research as the participants.

D. Research Instruments

There were three types of instruments used in this study. They were questionnaires, documentation, and interviews guideline.

1. Questionnaires

There were two types of questionnaires used in this study which were given in two separated times. The first type was the questionnaire for the needs analysis and the second one was the questionnaire for the materials evaluation. The respondents were given opportunities to answer the questions based on their own opinions and experiences in learning English, especially in writing.

a. First Questionnaires

The first questionnaires were given to obtain information about the students' difficulties in learning and doing writing activities, and about the students' needs and interest to design the writing materials. In this section, the respondents gave their answer by choosing the provided point (s) or statement (s), and gave a short answer for certain points.

Table 4: **The Organization of The First Questionnaire**

No	The Purpose of the Question	Question Number
1	To find out the information about the students' opinion about English writing activities.	1
2	To find out the information about the students' opinion about the importance of English writing activities.	2
3	To find out the information about the students' purpose in learning English writing.	3
4	To find out the information about the students' ability in writing.	4
5	To find out the information about the students' frequency in writing English.	5
6	To find the information about the students favorite topic as the input in learning English writing.	6, 7, 8
7	to find out the information about the students' opinion about the importance of grammar in learning English writing.	9
8	To find out the information about the students' opinion about the importance of the knowledge of genre in learning English writing.	10
9	To find out the information about the students' favorite task in learning English writing.	11
10	To find out the information about the students favorite way in doing the English writing tasks.	12
11	To find out the information students' difficulties in learning English writing.	13
12	To find out the information about the students' favorite place in learning English.	14
13	To find out the information about the students' preference to the teacher's frequency in teaching English.	15

b. Second Questionnaires

The aim of the second questionnaires was to collect data from the implementation of the developed materials which would be used for revising the developed materials. It was given to the students in order to know whether the writing materials were suitable for the students or not. It was also used to get the data to revise the developed materials.

The Likert scale was used by the researcher in this questionnaire as stated in Tuckman (1988: 191-194). In this section, the students had to give their opinion to each statement provided in this questionnaire by choosing the options “strongly agree”, “agree”, “undecided”, “disagree”, or “strongly disagree”. The organization of the second questionnaires are shown in Table 5.

Table 5: **The Organization of the Second Questionnaire**

No	The Purpose of The Statement	Statement Number
1	To find out the information about the students' opinion after learning English writing materials.	1,2,3,4
2	To find out the information that the topics of the materials are suitable with the students' needs.	5,6
3	To find out the information about the students opinion that the inputs of the materials are suitable with the students' needs.	7,8
4	To find out the information about the students' opinion that the language used in the materials is easy to understand.	9
5	To find out the information about the students' opinion that the vocabularies in the materials is suitable with the students' needs.	10
6	To find out the information of the students opinion about the activities and the exercises in the materials.	11,12,13,15,16
7	To find out the information of the students' opinion about the teacher's role in the class.	17,18,19
8	To find out the information of the students' opinion about the learner's role in the class.	20, 21, 22
9	To find out the information of the students' opinion about the settings in doing tasks/activities	14
10	To find out the information about the students opinion if the instructions in the materials are given clearly.	23
11	To find out the information of the students' opinion about the design of the materials.	24
12	To find out the information that the materials and the exercises are able to motivate the students in describing their artworks in the written form.	25

For the second questionnaires, the researcher used descriptive statistics to find out the mean value. The mean value was used to determine the category of the developed materials. To determine the intervals of the means, the researcher referred to the theory on how to classify the means into categories proposed by Suharto (2006). The following is the quantitative data conversion.

Table 6: **Quantitative Data Conversion**

Scale	Interval of Mean	Category
5	≥ 4.48	Very Good
4	3.88 – 4.48	Good
3	3.22 – 3.82	Fair
2	2.61 – 3.21	Poor
1	2.00 – 2.60	Very Poor

2. Interview guideline

The interview here was used as a means to get some information from the students. In this interview, the students gave the opinion about the materials designed and implementation of the materials themselves.

3. Documentations

The documentations were also used in this research as one of the instruments. The documentations used here were the syllabus of SMK Negeri 3 Kasihan and the course book.

E. Research Procedure

As this research study is categorized into R & D, the research procedure followed the R & D cycle proposed by Dick and Carey in Gall, Gall, and Borg (2003:571). The following is the draft of the research procedure.

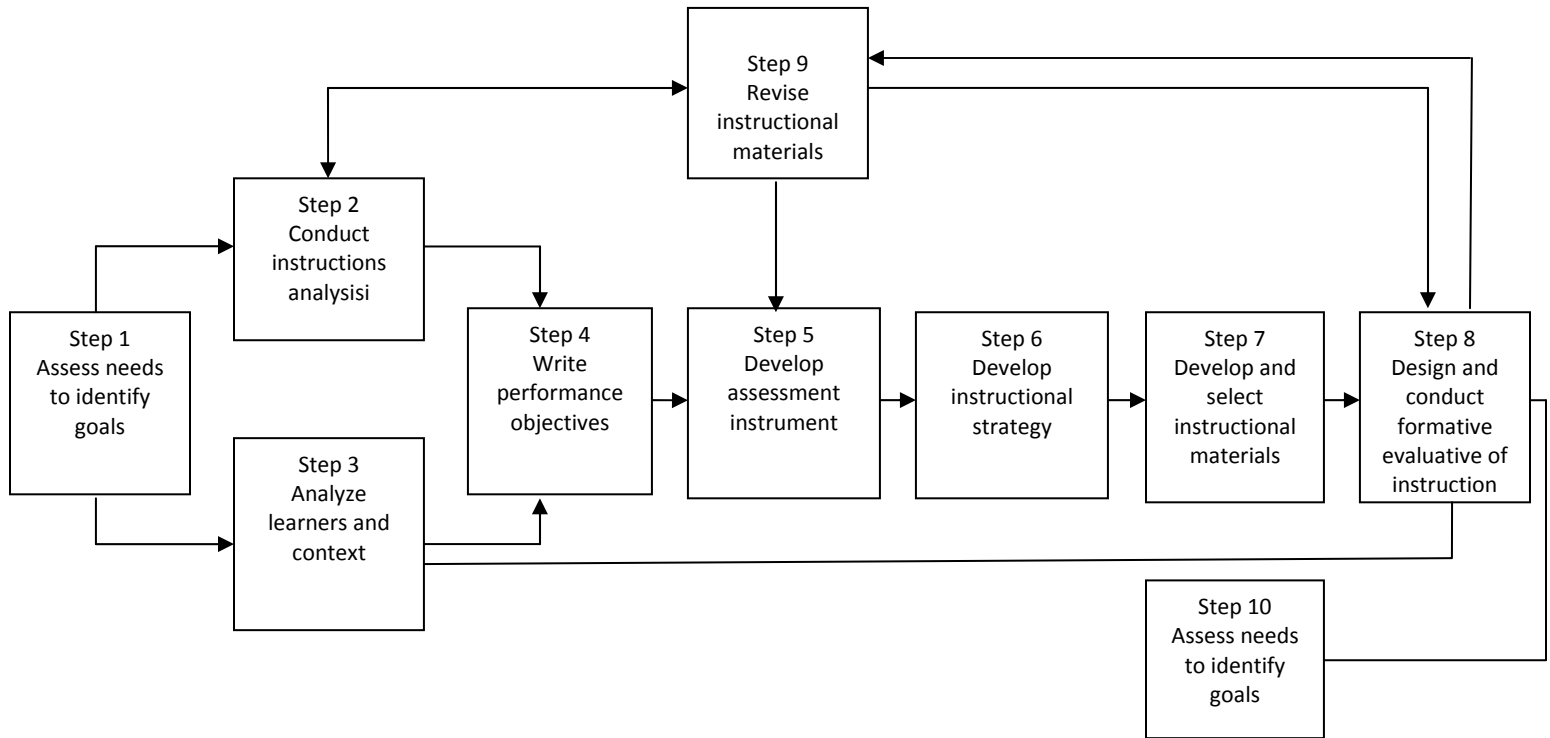


Figure 3: The Research Procedure Proposed by Dick and Carey in Gall, Gall, and Borg (2003:571).

Some of the steps were done in simplified forms with regard to the researcher's feasibility. The procedure that was done by the researcher in this study described in the following steps.

1. Analyzing the Students' Needs

The needs analysis was the first stage conducted in this study. This stage was aimed at obtaining information about the students' needs and interests in learning English especially in writing. The information collected was about the materials they used to have and to be interested in, their opinion about the writing materials (about the input, the tasks, the topic they prefer, etc), the difficulties that might be encountered, the process of doing writing activities (tasks)-individually, in pairs, in a small group, and so on – and the guidance needed in doing writing activities in the materials. This analysis, then, was used as a basis on developing the writing materials which were suitable to what students really need.

2. Reviewing the Curriculum of Vocational High Schools

Reviewing the curriculum of Vocational High Schools was the next step. At this stage, the researcher reviewed the curriculum of Vocational High Schools and tried to describe the content of the curriculum which was used as a basis in developing the materials. The materials, then, were also developed based on the curriculum of Vocational High Schools.

3. Writing the Course grid

In this stage, the researcher designed the course grid of the writing materials. It was developed based on the result of the need analysis. The researcher was going to design three units of writing materials which represent three types of descriptive text; they are describing the tools, describing the people, and describing the artworks. The materials were designed for two meetings (4 x 45 minutes).

The course grid contained the materials and the activities that would be conducted in writing. The researcher presented the selected topics based on the students' interest. The themes were graded and followed by basic competencies, key grammatical structures, vocabularies, input text, and tasks. The materials were presented in four steps, i.e. Building Knowledge of Text (BKOF), Modeling of the Text (MOT), Join Construction of Text (JCOT), and Independent Construction of Text (ICOT), with the activities and tasks in each step.

4. Writing the First Draft of the Developed Materials

Organizing or writing materials was the next step of this study. It is also said that the next step was developing the materials. At this stage, the researcher developed the materials based on the course grid that had been developed.

5. Reviewing the Materials

Before the materials were tried out, a lecturer of English Education Department, two English teachers and a teacher of Traditional Painting subject of SMK Negeri 3 Kasihan reviewed them to get the feedbacks and suggestions for the first draft of the materials.

6. Conducting Tryout / Implementing the Materials

To make sure that the designed materials were suitable and effective for the writing teaching learning processes, the materials must be tried out. Here, the materials were tried out to Grade X students of the Painting Department in order to obtain feedback used in revising the materials.

7. Evaluating the Materials

After conducting the try out, the researcher should do the next activity, namely evaluating the writing materials. For revising the materials, the researcher needed the feedbacks of the students as well as of the teachers about the implemented writing materials. To obtain the feedback, the researcher distributed the second questionnaires for the students and did the interview to both the students and the teachers. The feedback is given by respondents in answering the questionnaires and the interview, and the reflections during the try out gave the information to the researcher about the writing materials which had been

implemented. Then, she had an evaluation or analysis again to identify the deficiencies of the materials.

8. Revising the Materials

The next step of this study was revising the materials. At this stage, the researcher revised the materials so that it could be more suitable, useful, and meet the students' needs. The revisions were done as suggested by the feedback. The result of the revision was consulted to the researcher's thesis supervisor and also the English teacher in order to find the suitability of the developed materials themselves. Then, the first result was a set of English Writing for Grade X students of the Painting Department.

9. Writing the Final Draft of the Developed Materials

In this final stage, the results of the revision of developed materials were written as the final draft of the developed writing materials. In other words, the final result of the revision is the writing materials for Grade X students of the Painting Department.

F. Data Collection

The data of this research were collected through giving questionnaires, doing interviews, using documentations, and conducting try outs. In this research, the researcher collected the data in two separated times. First, the researcher collected the data by distributing the questionnaires to the students. It was to know the profile of the students and their needs in learning English, especially for writing. The collected data, then, were used to formulate a type of English writing materials which are appropriate for the students.

Second, the researcher distributed the second type of questionnaire to collect the data about the appropriateness of the materials designed. The feedback of the try out of the materials designed and students' comment obtained in this section. The feedbacks were used to revise the materials developed.

The data were collected by doing interviews to the students and teachers to get data for evaluating the implemented materials. It was aimed at finding deeper information about the suitability of the materials with the learners' needs and interests.

G. Data Analysis Techniques

After collecting the data, and then the researcher analyzed the data. The analysis consisted of qualitative and quantitative approach. The qualitative analysis was done by the researcher to analyze the first questionnaires which explain the

students' profile and their needs by describing both of the students' profile and needs to develop the materials qualitatively.

Since the second questionnaires were close-ended questionnaire, so that the researcher used quantitative analysis to analyze the second questionnaire. Here the researcher used ordinal scales called the Likert scale in the form of five point agreement, i.e. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). To SA was designed the weight of 5 points, while SD got 1 point. The data were processed quantitatively to find the mean value. The researcher used SPSS.17 to analyze the second questionnaires.

The data from the interview in the evaluation session were analyzed qualitatively. This data were used by the researcher to evaluate whether the materials developed should be revised or not. It meant that, the revisions of the developed materials were not only based on the data from the second questionnaires, but also from the interview data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into two parts. The first part presents the result of the research and the second part presents the discussion. The research findings include the analysis of the learners' and learning needs, the result of the curriculum analysis, the course grid, the description of the developed materials, the presentation of the first draft, and the presentation of the final draft of the developed materials.

A. The Result of the Research

1. The Analysis of the Learners' and Learning Needs

This section is divided into two parts. The first is about description of the students' needs. The second is about the explanations about their learning needs. It includes their opinion about writing, the materials they want to have, their opinion and preference about the writing activities, the difficulties that may be encountered, and the guidance needed by them in learning writing.

a. The Description of The Students

There were 31 students in grade X of SMK Negeri 3 Kasihan. This Department consisted of seven female students and 24 male students. They were about fifteen to sixteen years old. Majority of them lived near the school. However, some of them came from other districts, such as Sleman, Gunung Kidul, and

Kulonprogo. There were two students who came from Jakarta and one student came from Bali.

b. The Needs of Learners

Based on the data obtained from the first questionnaire, there are two types of learner's needs. They are related to students' opinion about writing, the students' goal in learning writing, the topic, and the input. The explanations of the students' needs will be presented below.

1) The Students' Opinion Related to Writing

The data also included the students' opinion which was related to writing and the difficulties in doing the writing tasks. From the data collected, the researcher analyzed the students' opinion about writing. Based on the questionnaires, there were four types of opinion about writing. The first one was about the ease or difficulty in doing writing. The second was about the importance of having writing ability for the students. The third was related to the students' opinion about the ability in writing. The fourth was the students' frequency in practicing writing.

Students gave different responses to the question about level of difficulty in writing. It was found that 56.67% of the students chose average, meaning that writing was not easy nor difficult, meanwhile 20% of the students stated that writing was very easy, and 23.34% of the students stated that writing is very difficult.

The second one was about the opinion related to the importance of having writing ability for the students. Based on the questionnaire of needs analysis 41.67% of the students said that having writing ability is important for the students. There were only 31.67% of the students who said that writing is very important. 26.67% of the students said that writing is important enough. None of students said that writing is not important.

The next was related to the students' opinion about the ability in writing. 60% of the students perceived that they were able in practicing writing, while 40% of them said they unable.

The last one was about the statement related to the students' writing frequency. It was found that 86.67% of the students seldom practiced their English writing. There were only 11.67% of the students often practiced their writing, while 1.67% of them did not practice their writing. Therefore, the researcher gave more exercises in the materials developed in order that the students practiced their writing as often as possible.

2) The Students' Goal in Learning Writing

The students in Grade X of the Painting Department of SMK Negeri 3 Kasihan were interested to learn English writing. In the needs analysis, the researcher gave four points in the questionnaire related to the students' goal in learning writing. They were related to the final examination, the catalogue, the

application letter, and the ability in writing. Based on the questionnaire, 73.33% of the students said that they learned English to master English writing skill better. There were 26.67% of the students learned English to pass the final examination, to write the catalogue, and to write the application letter using English.

3) The Topics

The topics must cover the students' needs. The researcher gave three options related to the topics, i.e life of society, the art, and the education. Based on the questionnaire of needs analysis, 66.67% of the students chose the art, especially about painting, it was suitable to their study program. 20% of the students chose life of society, while 13.33% of them chose the education.

4) The Input

The materials also needed an appropriate input to the students' background. There were three options given in the questionnaire related to the input, namely the pictures, the articles, and the magazines or newspaper. Based on the questionnaire, it was found that 73.33% of the students wanted the pictures related to Painting as the input, while 15 % of them wanted the articles and magazines as the input.

In relation to the authenticity of the input, it was found 85% of the students wanted the authentic input. Therefore, it can be included that majority of the students needed the authentic input in the writing materials.

The grammar and the genre understanding were also the important elements that must be given in the materials. The needs analysis showed that 100% of the students needed the grammar understanding in the materials, while 98.33% of the students said that the understanding of genre was also needed. In conclusion, the students need the grammar and the genre understanding in the materials.

b. The Needs of Learning

These explanations describe some components in the first questionnaire. They are tasks/activities, teacher and learner roles, and settings. Those components are required to determine the learning needs.

1) Tasks/Activities

The tasks/activities in writing are important to the students. They are needed to test the students writing ability. The researcher gave three options related to the students' preference in doing tasks/activities. They were writing story from the picture, writing the own experience, and arranging the paragraph.

It was 68.33% of the students preferred writing a story from the picture to writing their experience and arranging the paragraph. They wanted to describe their artwork in the written form.

2) Teacher and Learners' roles

The next components were teacher and learners' roles. To find the students' preference in teacher and learners' roles, there were five options provided in the questionnaire. Based on the questionnaire, there were 63.33% of the students who wanted teacher as the leader. They wanted the teacher to teach English twice a week. 10% of the students wanted the teacher to teach English four times a week, 16.67% preferred three times a week, and 6.67% preferred once a week. There were only 3.33% who wanted the teacher to teach English everyday.

3) Settings

The last component was settings. The students were asked to chose one of four options related to the settings in doing the tasks/activities. The first was working individually, the second was working in pairs, the fourth was work in small group, and the last one was working in big team.

Based on the needs analysis, 58.33% of the students preferred to do the tasks in pairs to individual, a small group, and a big team in doing the writing activities. It was only 18% of the students who chose individual work, while 23.34% of them loved work in small and big groups.

2. The Result of the Curriculum Analysis

The researcher also analyzed the curriculum that was used in the teaching and learning process. The materials must be developed based on the Standard of Competency and Basic Competency of Vocational High Schools which were set by the Government, so that the learning objectives could be achieved.

As stated in Chapter 2, the standard of competency of the vocational high school was communicating in English as a novice level. Meanwhile, there were eight basic competencies of grade X of vocational high school, they are:

- 1.1 Understanding the basic expressions of the social interaction in the daily life
- 1.2 Mentioning the something, people, the characteristics, times, days, months, and years.
- 1.3 Describing something, people, and their characteristics
- 1.4 Producing the simple utterances as the basic function.
- 1.5 Explaining simplicity about the event being happening.
- 1.6 Understanding the memo and the simple course, trip schedule of public transport, and the traffic lights.
- 1.7 Understanding the vocabularies and sentences according to grammar.
Writing the simple invitations.

Since the materials developed were writing for the Painting Department, the students should be able to describe something related to their field. As the students ability in describing something is still low, the researcher decided to chose Basic Competency 1.3, namely describing something, people, and their characteristics.

3. Writing the Course Grid

The second step of this study was writing the course grid. The course grid was developed in accordance with the data obtained from the needs analysis and the syllabus. The components of the course grid are standard of competency, basic competency, units, topic, indicator, and language focus, key of vocabulary, input, and activities.

In the course grid, every unit used the four stages in English writing activities proposed by Feez and Joyce (2002: 28-31). They are, Building Knowledge of Text (BKOF), Modeling of Text (MOT), Join Construction of Text (JCOT), and Independent Construction of Text (ICOT).

a. Unit 1

The topic of Unit 1 was the tools usually used in painting, while the title of Unit 1 was “The Painting Tools”. In this unit, the students were expected to mention and describe the tools used in the painting in the text and master the vocabulary related to the painting tools.

The main teaching of Unit 1 was the rules in describing a tool in a text and adjectives in series. The students were able to write a text about the painting tools and used adjectives in series to write about the tools. The language focus in Unit 1 was adjectives in series in the noun phrase. Here, the students were taught about how to write phrases and put the phrases in the paragraph. The picture of Unit 1 was

a picture of a set of painting tools, while the input was a text about a paintbrush. After the text, a list of vocabulary related to the text was provided. They were belly, brass, bristle, chrome, crimp, ferrule, fragile, handle, handheld, hardwood, paintbrush, tip, and tool. The activities in Unit 1 were described in Table 7.

Table 7: The Activities of Unit 1

BKOF	MOT	JCOT	ICOT
<ul style="list-style-type: none"> -The students study a picture of a set of painting tools. -The students fill the circle by mentioning the names of the things in the picture. 	<ul style="list-style-type: none"> -The students answer pre-reading questions before read the text. - The students read the text about a paintbrush. - The students complete the vocabulary project, namely find the meaning of the vocabulary. - The students study the grammatical features in writing the description about something - The students study adjectives in series in the noun phrase. - The students complete the task about noun phrase. - The students study the use of noun phrase in a text. 	<p>The students write two meaningful paragraphs about a canvas by arranging the random sentences.</p>	<ul style="list-style-type: none"> - The students study a picture of a palette. - The students write the description about a palette.

b. Unit 2

“The Artists” was the title of Unit 2. In this unit, the students were expected to describe an artist’ physical appearance in a text and master the vocabulary used in describing someone. The purpose of the vocabulary learning is to identify the meaning of the vocabulary in a particular context.

The focus of Unit 2 were the rules in describing someone’s physical appearance, the use of adjectives in series in describing the artist, and use relative clauses in describing the artist. The students were able to write a text about their favorite artist using relative clauses and adjectives in series in the noun phrase. The language focus in Unit 2 were relative clauses and adjectives in series in the noun phrase. Here, the students were taught about how to use relative clauses and write phrases in the paragraph. The pictures used in Unit 2 were the pictures of Leonardo da Vinci, Raden Saleh, and Basuki Abdullah. Then, the input was the text of Leonardo da Vinci. After text, a list of vocabulary related to the text was provided to identify the meaning of the words. They were archetype, athletic, beard, botanist, cartographer, chest, curiosity, feverishly, geologist, hose, polymath, renaissance, sculptor, statue, and tunic. The activities in Unit 2 were described in the Table 8.

Table 8: The Activities of Unit 2

BKOF	MOT	JCOT	ICOT
<ul style="list-style-type: none"> - The students study the pictures of Leonardo da, Vinci Raden Saleh, and Basuki Abdulah. - The students answer some questions based on the pictures. 	<ul style="list-style-type: none"> -The students answer pre-reading questions before read the text. - The students read the text about Leonardo da Vinci and his physical appearance. - The students find the meaning of the vocabulary. - The students analyze a text of Leonardo da Vinci. - The students study the grammatical features of the descriptive text. - The students study adjectives in series in the noun phrase. - The students do exercises about noun phrase. - The students study relatives clauses. - The students complete exercises about relative clauses. - The students study the use of noun phrase and relatives clauses in a text. 	<p>The students complete the description of the pictures given.</p>	<ul style="list-style-type: none"> - The students find the information and the image about a certain favorite artist. - The students write a text about an artist based on the information and the image.

c. Unit 3

The title of Unit 3 was The Artworks. In this unit, the students were expected to describe an artwork in a text and master the vocabulary related to the artwork.

The focus of Unit 3 was the rules in describing an artwork and linking verbs. The students were expected to be able to write a text about an artwork and use linking verbs in describing an artwork. The language focus in Unit 3 was Linking Verbs. Here, the students were taught about how to use Linking Verbs to describe the artwork in a text. The picture given in Unit 3 was Raden Saleh artwork, namely “The Storm” and the text input of Unit 3 was the text related to the picture , namely “The Storm”. After the text, there was a list of vocabulary related to the text. The students were asked to find the meaning of some words. They were artwork, awful, clouds, darkness, destroy distortion, grip, horrify ship, storm, tend, unsolved, wave. The activities in Unit 3 were described in Table 9.

Table 9: The Activities of Unit 3

BKOF	MOT	JCOT	ICOT
<ul style="list-style-type: none"> - The students study the picture of Raden Saleh artwork - The students mentioning the elements of the picture by filling in the table provided. 	<ul style="list-style-type: none"> - The students read the text about “The Storm”. - The students find the meaning of the vocabulary provided. - The students answer the questions based on the text. - The students study 	<ul style="list-style-type: none"> - The students study the picture of Sister and Brother created by Basuki Abdulah. - The students describe the picture of Sister and Brother by answering the questions given. 	<ul style="list-style-type: none"> - The students make an artwork by choosing one of the topics given in unit 3 as a theme of an artwork. - The students describe the artwork that has been made.

	<p>the grammatical features the descriptive text.</p> <ul style="list-style-type: none"> - The students study linking verbs. - The students complete the exercises about linking verbs. 		
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4. Developed Materials

a. The Framework of The Developed Materials

In designing the writing materials, the researcher applied the course grid which had been designed before. The teaching-learning process was conducted in the four stages. The first was the Building Knowledge of Text (BKOF). The researcher changed this term with 'Let's Begin'. In this stage, the pictures and several questions were given to activate the students' mind and guide them to have a depiction about the topic being discussed. It also aroused the students' interest about the topic being discussed during the teaching-learning process. This stage was used as the warming up before the students do other activities, especially in doing the writing tasks.

The second was Modeling of Text (MOT). It was the core of the teaching-learning process. In this section, the input (usually a text or other information related to the writing skill) was given to the students as a model and/or an example. The teacher, meanwhile, facilitated the students by giving the materials or giving

the explanation about the writing materials. In this stage, the researcher gave a brief information about the generic structure of the text. The information could be found in the 'Focus In' column. Some activities were also included in this stage as the exercises in which the students could practice their understanding about the given material. The term of MOT had also been changed by the researcher in 'Let's Move Further.'

Join Construction of Text (JCOT) consisted of some activities as the media to practice students' understanding and knowledge about what they had learned. The researcher named this stage as 'Find Your Partner.' In this stage were given opportunity to the students to work with their partner or classmates. On the other words, the students shared and performed their understanding of the given materials to each other and tried to cooperate with their classmates.

The last one was Independent Construction of Text (ICOT). It had been named as 'Try To Do It.' This stage was also called as independent task of writing. It meant that the students had to perform and implement their understanding and their writing skill independently. Indeed, they worked and tried to find many references by themselves and used their own activities in finishing the task. From the explanation above, the framework of the developed materials could be drawn in Figure 4.

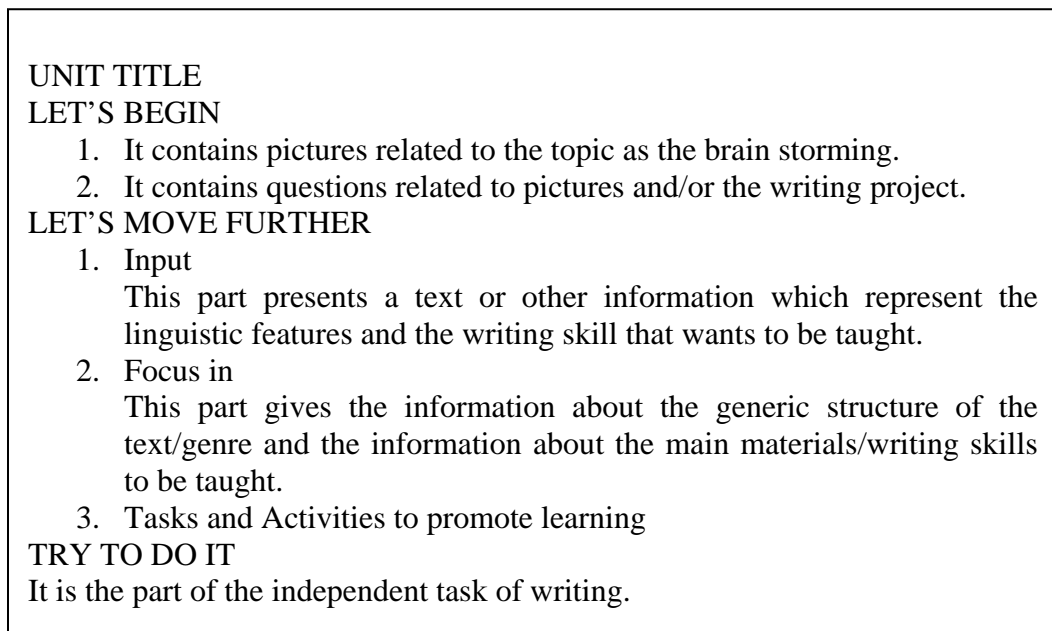


Figure 4: **The Framework of the Developed Materials**

5. The Description of Each Unit

This part provides the description of each unit. There are three units in this materials. The detailed description of three units is described in the following explanations.

a) The description of Unit 1

Unit 1 is entitled 'The Painting Tools.' Beneath the title, there are statements about the learning objectives that should be achieved. The unit begins with 'Let's Begin' section for warming up. In Task 1, there is a picture of a set of the painting tools and some empty circles related to the picture that must be filled by the students. This task is to introduce the topic to the students.

There are two tasks in 'Let's Move Further' section. In Task 2, there is an input text about one of the painting tools, namely a paintbrush. Before the text, there are three pre-reading questions that must be answered by the students. Those questions are related to the text. The goal of Task 2 is to give the model of a descriptive text to the students about a paintbrush. The students are expected to understand the parts of a paintbrush. There are also some underlined words in the text. The students must find the meanings of the words by checking dictionary. Task 3 presents a list of vocabulary related to the text. The vocabulary is completed with the phonetic transcription to help the students in pronouncing the words. The aim of this task is to make students familiar with the vocabulary related to the painting tools, to help them understand the text.

The next section is 'Focus In'. This section is aimed at giving the explanations to the students about the main teaching of Unit 1. Task 4 contains the explanation about the rules in writing about the painting tools. These explanations are given in this task to give the students information about how to describe about something. Task 4 is also completed by the text organization, to help the students understand the structure of the description text. Task 5 provides the explanations about adjectives in series in the noun phrase and the use of noun phrase in writing. The explanations of noun phrase are given to make the students able to write phrases in describing something. Task 5 also provides some examples of phrases. Task 6 provides the exercises about noun phrases. It contains of five pictures with

some random words under each picture. The students are asked to arrange the words into a good phrase. The explanation about using noun phrase is provided in Task 7. In this task, the students are asked to study a paragraph that contains some examples of noun phrase in a paragraph. The exercise about the use of noun phrase is provided in Task 8.

In section 'Find Your Partner,' there is Task 9 that provides three paragraphs. Each of the paragraphs contains the random sentences about a canvas. The students are asked to arrange the random sentences into a good paragraph. In Task 9 the students should do the exercise in pairs, in order to they can interact and share their difficulties with their partner.

The last section is 'Try to Do It'. It is the independent writing task. This section consists of two tasks; they are Task 10 and Task 11. Task 10 shows the picture of a palette. The students are asked to study the picture and find the information about the characteristics of a palette, the internet, or other sources. The aim of Task 10 is to make the students get the information about the palette as much as possible, so that the students really understand about the palette, the characteristics and its function in painting. After doing Task 10, the students should do the last task, namely Task 11. In Task 11, the students are asked to write a text about a palette using the information gained. They are suggested to use noun phrases in the text to describe the information and the characteristics of the palette. This task is aimed to evaluate the students understanding of Unit 1.

b) The description of Unit 2

Unit 2 is entitled 'The Artists.' Like Unit 1, beneath the title, there are some statements about the learning objectives that should be achieved by the students. The warming up is begun with the section of 'Let's Begin'. This unit is started with Task 1. There are three pictures of popular artists and five comprehension questions related to the pictures. The aim of this task is to introduce the topic to the students.

The second section is 'Let's Move Further'. There are three tasks in this section. Task 2 provides the text about one of the artist, namely Leonardo da Vinci. Like in Unit 1, before reading the text, the students must answer three pre-reading questions related to the text. The goal of Task 2 is to give the model of a descriptive text to the students, because in this unit the students are taught about how to describe someone and the physical appearance of someone. The next is Task 3. There is a list of vocabulary related to the text. In this task, the students are asked to find the meaning of each word provided in the box by looking up their dictionaries. The aim of this task is to make students familiar with the words related to the parts of the human body, furthermore it will be easier for them to understand the text. The next task is Task 4. The students should do an analysis about Leonardo da Vinci by filling the boxes. The analysis of Leonardo da Vinci is based on the text.

The third section is 'Focus In'. This section consists of six tasks. Task 5 contains the explanations about the rules in writing the description about people.

Task 5 is also completed by the text organization and the example of part of human body and the adjectives usually used in describing people. The next task is Task 6. It provides the explanations about Adjectives in Series in the Noun Phrase and the use of noun phrase in writing about someone. The explanations of noun phrase are given to make the students are able to write phrases in describing someone. Task 6 also provides some examples of phrases related to the description of someone. The next task is Task 7. Task 7 is the exercises about adjectives in series. It contains five random jumbled words. The students are asked to arrange the jumbled words into a good phrase. The next task is Task 8 which contains the explanation of relative clauses and the use of relative clauses in writing a descriptive text. The aim of this task is to give the information to the students about how to use relative clauses in writing about someone. Task 9 contains the exercises about relative clauses. There are five pairs of sentences that must be joined together by the students using relative clauses. The next task is Task 10. In this task, the students are asked to study the paragraph, and then match the paragraph to the picture. The paragraph is also completed by some examples of noun phrase and relative clauses. The explanation about the use of noun phrase and relative clauses in a paragraph are provided in Task 11.

The fourth section is 'Find Your Partner.' There is only one task in this section, namely Task 12. It contains five pictures of artist with the blue box in each picture. The blue boxes contain with the blank paragraph. The students should

complete the paragraph by describing the characteristics of the people in the pictures. In this task, the students should do the exercise in pairs, in order to they can interact and share their difficulties with their partner.

The last section is 'Try to Do It'. This section consists of two tasks; they are Task 13 and Task 14. In Task 13 there is a picture of Affandi Kusuma. The students are asked to study the picture and write the information about Affandi Kusuma in the table beneath the picture. The aim of Task 13 is to make the students get the information about an artist, so that the students really understand about the artist and his physical characteristics. The last task in Unit 2 is Task 14. The students should describe the picture of Affandi Kusuma into a text. They may use noun phrase and relative clauses in writing the text. This task is aimed to evaluate the students understanding of Unit 2.

c) The description of Unit 3

Unit 3 is entitled 'The Artworks.' Like Unit 1 and Unit 2, beneath the title, there are some statements about the learning objectives that should be achieved by the students. The section of 'Let's Begin' is used in this unit as warming up. There are two tasks in this section. Task 1 provides the picture of an artwork created by Raden Saleh, namely 'The Storm'. After Task 1, there is Task 2 which provides the blank table that should be filled by the students. The students are asked to mention all the things they have seen based on the picture.

There are three tasks in section 'Let's Move Further'. Task 3 provides the text about the artwork entitled 'The Storm.' Before the text, there are pre-reading questions related to the text. The purpose of Task 3 in Unit 3 is to give the model of a descriptive text to the students. Here the students still learn about writing the descriptive text. It is different from Unit 2, because in this unit the students are taught about how to describe the artwork. The next task is Task 4. There are also a list of vocabulary related to the text which is completed with the phonetic transcription to help the students' pronunciation. The students should find the meaning of each word provided in the box by looking up their dictionary. The next task is Task 5. The activities of Task 5 is summarizing the text by answering five questions provided in Task 5.

The next section is 'Focus In' which consists of 5 Tasks. The purpose of this section is to give the explanations to the students about the main teaching of Unit 3. Task 6 contains the explanation about the rules in writing the description about the artwork. These explanations are given in this task to give the students information about how to describe the artwork into the text. Task 6 is completed by the example of text organization. The next task is Task 7 which provides the explanations about linking verbs. The aim of this explanation is to give the students information about how to use linking verbs. This task also gives some examples of linking verbs and the use of linking verbs in the sentences. Then, Task 8 includes the exercises about linking verbs. The students should complete the blank sentences

by the words provided in the box under five sentences. The next task is Task 9. In this task, the students are provided the artwork and a descriptive text which describes the artwork. This text contains the use of linking verbs. The aim of this task is to give the example of a text which uses linking verbs. The next task is Task 10. This task provides the explanation about the text in Task 9.

In section 'Find Your Partner,' there is Task 11 which contains an artwork created by Basuki Abdullah, entitled 'Sister and Brother.' In this task, the students are asked to describe the artwork by answering four questions beneath the picture. The students should do the exercise in pairs by working with a friend, so they have opportunity to interact with their partner.

The last section in this unit is 'Try to Do It'. This section only consists of one task, namely Task 12. The students are asked to create an artwork by choosing five topics provided in the materials. They also should describe their artwork in the written form. This task is aimed to evaluate the students understanding of Unit 3. The students are expected to describe their artwork not only orally but also in the written language.

6. Reviewing the Materials

After all units had been developed, the materials were reviewed. In this case, the researcher asked a lecturer of English Education Department, two English

teachers of the Painting Department and an Art teacher to review the materials. The result of reviews are described below.

Based on the review results, it can be concluded that the developed materials could accomplish the objective of the English writing for vocational high schools, especially for the students of the Painting Department. The materials were presented with a good type setting and full colors, so they were not monotonous.

The reviewers also reviewed the materials. According to them, the content of the materials were good and could represent the students' needs. The topics were relevant with the educational background of the students. There were input text and pictures related to the topic in the developed materials. The reviewers also agreed that the instructions given in each task were understandable and clear both for the teacher and the students. Related to the tasks, the reviewers agreed that the tasks in the materials were good. The task in each unit of the developed materials were sequenced from comprehension to production. The teacher and learners role of the tasks were also suitable with the students' needs. The roles could help the students in practicing their writing in groups, in pairs, and individual writing.

There were also some feedbacks and suggestions to improve the materials. The reviewers stated that the whole materials were interesting and specific to the students of the Painting Department. Through the materials, the students learned the terms and vocabulary item related to their study program.

7. The Tryout of the First Draft of the Materials

This part gives the detailed description about the tryouts of three developed units, the evaluations, and the revisions which are done based on the feedback after the researcher did the implementation. Since the materials are designed for two meetings, the tryout of each unit is conducted in the first and second meetings. Here are the descriptions of each unit.

a. The Tryout and the Feedbacks of Unit 1: The Painting Tools

This part contains of the description of the tryout of Unit 1 and the explanation of the feedbacks of each aspect in the materials developed. The feedbacks consist of eight aspects. They are the feedbacks and opinion about the materials' goal, the topic, the input, the tasks, the instructions, teacher and learner role, the settings, and the format of the materials.

1) The Description of The Tryout

The tryout of Unit 1 was conducted on June 5th, 2012 in class X *Lukis*. There were 31 students. The researcher decided that this unit should be tried out in this class. It was because as the beginners of Painting Department students, they were introduced to the painting tools and the vocabularies related to the painting tools. The focus of this unit was adjectives in series in the noun phrase. There were 11 tasks as the activities in the teaching-learning process. During the tryout, the researcher played her role as the teacher. In addition, during the implementation, the

researcher was accompanied by the English teacher. The description of the implementation is as follows.

As stated before, the materials were designed for two meetings. It implied that the tryout was conducted in two separated times. In the first meeting the tryout of unit one was conducted on June 5th, 2012 at 08.30-10.00 am. In the first meeting, the materials of Unit 1 were given from Task 1 to Task 7. In this meeting, there was not any problem in delivering the material of Unit 1.

The second meeting of Unit 1 was continued on June 16th, 2012 at 10.15-11.45 am. All students attended the lesson. In the second meeting, the class continued the material of Unit 1. The researcher continued Task 8 to the last task, namely Task 11. The tryout of Unit 1 has been done successfully. The detail information of the description of the tryout can be seen in Appendix G, Field Note 1 (the implementation of Unit 1), page 181.

2) The Feedback of Unit 1

The implemented materials should be evaluated. The evaluation aims at identifying whether the developed materials were suitable with the students' needs and interest or not. The result of the evaluation or the feedback from the students, then, was used as the basis for revising the materials.

After the tryout, the researcher also interviewed the students. It was done after the tryout of the second meeting. The researcher interviewed the students to

attain feedback to the materials. The feedbacks contain of the materials' goal, input, topic, tasks, instructions, teacher and learner role, settings, and the format of the materials. The information about the feedback is described in the following description, while the detailed interviews transcript of the first draft of Unit 1 can be seen in Appendix H.

a) Feedback on the Materials' Goal

The researcher got the feedback about the materials' goal. It was asked to the students to find the information whether the materials developed had reached the students' goal and it was easy to understand or not. Based on the interview with the students, most of the students said that they had reached the goal of the learning of English writing. It can be seen in the excerpt of the interview transcripts.

R : *Mm... menurut kamu, materi unit I yang udah udah bisa mencapai tujuan kalian belum?* (Mm... do you think that the materials of Unit 1 has reached the goal?)

K : *Maksudnya mb?* (What do you mean Miss?)

R : *Ya kan kalian punya tujuan mempelajari menulis Bahasa Inggris itu apa gitu.* (You have the goal of learning English writing)

K : *Ow... iya mb. Udah mencapai tujuan kok. Ya tujuannya bisa nulis teks dalam bahasa Inggris.* (Ow... Yes, Miss. It has reached the goal. The goal is that we are able to write the text in English.)

(Appendix H/ Interview I/First draft/page 188)

b) The Opinions about the Topic

The researcher got the feedback about the topic of Unit 1. Based on the interview result, the topic of Unit 1 was suitable with the students' study background. It can be seen in the following excerpt of the interview transcripts.

R : *Uhm, OK. Nah trus kalo topiknya gimana Kat? Udah sesuai belum sama jurusanmu?* (Uhm, Ok. Now, how about the topic, Kat? Is it suitable with your study background or not?)

K : *Topiknya itu tentang alat-alat untuk melukis gitu ya maksudnya mb?* (The topic is about the painting tools, isn' it?)

R : *Iya.* (Yes)

K : *Ya, nek menurutku udah sesuai kok mb, soalnya kan kalo bagi anak seni lukis, apa lagi pemula buat kita, ya udah sesuai banget mb. Jadi kita di unit I ini dikenalkan dengan peralatan untuk melukis. Pokoke ini wes sesuai kok mb buat jurusan seni lukis.* (I think it is suitable, Miss. Especially For the beginners of the Painting Department students. It is very suitable with us, Miss. So, in Unit 1, we are introduced to the tools used to paint.)

(Appendix H/Interview I/ First draft /page 188)

c) The Opinions about the Input

The next feedback was about the input of the materials. Based on the feedback, the input was good. The input of the picture and the text were relevant. The following is the excerpt of the interview transcript which describes the student's opinion about the input of Unit 1.

R : *Ok. Trus soal input. Kita belajar soal menulis descriptive report text ya di sini. Nah kalo menulis kan inputnya itu harus reading/ bacaan dan gambar sesuatu. Ini topiknya alat-alat lukis, so inputnya berupa gambar satu set peralatan lukis dan bacaanya tentang contoh teks information report tentang a paintbrush. Menurutmu udah sesuai belum?* (Ok, Now about the input. We have learned about how to write the descriptive text here. In writing, the input

should be a text and a picture. This topic is the painting tools, so the inputs are the picture of a set of the painting tools and a descriptive text about a paintbrush. In your opinion, is it suitable or not?)

I : *Oh, udah nek ini mb. Jadi ada korelasinya antara topic sama inputnya. Input gambarnya peralatan melukis, teksnya juga tentang alat lukis. (Oh, it is suitable, Miss. There are the correlations between the topic and the input. The input picture is the painting tools, while the text is also about the painting tools)*

(Appendix H/Interview I/ First draft /page 193)

d) The Opinions about the Tasks

The students' opinions about the tasks were also got by the researcher. It was very important to do, because the tasks were the reflection of the students understanding of the materials. The researcher got the feedback in Task 1. Besides, the interview with the second and the third students indicated that they criticized Task 3 and Task 7.

The following is the excerpt of the interview transcript with the first student. She disagree with the questions after the text, because before the reading the text, there were pre-reading questions. She asked the researcher to change the questions into the points that should be found in the text as the guidance in writing the summary.

The researcher got the opinion of Task 1 from the second student. He said that the instruction of Task 1 was too long. He wanted short and simple instruction.

R : *OK. Soal instruksi nih sekarang. Coba dech kamu liat-liat itu materi unit I. Ada nggak yang instruksinya nggak jelas? (Ok, about the instructions now. You can see the materials of unit 1. Are there any unclear instruction?)*

- D : *Yang Task 1 itu mb. Panjang banget dech.* (Task 1, Miss. It is too long)
 R : *Ok, nanti tak bikin simple ya. Yang mana lagi?* (Ok, I will make it simple. Anything else?)
 D : *Nggak ada mb.* (No, Miss.)

(Appendix H/Interview I/First draft/page 191)

The excerpt of the interview transcript below shows the students' opinions about Task 3. He did not like to do the vocabulary task, because he was lazy to bring the dictionary.

- R : *Ok. Trus tugas-tugasnya ya. Menurutmu tugas-tugasnya susah-susah nggak sich?* (Ok, then about the tasks. What is your opinion about the tasks? Are they difficult?)
 D : *Sebenarnya enggak sich mb. Kalo udah paham materinya. Tapi aku paling males nek ngerjain vocabulary, yang task 3. Habisnya aku nggak suka bawa kamus hehe.* (Actually no, Miss, if we understand the materials. But I am very lazy when doing the vocabulary project, this one, Task 3. I don't like to bring the dictionary, hehe.)

(Appendix H/Interview I/ First draft /page 191)

The following is the excerpt of the interview transcript which shows the students opinion of Task 7. She asked the researcher to give the clear clues to the exercise in Task 7 in order to the students would be easy to do the exercise.

- R : *Ok. Trus kalo tugas-tugasnya. Menurut kamu susah-susah nggak? Sambil diliat lagi Is dari awal.* (Ok, Now about the tasks. Are the tasks difficult? You may see again from the beginning)
 I : *Ya, nggak susah-susah amat sich mb. Tapi aku rada bingung yang ngerjain tugas adjectives in phrase ini mb, Task 7. Nek kayak gitu tu nggak bisa dikasih ancer-ancer mb.* (There are not so difficult, Miss. But I am little confused in doing the exercise of adjectives in phrase, Miss, Task 7. There are not any guidance, Miss)
 R : *Oh itu. Kata kunci gitu to maksudmu?* (Oh, do you mean the clues?)
 I : *Ho'oh, kata kunci hehe.* (Yes, the clues, hehe).

- R : *Ya bisa aja sich. Kalo tak kasih clue nya missal tak beri huruf besar pada sebuah kata biar mudah ngurutin kalimat-kalimatnya. (Yes. I will give a big letter in each sentence to make you easy in arranging the sentences)*
- I : *Ya, ho'oh mb gitu aja. Jadi, biar tau mana urutanya yang di awal frase. (Yes, Miss. So we know the first words in the beginning of the phrase.)*
- R : *Determinernya kan? A, An, The ? (The determiners, aren't they? A, An, The?).*
- I : *Iya mb, gitu aja kata kuncinya. (Yes, Miss)*

(Appendix H/Interview I/ First draft / page 194)

e) **The Opinion about the Instructions**

The researcher got the feedback about the task instructions. There was one instruction that should be revised. It was Task 1. The student asked the researcher to revise the instruction. She said that the instruction is very confusing. The excerpt of the interview transcript is as follows.

- R : *Ok. Lanjut tentang insrtuksi. Instruksi-instruksi dalam tiap-tiap task menurutmu gimana, Kat? Paham nggak, disuruh ngapain gitu? Coba dech kamu liat-liat lagi ini materinya. Liat perintah-perintahnya. Paham nggak? (Ok, let's continue to the instructions. What do you think about the instructions in every tasks, Kat? Do you understand what you are going to do? Please check the instruction. Do you understand?)*
- K : *Uhm... bentar ya mb. Task 1 ini. Disimpelkan aja ini perintahnya mb. Blibet je. (Uhm... wait a moment, Miss. Task 1. You have to make it simple, Miss. It is so confusing.)*
- R : *Ok... trus mana lagi? (Ok... Anything else?)*
- K : *Uhhh. Cuma itu aja tadi kalo yang instruksi. (Uhhh. That's it)*

(Appendix H/Interview I/ First draft / page 198)

f) The Opinion about the Teacher and Learners' roles

The feedback about the teachers' roles were very important to the teacher. The teacher should know whether the students agree with the roles of the teacher in teaching-learning process or not. All students agreed with the roles of the teacher in teaching-learning process. They also agreed with their roles as the students. The following is the excerpt of the interview transcript about the teacher and learners' roles.

- R : *Ok. Beralih ke teacher and learners' roles.* (Ok, let's move to the teacher and learners' roles)
- D : *Apa tuh mb? (What is that, Miss?)*
- R : *Soal peran guru dan siswa pada saat pelajaran Bahasa Inggris.* (About the roles of the teacher and the roles of the students in English lesson.)
- D : *Oh... (Oh...)*
- R : *Mb di sini sebagai guru yang tugasnya menyampaikan dan menjelaskan materi. Setuju nggak dengan peran mb itu? (Here, I am as a teacher who delivers and explains the materials. Do you agree with that roles?)*
- D : *Ya setuju lah mb. Ya peran guru ya memang itu.* (Yes, of course, Miss. That are the roles of a teacher)
- R : *Ok, lanjut. Kalian sebagai siswa berperan sebagai pihak yang menerima penjelasan mb dan seharusnya aktif juga di kelas. Misalnya tanya kalo ada yang nggak jelas. Setuju nggak dengan peran kalian sebagai peserta didik? (Ok, let's continue. You are as the participant who accept my explanations and you should be active too in the class. Do you agree with your role as the participant?)*
- D : *Ya harus setuju dunk. Kita tugasnya menerima apa yang guru jelaskan.* (Of course we must agree. Our duty are accepting what have been taught by the teacher.)

(Appendix H/Interview I/ First draft/page 192)

g) The Opinion about the Settings

The researcher got the feedback about the settings. According to the interview result, most of students agreed with the settings given in the materials in doing the tasks. They like to do the tasks whether in pairs or individual. The following is the excerpt of the interview transcript about the settings.

- R : *Uhm, OK. Kita lanjut lagi ke seetings ya. Kamu suka nggak dengan tugas berpasangan?* (Uhm, Ok. Let's continued to the settings. Do you like work in pairs?)
- K : *Suka.* (I like)
- R : *Kenapa? Pas kamu tak suruh ngerjain tugas berpasangan itu kamu bisa sharing-sharing nggak sama pasangan kamu?* (Why? When I ask you to work in pairs, can you share with your friend?)
- K : *Ya kan kita bisa ngobrol-ngobrol tentang cara nulisnya. Temenku itu kan rada-rada bingung, jadi aku bisa bantu. Aku ngejelasin ke dia gitu. Trus kita bisa ngerjain bareng-bareng.* (Yes, we can discuss together about how to write. My friend is rather confused, so I can help her. I explain to her. Finally, we can do the task together.)
- R : *Uhm, and then, pas independent writing atau bagian 'Try To Do It,' yang tugas individu itu, kamu bisa ngerjain nggak?* (Uhm, and then, in the independent writing or 'Try To Do It', the individual task, can you do that?)
- K : *Nek itu Alhamdulillah bisa mb. Ya paling ya Cuma kosa kata yang aku nggak tau Bahasa Inggrisnya itu yang aku nggak bisa hehe. Tapi kan aku bawa kamus, so bisa liat di kamus.* (Alhamdulillah, I can do that, Miss. It is only about the vocabulary in English which make me cannot do the task, hehe. But I bring the dictionary, so I can see in the dictionary.)

(Appendix H/Interview I/ First draft /page 189)

h) The Opinion about the Format and Design of the Materials

The researcher got the feedback related to the materials format and design. The lay out, font selection and the color were good. The students said that the materials were interesting and well developed. There were also pictures that helped

them understand the contents of the materials. It can be seen in the following excerpt of the interview transcript with three students.

- R : *Ok, trus soal desain materinya sekarang. Soal lay out, font, ukuran hurufnya dan lain-lain tentang fisik materi ini. Udah pas belum? Mungkin ada saran?* (Ok. Now, about the design of the materials. About the lay out, font, font size and so on related to the physics of this materials. Is it good? Maybe any suggestions?)
- D : *Mmm... ini udah pas kok mb. Terutama ada warna-warna yang selain hitam. Kayak ini nich ungu, merah trus dikotak-kotak gitu. Jadi lebih menarik dari pada buku-buku atau modul-modul biasa.* (Mmm.. This is good enough, Miss. Especially, there are other colors, not only black color. Like this one: purple, red, and then the boxes. So, it is more interesting than the general books or modules.)

(Appendix H/Interview I/ First draft /page 192)

b. The Tryout and the Feedbacks of Unit 2: The Artist

This part contains of the description of the tryout of Unit 2 and the explanations of the feedbacks of each aspect in the materials developed. The feedbacks consist of eight aspects. They are the feedbacks and opinion about the materials' goal, the topic, the input, the tasks, the instructions, teacher and learner role, the settings, and the format of the materials.

1) The Description of the Tryout

The topic of Unit 2 is "The Artists". It is suitable with the curriculum of Grade X students of The Painting Department. The beginners of Painting Department students are introduced to the history of the popular artists. The focus of this unit is adjectives in series in the noun phrase and relative clauses. The students

were expected to write the description about someone using noun phrase and relative clauses. There were 13 tasks as the activities in the teaching-learning process. During the try out, the researcher played her role as the teacher. In addition, during the implementation, the researcher was accompanied by the English teacher. The description of the implementation is as follows.

The tryout of Unit 2 was conducted in twice meetings. It implied that the tryout was conducted in two separated times. The first meeting was conducted on June 26th, 2012 at 08.30 – 10.00 am. There are 28 students who followed the lesson. In the first meeting, the materials of Unit 2 were given from Task 1 to Task 7.

The second meeting of Unit 2 was continued on July 10, 2012 at 10.15-11.45 am. All students attended the lesson. The researcher continued Task 8 to the Task 13. The tryout of Unit 2 has been done successfully. The detail information of the description of the tryout can be seen in Appendix G, Field Note 2 (the implementation of unit 2), page 184.

2) The Feedbacks of Unit 2

After the tryout, the researcher interviewed the students. It was done after the tryout of the second meeting. The aim of this interview was to get the feedbacks form the students. The feedback was used to revise the materials. The information about the feedback is described in the following description, while the detail interviews transcript of the first drafts of Unit 2 can be seen in Appendix H.

a) Feedback on the Materials' Goal

The information about the feedback on the materials' goal was aimed to know whether the materials of Unit 2 could be accepted by the students easily or not. This was also used to get the information whether the materials had reached the students goal in learning English writing or not. Based on the interview, most of students said that they had get the goal of English writing learning. The following is the excerpt of the interview transcript.

- R : *Minggu ini kan kita dah belajar unit 2. Menurutmu materi Unit 2 yang udah mb sampein ke kalian bisa dipahami nggak?* (This week, we have learned Unit 2. In your opinion, can you understand the materials I have given to you?)
- Ra : *Uhm... bisa dipahami kok mb.* (Uhm... Yes, it can be understood Miss.)
- R : *Di Unit 2 ini kan kita belajar tentang menulis dan mendeskripsikan seseorang. Nah itu kamu udah paham belum?* (In Unit 2, we have learned about how to write and describe someone. Do you understand about that?)
- Ra : *kalo aku sih dah bisa paham mb dan aku juga udah bisa caranya nulis descriptive text.* (I understand, Miss and I can write the descritpitve text.)
- R : *Kalo kamu disuruh nulis lagi kira-kira bisa ya?* (If you are asked to write again, you should be able to write, shouldn't you?)
- Ra : *Iya bisa.* (Yes, Miss)

(Appendix H/Interview II/ First draft /page 196)

b) The opinions about the topic

Based on the feedback, all students said that the topic was suitable with their needs and study background. They agreed with the topic in the materials of Unit 2. The following is the interview transcript about the opinions of the topic in Unit 2.

- R : *Ok. Sekarang soal topic. Di sini topiknya beda dari Unit 1 kemarin. Kita sekarang ngomong tentang pelukis-pelukis terkenal di masa lampau. Udah sesuai belum sama jurusan seni lukis kalo topiknya para seniman atau pelukis terkenal gitu? (Ok, now about the topic. Here the topic is different from Unit 1. Now, we talk about the popular artists in the past time. Is it suitable with the Painting Department if the topic is about the popular artists or painters?)*
- A : *Iya mb. cocok buat jurusan seni lukis. Kan kita nggak Cuma belajar melukis dan bikin karya, tapi juga harus punya pengetahuan tentang para pelukis juga. (Yes, Miss. It is suitable with the Painting Department. We don't only learn how to paint and create the artwork, but also should have the knowledge about the artist.)*

(Appendix H/Interview II/ First draft /page 200)

c) The opinions about the input

This aspect was asked in the interview to know whether the input was suitable and relevant with the students' needs and the topic or not. Based on the interview result, the input was suitable and relevant with the topic. The following is the interview transcript about the input.

- R : *Ok. Nah sekarang soal input. Ini kan mb ngasi input berupa gambar 3 seniman sama 1 contoh teks descriptive yang mendeskripsikan Leonardo da Vinci. Menurutmu udah sesuai belum mb ngasih input itu ke kalian. Atau harus ada tambahan input lain mungkin? (Ok, now about the input. Here the inputs are 3 pictures of the artists and 1 example of descriptive text which describe Leonardo da Vinci. In your opinion, Are the inputs suitable? Or any others input maybe?)*
- Ra : *Uhm... menurutku sih ini udah sesuai kok. Yang penting ada gambar sama contoh teksnya. Jadi kalo ada contohnya kan lebih mudah dipahami. Kayak ini juga mudah dipahami, soale udah ada contoh teksnya. Jadi nek ngerjain menulis ya ada gambaran and bisa liat-liat teksnya lagi. (Uhm... I think it is suitable, Miss. There should be the picture and the example of the text, so it can be understood. Like this example. This is easy to understand, because here*

is the example of the text. When doing writing task, there is the example and we can see the text again.)

(Appendix H/Interview II/ First draft /page 196)

d) The opinions about the tasks

During the interview about the task, researcher got the opinion from second and the third students. They disagreed with the blank table in task 5 about the body parts and adjectives. They suggested to the researcher to complete the table. They said that, the complete table would make them easy in understanding the materials.

The following is the excerpt of the interview transcript.

- R : *Ok. Sekarang soal tugas-tugasnya. Susah-susah nggak nich tugasnya?* (Ok, now about the tasks. Are the tasks difficult?)
- B : *Ho oh mb susah. Hehe.* (Yes, Miss. They are difficult. Hehe.)
- R : *Susahnya dimana?* (Which one?)
- B : *Yang ini mb. Yang parts of the body. Yang kolom adjectivesnya.* (This one, Miss. About parts of the body. The adjectives column.)
- R : *Uhm... susahnya gimana.* (Uhm... Why?)
- B : *Ini kok ada yang kosong Task 5 bagian table itu? Maksudnya kita disuruh ngisi apa gimana? Mbok diisi semua mb jadi kita biar tau jenis-jenis bagian tubuh manusia dalam bahasa Inggris gitu. Biar ntar nek disuruh menulis tinggal liat disini.* (Why are there some blanks column in Task 5? Are we asked to fill or how? I think complete is better, Miss, so we can know the kinds of the human body in English. When we are asked to write, we can see here.)

(Appendix H/Interview II/ First draft /page 198)

Besides Task 5, the researcher also got the suggestion in Task 9 from the second student. She asked to the researcher to add one more example in combining

two sentences using relative clauses. The following is the interview transcript about Task 9.

- R : *Ok. Sekarang kalo tugas-tugasnya di Unit 2 ini susah-susah nggak?* (Ok, do you think that the tasks in Unit 2 were difficult?)
- A : *Uhm... Ada yang susah ada yang mudah.* (Uhm... some of them are difficult and some others are easy.)
- R : *Yang susah task mana?* (Which one is difficult?)
- A : *Uhm... yang ini mb. Task 9. Menggabungkan 2 kalimat pakai relative clause. Aku rada bingung hehe.* (Uhm... this one, Miss. Task 9. Combining 2 sentences using relative clause. I am rather confused, hehe)
- R : *Bingungnya gimana?* (Why?)
- A : *Ya menggabungkannya itu. Contohnya Cuma satu ya mb?* (The way in combining. This is only one example, isn't it?)
- R : *Iya. Perlu ditambahi contoh lagi kah?* (Yes. Do you need one more example?)
- A : *Iya mb tambahin contoh 1 lagi aja yang Task 9. Hehe...* (Yes, Miss. It is better to give us one more example in Task 9. Hehe...)
- (Appendix H/Interview II/ First draft /page 200)

e) The opinions about the instructions

The researcher got the suggestions about the instructions of the tasks. The instructions which should be revised are the instructions of Task 4, Task 10, and Task 13. The first student wanted the clear instruction in Task 4. The opinion about the instructions of Task 4 is described in the following interview transcript.

- R : *Ok. Trus sekarang tentang instruksinya nich. Menurutmu instruksi-instruksi di Unit 2 ini mudah dipahami nggak?* (Ok. Now about the instructions. In your opinion, are the instructions in Unit 2 easy to understand?)
- Ra : *Uhm... ntar dulu mb. Ini nich yang Task 4. Itu kita disuruh analisis apanya Leonardo mb?* (Uhm... Wait a moment, Miss. This one, Task 4. What should be analyzed in Leonardo, Miss?)
- R : *Profilnya. Kan suruh ngisi kotak-kotak itu.* (His Profile. You should fill the boxes.)

Ra : *Iya, aku tau, tapi di instruksinya nggak ada kata-kata 'profil' nya.* (Yes, I know, but there are no 'profile' word in the instruction.)
(Appendix H/Interview II/ First draft /page 197)

The next instruction which should be revised is Task 10. The opinion came from the third student. She asked the clear instruction, because she was confused with the instruction of Task 10. The following is the excerpt of the interview transcript.

R : *Beralih ke instruksi. Ayo kita liat lagi instruksi-instruksinya. Mana yang menurutmu instruksinya nggak jelas?* (We move to the instructions. Let's see the instructions again. Which one the unclear instruction according to you?)

A : *Task 10 mb. Itu instruksinya cuma suruh baca aja apa sama gimana gitu sama gambarnya suruh ngapain?* (Task 10, Miss. Does it only asked us to read or what and what we are going to do with the picture?)

R : *Oh, itu kalian baca teksnya sambil di amati sama gambarnya. Cocok nggak gitu. Kurang jelas ya perintahnya?* (Oh, you should read the text and analyze the picture. Is it suitable? The instruction is not clear, isn't it?)

A : *Iya.* (Yes)

(Appendix H/Interview II/ First draft /page 201)

The next opinion came from the second student. He criticized the instruction of Task 13. He said that the instruction was too long. He suggested the researcher to simplify the instruction. The following is the excerpt of the interview transcript.

R : *Lanjut soal instruksi nich. Kamu liat dari awal. Instruksinya ada yang nggak jelas?* (We continue to the instructions. You see from the beginning. Are there any unclear instructions?)

B : *Task 13 itu mb. Panjang amat instruksinya. Bingung tadi aku.* (Task 13, Miss. It is too long. I am confused.

(Appendix H/Interview II/ First draft /page 199)

f) The opinions about the teacher and learners' roles

The researcher got feedbacks about teacher and learners' roles from the interview result. Based on the result of the interview with the three students in interview of unit 2, they said that they agree with the teacher and learners' roles in teaching-learning process. The following is the excerpt of the interview transcript about teacher and learners' roles.

R : ... *Trus tentang teacher and learners' roles. Ini kan tentang peran mb di sini. Mb sebagai guru tugasnya menyampaikan materi dan menjelaskanya. Mb ini sebagai fasilitator lah. Kamu setuju dengan peran mb di kelas seperti itu?* (... Now, about teacher and learners' roles. This is about my roles as a teacher here. I am as a teacher. My duty is delivering and explaining the materials, I am as a fascilitator. Do you agree with my roles in this class?)

Ra : *Iya, aku setuju. Ya guru tugasnya menyampaikan materi dan membantu kita kalo ada yang nggak ngerti.* (Yes, I agree with you. The duty of the teacher is to deliver the materials and you help us when there are any materials which we don't understand.)

R : *Trus peran kalian sebagai siswa adalah menerima materi yang disampaikan guru, aktif dalam kegiatan diskusi, dan mengerjakan tugas yang diberikan guru. Setuju nggak dengan peran itu?* (and then your roles as the students are accepting the materials that the teacher given to you, being active in the discussions, and doing the tasks. Do you agree with your roles?)

Ra : *Setuju, mb.* (I agree, Miss)

(Appendix H/Interview II/ First draft /page 197)

g) The opinions about the settings

The researcher got the feedbacks about the settings in the teaching-learning process. Based on the interview with three students, all students liked and agreed with the settings. The following is the excerpt of the interview transcript about the settings.

- R : ... *Sekarang masalah tugas berpasangan. Gimana menurutmu tugas berpasangan bisa membantu kamu nggak buat memahami dan ngerjain tugasnya? Bisa sharing-sharing nggak sama pasangan kamu?* (... Now, about work in pairs. What do you think about work in pairs? Does it help you to understand and to do the task? Can you discuss with your friend?)
- B : *Iya bisa mb. Aku seneng kalo berpasangan, jadi ngerjainya sama-sama.* (Yes, I can do Miss. I love work in pairs, so we can do the task together.)
- R : *Kalo tugas individu, tadi bisa ngerjain nggak?* (How about the individual work, can you do by your self?)
- B : *Uhm... Cara ngerjainya sih udah bisa. Kan tinggal liat penjelasan sama contoh teksnya.* (Uhm... I can do the way the task. Just see the explanations and the examples of the text.)

(Appendix H/Interview II/ First draft /page 198)

h) The opinions about the format and the design of the materials

Based on the result of the interview with three students, they said that the design of the materials were good. The font selection and the colors were also interesting. The pictures in Unit 2 were nice. They loved the design format of Unit 2. The next page is the interview transcripts about the format and design of the materials.

- R : ... *Kalo tentang desain materi Unit 2 ini, menurutmu udah bagus belum? Font, font size, lay out, color, dan sebagainya. Ada saran?* (... about the materials design of Unit 2, in your opinion, is it good or not? Font, font size, lay out, color, and so on. Any suggestions?)
- B : *Ini udah bagus mb. Sing penting kalo buat anak seni lukis kayak kita ini jangan monoton.* (This is good enough, Miss. The most important for the students of the Painting Department is that the materials should not be monotonous.)
- R : *Lha ini menurutmu monoton nggak?* (Do you think that this is monotonous?)
- B : *Nggak kok mb. Ini dah ada variasinya. Font nya ya udah bukan TNR lagi. Udah pake Comic, udah bagus. Ada gambarnya juga di awal-awal. Bagus kok mb. Pemilihan warnanya juga bagus.* (No, Miss. This has variations. The font is not TNR again. It is Comic. It is good. There are the pictures in the beginning. It is good, Miss. The color selection is also good.)

(Appendix H/Interview II/ First draft /page 199)

c. **The Tryout and The Feedbacks of Unit 3: The Artist**

This part contains of the description of the tryout of unit 3 and the explanations of the feedbacks of each aspect in the materials developed. The feedbacks consist of eight aspects. They are the feedbacks and opinion about the materials' goal, the topic, the input, the tasks, the instructions, teacher and learner roles, the settings, and the format of the materials.

1) **The Descriptions of the Tryout**

The tryout of Unit 3 was held in two meetings. The first meeting was conducted on July 14, 2012 at 08.30 – 10.00 am. There were 30 students who attended the class. The materials of unit 3 were given from Task 1 to Task 8. Before the first meeting was closed, the researcher ordered the students to read Task 9 at home.

The second meeting was conducted on July 24th, 2012 at 10.15 – 11.45 am in the painting studio. There were 31 students in the class. It implied that all students followed the lesson. In the second meeting, the researcher continued Task 9 to the last task that was Task 12. In this meeting, the students looked enthusiastic. They enjoyed the lesson, because in this occasion they did not only learn writing, but also they created the simple artwork. The detail information of the description of the tryout can be seen in Appendix G, Field Note 3 (the implementation of Unit 3), page 186.

2) The Feedbacks of Unit 3

After trying out Unit 3, the researcher interviewed the students. It was done after the tryout of the second meeting. The feedback was used to revise the materials. The information about the feedback is described in the following description, while the detail interviews transcript of the first drafts of Unit 3 can be seen in Appendix H.

a. Feedback on the Materials' Goal

The researcher should know the opinion about the materials goal from the students to identify whether the materials of Unit 3 was easy to understand and reached the students' goal in learning English writing or not. Based on the interview result, most of students said that the materials developed were easy to understand

and had reached the students' goal. The following is the excerpt of the interview transcript.

- R : *Novela, kita minggu ini membahas unit terakhir, yaitu unit 3. Menurutmu unit 3 ini mudah dipahami nggak? Di sini kan kalian juga tak suruh bikin karya. Gimana menurutmu?* (Novela, this week we have discussed the last unit, it is Unit 3. Do you think that this is easy to understand? Here, I also ask you to create an artwork. What do you think?)
- N : *Mudah dipahami kok mb. Ya aku senang dengan unit 3 ini, soalnya selain belajar nulis bahasa Inggris, kita bisa bikin karya juga.* (It is easy to understand, Miss. I am glad with Unit 3, because besides we learn to write in English, we can make an artwork too.)
- R : *Uhm... kalo materinya? Kita di sini masih belajar menulis teks deskriptif. Bedanya dari Unit 2 terletak pada subyeknya. Kalo yang Unit 2 kemarin mendeskripsikan seseorang dan penampilanya, di Unit 3 ini mendeskripsikan karya/lukisan. Itu gimana? Bisa dipahami nggak?* (Uhm... how about the materials? Here we still learn descriptive text. The difference from Unit 2 is lied on the subject. In Unit 2 we describe someone and the physical appearances, in Unit 3 we describe the artwork/painting. What do you think? Can you understand?)
- N : *Bisa kok mb. Hampir sama to kayak Unit 2, Cuma beda apa yang mau dideskripsikan aja.* (Yes, miss. It is almost similar to Unit 2, the difference is that about what the thing which is described.)
- R : *Yup, bener. Jadi kamu paham kan tentang cara nulisnya, grammar, susunan paragrafnya?* (Yup, that's true. So do you understand about the way in writing, grammar, and the paragraphs organization?)
- N : *Iya.* (Yes)

(Appendix H/Interview III/ First draft/page 202)

b. The Opinions about the Topic

The feedback about the topic indicates that all students agreed with the topic of Unit 3. They said that the topic was suitable with their needs and study

background. The following is the interview transcript about the student's opinion about the topic.

R : *Ok, lanjut ke topic. Topic Unit 3 ini tentang karya Raden Saleh yang cukup fenomenal. "The Storm". Sesuai nggak sama jurusan seni lukis. (Ok, let's continue to the topic. The topic of Unit 3 was about the artwork by Raden Saleh that is very phenomenal. "The Storm". Is it suitable with the Painting Department?)*

N : *Ya sesuai banget dunk mb. Anak seni lukis ya harus tau bagaimana menganalisis karya. (Yes, it is very suitable, Miss. The students of the Painting Department should know how to analyze the artwork.)*

(Appendix H/Interview III/ First draft/page 202)

c. The Opinions about the Input.

The interview result showed that all students agreed with the input in Unit

3. They said that the input text was relevant with the picture. The following interview transcript describes the students opinion about the input.

R : *... sekarang input nich. Di sini tak kasih gambar lukisannya Raden Saleh. Trus Task 3 mb kasih teks yang mendeskripsikan "The Storm" karya Raden Saleh tadi. Udah sesuai belum? (... Now about the input. Here I give you the artwork by Raden Saleh. In Task 3, I give you the text which describes "The Storm" by Raden Saleh. Is it suitable or not?)*

N : *Jelas udah sesuai. Gambarnya "The Storm", teksnya juga tentang "The Storm."* (Of course it is suitable. The picture is "The Storm", the text is also about "The Storm")

(Appendix H/Interview III/ First draft /page 202)

d. The Opinions about the Tasks

Based on the interview result, the researcher got the opinion about Task 12 from the third student. She suggested the researcher to add two more topics, so the

topics that should be chosen were variations. The following is the excerpt of the interview transcript about Task 12.

- R : *Uhm... the next, tentang tugas-tugas di Unit 3. Ada kesulitan nggak?* (Uhm... the next is about the tasks in Unit 3. Are there any difficulties?)
 K : *Task 12 mb. Topik karya kok cuma 3 mb? Ditambahi jadi 5 gitu mb.* (Task 12, Miss. Why the topics to create an artwork are only 3? You should add two more examples to be five, Miss.)
 (Appendix H/Interview III/ First draft /page 204)

e. The Opinions about the Instructions

Based on the interview with three students, there were not any unclear instructions. All the instructions in Unit 3 were clear, so make the students easy to understand about what they were asked to do. The following is the excerpt of the interview transcript.

- R : *OK. Sekarang tentang instruksinya. Udah jelas belum nich instruksi-instruksinya, Kat?* (Ok, now about the instructions. Are the instructions clear?)
 K : *Mmm... Tak baca-baca dulu. Menurutku sih udah jelas semua kok mb.* (Mmm... let me read them first, Miss. I think, all the instructions are clear, Miss.)
 R : *Mudeng ya disuruh ngapain gitu?* (Do you understand what you're asked to do?)
 K : *Ho oh.* (Yes)

(Appendix H/Interview III/ First draft /page 204)

f. The Opinions about Teacher and Learners' roles

The researcher got the feedbacks about teacher and learners' roles. The students agreed with the teacher's role as the facilitator in delivering and explaining the materials. They also agreed with learners' role as the participants in teaching-learning process. The following is the interview transcripts about teacher and learners' roles.

R : *Kalo teacher dan learners' roles sekarang. Pertanyaannya sama kayak dulu. Setuju nggak dengan peran mb sebagai guru menyampaikan dan menjelaskan materi?* (About teacher and learners' roles, now. The same question with several times ago. Do you agree with my role as a teacher who delivers and explains the materials?)

Ra : *Iya aku setuju.* (Yes, I agree)

R : *Setuju nggak dengan peran siswa, yaitu menerima pelajaran dari guru, aktif berdiskusi di kelas, dan mengerjakan tugas dari guru?* (Do you agree with the learners' roles, that are accepting the materials from the teacher, being active in the discussions, and doing the tasks from the teacher?)

Ra : *Itu juga aku setuju.* (Yes, I also agree with that roles)

(Appendix H/Interview III/ First draft /page 206)

g. The Opinions about the Settings

The three students said that they agreed with the settings in doing the tasks. Most of them loved work in pairs or work in group, but they also agreed with the individual work to practice their writing. The following interview transcript shows the students' opinion about the settings.

- R : ... *Yang tugas berpasangan bisa membantu kamu mengerjakan tugas menulis? Bisa sharing-sharing dengan pasangan kamu? (... Does “work in pairs” help you to do the writing task? Can you discuss with your friend?)*
- Ra : *Bisa mb. Ini juga ada panduanya berupa pertanyaan-pertanyaan, jadi bisa diskusi. (Yes, Miss. There are the guidance questions, so we can discuss together.)*
- R : *Ok. Tugas individu bisa dikerjain sendiri kan? (Ok. Can you do the individual work by your self?)*
- Ra : *Bikin karyanya tentu jelas bisa. Menulis deskripsinya, Insya Allah bisa. (Of course I can creating an artwork. Insya Allah, I can write the description of my artwork.)*

(Appendix H/Interview III/ First draft /page 206)

h. The Opinions about the Format and Design of the Materials

Based on the feedbacks, the students loved the format and design of unit 3. They loved the font selection, the color, and the pictures. It meant that the materials of Unit 3 were good and interesting. The following is the interview transcripts about the format and design of Unit 3.

- R : *Mmm... Pertanyaan terakhir nich. Menurut pendapatmu, gimana dengan desain materi ini. Secara fisik maksudku. Ada saran mungkin tentang font, font size, color, gambar dan sebagainya. Gimana tuh? (Mmm... The last question. What do you think about this materials design? Physically, I mean. May be any suggestions about the font, font size, colors, pictures, and so on. What do you think?)*
- N : *Ya udah bagus ini mb. Warna-warni, jadi nggak jenuh. Ada gambarnya juga. Bagus kok mb. Aku suka font apa aja sih yang penting bisa dibaca, hehe. (It is good enough, Miss. It is colorful, so I am not bored. There are also the pictures. It is good, Miss. I like the font that should be able to read, hehe.)*

(Appendix H/Interview III/ First draft/ page 207)

8. The Evaluations and the Revisions of the First Draft of the Materials

Based on the feedbacks and suggestions from the students, the researcher evaluated and revised the materials. The evaluations and the revisions are elaborated as follows.

a. The Evaluations and the Revisions of Unit 1

The revisions were mostly on the tasks and the instructions. Some students felt that the tasks were difficult. The researcher revised the some tasks which make the students feel difficult. The researcher also revised and edited some unclear instructions, because the students felt confused with some instructions. The evaluations and the revisions of Unit 1 can be seen in Table 10 .

Table 10: **The Evaluations and the Revisions of Unit 1**

Tasks	Evaluations	Revisions	Purposes
Task 1	The instruction was too long and complicated.	Simplifying the instruction.	To make it easy for the students to understand the instruction.
Task 7	Each item should be given the clear clues.	Giving clear clues to each item.	To make it easy for the students to do the task.

b. The Evaluations and the Revisions of Unit 2

The revisions of Unit 2 were mostly on the tasks and instructions. The researcher revised Task 5 and Task 9. The researcher also revised the instructions, namely the instructions of Task 4, 10, and 13. The evaluations and the revisions of Unit 2 can be seen in Table 11.

Table 11: The Evaluations and the Revisions of Unit 2

Tasks	Evaluations	Revisions	Purposes
Task 4	The instruction was not clear.	Revising the instruction to be clear.	To help the students in understand the instruction
Task 5	The blank column should be completed.	Completing the blank column.	To help the students to improve the adjectives mastery.
Task 9	The tasks needed one more example.	Adding one more example.	To help the students to do the task.
Task 10	The instruction was not clear.	Revising the instruction to be clear.	To make it easy for the students to understand the instruction.
Task 13	The instruction was too long.	Simplifying the instruction.	To make it easy for the students to understand the instruction.

c. The Evaluations and the Revisions of Unit 3

Based on the interview result, all students said that unit 3 was simpler than Unit 1 and 2. They said that Unit 3 was easier to understand and they were easy to do the tasks. They were more enthusiastic in doing Unit 3, because they were asked to create a simple artwork and write the description their artwork. Although, Unit 3 was easier, there was the opinion about Task 12. Students needed more than three topics to be chosen. The researcher should add the topic into five topics. The purpose of this revision was to make the topics to be more variable.

9. The Tryout of the Second Draft of the Materials

The second draft of the materials were tried out on July 28th – August 4th, 2012. The 31 students of Grade X of the Painting Department at SMK Negeri 3 Kasihan were asked to complete the questionnaire at the end of the tryout. In addition, the researcher interviewed the students to know the students' comments on the materials.

a. The Tryout and the Feedbacks of Unit 1: The Painting Tools

This part describes the description of the tryout of Unit 1 and the feedbacks from the students in form of the result of the questionnaire and the result of the interviews. The description about the second draft of Unit 1 is presented as follows.

1) The Description of the Tryout

The tryout was conducted on July 28th, 2012. Because of the limited time, the second draft of Unit 1 was tried out in one meeting. It was faster than the tryout of the first draft. The tryout of Unit 1 involved 31 students of the Painting Department.

2) The result of the Questionnaire

After conducting the tryout of the second draft of Unit 1, the researcher distributed the questionnaire to know the students' comments on Unit 1. The results of the questionnaire were used to evaluate the materials. The descriptive statistics of the revised materials of Unit 1 can be seen in Table 12. The computation of the scores from the questionnaire of Unit 1 is available in Appendix E, page 169.

Table 12: Descriptive Statistics of Students' Responses to the Second Draft of the Materials of Unit 1

Aspects	Statements	N	Mean	Explanation
Goal	The materials made the students practice their English writing and reading together.	143	4.61	Very Good
	The materials made the students were able to write using the correct grammar.	133	4.29	Good
	The materials improved students' knowledge about grammar used in writing.	139	4.48	Good
	The materials were suitable with students' needs in writing English.	133	4.29	Good
Topic	The topic provided in the materials was suitable with	136	4.38	Good

	students' study program.			
	The topic was interesting and motivates the students to learn English writing.	138	4.45	Good
Input	The input of the materials was suitable with the Painting Department.	135	4.35	Good
	The input was combined with the pictures related to the painting.	134	4.32	Good
	The language used in the materials was easy to understand.	130	4.19	Good
	The vocabularies in the materials were suitable with the students' study background.	134	4.32	Good
Tasks/activities	The activities/tasks in the materials were given chronologically and force the students' understanding and students' ability to practice their writing well.	133	4.29	Good
	The activities/tasks in the materials were given chronologically from the guidance tasks to the independent task (without guidance).	136	4.38	Good
	The activities/tasks in the materials were given chronologically from the easiest task to the most difficult task.	150	4.83	Very Good
	The activities and the exercises helped the students to develop their writing ability.	140	4.51	Very Good
	The exercises in the materials were able to be done by the students	134	4.32	Good
Settings	The way in doing the activities individually and in pairs were suitable with the students' interest.	147	4.74	Very Good

Teacher role	The teacher gave the explanations about the materials clearly, so that the students easy in accepting the materials.	132	4.25	Good
	The teacher played as the facilitator.	137	4.41	Good
	The teacher played as the controller and learning partner during students did the exercises.	138	4.45	Good
Learner role	In doing the tasks, students did not need much help form friends.	128	4.12	Good
	In doing the tasks, students were not difficult.	127	4.09	Good
	The materials and the tasks made students to be participating actively in the class.	129	4.16	Good
Instructions	The tasks were completed with clear instructions.	135	4.35	Good
Lay out	The materials design was interesting with and suitable with the students' study program.	134	4.32	Good
Students opinions related to their artwork	The materials and the tasks provided motivated the students to describe their artworks in the written language.	125	4.03	Good

Based on the quantitative data conversion, the statements are categorized into “Good” with the mean value in the range 3.88 – 4.48. It meant that the students agreed with all the statements in the questionnaire. Therefore, it can be concluded that the materials of Unit 1 are well developed.

3) The Result of the Interviews

Besides administered the questionnaires, the researcher also conducted observations and interviews to obtain more detailed information about the materials.

The interviews questions were about the general opinions of the materials including goal, topic, input, and the lay out. The researcher also asked for the students' opinions of the tasks. It includes the goal, input, instructions, procedures, teacher and learner role, and settings. The descriptions of the tasks interview with the students are elaborated as follows, while the detailed interviews transcript is described in Appendix H, page 208.

a) The Opinions About the Goal

Based on the interviews result, the students said that the materials developed had reached the goal. The focus of Unit 1 was writing the descriptive text and noun phrase. The students said that they were able to write the descriptive text and used noun phrase in the text. The opinions about the goal of the second draft of Unit 1 are described in the following extract of the interviews.

- R : *Oke. Masing –masing dah bawa materinya kan? Sambil diliat ya. Gimana nich menurut kalian setelah mb revisi materi ini udah mencapai tujuan kalian untuk meningkatkan menulis descriptive text dan membuat frase belum?* (Ok. You bring the materials, don't you? Let's see. What is your opinion after I revising the materials? Has this material reached your learning goal to improve your ability in writing the descriptive text? Can you write the phrases?)
- Ra : *Udah kok mb. Ini dah mencapai tujuan. Kita jadi lebih ngerti tentang descriptive text dan cara menulisnya. Kita juga sekarang bisa menulis frase.* (Yes, Miss. These materials have reached the goal. We become more understand about descriptive text and the way to write it. Now, we can write phrases.)

(Appendix H/Interview I/Second draft/page 208)

The interview result showed that the goal of the materials had been reached. The students said that their writing ability had been improved after learning the materials of Unit 1. The knowledge about genre and noun phrase had been reached.

b) The Opinion About the Topic

The interview result also showed the students' opinion about the topic. They said that the topic of Unit 1 was suitable with the curriculum of the Painting Department. The interview transcript below shows the student's opinion about the topic of Unit 1.

- R : *Ok. Kalo topiknya?* (Ok. How about the topic?)
 Ra : *Masih sama kayak kemarin kan topiknya. Ya sesuai mb sama jurusan seni lukis.* (The topic is similar to the previous topic, isn't it? This is suitable for the Painting Department, Miss)

(Appendix H /Interview I/Second draft/page 208)

c) The Opinion About the Inputs

The researcher got the feedback about the inputs. The student said that the inputs were relevant with the students' study program and the topic. The following interview transcript shows the student's opinion about the inputs.

- R : *Input-inputnya?* (How about the inputs?)
 Ra : *Inputnya sesuai sama jurusan kita dan sesuai juga sama topiknya.* (The inputs are relevant to our study program and the topic)

(Appendix H /Interview I/Second draft/page 208)

d) The Opinion about the Tasks

The researcher got the student's opinions about the tasks of Unit 1. After Revising Task 1 and Task 7, the students said that there the tasks of the second drafts were not difficult to do. They did not give any suggestions to the researcher about the tasks. The following is the excerpt of the interview transcript of the students' opinion about the tasks.

- R : *Ok. Mari kita analisis tasksnya. Dari awal yuk kita buka. Dari Task 1 mpe task teakhir. Kemarin kan yang draft pertama ada yang koment Task 1 dan 3. Ini udah tak revisi. Menurut kalian masih ada yang harus mb revisi nggak?* (Ok. Let's analyze the tasks. Let's open from the beginning. From Task 1 to the last task. In the first draft there are two comments of Task 1 and Task 3. I have revised. In your opinion, are there still any tasks that should be revised?)
- I : *Uhhh... sek mb. Kalo menurutku ini udah nggak ada yang mesti direvisi mb.* (Uhhh... wait Miss. I think there are not any tasks that should be revised)
- R : *Lha kalian bisa mengerjakan nggak tadi? Mudah nggak?* (Can you do the tasks? Are the tasks easy?)
- I : *Iya mb. Ya lebih mudah ngerjainya dari yang draft pertama itu.* (Yes, Miss. they are easier than those in the first draft)
- R : *Instruksi yang task 1 udah simple kan?* (Is the instruction of Task 1 simple?)
- K : *Iya iya lebih simple and mudah dipahami.* (Yes. It is simple and easier to understand)
- R : *Kalo yang Task 7. Kata kuncinya udah jelas? Udah tak kasih kata kunci lho itu?* (How about Task 7? Are the clues clear? I have given the clues)
- K : *Iya kok mb ini dah jelas.* (Yes, Miss. It is clear)

(Appendix H /Interview I/Second draft/page 208)

e) The Opinion About the Instructions

Based on the interview with the three students, the instruction of the second drafts of unit 1 were clearer than before. It is easier for the students to understand

the instructions of each task. The following is the interview transcript about the instructions.

R : *Kalo instruksi-instruksinya ada yang masih belum jelas? (Are there still any unclear instructions?)*

I : *Uhhh... kayaknya udah jelas semua nich mb. (Uhhmm... All the instructions are clear, Miss)*

(Appendix H /Interview I/Second draft/page 208)

f) The Opinions About Teacher and Learners' roles

The interview result showed that the students agreed with teacher and learners' roles of the second drafts of the materials. The teacher led, explained, and guided the students, while the students accepted and did the teacher's instructions. The excerpt of the interview transcript about teacher and learners' roles is described as follows.

R : *Kalo teacher dan learners' roles nya gimana? Mb memimpin, menjelaskan dan memandu kalian. Kalian menerima dan melaksanakan perintah mb. (How about teacher and learners' roles? I leads, explains, and guides you. You accept and do my instructions.)*

I : *Ya kita setuju mb dengan rolesnya. (Yes, we agree with the roles, Miss)*

(Appendix H /Interview I/Second draft/page 208)

g) The Opinion About the Settings

The three students said that they agreed with the setting in doing the tasks. Most of them liked work in pairs or in group, but they also agreed with individual work. The following is the interview transcript about the settings.

- R : *Kalo settingsnya. Setuju nggak? Ada yang discussion, in pairs and individual.* (How about the setting. Do you agree? There are discussions, work in pairs, and individual work)
- I : *Setuju kok mb.* (I agree, Miss)

(Appendix H /Interview I/Second draft/page 208)

h) The Opinion About the Format and Design of the Materials

The student commented on the lay out. He did not give any suggestions, because the lay out was good. The next page is the excerpt of the interview transcript about the lay out.

- R : *Soal lay out. Ada saran nggak?* (About the lay out? Is there any suggestion?)
- Ra : *Nggak ada mb. Pendapatku sama kayak kemarin. Format dan desainnya udah cukup bagus.* (No, Miss. I have the same opinion with the previous opinion. The format and design are good enough.)

(Appendix H /Interview I/Second draft/page 208)

b. The Tryout and the Feedbacks of Unit 2: The Artists

This part describes the description of the tryout of Unit 2 and the feedbacks from the students in form of the result of the questionnaire and the result of the interviews. The description about the second draft of Unit 2 is presented as follows.

1) The Description of the Tryout

The tryout was conducted on July 31st, 2012. The second draft of Unit 2 was tried out in one meeting. The tryout of Unit 2 involved 31 students of the Painting Department.

2) The result of the Questionnaire

After conducting the tryout of the second draft of unit 2, the researcher distributed the questionnaires to students. The results of the questionnaires were used to evaluate the materials. The descriptive statistics of the revised materials of Unit 2 can be seen in Table 13. The computation of the scores from the questionnaire is available in Appendix E, page 171.

Table 13: Descriptive Statistics of Students' Responses to the Second Draft of the Materials of Unit 2

Aspects	Statements	N	Mean	Explanation
Goal	The materials made the students practice their English writing and reading together.	147	4.74	Very Good
	The materials made the students were able to write using the correct grammar.	132	4.25	Good
	The materials improved students' knowledge about grammar used in writing.	138	4.45	Good
	The materials were suitable with students' needs in writing English.	127	4.09	Good
Topic	The topic provided in the materials was suitable with students' study program.	129	4.16	Good
	The topic was interesting and motivates the students to learn English writing.	135	4.35	Good
Input	The input of the materials was suitable with the Painting Department.	127	4.09	Good
	The input was combined with the pictures related to the painting.	127	4.09	Good
	The language used in the	126	4.06	Good

	materials was easy to understand.			
	The vocabularies in the materials were suitable with the students' study background.	129	4.16	Good
Tasks/activities	The activities/tasks in the materials were given chronologically and force the students' understanding and students' ability to practice their writing well.	130	4.19	Good
	The activities/tasks in the materials were given chronologically from the guidance tasks to the independent task (without guidance).	116	3.74	Fair
	The activities/tasks in the materials were given chronologically from the easiest task to the most difficult task.	150	4.83	Very Good
	The activities and the exercises helped the students to develop their writing ability.	147	4.74	Very Good
	The exercises in the materials were able to be done by the students	134	4.32	Good
	Settings	The way in doing the activities individually and in pairs were suitable with the students' interest.	140	4.51
Teacher role	The teacher gave the explanations about the materials clearly, so that the students easy in accepting the materials.	132	4.25	Good
	The teacher played as the facilitator.	137	4.41	Good
	The teacher played as the controller and learning partner during students did the exercises.	138	4.45	Good
Learner role	In doing the tasks, students did	128	4.12	Good

	not need much help form friends.			
	In doing the tasks, students were not difficult.	127	4.09	Good
	The materials and the tasks made students to be participating actively in the class.	129	4.16	Good
Instructions	The tasks were completed with clear instructions.	135	4.35	Good
Lay out	The materials design was interesting with and suitable with the students' study program.	134	4.32	Good
Students opinions related to their artwork	The materials and the tasks provided motivated the students to describe their artworks in the written language.	122	3.95	Good

Based on the quantitative data conversion, the statements are categorized into “Good” with the mean value in the range 3.88 – 4.48 . It meant that the students agreed with all the statements in the questionnaire. Therefore, it can be concluded that the materials of Unit 2 are well developed.

3) The Result of the Interviews

The researcher also conducted observations and interviews to obtain more detailed information about the materials. The interviews questions were about the general opinions of the materials including goal, topic, input, tasks, instructions, teacher and learners' roles, settings, and the lay out. The descriptions of the tasks interview with the students are elaborated as follows, while the detailed interviews transcript is described in Appendix H, page 209.

a) The Opinions About the Goal

This part provides the description of the general opinions about the goal of the materials. Based on the interviews result, the students said that the materials developed had reached the goal. The main teaching of Unit 2 was writing the descriptive text, adjectives in series in the noun phrase, and relatives clauses. The students said that they were able to write the descriptive text, used noun phrase, and relative clauses. The following is the interview extract about the goal of the materials.

- R : *Gimana nich Bob, Unit 2 setelah mb revisi, Unit 2 ini udah bisa mencapai tujuan pembelajaran kalian belum? Kalian udah bisa mendeskripsikan seseorang dalam bentuk tulisan belum? (What is your opinion, Bob after I revising this Unit 2. Has unit 2 reached your learning goal? Can you describe someone in the written from?)*
- B : *Udah kok ini mb. Udah bener-bener bisa menulis tentang penampilan seseorang. (Yes, Miss. I am really able to write about someone appearance)*
- R : *Selain itu di sini kita juga belajar adjectives in phrase lagi kayak unit1 dan relative clauses. Udah bisa menggunakan keduanya untuk menulis deskriptif teks? Udah lebih paham belum? (Besides, we learn adjectives in phrase and relative clauses. Can you use both in writing the descriptive text? Do you understand?)*
- B : *Udah bisa. Kita bisa nulis teks deskripsi pake adjectives in series ama relative clauses. Nggak melulu pake kalimat biasa doank. (Yes. We can write descriptive text using adjectives phrase and relative clauses. We don't only write using sentences.)*

(Appendix H/Interview II/Second draft/page 209)

b) The Opinions About the Topic

The topic of Unit 2 was suitable with the students' needs. This statement was said by the student in the interview. The following is the excerpt of the interview transcript.

R : *Ok. Topiknya? Sesuai kan dengan jurusan seni lukis?* (Ok. How about the topic? Is it suitable with the Painting Department?)

B : *Iya lah mb.* (Yes, of course Miss)

(Appendix H/ Interview II/Second draft/page 209)

c) The Opinions About the Inputs

The inputs of Unit 2 were relevant with the topic and suitable with the Painting Department. This statement was proved by the interview transcript below.

R : *Inputnya Bob? Sesuai nggak dengan topiknya dan sesuai nggak sama jurusanmu?* (How about the input, Bob? Is it relevant with the topic and suitable to your study program?)

B : *Iya ini dah sesuai.* (Yes, it is suitable)

(Appendix H/ Interview II/Second draft/page 209)

d) The Opinions About the Tasks

In the final drafts of Unit 2, there were not any revision in the tasks since the students said that the tasks in this drafts were better than those in first draft. The researcher had revised Task 4, 5, 9, and 10, so that the students were easier to do the tasks. The following shows the interview transcript about the tasks.

- R : *Sekarang tentang tasks nya. Yuk kita lihat dari Task 1 mpe Task 14. Kemarin mb dah merevisi Task 4, 5, 9, 10. Nah itu masih ada yang perlu direvisi lagi nggak?* (Now about the tasks. Let's see from Task 1 to Task 14. I have revised Task 4, 5, 9, and 10. Are there still any revisions?)
- W : *Uhm... udah direvisi semua ya? Uhm... dah nggak perlu direvisi lagi mb. Udah lebih baik kok.* (Uhm... All tasks are revised, aren't they? Uhm... they do not need to be revised, Miss. Those are better.)

(Appendix H/ Interview II/Second draft/page 209)

e) **The Opinions About the Instructions**

The researcher got the feedback about the instructions. Based on the interview result, the instructions of the final drafts of Unit 2 were clear. The instructions of Task 4, 10, and 13 had been revised, so that they were easier to understand the instructions. The following is the excerpt of the interview transcript with the student.

- R : *Ok. Sekarang instruksi-instruksinya. Udah lebih jelas belum dari yang draft pertama?* (Ok. Now about the instructions. Are the instructions clearer than the first draft?)
- W : *Kalo instruksi nya jelas semua kok mb. Kan udah ada yang direvisi. Kayak Task 4, 10, dan 13 udah jelas.* (The instructions are clear, Miss. They are revised, aren't they? Task 4, 10, and 13 are clear.)

(Appendix H/ Interview II/Second draft/page 209)

f) **The Opinions About Teacher and learners' roles**

All students agreed with teacher and learners' roles in teaching-learning process. They agreed with the teacher's roles as the leader and guider. They also

agreed with their roles as the students. The following is the excerpt of the interview transcript with the students.

- R : *Ok. Tentang teacher and learners' rolesnya sekarang. Nggak ada perubahan dari draft pertama. Kalian masih setujukah dengan rolesnya?* (Ok, Now about teacher and learners' roles. There are not any changes from the first draft. Do you still agree with the roles?)
- W : *Iya setuju mb. Guru menjelaskan dan memimpin. Siswa menerima penjelasan dan menjalankan perintah guru.* (Yes, I agree Miss. Teacher explains and leads. The students accept and do the teacher's instructions)
- (Appendix H/ Interview II/Second draft/page 209)

g) **The Opinions About the Settings**

According to the interview result, most of the students still agreed with the settings of Unit 2. They loved to do the tasks whether in pairs or individual. The following is the interview transcript with the students.

- R : *Settingnya sekarang. Gimana Dim, setting nya juga nggak ada perubahan. Sama dengan draft pertama. Masih setuju kan dengan settingnya?* (About the settings. What do you think Dim?The settings do not change. They are similar to the first draft. Do you still agree with the settings?)
- D : *Iya. Ya lak yo harus ada diskusi barengnya, kerja berpasangan, trus kerja individu.* (Yes. There must be a discussion, a pair work, and an individual work)

(Appendix H/ Interview II/Second draft/page 209)

h) **The Opinions About the Format and Design of the Materials**

The students agreed with the lay out of the materials of Unit 2. They said that the materials were not monotonous. They loved the colorful materials. The interview transcript below describes the student's opinion about lay out.

- R : *Tentang desain atau lay out ada saran dan komentar?* (Are there any comments and suggestions about the design or lay out?)
- B : *Nggak ada mb. Ini udah bagus dengan gambar-gambar sebagai input. Tulisannya juga pake Comic San, jadi nggak monoton. Warna juga colorful.* (No, Miss. It is good with the pictures as the input. The font also uses Comic San, so it is not monotonous. It is also colorful.)
(Appendix H/ Interview II/Second draft/page 209)

c. **The Tryout and the Feedbacks of Unit 3: The Artwork**

This part describes the description of the tryout of Unit 3 and the feedbacks from the students in form of the result of the questionnaire and the result of the interviews. The feedbacks are used to evaluate the materials. The description about the second drafts of Unit 3 is presented as follows.

1) **The Description of the Tryout**

The tryout of Unit 3 was conducted on August 4th, 2012. The second draft of Unit 3 was tried out in one meeting. The tryout involved 31 students of the Painting Department.

2) **The result of the Questionnaire**

After conducting the tryout of the second draft of Unit 3, the researcher distributed the questionnaire to students. The results of the questionnaire were used to evaluate the materials. The descriptive statistics of the revised materials of Unit 3 can be seen in Table 14. The computation of the scores from the questionnaire is available in Appendix E, page 173.

Table 14: Descriptive Statistics of Students' Responses to the Second Draft of the Materials of Unit 3

Aspects	Statements	N	Mean	Explanation
Goal	The materials made the students practice their English writing and reading together.	147	4.74	Very Good
	The materials made the students were able to write using the correct grammar.	134	4.32	Good
	The materials improved students' knowledge about grammar used in writing.	140	4.51	Very Good
	The materials were suitable with students' needs in writing English.	132	4.25	Good
Topic	The topic provided in the materials was suitable with students' study program.	137	4.41	Good
	The topic was interesting and motivates the students to learn English writing.	138	4.45	Good
Input	The input of the materials was suitable with the Painting Department.	128	4.12	Good
	The input was combined with the pictures related to the painting.	127	4.09	Good
	The language used in the materials was easy to understand.	129	4.16	Good
	The vocabularies in the materials were suitable with the students' study background.	135	4.35	Good
Tasks/activities	The activities/tasks in the materials were given chronologically and force the students' understanding and students' ability to practice their writing well.	134	4.32	Good
	The activities/tasks in the materials were given	122	3.93	Good

	chronologically from the guidance tasks to the independent task (without guidance).			
	The activities/tasks in the materials were given chronologically from the easiest task to the most difficult task.	136	4.38	Good
	The activities and the exercises helped the students to develop their writing ability.	143	4.61	Very Good
	The exercises in the materials were able to be done by the students	133	4.29	Good
Settings	The way in doing the activities individually and in pairs were suitable with the students' interest.	139	4.48	Good
Teacher role	The teacher gave the explanations about the materials clearly, so that the students easy in accepting the materials.	133	4.29	Good
	The teacher played as the facilitator.	136	4.38	Good
	The teacher played as the controller and learning partner during students did the exercises.	138	4.45	Good
Learner role	In doing the tasks, students did not need much help form friends.	135	4.35	Good
	In doing the tasks, students were not difficult.	134	4.32	Good
	The materials and the tasks made students to be participating actively in the class.	130	4.19	Good
Instructions	The tasks were completed with clear instructions.	134	4.32	Good
Lay out	The materials design was interesting with and suitable with the students' study	133	4.29	Good

	program.			
Students opinions related to their artwork	The materials and the tasks provided motivated the students to describe their artworks in the written language.	151	4.87	Very Good

The quantitative data conversion showed that the statements are categorized into “Good” with the mean value in the range 3.83 – 4.48. It meant that the students agreed with all the statements in the questionnaire. Therefore, it can be concluded that the materials of Unit 3 are well developed.

3) The Result of the Interviews

After distributing the questionnaire, the researcher also conducted observations and interviews to obtain more detailed information about the materials. The interviews questions were about the opinions of the materials including goal, topic, input, tasks, instructions, teacher and learner role, settings, and the lay out. The descriptions of the tasks interview with the students are elaborated as follows, while the detailed interviews transcript is described in Appendix H, page 210.

a) The General Opinions About the Goal

The interview result showed that the materials’ goal had been reached. The students liked the materials of Unit 3 since they could make a simple artwork and learned to described their artwork in the text. They also learned linking verbs in unit 3. They practiced to use linking verbs in describing the artwork. The next page is the excerpt of the interview transcript with the students.

- R : *Ok. Sambil diliat ya materi Unit 3 nya. Anggraita, gimana nich Unit 3 setelah mb revisi? Apakah Unit 3 ini sudah mencapai tujuan pembelajaran belum? Di sini kita masih belajar menulis teks deskriptif, tapi kali ini mendeskripsikan karya. (Ok. Let's see the materials of Unit 3. Anggraita, what do you think about Unit 3 after I revising it? Has Unit 3 reached the learning goal? Here, we still learn to write the descriptive text, but this time we describe the artwork.)*
- A : *Udah mencapai tujuan kok mb ini. Aku suka dengan Unit 3 karena kita bisa bikin karya dan belajar menulis tentang karya kita. (It has reached the goal, Miss. I like Unit 3 since we can make the artwork and learn to write our artwork)*
- R : *Ok. Kalo linking verbsnya bisa dipahami dengan mudah? Bisa pake linking verbs buat nulis karya kamu? (Ok. How about linking verbs. Can you understand it easily? Can you use linking verbs to write your artwork?)*
- A : *Bisa. (I can)*

(Appendix H/ Interview III/Second draft/page 210)

b) The Opinions About the Topic

The topic of unit was also asked to the students. It was asked to know whether the topic was suitable with the students' needs and curriculum or not. Based on the interview result, the topic of Unit 3 was suitable with the students' needs and the Painting Department. The description of the artwork was also learned in Traditional Painting class and the Painting History class. The following is the excerpt of the interview transcript about the topic.

- R : *Topiknya apakah sesuai dengan jurusan seni lukis? (Is the topic suitable to the Painting Department?)*
- A : *Iya sesuai. Apa lagi soal karya seni terkenal gini nich, ya sesuai banget mb. Sesuai dengan kurikulum juga, soale ini kayak pelajaran seni lukis tradisional dan sejarah seni lukis. (Yes, it is suitable. This is very suitable to the curriculum, even describing the popular artwork. This is similar to the Traditional Painting and the Painting History class.)*

(Appendix H/ Interview III/Second draft/page 210)

c) **The Opinions About the Inputs**

The general question asked to the students was about the input of Unit 3. According to them, the input was relevant with the topic. It was also suitable with the students' study program. The following is the excerpt of the interview transcript.

R : *Ok. Nek inputnya, Ang? Udah sesuai sama topic dan jurusanmu belum?*
(Ok. How about the input, Ang? Is it relevant to the topic and your study program?)

A : *Iya sesuai mb.* (Yes, it is relevant Miss)

(Appendix H/ Interview III/Second draft/page 210)

d) **The Opinions About the Tasks**

Based on the student' opinion, the tasks in Unit 3 was simple and easier. The following is the interview transcript about the tasks in Unit 3.

R : *Sekarang giliran Novela. Tentang tasks nya Nov. Coba diliat lagi dari awal sampe akhir. Kemarin nggak ada yang complain sama sekali di Unit 3. Katanya Unit 3 lebih simpel dan lebih mudah. Gimana menurutmu, ada yang mesti tak perbaiki nggak?* (Now, it's your turn, Novela. This is about the tasks. Try to see again form the beginning to the last task. There are no complain in Task 3. Unit 3 is simple and easier. What do you think? Should I edit some tasks?)

N : *Nggak ada mb Unit 3 emang lebih mudah. Trus lebih menarik soale ada tugas melukisnya trus mendeskripsi kan nya.* (No, Miss. Unit 3 is simple. It is more interesting because there is a painting task and we describe it)

(Appendix H/ Interview III/Second draft/page 210)

e) **The Opinion About the Instructions**

Based on the students opinion about the instructions, there were not any complain about the instructions. The students said that the instructions were

clear. The following is the excerpt of the interview about the instructions of Unit 3

- R : *Ok. Instruksinya sekarang. Jelas nggak?* (Ok. Now about the instruction. Are the instructions clear?)
 N : *Jelas mb.* (They are clear, Miss)
 (Appendix H/ Interview III/Second draft/page 210)

f) **The Opinion About Teacher and Learners' Roles**

The researcher also got the opinion about teacher and learners' roles. The students agreed with the roles of teacher and learners. The following is the interview extract about teacher and learners' roles

- R : *Teacher and learners' rolesnya? Masih setuju kan? Mb menjelaskan dan memimpin, sedangkan kalian menerima dan mengerjakan tugas.* (Now, how about teacher and learners' roles? Do you still agree with the roles? I explain and guide, while you accept and do the tasks.)
 N : *Setuju mb.* (I agree, Miss)
 (Appendix H/ Interview III/Second draft/page 210)

g) **The Opinion About the Settings**

The settings in doing the tasks in Unit 3 was still similar to draft 1. Based on the interview result, the students agreed with the settings in Unit 3. The student's opinion about the settings is described in the following interview excerpt.

- R : *Ok. Isna, giliran kamu. Uhm... settingsnya Is. Masih sama seperti draft 1. Ada discussion, work in pairs, dan work individually. Setuju?* (Ok. Isna, it's your turn. Uhm... the setting is still similar to draft 1, Is. There are discussion, work in pairs, and work individually. Do you agree with the settings?)

I : *Setuju mb. (I agree, Miss)*
 (Appendix H/ Interview III/Second draft/page 210)

h) The Opinions About the Format and Design of the Materials

The last question asked to the students was about the design and lay out of the materials. The interview result showed that the design was good. The font selection and the color was interesting. The pictures input helped the students to learn the materials. It meant that the second draft of Unit 3 was well developed. The following is the excerpt of the interview transcript about design and lay out of Unit 3.

R : *Kalo desain dan lay outnya udah pas belum? Atau mungkin ada saran?*
 (How about design and lay out, is it good or not? Or may be any suggestions?)
 A : *Uhm... enggak sih mb. Ini wes apik kok. Sing penting nggak hitam putih.*
 (Uhm... No, Miss. It is good. It isn't black and white.)
 (Appendix H/ Interview III/Second draft/page 210)

B. Discussion

The first step in developing materials was conducting the needs and the curriculum analysis. To know the learners' needs, the researcher distributed a questionnaire. Besides, the curriculum of Grade X of Vocational High School was also analyzed. The researcher used one basic competency, namely describing things, people, and its characteristics. The results of the needs and curriculum analysis were used as the bases to write the course grid.

The course grid was used as the framework to develop the materials. It consisted of Standard of Competency, Basic Competency, Unit, Topic, Indicator, Language Focus, Key of Vocabulary, Input, and Activities. There were three units that were developed. Each unit had 12 to 14 tasks consisting writing skill tasks.

The three units that were developed were suited to the students' background study. Therefore, the topic of Unit 1 was about "The Painting Tools". The students learned how to write the painting tools. The genre learned in describing the tools was descriptive text. They also learned adjectives in series in the noun phrase to describe the tools in painting. There was the simple present tense of 'to be' as the language focus. The topic of Unit 2 was about "The Artists". The students learned how to describe the artists' physical appearance in the form of written text. They still learned descriptive text in this unit. Besides, they also learned adjectives in series in the noun phrase and relative clauses in describing someone. There were the simple present tense and the simple past tense as the language focus learned in this unit. The topic of Unit 3 was about "The Artworks". The students learned how to write the artworks in descriptive text. The students also learned linking verbs to describe the artworks. There was the simple present tense as the language focus.

After the materials were developed, the materials were reviewed. The researcher also conducted the first drafts try-outs to gather the students' opinion about the materials. The feedbacks were mostly in the task and the instructions. There were some tasks which made the students felt difficult and confused. There

was also one task that need more examples. Another problem was about the instruction. There were some confusing, too long, and unclear instructions. Those instructions, therefore, were edited to help the students learn easily.

Then, the revised materials were tried out to the students. The researcher distributed the questionnaires to know the students' opinion about the materials. The mean values of Unit 1 were 4.03 to 4.83, Unit 2 were 3.74 to 4.83, Unit 3 were 3.93 to 4.87. Based on the quantitative data conversion, the mean values indicated that the students agreed with materials developed. Therefore, it could be concluded that the materials were well-developed.

To support the data from the questionnaires, the researcher also interviewed the students. It was conducted to obtain detailed information about each task in the materials that were not covered in the questionnaires. From the interview results, it could be concluded that most tasks in the three units were well-developed.

The materials fulfilled the criteria of a task that consisted of seven points: goal, input, topic, instruction, teacher and learner role, settings, and lay out, as proposed by Nunan (2004). The tasks in the materials could reach the goal as improving the students' writing skill. The inputs were pictures and texts. The settings were in groups, in pairs, and individually. The topics were about the art and the painting area. The procedures of the tasks were studying the pictures, mentioning the names, answering the questions, reading the texts, finding the

meanings, analyzing the texts, summarizing the texts, matching the words, completing and rewriting the sentences, and writing the descriptive text. The teacher roles were as the leader, guider, observer, and facilitator. The learners roles were as the participant and do the tasks. The lay out was simple, readable, and colorful.

The developed materials could help the students reach the learning objective stated in the curriculum, namely describing things, people, and its characteristics. The topics were fit to the Painting Department areas, so the students were interested in the materials developed. They were also interested in practicing their English writing ability.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study has three main goals: 1) to identify the learners' needs of Grade X students of the Painting Department of SMK Negeri 3 Kasihan, 2) to identify the learning needs of writing materials for Grade X students of the Painting Department of SMK Negeri 3 Kasihan, 3) to design the suitable content of writing materials for Grade X students of the Painting Department of SMK Negeri 3 Kasihan. The summary of research findings, conclusions, and suggestions are presented in this chapter.

A. Conclusions

Based on the research findings, the conclusions can be drawn as follows.

1. The Needs of Learners

In order to get the data about the needs of the students, the researcher administered the questionnaires for the needs analysis. Based on the research findings, the needs of the students can be summarized as follows.

- a. The students learn English because they want to be able to write in English well.
- b. The students prefer the input for the materials related to the art and painting.
- c. The students prefer the authentic input for the materials.

- d. The students prefer topic for the materials related to art and painting.

2. The Needs of Learning

Besides the needs of learners, the researcher also administered the questionnaires to find out the needs of learning. Based on the result of the questionnaires, the needs of learning can be described in the following points.

- a. In writing activities, the students prefer studying grammar and genre before starting to write.
- b. In writing activities, the students prefer describing something related to the pictures in a paragraph.
- c. The students prefer doing tasks in groups and pairs.
- d. The students prefer teacher's role in which he or she explains the materials before they do the task.
- e. The students prefer teacher's role in which they listen to the teacher's explanations and participate actively in the class.
- f. The students prefer doing the task in the classroom or painting studio.

3. The Suitable Contents of English Writing Materials

Based on the learners' and learning needs, it can be concluded that the suitable contents of English writing materials for Grade X students of the Painting Department of SMK Negeri 3 Kasihan have the following characteristics.

a. The Components of Suitable Contents of English Writing Materials

1) The Title of the Unit

The title of the unit should be suitable to the students' background.

The topic also represents what will be discussed.

2) The Objective Statements of the Unit

This part tells the students about the purposes of the unit and the reasons of learning the unit implicitly.

3) The Warming Up

The task in this part aims at introducing the topic or recalling the students background knowledge.

4) Main Teaching and Learning

This part consist of two cycles, they are reading and writing. This part contains tasks which focus on the text, grammatical feature and knowledge of the text, vocabulary, and grammar knowledge.

5) Exercises

This part contains some exercises as the evaluation for the students' understanding about the materials. The exercises are done in groups, pairs, and individually.

b. The Components of the Appropriate Task

1) Goals

The English writing materials have goals to improve the students' writing ability, especially writing a descriptive text. The materials also have goals to enrich the students' vocabulary and grammar by providing the vocabulary project and grammar explanations.

2) Inputs

The inputs are in the form of pictures followed by questions and the text.

3) Activities

The activities are studying the picture, the text and the grammatical feature of a text, answering the questions based on the text, completing the text, sentences, and phrases, arranging the sentences and phrases, arranging the paragraphs into a good text, and writing the text to describe something.

4) Learners' Role

The appropriate learners' role is being active participant in the class.

5) Teacher's Roles

The appropriate teacher's roles are as a facilitator, leader, and controller.

6) Settings

The appropriate settings in doing the tasks or activities are pair work and individual work.

B. Suggestions

Related to the conclusions above, some suggestions are presented below.

1. Suggestions to the English Teacher

The English teacher of The Painting Department must be creative and selective in adapting, adopting, and developing the materials for the students.

The materials developed should be based on the students' needs and study background. Further, the materials may facilitate the students to practice their English skills, especially writing.

2. Suggestions to the Students of Grade X of the Painting Department

The students are expected to understand the materials developed. In addition, the materials developed, may be useful for the students in practicing the writing skill.

3. Suggestions to the Students of English Education Department

Conducting research in materials development is a useful activity. Indeed, it is important for the English Department students to draw their attention to develop the other English learning materials. The students of English Education Department are expected to be more creative in developing and designing the materials.

4. Suggestions to Other Researchers

Other researchers who work on materials development should have an understanding about the characteristics of the suitable materials. Furthermore, to find the effectiveness of the developed materials, the researchers should do an observation. It means that they should observe whether the materials could improve the English writing ability of the students or not.

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APPENDICES

Appendix A

THE STUDENTS OF GRADE X OF THE PAINTIG DEPARTMENT OF SMK NEGERI 3 KASIHAN

No	Name
1	Adi Seta Admaja
2	Ali Rochmadi
3	Andi Ryan
4	Anggraita Sari H. *
5	Bayu Permadi
6	Beni Bram W
7	Boby Prabowo
8	Bondan BA
9	Burhanudin RA
10	Dimas Arya
11	Doni P
12	Erland DRP
13	Fardian Nurcahya S
14	Hendri Susanto
15	Ibrahim J.S
16	Indhira Resky I *
17	Isna Athin F *
18	Katrin Nur Nafi'ah Ismoyo *
19	Laksmayashita Khanza LC *
20	Noor Huda
21	Novela Hafidzoh *
22	Raih
23	Rangga Anugrah P
24	Renza
25	Restu Agung Ikhwanu
26	Tatak Yulianto
27	Teguh Sariyanto
28	Tri Wulandari *
29	Widi
30	Yuga HP
31	Yusda Romy Saputra

Appendix B

Kepada Responden Yang Terhormat,

Angket evaluasi materi ini merupakan bagian terpenting yang harus dilakukan dalam proses penyelesaian penelitian dengan judul “Developing English Writing Materials for Grade X of The Painting Study Program of SMK Negeri 3 Kasihan Bantul SMSR Yogyakarta”

Angket ini bertujuan untuk mengetahui apakah materi yang telah dikembangkan oleh peneliti sudah layak untuk di implementasikan pada proses belajar mengajar yang sebenarnya. Selain itu angket ini juga sangat penting untuk memperoleh informasi mengenai kekurangan yang ada pada materi yang telah dikembangkan oleh peneliti, juga guna memperoleh masukan yang selanjutnya akan digunakan sebagai acuan dalam merevisi materi tersebut.

Diharapkan kepada responden untuk terlebih dahulu membaca serta mempelajari *Course Gird* dan materi yang dilampirkan bersama angket ini.

Atas kerjasamanya, peneliti sangat berterimakasih kepada para responden karena telah membantu proses penelitian yang sedang berlangsung.

Peneliti

Artika Restu Utami
06202244091
Universitas Negeri Yogyakarta

9	Kosakata yang terdapat dalam materi sangat relevan dan sering digunakan dalam jurusan seni Lukis.					
10	Aktifitas/latihan dalam materi diberikan kepada siswa secara bertahap dan dapat menuntut pemahaman siswa sampai ke kemampuan siswa untuk berlatih menulis dan menghasilkan tulisan dengan baik.					
11	Aktifitas/latihan yang disajikan kepada siswa diberikan secara bertahap mulai dari yang disertai panduan hingga yang tidak disertai panduan.					
12	Aktifitas/latihan yang disajikan kepada siswa diberikan secara bertahap, mulai dari yang lebih mudah ke tingkat yang lebih sulit.					
13	Latihan – latihan dalam materi dilengkapi dengan instruksi yang jelas.					

C. Jawablah pertanyaan – pertanyaan di bawah ini.

1. Secara umum, bagaimana menurut pendapat Anda tentang materi yang sudah dikembangkan oleh peneliti?

.....

2. Apakah materi yang sudah dikembangkan sudah sesuai dengan kemampuan siswa jurusan seni Lukis?

.....

3. Apakah input dalam materi yang dikembangkan oleh peneliti sudah sesuai untuk memotivasi siswa untuk berlatih menulis dalam Bahasa Inggris?

.....

.....
.....

4. Menurut pendapat Anda, apa saja kekurangan dalam materi yang sudah dikembangkan oleh peneliti dan bagaimana cara mengatasinya?

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

5. Menurut pendapat Anda, apakah materi *writing* yang sudah dikembangkan dapat bermanfaat bagi siswa seni Lukis terhadap karya – karya mereka nanti?

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

----- TERIMAKASIH -----

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	4	100.0
	Excluded ^a	0	.0
	Total	4	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.907	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	57.7500	10.917	.958	.883
VAR00002	57.7500	10.917	.958	.883
VAR00003	57.7500	10.917	.958	.883
VAR00004	58.0000	11.333	.686	.898
VAR00005	57.7500	14.917	-.216	.939
VAR00006	57.7500	10.917	.958	.883
VAR00007	57.5000	14.333	.000	.913
VAR00008	57.5000	14.333	.000	.913
VAR00009	57.5000	14.333	.000	.913
VAR00010	57.7500	10.917	.958	.883
VAR00011	57.7500	10.917	.958	.883
VAR00012	57.7500	10.917	.958	.883
VAR00013	57.5000	14.333	.000	.913

Appendix C

Kepada Adik-adik Kelas X
SMK Negeri 3 Kasihan

Dalam rangka penelitian tentang Pengembangan Materi Pembelajaran Menulis dalam Bahasa Inggris bagi Siswa Kelas XI, maka pada kesempatan ini saya meminta kesediaan Adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud menguji/menilai Adik-adik, melainkan mencari gambaran tentang materi pembelajaran menulis dalam Bahasa Inggris yang sesuai dengan kebutuhan Adik-adik. Saya mohon agar Adik-adik menjawab semua pertanyaan yang ada dengan jujur, murni, dan tidak dipengaruhi oleh siapapun serta sesuai dengan keadaan Adik-adik yang sebenarnya. Jawablah semua pertanyaan tanpa ada satu pun nomor yang terlewatkan. Semua jawaban yang Adik-adik berikan sangat berarti bagi saya dan sangat membantu penelitian yang saya lakukan. Jawaban dan identitas Adik-adik akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Terimakasih atas perhatian dan kerjasamanya.

Peneliti,

Artika Restu Utami

06202244091

ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS
SISWA KHUSUSNYA DALAM HAL MENULIS (*WRITING*)

Perihal Responden

Nama :

No. Absen :

Kelas :

Jawablah pertanyaan–pertanyaan di bawah ini dengan memberi tanda silang (X) pada jawaban yang sesuai dengan pendapat anda. Bacalah perintah dalam setiap pertanyaan dengan teliti.

1. Menurut Anda, menulis dalam bahasa Inggris merupakan kegiatan yang.... (pilih salah satu)
 - a. Sangat mudah untuk dilakukan.
 - b. Mudah untuk dilakukan.
 - c. Cukup mudah untuk dilakukan.
 - d. Sulit untuk dilakukan.
 - e. Sangat sulit untuk dilakukan.
2. Menurut Anda, seberapa pentingkah memiliki kemampuan menulis menggunakan bahasa Inggris

dalam jurusan Anda, yaitu jurusan seni lukis? (pilih salah satu)

- a. Sangat penting
 - b. Penting
 - c. Cukup penting
 - d. Tidak penting
 - e. Sangat tidak penting
3. Anda mempelajari menulis dalam bahasa Inggris untuk tujuan.... (pilih salah satu)
 - a. Agar lulus ujian
 - b. Agar dapat menulis katalog untuk karya saya dalam bahasa Inggris
 - c. Agar dapat menulis surat lamaran pekerjaan menggunakan bahasa Inggris.
 - d. Agar benar-benar menguasai ketrampilan menulis bahasa Inggris dengan baik.
 - e. Lainnya (tuliskan)
 4. Seberapa besarkah kemampuan Anda untuk menulis dalam bahasa Inggris? (pilih salah satu)
 - a. Sangat pandai
 - b. Pandai
 - c. Cukup pandai

- d. Tidak pandai
 - e. Sangat tidak pandai
5. Seberapa seringkah Anda menulis dalam bahasa Inggris? (pilih salah satu)
- a. Sering
 - b. Jarang
 - c. Tidak pernah
6. Topik dalam input pembelajaran bahasa Inggris, khususnya menulis, yang Anda sukai adalah.... (jawaban boleh lebih dari satu)
- a. Topik-topik yang berhubungan dengan kehidupan sehari-hari di lingkungan keluarga, sekolah, dan masyarakat.
 - b. Topik-topik yang berhubungan dengan dunia seni, khususnya seni lukis
 - c. Topik-topik yang berhubungan dengan pendidikan.
 - d. Lain-lain (Tuliskan!)
7. Input pembelajaran apa saja yang Anda sukai untuk melakukan aktifitas menulis dalam bahasa Inggris

(untuk membuat sebuah tulisan), khususnya dalam jurusan seni lukis? (jawaban boleh lebih dari satu)

- a. Gambar-gambar.
 - b. Artikel
 - c. Majalah, Koran, dan media cetak lainnya.
 - d. Lain-lain (Tuliskan!)
8. Input materi pembelajaran bahasa Inggris, khususnya menulis, yang Anda sukai adalah.... (jawaban boleh lebih dari satu).
- a. Otentik, yaitu hal-hal yang biasanya anda jumpai dalam kehidupan sehari-hari atau yang berhubungan dengan kehidupan sehari-hari (misalnya film, poster, spanduk, dan pamflet).
 - b. Tidak otentik (cerita rakyat/ hal-hal yang tidak ada hubungannya dengan kehidupan sehari-hari)
 - c. Lin-lain (Tuliskan!)

9. Menurut Anda, apakah pengajaran *grammar* (tata bahasa) sangat diperlukan dan pemahaman tata bahasa itu sendiri sangat penting sebelum anda memulai untuk menulis suatu teks? (pilih salah satu).

Ya/Tidak

10. Menurut Anda, apakah pemahaman terhadap *genre*/bentuk teks sangat penting untuk menulis dan menghasilkan suatu bentuk teks tertentu? (pilih salah satu)

Ya/Tidak

11. Aktifitas/tugas yang Anda sukai untuk melatih kemampuan menulis adalah.... (jawaban boleh lebih dari satu)
- Membuat cerita dari gambar.
 - Menuliskan pengalaman pribadi.
 - Menyusun paragraf-paragraf yang tidak berurutan agar menjadi satu teks yang utuh.

12. Pada saat belajar dan mengerjakan tugas menulis, Anda ingin guru memberikan instruksi untuk mengerjakannya secara... (pilih salah satu).

- Individu.
- Berpasangan.
- Kelompok kecil.
- Tim (kelompok besar)

13. Kesulitan apa saja yang Anda hadapi ketika menulis dalam bahasa Inggris? (jawaban boleh lebih dari satu).

- Kesulitan dalam menggunakan tata bahasa.
- Kesulitan dalam menggunakan struktur kalimat bahasa Inggris dengan benar.
- Kesulitan memahami bentuk teks.
- Kesulitan memilih kosa kata.
- Kesulitan menata teks.
- Lain-lain (Tuliskan!)

14. Menurut Anda, pada saat mengerjakan tugas menulis dimanakah tempat yang anda inginkan? (pilih salah satu)

- a. Di kelas
- b. Di luar kelas
- c. Di perpustakaan

15. Menurut Anda, berapa seringkah intensitas guru dalam mengajar bahasa Inggris yang anda inginkan dalam satu minggu? (pilih salah satu)

- a. Setiap hari
- b. 4 kali dalam seminggu
- c. 3 kali dalam seminggu
- d. 2 kali dalam seminggu
- e. 1 kali dalam seminggu

The Needs Analysis Percentage

No	Questions	Options	Number	%
1	Menurut Anda, menulis dalam bahasa Inggris merupakan kegiatan yang.... (pilih salah satu)	a b c d e	2 10 34 13 1	3.33 16.67 56.67 21.67 1.67
2	Menurut Anda, seberapa pentingkah memiliki kemampuan menulis menggunakan bahasa Inggris	a b c d e	19 25 16	31.67 41.67 26.67
3	Anda mempelajari menulis dalam bahasa Inggris untuk tujuan.... (pilih salah satu)	a b c d e (lain-lain)	4 7 1 44 4	6.67 11.67 1.67 73.33 6.67
4	Seberapa besarkah kemampuan Anda untuk menulis dalam bahasa Inggris? (pilih salah satu)	a b c d e	0 5 36 18 1	0 8.33 60 30 1.67
5	Seberapa seringkah Anda menulis dalam bahasa Inggris? (pilih salah satu)	a b c	7 52 1	11.67 86.67 1.67

6	Topik dalam input pembelajaran bahasa Inggris, khususnya menulis, yang Anda sukai adalah.... (jawaban boleh lebih dari satu)	A b c d	12 40 5 3	20 66.67 8.33 5
7	Input pembelajaran apa saja yang Anda sukai untuk melakukan aktifitas menulis dalam bahasa Inggris (untuk membuat sebuah tulisan), khususnya dalam jurusan seni lukis? (jawaban boleh lebih dari satu)	A b c d (lain-lain)	44 2 8 6	73.33 3.33 13.33 10
8	Input materi pembelajaran bahasa Inggris, khususnya menulis, yang Anda sukai adalah.... (jawaban boleh lebih dari satu).	a b c (lain-lain)	51 5 4	85 8.33 6.67
9	Menurut Anda, apakah pengajaran <i>grammar</i> (tata bahasa) sangat diperlukan dan pemahaman tata bahasa itu sendiri sangat penting sebelum anda memulai untuk menulis suatu teks? (pilih salah satu).	a b	60	100
10	Menurut Anda, apakah pemahaman terhadap <i>genre</i> /bentuk teks sangat penting untuk menulis dan menghasilkan suatu bentuk teks tertentu? (pilih salah satu)	a b	59 1	98.33 1.67
11	Aktifitas/tugas yang Anda sukai untuk melatih kemampuan menulis adalah.... (jawaban boleh lebih dari satu)	a b c	41 11 8	68.33 18.33 13.33

12	Pada saat belajar dan mengerjakan tugas menulis, Anda ingin guru memberikan instruksi untuk mengerjakannya secara... (pilih salah satu).	a b c d	11 35 7 7	18.33 58.33 11.67 11.67
13	Kesulitan apa saja yang Anda hadapi ketika menulis dalam bahasa Inggris? (jawaban boleh lebih dari satu).	a b c d e f (lain-lain)	5 11 30 11 1 2	8.33 18.33 50 18.33 1.67 3.33
14	Menurut Anda, pada saat mengerjakan tugas menulis dimanakah tempat yang anda inginkan? (pilih salah satu)	a b c	35 17 8	58.33 28.33 13.33
15	Menurut Anda, berapa seringkah intensitas guru dalam mengajar bahasa Inggris yang anda inginkan dalam satu minggu? (pilih salah satu)	a b c d e	2 6 10 38 4	3.33 10 16.67 63.33 6.67

Appendix D

ANGKET EVALUASI SISWA KELAS X JURUSAN SENI LUKIS UNIT 1

Perihal Responden

Nama :

No. Absen :

Kelas :

Petunjuk pengisian : Berilah tanda centang (√) pada salah satu jawaban yang sesuai dengan pendapat anda.

Petunjuk :

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

R : Ragu – ragu

No	Pernyataan	SS	S	R	TS	STS
1	Materi memberi saya kesempatan untuk berlatih keterampilan <i>writing</i> dan <i>reading</i> secara terpadu.					
2	Materi membuat saya mampu menulis dengan menggunakan ragam bahasa tulis dengan tata bahasa yang benar.					
3	Materi dapat meningkatkan pengetahuan saya tentang tata bahasa dan struktur kalimat yang digunakan untuk menulis.					
4	Materi sudah sesuai dengan kebutuhan Bahasa Inggris yang akan saya gunakan untuk menulis dalam Bahasa Inggris.					
5	Topik yang disajikan dalam materi sesuai dengan jurusan saya.					
6	Topik materi yang disajikan menarik sehingga saya termotivasi untuk belajar menulis dalam bahasa Inggris.					
7	Input materi sesuai dengan jurusan saya (seni lukis).					
8	Input materi disertai dengan gambar-gambar yang berhubungan dengan seni lukis.					
9	Bahasa yang digunakan dalam materi mudah dipahami.					
10	Kosa kata-kosa kata dalam materi sesuai dengan jurusan saya sehingga meningkatkan pengetahuan saya terhadap kosa kata yang berhubungan dengan seni lukis.					
11	Aktifitas/latihan dalam materi diberikan secara bertahap dan menuntut pemahaman saya sampai ke kemampuan saya untuk berlatih menulis dan menghasilkan tulisan dengan baik.					

12	Aktifitas/latihan disajikan secara bertahap mulai dari yang disertai panduan hingga yang tidak disertai panduan.					
13	Aktifitas /latihan disajikan secara bertahap, mulai dari yang lebih mudah ke tingkat yang lebih sulit.					
14	Cara mengerjakan aktifitas/latihan secara individu dan berpasangan sudah sesuai dengan keinginan saya.					
15	Latihan-latihan dalam materi bisa saya kerjakan.					
16	Aktivitas dan latihan yang saya kerjakan membantu mengembangkan kemampuan menulis saya.					
17	Guru memberikan penjelasan tentang materi secara jelas sehingga saya mampu memahami materi tersebut.					
18	Guru berperan sebagai <i>fasilitator</i>					
19	Guru berperan sebagai <i>controller</i> dan <i>learning partner</i> selama saya mengerjakan latihan.					
20	Selama mengerjakan latihan, saya tidak banyak memerlukan bantuan dari teman.					
21	Selama mengerjakan latihan, saya tidak banyak mengalami kesulitan.					
22	Materi dan latihan membuat saya mampu berpartisipasi aktif di kelas.					
23	Latihan–latihan dalam materi dilengkapi dengan instruksi yang jelas.					
24	Materi didesign menarik sesuai dengan jurusan saya.					
25	Materi dan latihan yang disediakan membuat saya termotivasi untuk mendeskripsikan karya–karya saya dalam bentuk tulisan.					

ANGKET EVALUASI SISWA KELAS X JURUSAN SENI LUKIS UNIT 2

Perihal Responden

Nama :

No. Absen :

Kelas :

Petunjuk pengisian : Berilah tanda centang (√) pada salah satu jawaban yang sesuai dengan pendapat anda.

Petunjuk :

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

R : Ragu – ragu

No	Pernyataan	SS	S	R	TS	STS
1	Materi memberi saya kesempatan untuk berlatih keterampilan <i>writing</i> dan <i>reading</i> secara terpadu.					
2	Materi membuat saya mampu menulis dengan menggunakan ragam bahasa tulis dengan tata bahasa yang benar.					
3	Materi dapat meningkatkan pengetahuan saya tentang tata bahasa dan struktur kalimat yang digunakan untuk menulis.					
4	Materi sudah sesuai dengan kebutuhan Bahasa Inggris yang akan saya gunakan untuk menulis dalam Bahasa Inggris.					
5	Topik yang disajikan dalam materi sesuai dengan jurusan saya.					
6	Topik materi yang disajikan menarik sehingga saya termotivasi untuk belajar menulis dalam bahasa Inggris.					
7	Input materi sesuai dengan jurusan saya (seni lukis).					
8	Input materi disertai dengan gambar-gambar yang berhubungan dengan seni lukis.					
9	Bahasa yang digunakan dalam materi mudah dipahami.					
10	Kosa kata-kosa kata dalam materi sesuai dengan jurusan saya sehingga meningkatkan pengetahuan saya terhadap kosa kata yang berhubungan dengan seni lukis.					
11	Aktifitas/latihan dalam materi diberikan secara bertahap dan menuntut pemahaman saya sampai ke kemampuan saya untuk berlatih menulis dan menghasilkan tulisan dengan baik.					
12	Aktifitas/latihan disajikan secara bertahap mulai dari yang disertai panduan hingga yang tidak disertai panduan.					
13	Aktifitas /latihan disajikan secara bertahap, mulai dari yang lebih mudah ke tingkat yang lebih sulit.					

14	Cara mengerjakan aktifitas/latihan secara individu dan berpasangan sudah sesuai dengan keinginan saya.					
15	Latihan-latihan dalam materi bisa saya kerjakan.					
16	Aktivitas dan latihan yang saya kerjakan membantu mengembangkan kemampuan menulis saya.					
17	Guru memberikan penjelasan tentang materi secara jelas sehingga saya mampu memahami materi tersebut.					
18	Guru berperan sebagai <i>fasilitator</i>					
19	Guru berperan sebagai <i>controller</i> dan <i>learning partner</i> selama saya mengerjakan latihan.					
20	Selama mengerjakan latihan, saya tidak banyak memerlukan bantuan dari teman.					
21	Selama mengerjakan latihan, saya tidak banyak mengalami kesulitan.					
22	Materi dan latihan membuat saya mampu berpartisipasi aktif di kelas.					
23	Latihan-latihan dalam materi dilengkapi dengan instruksi yang jelas.					
24	Materi didesign menarik sesuai dengan jurusan saya.					
25	Materi dan latihan yang disediakan membuat saya termotivasi untuk mendeskripsikan karya-karya saya dalam bentuk tulisan.					

ANGKET EVALUASI SISWA KELAS X JURUSAN SENI LUKIS UNIT 3

Perihal Responden

Nama :

No. Absen :

Kelas :

Petunjuk pengisian : Berilah tanda centang (√) pada salah satu jawaban yang sesuai dengan pendapat anda.

Petunjuk :

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

R : Ragu – ragu

No	Pernyataan	SS	S	R	TS	STS
1	Materi memberi saya kesempatan untuk berlatih keterampilan <i>writing</i> dan <i>reading</i> secara terpadu.					
2	Materi membuat saya mampu menulis dengan menggunakan ragam bahasa tulis dengan tata bahasa yang benar.					
3	Materi dapat meningkatkan pengetahuan saya tentang tata bahasa dan struktur kalimat yang digunakan untuk menulis.					
4	Materi sudah sesuai dengan kebutuhan Bahasa Inggris yang akan saya gunakan untuk menulis dalam Bahasa Inggris.					
5	Topik yang disajikan dalam materi sesuai dengan jurusan saya.					
6	Topik materi yang disajikan menarik sehingga saya termotivasi untuk belajar menulis dalam bahasa Inggris.					
7	Input materi sesuai dengan jurusan saya (seni lukis).					
8	Input materi disertai dengan gambar-gambar yang berhubungan dengan seni lukis.					
9	Bahasa yang digunakan dalam materi mudah dipahami.					
10	Kosa kata-kosa kata dalam materi sesuai dengan jurusan saya sehingga meningkatkan pengetahuan saya terhadap kosa kata yang berhubungan dengan seni lukis.					
11	Aktifitas/latihan dalam materi diberikan secara bertahap dan menuntut pemahaman saya sampai ke kemampuan saya untuk berlatih menulis dan menghasilkan tulisan dengan baik.					
12	Aktifitas/latihan disajikan secara bertahap mulai dari yang disertai panduan hingga yang tidak disertai panduan.					
13	Aktifitas /latihan disajikan secara bertahap, mulai dari yang lebih mudah ke tingkat yang lebih sulit.					

14	Cara mengerjakan aktifitas/latihan secara individu dan berpasangan sudah sesuai dengan keinginan saya.					
15	Latihan-latihan dalam materi bisa saya kerjakan.					
16	Aktivitas dan latihan yang saya kerjakan membantu mengembangkan kemampuan menulis saya.					
17	Guru memberikan penjelasan tentang materi secara jelas sehingga saya mampu memahami materi tersebut.					
18	Guru berperan sebagai <i>fasilitator</i>					
19	Guru berperan sebagai <i>controller</i> dan <i>learning partner</i> selama saya mengerjakan latihan.					
20	Selama mengerjakan latihan, saya tidak banyak memerlukan bantuan dari teman.					
21	Selama mengerjakan latihan, saya tidak banyak mengalami kesulitan.					
22	Materi dan latihan membuat saya mampu berpartisipasi aktif di kelas.					
23	Latihan-latihan dalam materi dilengkapi dengan instruksi yang jelas.					
24	Materi didesign menarik sesuai dengan jurusan saya.					
25	Materi dan latihan yang disediakan membuat saya termotivasi untuk mendeskripsikan karya-karya saya dalam bentuk tulisan.					

28	5	5	5	4	5	5	4	4	4	4	5	4	5	5	5	5	4	5	5	4	4	4	4	5	4
29	5	4	4	5	5	4	5	5	4	5	5	4	5	5	4	4	5	5	4	5	3	4	5	5	4
30	4	4	4	5	5	4	5	5	5	5	5	4	5	4	4	4	5	5	4	4	5	5	5	5	4
31	4	4	5	5	5	5	5	5	5	4	5	4	5	5	3	5	5	4	5	5	5	4	4	5	4
Sum	143	133	139	133	136	138	135	134	130	134	133	136	150	147	134	140	132	137	138	128	127	129	135	134	125
Mean	4.61	4.29	4.48	4.29	4.38	4.45	4.35	4.32	4.19	4.32	4.29	4.38	4.83	4.74	4.32	4.51	4.25	4.41	4.45	4.12	4.09	4.16	4.35	4.32	4.03
Median	5	4	4	4	5	5	4	4	4	4	4	4	5	5	4	5	4	5	5	4	4	4	4	4	4
Mode	5	4	4	4	4	5	4	4	4	4	4	4	5	5	4	5	4	5	5	4	4	4	4	4	4

The central tendency measure of unit 2

students	Statements																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	5	5	5	4	5	5	4	5	3	5	4	4	5	5	5	5	4	5	5	4	5	3	5	4	4
2	4	4	5	5	4	4	4	3	5	4	1	5	5	4	4	5	5	4	4	3	5	5	4	4	1
3	4	4	4	5	4	5	4	4	5	3	4	4	4	4	4	4	5	4	5	4	4	5	4	4	4
4	5	4	5	4	3	5	4	5	5	4	4	2	5	5	4	5	4	4	5	4	5	5	4	4	2
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6	5	3	4	3	5	4	5	5	4	5	5	4	5	5	4	4	4	5	4	5	5	4	5	5	3
7	5	4	5	4	4	4	4	4	4	4	5	4	5	5	4	5	4	4	4	4	4	4	4	5	4
8	5	5	4	4	5	5	5	4	4	5	5	3	4	5	5	4	4	5	5	5	4	4	5	5	5
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	5	3	4	4	4	4	4	4	4	4	5	3	5	5	4	4	4	4	4	4	4	4	4	5	4
11	5	4	4	5	3	4	4	4	5	5	5	3	5	5	4	4	5	5	4	4	4	5	5	5	4
12	4	4	5	4	3	3	4	4	5	5	5	4	4	4	4	5	4	5	5	4	4	5	5	5	4
13	5	3	4	3	4	5	4	3	4	4	4	3	5	5	4	4	4	4	5	4	4	4	4	4	4
14	5	5	5	4	4	5	3	3	3	3	4	2	5	5	5	5	4	4	5	3	3	4	4	4	4
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17	4	5	5	4	5	4	4	4	4	4	4	5	5	4	5	5	4	5	4	4	4	4	4	4	5
18	5	5	5	4	5	5	5	4	4	4	4	5	5	5	5	5	4	5	5	5	4	4	4	4	5
19	5	5	3	3	5	5	4	4	4	4	4	4	5	5	5	5	4	5	5	4	4	4	4	4	4
20	5	5	4	4	4	4	4	5	4	3	4	5	4	5	5	4	4	4	4	4	3	4	5	4	5
21	5	5	5	5	5	5	4	4	4	5	2	3	5	5	5	5	5	5	5	4	3	4	5	2	5
22	5	4	4	4	3	4	4	5	4	5	3	4	5	5	4	4	4	5	4	4	5	4	5	4	4
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27	5	4	5	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4	4	4	4	4	4	4
28	5	5	5	4	5	5	3	4	4	4	4	5	4	5	5	5	4	5	5	4	4	4	4	5	4

29	5	4	4	5	5	4	5	3	4	5	5	4	5	5	4	4	5	5	4	5	3	4	5	5	4
30	4	4	4	5	5	4	4	5	5	5	5	4	5	4	4	4	5	5	4	4	5	5	5	5	4
31	5	3	5	5	3	5	5	5	2	4	5	4	5	5	3	5	5	4	5	5	5	4	4	5	4
Sum	147	132	138	127	129	135	127	127	126	129	130	116	150	147	134	140	132	137	138	128	127	129	135	134	122
Mean	4.74	4.25	4.45	4.09	4.16	4.35	4.09	4.09	4.06	4.16	4.19	3.74	4.83	4.74	4.32	4.51	4.25	4.41	4.45	4.12	4.09	4.16	4.35	4.32	3.95
Median	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	4	5	5	4	4	4	4	4	4
Mode	5	4	4	4	5	5	4	4	4	4	4	4	5	5	4	5	4	5	5	4	4	4	4	4	4

The central tendency measure of unit 3

students	Statements																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	5	5	5	4	5	5	4	5	3	5	4	4	5	5	5	5	4	5	5	4	5	3	5	4	5
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9	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
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11	5	4	4	5	5	4	4	4	5	5	5	4	4	5	4	4	5	4	5	4	4	5	5	5	5
12	4	4	5	4	5	5	4	4	5	5	5	4	4	5	4	5	4	3	5	5	4	5	5	5	5
13	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	5	5	4	4	4	4	5
14	5	5	5	4	4	5	3	3	4	4	4	4	4	5	3	5	4	4	5	4	4	3	3	4	5
15	4	4	4	4	5	5	4	4	4	4	4	3	4	5	4	4	4	5	5	4	4	4	4	4	4
16	5	4	4	4	4	4	4	2	4	4	5	4	4	5	4	4	4	5	3	4	4	4	4	5	5
17	4	5	5	4	5	4	4	4	4	4	4	5	5	4	5	5	4	5	4	4	4	4	4	4	5
18	5	5	5	4	5	5	5	4	4	4	4	5	5	4	5	5	4	5	5	5	4	4	4	4	5
19	5	5	5	4	5	5	4	4	4	4	4	4	4	5	5	4	4	5	5	4	4	4	4	4	5
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21	5	5	5	5	5	5	4	3	4	5	2	5	5	5	5	5	5	5	5	4	5	4	5	2	5
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26	5	4	4	3	2	3	4	4	3	4	4	4	4	5	4	4	5	2	1	4	4	4	4	4	5
27	5	4	5	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4	5
28	5	5	5	4	5	5	4	4	4	4	5	4	4	5	5	5	4	5	5	4	4	4	4	5	5

29	5	4	4	5	5	4	5	3	4	5	5	4	4	5	4	4	5	5	4	5	5	4	5	5	5
30	4	4	4	5	5	4	4	5	5	5	5	4	4	4	4	4	5	5	4	5	5	5	5	5	5
31	5	3	5	5	4	5	5	5	4	4	5	4	4	4	4	5	5	5	5	5	5	5	4	5	5
Sum	147	134	140	132	137	138	128	127	129	135	134	122	136	143	133	139	133	136	138	135	134	130	134	133	151
Mean	4.74	4.32	4.51	4.25	4.41	4.45	4.12	4.09	4.16	4.35	4.32	3.93	4.38	4.61	4.29	4.48	4.29	4.38	4.45	4.35	4.32	4.19	4.32	4.29	4.87
Median	5	4	5	4	5	5	4	4	4	4	4	4	4	5	4	4	4	5	5	4	4	4	4	5	
Mode	5	4	5	4	5	5	4	4	4	4	4	4	4	5	4	4	4	5	5	4	4	4	4	5	

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.743	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
UNIT 1.1	104.4194	32.318	-.426	.772
UNIT 1.2	104.7419	27.998	.337	.732
UNIT 1.3	104.5484	29.056	.156	.743
UNIT 1.4	104.7419	29.131	.132	.744
UNIT 1.5	104.6452	25.570	.522	.715
UNIT 1.6	104.5806	25.185	.499	.715
UNIT 1.7	104.6774	27.692	.437	.727
UNIT 1.8	104.7097	27.613	.348	.731
UNIT 1.9	104.8387	28.340	.265	.736
UNIT 1.10	104.7097	26.880	.534	.719
UNIT 1.11	104.7419	28.665	.138	.746
UNIT 1.12	104.6452	28.437	.281	.735
UNIT 1.13	104.1935	30.161	-.033	.749
UNIT 1.4	104.2903	29.880	.018	.749
UNIT 1.15	104.7097	29.213	.113	.745
UNIT 1.16	104.5161	28.991	.167	.742
UNIT 1.17	104.7742	27.447	.455	.725
UNIT 1.18	104.6129	24.845	.669	.702
UNIT 1.19	104.5806	27.185	.398	.727
UNIT 1.20	104.9032	27.490	.400	.728
UNIT 1.21	104.9355	27.462	.251	.739
UNIT 1.22	104.8710	28.116	.321	.733
UNIT 1.23	104.6774	27.426	.491	.724
UNIT 1.24	104.7097	28.613	.161	.744
UNIT 1.25	105.0000	28.733	.142	.745

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.736	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
UNIT 2.1	102.2258	36.647	.072	.738
UNIT 2.2	102.7097	34.946	.204	.733
UNIT 2.3	102.5161	35.991	.135	.736
UNIT 2.4	102.8710	34.249	.304	.726
UNIT 2.5	102.8065	32.361	.422	.715
UNIT 2.6	102.6129	34.245	.299	.726
UNIT 2.7	102.8710	33.783	.445	.717
UNIT 2.8	102.8710	33.516	.338	.723
UNIT 2.9	102.9032	35.824	.116	.739
UNIT 2.10	102.8065	32.695	.517	.710
UNIT 2.11	102.7742	34.714	.158	.740
UNIT 2.12	103.2258	34.647	.184	.736
UNIT 2.13	102.1290	37.249	-.034	.741
UNIT 2.14	102.2258	36.647	.072	.738
UNIT 2.15	102.6452	35.103	.287	.727
UNIT 2.16	102.4516	35.789	.195	.732
UNIT 2.17	102.7097	34.813	.355	.724
UNIT 2.18	102.5484	31.589	.633	.700
UNIT 2.19	102.5161	34.591	.307	.726
UNIT 2.20	102.8387	34.006	.444	.718
UNIT 2.21	102.8710	34.783	.196	.734
UNIT 2.22	102.8065	35.628	.213	.732
UNIT 2.23	102.6129	34.178	.495	.717
UNIT 2.24	102.6452	35.570	.159	.735
UNIT 2.25	103.0323	33.699	.283	.728

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.741	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
UNIT 3.1	104.2258	30.514	.038	.745
UNIT 3.2	104.6452	29.903	.119	.743
UNIT 3.3	104.4516	29.789	.154	.740
UNIT 3.4	104.7097	28.346	.418	.725
UNIT 3.5	104.5484	25.456	.678	.699
UNIT 3.6	104.5161	27.791	.413	.723
UNIT 3.7	104.8387	28.006	.433	.723
UNIT 3.8	104.8710	28.383	.225	.739
UNIT 3.9	104.8065	28.961	.296	.732
UNIT 3.10	104.6129	28.045	.508	.721
UNIT 3.11	104.6452	29.237	.175	.741
UNIT 3.12	105.0323	28.966	.131	.749
UNIT 3.13	104.5806	29.318	.249	.735
UNIT 3.14	104.3548	32.903	-.396	.769
UNIT 3.15	104.6774	28.692	.340	.730
UNIT 3.16	104.4839	29.858	.141	.741
UNIT 3.17	104.6774	30.026	.102	.743
UNIT 3.18	104.5806	26.318	.513	.713
UNIT 3.19	104.5161	25.791	.508	.712
UNIT 3.20	104.6129	28.312	.454	.724
UNIT 3.21	104.6452	28.303	.351	.728
UNIT 3.22	104.7742	29.181	.243	.735
UNIT 3.23	104.6452	27.503	.547	.716
UNIT 3.24	104.6774	29.292	.150	.743
UNIT 3.25	104.0968	30.690	.024	.744

Appendix E

Descriptive Statistics of Students' Response to Unit 1

No	Statements	ΣX	\bar{X}	Interval of means	Explanation
1	Materi memberi saya kesempatan untuk berlatih keterampilan <i>writing</i> dan <i>reading</i> secara terpadu.	143	4.61	≥ 4.48	Very Good
2	Materi membuat saya mampu menulis dengan menggunakan ragam bahasa tulis dengan tata bahasa yang benar.	133	4.29	3.88 – 4.48	Good
3	Materi dapat meningkatkan pengetahuan saya tentang tata bahasa dan struktur kalimat yang digunakan untuk menulis.	139	4.48	3.88 – 4.48	Good
4	Materi sudah sesuai dengan kebutuhan Bahasa Inggris yang akan saya gunakan untuk menulis dalam Bahasa Inggris.	133	4.29	3.88 – 4.48	Good
5	Topik yang disajikan dalam materi sesuai dengan jurusan saya.	136	4.38	3.88 – 4.48	Good
6	Topik materi yang disajikan menarik sehingga saya termotivasi untuk belajar menulis dalam bahasa Inggris.	138	4.45	3.88 – 4.48	Good
7	Input materi sesuai dengan jurusan saya (seni lukis).	135	4.35	3.88 – 4.48	Good
8	Input materi disertai dengan gambar-gambar yang berhubungan dengan seni lukis.	134	4.32	3.88 – 4.48	Good
9	Bahasa yang digunakan dalam materi mudah dipahami.	130	4.19	3.88 – 4.48	Good
10	Kosa kata-kosa kata dalam materi sesuai dengan jurusan saya sehingga meningkatkan pengetahuan saya terhadap kosa kata yang berhubungan dengan seni lukis.	134	4.32	3.88 – 4.48	Good
11	Aktifitas/latihan dalam materi diberikan secara bertahap dan menuntut pemahaman saya sampai ke kemampuan saya untuk berlatih menulis dan menghasilkan tulisan dengan baik.	133	4.29	3.88 – 4.48	Good
12	Aktifitas/latihan disajikan secara bertahap mulai dari yang disertai panduan hingga yang tidak disertai panduan.	136	4.38	3.88 – 4.48	Good
13	Aktifitas /latihan disajikan secara bertahap, mulai dari yang lebih mudah ke tingkat yang lebih sulit.	150	4.75	≥ 4.48	Very Good

14	Cara mengerjakan aktifitas/latihan secara individu dan berpasangan sudah sesuai dengan keinginan saya.	147	4.74	≥ 4.48	Very Good
15	Latihan-latihan dalam materi bisa saya kerjakan.	134	4.32	3.88 – 4.48	Good
16	Aktivitas dan latihan yang saya kerjakan membantu mengembangkan kemampuan menulis saya.	140	4.51	≥ 4.48	Very Good
17	Guru memberikan penjelasan tentang materi secara jelas sehingga saya mampu memahami materi tersebut.	132	4.25	3.88 – 4.48	Good
18	Guru berperan sebagai <i>fasilitator</i>	137	4.41	3.88 – 4.48	Good
19	Guru berperan sebagai <i>controller</i> dan <i>learning partner</i> selama saya mengerjakan latihan.	138	4.45	3.88 – 4.48	Good
20	Selama mengerjakan latihan, saya tidak banyak memerlukan bantuan dari teman.	128	4.12	3.88 – 4.48	Good
21	Selama mengerjakan latihan, saya tidak banyak mengalami kesulitan.	127	4.09	3.88 – 4.48	Good
22	Materi dan latihan membuat saya mampu berpartisipasi aktif di kelas.	129	4.16	3.88 – 4.48	Good
23	Latihan-latihan dalam materi dilengkapi dengan instruksi yang jelas.	135	4.35	3.88 – 4.48	Good
24	Materi didesign menarik sesuai dengan jurusan saya.	134	4.32	3.88 – 4.48	Good
25	Materi dan latihan yang disediakan membuat saya termotivasi untuk mendeskripsikan karya-karya saya dalam bentuk tulisan.	125	4.03	3.88 – 4.48	Good

Descriptive Statistics of Students' Response to Unit 2

No	Statements	ΣX	\bar{X}	Interval of means	Explanation
1	Materi memberi saya kesempatan untuk berlatih keterampilan <i>writing</i> dan <i>reading</i> secara terpadu.	147	4.74	≥ 4.48	Very Good
2	Materi membuat saya mampu menulis dengan menggunakan ragam bahasa tulis dengan tata bahasa yang benar.	132	4.25	3.88 – 4.48	Good
3	Materi dapat meningkatkan pengetahuan saya tentang tata bahasa dan struktur kalimat yang digunakan untuk menulis.	138	4.45	3.88 – 4.48	Good
4	Materi sudah sesuai dengan kebutuhan Bahasa Inggris yang akan saya gunakan untuk menulis dalam Bahasa Inggris.	127	4.09	3.88 – 4.48	Good
5	Topik yang disajikan dalam materi sesuai dengan jurusan saya.	129	4.16	3.88 – 4.48	Good
6	Topik materi yang disajikan menarik sehingga saya termotivasi untuk belajar menulis dalam bahasa Inggris.	135	4.35	3.88 – 4.48	Good
7	Input materi sesuai dengan jurusan saya (seni lukis).	127	4.09	3.88 – 4.48	Good
8	Input materi disertai dengan gambar-gambar yang berhubungan dengan seni lukis.	127	4.09	3.88 – 4.48	Good
9	Bahasa yang digunakan dalam materi mudah dipahami.	126	4.06	3.88 – 4.48	Good
10	Kosa kata-kosa kata dalam materi sesuai dengan jurusan saya sehingga meningkatkan pengetahuan saya terhadap kosa kata yang berhubungan dengan seni lukis.	129	4.16	3.88 – 4.48	Good
11	Aktifitas/latihan dalam materi diberikan secara bertahap dan menuntut pemahaman saya sampai ke kemampuan saya untuk berlatih menulis dan menghasilkan tulisan dengan baik.	130	4.19	3.88 – 4.48	Good
12	Aktifitas/latihan disajikan secara bertahap mulai dari yang disertai panduan hingga yang tidak disertai panduan.	116	3.74	3.22 – 3.82	Fair
13	Aktifitas /latihan disajikan secara bertahap, mulai dari yang lebih mudah ke tingkat yang lebih sulit.	150	4.83	≥ 4.48	Very Good
14	Cara mengerjakan aktifitas/latihan secara individu dan berpasangan sudah sesuai	147	4.74	≥ 4.48	Very Good

	dengan keinginan saya.				
15	Latihan-latihan dalam materi bisa saya kerjakan.	134	4.32	3.88 – 4.48	Good
16	Aktivitas dan latihan yang saya kerjakan membantu mengembangkan kemampuan menulis saya.	140	4.51	≥ 4.48	Very Good
17	Guru memberikan penjelasan tentang materi secara jelas sehingga saya mampu memahami materi tersebut.	132	4.25	3.88 – 4.48	Good
18	Guru berperan sebagai <i>fasilitator</i>	137	4.41	3.88 – 4.48	Good
19	Guru berperan sebagai <i>controller</i> dan <i>learning partner</i> selama saya mengerjakan latihan.	138	4.45	3.88 – 4.48	Good
20	Selama mengerjakan latihan, saya tidak banyak memerlukan bantuan dari teman.	128	4.12	3.88 – 4.48	Good
21	Selama mengerjakan latihan, saya tidak banyak mengalami kesulitan.	127	4.09	3.88 – 4.48	Good
22	Materi dan latihan membuat saya mampu berpartisipasi aktif di kelas.	129	4.16	3.88 – 4.48	Good
23	Latihan–latihan dalam materi dilengkapi dengan instruksi yang jelas.	135	4.35	3.88 – 4.48	Good
24	Materi didesign menarik sesuai dengan jurusan saya.	134	4.32	3.88 – 4.48	Good
25	Materi dan latihan yang disediakan membuat saya termotivasi untuk mendeskripsikan karya–karya saya dalam bentuk tulisan.	122	3.95	3.88 – 4.48	Good

Descriptive Statistics of Students' Response to Unit 3

No	Statements	ΣX	\bar{X}	Interval of means	Explanation
1	Materi memberi saya kesempatan untuk berlatih keterampilan <i>writing</i> dan <i>reading</i> secara terpadu.	147	4.74	≥ 4.48	Very Good
2	Materi membuat saya mampu menulis dengan menggunakan ragam bahasa tulis dengan tata bahasa yang benar.	134	4.32	3.88 – 4.48	Good
3	Materi dapat meningkatkan pengetahuan saya tentang tata bahasa dan struktur kalimat yang digunakan untuk menulis.	140	4.51	≥ 4.48	Very Good
4	Materi sudah sesuai dengan kebutuhan Bahasa Inggris yang akan saya gunakan untuk menulis dalam Bahasa Inggris.	132	4.25	3.88 – 4.48	Good
5	Topik yang disajikan dalam materi sesuai dengan jurusan saya.	137	4.41	3.88 – 4.48	Good
6	Topik materi yang disajikan menarik sehingga saya termotivasi untuk belajar menulis dalam bahasa Inggris.	138	4.45	3.88 – 4.48	Good
7	Input materi sesuai dengan jurusan saya (seni lukis).	128	4.12	3.88 – 4.48	Good
8	Input materi disertai dengan gambar-gambar yang berhubungan dengan seni lukis.	127	4.09	3.88 – 4.48	Good
9	Bahasa yang digunakan dalam materi mudah dipahami.	129	4.16	3.88 – 4.48	Good
10	Kosa kata-kosa kata dalam materi sesuai dengan jurusan saya sehingga meningkatkan pengetahuan saya terhadap kosa kata yang berhubungan dengan seni lukis.	135	4.35	3.88 – 4.48	Good
11	Aktifitas/latihan dalam materi diberikan secara bertahap dan menuntut pemahaman saya sampai ke kemampuan saya untuk berlatih menulis dan menghasilkan tulisan dengan baik.	134	4.32	3.88 – 4.48	Good
12	Aktifitas/latihan disajikan secara bertahap mulai dari yang disertai panduan hingga yang tidak disertai panduan.	122	3.93	3.88 – 4.48	Good
13	Aktifitas /latihan disajikan secara bertahap, mulai dari yang lebih mudah ke tingkat yang lebih sulit.	136	4.38	3.88 – 4.48	Good

14	Cara mengerjakan aktifitas/latihan secara individu dan berpasangan sudah sesuai dengan keinginan saya.	143	4.61	≥ 4.48	Very Good
15	Latihan-latihan dalam materi bisa saya kerjakan.	133	4.29	3.88 – 4.48	Good
16	Aktivitas dan latihan yang saya kerjakan membantu mengembangkan kemampuan menulis saya.	139	4.48	3.88 – 4.48	Good
17	Guru memberikan penjelasan tentang materi secara jelas sehingga saya mampu memahami materi tersebut.	133	4.29	3.88 – 4.48	Good
18	Guru berperan sebagai <i>fasilitator</i>	136	4.38	3.88 – 4.48	Good
19	Guru berperan sebagai <i>controller</i> dan <i>learning partner</i> selama saya mengerjakan latihan.	138	4.45	3.88 – 4.48	Good
20	Selama mengerjakan latihan, saya tidak banyak memerlukan bantuan dari teman.	135	4.35	3.88 – 4.48	Good
21	Selama mengerjakan latihan, saya tidak banyak mengalami kesulitan.	134	4.32	3.88 – 4.48	Good
22	Materi dan latihan membuat saya mampu berpartisipasi aktif di kelas.	130	4.19	3.88 – 4.48	Good
23	Latihan–latihan dalam materi dilengkapi dengan instruksi yang jelas.	134	4.32	3.88 – 4.48	Good
24	Materi didesign menarik sesuai dengan jurusan saya.	133	4.29	3.88 – 4.48	Good
25	Materi dan latihan yang disediakan membuat saya termotivasi untuk mendeskripsikan karya–karya saya dalam bentuk tulisan.	151	4.87	≥ 4.48	Very Good



Highest Score



Lowest Score

Appendix F

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.743	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
UNIT 1.1	104.4194	32.318	-.426	.772
UNIT 1.2	104.7419	27.998	.337	.732
UNIT 1.3	104.5484	29.056	.156	.743
UNIT 1.4	104.7419	29.131	.132	.744
UNIT 1.5	104.6452	25.570	.522	.715
UNIT 1.6	104.5806	25.185	.499	.715
UNIT 1.7	104.6774	27.692	.437	.727
UNIT 1.8	104.7097	27.613	.348	.731
UNIT 1.9	104.8387	28.340	.265	.736
UNIT 1.10	104.7097	26.880	.534	.719
UNIT 1.11	104.7419	28.665	.138	.746
UNIT 1.12	104.6452	28.437	.281	.735
UNIT 1.13	104.1935	30.161	-.033	.749
UNIT 1.4	104.2903	29.880	.018	.749
UNIT 1.15	104.7097	29.213	.113	.745
UNIT 1.16	104.5161	28.991	.167	.742
UNIT 1.17	104.7742	27.447	.455	.725
UNIT 1.18	104.6129	24.845	.669	.702
UNIT 1.19	104.5806	27.185	.398	.727
UNIT 1.20	104.9032	27.490	.400	.728
UNIT 1.21	104.9355	27.462	.251	.739
UNIT 1.22	104.8710	28.116	.321	.733
UNIT 1.23	104.6774	27.426	.491	.724
UNIT 1.24	104.7097	28.613	.161	.744
UNIT 1.25	105.0000	28.733	.142	.745

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.736	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
UNIT 2.1	102.2258	36.647	.072	.738
UNIT 2.2	102.7097	34.946	.204	.733
UNIT 2.3	102.5161	35.991	.135	.736
UNIT 2.4	102.8710	34.249	.304	.726
UNIT 2.5	102.8065	32.361	.422	.715
UNIT 2.6	102.6129	34.245	.299	.726
UNIT 2.7	102.8710	33.783	.445	.717
UNIT 2.8	102.8710	33.516	.338	.723
UNIT 2.9	102.9032	35.824	.116	.739
UNIT 2.10	102.8065	32.695	.517	.710
UNIT 2.11	102.7742	34.714	.158	.740
UNIT 2.12	103.2258	34.647	.184	.736
UNIT 2.13	102.1290	37.249	-.034	.741
UNIT 2.14	102.2258	36.647	.072	.738
UNIT 2.15	102.6452	35.103	.287	.727
UNIT 2.16	102.4516	35.789	.195	.732
UNIT 2.17	102.7097	34.813	.355	.724
UNIT 2.18	102.5484	31.589	.633	.700
UNIT 2.19	102.5161	34.591	.307	.726
UNIT 2.20	102.8387	34.006	.444	.718
UNIT 2.21	102.8710	34.783	.196	.734
UNIT 2.22	102.8065	35.628	.213	.732
UNIT 2.23	102.6129	34.178	.495	.717
UNIT 2.24	102.6452	35.570	.159	.735
UNIT 2.25	103.0323	33.699	.283	.728

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.741	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
UNIT 3.1	104.2258	30.514	.038	.745
UNIT 3.2	104.6452	29.903	.119	.743
UNIT 3.3	104.4516	29.789	.154	.740
UNIT 3.4	104.7097	28.346	.418	.725
UNIT 3.5	104.5484	25.456	.678	.699
UNIT 3.6	104.5161	27.791	.413	.723
UNIT 3.7	104.8387	28.006	.433	.723
UNIT 3.8	104.8710	28.383	.225	.739
UNIT 3.9	104.8065	28.961	.296	.732
UNIT 3.10	104.6129	28.045	.508	.721
UNIT 3.11	104.6452	29.237	.175	.741
UNIT 3.12	105.0323	28.966	.131	.749
UNIT 3.13	104.5806	29.318	.249	.735
UNIT 3.14	104.3548	32.903	-.396	.769
UNIT 3.15	104.6774	28.692	.340	.730
UNIT 3.16	104.4839	29.858	.141	.741
UNIT 3.17	104.6774	30.026	.102	.743
UNIT 3.18	104.5806	26.318	.513	.713
UNIT 3.19	104.5161	25.791	.508	.712
UNIT 3.20	104.6129	28.312	.454	.724
UNIT 3.21	104.6452	28.303	.351	.728
UNIT 3.22	104.7742	29.181	.243	.735
UNIT 3.23	104.6452	27.503	.547	.716
UNIT 3.24	104.6774	29.292	.150	.743
UNIT 3.25	104.0968	30.690	.024	.744

Appendix G

FIELD NOTE I

The Implementation of Unit I : The Painting Tools (First Meeting)

Day/ Date : Tuesday/ June 5, 2012
 Place : X Lukis Class
 Time : 08.30 am-10.00 am

The class was started on Tuesday, at 08.30 am. The researcher entered the classroom accompanied by the teacher. The situation of the class was quite. There were only five students in the class, because every Tuesday they had sport lesson at 07.00 am. The English lesson was held at 08.30 am after the sport lesson. In that time, some of the students were in the dressing room or in the canteen, so that they were late come the classroom. The researcher and the teacher waited them for several minutes.

After waiting them for about ten minutes, the students were complete in the classroom, but the situation was still noisy. The teacher decided to control the students and asked them to be quite. Finally, the students were ready to start the English class. Before the class began, the teacher gave the explanation to the students that during the research, the researcher would be their teacher. It means that the researcher played her role as a teacher for a moment. The teacher asked the students to obey all of the researcher rules and activities during the research. The students were understand and ready to follow the English class. The teacher finally gave the time to the researcher.

The researcher started the class by giving the greeting to the students, then explained her rules and the purposes in this research. After that, the researcher distributed the materials of unit I to the students and then explained the course grid to the students. The researcher started the lesson by introducing unit I. She guided the students to study task I. There was a picture of a set of the painting tools, then asked the students to mention the tools in the picture and helped them to translate the tools names into English. The students, then were asked to fill all the tools mentioned in the circles provided. The researcher continued to the section 'Let's Move Further'. In this section, the researcher asked the students to answer the pre-reading questions, before reading the text. After answering the pre-reading questions, they were asked to read the text in task 2. The text was about 'A Paintbrush. Here the researcher wanted to give the model of the text. Then, the researcher asked the students to do vocabulary project in task 3. She ordered them to open their dictionary to find the meaning of the words in task 3. She also guided them to pronounce the words. She continued to task 4. In this task, the researcher asked the students to make a summary about the text by answering three questions related to the text. After that, the researcher started to explain the main teaching of unit I. She guided the students to study into section 'Focus In.' In task 5, she explained task 5 which is about the rules of how to write the description about something, then she also guided the students to see the text organization. She explained the text organization to the students. After finishing task 5, she asked to the students whether they were understand or not. There was a student who is still confused about tense used

in describing something. Then, the researcher repeated her explanation, especially about tense used to write the information about something. The next explanation in this section was about Adjectives in Series. The information about adjectives in series was explained in task 6. The researcher explained the rules of adjectives in series. She also guided them to see the examples of phrases. The researcher, then, asked the students whether they understand or not. There was a student who asked her about the order of adjectives in a phrase. To answer the student's question, she explained again the rules of adjective in series.

She continued to task 7. This task's aim was to make sure whether the students were understand or not about adjectives in series. In this task, they should arrange the jumbled words into a good phrase under each picture provided in task 7.

When the researcher started to continue task 8 which is about the use of adjectives in series in a paragraph, the bell was ringing. It was mean that the time for English lesson was end. However, the researcher asked the students to read task 8 at home. The materials of unit I would be continued in the next meeting.

FIELD NOTE I

The Implementation of Unit I : The Painting Tools
(Second Meeting)

Day/ Date : Saturday/June 16, 2012
Place : X Lukis Class
Time : 10.15 am – 11.45 am

The second meeting was started on Saturday, at 10.15 am. The researcher entered the classroom. In this meeting, the researcher was not accompanied by the teacher, because the teacher as sick. The situation of the class was quite. There were only two students in that class, because they were still in the outside of the class after the rest time. After several minutes, the students entered the room, then the researcher checked the students' attendance by mentioning their names.

The researcher started the lesson by giving greet to the students. she asked to the students about what was the last materials which was discussed. The researcher reminded the materials to the students. she asked them whether they had been understand the materials or not. Then, she continued to the next task, namely task 8. Task 8 was about the use of adjective in series in a paragraph. She explained the examples of the text to the students. She continued to the next page. There was task 9. She ordered the students to read the instruction, then asked them to find their partner. The students did the exercise by discussing with their partner. During the discussion, the researcher controlled the students' work by visiting their tables. She came to one group to another group. She asked them whether they have the difficulties or not in doing the exercise. The students finished their work, then the researcher discussed the exercise.

The researcher continued the last section of unit I. She began with task 10. She asked the students, whether they were understand the instruction or not. The students answered her question. They said that they were understand the instruction, then the researcher asked the students to read the instruction of task 11. That was clear that the instruction of task 11 was about the independent writing task. The students did task 11 and wrote their work in the answer sheet provided in the next page. After finishing the work, the students submit their work to the researcher. In that time, there was still ten minute before the bell rang. The researcher gave a simple summarization about the materials of unit I. Finally, the bell rang. It meant that the time for English lesson was over. The researcher closed the lesson, then left the class.

FIELD NOTE 2

The Implementation of Unit 2 : The Artists
(First Meeting)

Day/ Date : Tuesday/ June 26, 2012
Place : X Lukis Class
Time : 08.30 am-10.00 am

The class was started on Tuesday, at 08.30 am. The researcher came to the classroom accompanied by the teacher. The researcher and the teacher waited the students for several minutes until they were ready to follow the lesson. The teacher gave the information that in that occasion, the researcher would teach unit 2. The teacher gave the time to the researcher. Before started unit 2, the researcher checked the students' attendance.

The teacher began the lesson. She distributed the materials to the students. she was helped by the teacher. She explained the learning objectives of unit 2, then she began the lesson. She started unit 2 with section 'Let's Begin'. In task 1, she asked the students to read the instruction and did the task based on the instruction. The next section was 'Let's Move Further'. The next task was task 2. This was the Modeling of Text (MOT). The students were asked to answer the pre-reading questions, then read the text. They also should do the vocabulary project in task 3. Like unit 1, they find the meaning of each word in the dictionary. The researcher guided them to pronounce the words, then asked them whether there were any question or not. The researcher continued to task 4. She read the instruction to the students. They should analyze Leonardo Da Vinci profile by filling the provided boxes. They might see the text in analyzing.

After finishing the analyzes, the researcher started the next section, namely 'Focus In'. She started task 5, then explained task 5. After the students were understand, the researcher continued the next task. Task 6 provided the explanation about how to use adjectives in series to write the description of someone. The researcher explained it detail, then she asked the students to do task 7. This were the exercises about adjectives in series to describe someone. Then she continued task 8. When she would started to explain task 8, the bell rang. It meant that the time for English lesson in class X of Painting Department, was end. The next materials would continue in the next meeting.

FIELD NOTE 2

The Implementation of Unit 2 : The Artists
(Second Meeting)

Day/ Date : Tuesday/ July 10, 2012
Place : X Lukis Class
Time : 08.30 am-10.00 am

The class was started on Saturday, at 10.15 am. The researcher came to the classroom without accompanied by the teacher. She waited for about ten minutes until the students were complete and ready to follow the class. When all students were in the class, the researcher checked the students' attendance, then she started the lesson. She reminded the students about the previous materials that had been discussed. She began with task 8. It was about the use of relative clauses in writing about someone or something. In this task, there were some students who were confuse. The researcher repeated her explanation until the students were understand. The next, she asked the students did the exercise about relative clauses in task 9. All students had been done correctly. It meant that they were understand the materials explained by the researcher.

The next explanation was about the use of adjectives in series and relative clauses in a paragraph. This explanation was in task 10. After gave the example of a paragraph containing adjectives phrase and relative clauses, she continued task 11. It was 'Find Your Partner'. The students should do the exercise in pairs. During the students were writing the exercise, the researcher controlled their group work. She came to one group to another group and asked them whether there were any difficulties or not. Some groups were still have the difficulties, but after the researcher came to them and explained again, finally, they were understand. All group finished their writing. The researcher took one of the group work which correct and write the answer of that work in the white board. She explained to another groups that this was the example of the correct writing.

After everything finished, she started to the last part. This was 'Try To Do It'. The researcher began task 12. The students read the instruction carefully and did the task well. Finally, the researcher started task 13. This was the lat task of unit 2. The researcher read the instruction to the students. They had to write all the information about the artist they got in task 13. The students wrote their description in the answer sheet. They wrote seriously. After they finished their writing, they submit their writing to the researcher. The bell was ringing, when the students submit their works. It showed that the time was over. Unit 2 also was finished. Finally, the researcher closed the lesson.

FIELD NOTE 3

The Implementation of Unit 3 : The Artists
(First Meeting)

Day/ Date : Saturday/ July 14, 2012
Place : X Lukis Class
Time : 10.15 am – 11.45 am

The class was started on Tuesday, at 08.30 am. The researcher came to the classroom. As usual, she waited the students for about ten minutes. All students had been in the class. The researcher began the lesson by giving greet. She also checked the students' attendance. In this occasion, she gave the last unit to the students. This was unit 3. She explained the learning objectives of this unit.

She started with 'Let's Begin'. She asked the students to study task 1. They read the instruction of task 1 and studied it. After studying task 1, they should do task 2. The researcher continued to the section of 'Let's Move Further.' She asked the students to do task 3. There were pre-reading questions over the text. The students answering those pre-reading questions well, then read the text. After reading the text, the researcher guided them to do task 4. This was vocabulary project. Like in unit 1 and unit 2, they should open their dictionary to find the meaning of each word. The researcher continued to task 5. The students read the instruction and wrote the summary of 'the storm' by answering five questions provided. The summary has been done. The researcher started 'Focus In.' She explained task 6. She explained the grammatical feature of descriptive text. It was similar with unit 2. The differences were lied on the subject being describe. In this unit, the students were taught about how to describe the artwork. After explained this task, the researcher asked the students whether it was clear or not. They said that they were clear. She continued to task 7. In this task, she explained about how to use linking verbs in writing the description about something. She also explained some examples in the materials. All students looked understand, so that they were asked to do the exercise in task 8.

The researcher moved to section 'Find Your Partner.' Unfortunately, the bell was ringing when she started to explain task 9. She asked the students to read task 9 at home. The researcher closed the lesson and left the class.

FIELD NOTE 3

The Implementation of Unit 3 : The Artists
(Second Meeting)

Day/ Date : Tuesday/ July 24, 2012
Place : Painting Studio
Time : 08.30 am-10.00 am

The researcher came to the classroom at 10.15 am. she informed that for this meeting, the English lesson would be held in the painting studio. The teacher and the researcher would wait them in the painting studio. All students had arrived in the painting studio. One of student asked why they learned English in the painting studio. The researcher answered that they would create a simple artwork and write their artwork in English.

The class was started at 10.25 am. The researcher checked the students' attendance. She began the lesson by greeting. She asked the students whether they had done task 9. She reminded the previous meeting that they should do task 9. They should read the text that contains the use of linking verbs in the paragraphs. Then, they should study task 10. It was the explanation about task 9. The students had done task 9 and task 10. The next, they should study the picture 3.3 in task 11. it was the artwork created by Basuki Abdullah. They should describe that artwork by answering the questions under the picture. They should do in pairs. In fact, all students had done their homework. She continued to the last section, namely 'Try To Do It.' She asked the students to read the instruction of task 12. The students looked enthusiastic, because they would create a simple artwork. They should choose one of the topics provided in task 12 as the theme of their artwork. The students started to make a simple artwork. They did individually. The situation was very comfortable, because there was an instrumental music played in the painting studio. The students who finished their artwork, then describe their artwork in the form descriptive text. There was still ten minutes before the bell rang. All students had finished both painting and writing. Finally, the researcher closed the lesson and left the painting studio.,

Appendix H

Interview I
(First Student)

Name of Students : Katrin
 Day/ Date : Saturday/June 16th, 2012
 Place : Osis Room
 Time : 11.47 am

- R : Siang Katrin. Minta waktunya bentar ya.
 K : Siang mb. Pake Bahasa Indonesia kan mb?
 R : Iya, tenang aja. Ini interviewnya tentang materi unit 1 yang udah mb sampaikan kemarin dan hari ini.
 K : Oke mb.
 R : Mm... menurut kamu, materi unit I yang udah mb kasih ke kalian udah bisa mencapai tujuan kalian belum?
 K : Maksudnya mb?
 R : Ya kan kalian punya tujuan mempelajari menulis Bahasa Inggris itu apa gitu.
 K : Ow... iya mb. Udah mencapai tujuan kok. Ya tujuannya bisa nulis teks dalam bahasa Inggris.
 R : Ho oh. Kan unit I topiknya tentang alat-alat yang digunakan untuk melukis.
 K : Iya mb.
 R : Trus, inputnya udah pas belum? Di sini kan inputnya gambar sebuah alat lukis dan bacaan soal alat lukis itu. Nah itu tuh udah pas belum sama jurusan kamu and bisa dimengerti belum?
 K : Iya. Udah pas kok mb. Kan kita bisa tau informasi tentang alat lukis itu sama bagian-bagiannya.
 R : Uhm, OK. Nah trus kalo topiknya gimana Kat? Udah sesuai belum sama jurusanmu?
 K : Topiknya itu tentang alat-alat untuk melukis gitu ya maksudnya mb?
 R : Iya.
 K : Ya, nek menurutku udah sesuai kok mb, soalnya kan kalo bagi anak seni lukis, apa lagi pemula buat kita, ya udah sesuai banget mb. Jadi kita di unit I ini dikenalkan dengan peralatan untuk melukis. Pokoke ini wes sesuai kok mb buat jurusan seni lukis.
 R : Oh, gitu ya. Ok. Next, tentang tasks ya. Menurut Katrin, tugas-tugasnya itu susah-susah nggak sih?
 K : Kalo menurutku sih enggak. Kan dalam materi itu juga udah dijelaskan and itu ada contoh-contohnya juga. So nggak susah sich mb.
 R : Kalo gitu kita liat dari task 1 mpe task terakhir. Mana yang menurut Katrin susah? Atau mungkin ada saran?
 K : Task 4. Itu jawab pertanyaan lagi to mb? Yang ini kan sebelum teksnya udah pertanyaan-pertanyaannya mb.
 R : Lha trus gimana enakya, kan mb pingin kalian bikin summary juga.
 K : Ya bikin point apa gitu trus kita nyari di teksnya gitu mb.
 R : Oh... Ok. Ada lagi?
 K : Mmmm... Udah dech mb kayaknya itu aja yang task 4.

- R : tapi kamu ngerjain tugas-tugasnya bisa kan?
- K : Iya mb. Nggak susah kok.
- R : O, iya Katrin, lupa aku. Yang tentang bacaan itu. Kan unit I ini bacaannya tentang ‘A Painbrush,’ pengenalan alat lukis kuas dan bagian-bagiannya. Teks ini kan disebut information report text. Kamu udah paham belum tentang cara-cara menulis teks ini?
- K : Oh yang itu to mb. Iya, insya Allah udah ngerti kok mb. Udah dijelasin di sini.
- R : Kamu jadi ngerti kan tentang teks ini?
- K : Iya mb, aku jadi ngerti.
- R : Kalo kamu disuruh nulis teks ini udah bisa kan?
- K : Iya, insya Allah bisa mb.
- R : Itu setelah teks kan ada vocabulary projectnya tuh. Gimana menurutmu kamu setuju nggak kalo diberi tugas mencari kata-kata arti kata-kata yang berhubungan dengan teks di kamus?
- K : Ya setuju aja mb. Itu kan buat melatih vocab kita. Jadi biar ngerti arti dalam bahasa Indonesianya apa gt.
- R : Uhm, OK. Kita lanjut lagi ke settings ya. Kamu suka nggak dengan tugas berpasangan?
- K : Suka.
- R : Kenapa? Pas kamu tak suruh ngerjain tugas berpasangan itu kamu bisa sharing-sharing nggak sama pasangan kamu?
- K : Ya kan kita bisa ngobrol-ngobrol tentang cara nulisnya. Temenku itu kan rada-rada bingung, jadi aku bisa bantu dia. Aku ngejelasin ke dia gitu. Trus kita bisa ngerjain bareng-bareng.
- R : Uhm, and then, pas independent writing atau bagian ‘Try To Do It,’ yang tugas individu itu, kamu bisa ngerjain nggak?
- K : Nek itu Alhamdulillah bisa mb. Ya paling ya Cuma kosa kata yang aku nggak tau Bahasa Inggrisnya itu yang aku nggak bisa hehe. Tapi kan aku bawa kamus, so bisa liat di kamus.
- R : Alhamdulillah kalo gitu. Tapi kamu bener-bener bisa kan menulis tentang salah satu alat lukis di task terakhir itu?
- K : Iya mb bisa.
- R : Ok. Lanjut tentang insrtuksi. Instruksi-instruksi dalam tiap-tiap task menurutmu gimana, Kat? Paham nggak, disuruh ngapain gitu? Coba dech kamu liat-liat lagi ini materinya. Liat perintah-perintahnya. Paham nggak?
- K : Uhm... bentar ya mb. Task 1 ini. Disimpelkan aja ini perintahnya mb. Blibet je.
- R : Ok... trus mana lagi?
- K : Uhhh. Cuma itu aja tadi kalo yang instruksi.
- R : Ok. Trus soal teacher role nich. Gini Kat, di sini peran mb kan sebagai guru. Mb menyampaikan dan menjelaskan materi. Peran mb tu Cuma sebagai fasilitator dan juga controller gitu. Setuju nggak dengan peran mb itu?
- K : Wo, setuju banget mb. Ya emang gitu seharusnya peran guru.
- R : Ow, gitu. Oke dech. Kalo cara mb nyampein materinya gimana Kat? Jelas nggak? Suara mb mungkin kurang kenceng? Kecepaten nggak?
- K : Jelas kok mb nyampeinya. Suaranya juga pas, cukup kenceng dan nggak kecepaten.
- R : Ok. Trus pas kalian ngerjain tugas gitu kan mb suka keliling nich. Nyamperin ke meja kalian gitu. Tanya-tanya ada kesulitan nggak. Kamu suka nggak nek mb gitu?

- K : Suka mb. Kan aku bisa nanya langsung ama mb e face to face gitu nek aku nggak paham. Kayak tadi itu mb.
- R : Ok, trus soal desain materinya sekarang. Soal lay out, font, ukuran hurufnya dan lain-lain tentang fisik materi ini. Udah pas belum? Mungkin ada saran?
- K : Uhhmm... apa ya... berhubung aku bukan ahli desain, aku sich suka-suka aja mb ama desainnya. Lay ou, font, font size dan lain-lain aku setuju aja kok mb. Pas-pas aja. Yang penting jelas and bisa dibaca. Apa lagi warna-warni gini aku suka hehe.
- R : Ok. Well, makasih ya Katrin. Maaf kalo agak lama interviewnya.
- K : Ok mb gak papa kok. Lagian aku juga nggak ada kegiatan.
- R : OK, once more. Thanks ya.
- K : You're welcome mb.

Interview I
(Second Student)

Name of Students : Dimas
Day/ Date : Saturday/ June 16th, 2012
Place : Osis Room
Time : 12.00 am

- R : Nah, Dimas, sekarang giliran kamu. Ini materinya, sambil diliat-liat ya.
D : Ok mb.
R : Menurut kamu materi unit I yang udah mb sampein udah bisa diemengerti belum?
D : Mm... Insya Allah udah mb.
R : Unit I ini soal menulis informasi sebuah alat untuk melukis gitu. Kamu udah bisa nulis belum?
D : Ya sedikit-sedikit sih udah bisa mb.
R : Cara-cara menulisnya udah ngerti?
D : Insya Allah udah mb.
R : Ok. Jadi kamu udah paham ya. Now, soal topiknya nich. Menurutmu topic ini udah pas belum sich sama jurusan seni lukis? Ini kan topiknya tentang peralatan lukis. Gimana tuh, sesuai belum?
D : Udah.
R : Kalo inputnya? Untuk belajar mennulis kan mesti ada inputnya, yaitu gambar dan bacaan. Itu menurut kamu juga udah sesuai belum sama keinginanmu?
D : Ya udah sesuai mb. Nek anak seni lukis ya dikasih gambar-gambar dan bacaan yang sesuai dengan seni lukis.
R : Ok. Trus tugas-tugasnya ya. Menurutmu tugas-tugasnya susah-susah nggak sich?
D : Sebenarnya enggak sich mb, kalo udah paham amterinya. Tapi aku paling males nek ngerjain vocabulary, yang task 3. Habisnya aku nggak suka bawa kamus hehe.
R : Tapi kalo mau belajar menulis Bahasa Inggris kan mesti tau vocabnya.
D : Iya sich mb. Ya mbok vocabulary itu dikasih artinya juga mb biar kita nggak usah buka kamus.
R : Ya nanti tak pikir lagi ya. Yuk kita liat lagi dari awal itu tasknya. Mana yang menurutmu susah? Ada saran mungkin?
D : Ya yang task 3 itu tadi mb. Nyari arti dikamus. Aduh malesnya. Hehe.
R : Yang lainnya?
D : Uhhh... Nggak ada mb.
R : Lanjut, sekarang settings. Nek tugas berpasangan kamu bisa sharing-sharing nggak sama pasangan kamu?
D : Bisa kok mb. Seringnya aku yang tanya-tanya sama pasanganku, soale kadang aku nggak merhatiin kalo mbaknya menjelaskan, jadi aku agak nggak dhong hehehe.
R : Hemmm... lain kali diperhatikan ya kalo guru sedang menjelaskan.
D : Iya mb hehe.

- R : Trus yang tugas menulis tentang palete secara individu itu gimana? Bisa ngerjain sendiri tadi?
- D : Bisa mb.
- R : OK. Soal instruksi nich sekarang. Cobe dech kamu liat-liat itu materi unit I. Ada nggak yang instruksinya nggak jelas?
- D : Yang task 1 itu mb. Panjang banget dech.
- R : Ok, nanti tak bikin simple ya. Yang mana lagi?
- D : Nggak ada mb.
- R : Jadi udah jelas semua nich instruksi di tiap tasknya, selain task 1 tadi?
- D : Kayaknya nggak ada.
- R : Ok. Beralih ke teacher and learner role.
- D : Apa tuh mb?
- R : Soal peran guru dan siswa pada saat pelajaran Bahasa Inggris.
- D : Oh...
- R : Mb di sini sebagai guru yang tugasnya menyampaikan dan menjelaskan materi. Setuju nggak dengan peran mb itu?
- D : Ya setuju lah mb. Ya peran guru ya memang itu.
- R : Menurut kamu mb menyampaikan materi ini gimana? Udah pas belum? Mudah diterima nggak?
- D : Udah pas kok mb. Sangat mudah diterima. Cuman ya itu tadi, kadang aku nggak merhatiin kalo mb lagi ngejelasin hehe.
- R : Ok, lanjut. Kalian sebagai siswa berperan sebagai pihak yang menerima penjelasan mb dan seharusnya aktif juga di kelas. Misalnya tanya kalo ada yang nggak jelas. Setuju nggak dengan peran kalian yang sebagai pesert didik?
- D : Ya harus setuju dunk. Kita tugasnya menerima apa yang guru jelaskan.
- R : Ok. Kalo mb keliling nyamperin kalian pas kalian ngerjain tugas suka nggak?
- D : Sebenere nggak suka mb. Soale nek diliatin mb pas ngerjain tugas, kadang aku malu je. Takut kerjaanku salah mb, hehe.
- R : Ow, gitu. Ok. Trus soal desain materi ini. Gimana menurut kamu tentang lay out, font, font zise, warnanya dan lain-lain. Ada saran?
- D : Mmm... ini udah pas kok mb. Terutama ada warna-warna yang selain hitam. Kayak ini nich ungu, merah trus dikotak-kotak gitu. Jadi lebih menarik dari pada buku-buku atau modul-modul biasa.
- R : Jadi kamu setuju dengan desain yang mb bikin ini ya.
- D : Setuju mb.
- R : Ok dech. Sekian interviewnya. Makasih ya Dimas. Maaf lho udah menyita sedikit waktu kamu.
- D : Ok mb, no problemo mb hehe.

Interview I
(Third Student)

Name of Students : Isna
Day/ Date : Saturday/ June 16th, 2012
Place : In front of Mosque
Time : 14.30 pm

- R : Halo Isna. Baru keluar kelas ya?
I : Halo mb, iya nich. Baru seleei pelajaran Pak Muryadi. Lama ya mb nunggunya?
R : Ya, lumayan hehe.
I : He... maaf yam b.
R : Ok. No problem. Tapi gak papa nich tak ganggu dulu sebelum pulang?
I : Iya, nggak papa mb. Santai aja. Hehe.
R : Ok. Kita mulai aja ya interviewnya. Ini sambil diliat-liat lagi materinya.
I : Yoi mb.
R : Isna, menurut kamu materi unit I ini udah bisa dimengerti belum?
I : Makdsunnya isinya ya mb?
R : Ho'oh. Kan kita di sini belajar menulis Bahasa Inggris. Mendeskripsikan suatu benda dan bagian-bagiannya. Nah itu kamu udah paham belum?
I : Oh, menulis information report teks to mb? Ya, lumayan ngerti mb. Sebelumnya kan aku sama sekali nggak ngerti.
R : Berarti cara-cara menulisnya kamu udah paham ya? Grammar yang digunakan juga udah paham?
I : Iya mb. Nek nulis information report text itu kan pake present tense atau present tense of to be.
R : Iya. Text organizationya paham?
I : Iya. Ya kan bisa terdiri 3 paragraf atau lebih. Paragraph 1 pengenalan nama bendanya. Paragraph 2, 3, 4 nyritain bagian-bagiannya ama ciri-cirinya. Njuk paragraph terkahiar ki kesimpulane. Gitu to mb?
R : Yap. Betul berarti kamu paham ya?
I : Paham mb.
R : Yang tugas menulis tentang palet itu tadi kamu bisa ngerjain to berarti?
I : Ho'oh mb.
R : Sipp. Sekarang topiknya nich.menurut Isna, topik di unit I ini udah sesuai belum sama jurusan seni lukis. Di sini kan topiknya 'The Painting Tools.' Gimana menurutmu?
I : Ya, udha sesuai kok mb. Ini kan aku baru kelas 1, jadi topiknya ya yang dasar-dasar. Kayak peralatan melukis, itu kan dasar-dasarnya. Pokoke kiat mengenal dulu lah peralatan melukis itu apa ajah.
R : Jadi kamu setuju ya dengan topic ini.
I : Iya mb.

- R : Ok. Trus soal input. Kita belajar soal menulis informormation report text ya di sini. Nah kalo menulis kan inputnya itu harus reading/ bacaan dan gambar sesuatu. Ini topiknya alat-alat lukis, so inputnya berupa gambar satu set peralatna lukia dna bacaanya tentang contoh teks information report tentang a paintbrush. Menurutmu udah sesuai belum?
- I : Oh, udah nek ini mb. Jadi ada korelasinya antara topic sama inputnya. Input gambarnya peralatan melukis, teksnya juga tentang alat lukis.
- R : Ok. Trus kalo tugas-tugasnya, menurut kamu susah-susah nggak? Sambil diliat lagi Is dari awal.
- I : Ya, nggak susah-susah amat sich mb. Tapi aku rada bingung yang ngerjain tugas adjectives in phrase ini mb, task 7. Nek kayak gitu tu nggak bisa dikasih ancer-ancer ya mb?
- R : Oh itu. Kata kunci gitu to maksudmu?
- I : Ho'oh, kata kunci hehe.
- R : Ya bisa aja sich. Kalo tak kasih cluenya missal tak beri huruf besar pada sebuah kata biar mudah ngurutinya?
- I : Ya, ho'oh mb gitu aja. Jadi, biar tau mana urutanya yang di awal frase.
- R : Determinernya kan? A, An, The ?
- I : Iya mb, gitu aja kata kuncinya.
- R : Iya. Ntar tak kasih Clue gitu aja ya.
- I : Woke mb
- R : Ok dech. Now, soal settings. Kalo tugas berpasangan kamu bisa sharing-sharing nggak sama pasanganmu? Suka nggak dengan adanya tugas berpasangan ini?
- I : Bisa mb dan aku suka. Malah aku seneng kalo tugas berpasangan. Kalo ada yang nggak ngeti cara ngerjainya aku bisa nanya-nanya sama pasanganku.
- R : Oh gitu. Ok, next. Tugas individu bisa ngerjain sendiri kan?
- I : Oh iya bisa mb. Ya paling kesulitannya nggak tau Bahasa Inggrisnya apa gitu.
- R : Tapi kamu bisa liat kamus kan?
- I : Ya iya mb. Aku nek nggak tau artinya ya buka kamus hehe.
- R : Ok. Kemudian tentang instruksi atau perintah-perintahnya. Menurut kamu, instruksi di setiap tasknya mudah dipahami belum?
- I : Uhm... Kalo perintahnya, ya bisa dipahami kok mb.
- R : Jadi jelas ya instruksinya disuruh ngapain gitu. Kalo task terakhir itu? Coba dibaca. Jelas nggak itu disuruh apa? Soalnya itu kan rada complicated.
- I : Ah... Ini udah jelas kok mb. Disuruh nyari info soal palet dari internet/artikel atau sumber lain to? Trus ditulis pake kata-kata sendiri. Gitu to mb?
- R : Hup hup. Betul banget. Next, tentang teacher and learner role. Menurut kamu dalam menyampaikan materi ini, penjelasan mb bisa mudah dimengerti nggak? Suara mb kurang kenceng mungkin?
- I : Kalo penjelasan mb Tika mudah dimengerti. Suaranya juga udah cukup kenceng, tapi mb Tika kurang tegas. Tadi kan masih ada yang gojekan dibelakang. Mb Tika Cuma ngingetin mereka aja, tapi nggak ngasih hukuman atau peringatan. Jadi mereka Cuma diem sebentar trus rame lagi.
- R : Uhm gitu. Ada saran nggak mb mesti gimana gitu?
- I : Ditegasin aja mb. dikasih peringatan atau hukuman gitu. Atau ditungguin aja pas mereka mengerjakan, jadi biar nggak bisa berkutik tuh mereka hehe.

- R : Iya. Trus intinya mb kan di sini sebagai guru yang menyampaikan materi dan menjelaskannya. Setuju nggak dengan peran guru yang seperti itu? Mungkin guru harus berperan atau ngapain aja gitu selain menjelaskan materi?
- I : Aku setuju-setuju aja dengan peran guru yang seperti itu. Kalo nggak dijelasin, kita ya nggak mudeng mb.
- R :Uhm, Ok dech. Trus kamu setuju nggak kalo mb keliling nyamperin meja kalian pas ngejrain tugas?
- I : Kalo aku sih setuju aja. Selain bisa tanya-tanya langsung sama mb e kalo ada yang masih bingung/nggak ngerti, itu juga bisa mengurangi rasa males dan rame, hehe. Jadi aku bisa focus buat ngerjainnya.
- R : Ok. Trus soal desain materinya. Coba kamu liat-liat tuh. Gimana menurut pendapatmu tentang lay out, font, font zise dan sebagainya? Ada saran?
- I : Uhm... Apa ya mb. menurutku sich udah bagus ini. Jenis hurufnya aku suka banget ini, Comic, hehe. Nggak bosenin gitu.
- R : Oke. Well, cukup sekian interviewnya. Makasih ya Isna. Maaf udah ganggu waktu pulang sekolah kamu.
- I : Yoi mb. Gak papa kok, hehe.

Interview II
(First Student)

Name of Students : Rangga
 Day/ Date : Tuesday/ July 10th, 2012
 Place : X Lukis Room
 Time : 11.47 am

- R : Hai Rangga. Apa kabar?
 Ra : Hai mb. Baik.
 R : Hari ini giliran kamu tak interview ya. Ini materinya sambil diliat-liat lagi.
 Ra : Ok mb.
 R : Minggu ini kan kita dah belajar unit 2. Menurutmu materi unit 2 yang udah mb sampein ke kalian bisa dipahami nggak?
 Ra : Uhm... bisa dipahami kok mb.
 R : Di unit 2 ini kan kita belajar tentang menulis dan mendeskripsikan seseorang. Nah itu kamu udah paham belum? Cara-cara nulisnya, grammarnya gitu?
 Ra : kalo aku sih dah bisa paham mb dan aku juga udah bisa caranya nulis descriptive text.
 R : Kalo kamu disuruh nulis lagi kira-kira bisa ya?
 Ra : Iya bisa.
 R : Ok. Sekarang soal topiknya. Menurut kamu udah pas belum sama jurusan seni lukis kalo topiknya tentang beberapa seniman, kayak yang di unit 2 ini ada Leonardo da Vinci, Raden Saleh, and Basuki Abdullah.
 Ra : Oh, kalo itu ya udah pas banget mb. Mengetahui tentang beberapa seniman terkenal juga sangat penting.
 R : Ok. Nah sekarang soal input. Ini kan mb ngasi input berupa gambar 3 seniman sama 1 contoh teks descriptive yang mendeskripsikan Leonardo da Vinci. Menurutmu udah sesuai belum mb ngasih input itu ke kalian. Atau harus ada tambahan input lain mungkin?
 Ra : Uhm... menurutku sih ini udah sesuai kok. Yang penting ada gambar sama contoh teksnya. Jadi kalo ada contohnya kan lebih mudah dipahami. Kayak ini juga mudah dipahami, soale udah ada contoh teksnya. Jadi nek ngerjain menulis ya ada gambaran and bisa liat-liat teksnya lagi.
 R : Ok. Jadi kamu setuju dengan input ini ya. Ok, next tentang tugas-tugasnya. Menurutmu tugas-tugas di unit 2 ini susah nggak sih?
 Ra : Ini...uhm... ntar dulu mb. Ini tuh nggak terlalu susah kok. Ya kan ini udah dilengkapi ama contoh-contohnya, jadi kalo ngerjain tugasnya ya tinggal liat contohnya. Tapi yang tugas individu tuh mb yang terakhir rada susah soalnya kan benar-benar belajar menulis, bikin karangan deskriptif.
 R : Uhm... Ok dech. Trus tentang tugas berpasangan itu kamu bisa sharing-sharing nggak sama pasangan kamu?
 Ra : Ya iya dunk mb. Aku paling suka kalo ada tugas kelompok atau berpasangan kayak gini, soale kita bisa sharing sama temen kalo ada yang susah and ngerjainnya nggak sendirian hehe. Jadi ngerjainnya bisa bareng-bareng gitu hehe.

- R : Uhm... sekarang kalo tugas individunya gimana? Maksudku kamu bisa ngerjain nggak yang tak suruh cari info seniman favoritmu trus ngisi di table habis tu kamu bikin teks deskriptif yang isinya mendeskripsikan tentang dia gitu.
- Ra : Oh kalo itu aku malah suka mb. Aku kan suka pengen tau tentang seniman-seniman gitu. Kalo disuruh mendeskripsikan penampilan sama informasi senimannya aku malah suka. Aku bisa ngerjain kok mb tadi. Tapi aku kalo vocabularynya yang belum bisa hehe. Suka bingung ngartiinnya ke bahasa Inggris.
- R : Tapi kamu tadi liat di kamus kan?
- Ra : Iya kalo kayak tadi sih aku bisa liat di kamus.
- R : Ok. Trus sekarang tentang instruksinya nich. Menurutmu instruksi-instruksi di unit 2 ini mudah dipahami nggak?
- Ra : Uhm... ntar dulu mb. Ini nich yang task 4. Itu kita disuruh analisis apanya Leonardo mb?
- R : Profilnya. Kan suruh ngisi kotak-kotak itu.
- Ra : Iya, aku tau, tapi di instruksinya nggak ada kata-kata 'profil' nya.
- R : Ok... Ntar mb kasih ya. Trus tentang teacher and learner role. Ini kan tentang peran mb di sini. Mb sebagai guru tugasnya menyampaikan materi dan menjelaskannya. Mb ini sebagai fasilitator lah. Kamu setuju dengan peran mb di kelas seperti itu?
- Ra : Iya, aku setuju. Ya guru tugasnya menyampaikan materi dan membantu kita kalo ada yang nggak ngerti.
- R : Trus peran kalian sebagai siswa adalah menerima materi yang disampaikan guru, aktif dalam kegiatan diskusi, dan mengerjakan tugas yang diberikan guru. Setuju nggak dengan peran itu?
- Ra : Setuju, mb.
- R : Dalam menjelaskan materi suara mb kenceng nggak? Materinya bisa mudah dipahami nggak?
- Ra : Udah cukup kenceng kok mb. Jadi kita bisa mudah paham juga sama materinya.
- R : Trus Menurutmu kamu setuju nggak sih kalo pas kalian ngerjain mb keliling trus nyamperin kalian gitu?
- Ra : Uhm... hehe, aku agak kurang setuju mb.
- R : Kenapa?
- Ra : Soale aku kadang malu kalo kerjaanku diliatin mbaknya langsung gitu. Suka nggak konsen hehe.
- R : Uhm, I see. Sekarang tentang desain materinya. Gimana menurut pendapatmu tentang desain materi ini? Jenis hurufnya, ukurannya, dan lain-lain. Ada saran?
- Ra : Uhm... Ini udah cukup bagus untuk seni lukis mb. Jenis hurufnya juga kreatif nich. Beda ama modul-modul yang dikasih dari sekolah. Nek ini hurufnya Comic San MS ya?
- R : Iya.
- Ra : Aku suka Comic San MS. Nggak bikin jenuh di mata. Kalo modul yang aku punya ini Times New Roman mulu. Bosen. Ini bagus mb. Ada gambar sama warna-warna yang berbeda. Ini warna dominannya ungu ya mb?
- R : Iya. Gimana menurutmu? Apa perlu dirubah ke warna lain gitu?
- Ra : dirubah juga nggak apa-apa, tapi ini sih udah cukup bagus kan sekarang lagi populer warna unyu-unyu hehe.
- R : Ok dech. Makasih ya Rangga. Maaf udah ngganggu waktu istirahat kamu.

Ra : Ok mb sama-sama.

Interview II
(Second Student)

Name of Students : Bobby
Day/ Date : Tuesday/ July 10th, 2012
Place : X Lukis Room
Time : 12.00 am

R : Hai Bobby. Giliran kamu ya.
B : Ya mb, nggak lama to mb?
R : Uhm... enggak Cuma bentar aja. Sambil diliat-liat materinya ya.
B : Ok dech mb.
R : Bobby, minggu ini kita udah belajar unit 2. Menurutmu materi ini udah bisa dimengerti belum?
B : Menurutku udah mb.
R : Kita belajar soal bagaimana cara menulis descriptive text. Menggambarkan seseorang. Kamu udah paham bagaimana cara menulisnya, tenses yang dipakai apa gitu?
B : Ya udah nho mb. Lha disini kan udah ada penjelasnya. Ya tinggal mbaca aja.
R : Kalo disuruh nulis lagi kira-kira kamu bisa nggak ngerjain sendiri?
B : Insya Allah bisa mb. Sing penting ada kamus.
R : Ok. Sekarang soal topiknya. Topik di unit 2 ini udah sesuai dengan jurusan seni lukis belum?
B : Maksudnya topic gimana mb?
R : Ini lho kan unit 2 ini kita topiknya tentang pelukis terkenal jaman dulu.
B : Oh... tentang pelukis to? Iya ini udah sesuai mb.
R : Ok. Sekarang inputnya nich. Di sini mb ngasih 3 gambar pelukis terkenal. Trus kalo belajar writing kan inputnya harus teks. Mb kasih teks tentang Leonardo da Vinci. Gimana menurutmu, sesuai nggak sama seni lukis?
B : Oh... ya sesuai-sesuai aja.
R : Ok. Sekarang soal tugas-tugasnya. Susah-susah nggak nich tugasnya?
B : Ho oh mb susah. Hehe
R : Susahnya dimana?
B : Yang ini mb. Yang parts of the body. Yang kolom adjectivesnya.
R : Uhm... susahnya gimana.
B : Ini kok ada yang kosong task 5 bagian table itu? Maksudnya kita disuruh ngisi apa gimana? Mbok diisi semua mb jadi kita biar tau jenis-jenis bagian tubuh manusia dalam bahasa Inggris gitu. Biar ntar nek disuruh menulis tinggal liat disini.
R : Oh... Ok. Ya ntar mb kasih sekalian aja semua adjectivesnya ya . Sekarang masalah tugas berpasangan. Gimana menurutmu tugas berpasangan bisa membantu kamu nggak

- buat memahami dan ngerjain tugasnya? Bisa sharing-sharing nggak sama pasangan kamu?
- B : Iya bisa mb. Aku seneng kalo berpasangan, jadi ngerjainya sama-sama.
- R : Kalo tugas individu, tadi bisa ngerjain nggak?
- B : Uhm... Cara ngerjainya sih udah bisa. Kan tinggal liat penjelasan sama contoh teksnya.
- R : Lanjut soal instruksi nich. Ayo kita liat dari awal. Instruksinya ada yang nggak jelas?
- B : Task 13 itu mb. Panjang amat instruksinya. Bingung tadi aku.
- R : Oh... Ok, ntar tak bikin simple ya. Instruksi yang lainnya ada lagi bikin bingung?
- B : Uhhh... Nggak ada mb. Task 13 itu aja yang perlu diganti instruksinya.
- R : Trus soal teacher role and learner role. Di sini mb berperan sebagai guru. Mb menjelaskan dan menyampaikan materi. Kamu setuju dengan peran mb?
- B : Ya setuju mb.
- R : Kalo kalian kan siswa mb. Kalian adalah peserta didik yang menerima materi yang mb sampaikan dan aktif di kelas dalam diskusi. Kamu setuju dengan peran siswa yang seperti itu?
- B : Ya tentu setuju mb. Kita kan tugasnya menerima yang disampaikan oleh guru.
- R : Pas mb menjelaskan materi unit 2 ini, penjelasan mb mudah dipahami nggak? Suara mb kurang kenceng apa udah pas?
- B : Udah mb, suaranya udah pas. Bisa kedengeran sampe belakang.
- R : Ok, kalo mb keliling nyamperin kalian pas kalian ngerjain tugas, kamu setuju nggak?
- B : Setuju-setuju aja sih tapi jangan keseringan mb. ntar kita bingung malahan kalo diawasi mulu. Hehe.
- R : Oh gitu ya. Ok dech. Kalo tentang desain materi unit 2 ini, menurutmu udah bagus belum? Font, font zise, lay out, color, dan sebagainya. Ada saran?
- B : Ini udah bagus mb. Sing penting kalo buat anak seni lukis kayak kita ini jangan monoton.
- R : Lha ini menurutmu monoton nggak?
- B : Nggak kok mb. Ini dah ada variasinya. Font nya ya udah bukan TNR lagi. Udah pake Comic, udah bagus. Ada gambarnya juga di awal-awal. Bagus kok mb. Pemilihan warnanya juga bagus.
- R : Ok. Makasih ya Bobby.
- B : Iya mb sama-sama.

Interview II
(Third Student)

Name of Students : Anggraita
 Day/ Date : Tuesday/ July 10th, 2012
 Place : In Front of Shool Library
 Time : 14.30 pm

- R : Hai Anggraita. Apa kabar? Udah selesai pelajaran Pak Mur?
 A : Baik mb. Udah selesai ini. Interviewnya tentang apa mb?
 R : Tentang materi unit 2 kok. Masih dibawa to materinya yang tadi?
 A : Iya ini.
 R : Yuk kita mulai aja. Kamu sambil liat-liat materinya ya.
 A : Ya mb.
 R : Kita dah belajar unit 2 minggu ini. Menurutmu materi ini mudah dipahami nggak?
 A : Uhm... mudah kok mb. Di sini udah ada penjelasan sama contoh-contohnya, jadi mudah dipahami.
 R : Iya, unit 2 ini kan kita belajar menulis descriptive text. Mendeskripsikan seseorang. Seniman contohnya. Ini ada penjelasan cara nulisnya, peraturanya, grammarnya, paragrafnya dan lain-lain. Udah paham belum?
 A : Udah mb. Ini ada semua penjelasnya kok.
 R : Ok. Sekarang soal topic. Di sini topiknya beda dari unit 1 kemarin. Kita sekarang ngomong tentang pelukis-pelukis terkenal di masa lampau. Udah sesuai belum sama jurusan seni lukis kalo topiknya para seniman atau pelukis terkenal gitu?
 A : Iya mb. cocok buat jurusan seni lukis. Kan kita nggak Cuma belajar melukis dan bikin karya, tapi juga harus punya pengetahuan tentang para pelukis juga.
 R : Nah, sekarang inputnya. Di sini mb kan ngasih input berupa 3 pelukis terkenal dan ada 1 teks deskriptif yang mendeskripsikan Leonardo da Vinci. Sesuai nggak dengan seni lukis?
 A : Iya udah sesuai kok.
 R : Ok. Sekarang kalo tugas-tugasnya di unit 2 ini susah-susah nggak?
 A : Uhm... Ada yang susah ada yang mudah.
 R : Yang susah task mana?
 A : Uhm... yang ini mb. Task 9. Menggabungkan 2 kalimat pakai relative caluse. Aku rada bingung hehe.
 R : Bingungnya gimana?
 A : Ya menggabungkannya itu. Contohnya Cuma 1 ya mb?
 R : Iya. Perlu ditambahi contoh lagi kah?
 A : Iya mb tambahin contoh 1 lagi aja yang task 9. Hehe...
 R : Ok... ntr mb tambahin ya. Ada lagi?
 A : Ada, task 5 bagian table yang 'Parts of the body'. Yang adjectivesnya itu kok nggak diisi semua mb? Mbok di isi semua mb biar sekalian langsung tau gitu.
 R : Oh... OK. Ada lagi?
 A : Uhm... udah mb itu aja.

- R : Kalo tugas berpasangannya bisa membantu kamu untuk sharing-sharing tentang kseulitan-kesulitan ngerjain tugasny nggak?
- A : Oh... bisa mb. Aku bisa tanya ama temenku kalo ada yang rada susah. Jadi sebelum tanya ke mb Tika, aku tanya dulu sama temenku. Hehe.
- R : Ok, kalo yang tugas individu tadi bisa ngerjain sendiri?
- A : Bisa kok mb. Tapi aku tadi ya masih liat-liat contohnya teksnya gitu.
- R : Beralih ke instruksi. Ayo kita liat lagi instruksi-instruksinya. Mana yang menurutmu instruksinya nggak jelas?
- A : Task 10 mb. Itu instruksinya Cuma suruh baca aja apa sama gimana gitu sama gambarnya suruh ngapain?
- R : Oh, itu kalian baca teksnya sambil di amati sama gambarnya. Cocok nggak gitu. Kurang jelas ya perintahnya?
- A : Iya.
- R : Ok, ntar tak perjelas instruksinya. Kalo tentang teacher role. Mb di sini sebagai guru yang menyampaikan dan menjelaskan materi. Kamu setuju nggak dengan peran mb?
- A : Peran mb menyampaikan materi gitu to? Ya aku sich setuju aja.
- R : Dan kalin sebagai siswa adalah pihak yang menerima pelajaran dari mb, berdiskusi dalam kegiatan diskusi kelas, dan mengerjakan tugas dari guru. Setuju nggak dengan itu?
- A : Ya jelas setuju lah mb. Kita sebagai siswa kan tugasnya ya emang gitu.
- R : Dalam menjelaskan materi, penjelasan mb mudah diterima belum? Suara mb udah kenceng belum?
- A : Mudah dipahami kok mb. Suara mb juga udah cukup kenceng.
- R : Uhm, trus pas kalian ngerjain tugas, mb kan suka keliling nyamperin kalian nich. Setuju nggak sih kalo mb kayak gitu?
- A : Uhm... gimana ya? Hehe agak kurang setuju mb.
- R : Kenapa?
- A : Malu diliatin kerjaanku sama mb hehe. Takut salah mb.
- R : Oh... hehe. Ok. The last nich. Gimana menurutmu tentang desain materi ini? Font, font size, warnanya dan lain-lain. Ada saran nggak?
- A : Apa ya... udah bagus ini mb. Ada warna-warninya. Jadi nggak bosenin. Nggak kayak modul yang dikasih dari sekolah ini nich. Warnanya kelabu hehe.
- R : Jadi desainya kamu setuju ya?
- A : Iya mb.
- R : Ok. Makasih ya Anggraita.
- A : Yoi mb.

Interview III
(First Student)

Name of Students : Novela
 Day/ Date : Tuesday/ July 24th, 2012
 Place : Painting Studio
 Time : 11.47 am

- R : Hai Novela. Kamu yang pertama untuk interview unit 3 ini ya.
 N : Hai mb. Ok mb.
 R : Bisa kita mulai?
 N : Bisa mb.
 R : Novela, kita minggu ini membahas unit terakhir, yaitu unit 3. Menurutmu unit 3 ini mudah dipahami nggak? Di sini kan kalian juga tak suruh bikin karya. Gimana mneurutmu?
 N : Mudah dipahami kok mb. Ya aku seneng dengan unit 3 ini, soalnya selain belajar nulis bahasa Inggris, kita bisa bikin karya juga.
 R : Uhm... kalo materinya? Kita di sini masih belajar menulis teks deskriptif. Bedanya dari unit 2 terletak pada subyeknya. Kalo yang unit 2 kemarin mendeskripsikan seseorang dan penampilanya, di unit 3 ini mendeskripsikan karya/lukisan. Itu gimana? Bisa dipahami nggak?
 N : Bisa kok mb. Hampir sama to kayak unit 2, Cuma beda apa yang mau dideskripsikan aja.
 R : Yup, bener. Jadi kamu paham kan tentang cara nulisnya, grammar, susunan paragrafnya?
 N : Iya.
 R : Ok, lanjut ke topic. Topic unit 3 ini tentang karya Raden Saleh yang cukup fenomenal. "The Storm". Sesuai nggak sama jurusan seni lukis.
 N : Ya sesuai banget dunk mb. Anak seni lukis ya harus tau bagaiman menganalisis karya.
 R : Uhm... Yak, sekarang input nich. Di sini tak kasih gambar lukisannya Raden Saleh. Trus task 3 mb kasih teks yang mendeskripsikan "The Storm" karya Raden Saleh tadi. Udah sesuai belum?
 N : Jelas udah sesuai. Gambarnya "The Storm", teksnya juga tentang "The Storm."
 R : Ok. Kita lanjut ke tugas-tugasnya. Menurut kamu tugas-tugas di unit 3 susah nggak sih?
 N : Mmm... kalo menurutku... ya nggak susah-susah amat sih mb. Ini kan sebenarnya dari unit 1 mpe unit 3 kita belajar mendeskripsikan sesuatu kan mb?
 R : Iya. Ada yang susah nggak?
 N : Insya Allah nggak ada mb.
 R : Ok. Jadi bisa ngerjain ya kemarin.
 N : Insya Allah, hehe.
 R : Yang tugas berpasangan bisa membantu kamu untuk lebih mudah ngerjainnya nggak? Bisa sharing-sharing nggak sama pasangan kamu?
 N : Bisa mb.
 R : Kalo tugas individu bisa ngerjain sendiri kan?

- N : Kalo melukisnya tentu bisa, tapi kalo menulis deskripsi karyaku ya ... uhmmm, gimana ya, ya insya Allah lah mb. Aku sih merasanya bisa, hehe.
- R : Ok. Lanjut ke instruksi. Di unit 3 ini instruksi-instruksinya menurutmu jelas nggak? Disuruh ngapain gitu kamu paham nggak?
- N : Jelas kok mb.
- R : Ok, ga ada masalah ya soal instruksi. Kita lanjutkan ke teacher role and learner role. Di sini mb sebagai guru menyampaikan dan menjelaskan materi. Kamu setuju nggak dengan peran mb itu?
- N : Iya lah mb. Aku setuju.
- R : Trus kalian sebagai siswa berperan sebagai pihak yang menerima pelajaran dari guru, aktif dalam diskusi, dan mengerjakan tugas dari guru. Setuju nggak?
- N : Uhm... nek bisa sih nggak usah ngerjain tugas. Hahaha... becanda mb. Ya aku setuju mb.
- R : Dalam menjelaskan unit 3, penjelasan mb bisa mudah diterima dan dipahami belum? Suara mb sudah kenceng or belum?
- N : Mudah diterima, suara mb juga udah pas. Nggak terlalu kenceng juga nggak terlalu lirih.
- R : Trus kalo pas kalian ngerjain, mb kan suke keliling nyamperin kalian. Suka nggak dengan sikap mb yang seperti itu?
- N : Kalo aku ya suka-suka aja sih. Kan bisa langsung nanya-nanya ke mbnya.
- R : Mmm... Pertanyaan terakhir nich. Menurut pendapatmu, gimana dengan desain materi ini. Secara fisik maksudku. Ada saran mungkin tentang font, font size, color, gambar dan sebagainya. Gimana tuh?
- N : Ya udah bagus ini mb. Warna-warni, jadi nggak jenuh. Ada gambarnya juga. Bagus kok mb. Aku suka font apa aja sih yang penting bisa dibaca, hehe.
- R : Uhm... Ok, well. Makasih ya Novela.
- N : Sama-sama mb.

Interview III
(Second Student)

Name of Students : Katrin
 Day/ Date : Tuesday/ July 24th, 2012
 Place : Painting Studio
 Time : 12.00 am

- R : Hai, Kat. Tak interview lagi nich.
 K : Hai mb. Hehe, Ok mb.
 R : Seperti kemarin, sambil diliat-liat ya ini materi unit 3 nya.
 K : Okay.
 R : Gimana nich unit 3, Kat? Mudah dipahami nggak?
 K : Ini lebih mudah dari 2 unit yang kemarin mb. Apalagi di unit 3 ini kita juga bikin karya. Asyik gitu.
 R : Mmm... Ok, materinya tentang menulis descriptive text bener-bener udah paham kan? Hampir sama kayak unit 2 kemarin, cuma beda subyek yang dideskripsikan aja.
 K : Ho oh Alhamdulillah bisa lebih paham mb.
 R : Ok, sekarang topiknya. Udah sesuai belum nich topiknya tentang karya Raden Saleh?
 K : Tentu sudah sesuai mb. Kita bisa belajar mendeskripsikan karya-karya seniman secara tertulis.
 R : Inputnya udah sesuai belum? Ini kan ada gambar "The Storm", plus ada teks tentang deskripsi "The Storm." Gimana tuh?
 K : Ya udah sesuai mb. Teksnya udah cukup untuk contoh mendeskripsikan karya.
 R : Tentang materi Linking Verbs nya bisa dipahami belum?
 K : Bisa mb. Menurutku ini simple aja untuk mendeskripsikan karya pake linking verbs.
 R : Uhm... the next, tentang tugas-tugas di unit 3. Ada kesulitan nggak?
 K : Task 12 mb. Topik karya kok cuma 3 mb? Ditambahi jadi 5 gitu mb.
 R : Oh... Ok ntr tak tak tambahi ya. Ada lagi?
 K : Insya Allah nggak ada mb. Unit 3 ini lebih simple kok. Paling yang bikin lama tugas bikin karyanya, trus nulisnya hehe.
 R : He... Ok. Tugas berpasanganya bisa membantumu memahami materi nggak? Dan masih bisa sharing-sharing kan sama pasangan?
 K : Wihhh... bisa banget nho mb. Apalagi di sini tugasnya menulis deskripsi karya Basuki Abdullah yang super romantic painter itu hehe. Ada pertanyaan-pertanyaan yang memandu kita menulis. Bisa jawab bareng-bareng sama pasangan dan diskusiin nulisnya.
 R : Good. Tugas individu?
 K : Task 12 ini to mb?
 R : Iya.
 K : Ini mah gampang aja. Cuma suruh milih topik buat tema lukisan, trus suruh nulis tentang karya kita.
 R : Jadi bisa ya tadi.
 K : Insya Allah bisa mb. Asalkan kita masih boleh buka kamus sih no problemo, hehe.
 R : OK. Sekarang tentang instruksinya. Udah jelas belum nich instruksi-instruksinya, Kat?
 K : Mmm... Tak baca-baca dulu. Menurutku sih udah jelas semua kok mb.
 R : Mudeng ya disuruh ngapain gitu?
 K : Ho oh.

- R : Sekarang teacher-learner role. Setuju nggak dengan peran mb sebagai guru yaitu menyampaikan materi dan menjelaskannya?
- K : Iya setuju mb.
- R : Trus sebagai learner. Pertanyaan yang sama kayak beberapa waktu yang lalu. Setuju nggak dengan peran siswa, yaitu menerima pelajaran, aktif berdiskusi, dan mengerjakan tugas dari guru?
- K : Jawabanku juga sama kayak yang dulu mb. Aku setuju mb. hehe.
- R : Udah bisa diterima dengan mudah belum penjelasan dari mb? Suara mb masih sekenceng kemarin apa udah mulai lirih?
- K : Hahaha... Tenang mb, suaramu masih pas. Cukup kenceng kayak kemarin-kemarin. And penjelasan mb tentang unit 3 juga mudah diterima.
- R : Ok, masih suka sama kebiasaan mb keliling nyamperin kalian pas ngerjain tugas?
- K : Masih... Ya kayak gitu aja terus mb kalo ngajar biar komunikasinya juga semakin dekat. Nggak melulu di meja guru and berdiri di depan terus. Kita juga bisa lebih enak kalo tanya-tanya kan nggak harus didenger sama anak-anak yang lain.
- R : Yap. Desain unit 3 gimana nich, Kat?
- K : Gimana apanya mb?
- R : Ya menurutmu udah bagus belum? Ada sarankah tentang font, font size de el el gitu?
- K : Oh... nggak mb. Udah cukup. Kita walaupun anak seni lukis dikasih materi yang kebanyakan gambar juga malah ga bagus, soale kita bakalan nggak focus pada materi tapi malah ngliatin gambar-gambarnya. Gambarnya cukup input aja ini mb, udah pas. Jadi pas warming up kita udah disemangati oleh gambar input sesuai dengan topiknya.
- R : Ok, ada saran yang lain mungkin?
- K : Uhm... Apa ya??? Kayaknya enggak dech mb.
- R : Ok, makasih banget ya Katrin.
- K : Ok mb.

Interview III
(Third Student)

Name of Students : Rangga
 Day/ Date : Tuesday / July 24th, 2012
 Place : School lobby
 Time : 14.30 pm

- R : Hello, Rangga. Ketemu lagi.
 Ra : Hehe.
 R : Udah kelar pelajaran Pak Mur?
 Ra : Udah mb. Ini wawancara yang apa lagi mb?
 R : Unit 3. Masih dibawa to materinya yang tadi pagi?
 Ra : Ini.
 R : Yak, seperti kemarin. Sambil diliat-liat ya.
 Ra : Ok mb.
 R : Baiklah kita mulai. Gimana Rangga unit 3 ini. Mudah dipahami?
 Ra : Unit 3 ini... mudah kok mb. Sama kayak yang unit 2 ya ini menulis descriptive text?
 R : Ho oh. Bedanya kalo di sini kita belajar nulis karya. Gimana bisa dipahami kan?
 Ra : Bisa... bisa.
 R : Materi Linking Verbsnya bisa?
 Ra : Mmm... bisa mb. Ini fungsinya buat nulis juga to mb?
 R : Iya. Jadi kita bisa gunakan Linking Verbs untuk mengungkapkan karya-karya dalam bentuk sebuah kalimat gitu. Jadi nggak melulu cuma pakai adjectives phrase atau kalimat-kalimat biasa.
 Ra : Ya ya... Aku dhong kok mb.
 R : Ok, topiknya nich. Sesuai nggak?
 Ra : Topiknya ini... karya seni to? Ya udah sesuai kok mb. Bisa belajar apresiasi karya. Anak seni lukis harus bisa mendeskripsikan sebuah karya.
 R : Ok, good. Inputnya, sekarang. Ini kan mb kasih karya Raden Saleh, yaitu "The Storm". Teksnya juga tentang "The Storm." Sesuai nggak?
 Ra : Ya jelas sesuai mb.
 R : Sekarang ke tugas-tugasnya. Susah-susah nggak unit 3 ini?
 Ra : Mmm... enggak kok mb.
 R : Jadi mudah ya? Yang tugas berpasangan bisa membantu kamu menegrjakan tugas menulis? Bisa sharing-sharing dengan pasangan kamu?
 Ra : Bisa mb. Ini juga ada panduannya berupa pertanyaan-pertanyaan, jadi bisa diskusi.
 R : Ok. Tugas individu bisa dikerjain sendiri kan?
 Ra : Bikin karyanya tentu jelas bisa. Menulis deskripsinya, Insya Allah bisa.
 R : Uhm... instruksinya gimana, Rangga? Jelas nggak disuruh ngapain gitu?
 Ra : Menurutku sih udah jelas mb.
 R : Kalo teacher dan learner role sekarang. Pertanyaannya sama kayak dulu. Setuju nggak dengan peran mb sebagai guru menyampaikan dan menjelaskan materi?
 Ra : Iya aku setuju.

- R : Setuju nggak dengan peran siswa, yaitu menerima pelajaran dari guru, aktif berdiskusi di kelas, dan mengerjakan tugas dari guru?
- Ra : Itu juga aku setuju.
- R : Suara mb masih kenceng kan kayak biasanya? Mudah diterima belum penjelasan mb yang unit 3 ini?
- Ra : Oh... suara mb Tika masih pas kencengnya, sehingga mudah dipahami dan diterima penjelasannya, hehe.
- R : Ok ok, makasih, hehe. Kemarin pas unit 2 kamu nggak suka ya dengan cara mb keliling nyamperin kalian pas ngerjain tugas. Kalo di unit 3 ini masih sama nggak suka juga?
- Ra : Oh... nek unit 3 ini beda mb. Nggak terlalu bikin spaneng materinya. Ada bikin karyanya itu lho yang aku suka. Aku setuju mb nya keliling nyamperin kita kalo pas melukis, jadi mb tau gimana caranya melukis dan mengikuti proses melukisnya. Kan seniman juga ingin dimengerti, hehe.
- R : Uhm, syukurlah. Lha kalo pas menulis deskripsi karya kalian, suka nggak kalo kayak tadi mb samperin juga?
- Ra : Yaaa... Suka juga sih. Jadi biar lebih afdol aja, tulisan ama lukisan biar mb bisa ngecek cocok nggak gitu, he...
- R : Ok. Terakhir nich, Rangga. Seperti biasa mb nanyain soal desain materi ini. Ada saran nggak?
- Ra : Uhhh... Enggak sih mb. Sama pendapatku kayak unit 2 kemarin, udah bagus ini.
- R : Ok. Makasih ya Rangga.
- Ra : Sama-sama mb.

Interview 1

Day/ Date : Saturday/ July 28th, 2012
 Place : Language Laboratory
 Name of students :
 Student 1 : Katrin
 Student 2 : Rangga
 Student 3 : Isna

R : Hi guys. How are you? Tak interview lagi ya kalian.
 Ra : Hai mb. We are fine. Oke – oke. Bareng – bareng to mb kali ini interview nya?
 R : Iya, lha waktunya mepet je.
 Ra : Oke lah. Yuk mb dimulai aja.
 R : Oke. Masing –masing dah bawa materinya kan? Sambil diliat ya. Gimana nich menurut kalian setelah mb revisi materi ini udah mencapai tujuan kalian untuk meningkatkan menulis descriptive text dan membuat frase belum?
 Ra : Udah kok mb. Ini dah mencapai tujuan. Kita jadi leabih ngerti tentang descriptive text dan cara menulisnya. Kita juga sekarang bisa mnulis frase.
 R : Ok. Kalo topiknya?
 Ra : Masih sama kayak kemarin kan topiknya. Ya sesuai mb sama jurusan seni lukis.
 R : Inputnya?
 Ra : Inputnya sesuai sama jurusan kita dan sesuai juga sama topiknya.
 R : Kalo instruksi-instruksinya ada yang masih belum jelas?
 I : Uhhh... kayaknya udah jelas semua nich mb.
 R : Kalo teacher dan learners' roles nya gimana? Mb memimpin, menjelaskan dan memandu kalian. Kalian menerima dan melaksanakan perintah mb.
 I : Ya kita setuju mb dengan rolesnya.
 R : Kalo settings nya. Setuju nggak? Ada yang discussion, in pairs and individual.
 I : Setuju kok mb.
 R : Ok. Mari kita analisis tasksnya. Dari awal yuk kita buka. Dari task 1 mpe task tearkhir. Kemarin kan yang draft pertama ada yang koment task 1 dan 3. Ini udah tak revisi. Menurut kalian masih ada yang harus mb revisi nggak?
 I : Uhhh... sek mb. Kalo menurutku ini udah nggak ada yang mesti direvisi mb.
 R : Lha kalian bisa mengerjakan nggak tadi? Mudah nggak?
 I : Iya mb. Ya lebih mudah ngerjainya dari yang draft pertama itu.
 R : Instruksi yang task 1 udah simple kan?
 K : Iya iya lebih simple and mudah dipahami.
 R : Kalo yang task 7. Kata kuncinya udah jelas? Udah tak kasih kata kunci lho itu?
 K : Iya kok mb ini dah jelas.
 R : Soal lay out. Ada saran nggak?
 K : Nggak ada mb. Pendapatku sama kayak kemarin. Format dan desainnya udah cukup bagus

Interview 2

Day/ Date : Tuesday/ July 31st, 2012
 Place : X Lukis Class
 Name of students :
 Student 1 : Bobby
 Student 2 : Wulan
 Student 3 : Dimas

R : Halo semua. Yuk tak interview lagi. Dari Bobby ya.
 B : Ok mb.
 R : Unit 2 Bob. Sambil diliat ya materinya.
 B : Yes, Miss.
 R : Gimana nich Bob, unit 2 setelah mb revisi, unit 2 ini udah bisa mencapai tujuan pembelajaran kalian belum? Kalian udah bisa mendeskripsikan seseorang dalam bentuk tulisan belum?
 B : Udah kok ini mb. Udah bener-bener bisa menulis tentang penampilan seseorang.
 R : Selain itu di sini kita juga belajar noun in phrase lagi kayak unit1 dan relative clauses. Udah bisa menggunakan keduanya untuk menulis deskriptif teks? Udah lebih paham belum?
 B : Udah bisa. Kita bisa nulis teks deskripsi pake noun phrase ama relative clauses. Nggak melulu pake kalimat biasa doank.
 R : Ok. Topiknya? Sesuai kan dengan jurusan seni lukis?
 B : Iya lah mb.
 R : Inputnya Bob? Sesuai nggak dengan topiknya dan sesuai nggak sama jurusanmu?
 B : Iya ini dah sesuai.
 R : Sekarang tentang tasks nya. Yuk kita lihat dari task 1 mpe task 14. Kemarin mb dah merevisi task 4, 5, 9, 10. Nah itu masih ada yang perlu direvisi lagi nggak?
 W : Uhm... udah direvisi semua ya? Uhm... dah nggak perlu direvisi lagi mb. Udah lebih baik kok.
 R : Ok. Sekarang instruksi-instruksinya. Udah lebih jelas bleum dari yang draft pertama?
 W : Kalo instruksi nya jelas semua kok mb. Kan udah ada yang direvisi. Kayak task 4, 10, dan 13 udah jelas.
 R : Ok. Tentang teacher and learners' rolesnya sekarang. Nggak ada perubahan dari draft pertama. Kalian masih setuju kah dengan rolesnya?
 W : Iya setuju mb. Guru menjelaskan dan memimpin. Siswa menerima penjelasan dan menjalankan perintah guru.
 R : Settingnya sekarang. Gimana Dim, setting nya juga nggak ada perubahan. Sama dengan draft pertama. Masih setuju kan dengan settingnya?
 D : Iya. Ya lak yo harus ada diskusi barengnya, kerja berpasangan, trus kerja individu.
 R : Yap betul. Tentang desain atau lay out ada saran dan komentar?
 D : Nggak ada mb. Ini udah bagus dengan gambar-gambar sebagai input. Tulisannya juga pake Comic San, jadi nggak monoton. Warna juga colorful.

Interview 3

Day/ Date : Saturday/ August 4th, 2012
 Place : Painting Studio
 Name of students :
 Student 1 : Novela
 Student 2 : Anggraita
 Student 3 : Ibrahim

- R : Halo semuanya. Tolong dibantu ya, mb mau interview kalian lagi nich.
 A : Bareng-bareng ya mb?
 R : Iya, kan waktunya mepet. Siapa dulu nich yang mau tak interview?
 A : Aku dulu aja mb hehe.
 R : Ok. Sambil diliat ya materi unit 3 nya. Anggraita, gimana nich unit 3 setelah mb revisi? Apakah unit 3 ini sudah mencapai tujuan pembelajaran belum? Di sini kita masih belajar menulis teks deskriptif, tapi kali ini mendeskripsikan karya.
 A : Udah mencapai tujuan kok mb ini. Aku suka dengan unit 3 karena kita bisa bikin karya dan belajar menulis tentang karya kita.
 R : Ok. Kalo linking verbsnya bisa dipahami dengan mudah? Bisa pake linking verbs buat nulis karya kamu?
 A : Bisa.
 R : Topiknya apakah sesuai dengan jurusan seni lukis?
 A : Iya sesuai. Apa lagi soal karya seni terkenal gini nich, ya sesuai banget mb. Sesuai dengan kurikulum juga, soale ini kayak pelajaran seni lukis kontemporer dan sejarah seni lukis.
 R : Ok. Nek inputnya, Ang? Udah sesuai sama topic dan jurusanmu belum?
 A : Iya sesuai mb.
 R : Sekarang giliran Novela. Tentang tasks nya Nov. Coba diliat lagi dari awal sampe akhir. Kemarin nggak ada yang complain sama sekali di unit 3. Katanya unit 3 lebih simpel dan lebih mudah. Gimana menurutmu, ada yang mesti tak perbaiki nggak?
 N : Nggak ada mb unit 3 emang lebih mudah. Trus lebih menarik soale ada tugas melukisnya trus mendeskripsi kan nya.
 R : Ok. Instruksinya sekarang. Jelas nggak?
 N : Jelas mb.
 R : Teacher and learners' rolesnya? Masih setuju kan? Mb menjelaskan dan memimpin, sedangkan kalian menerima dan mengerjakan tugas.
 N : Setuju mb.
 R : Ok. Isna, giliran kamu. Uhm... settingsnya Is. Masih sama seperti draft 1. Ada discussion, work in pairs, dan work individually. Setuju?
 I : Setuju mb.
 R : Kalo desain dan lay outnya udah pas belum? Atau mungkin ada saran?
 I : Uhm... enggak sih mb. Ini wes apik kok. Sing penting nggak hitam putih.

Appendix I

THE COURSE GRID OF WRITING MATERIALS FOR GRADE X OF PAINTING DEPARTMENT OF SMK NEGERI 3 KASIHAN BANTUL SMSR YOGYAKARTA

Name of School : SMK Negeri 3 Kasihan
 Subject : English
 Study Program : Painting Department
 Class/Semester : X/ I
 Standard of Competency : Students are be able to communicate in English as a *Novice Level*
 Basic Competency : Describing things, people and their characteristics

Unit	Topic	Indicator	Language Focus	Key of Vocabulary	Input	Activities
1	The Painting Tools	<ol style="list-style-type: none"> 1. Writing a text about the painting tools. 2. Using adjectives in series to write about the tools. 	Adjectives in series	Belly, brass, bristle, chrome, crimp, ferrule, fragile, handle, handheld, hardwood, paintbrush, tip, tool.	<ul style="list-style-type: none"> -A picture of a set of painting tools -The descriptive text about a paintbrush 	<p>BKOF or Let's Begin.</p> <ul style="list-style-type: none"> -studying a picture of a set of painting tools. -Filling the circle by writing the names of the things appeared in the picture. <p>MOT or Let's Move Further</p> <ul style="list-style-type: none"> -Answering some pre reading questions -Reading the text about a paintbrush -Doing vocabulary project. -Answering the questions based on the text to summarize the text. -Focusing on the grammatical features in

						<p>writing descriptive text. -Focusing on Adjectives in series. -Doing the task about Adjectives in series. -Focusing on the use of adjectives in series in a text.</p> <p>JCOT or Find your partner. - writing two meaningful paragraphs about a canvas by arranging the random sentences.</p> <p>ICOT or Try to do it -Studying a picture of a palette. -Writing the description about a palette.</p>
2	The Artists	<ol style="list-style-type: none"> 1. Writing the description of artists' physical appearance. 2. Using adjectives in series to describe the artists. 3. Using relative Clauses. 	<ol style="list-style-type: none"> 1. Adjectives in series 2. Relative Clauses 	Archetype, athletic, beard, botanist, cartographer, chest, curiosity, feverishly, geologist, hose, polymath, renaissance, sculptor,	<ul style="list-style-type: none"> - The picture of Leonardo da Vinci, Raden Saleh, and Basuki Abdullah. -The descriptive text about Leonardo da Vinci 	<p>BKOF or Let's Begin. - Studying pictures of Leonardo da, Vinci Raden Saleh, and Basuki Abdullah. -Answering some questions based on the pictures.</p> <p>MOT or Let's Move Further -Answering pre reading questions. -Reading the text about Leonardo da Vinci and his</p>

				statue, tunic		<p>physical appearance.</p> <ul style="list-style-type: none"> -Doing vocabulary project. - Analyzing about Leonardo da Vinci. -Focusing on the grammatical features of descriptive text. -Focusing on adjectives in series. -Doing exercises about adjectives in series. -Focusing on relatives clauses. - Doing the exercises about relative clauses. -Focusing on the use of adjectives in series and relatives clauses in a text. <p>JCOT or Find your partner</p> <ul style="list-style-type: none"> - Completing the description of the pictures given. <p>ICOT or Try to do it</p> <ul style="list-style-type: none"> -Finding the information and the image about a certain favorite artist. -Writing about the artist based on the information and the image.
3	The Artworks	1. Writing the description of	Linking verbs	Artwork, Awful,	-the picture of Raden Saleh	<p>BKOF or Let's Begin.</p> <ul style="list-style-type: none"> -Studying the picture of

		<p>an artworks.</p> <p>2. Using linking verbs to describe the artwork.</p>		<p>Clouds, Darkness, Destroy, Distortion, Grip, Horrify, ship, Storm, Tend, Unsolved, Wave</p>	<p>artwork, namely “The Storm” - The descriptive text about “The Storm”</p>	<p>Raden Saleh artwork -Mentioning the elements of the picture by filling the table provided.</p> <p>MOT or Let’s Move Further - Answering some pre reading questions -Reading the text about “The Storm”. -Doing the vocabulary project. - Answering the questions based on the text. - Focusing on the grammatical features descriptive text -Focusing on linking verbs. -Doing the exercises about linking verbs. -Focusing on the use of linking verbs in the paragraphs.</p> <p>JCOT or Find your partner - Studying the picture of Sister and Brother created by Basuki Abdullah. - Describing the picture of Sister and Brother by answering the questions</p>
--	--	--	--	--	---	---

						<p>given.</p> <p>ICOT or Try to do it</p> <ul style="list-style-type: none">-Making an artwork by choosing one of the topics given in unit 3 as a theme of an artwork.-Describing the artwork that has been made.
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Appendix J

***THE FINAL
DRAFT***

THE PAINTING TOOLS

In this unit, you will learn how to:

- write a text to describe about a painting tool.
- use adjectives in series in the noun phrase to describe a painting tool.

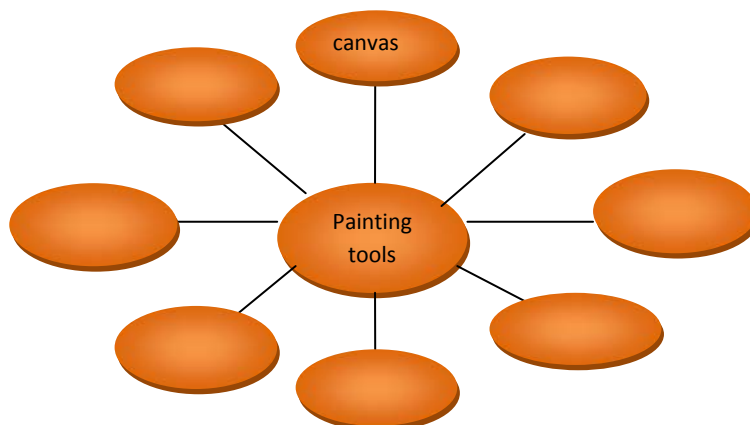
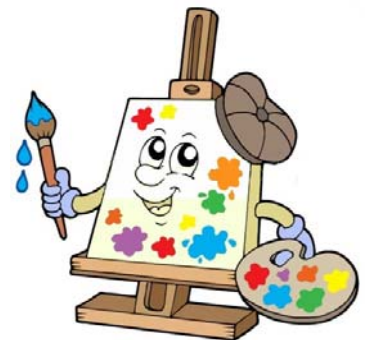
LET'S BEGIN

Task 1

Study the following picture, and then write the names of other tools in the circles. You may use your dictionary.



Picture 1.1





Task 2



Read the text to answer the questions below.

1. What does the text tell us about?
2. What is a paintbrush?
3. What are the parts of a paintbrush?

A Paintbrush

A painting cannot be separated from the tools used in painting. One of them is a handheld tool used to apply paint or sealers to paintable surfaces. This tool is called a paintbrush.

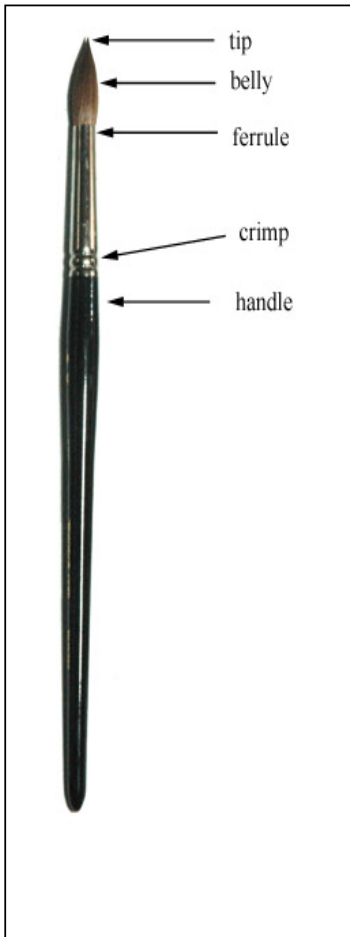
The brush consists of bristles or hair or fiber that is bundled together and tied before being placed into the ferrule and glued to the handle with adhesive. Only about half of the bundled bristles is exposed above the ferrule. The tip of the brush is the most fragile part of the brush. With round brushes the tip should come to a point.

Beneath the tip is the belly. The belly is the reservoir of the brush, where the paint is held.

Beneath the belly is the ferrule, which is typically metal and is often chrome, brass, in the professional brushes. The ferrule provides the support for the bristles. A single piece metal ferrule is a good quality of a ferrule. The ferrule is crimped onto the handle. The handle is the last part of a paintbrush. Most handles are made of woods.

A paintbrush anatomy mentioned above is the requirements of a perfect paintbrush. A good paintbrush will influence the artwork.

Adapted from <http://www.surrencystudios.com/brush 1>



Picture 1.2



Vocabulary Project

Task 3

Find the meaning of the underlined words of the previous text into the following box. You may use your dictionary.

belly /'beli/ *noun* [C] =

brass /bra:s/ /bræs/ *noun* [U] =

bristle /'brisl/ *noun* [C or U] =

chrome /krəʊm/ *noun* [U] =

ferrule /'feru:l/ *noun* [C] =

fragile /'frædʒaɪl/ *adjective* =

handle /'hændl/ *noun* [C] =

hand-held/'hænd'held/ *adjective* =

paintbrush /'peɪntbrʌʃ/ *noun* [C] =

tip /tɪp/ *noun* [C] =

tool /tu:l/ *noun* [C] =

wood /wʊd/ *noun* [C or U] =

Note:

The symbol [C] is Countable noun. The symbol [U] is Uncountable noun. Those symbols have the function in determining the articles (a, an, the, some, etc) in front of the noun. They also determine whether in the end of the noun is added **-s** or not.



FOCUS
IN

Task 4

Study the following explanations.

The Grammatical Features of Descriptive Text

The text about a paintbrush in Task 2 is an example of the text that describes a particular thing by describing the features without including personal opinions. This text is called a descriptive text. To write the description of the subject, you must consider the following rules grammatical features of a descriptive text. They are given below.

1. **The present tense.** The pattern of the present tense is **S + Verb s/es**.

Examples: - The brush consists of bristles or hair.

- The ferrule provides the support for the bristles.

2. **The present tense of TO BE.** The pattern of the present tense of TO BE is **S + TO BE + O/adjective/adverb**.

The subject of 'he/she/it' is followed by 'is'.

The subject of 'they/we' is followed by 'are'.

The subject of 'I' is followed by 'am'.

Examples: - Beneath the tip is the belly.

- The paintbrushes are very expensive.

3. **Adjectives to describe the features of the subject.**

Examples: fragile, good, round, etc.

Adapted from Text Types 3



The following is the organization paragraphs of a descriptive text.

1. A general opening statement in the first paragraph

In this part you should give the definition and introduction of the subject.

Example:

The first paragraph.

A painting cannot be separated from the tools used in painting. One of them is a handheld tool used to apply paint or sealers to paintable surfaces. This tool is called a paintbrush.

2. Description about the subject

In this part, you should describe the subject.

Example:

The second, third, and fourth paragraph.

The brush consists of bristles or hair or fiber that is bundled together and tied before being placed into the ferrule and glued to the handle with adhesive. Only about half of the bundled bristles is exposed above the ferrule. The tip of the brush is the most fragile part of the brush. With round brushes the tip should come to a point.

Beneath the tip is the belly. The belly is the reservoir of the brush, where the paint is held.

Beneath the belly is the ferrule, which is typically metal and is often chrome, brass, in the professional brushes. The ferrule provides the support for the bristles. A single piece metal ferrule is a good quality of a ferrule. The ferrule is crimped onto the handle. The handle is the last part of a paintbrush. Most handles are made of woods.



3. A concluding paragraph (optional)

In this part you should give the conclusion of the subject by summarizing paragraph 1, 2, 3, and 4.

Example:

The fifth paragraph of the text in page 2.

A paintbrush anatomy mentioned above is the requirements of a perfect paintbrush. A good paintbrush will influence the artwork.

After reading the explanations in Task 4, we can summarize that a text which aim is to describe about something, its parts, and its feature, is called as Descriptive text.

Using Adjectives in Series to Write A Noun Phrase in Writing A Painting Tool

Task 5 Study the following explanations.

A. Adjectives in series in a noun phrase

Giving clear rules to follow about the position of adjective nearest the noun is difficult, but it is not always easy to decide which is more precise.

Follow the following rules:

Article/determiner	: a, an, the, some, etc
Quality/ description	: beautiful, good, bad, nice, ugly, etc
Size	: big, small, tall, large, etc
Age/temperature	: old, new, young, hot, etc
Shape	: round, oval, square, circle, cone, triangle, etc
Color	: blue, red, yellow, green, black, etc
Origin	: American, Chinese, Indonesian, etc



Substance/Material : gold, wooden, bamboo, wood, etc

The order of adjectives in a noun phrase:

<u>Article/determiner</u>	-	<u>quality</u>	-	<u>size</u>	-	<u>age/temperature</u>	-	<u>shape</u>	-	<u>color</u>	-
1		2		3		4		5		6	
<u>origin</u>	-	<u>material</u>	-	<u>head word/Head Noun</u>							
7		8		9							

Taken from Bring me to the World 1

B. Countable and Uncountable Nouns in a noun phrase

1. Countable nouns are things we can count. They can be plural or singular.

For example :

A canvas, two canvases, three canvases, etc.

An apple, two apples, three apples, etc.

Some pencils, some brushes, some colors, etc.

- The article **a** is used when the first sound of the noun is a consonant.
- The article **an** is used when the first sound of the noun is a vowel.
- **Some** is used for the plural countable nouns.



2. Uncountable nouns are things we cannot count, they are not separate objects. This means you cannot make them plural by adding -s, because they only have a singular form. It also means that they do not take a/an or a number in front of them.

For example:

- Water
- Coffee
- sand

Taken from English Grammar in Use

Study the following examples:

1. A beautiful large new square black Chinese wooden frame
1 2 3 4 5 6 7 8 9

2. A nice long brown wooden brush
1 2 3 4 5 6

3. The old oval red Chinese vase
1 2 3 4 5 6

4. Some wide square white canvases
1 2 3 4 5

5. A unique old brown American palette
1 2 3 4 5 6

6. Soft white sand
1 2 3

7. Cold red water
1 2 3

Check in your dictionary the head nouns in each phrase above, then determine whether they are countable or uncountable noun.



Task 6

Arrange the words in each number into a good noun phrase. Number 1 is as a model.



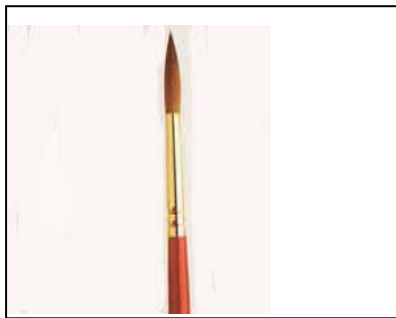
Picture 1.3

1. white - new - good - A - canvas
(A good new white canvas)



Picture 1.4

4. Acrylic - nice - yellow
()



Picture 1.5

2. red - A - small - old - brush
()



Picture 1.6

5. wooden - brown - palette - A
()



Picture 1.7

3. long - black - A - pencil - good
()



Picture 1.8

6. fan- expensive - brushes - two
()



Using Noun Phrases in A Paragraph

Task 7

Study the following paragraph and pay attention to the bold phrases.

A rigger brush

A rigger or liner brush is **a thin small brush**. It is extremely a long bristle. It has **a flat square tip**. Rigger brushes are great for producing fine lines with a consistent width. It is ideal for painting the thin branches on trees, the boat masts, or the cat's whiskers. They're also good for signing your name on a painting.

Adapted from <http://painting.about.com/od/artsupplies/ig/Intro-to-Art-Paint-Brushes/riggerbrush>

The text above shows us about the use of noun phrases in a paragraph. The bold phrases in the text are the use of adjectives in series in the noun phrases.

Task 8

Arrange the following words into the correct noun phrases, then complete the paragraph with the suitable phrases.

hog - a - American - good an - American - expensive - bristle
short - a - hairs - strong

Da Vinci Hog Bristle Flat

Da Vinci Hog Bristle Flat is one where the bristles are arranged, so that the brush is quite wide, but not very thick. This is_____. The bristle has_____. The hairs are made of _____which hold paint well and stiff. Da Vinci Hog Bristle brush is meticulously crafted, with extra strong, yet elastic double-boiled bristles to give more spring and longer life.

Adapted from <http://painting.about.com/od/artsupplies/ig/davincihogbristle>



FIND
YOUR
PARTNER

Task 9

In pairs, write two meaningful paragraphs about a canvas by arranging the following sentences. Paragraph one has been done for you.

1. Canvas paintings are one of the most popular mediums of paintings, especially for oil paintings, all over the world. Painting on canvas is easy even for beginners and it's widely used for creating beautiful oil paintings.
2.
 - a. A gesso coated canvas is stretched across a wooden frame before it is used for paintings.
 - b. Canvas is made of a heavy-duty fabric usually made of cotton. It has a simple weave and is ideal as a base of paintings.
 - c. However linen is still preferred by professional artists because cotton stretches more than linen.
 - d. Earlier linen canvas was popular but by the turn of the 19th century cotton canvas gained popularity
3.
 - a. This is stark contrast to the Renaissance painters who would take great pains not to show the texture.
 - b. However most modern painters take advantage of both the canvas texture as well as those of the paint itself.

Taken from <http://www.ethnicpaintings.com/painting-tools/canvas>



Write your works here.

Paragraph 1

Canvas paintings are one of the most popular mediums of paintings, especially for oil paintings, all over the world. Painting on canvas is easy even for beginners and it's widely used for creating beautiful oil paintings.

Paragraph 2

.....

.....

.....

.....

.....

.....

.....

.....

Paragraph 3

.....

.....

.....

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.....



TRY TO DO IT

Task 10

Study the following palette and find the information about a palette from an article, the internet or other sources.



Picture 1.9

Task 11

Work individually. After doing Task 10, write the descriptive text about a palette. You may use noun phrase in describing the palette.



Write Here

A large rectangular area enclosed by a dashed purple border, containing 20 horizontal dotted lines for writing.



REFERENCES

Materials:

1. Task 4

Anderson, Mark and Kathy Anderson. 2002. *Text Types in English 3*. Australia: MacMillan Education Australian PTY LTD.

2. Task 5

Murphy, Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.

3. Task 5

Nanan, Suryana. 2006. *Bring Me to The World of A Professional Worker, English for Vocational High School, Book I*. Bandung: CV.Armico.

Websites:

1. Texts :

Task 2: <http://www.surrencystudios.com/bush>

Task 7: <http://painting.about.com/od/artsupplies/ig/Intro-to-Art-PaintBrushes/riggerbrush>

task 8: <http://painting.about.com/od/artsupplies/ig/davincihogbristle>

task 9: <http://www.ethnicpaintings.com/painting-tools/canvas>

2. Pictures:

Picture 1.1 : <http://bellardani.blogspot.com/>

Picture 1.2 : <http://sdmuhcc-yogya.sch.id/lukis/>

Picture 1.3 : <http://gubugbatu.blogspot.com/2010/06/kanvas-yang-kosong.html>

Picture 1.4 : <http://withfriendship.com/user/cyborg/acrylic-paint.php>

Picture 1.5 : <http://www.about.com/brush-01.jpg>

Picture 1.6 : <http://baltyra.com/2011/05/30/kepuasan-hati-sebuah-kuas/>

Picture 1.7 : http://keretaburuk12.blogspot.com/2010_05_26_archive.html

Picture 1.8 : <http://www.cyttec.com/fan-brush-jpg>

Picture 1.9 : <http://littlevillagenaturals.blogspot.com>





THE ARTISTS

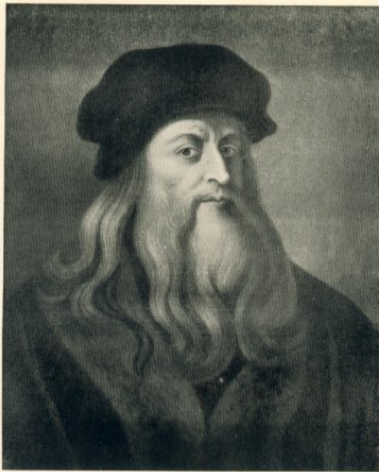
In this unit, you will learn how to:

- write the description of an artist's physical appearance
- use adjectives in a noun phrase to describe the physical appearance
- use relative clauses

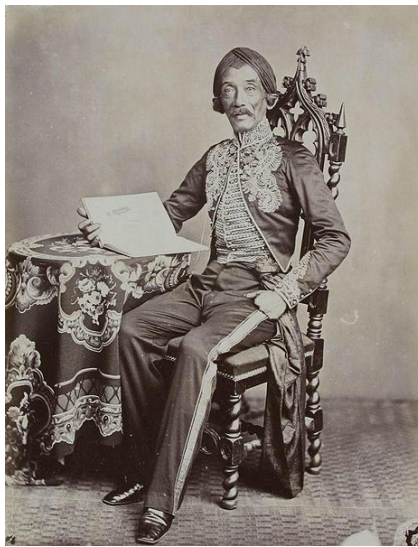
LET'S BEGIN

Task 1

Study the following pictures. Then, answer the questions related to the pictures.



LEONARDO DA VINCI
Painted by himself
Drawn and engraved by Charles Tempeley



Picture 2.2
Raden Saleh



Picture 2.3
Basuki Abdullah

Questions:

1. What do you think about the pictures above?
2. What were they?
3. Who were they?
4. Where did they come from?
5. In your opinion who is the most unique painter? Why?

LET'S MOVE
FURTHER

Task 2

Read the following text about Leonardo's physical characteristics to answer the following questions.

1. What does the text tell us about?
2. What is the first paragraph about?
3. In which paragraph are Leonardo's physical characteristics described?

Leonardo di ser Piero da Vinci (April 15, 1452 – May 2, 1519)

Leonardo di ser Piero da Vinci was an Italian Renaissance polymath: painter, sculptor, architect, musician, scientist, mathematician, engineer, inventor, anatomist, geologist, cartographer, botanist and writer. He was born on April, 1452 and dies in May 2, 1519. Leonardo was described as the archetype of the Renaissance man, a man of "unquenchable curiosity" and "feverishly inventive imagination".

Leonardo da Vinci had special physical characteristics. He was described as an image of a man who was tall, athletic and extremely handsome. He was an older man, his hair was long and it reached to the shoulders. While most men were shaven or wore close-cropped beards, Leonardo's beard flowed over his chest.

His clothing was described as unusual. At a time when most mature men wore long garments, Leonardo wore the short tunic and hose. It was generally worn by younger men. This image of Leonardo had been recreated in the statue of him that stands outside the Uffizi Gallery.

Adapted from http://en.wikipedia.org/wiki/Leonardo_da_Vinci's_personal_life



Vocabulary Project

Task 3

Read the text in Task 2 again and find the meaning of the following words based on the context. Use your dictionary if necessary.

archetype /'ɑ:kɪtaɪp/ *noun* [C] =

athletic /æθ'letɪk/ *adjective* =

beard /bɪəd/ *noun* [C] =

botanist /'bɒtə nɪst/ *noun* [C] =

cartographer /kɑ:'tɒgrəfə(r)/ *noun* [C] =

chest /tʃest/ *noun* [C] =

curiosity /,kjʊəri'ɒsəti/ *noun* [U] =

feverishly /'fi:və rɪʃli/ *adverb* =

geologist /dʒɪ'ɒlədʒɪst/ *noun* [C] =

hose /həʊz/ *noun* [C] =

polymath /'pɒlɪmæθ/ *noun* [C] =

renaissance /'renəsɑ:n s/ *noun* [Sing] =

sculptor /'skʌlptə(r)/ *noun* [C] =

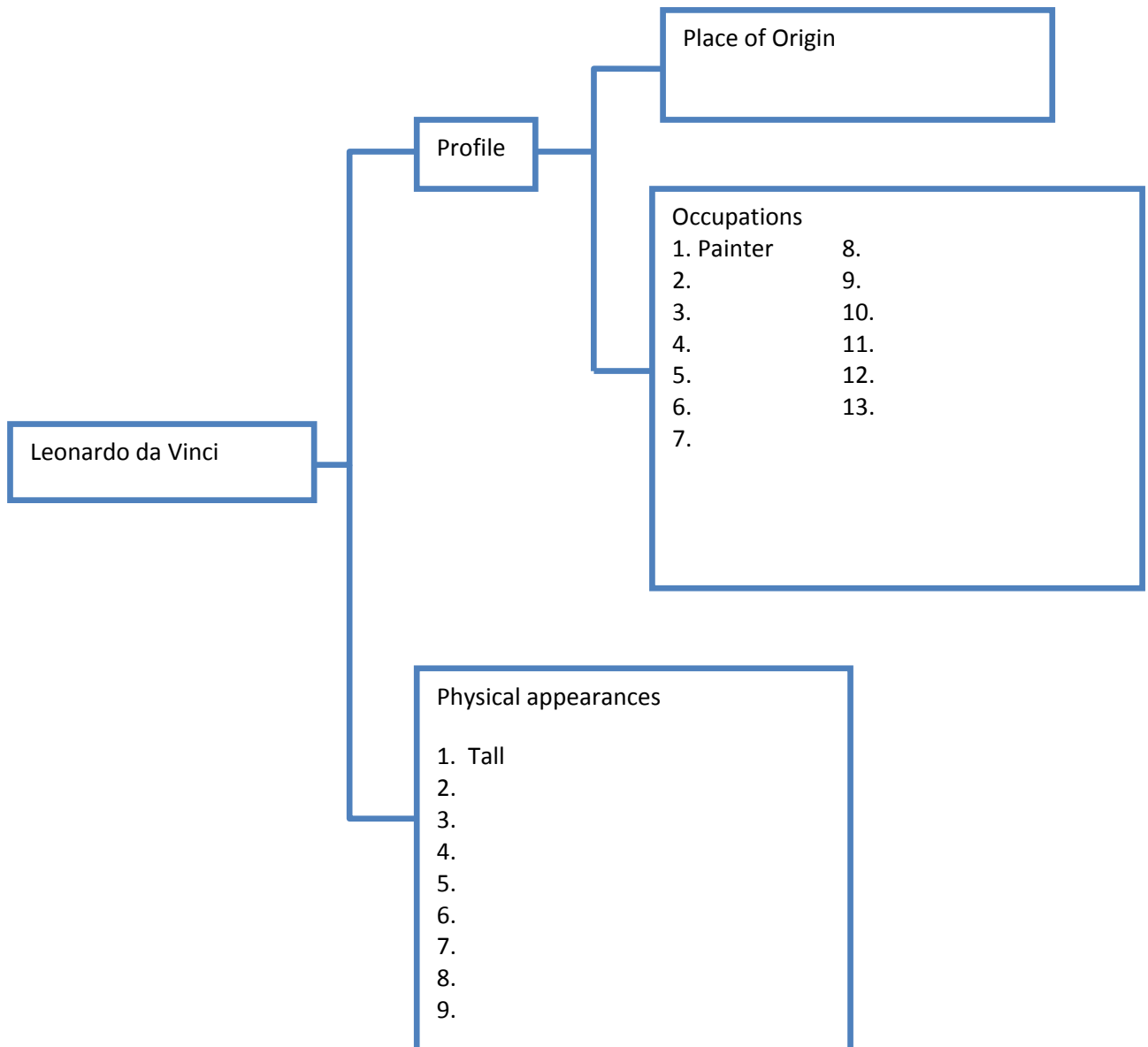
statue /'stætʃu:/ *noun* [C] =

tunic /'tju:nɪk/ *noun* [C] =



Task 4

Write an analysis about Leonardo da Vinci's profile and his physical appearance by filling in the following boxes based on the text.



FOCUS
IN

Task 5

Study the following explanations.

The Grammatical Features of A Descriptive Text

The text about Leonardo da Vinci in Task 2 is a text that describes a particular person by describing the features without including personal opinions. This text is called as Descriptive text. To write the description of the subject, you must consider the following rules.

Grammatically, you must follow the grammatical features rules below:

1. The **PRESENT TENSE** in describing the artwork, but if we tell the subject or the artist in the past time we must use **PAST TENSE**.
 - ⊗ The pattern of **PRESENT TENSE** is **S + Verb s/es**.
 - ⊗ The pattern of **PAST TENSE** is **S + Verb 2**.
2. **Adjectives** to describe the features of the subject.
Examples: tall, athletic, handsome.

The following is the organization of the paragraphs in writing the description about a particular person.

1. **Identification of the subject**
2. **Description about the subject** (mention the part, quality, and characteristics of subject being described)
3. **A conclusion** (optional)

Information about the text organization is provided in the next page.

Taken from Text Types 3

Leonardo di ser Piero da Vinci (April 15, 1452 – May 2, 1519)

Identification of the subject

Leonardo di ser Piero da Vinci was an Italian Renaissance polymath: painter, sculptor, architect, musician, scientist, mathematician, engineer, inventor, anatomist, geologist, cartographer, botanist and writer. He was born on April, 1452 and dies in May 2, 1519. Leonardo was described as the archetype of the Renaissance man, a man of "unquenchable curiosity" and "feverishly inventive imagination".

Description about the subject

Leonardo Davinci had special physical characteristics. He was described as an image of a man who is tall, athletic and extremely handsome. He was an older man, his hair was long and it reached to the shoulders. While most men were shaven or wore close-cropped beards, Leonardo's beard flowed over his chest.

A conclusion

His clothing was described as unusual. At a time when most mature men wore long garments, Leonardo's preferred outfit was the short tunic and hose generally worn by younger men. This image of Leonardo had been recreated in the statue of him that stands outside the Uffizi Gallery.

NOTES:

In writing about someone's physical appearance, you must know the parts of the human body. The following table gives you some examples about quality/adjectives description in describing someone.

Parts of the body	Adjectives
Body	Tall, short, slim, thin, fat, muscular
Hair	Long, short, bald, straight, curly, wavy, black, red, brown
Face	Round, oval, square, wrinkle, pale, bearded, shaved
Ears	Big, small
Forehead	Wide, narrow
Eyes	Big, slant, round, blue, brown, green, hazel, bright
Nose	Sharp/pointed, flat-nosed
Cheek	Chubby, pointed
Mouth	Wide-mouthed, open mouthed.

Moustache	Bristling, dropping
Lip	Thin-lipped, tight-lipped
Tooth	Well spaced teeth, toothy, toothless.
Chin	Chinless, double chin.
Beard	Short bearded, long bearded.
Neck	Long neck, short neck.
Shoulder	Up-shoulder, narrow-shoulder, broad-shoulder.
Chest	Broad-chested, bare-chested,
Hand	Big, small, long, short.
Arms	Big-armed, small-armed.
Finger	Long, short, small, big.
Stomach	Puffed-up, slimy.
Foot	Wide-footed, small-footed, big-footed.
Leg	Long, short, skinny, sturdy, bandy, shapely.

Using Adjectives in Series in A Noun Phrase to Describe Someone

Task 6

Study the following explanations

Adjectives in Series in A Noun Phrase

1. Adjectives in series to describe people.

Study these phrases.

- A handsome tall Italian artist
- A pretty long golden hair woman
- A naughty fat black boy



2. Position of modifiers of nouns

Articles	Descriptive			Other noun	Noun
	Quality or characteristics	Size/shape	Color		
1. a	handsome	tall		Italian	artist
2. a	pretty	long	golden	hair	woman
3. a	bad naughty	fat	black		boy

Taken from Bring Me to the World 1

Task 7

Rewrite the following sentences, but the first you have to rearrange the bold jumbled words into a good phrase.

- a. This picture is created by **Korean - artist - a - handsome**.

- b. Djoko Mulyono' s picture describes **hand - human - black - big - a** flies in the sky.

- c. **The - girl - slim - Japanese** bought your painting in the exhibition yesterday.

- d. **beautiful - That - long - hair - curly - girl** is Bunga Jeruk. She is a popular artist from Surakarta.

- e. **boy - A - black - tall - African** is a new student of ISI.



Using Relative Clauses in Writing About Someone or Something

Task 8

Study the explanations about the use of RELATIVE CLAUSES.

RELATIVE CLAUSES

A clause is a part of a sentence. A relative clause tells us which person or thing.

a. Who

Who is used in a relative clause when we are talking about people (not things). We use **who** instead of he/she/they.

Example:

The man is the owner of this gallery. He is wearing black hat.

The man **who** is wearing a black hat is the owner of this gallery.

b. Whom

Whom is used in a relative clause when it is the object of the verb.

Example:

The boy is a new artist. Hani introduced him to other artists.

The boy **whom** Hani introduced to other artists is a new artist.

c. Whose

Whose is used in a relative clause instead of his/her/their.

Example:

The lady is a professional artist. Her skin is white.

The lady **whose** skin is white is a professional artist.



d. **Which**

Which is used in a relative clause when we are talking about things.

Example:

I bought a canvas. It is very expensive.

I bought a canvas **which** is very expensive.

Adapted from English Grammar in Use

Task 9

Join together each of the following pairs of sentences by adding a relative clause.
Number one is done for you.

1. The man lends me some brushes. He is wearing a blue shirt.

The man who is wearing a blue shirt lends me some brushes.

2. The woman is painted by an artist. She is my grandmother.

The woman who is painted by an artist is my grandmother.

3. The child is very clever in painting. I met him yesterday.

.....

4. The man is a lecturer of ISI. I saw him last Monday in the exhibition.

.....

5. Agus Suwage was a guest of our art seminar yesterday. He created the picture of "Dead Poet Society".

.....

6. The girl is an Italian artist. Her hair is long.

.....



Using Noun Phrase and Relative Clauses in A Paragraph

Task 10

Study how the picture is described in the paragraph, then underline a relative clause and noun phrases.

The title of this artwork is *Series Beautiful Face 1* By G.Siswanto. This picture describes a girl **who is closing her eyes**. She has **a long straight black hair**. She also has **a sharp nose and white skin**.



Picture 2.4

G. SISWANTORO
Series Beautiful Face I
Acrylic on canvas
120 X 100 cm
2009

Task 11

Read the paragraph in Task 10 again and pay attention to the bold phrases and relative clause, then study the following explanation.

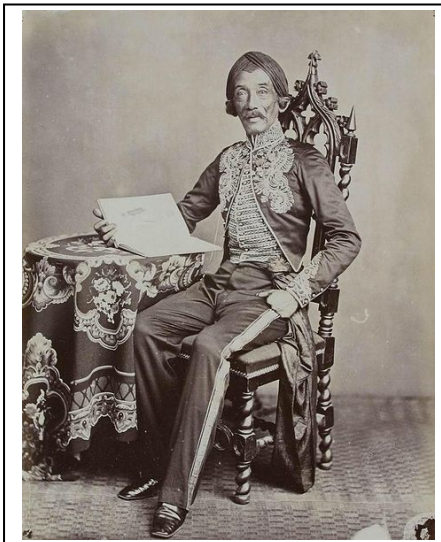
The text in task 10 shows us about the use of noun phrases and relative clause in a paragraph. The clause "who is closing" is the example of a **relative clause**, while the phrases "a long straight black hair" and "a sharp nose and white skin" are the examples of **noun phrases**.



FIND
YOUR
PARTNER

Task 12

In pairs, complete the description of the physical appearance below.
You may use noun phrases and relative clauses in describing the picture.



1.

Picture 2.5

This picture describes Raden Saleh **who is sitting in an old chair**. He is wearing **a nice blangkon and a unique Javanese cloth**.



2.

Picture 2.6

The man....."kopiah" is the picture of
.....





3.

Picture 2.7

The womanhair is long is Monalisa. She wears a.....tunic.

.....

.....

.....

.....

.....

.....

.....



4.

Picture 2. 8

The womana green kebaya and a pink sawl is an artwork of Basuki Abdulah.



TRY TO DO IT

Task 13

Study the picture of Affandi Kusuma below, and then complete the table with the information about Affandi.



Picture 2.9

Name of the artist	Nationality	Place and Date of Birth	The artworks	The exhibitions
Affandi Kusuma				

Task 14

After doing Task 13, write the description of Affandi Kusuma's physical appearance. You may use noun phrases and relative clauses in your writing.



Answer sheet.

A large rectangular area with a teal background and horizontal dotted lines, intended for writing answers.



REFERENCES

Materials:

1. Task 5

Anderson, Mark and Kathy Anderson. 2002. *Text Types in English 3*. Australia: MacMillan Education Australian PTY LTD.

2. Task 8

Murphy, Raymond. 1998. *English Grammar in Use*. Cambridge: Cambridge University Press.

3. Task 6

Nanan, Suryana. 2006. *Bring Me to The World of A Professional Worker, English for Vocational High School, Book I*. Bandung: CV.Armico.

Websites:

1. Texts

Task 2: http://en.wikipedia.org/wiki/Leonardo_da_Vinci/

2. Pictures:

Picture 2.1: http://en.wikipedia.org/wiki/File:Leonardo_da_Vinci01.jpg

Picture 2.2 : <http://en.wikipedia.org/wiki/File:RadenSaleh.jpg>

Picture 2.3 : <http://anchaanwar.multiply.com/journal/image>

Picture 2.4 : Hadiwinoto, KGPH. 2008. *Golden Box 3rd Edition (Catalog)*. Yogyakarta: Jogja Galery.

Picture 2.5 : <http://anchaanwar.multiply.com/journal/image>

Picture 2.6 : <http://riyanh.wordpress.com/2010/03/10/>

Picture 2.7 : <http://liza-pecintasenimurni.blogspot.com/2010/07/>

Picture 2.8 : <http://universalautromotiz.com>

Picture 2.9 : <http://id.wikipedia.org/w/index.php?title=Berkas:Affandi.jpg>





THE ARTWORKS

In this unit, you will learn how to:

- write the description about an artwork
- use linking verbs to describe an artwork

LET'S BEGIN

Task 1

Study the following picture.



Picture 3.1

RADEN SALEH
The Storm, 1851
 On canvas Oil, 97 x 74 cm

Task 2

Fill in the following table with the things you have seen in the painting above.

no	The things
1	Two ships
2	
3	
4	
5	





Task 3

Read the following text to answer the following questions.

1. What does the text tell us about?
2. Who is the painter of "The Storm"?
3. When did Raden Saleh create "The Storm"?

The Storm



Picture 3.2

"The Storm" is the title of Raden Saleh's artwork. This is one of Raden Saleh's popular artwork in 1851.

It describes the dramatic struggle of two ships in the awful storm. They are flinging down in the ocean. The situation gets more horrible caused by the darkness of the thick clouds and the grip of the high waves which destroy one of the ships. In the over of the ocean, there can be seen the sunshine which is bounding to the wave. It gives the dramatic atmosphere pressure.

From the story of "The Storm" above, the artist expresses his soul distortion which unsolved between understanding and expressing both the imagination and the real world. The artist tends to express the dramatic expression, emotional, mysterious, and imaginary.

Adapted from <http://www.galeri-nasional.or.id/Collection>



Vocabulary Project

Task 4

Find the meaning of the following words based on the context of the text in Task 3. Use your dictionary if necessary.

artwork /'ɑ:twɜ:k/ <i>noun</i> [U]	=
awful /'ɔ:fl/ <i>adjective</i>	=
cloud /klaʊd/ <i>noun</i> [C or U]	=
darkness /'dɑ:knəs/ <i>noun</i> [U]	=
destroy /di'strɔɪ/ <i>verb</i> [T]	=
distortion /di'stɔ:ʃn/ <i>noun</i> [C or U]	=
grip /grɪp/ <i>noun</i> [T]	=
horrible /'hɒrəbəl/ <i>adjective</i>	=
ship /ʃɪp/ <i>noun</i> [C]	=
storm /stɔ:m/ <i>noun</i> [C]	=
tend /tend/ <i>verb</i> [I]	=
unsolved /,ʌn'sɒlvd/ <i>adjective</i>	=
wave /weɪv/ <i>noun</i> [C]	=

Task 5

Read the text in Task 3 again, then answer the following questions.

1. What is the title of the picture created by Raden Saleh?
2. Psychologically, what is the meaning of the painting created by Raden Saleh?
3. What does paragraph 2 tell us about?
4. What is your opinion about "The Storm"?



FOCUS
IN

Task 6

Study the following explanations.

In this unit we still learn about how to write a descriptive text. We will focus on how to describe the artwork in a text. To write the description of an artwork, you must consider the following rules.

Grammatically, you must follow the grammatical features rules below:

1. Verbs in the present tense. The pattern of the present tense is S + Verb s/es. Example: It describes the dramatic struggle.
2. Adjectives to describe the features of the subject.
Examples: awful, horrible, high, thick.

The following is the organization of the paragraphs in writing the description about something.

1. Identification of the subject

In this part you should give the definition and introduction of the subject.

Example:

The first paragraph of the text in page 2.

"The Storm" is the title of Raden Saleh's artwork. This is one of Raden Saleh's popular artwork in 1851.

2. Description about the subject (mention the part, quality, and characteristics of subject being described)

In this part, you should describe the subject.

Example:

The second paragraph of the text in page 2.

It describes the dramatic struggle of two ships in the awful storm. They are flinging down in the ocean. The situation gets more horrible caused by the darkness of the thick clouds and the grip of the high waves which destroy one of the ships. In the over of the ocean, there can be seen the sunshine which is bounding to the wave. It gives the dramatic atmosphere pressure.



3. A conclusion (optional)

In this part you should give the conclusion of the subject by summarizing paragraph 1 and 2.

Example:

The third paragraph of the text in page 3.

From the story of "The Storm" above, the artist expresses his soul distortion which unsolved between understanding and expressing both the imagination and the real world. The artist tends to express the dramatic expression, emotional, mysterious, and imaginary.

In describing an artwork, you must write the elements, the mediums and the situation of an artwork. You must also pay attention to the theme that the artist wants to express.

Using Linking Verbs in Writing the Description About Something

Task 7

Study the following explanations.

A. Linking Verbs

- 1) It is a special category of verbs connects or links the subject with the subject complement (predicate adjectives).

Unlike most verbs, these do not show action. They must be modified by adjectives, not adverbs.

- 2) There are some verbs that can be followed by adjectives to express feeling and action. They are:

appear	grow	sound
become	get	turn
fall	remain	taste
feel	seem	go
look	smell	



3) Study the following examples and pay attention to the italic verbs and the bold adjectives:

- The situation *gets* **more horrible**.
- The art works of the exhibition *look* **great**.
- The artists *feel* **tired** after the exhibition.
- The sunset *looks* **beautiful**.
- She *seems* **happy** because of her new paintbrushes.
- He *becomes* a **popular** artist in his country.

Note :

The italic words above show us some examples of Linking Verbs in the sentences. The verbs are always put before adjectives which are presented in the bold typed. In the short words, the pattern of Linking Verbs is shown in the following box.

VERBS + ADJECTIVE

Adapted from Bring Me to the World 1

Task 8

Complete the sentences below with the correct words in the box.

1. This old museum ... so big
2. After graduating from ISI, she ... the popular artist in Yogyakarta.
3. My father ... sad because of the broken art work.
4. After finishing his painting, he ... sick.
5. This water color ... dry if you don't close its lid.

goes

gets

becomes

feels

looks



Using Linking Verbs in the Text

Task 9

Study the following artwork and read the text which describes the artwork.

Pada Setiap Saat...

This painting is the artwork by Laksmi Shitaresmi. The title of this artwork is "Pada Setiap Saat...". This is one of the popular artwork in 2006.

This picture describes a woman who is lying down. Her body is covered by a piece of white cloth. There is a series of jasmine flower over her body. She **looks** beautiful and young in her death. She **gets** quiet death She looks sleeping, but actually she dies..



Picture 3.2

The picture symbolize that death may come at any time. They should live this life meaningfully. They should enjoy the life by doing good deeds which bring them to the eternal happiness.

Task 10

After reading the text in Task 9, study the following explanation.

The descriptive text in Task 9 shows us about how to use Linking Verbs in the text. The **bold verbs** are **Linking verbs**, while the underlined words are adjectives. We can conclude that we may use Linking verbs in writing the descriptive text.



FIND
YOUR
PARTNER

Task 11

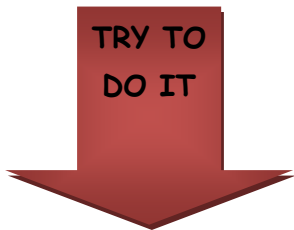
In pairs, study to the following artwork and write the description about the artwork by answering the questions in the next page. You may use linking verbs to describe this artwork.



Picture 3.3

BASUKI ABDULLAH
Sister and Brother, 1978
On canvas Oil, 65 x 79 cm





Task 12

Create an artwork and then describe your artwork in a text. Choose one of the following topics as the theme of your artwork.

1. Global warming
2. Indonesia
3. Life society
4. A nature
5. A tragedy

Write here

A large light blue rectangular area with horizontal dotted lines for writing.



REFERENCES

Materials:

1. Task 6

Anderson, Mark and Kathy Anderson. 2002. *Text Types in English 3*. Australia: MacMillan Education Australian PTY LTD.

2. Task 7

Nanan, Suryana. 2006. *Bring Me to The World of A Professional Worker, English for Vocational High School, Book I*. Bandung: CV.Armico.

Websites:

1. Text

Task 3: <http://www.galeri-nasional.or.id/Collection>

2. Pictures

Picture 3.1 : <http://www.galeri-nasional.or.id/Collection>

Picture 3.2: Ikatan Seni Rupa Indonesia. 2007. *A Beautiful Death (Catalog)*. Yogyakarta: Ikatan Seni Rupa.

Picture 3.3: <http://www.galeri-nasional.or.id/Collection>



Appendix K

THE PHOTOGRAPHS



Figure 5: The students were given the materials.



Figure 6: The researcher explained the materials to the students.



Figure 7: The students worked in pairs.



Figure 8: The students did the task in groups.



Figure 9: A student worked the task individually.



Figure 10: The teacher guided a student in doing the task.

Appendix L

Letters of Research Permit



SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 - 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor 070/7275/V/2011

Membaca Surat Dekan Fak Bahasa dan Seni UNY

Nomor 2944/H 34 12/PP/X/2011

Tanggal Surat 17 OKTOBER 2011

Perihal IJIN PENELITIAN

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia.
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah.
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 10 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengabdian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada

Nama ARTIKA RESTU UTAMI NIP/NIM 06202244091
 Alamat Karangmalang Yogyakarta
 Judul DEVELOPING ENGLISH WRITING MATERIALS FOR GRADE X OF THE PAINTING DEPARTEMENT OF SMK NEGERI 3 KASIHAN BANTUL

Lokasi Kab Bantul

Waktu 3 (tiga) bulan

Mulai tanggal 20 Oktober 2011 s/d 20 Januari 2012

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dan Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud.
2. Menyerahkan *softcopy* hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Selda Provinsi DIY dalam *compact disk (CD)* dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi.
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan.
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya.
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

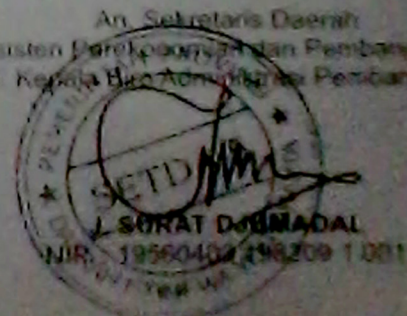
Dikeluarkan di : Yogyakarta

Pada tanggal : 20 Oktober 2011

An. Sekretaris Daerah
 Asisten Sekretaris dan Pembangunan
 Ub. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. Bupati Bantul Cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga Provinsi DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang bersangkutan





PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 /1927

Menunjuk Surat : Dari : Sekretariat Daerah Provinsi : Nomor : 070/7275/V/2011
DIY
Tanggal : 20 Oktober 2011 Perihal : Ijin Penelitian

Mengingat :

- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :

Nama : ARTIKA RESTU UTAMI
Alamat : UNY, Karangmalang Yogyakarta
NIP/NIM/No. KTP : 06202244091
Tema/Judul Kegiatan : DEVELOPING ENGLISH WRITING MATERIALS FOR GRADE X OF THE PAINTING DEPARTEMENT OF SMK NEGERI 3 KASIHAN BANTUL
Lokasi : SMK N 3 Kasihan
Waktu : Mulai Tanggal : 20 Oktober 2011 s/d 20 Januari 2012
Jumlah Personil : 1 Orang

Dengan ketentuan sebagai berikut :

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
- Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk softcopy (CD) dan hardcopy kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : Bantul
Pada tanggal : 20 Oktober 2011

A.n. Kepala
Sekretaris,
Ub.
Ka. Subbag Umum



Elis Fitriyati, SIP, MPA
NIP. 19690129 199503 2 003

Tembusan disampaikan kepada Yth.

- Bupati Bantul
- Ka. Kantor Kesbangpolinmas Kab. Bantul
- Ka. Dinas Dikmenof Kab. Bantul
- Ka. SMK N 3 Kasihan