

**DEVELOPING TASK-BASED SUPPLEMENTARY ENGLISH READING
MATERIALS FOR GRADE VII STUDENTS
OF JUNIOR HIGH SCHOOL**

A Thesis

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



Dyah Ayu Winarti Putri

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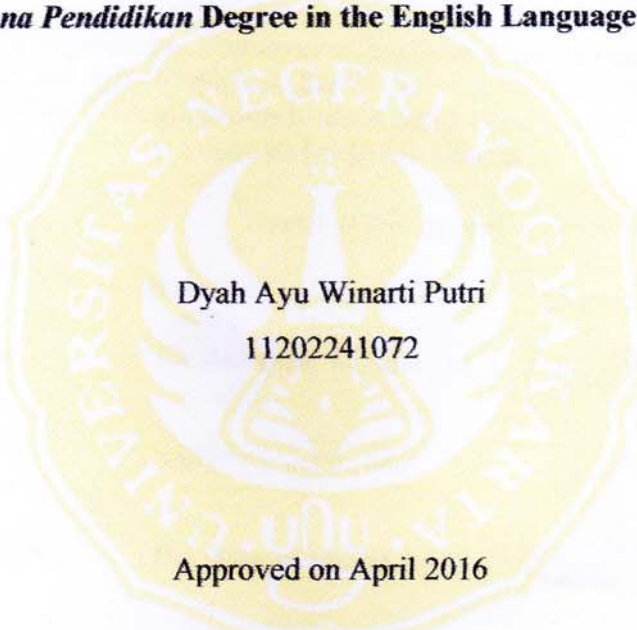
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2016**

APPROVAL SHEET

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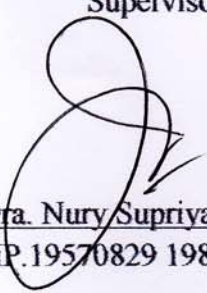


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DEVELOPING TASK-BASED SUPPLEMENTARY ENGLISH READING MATERIALS FOR GRADE VII STUDENTS OF JUNIOR HIGH SCHOOL

A Thesis

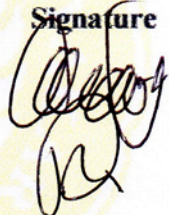

Presented as a Partial Fulfillment of the Requirement for the Attainment of
the *Sarjana Pendidikan* Degree in the English Language Education

By

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Accepted by the board of examiners of English Education Department, Faculty of
Languages and Arts, Yogyakarta State University on April 2016 and declared to
have fulfilled the requirements to attain the *Sarjana Pendidikan* degree in the
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menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya saya sendiri dan sepanjang sepengetahuan saya tidak berisi materi yang ditulis atau dipublikasikan oleh orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 25 April 2016

Penulis



Dyah Ayu Winarti Putri

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DEDICATIONS

I lovingly dedicate this thesis to
my parents, Setyo Heryanto and Dwi Winarti.

MOTTOS

Go forth, whether light or heavy, and strive with your wealth and lives in the cause of Allah. That is better for you, if you only knew.

(The Holy Qur'an, At-Taubah: 41)

Surely, there is ease after hardship.

(The Holy Qur'an, Al-Insyirah: 5)

You can get everything in life you want if you will just help enough other people get what they want.

(Zig Ziglar)

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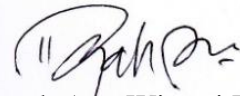
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Yogyakarta, April 2016



Dyah Ayu Winarti Putri

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DEVELOPING TASK-BASED SUPPLEMENTARY READING MATERIALS FOR GRADE SEVEN STUDENTS OF JUNIOR HIGH SCHOOL

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ABSTRACT

The objective of this study is to develop an appropriate set of task-based supplementary English reading materials focusing on descriptive texts for Grade VII students of Junior High School.

This study is a Research and Development (R & D). The subjects were Grade VII students of SMPN 8 Yogyakarta Class VII D. Questionnaires were applied to obtain the data of the needs analysis and the expert judgment. The data were analyzed quantitatively. This research was conducted by following Masuhara (in Tomlinson, 1998) research design with several modifications. The research stages were conducting needs analysis, writing a course grid, designing the first draft, getting expert judgment, and revisions. In the first stage, the questionnaire was used to gain the data of the learners' needs. In the next stage, the data gained from the needs analysis was used to write the course grid. This course grid was used as guidance in designing the first draft of the materials. Then, the first draft was evaluated and validated by the expert in the getting expert judgment stage. The results of the expert judgment then were used as the basis to revise the first draft which then became the final draft of the developed materials.

The results of this research showed that the supplementary reading materials that they need are materials which are related to their real life and contain the structure and function of the texts, vocabulary and grammar lesson and interesting reading activities which allow them to interact with the teacher and other students. The product of this study was a set of task-based supplementary English reading materials focusing on descriptive texts for Grade VII students of Junior High School entitled 'Reading Practice'. It consisted of three units. Each unit of the developed materials consisted of 20-25 reading activities. Based on the data from the expert judgment, the mean value of all aspects of the three developed units fell into the range of $3.25 \leq x \leq 4$. It means that the developed materials were categorized as "Very Good". Thus, it can be concluded that the task-based supplementary English reading materials have been appropriate for Grade VII students of Junior High School.

Keywords: Task-Based Supplementary English Reading Materials, Teaching Reading in Junior High School

CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is presented both in spoken and written. In the English language teaching, written language is the most important input. The spoken language typically contains little subordination. The written language, on the other hand, contains well-chosen words and well-organized structures. Nowadays, English teaching and learning in Indonesia focuses on the written language rather than the spoken language. Moreover, the new curriculum which is Curriculum 2013 decides Junior High School as the first place to learn English as a compulsory subject. It means that Junior High School is the time for the students, as beginner, to develop their knowledge about the target language by gathering and making sense of information. It happens through reading.

Reading is assumed by several educational experts and studies to have many advantages. Harmer (2007) says that reading is useful for language acquisition. In line with Harmer, Lu (2002) states that reading is the basis of all other skills in language learning. Hood, Solomon, and Burns (1996) mention that every aspect of life involves reading, both for enjoyment and obtaining knowledge. Further, Pinker (2007) says that language is an instinct, but reading is not. If reading and writing were universal, no language group would have failed to develop a writing system. Then, Rivers (1981) states that reading is the most important activity in any language class, not only as a source of information and a pleasurable activity,

but also as the means of consolidating and extending the knowledge of the language. It means that reading is essentially used to get the important and meaningful information from written language. It is also commonly believed that reading is the window to the world. Much knowledge about the target language will be learned and gained from many sources that are read.

Therefore, materials become very important in the English teaching and learning process. When the newest materials are presented, not only the newest information, but also the world in this era will be learned by the students. Moreover, the seven grade students of Junior High School, as beginners, need to receive more inputs in order to explore their reading skills through good materials. Good materials are materials that meet the students' needs and interests. However, it is difficult to find appropriate materials. Therefore, the English teachers need to facilitate the students by providing appropriate materials, so that the learning purposes can be reached.

The use of inappropriate English materials causes bad effects toward the process of intake and the teachers. Some of the learners are less motivated to learn English. Therefore, to encourage learners' motivation, the teachers have to take more time to reconstruct the materials and tasks in order to meet the students' needs and interests, and make them understandable. When the appropriate design materials are implemented, the learners will realize that it is easy to learn English.

This phenomenon requires the teacher to design supplementary materials. It takes time and requires particular skills. However, teachers are now too busy in teaching the students and dealing with the school administrative works. Most of

the English teachers are also not able to design the appropriate materials since they did not get the knowledge about how to design materials in the university. When the teachers do not have the ability to do so, they tend to supplement the course book with the available materials that are sold in the market.

Another problem that recently occurs is related to the new curriculum. A new curriculum requires new materials. Nowadays, some schools that are not ready for implementing Curriculum 2013 return to KTSP or Curriculum 2006 for a while. At the same time, they have to prepare everything, including the materials, so that they will be ready for implementing the new curriculum. Yet, the English books based on Curriculum 2013 that are sold in the market are very limited.

In references to the consideration above, supplementary English reading materials for Grade VII students of Junior High School have to be developed. It is very useful to supplement the textbooks that are provided by the government. Added to this, the reading materials are developed based on the students' needs, so that they are highly motivated to learn English.

B. Problems Identification

Materials are one of the important aspects in English teaching and learning. Tomlinson (1998) states that materials can be used by the English teachers or the learners in order to increase the knowledge and/or experiences that are related to the target language. Considering that materials are used as the input and exposure, they have to be designed based on the learners' needs in order to guide the learners to reach the learning purposes.

The first problem that was identified is the difficulty to find the appropriate English materials. It is needed by the students since appropriate materials are good input for them. Many English books that are sold in the market do not meet the students' needs and interests.

Moreover, the English materials that have been provided by the government also do not meet the students' needs, especially in its reading part. It does not contain the interesting input. It also shows how little the exposure that the students receive dealing with their reading skills.

C. Limitation of the Problems

Conducting research covering things that have been mentioned in the problem identification is a very hard and a long work and not feasible. Therefore, this study deals with the developing supplementary English reading materials for Grade VII students of Junior High School in the second semester. The materials that were developed focus on reading skills especially for descriptive texts.

D. Formulation of the Problem

The research problems are formulated as follows:

- 1) What are the reading target needs of Grade VII students of Junior High School focusing on descriptive texts materials?
- 2) What are the learning needs of Grade VII students of Junior High School focusing on descriptive texts materials?

- 3) What do the appropriate supplementary English reading materials focusing on descriptive texts for Grade VII students of Junior High School look like?

E. Objectives of the Development

In line with the formulation of the problem above, the objectives of this research are:

- 1) To describe the reading target needs of Grade VII students of Junior High School focusing on descriptive texts materials.
- 2) To describe the learning needs of Grade VII students of Junior High School focusing on descriptive texts.
- 3) To develop task-based supplementary English reading materials focusing on descriptive texts for Grade VII students of Junior High School focusing on descriptive texts.

F. Specification of the Product

- 1) Course Grid
- 2) Supplementary English Reading Materials
- 3) Answer Key

G. Significances of the Study

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

1) The Grade VII students of Junior High School

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

2) English teachers of Junior High School

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

3) English Course designers or English materials developers

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

4) Other English researchers

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

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Reading

a. The Nature of Reading

Wallace (1992) defines reading as ‘an awareness of the way in which we use language.’ A language is used for some reasons. It will be meaningful if it is also used in context. Grabe (2009) says that the readers read based on a particular motivation and context. Meanwhile, Smith (2008) argues that reading is all activities that involve the readers in making sense of circumstances. Further, making sense is a matter of interpreting, relating the situation you are in to everything you know already. It means that there is a relationship between readers’ background knowledge and the text. In other words, background knowledge becomes an aspect that determines the success of comprehending the texts.

From the theories above, reading can be defined as an activity of processing the content of the texts with supports of a reader’s background knowledge and the awareness of the language use to get the writers’ intention and it is always accompanied by a particular purpose.

b. Micro and Macro-Skills of Reading

Brown (2004) proposes the macro and micro skills of reading.

Micro-skills of reading:

1. Discriminate among the distinctive graphemes and orthographic pattern of English.
2. Retain chunks of language of different lengths in short-term memory
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (noun, verbs, etc.), systems (e.g. tense, agreement and pluralisation), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be express in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro-skills of reading:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From described events, ideas, etc., infer links and connections between events deduce causes and efforts and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop and use battery of reading strategies, scanning and skimming detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

c. Processes of Reading

Grabe (2009) defines reading as a complex combination of processes.

Reading is a rapid process, an efficient process, a comprehending process, an

interactive process, a strategic process, a flexible process, a purposeful process, an evaluative process, a learning process and a linguistic process.

Fluent reading is certainly a rapid and efficient process. It is rapid in the sense of that the readers read most materials at about 250-300 wpm. It is efficient in the sense of that various processing skills work together smoothly. Word recognition, synthetic parsing, meaning formation, text comprehension building, drawing conclusion, critical evaluation and linkages to prior knowledge resources are coordinated rapidly and automatically when we are reading.

Reading is a comprehending process. The readers read in order to understand what the writers want to convey through texts, though they are dealing with the context, language elements, etc. Comprehension is the central goal of reading.

Reading is an interactive process. It combines many cognitive processes. They work together at the same time. It is also interaction between the readers and the writers. The text contains information that the writers want the readers to understand it through certain ways and the readers bring a wide range of their schemata knowledge to construct the meaning of the text in order to understand the information.

Reading is a strategic process. A number of skills and processes are used in reading to anticipate text information, select key information, organize and summarize information, monitor comprehension, repair comprehension, breakdowns, and match the comprehension output to the readers' goals.

Reading is a flexible process. Readers keep the process of reading and the purposes link each other.

Reading is continuously evaluative process. At one level, readers evaluate how well they are reading. Evaluation also occurs when they decide the way in which they respond to a text.

All reading activity is a learning process. It occurs even when readers decide to review and check a grocery list or see what information is required to fill out form.

Finally, reading is a linguistic process. Linguistic knowledge (morphological, syntactical, and semantic) is completely needed when the readers read. According to Perfetti, Landi, and Oakhill (2005) in Grabe (2009), the processing of linguistic information is the central of reading comprehension.

d. Different Skills of Reading

It has been explained by experts that when the learners read different kind of texts, they have different purposes. Reading a flyer is completely different from reading a novel. The use of these different skills of reading that is proposed by Harmer (2001) depends on what the learners are reading for.

a) Identifying the topic

Good readers rapidly get the idea of what is being discussed with the help of their background knowledge. This ability encourages them to process the text more efficiently and effectively as it progress.

b) Predicting and guessing

Sometimes readers try to predict what is coming and make hypothesis and guess the information from cues stated in the title or in the beginning of the text.

c) Reading for general understanding

Readers try to understand the gist without worrying too much about the details.

d) Reading for specific information

In contrast to reading for general information, the readers read a text in order to find specific details. It refers to scanning.

e) Reading for detailed information

The readers read in order to understand everything in detail, for example they read instruction or directions.

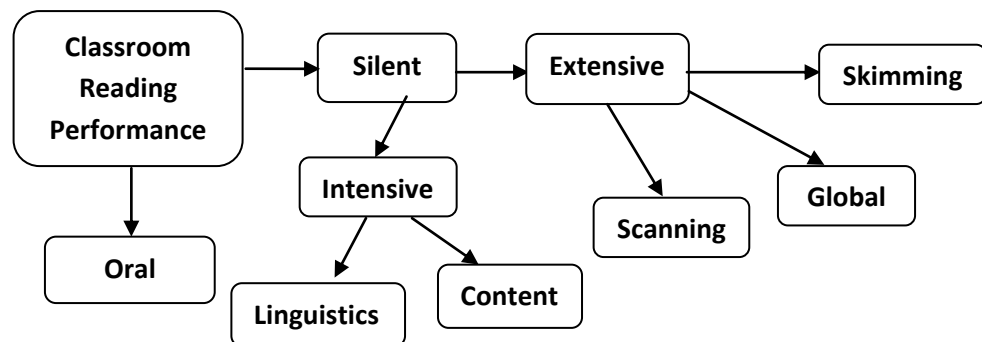
f) Interpreting texts

By using a variety of clues, readers are able to interpret what the writer is implying or suggesting.

e. Types of Reading

Several types of reading may occur in a language classroom. Brown (1994) suggests types of reading as follows:

Figure 2.1 The Types of Classroom Reading Performance



a) Oral and silent reading

For some particular reasons, a teacher sometimes asks his students to read orally. In the beginning and intermediate levels, oral reading activities provide some benefits.

- It can be used as an evaluative check on bottom-up processing skills.
- It can also be a pronunciation check.
- It can be used to add some extra students' participation in clarifying a certain short segment of a reading passage.

Oral reading, on the other hand, only provides the last benefit to the advance level learners and may arouse some disadvantages because:

- oral reading is not a very authentic language activity,
- while a student is reading, other can easily lose attention,
- oral reading activities, in fact, only encourage recitation.

b) Silent Reading

Silent reading is divided into two categories, namely intensive and extensive reading. Intensive reading is usually classroom-oriented activities. Students focus on linguistic details and the content of a passage in order to get its meaning. Extensive reading is aimed at understanding a longer passage. It is performed outside the class time.

f. Extensive Reading

Extensive reading has been explained in various ways by some experts. Extensive reading (ER), an approach to reading pedagogy that encourages students to engage in a large amount of reading, is an instructional option that has been steadily gaining support and recognition in the field of second language (L2) reading pedagogy (Grabe & Stoller, 2011).

According to Brown (1994), extensive reading consists of skimming, scanning (as strategies for gaining the general sense of the text), and global reading. It is carried out to achieve a general understanding of a text. A relevant definition of extensive reading comes from Day and Bamford (1997), they define extensive reading as an approach to learning to read a second language. It may be done in and out of the classroom. Out of the classroom, it is encouraged by allowing the students to borrow books to take home and read.

According to Harmer (2001), extensive reading takes place when the learners are on their own without the guidance and/ or support of the teacher. He also mentions that when the learners read materials related to their level, some

benefits related to their language development are aroused. Elley (2001), Day and Bamford (1998), and Krashen (1993) in Brown (2007) mention the benefits of extensive reading. It increases learners' reading ability, linguistic competence, vocabulary, spelling, and writing.

Bamford and Day (1997) offer ten characteristics of extensive reading as an approach or language teaching/ learning procedure.

- 1) The reading materials are easy.
- 2) A variety of reading materials on a wide range of topics is available.
- 3) The topic and the content are chosen by the readers.
- 4) Learners read as much as possible.
- 5) The reading speed is usually rapid.
- 6) The purposes are usually related to pleasure, information and general understanding.

g. The Advantages of Reading

Smith (2008) proposes some consequences dealing with reading. Students do not need to read better in order to read a lot. The more they read, the more they learn about reading. Students who read more tend to have rich vocabulary, good comprehension and generally better on range of academic subjects. Reading makes people smarter.

Through reading, what the readers understand and what is significant to them are stored in their long-term memory. When they find books that are

interesting and readable as they do about real life in which they are involved, they will also remember about the books. Readers can easily recall their experiences.

Authors teach writing through reading. Only through reading, people know how to write well. Spelling, punctuation, capitalization, paragraphing, grammar, and style are taught through reading.

Reading is the only possibility for many experiences of learning. People in particular field can learn others by reading. Reading covers many topics in the world and certainly many topics that do not exist in the world.

Reading allows us to express our feelings. Reading provides positive side such as interest and excitement, stimulate and curiosity, and negative side such as boredom, confusion, etc. That is why readers read or do not read.

h. Vocabulary Instructions

Alderson (2005) in Burns and Richards (2012) concludes from his research that one's vocabulary size affects one's performance on any language test. It means that improving learners' vocabulary acquisition will lead to the learners' improvement in their language skills, especially reading.

Based on the results of the research that was conducted by O'Keeffe, McCarthy, and Carter (2007) into the Cambridge English Corpus, it was found that the first 2000 core words account for 83 percent of coverage. Those 2000 core words are all the words that people are likely to encounter in everyday spoken or written language. It means that the mastery of core words has great effects on

vocabulary coverage. Further, Burns and Richards (2012) notes that there are two factors that make core words have such potency in terms of coverage.

- a) The ability of the same form to appear in any meaning

Students' vocabulary mastery can be increased by knowing more core words. For example the verb *to get* can mean *procure* in the sentence (*I'll get the drinks*), *become* in the sentence (*She got scared*), *understand* in the sentence (*I get it*), etc.

- b) The ability of the same form to combine with other forms to make new meanings

For example the word *do* that is frequently used and semantically quite empty can be combined with particular words to make specific meanings: *do a favor, do a tour, do a lap, do the dishes, do the school runs*, etc.

Studies on vocabulary acquisition tell us the importance for learning words through several contextual encounters and the point that the more the students see, read, write or say a word, the more likely they are to retain it in their long-term memory (Mezynski 1983; Stahl and Fairbanks 1986; Krashen 1989; Nation 1990, in Burns and Richards 2012). In line with them, Burns and Richards (2012) state that reading provides the opportunity for the learners to build higher vocabulary size. There are two ways to accelerate vocabulary learning and retention that are proposed by Burns and Richards (2012). They are increasing contextual encounters and working on extended meaning.

In order to enrich the learners' vocabulary, the learners have to know how the words are organized and how they organize the words. They can draw on connections between words especially through synonym (two or more words that have the same meaning), antonym (a word opposite in meaning), and hyponymy (hierarchical categories of a word).

2. Teaching Reading to Junior High School Students

As stated before, reading is the important skills that have to be taught. Moreover, teaching has a strong relationship with many sources that have to be read. Brown (2007) defines teaching as providing help, instructions, guidance or knowledge in doing, learning or understanding something.

Harmer (2001) states that the English teachers should emphasize that reading is not a passive activity, make the students understand the arguments and predict what will happen right after they read, encourage the students to respond not only to the language itself, but also to the content of the texts, match the tasks to the topic and also exploit the texts. Those principles of teaching reading proposed by Harmer (2001) may lead the English teachers to teach reading skills through tasks which provide active learning.

Here, Task-Based Language Teaching (TBLT) approach can be applied in teaching reading since TBLT promotes active learning through tasks in the real-world context. Moreover, Prabhu (1987) deserves credit for originating task-based teaching and learning based on the concept that effective learning occurs when the

students are fully engaged in a language tasks rather than just learning the language.

a. Characteristics of Junior High School Students

The learners' age is a key factor that affects the decision about what and how to teach. Teaching teenagers is the most complex, interesting and challenging tasks. It is commonly believed that teenagers are in the transition stage. They are not children and they are not adults either. According to Harmer (2008), one of the features that distinguish teenage learners from younger learners is that they have something to do with their increased cognitive abilities, which allows them to process abstract things. In addition, Anderson (2008) states that they start to take responsibility for their own learning.

Scales (2010) suggests that teenage learners need activities related to the real life concept. It makes the input become meaningful for them. Nowadays, teenagers sit around with their gadgets in their hands all day long. Related to this issue, Burns and Richards (2012) argue that these teenagers not only learn to expand their social relations through social media such as Facebook, Twitter, Path, Instagram, etc., but also to express who they really are through some representations on the internet. Internet provides amounts of multi-model texts.

Further, Manning and Butcher (2012) state that teenage learners need to have challenging tasks. Based on the explanation above, teenage learners are good learners, but, considering that they are developing their identities, the appropriate

activities should be provided to motivate them in learning process. Here, the social media on the internet can be involved in the learning process.

b. Principles for Teaching Reading

There are some aspects that have to be considered in teaching reading. Brown (2007) proposes some principles.

- a) In an integrated course, do not overlook a specific focus on reading skills.
- b) Use techniques that are intrinsically motivating.
- c) Balance authenticity and readability in choosing text.
- d) Encourage the development of reading strategies.
- e) Include both, bottom-up and top-down techniques.
- f) Follow the SQ3R (survey, question, read, recite, and review) sequence.
- g) Plan on pre-reading, during-reading, and after-reading.
- h) Build an assessment aspect into your techniques.

c. Teaching Reading to Grade VII Students of Junior High School

To teach reading to Grade VII students of Junior High School, firstly an English teacher have to know which type of texts, reading skills, or language items that should be taught. National Education System has been set by the Indonesia government. It covers the plan and regulation of the goals, contents, and materials. The following table shows the core competence and basic competence for Grade VII students according to the Regulation of Minister of Education and Culture Number 68 Year 2013.

Table 2.1 Core Competence and Basic Competences of Reading Skills for Grade VII Students

| Core Competence | | Basic Competence | |
|------------------------|---|-------------------------|---|
| 3 | Understanding the factual, conceptual, and procedural knowledge based on the curiosity of science, technology, arts, culture, and events related to the visible phenomenon. | 3.10 | Understanding the social functions, structures, and linguistic elements of very short descriptive text about people, animals, and things based on the use of the context. |

From the table above, the learners are expected to understand the social functions, structures, and linguistics elements of very short descriptive texts about people, animals, and things.

The Basic Competence 3.10 implies that the grade VII students should learn some micro and macro-skills of reading as follows.

Micro-skill:

1. recognizing grammatical word classes (adjectives, verbs, etc.), systems (e.g. tense, pluralisation, etc.), patterns, rules, and elliptical forms.

Macro-skills

2. recognizing the communicative functions of written texts, according to form and purpose.
3. inferring context that is not explicit by using background knowledge.

3. Needs Analysis

Needs analysis should be conducted in developing materials in order to know what the learners need. Needs analysis can be simply defined as a process of analyzing the learners' needs.

For a course to meet learners' needs, it is necessary to collect information about both the current state of the learners, where they stand in terms of language ability, learning preferences, and the desired goals or changes, and where they would like to be or what they want to achieve, change, and so on (Graves, 2000).

Hutchinson and Waters (1987) divide needs analysis into target needs (i.e. what the learners need to do) and learning needs (i.e. what the learners need to do in order to learn). The learners' target needs are defined as follows.

- a. Necessities are what the learners have to know in order to function effectively in the target situation. For example, the learners have to comprehend a text, so that they will be able to answer the exam questions.
- b. Lacks are what the learners need to know but they do not know. There is a gap between the existing proficiency and the target proficiency.
- c. Wants are what the learners wish to learn and do.

Still, Hutchinson and Waters (1987) propose some ways which are frequently used in analyzing needs. They are questionnaires, interviews, observations and data collections. According to the data above, questionnaires are used in this study to gain the target needs and the learning needs of Grade VII students of Junior High School

4. Learning Materials

a. Definition of Materials

Tomlinson (1998) defines materials as anything such as cassettes, videos, CD-ROM, dictionaries, grammar books, readers, workbooks, photocopied

exercises, newspapers, food packages, life talks, instruction given by a teacher, etc. that can be used by the learners or teacher to increase the learners' knowledge and experiences of the language. In line with Tomlinson, Richard (2001) mentions that materials is the basis for much of the language input that is received by the learners and the language practice that occurs in the classroom. He also classifies materials into two types. They are authentic and created materials.

b. English Materials for Teenage Learners

Burns and Richards (2012) assume that it is important to provide teenage learners enough content for language use that engages them in their multiple quests for meaning and provide them appropriate opportunities for their creative expression and experimentation with the target language. Burns and Richards (2012) also offer some critical analysis of current textbook for teenage learners.

a) A search for appropriate topics, tasks, and texts.

The topic of the materials should engage teenage learners who are about to leave their childhood behind and the adults they might become. They also need to be involved in the appropriate tasks. The texts that are contained in the textbook should attract teenage learners.

b) A search for authentic encounters.

Teenage learners want to test their abilities in using the language skills by simulating a real life case in the classroom. Moreover it is now possible for them to communicate with native speakers through social media on Net. Here, authentic texts are needed.

- c) A search for appropriate methodology.

Teenage learners want to be challenged and receive feedback on how they meet these challenges.

c. **Authentic Materials**

According to Richard (2001), authentic materials are materials that are not specially prepared for pedagogical purposes. There are some advantages of authentic materials (Phillips and Shettlesworth: 1978; Clarke: 1989; Peacock 1997). They are:

- a) having a positive effect on learner motivation,

Authentic materials are more interesting than created materials. There is a rich supply of interesting sources for language learning in the media or Web.

- b) providing authentic cultural information about the target culture,

Authentic materials not only contain language aspects that are going to learn, but also illustrate many aspects of the target culture.

- c) providing exposure to the real language,

Artificial texts found in created materials have been written to teach some particular grammatical rules and discourse types.

- d) relating more closely to the learners' needs,

It makes a link between classrooms and learners' needs in the real world.

- e) supporting a more creative approach to teaching,

Teacher can increase their ability in developing activities and tasks that better match their teaching styles and the students' learning styles by using authentic materials as a source.

d. Supplementary Materials

McGrath (2002) defines supplementary materials as materials taken from another source or any other material that is developed for learning purposes. They are developed by adding new additional materials in order to supplement the textbooks. According to Spratt, et al (2005) supplementary materials try to cover the gaps that textbook cannot cover. In addition, Cunningsworth (1984), states that the supplementary materials can be visual, audio, audio-visual materials, e-learning, or games. Further, Brown (1994) states that the English teachers need to supplement the materials to motivate the students in the learning processes. Added to this, motivation is one of the key factors in learning processes. To sum up, supplementary materials can be any instructional material for teacher use and/or students selection that increase learners' motivation in teaching and learning processes and provide extension, enrichment, and support to the curriculum.

e. Characteristics of Good Materials

Characteristics of good materials have to be the basis in developing a set of materials. These following characteristics of good materials are purposed by Tomlinson (1998).

- a) Materials should achieve impact.

- b) Materials should help learners feel at ease.
- c) Materials should develop learners' confidence.
- d) Materials should be relevant and useful.
- e) Materials should facilitate learners' self-investment.
- f) Materials should make the learners be ready to acquire the points being taught.
- g) Materials should expose the learners to language in authentic use.
- h) Materials should provide the learners with opportunities to use the language.
- i) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulate both left and right brain activities.

5. Materials Development

Tomlinson (1998) states that materials development can be anything done by material developers in order to provide sources of language input and exploit those resources in ways which maximize the process of intake. The product can be in the form of text books, stories, advertisements, poems, etc.

a. The Principles in Developing Materials

Nunan (1988) offers principles of materials development as follows:

- a) Materials should be linked to the curriculum they serve.
- b) Materials should contain authentic texts and tasks.

- c) Materials should stimulate interaction.
- d) Materials should focus on formal aspects of the language.
- e) Materials should encourage learners to develop learning skills.
- f) Materials should encourage learners to apply their language skills to the real life.

b. The Materials Development Model

Based on the principles of materials development, the model of materials development can be formulated. Hutchinson and Waters (1987) state that the model of materials development consists of four elements: input, content focus, language focus, and task.

a) Input

This can be a text, dialogue, or any piece of language use. It depends on the learners' needs. The input provides stimulus materials for activities, new language items, correct model of language, topics for communication, opportunities to use information processing skills, and opportunities to use the existing knowledge both the language and subject matter.

b) Content focus

Language is a way of conveying information and feeling about something. We should exploit non-linguistic content to result the meaningful communication.

c) Language focus

Good materials should involve opportunities for analysis and synthesis. In language focus, learners study how to take the language into pieces, learn how they work, then put them back together again.

d) Task

The main purpose of the language learning is the language use. Materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they built up through the units.

6. Task-Based Language Teaching

According to Nunan (2004), tasks become important aspects in syllabus design, classroom teaching and learner assessment. It affects educational policy-making in both ESL and EFL context. Task-based language teaching (TBLT) has strengthened the following principles and practices.

- a. A needs-based approach is used to select the content.
- b. The learners learn to communicate through interaction in the target language.
- c. Authentic texts are introduced into the learning situation.
- d. The learners focus not only on language but also on the learning process itself.
- e. Personal experiences become important contributing elements to the classroom learning.

- f. The classroom language learning and language use outside the classroom are linked

a. Definition of Tasks

Nunan (2004) defines tasks as ‘a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning.’ It should have a sense of completeness. It also should be able to stand alone as a communicative activity with a beginning, middle and an end. He also divides tasks into real-world or target tasks and pedagogical tasks. Real-world tasks refer to uses of language in the world beyond the classroom, while pedagogical tasks refer to those that occur in the classroom.

b. Task Components

Task components are very important in designing a task. It should be considered by English material developers in order to devise the tasks well. Nunan (2004) states that a minimum specification of tasks will include:

- a) goals

Goals are the general intentions behind any learning tasks. They make a link between tasks and curriculum. It answers the question of why the learners learn English through the tasks. Goals may relate to some general outcomes (communicative, affective, or cognitive) or describe teachers’ or learners’

behavior. It is not always described explicitly. It may be inferred from the tasks itself.

b) input

It refers to the spoken, written, and visual data that learners work with in the course of completing tasks. It can be provided by teachers, textbooks, or other sources.

c) procedures

It specifies what learners will do with the input. It describes techniques or methods that are implemented in the classroom behavior.

d) teacher role

It refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants.

e) learner role

It refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants.

f) settings

It refers to the classroom arrangements specified or implied in the tasks.

c. Task Types

Pattinson (1987) in Nunan (2004) sets out tasks and activity types into seven categories.

a) Question and Answers

These tasks can be used to practice almost any structure, function, or nation. These tasks are based on the idea of information gap activities by allowing the learners to make a personal and secret choice from a list of language items that all fit into the given frame.

b) Dialogues and Role Plays

These tasks can be totally scripted or totally improvised. However, the improvised dialogues or role plays are preferable since learners will participate more willingly and learn more thoroughly.

c) Matching Activities

These tasks require the learners to recognize matching items, or to complete pairs or sets.

d) Communication Strategies

These tasks require the learners more likely to practice communication strategies such as paraphrasing, borrowing or inventing words, using gestures, asking for feedback, and simplifying.

e) Picture and Picture Stories

Pictures can be used as an input in these tasks. It can be memory tests or sequencing pictures to tell a story.

f) Puzzles and Problems

In these tasks, the learners are expected to make guesses, draw on their general knowledge and personal experiences, used their imagination, and test their logical reasoning.

g) Discussions and Decisions

In these tasks, the learners are expected to collect and share information and then make a decision.

d. Developing Units of Work

Nunan (2004) proposes some instructional sequences around tasks. There are six-step procedures in developing units.

a) Schema Building

The students develop a number of schema-building exercises that will serve to introduce the topic, set the context for the tasks, and introduce some of the key vocabulary and expressions that the students will need in order to complete the tasks.

b) Controlled Practice

This stage provides the students with controlled practice in using the target language vocabulary, structures and functions.

c) Authentic Reading Practice

This stage involves the students in intensive reading practice. The tasks in this stage should involve authentic input. It can be in the form of reading comprehension tasks.

d) Focus on Linguistic Elements

The students now get to take parts in a sequence of exercises in which the focus is on one more linguistics elements.

e) Provide Freer Practice

It is time for the students to engage in freer practices, where they move beyond simple manipulation. For example, they are involved in information gap activities. Here, the tasks will push them to negotiate meaning, create their own language and their own meaning.

f) Introduce the Pedagogical Tasks

The final stage in the instruction sequence is the introduction of the pedagogical tasks.

e. The Principles for Task-Based Language Teaching

Nunan (2004) summarizes the principles in developing the instructional sequence as follows:

a) Scaffolding

Lessons and materials should involve supporting frameworks within which the learning takes place. Producing language should not be introduced at the beginning of the learning process either explicitly or implicitly.

b) Task dependency

A task should grow out of, and build upon, the previous task. The tasks should exploit the students' receptive skills first in a great proportion of time. After that, they do the productive works.

c) Recycling

The students cannot master a particular language item at once. The tasks that contain that language item should reappear in order to achieve one hundred per cent mastery. Recycling language maximizes opportunities for learning.

This recycling allows learners to encounter target language items in a range of different environments, both linguistic and experiential.

d) Active learning

The learners learn best when they actively use the language that they are learning.

e) Integration

The learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

f) Reproduction to creation

The learners should be encouraged to move from reproductive to creative language use. It sounds hard for beginner to achieve the creative language use but it may happen if they learn it through smooth sequence of tasks.

g) Reflection

The opportunities to reflect on what the learners have learned and how well they are doing should be provided in order to make the students aware of the strategies that determine their learning and see the rationale for new approach.

f. Sequencing the Tasks

According Richard, Platt and Weber (1986) in Nunan (2004), sequencing tasks is to arrange the content of language courses or textbook in order to make the tasks more helpful. It affects the order of words, words meaning, tenses, structures, topics, functions, etc. in the tasks' presentation. It is based on the

complexity of the items, its frequency in the written or spoken language, or its necessities for the learners. Nunan (2004) claims that sequencing a task refers to deciding what the first aspect should be taught, what the second, and what the last in materials or a program.

Tasks have to be sequenced from the easy one to the difficult one. In reading skills, input becomes an important aspect that have to be sequenced. Grammatical factors influence the complexity of the input. Further, Nunan (2004) says that the length of a text, propositional density, the amount of low-frequency vocabulary, the speed of spoken text and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it signaled determine the difficulty of input.

B. Review of Related Studies

This research is dealing with developing supplementary English reading materials for Grade VII students of Junior High School focusing on descriptive texts. Based on the researcher's knowledge there are some previous studies related to the development of reading materials and development of materials for Junior High School students. Even though the research studies are not completely the same as this study, those research studies contribute to this research very much.

In terms of reading material development, Gustaf (2015) had developed A Comic Book for Extensive Reading Material for 8th Grade Students of SMPN 2 Sanden. The materials consisted of tasks with comic strips. It met the learners' interests. The second study was conducted by Warahita (2015). She had

developed a set of culture-based supplementary reading materials for grade eight students of Junior High School. Even though she developed a set of supplementary reading materials, it contains culture-based texts as the input and was developed for grade eight students. While, in this study, the theme was related to the teenage learners' real life and the product was developed for Grade VII students.

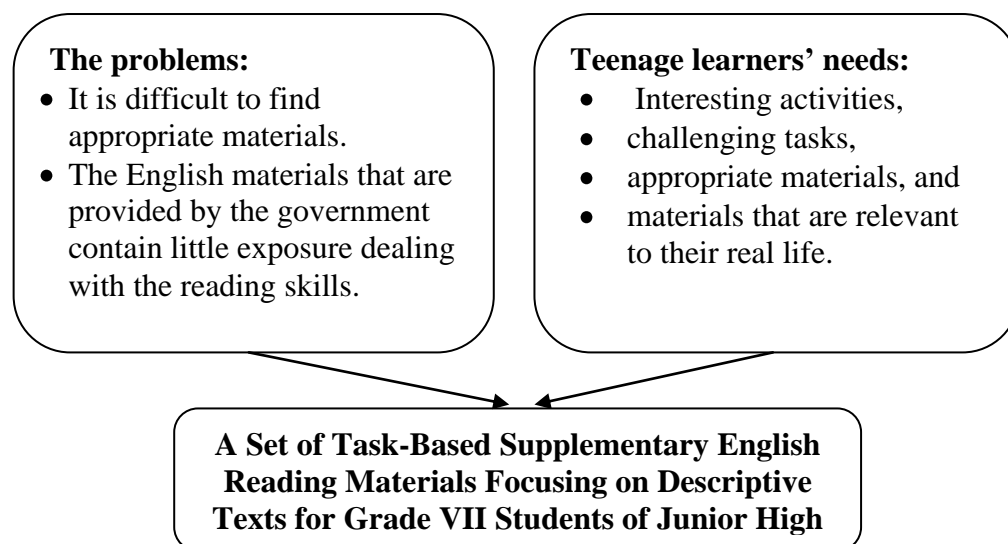
C. Conceptual Framework

Reading is an important activity in English classes. It is not only as a way to collect information and pleasurable activity, but also as a means of extending learners' knowledge of the target language. Therefore, materials become the next important aspect in English teaching and learning. However, it is difficult to find appropriate English materials for Grade VII students of Junior High School. By developing supplementary English reading materials for Grade VII students of Junior High School based on their needs, it is expected that the materials will support the teaching and learning process and provide more opportunities to improve their reading skills focusing on descriptive texts materials.

Based on the observation, there were some problems related to the materials. The first was that there were no English materials for Grade VII students of Junior High School that meet the students' needs. The second was that the English materials that are provided by the government show how little the exposure that the students receive dealing with their reading skills especially for descriptive texts.

Therefore, the supplementary English reading materials focusing on the descriptive texts should be designed based on the learners' needs and interests. They also need materials that relevant to their characteristics and their real life. Finally, it is very important to develop supplementary English reading materials focusing on descriptive texts for Grade VII students of Junior High School in order to help them in improving their reading skills.

Figure 2.2. Conceptual Framework



D. Research Questions

Developing Task-Based Supplementary English Reading Materials for Grade VII Students of Junior High School' is a Research and Development, thus it does not formulate a hypotheses. However, it has several research questions to answer. The questions are as follows.

1. What are the reading target needs of Grade VII students of Junior High School focusing on descriptive text materials?
2. What are the learning needs of Grade VII students of Junior High School focusing on descriptive text materials?
3. What do the appropriate task-based supplementary English reading materials focusing on descriptive texts for Grade VII students of Junior High School look like?

CHAPTER III

RESEARCH METHOD

A. Model of the Development

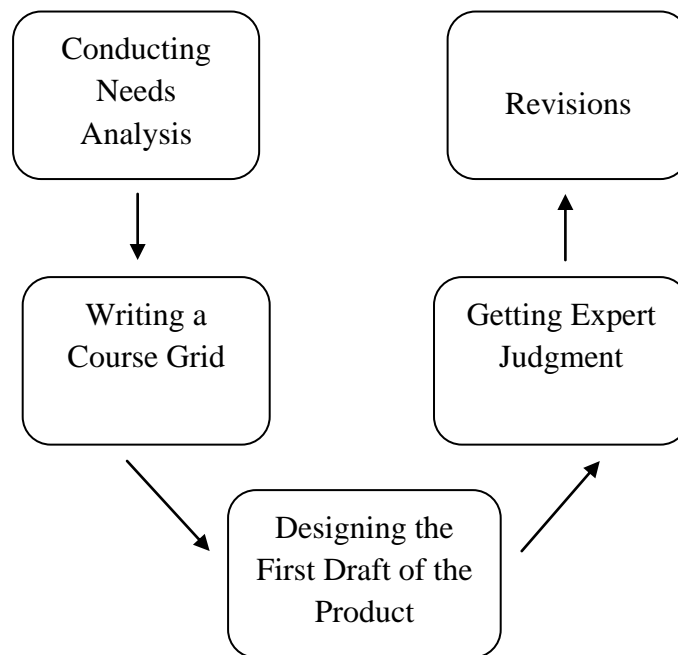
To answer the questions stated in the problem formulation, a research namely Research and Development (R & D) was conducted. Gall, Gall and Borg (2003) define Research and Development (R & D) as a development model in which the findings of the research are used to develop new products and procedures that meet specified criteria of effectiveness, quality, or similar standards through systematic field-tests, evaluations, and revisions. Here, the writer should consider teaching learning procedures and processes as well as the products. Moreover, Borg and Gall (1983) state that R & D is a process that is used to develop and validate educational products.

To reach the goal in developing supplementary English reading materials for Grade VII students of Junior High School, some steps in R & D were used. Borg and Gall (1983) propose systematic stages namely R & D cycle. The steps are research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation. Masuhara, in Tomlinson (1998), also offers some steps in conducting this kind of research. They are need analysis, goals and objectives, syllabus design, methodology or materials, and testing and evaluation.

B. Procedure of the Development

The research procedure used in this study modified the steps of R & D cycle proposed by Masuhara in Tomlinson (1998) as follows:

Figure 3.1. The Model of Materials Development of This Study



1. Conducting Needs Analysis

Needs analysis was conducted in this step in order to gain the students' target and learning needs.

2. Writing a Course Grid

After knowing the students' needs related to the designed supplementary reading materials, the next step was writing a course grid as a guideline to design the units of the materials. It was written based on the results of the needs analysis.

3. Designing the First Draft of the Product

In this step, the first draft of the materials was developed based on the course grid.

4. Getting Expert Judgment

The evaluation from the expert was conducted in this step.

5. Revision

The developed materials were revised based on the recommendation that was derived from the expert. The product that had been revised then became the final draft.

C. Setting and Subject of the Research

The needs analysis was conducted at SMPN 8 Yogyakarta. It is located in Jl. Prof. Dr. Kahari Muzakir 2, Yogyakarta. The subjects of this research were Grade VII students in the academic year of 2015/2016. The class that became the subject of this research was Class VII D. The class was chosen by the English teacher.

D. Technique and Instrument of Data Collection

a. Data Collection Techniques

In this study, questionnaires were used to collect the data. There were two kinds of questionnaires that were used. The first questionnaire was applied in the needs analysis and in the process of learning materials development. The learners' reading target needs and the learning needs were attained by doing need analysis. The second questionnaire was aimed at evaluating the designed materials and

finding out whether the materials are appropriate for the learners or not. Therefore this questionnaire was applied to the expert.

b. Data Collection Instruments

The instruments that were used in this research were questionnaires. Those instruments were used to obtain the students' needs and interests. There were two questionnaires in this research namely first questionnaire and second questionnaire.

1) The First Questionnaire (for the needs analysis)

The first questionnaire was used for the needs analysis. It was aimed at getting the information about the learners' identity, the learners' target needs, and the learning needs. This questionnaire was in the form of multiple choice questions. The organization of the first questionnaire is presented on the table below.

Table 3.1 The Organization of The First Questionnaire for Needs Analysis

| Aspects | Item Number | The Purpose of the questionnaire | References |
|----------------------|--------------------|--|--|
| Learners' Identities | Part A | To find out the information about students' profile | Graves (2000: 103) |
| Learners' goal | 1, 2, 3 | To find out the learners' goal in learning English | Hutchinson and Waters (2006: 63) Nunan (2004: 41) |
| Wants | 9 | To find out the learners' desire in learning English, especially reading | Hutchinson and Waters (1987: 58) Graves (2000: 103) |
| Lacks | 10, 11, 12, 13 | To find out learners' lacks | Hutchinson and Waters (2006: 62) |
| Input | 4, 5, 6, 7, 8 | To find out the information about the | Nunan (2004: 47) Graves (2000: 103) |

| | | | |
|----------------|--|--|----------------------------------|
| | | students opinions of the learning aids | Hutchinson and Waters (2006: 64) |
| Procedure | 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31 | To find out the information about the learners' opinion of learning activities in the classroom. | Nunan (2004: 52) |
| Learners' role | 32, 33 | To find out learners' role in the classroom | Nunan (2004: 14) |

2) The Second Questionnaire (for the expert judgment)

While, the second questionnaire was distributed to expert in order to gain data about their opinions related to the designed materials. It was used as the basis for materials evaluation. In the second questionnaire, the evaluator was asked for opinion considering the designed materials. The evaluator was asked to respond whether they were strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) about the statements presented in the questionnaire. The questions of this questionnaire were derived from Instruments of Evaluation of English Course books for Junior High School. The questions are divided into four items. Those are the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic.

Table 3.2 The Organization of The Second Questionnaire for Material Expert

| Components | Aspects | Item Number | References |
|------------|-----------------------------------|-------------|------------|
| Content | Completeness | | BSNP |
| | Depth | | BSNP |
| | Retention | | BSNP |
| | Accuracy | | BSNP |
| | Elements and Structure of Meaning | | BSNP |

| | | | |
|--------------|--|--|------|
| | Life Skill Development | | BSNP |
| Language | The appropriateness at Developmental Level of Students | | BSNP |
| | Communicative | | BSNP |
| | The Unity of the Ideas | | BSNP |
| Presentation | Systematic | | BSNP |
| | Balance between the Units | | BSNP |
| | Students' center | | BSNP |
| | Autonomous | | BSNP |
| | Self Evaluation | | BSNP |
| Graphic | Paper Standard | | BSNP |
| | Typography | | BSNP |

c. The Technique of Data Analysis

The data from need analysis and the expert judgment questionnaires was analyzed through descriptive statistics. The data gained from the needs analysis were analyzed by calculating the percentage of each answer in the first questionnaire. The answer with the highest percentage was considered as the representation of the learners' actual condition. The percentage was calculated using the following formula.

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

P : Percentage (%)

f : frequency

N : number of respondents

100 : fixed number

In the second questionnaire, the response categories were weighted by numbers, SA= 4, A= 3, D= 2, SD= 1. The data from this questionnaire were first analyzed by using the formula proposed by Suharto (2005).

$$R = \frac{Xh - Xl}{4}$$

R : range

Xh : the highest level

Xl : the lowest level

4 : range of Likert-scale

Then the result of the calculation was converted into descriptive analysis. To convert the data, data conversion table purposed by Suharto (2005) was used to determine the category of each aspect.

Table 3.3 Data Conversion Table

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

x is mean obtained from expert judgment. To find x , the following formula proposed by Suharto (2005) is used.

$$Mn(x) = \frac{\Sigma fx}{n}$$

$Mn(x)$: mean

Σfx : total score

n : total number of data

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Result of the Development

Following the research procedure, the findings cover the needs analysis, the writing of the course grid, the process of designing the materials, the process of writing the materials, the evaluation of the designed materials, and the revisions of the designed materials. Those are described, analyzed, and discussed as follows.

1. The Results of Needs Analysis

The needs analysis was conducted as the first stage of the research to assess the target and learning needs of the students. The questionnaire was distributed on 3rd November 2015. The questionnaire was in the form of multiple choice questions. The highest percentage was considered as the students' needs. There was a question that allowed the respondents to choose more than one option in order to make the results more informative.

a. The Description of Students' Profile

According to Graves (2000), some aspects of the learners' identity such as age and gender need to be gathered. Some questions related to the learners' identity were delivered. There are six classes in Grade VII. A class was chosen by the stake holder because of practical consideration. The class was Class VII D of

SMP Negeri 8 Yogyakarta. The respondents' data are presented in the table below.

Table 4.1 Data of Respondents in Class VII D of SMPN 8 Yogyakarta

| Characteristics of the Students | Sex | | Age | | Who joined English Programs |
|---------------------------------|------|--------|-----|----|-----------------------------|
| | Male | Female | 12 | 13 | |
| Number of Students | 12 | 20 | 24 | 8 | 16 |

It can be seen from the table above that it is possible to develop activities that allow the students to work in pairs and groups. The data shows that female dominates the class. It can be the basis to determine the settings of the activities in the supplementary English reading materials. They were categorized as teenage learners. Activities that involve their real life and experiences meet their interest. Half of them joined an English program which means that they need to supplement what they got in the class.

b. The Description of Students' Needs

To determine the learners' needs on the designed materials, some components of tasks, which are the goal, input, learners' role, and procedure, proposed by Nunan (2004) and the target needs, which are learners' necessities, wants and lacks, proposed by Hutchinson and Waters (2006) and Graves (2004) are used. Those components of tasks and the target needs were formed into 33 questions in the questionnaire. The following is the result of the needs analysis.

a) Goal

The question number 1, 2, and 3 were aimed at finding the information about the students' opinion and interest of reading activities in the English subject.

- The English reading teaching and learning processes in the classroom.

The result of the needs analysis related to the students point of view about their English reading class is presented in the table below.

Table 4.2. Students' View about their English Reading Class

| No. | Question | Items | <i>F</i> | P |
|-----|---|----------------------------|-----------|--------------|
| 1. | How are the reading activities in your English class? | a. It is very interesting. | 0 | 0% |
| | | b. It is interesting. | 12 | 37.5% |
| | | c. It is fair. | 20 | 62.5% |
| | | d. It is boring. | 0 | 0% |

Most of the students agreed that the teaching and learning process in the classroom, especially reading, was fair or it was neither interesting nor boring. On the other hand, the data above arouse the question-what was the reason of 12 students who said that the reading activities in their class is interesting- while most of the students said that there is no interesting activities during the lesson. It could be because they were worried about the effect of their answers toward their school grades. Since the result of the question number 1 falls into the item *c*, it can be conclude that they need supplementary reading materials that meet their interest.

- The students' purpose in learning English reading materials

After learning the English reading materials, the students expected to be able to answer all of the questions in the exam correctly. Based on the result of the

question number 2, the six-step procedures in developing units proposed by Nunan (2004) are appropriate to be applied in the supplementary reading materials since the six-step procedure allows the students to learn the English materials autonomously. The data are presented in the table below.

Table 4.3. The Students' View about the Target Goal

| No. | Question | Items | f | P |
|-----|---|--|----|--------|
| 2. | What is your purpose of learning English reading materials at the school? | a. To be able to answer all of the questions in the exam correctly. | 21 | 65.625 |
| | | b. To support the education in the next level. | 8 | 25% |
| | | c. To get the knowledge of English and its culture so that you can communicate well. | 1 | 3.125% |
| | | d. To be able to communicate spoken and written in English. | 2 | 6.26% |

- The students' view about the English reading materials that the students use in the class

This question was aimed at knowing the students' opinion about the English Reading material that they use in the class. It is presented in the table below.

Table 4.4. The Students' View about the English Reading Materials that They Used in the Class

| No. | Question | Items | f | P |
|-----|---|-------------------------|----|---------|
| 3. | The English reading materials that you use ... my learning process. | a. strongly support | 0 | 0% |
| | | b. have already support | 8 | 25% |
| | | c. give less support to | 23 | 71.875% |
| | | d. do not support | 0 | 0% |

Most of the students agreed that it is not enough to improve their reading skills through the materials that are provided by the government. It means that the English reading materials that they used should be supplemented.

- The students' view about the supplementary reading materials

The question number 4 was aimed at knowing the students' opinion about the supplementary reading materials. It is presented in the table below.

Table 4.5. The Students' View about Supplementary Reading Materials

| No. | Question | Items | <i>F</i> | P |
|-----|--|----------------------|-----------|--------------|
| 4. | In your opinion, the supplementary reading materials are ... in the English class. | a. really needed | 12 | 37.5% |
| | | b. needed | 20 | 62.5% |
| | | c. not really needed | 0 | 0% |
| | | d. not needed at all | 0 | 0% |

The table above shows that the supplementary reading materials should be designed to support their English learning process.

b) Lacks

Through the questions number 10, 11, 12, and 13, the information about the gap between what the students know and what the students do not know was gained. The students' views about their lacks are presented in the table below.

Table 4.6 The Students' lacks

| No. | Questions | Items | <i>f</i> | P |
|-----|---|-------------------------------|-----------|---------------|
| 10. | Do you have difficulties related to vocabulary? | a. Yes, I really do. | 0 | 0% |
| | | b. Yes, I do. | 22 | 68.75% |
| | | c. No, I do not. | 10 | 31.25% |
| | | d. No, I do not. I master it. | 0 | 0% |
| 11. | Do you have difficulties in finding the structure and | a. Yes, I really do. | 0 | 0% |
| | | b. Yes, I do. | 18 | 56.25% |
| | | c. No, I do not. | 13 | 40.625% |

| | | | | |
|-----|--|-------------------------------|-----------|----------------|
| | function of a particular text? | d. No, I do not. I master it. | 1 | 3.125% |
| 12. | Do you have difficulties related to grammar aspects? | a. Yes, I really do. | 2 | 6.25% |
| | | b. Yes, I do. | 25 | 78.125% |
| | | c. No, I do not. | 5 | 15.625% |
| | | d. No, I do not. I master it. | 0 | 0% |
| 13. | Do you have difficulties in pronouncing words stated in the texts? | a. Yes, I really do. | 0 | 0% |
| | | b. Yes, I do. | 15 | 48.875% |
| | | c. No, I do not. | 17 | 53.125% |
| | | d. No, I do not. I master it. | 0 | 0% |

From the table above, it can be seen that the students got difficulties in identifying the generic structure and the social function of the texts. They also got difficulties related to the grammar and vocabulary mastery. Those aspects should be recycled in the task-based supplementary English reading materials focusing on descriptive texts in order to achieve one hundred percent mastery.

c) Wants

The data of the students' desire in learning reading in English were gained through the question number 9. The students were allowed to choose more than one option. The data describe the students' expectation of the enhancement of reading activities in the classroom. The data are presented in the table below.

Table 4.7. The Students' Expectation after Joining the English Reading Class

| No. | Question | Items | <i>f</i> | P |
|-----|---|---------------------------------------|-----------|-------------|
| 9. | After joining the English reading activities, you expect to be able to ... (You may choose more than one option.) | a. understand the English vocabulary. | 25 | 78.125% |
| | | b. understand the grammar of texts. | 28 | 87.5% |
| | | c. understand a particular text well | 23 | 71.875% |
| | | d. communicate well in English | 32 | 100% |

All of the items that were provided were chosen by more than 50% students. The item *d* attracts all of the students. The students want to master the English materials in order to communicate well through spoken and written language. It means that the activities that allow them to interact with others are needed. Those activities can be games, discussions, role playing, etc.

d) Input

Input refers to the written and visual data that the students work with in the course of completing the tasks. The students' views about the input that should be carried out in the designed materials are presented in the following table.

Table 4.8. Kinds of Texts that the Students Are Interested in

| No. | Questions | Items | <i>F</i> | <i>P</i> |
|-----|---|--|-----------|----------------|
| 5. | Are you interested in reading text taken from the internet, magazines, or newspaper? | a. Yes, I am very interested. | 5 | 15.625% |
| | | b. Yes, I am interested. | 17 | 53.125% |
| | | c. I am not really interested. | 10 | 31.25% |
| | | d. I am not interested. | 0 | 0% |
| 6. | While reading a text, do you think that pictures can help you to understand the text? | a. It really helps me. | 13 | 40.625% |
| | | b. It helps me. | 15 | 46.875% |
| | | c. It does not help me. | 4 | 12.5% |
| | | d. It does not really help me at all. | 0 | 0% |
| 7. | What kind of text do you want to read? | a. Texts that consist of some sentences. | 5 | 15.625% |
| | | b. Texts with pictures. | 15 | 46.875% |
| | | c. Text with vocabulary list. | 12 | 37.5% |
| 8. | How long are the texts that you can understand? | a. Less than 100 words. | 19 | 59.375% |
| | | b. 101-150 words. | 9 | 28.125% |
| | | c. 150-200 words. | 4 | 12.5% |

From the table above, it can be concluded that authentic texts, pictures, short texts that contain supports should be included as the input in the task-based supplementary English reading materials. It also should contain very short passages that consist of less than 100 words in order to motivate them to read and make the input understandable since most of them claimed that they can understand the text that consist of less than 100 words well.

e) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning tasks. The following tables present the students' view about the procedures of what they should do with the tasks.

Table 4.9. The Interesting Vocabulary Activities

| No. | Questions | Items | <i>f</i> | P |
|-----|---|--------------------------------|-----------|----------------|
| 14. | Do you like finding new words in texts and then finding its meaning in the dictionary? | a. Yes, I really do. | 4 | 12.5% |
| | | b. Yes, I do. | 22 | 68.75% |
| | | c. No, I do not really. | 6 | 18.75% |
| | | d. No, I do not. | 0 | 0% |
| 15. | Do you like finding new words in texts and then indentifying its meaning based on the context? | a. Yes, I really do. | 2 | 6.25% |
| | | b. Yes, I do. | 22 | 68.75% |
| | | c. No, I do not really. | 8 | 25% |
| | | d. No, I do not. | 0 | 0% |
| 16. | Do you like filling in the blank spaces in sentences/paragraphs based on your own knowledge? | a. Yes, I really do. | 1 | 3.125% |
| | | b. Yes, I do. | 12 | 37.5% |
| | | c. No, I do not really. | 18 | 56.25% |
| | | d. No, I do not. | 1 | 3.125% |
| 17. | Do you like classifying new words in a table and then finding its meaning based on the context? | a. Yes, I really do. | 1 | 3.125% |
| | | b. Yes, I do. | 18 | 56.25% |
| | | c. No, I do not really. | 13 | 40.625% |
| | | d. No, I do not. | 0 | 0% |
| 18. | Do you like matching words with provided meanings? | a. Yes, I really do. | 3 | 9.375% |
| | | b. Yes, I do. | 23 | 71.875% |
| | | c. No, I do not really. | 4 | 12.5% |
| | | d. No, I do not. | 2 | 6.25% |

| | | | | |
|-----|--|-------------------------|-----------|----------------|
| 19. | Do you like finding the synonym or antonym of words stated in the texts? | a. Yes, I really do. | 1 | 3.125% |
| | | b. Yes, I do. | 20 | 62.5% |
| | | c. No, I do not really. | 11 | 34.375% |
| | | d. No, I do not. | 0 | 0% |
| 20. | Do you like finding words' meaning in the dictionary? | a. Yes, I really do. | 5 | 15.625% |
| | | b. Yes, I do. | 19 | 59.375% |
| | | c. No, I do not really. | 7 | 21.875% |
| | | d. No, I do not. | 1 | 3.125% |
| 21. | Do you like classifying words' type (nouns, verbs, adjectives, adverbs, etc.)? | a. Yes, I really do. | 1 | 3.125% |
| | | b. Yes, I do. | 20 | 62.5% |
| | | c. No, I do not really. | 11 | 34.375% |
| | | d. No, I do not. | 0 | 0% |
| 22. | Do you like matching the words with the pictures? | a. Yes, I really do. | 3 | 9.375% |
| | | b. Yes, I do. | 24 | 75% |
| | | c. No, I do not really. | 3 | 9.375% |
| | | d. No, I do not. | 2 | 6.25% |

The table above shows that all of the vocabulary activities can be applied in the task-based supplementary English reading materials, except filling in the blank spaces in sentences/paragraphs without any support. Matching can be applied in the difficult learning tasks since the most interesting vocabulary activity is matching.

Table 4.10. The Interesting Reading Activities

| No. | Questions | Items | <i>f</i> | P |
|-----|---|--------------------------------|-----------|----------------|
| 23. | Do you like reading passages and then answering the questions related those passages? | a. Yes, I really do. | 1 | 3.125% |
| | | b. Yes, I do. | 17 | 53.125% |
| | | c. No, I do not really. | 12 | 37.5% |
| | | d. No, I do not. | 2 | 6.25% |
| 24. | Do you like reading texts and then summarizing it? | a. Yes, I really do. | 0 | 0% |
| | | b. Yes, I do. | 8 | 25% |
| | | c. No, I do not really. | 19 | 59.375% |
| | | d. No, I do not. | 5 | 15.625% |
| 25. | Do you like reading texts and then translating it? | a. Yes, I really do. | 3 | 9.375% |
| | | b. Yes, I do. | 15 | 46.875% |
| | | c. No, I do not really. | 13 | 40.625% |
| | | d. No, I do not. | 1 | 3.125% |
| 26. | Do you like reading texts | a. Yes, I really do. | 3 | 9.375% |

| | | | | |
|-----|--|--------------------------------|-----------|----------------|
| | and then analyzing whether the statement is true or false? | b. Yes, I do. | 17 | 53.125% |
| | | c. No, I do not really. | 10 | 31.25% |
| | | d. No, I do not. | 2 | 6.25% |
| 27. | Do you like matching activities? | a. Yes, I really do. | 1 | 3.125% |
| | | b. Yes, I do. | 19 | 59.375% |
| | | c. No, I do not really. | 11 | 34.375% |
| | | d. No, I do not. | 1 | 3.125% |
| 28. | Do you like filling the blanks activities | a. Yes, I really do. | 3 | 9.375% |
| | | b. Yes, I do. | 11 | 34.375% |
| | | c. No, I do not really. | 16 | 50% |
| | | d. No, I do not. | 2 | 6.25% |
| 29. | Do you like discussion activities? | a. Yes, I really do. | 4 | 12.5% |
| | | b. Yes, I do. | 21 | 65.625% |
| | | c. No, I do not really. | 6 | 18.75% |
| | | d. No, I do not. | 1 | 3.125% |
| 30. | Do you like summarizing activities? | a. Yes, I really do. | 5 | 15.625% |
| | | b. Yes, I do. | 6 | 18.75% |
| | | c. No, I do not really. | 21 | 65.625% |
| | | d. No, I do not. | 1 | 3.125% |
| 31. | Do you like arranging jumbled sentences activities? | a. Yes, I really do. | 11 | 34.375% |
| | | b. Yes, I do. | 20 | 62.5% |
| | | c. No, I do not really. | 1 | 3.125% |
| | | d. No, I do not. | 0 | 0% |

From the table above, it can be seen that summarizing cannot be included in the task-based supplementary English reading materials since it is not an interesting activity for them. Answering the questions related to the texts, translating the texts, analyzing true/false statements, matching, filling in the blanks spaces in the sentences, discussion, arranging jumbled sentences/paragraphs activities may be included.

f) Learners' role

Learners' role refers to the part that the learners are expected to play in order to carry out the learning tasks as well as the social and interpersonal relationships

between them. The role that they expect to play on the learning process is presented in the table below.

Table 4.11. Learners' Role

| No. | Questions | Items | <i>f</i> | P |
|-----|---|--|-----------|----------------|
| 32. | When you do reading activities, how do you expect to finish the tasks? | a. Alone. | 8 | 25% |
| | | b. In pairs. | 2 | 6.25% |
| | | c. In groups. | 19 | 59.375% |
| | | d. Whole class. | 3 | 9.375% |
| 33 | When you find problems during the reading activities, what will you do? | a. I will ask my teachers. | 2 | 6.25% |
| | | b. I will ask my teachers and friends. | 16 | 50% |
| | | c. I will open my books, dictionary, or other resources. | 14 | 43.75% |
| | | d. I will do nothing. | 0 | 0% |

Based on the data above, there are some considerations in providing supports in the supplementary reading materials. The reading activities that allow them to complete the tasks in groups should be included in the supplementary reading materials. The English teacher and other students can be the source in finding answers and information. They also can be the guidance or partner in playing games, discussion, etc.

2. The Course Grid

The next step of the materials development was writing a course grid. It was used as the guideline in developing the units of the materials. Some aspects such as the results of the needs analysis, core competences, and basic competences have to be considered in this step. The course grid was developed by taking the highest percentage in the results of the needs analysis. It was also developed by following the reading core competences and basic competences for Grade VII

students of Junior High School in the second semester based on the Curriculum 2013. The course grid consisted of unit name and title, basic competences, indicators, learning materials, learning activities, time allocation, and teaching kits.

There were three core competences and three basic competences that were taken from the Curriculum 2013. There was only one type of texts that was discussed in the materials. That was a descriptive text. As stated in the Basic Competence 3.10, the students are expected to be able to understand the social function, structures and the language elements of the descriptive texts about people, animals and things. Based on that consideration, the materials were developed into three units and each unit consists of the same text type with different topics which were people, animals, and houses.

The learning objective of the lessons was to make the students understand the generic structures, social functions, and the language elements of the descriptive texts. After deciding the learning objectives the indicators were listed in detail. There were some indicators that indicated the reading abilities that were expected to be achieved in the end of every lesson.

Schema building, controlled practice, authentic reading practice, focus on linguistic elements, providing freer practice, and introducing the pedagogical tasks are the main stages in the reading activities that are used in this materials design. In the schemata building stage, students do schema-building exercises in order to introduce the topic, set the context for the tasks, and introduce some of the key vocabulary and expressions that the students will need in completing the

next tasks. In the controlled practice stage, students use the target language vocabulary, structures and functions. In the authentic reading practice, students do reading comprehension activities. In the focus on linguistic elements stage, students are expected to understand the linguistic elements of the descriptive texts. In the providing freer practice stage, students do less guided tasks in pairs or groups. In the last stage that is introducing the pedagogical tasks, students have grammar and vocabulary review.

a. The Course Grid of Unit 1

The course grid of Unit 3 is derived from core competence 1, 2, 3 and basic competence 1.1, 2.2 and 3.10. The topic of this unit is the characteristics of particular pets. Unit 1 focuses on descriptive texts. The title of Unit 1 is “Missing Pets”. The title indicates that the unit focuses on the description of a particular animal. The focuses of the grammar are simple present tense, the use of pronouns and adjectives.

b. The Course Grid of Unit 2

The course grid of Unit 1 is derived from core competence 1, 2, 3 and basic competence 1.1, 2.2 and 3.10. The topic of this unit is the characteristics of missing person. Unit 2 focuses on descriptive texts. The title of Unit 1 is “A Missing Person”. The title indicates that this unit focuses on the description of a particular person. The focuses of the grammar are simple present tense, the use of pronouns, the use of adjectives and the degree of comparison.

c. The Course Grid of Unit 3

The course grid of Unit 2 is derived from core competence 1, 2, 3 and basic competence 1.1, 2.2 and 3.10. The topic of this unit is the characteristics of a particular house. Unit 1 focuses on descriptive texts. The title of Unit 1 is “Houses for Sale”. The title indicates that this unit focuses on the descriptive texts about particular houses. The focuses of the grammar are simple present tense, the use of adjectives and preposition of place (behind, in front of, between, beside, and next to)

3. The Unit Design of the Materials

After the course grid was developed, the next step was developing the materials. The figure below presents the parts of each unit of the materials.

Figure 4.1. The Unit Design of the Materials

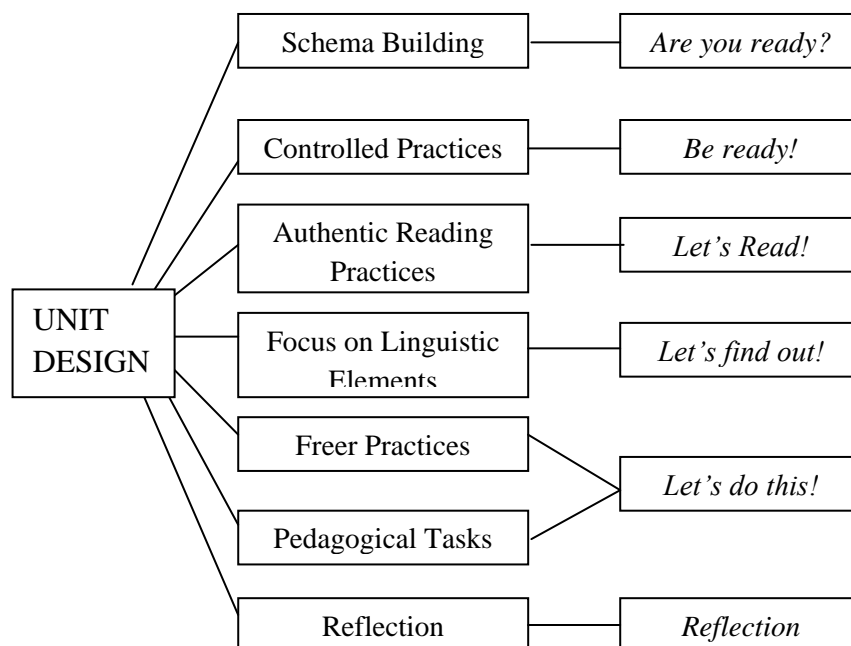


Figure 4.1. shows that each unit in the supplementary English reading materials were divided into seven stages. They are schema building, controlled practices, authentic reading practices, focused on linguistic elements, freer practices, pedagogical tasks, and reflection. The first stage up to the sixth stage is the main stages and the last stage is aimed at ending the unit. The activities in the schema building stage help the students to have schema building about the materials that are going to learn. The second stage, that is controlled practice, consists of some tasks that guide the students to learn the vocabulary related to the topic, the generic structure, and the functions of descriptive texts. The authentic reading practice stage provides reading comprehension tasks that involve the students in intensive reading practices. In the fourth stage, that is focus on linguistic elements, students learn the linguistic elements of the texts through tasks that are provided. The providing freer practices stage offers some less-guided tasks. The sixth stage, that is introducing the pedagogical tasks stage, allows the students to relate the tasks with their real life. In the reflection, students are asked to check their progress through a task.

4. The Description of the Task-Based Supplementary English Reading Materials

a. Unit 1: Missing Pets

The topic of Unit 1 is the description of missing pets. The title of this unit is *Missing Pets*. In this unit, students learn about descriptive texts. The input of the

tasks in this unit was chosen based on the topic. The texts were about missing pets and in the form of lost and found pet flyers.

The indicators were listed to achieve the learning objectives. The students are expected to be able to understand the function of the text, the generic structure, and the language features of the short descriptive texts about animals.

There are 25 tasks in Unit 1. One task belongs to the schema building stage. Eight tasks belong to controlled practice stage. Three tasks belong to authentic reading practice stage. Nine tasks belong to focus on linguistic elements stage. Two tasks belong to provide freer practice stage. Two tasks belong to introducing the pedagogical tasks. One task belongs to reflection.

Each task has different time allocation. The time allocation was determined based on the level of the tasks' difficulty. For example, the students have 5 minutes to complete Task 1 and 15 minutes to complete Task 3. It was because answering some questions related to the topic based on the students' real life is easier than understanding the generic structure, the function, and the linguistic elements of the descriptive texts.

The teaching kits that are used depend on the kind of reading activities. The teaching kits that are used in this unit are pictures, missing pet flyers, worksheets, and real objects which are the students' pets.

b. Unit 2: A Missing Person

The topic of Unit 2 is the description of a particular missing person. The title of this unit is *A Missing Person*. In this unit, the students also learn about

descriptive texts. The input of the tasks in this unit was chosen based on the topic. The texts are about a missing person in the form of lost and found person flyers.

The indicators were listed to achieve the learning objectives. The students are expected to be able to understand the function of the text, the generic structure, and the language elements of the short descriptive texts about person.

Unit 1 consists of 20 tasks. One task belongs to the schema building stage. Four tasks belong to controlled practice stage. Three tasks belong to authentic reading practice stage. Seven tasks belong to focus on linguistic elements stage. Two tasks belong to provide freer practice stage. Two tasks belong to introducing the pedagogical tasks. One task belongs to reflection.

Each task has different time allocation. The time allocation was determined based on the level of the tasks' difficulty. For example, the students have 20 minutes to complete Task 1 and 3 minutes to complete Task 2. It is because playing *snakes and ladders* needs a lot of time than labeling the generic structure of a short descriptive text about a missing baby.

The teaching kits that are used depend on the kind of reading activities. The teaching kits that are used in this unit are *snakes and ladders* game board, pictures, lost and found people flyers, students' social media and worksheets.

c. Unit 3: Houses for Sale

The topic of Unit 2 is the description of houses. The title of this unit is *Houses for Sale*. In this unit, students also learn about descriptive texts. The input

of the tasks in this unit was chosen based on the topic. The texts were about houses for sale and in the form of house for sell brochures.

The indicators were listed to achieve the learning objectives. The students are expected to be able to understand the function of the text, the generic structure, and the language elements of the short descriptive texts about houses.

There are 20 tasks in Unit 2. Two tasks belong to the schema building stage. Four tasks belong to controlled practice stage. Three tasks belong to authentic reading practice stage. Six tasks belong to focus on linguistic elements stage. Two tasks belong to provide freer practice stage. Two tasks belong to introducing the pedagogical tasks. One task belongs to reflection.

Each task has different time allocation. The time allocation was determined based on the level of the tasks' difficulty. For example, the students have 10 minutes to complete Task 18 and 5 minutes to complete Task 20. It is because ticking some statements related to their progress in reading descriptive texts is easier than drawing the ground plan of their house.

The teaching kits that are used depend on the kind of reading activities. The teaching kits are pictures, house for sell brochures, worksheets, and ground plans.

B. Results of the Expert Judgment

After being designed, the three units then became the first draft. The units had to meet the qualification of good materials from the expert judgment. In this case, expert became the second consultant. That second consultant is eligible for being an expert on material development.

The expert judgment took two consultations. In the two-consultations, there were several parts that still needed to be revised. The results of the expert judgment are presented as follows.

1. The Results of the Expert Judgment of Unit 1

There were four aspects that were evaluated in the expert judgment step. It was aimed at measuring the quality of the designed materials. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the graphic. These are the results of the analysis of the questionnaire for expert judgment of Unit 1.

a. The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content in the developed materials. The table below shows the analysis of the appropriateness of the content of Unit 1.

Table 4.12 The Appropriateness of the Content of Unit 1

| No. | Items | Score |
|------------|--|--------------|
| 1. | The developed materials are in accordance with the core competence 1, 2, 3 and basic competence 1.1, 2.2, 3.10 stated in the Curriculum 2013 for grade VII students of Junior High School. | 4 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units in the developed materials are relevant with the grade VII students of Junior High School. | 3 |

| | | |
|-----------------|---|-------------|
| 4. | The texts in the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 5. | The developed materials involve the explanation of the structure of a particular genre. | 4 |
| 6. | The developed materials involve the explanation of social functions of a text of a particular genre. | 4 |
| 7. | The developed materials involve the explanation of the language features of a text of a particular genre. | 4 |
| 8. | The developed materials involve the vocabulary learning tasks which are relevant with the requirement of the curriculum. | 4 |
| 9. | The developed materials involve learning activities which guide the students to communicate in daily life context such as describing animals. | 3 |
| 10. | The developed materials lead the students involve learning activities which guide the students to communicate accurately and functionally. | 4 |
| Mean (x) | | 3.70 |

The mean value of the appropriateness of the content of Unit 1 is 3.70. That mean value is in the range of $3.25 \leq x \leq 4$ that falls into the category of “Very Good”.

b. The Appropriateness of the Language

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

Table 4.13 The Appropriateness of the Language of Unit 1

| No | Items | Score |
|------------------------------------|--|--------------|
| 11. | The language used in the developed materials is grammatically correct. | 3 |
| 12. | The language used in the developed materials involves correct spelling. | 4 |
| 13. | The developed materials involve an appropriate word choice. | 3 |
| 14. | The language of the instructions and explanation in the developed materials is in accordance with the grade VII of Junior High School. | 4 |
| 15. | The language used in the developed materials can be easily understood by the students. | 4 |
| 16. | The language used in the developed materials is cohesive and coherent. | 4 |
| 17. | The developed materials consistently used one variation of English. | 4 |
| Mean (\bar{x}) | | 3.71 |

Table 4.13 shows that the mean value of the appropriateness of the language of Unit 1 is 3.71. That value is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the language of Unit 1 is categorized as “Very Good”.

c. The Appropriateness of the Presentation

The following table shows the analysis of the appropriateness of the presentation of Unit 1.

Table 4.14 The Appropriateness of the Presentation of Unit 1

| No. | Items | Score |
|-----------------|---|--------------|
| 18. | The developed materials are presented systematically from <i>Are You Ready?</i> up to <i>Let's Have a Reflection!</i> . | 4 |
| 19. | The developed materials are in accordance with the steps of the six-step procedures proposed by Nunan (2004); schema building, controlled practice, authentic reading practice, focus on linguistic elements, provide freer practice, and introducing the pedagogical task. | 4 |
| 20. | The texts, activities and pictures in the developed materials are presented equally. | 3 |
| 21. | The developed materials contain tasks that encourage the students' performance both spoken and written communication. | 4 |
| 22. | The developed materials promote the students to be responsible with their own learning so that they become autonomous learners. | 3 |
| 23. | The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning. | 3 |
| 24. | Every unit of the developed materials has the learning objective statements. | 4 |
| 25. | Every picture in the developed materials has the identity (the reference). | 4 |
| Mean (x) | | 3.62 |

The table 3.14 shows that the mean value of the appropriateness of the presentation of Unit 1 is 3.62, that is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the presentation of Unit 1 is categorized as "Very Good".

d. The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic of the developed materials. The table below presents the analysis of the appropriateness of the graphic of Unit 1.

Table 4.15 The Appropriateness of the Graphic of Unit 1

| No. | Items | Score |
|-----------------|---|-------------|
| 26. | The developed materials are printed on ISO-standardized size papers (A4,A5, B5) | 4 |
| 27. | The layout of the developed materials is proportional. | 3 |
| 28. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 4 |
| 29. | The illustrations in the developed materials help to clarify the presentation of the materials. | 3 |
| 30. | The developed materials use the appropriate variation of fonts. | 4 |
| 31. | The developed materials used the right number of variation (bold, italic, underline, capitalization). | 4 |
| 32. | The overall design of the developed materials is visually interesting. | 4 |
| Mean (x) | | 3.71 |

The table above shows that the mean value of the appropriateness of the graphic of Unit 1 is 3.71. That value is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the graphic of the Unit 1 is categorized as “Very Good”.

2. The Results of the Expert Judgment of Unit 2

There were four aspects that were evaluated in the expert judgment step. It was aimed at measuring the quality of the designed materials. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the graphic of the developed materials. The following are the results of the questionnaire for the expert judgment of Unit 2.

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content of the developed materials. The table below shows the analysis of the appropriateness of the content of Unit 2.

Table 4.16 The Appropriateness of the Content of Unit 2

| No. | Items | Score |
|-----|--|-------|
| 1. | The developed materials are in accordance with the core competence 1, 2, 3 and basic competence 1.1, 2.2, 3.10 stated in the Curriculum 2013 for grade VII students of Junior High School. | 4 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 4. | The texts in the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text of a particular genre. | 4 |

| | | |
|-----------------|--|------|
| 6. | The developed materials involve the explanation of social functions of a text of a particular genre. | 4 |
| 7. | The developed materials involve the explanation of the language features of a text of a particular genre. | 4 |
| 8. | The developed materials involve the vocabulary learning tasks which are relevant with the requirement of the curriculum. | 3 |
| 9. | The developed materials involve learning activities which guide the students to communicate in daily life context such as describing people. | 4 |
| 10. | The developed materials lead the students involve learning activities which guide the students to communicate accurately and functionally. | 4 |
| Mean (x) | | 3.70 |

Table 4.16 shows the mean value of the appropriateness of content of Unit 2 is 3.70. This value is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the content of Unit 2 is considered as “Very Good”.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language of the developed materials. The table below shows the analysis of the appropriateness of the language of Unit 2.

Table 4.17 The Appropriateness of the Language of Unit 2

| No. | Items | Score |
|------------|--|--------------|
| 11. | The language used in the developed materials is grammatically correct. | 3 |

| | | |
|------------------------------------|--|-------------|
| 12. | The language used in the developed materials involves correct spelling. | 4 |
| 13. | The developed materials involve an appropriate word choice. | 3 |
| 14. | The language of the instructions and explanation in the developed materials is in accordance with the grade VII of Junior High School. | 4 |
| 15. | The language used in the developed materials can be easily understood by the students. | 4 |
| 16. | The language used in the developed materials is cohesive and coherent. | 4 |
| 17. | The developed materials consistently used one variation of English. | 4 |
| Mean (\bar{x}) | | 3.71 |

The table above shows that the mean value of the appropriateness of the language of Unit 2 is 3.71. It is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the language of Unit 2 is categorized as “Very Good”.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The table below shows the analysis of the appropriateness of the presentation of Unit 2.

Table 4.18 The Appropriateness of the Presentation of Unit 2

| No. | Items | Score |
|-----|---|-------|
| 18. | The developed materials are presented systematically from <i>Are You Ready?</i> up to <i>Let's Have a Reflection!</i> . | 4 |

| | | |
|-----------------|---|-------------|
| 19. | The developed materials are in accordance with the steps of the six-step procedures proposed by Nunan (2004); schema building, controlled practice, authentic reading practice, focus on linguistic elements, provide freer practice, and introducing the pedagogical task. | 4 |
| 20. | The texts, activities and pictures in the developed materials are presented equally. | 3 |
| 21. | The developed materials contain tasks that encourage the students' performance both spoken and written communication. | 4 |
| 22. | The developed materials promote the students to be responsible with their own learning so that they become autonomous learners. | 4 |
| 23. | The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning. | 4 |
| 24. | Every unit of the developed materials has the learning objective statements. | 4 |
| 25. | Every picture in the developed materials has the identity (the reference). | 4 |
| Mean (x) | | 3.87 |

Table 4.18 shows that the mean value of the appropriateness of the language of Unit 2 is 3.82. It is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the language of Unit 2 is categorized as "Very Good".

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic of the developed materials. The following table presents the analysis if the appropriateness of the graphic of Unit 2.

Table 4.19 The Appropriateness of the Graphic of Unit 2

| No. | Items | Score |
|-----------------|---|--------------|
| 26. | The developed materials are printed on ISO-standardized size papers (A4,A5, B5) | 4 |
| 27. | The layout of the developed materials is proportional. | 3 |
| 28. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 4 |
| 29. | The illustrations in the developed materials help to clarify the presentation of the materials. | 4 |
| 30. | The developed materials use the appropriate variation of fonts. | 4 |
| 31. | The developed materials used the right number of variation (bold, italic, underline, capitalization). | 4 |
| 32. | The overall design of the developed materials is visually interesting. | 4 |
| Mean (x) | | 3.85 |

Table 4.19 shows that the mean value of the appropriateness of the graphic of Unit 2 is 3.85. It is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the graphic of Unit 2 is categorized as “Very Good”.

3. The Results of the Expert Judgment of Unit 3

There were four aspects that were evaluated in the expert judgment step. It was aimed at measuring the quality of the designed materials. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the graphic of the developed materials. The following are the results of the questionnaire for the expert judgment of Unit 3.

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content in the developed materials. The following table presents the analysis of the appropriateness of the content of Unit 3.

Table 4.20 The Appropriateness of the Content of Unit 3

| No. | Items | Score |
|-----|--|-------|
| 1. | The developed materials are in accordance with the core competence 1, 2, 3 and basic competence 1.1, 2.2, 3.10 stated in the Curriculum 2013 for grade VII students of Junior High School. | 4 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 4. | The texts in the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text of a particular genre. | 4 |

| | | |
|-----------------|---|-------------|
| 6. | The developed materials involve the explanation of social functions of a text of a particular genre. | 4 |
| 7. | The developed materials involve the explanation of the language features of a text of a particular genre. | 4 |
| 8. | The developed materials involve the vocabulary learning tasks which are relevant with the requirement of the curriculum. | 3 |
| 9. | The developed materials involve learning activities which guide the students to communicate in daily life context such as describing house buildings. | 4 |
| 10. | The developed materials lead the students involve learning activities which guide the students to communicate accurately and functionally. | 4 |
| Mean (x) | | 3.70 |

Table 4.20 shows that the mean value of the appropriateness of the content of Unit 3 is 3.70. It is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the content of Unit 3 is categorized as “Very Good”.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. The table below presents the analysis of the appropriateness of the language of Unit 3.

Table 4.21 The Appropriateness of the Language of Unit 3

| No. | Items | Score |
|------------|--|--------------|
| 11. | The language used in the developed materials is grammatically correct. | 4 |

| | | |
|-----------------|--|-------------|
| 12. | The language used in the developed materials involves correct spelling. | 4 |
| 13. | The developed materials involve an appropriate word choice. | 4 |
| 14. | The language of the instructions and explanation in the developed materials is in accordance with the grade VII of Junior High School. | 3 |
| 15. | The language used in the developed materials can be easily understood by the students. | 3 |
| 16. | The language used in the developed materials is cohesive and coherent. | 4 |
| 17. | The developed materials consistently used one variation of English. | 4 |
| Mean (x) | | 3.71 |

The table above shows that the mean value of the appropriateness of the language of Unit 3 is 3.71. This value is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the language of Unit 3 is categorized as “Very Good”.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The table below shows the analysis of the appropriateness of the presentation of Unit 3.

Table 4.22 The Appropriateness of the Presentation of Unit 3

| No. | Items | Score |
|-----|---|-------|
| 18. | The developed materials are presented systematically from <i>Are You Ready?</i> up to <i>Let's Have a Reflection!</i> . | 4 |

| | | |
|-----------------|---|----------|
| 19. | The developed materials are in accordance with the steps of the six-step procedures proposed by Nunan (2004); schema building, controlled practice, authentic reading practice, focus on linguistic elements, provide freer practice, and introducing the pedagogical task. | 4 |
| 20. | The texts, activities and pictures in the developed materials are presented equally. | 4 |
| 21. | The developed materials contain tasks that encourage the students' performance both spoken and written communication. | 4 |
| 22. | The developed materials promote the students to be responsible with their own learning so that they become autonomous learners. | 4 |
| 23. | The developed materials encourage the students to have self-reflection to identify their achievements and lacks during their learning. | 4 |
| 24. | Every unit of the developed materials has the learning objective statements. | 4 |
| 25. | Every picture in the developed materials has the identity (the reference). | 4 |
| Mean (x) | | 4 |

Table 4.22 shows that the mean value of the appropriateness of the presentation of Unit 3 is 4. It is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the presentation of Unit 3 is categorized as "Very Good".

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic of the developed materials. The table below shows the analysis of the appropriateness of the content of Unit 3.

Table 4.23 The Appropriateness of the Graphic of Unit 3

| No. | Items | Score |
|-----------------|---|--------------|
| 26. | The developed materials are printed on ISO-standardized size papers (A4,A5, B5) | 4 |
| 27. | The layout of the developed materials is proportional. | 4 |
| 28. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 4 |
| 29. | The illustrations in the developed materials help to clarify the presentation of the materials. | 4 |
| 30. | The developed materials use the appropriate variation of fonts. | 4 |
| 31. | The developed materials used the right number of variation (bold, italic, underline, capitalization). | 4 |
| 32. | The overall design of the developed materials is visually interesting. | 4 |
| Mean (x) | | 4 |

The table above shows that the mean value of the appropriateness of the graphic of Unit 3 is 4. This value is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the graphic of Unit 3 is categorized as “Very Good”.

C. Product Revision

The first draft of the task-based supplementary English reading materials for Grade VII students of Junior High School was revised based on the suggestion from the expert. It is very needed to be revised in order to improve the quality of the product.

1. Revisions of Unit 1

The results of the expert judgment of Unit 1 show that this unit is appropriate for Grade VII students of Junior High School. This Unit has some mistakes. The following table presents some points to be revised in Unit 1.

Table 4.24 Revisions of Unit 3

| Unit | Parts of the unit | Points to Be Revised | Revisions |
|--------|-------------------|--|--|
| Unit 3 | Task 9 | Add full stop in the item number 7 | Full stop had been added |
| | Task 11 | Change the input | The flyer had been changed |
| | Task 13 | Change the question number 2 into "He has a scar under ... left eye. | The question number 2 had been changed |
| | Task 18 | Change the words "is sleeping" into sleeps in the item number 5 | The words had been changed |
| | Task 24 | Change the word "his" into "a" | The word had been changed |

2. Revisions of Unit 2

The results of the expert judgment of Unit 2 show that this unit is appropriate for Grade VII students of Junior High School. This Unit has the least mistakes.

The following table presents some points to be revised in Unit 2.

Table 4.25 Revisions of Unit 1

| Unit | Parts of the Unit | Points to Be Revised | Revisions |
|--------|-------------------|---|-------------------------------|
| Unit 1 | Task 1 | Delete the words “for it to” | The words had been deleted |
| | Task 2 | Change the word “year” into “month | The word had been changed |
| | Task 5 | Change the authentic pictures into animations | The pictures had been changed |
| | Task 6 | Change the word “is” into “are” | The word had been changed |

3. Revisions of Unit 3

The results of the expert judgment of Unit 3 show that this unit is appropriate for Grade VII students of Junior High School. This Unit has some mistakes. The following table presents some points to be revised in Unit 3.

Table 4.26 Revisions of Unit 2

| Unit | Parts of the Unit | Points to Be Revised | Revisions |
|--------|-------------------|--------------------------------|---------------------------|
| Unit 2 | Task 16 | Change the word “in” into “on” | The word had been changed |
| | Task 19 | Add “s” into the word “name” | “s” had been added |

D. Analysis of the Latest Product

The analysis of the latest product results the explanation of the appropriateness of the developed task-based supplementary English reading materials for Grade VII students of Junior High School. The following explanation was gained from the expert judgment and it answers the question in the formulation of the problem.

1. Materials

The materials in the developed task-based supplementary English reading materials for Grade VII students of Junior High School are based on the Basic Competence 3.10 in the Curriculum 2013. There is a type of texts which is a descriptive text. In that basic competence, students are expected to understand the social functions, the structures and the linguistic elements of short descriptive texts about people, animals and things based on the use of the context.

In the Unit 1, the students are provided some missing pet flyers. In the Unit 2, the students are provided some missing person flyers. In the Unit 3, the students are provided some house for sale brochures. Those texts are aimed at making the students understand the functions, the structures and the linguistic elements of descriptive text about animals, people and houses.

Those texts that are in the form of flyers and brochures were chosen to be the input of the developed task-based supplementary English reading materials for Grade VII students of Junior High School based on the characteristics of the students. The Grade VII students of Junior High School are best in learning

something, which are descriptive texts in this case, through something that is close to their real life.

The data gained from the expert judgment prove that the materials are appropriate with Grade VII students and the Core Competences and the Basic Competences in the Curriculum 2013. The task-based supplementary English reading materials for Grade VII students of Junior High School is useful for the students to comprehend descriptive texts about animals, people and houses.

2. Activities

The kind of activities in the developed task-based supplementary English reading materials for Grade VII students of Junior High School were chosen based on the results of the needs analysis. The activities are gap filling activities, matching activities, answering comprehension questions in the form of multiple choice questions and short answer questions, true/false activities, arranging the jumbled words/sentences and discussion. Since the Grade VII students are considered as teenage learners who are easy to get bored, some games are provided. Those games are the *snakes and ladders* and the *flash card* game.

The activities in the developed task-based supplementary English reading materials for Grade VII students of Junior High School are relevant with the requirement of the curriculum 2013. Those activities were arranged from the easy to the difficult activities and based on the six-step procedures proposed by Nunan (2004). Those activities also lead the students to learn the descriptive text

autonomously. The students not only answer the questions based on the texts but also are involved in the interesting activities.

The data gained from the expert judgment proves that the activities support the students in the learning processes. The activities in the developed task-based supplementary English reading materials for Grade VII students of Junior High School were well-organized from the guided to the less guided.

3. Instructions

The instructions in the developed task-based supplementary English reading materials for Grade VII students of Junior High School are in the above of each activity. They are presented by using simple terms in order to make the students understand what they are going to do to complete the tasks and lead the students learn the materials autonomously.

4. Media

There are some media that help the students to complete the activities. They are pictures, worksheets, real objects, flyers, brochures and *snakes and ladders* game board. The pictures were provided in order to describe the objects in the text and also to attract the students' interest. The real objects can be used to relate the materials with the students' real life, so that they do not get bored while doing the less guided activities. The flyers and brochures were provided as the input of the tasks. The *snakes and ladders* game board was designed to play the game.

Based on the data gained from the expert judgment, the developed task-based supplementary English reading materials for Grade VII students of Junior High School contains good pictures and fonts. The pictures support the presentation of the input in the designed supplementary English reading materials. Moreover, the pictures can clearly present the objects that are described in the texts.

E. Research Constraint

There was an obstacle during this research. The obstacle came from the external factor. It was related to the time. It was difficult to find the time in conducting needs analysis. The Class VII D students were taught by a PPL student who had demanding schedule. As a result, the need analysis was conducted in the middle of the break.

However, the obstacle did not significantly influence the result of the product. In the beginning, the students were suggested to answer the questions as honest as possible. Though the students could not answer all of the questions during the break, the rest was done in the next break. Some students finished the questionnaire after school. The students were very cooperative. The lack of time did not influence their answers.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusions about the Product

This research was aimed at revealing the reading target needs, the learning needs, and finding out the characteristics of an appropriate set of task-based supplementary English reading materials focusing on descriptive texts for Grade VII students of Junior High School. The conclusion of this research was gained from the findings and discussion in the previous chapter.

1. The Reading Target Needs

The reading target needs refer to what the learners need to do in the target situation. According to the needs analysis that was conducted on 3rd November 2015, the target needs of Grade VII students of Junior High School can be concluded as follows.

- a. The main goal of the students in learning English is to answer all of reading questions correctly in order to pass the exam.
- b. The students' lacks were related to the vocabulary, grammar, generic structure and social function of the texts.
- c. The students expected to be able to communicate in English well after learning the English reading materials.

2. The Learning Needs

The learning needs are related to the students' opinion about what they should do to attain the target situation. It covers the components of tasks proposed by Nunan (2004), those are inputs, procedures and the learners' role.

In terms of inputs, the students wanted the short texts that are supported with pictures. They claimed that pictures give them the clear description of the object that is discussed in the texts. The students also wanted the texts that are completed with vocabulary list. Moreover, they liked to read texts taken from the internet, magazines or newspaper.

In terms of procedures, the students liked to learn the texts through various activities, those are gap filling activities, matching activities, answering comprehension questions in the form of multiple choice and short answer questions, true/false activities, arranging jumbled words and sentences and discussion. The students prefer to find out the meaning of words in the dictionary rather than guess the synonym or the antonym of those words.

Related to the learners' role, the students expected to complete the activities in groups. They also expected to have reading activities that allow them to interact with their friends and their English teacher.

3. The Characteristics of the Appropriate Task-Based Supplementary Reading Materials

The materials should be based on the learners' needs. The data of the learners' needs can be gathered by conducting needs analysis. There are some

aspects that should be highlighted in developing the materials. They are the learners' necessities, wants and lacks, the input of the materials, procedures, and the learners' role.

The students realized that they got difficulties in identifying the generic structure and the function of the texts, vocabulary mastery and grammar mastery. On the other hand, they also realized that it is necessary to comprehend the texts in order to answer the questions correctly so that they can pass the exam. Moreover, they wanted to be able to communicate well after learning the English reading materials. Based on that consideration, the task-based supplementary English reading materials should cover the aspects that the students' needs: identifying generic structure and the function of the texts, vocabulary and grammar lesson, interesting activities, activities that allow them to communicate with their friends and the English teachers, and also task sequence that allow them to learn the materials autonomously so that it would be useful for them in preparing the exam.

The topics of the units in the developed materials should be related to their real life considering that nowadays teenage learners are absolutely addicted to their gadget and the internet. It aims to make the materials meet the learners' interest and make the learning process meaningful.

The task-based supplementary English reading materials consist of three units. Each unit has the unit title and objectives. The unit title can be in the form of an interesting phrase or sentence that is appropriate with the materials that are going to be learnt in the unit. The objectives should be involved in the task-based

supplementary English reading materials so that the students know what the activities in that unit is for and they can evaluate their learning process.

The activities in the task-based supplementary English reading materials are presented through six main stages and a reflection that ends the units. Those main steps are schema building, controlled practice, authentic reading practice, focus on linguistic elements, freer practice, and pedagogical tasks. In the schemata building stage, students do schema-building exercises in order to introduce the topic, set the context for the tasks, and introduce some of the key vocabulary and expressions that the students will need in completing the tasks. In the controlled practice stage, students use the target language vocabulary, structures and functions. In the authentic reading practice, students do reading comprehension activities. In the focus on linguistic elements stage, students are expected to understand the linguistics elements of descriptive texts. In the providing freer practice stage, students do less guided tasks in pairs or groups. In the last stage that is introducing the pedagogical tasks, students have grammar and vocabulary review. Each unit is ended with a reflection. It allows the students to have self-reflection.

Considering that the students' goal in learning English reading materials is to answer all off the reading questions correctly so that they pass the exam, these kind of task-based supplementary English reading materials are useful for the students to comprehend descriptive texts because it allows the students to comprehend the descriptive texts autonomously through well-order activities.

B. Recommendations of the Product Use

There are recommendations proposed for the Grade VII students of Junior High School, the English teachers, and the other materials developers.

1. Recommendations to the Grade VII Students of Junior High School

To Grade VII students of Junior High School, they should actively interact with their friends because there are some reading games and activities in these materials that need to be completed in pairs and groups. They also should not be hesitated to ask for guidance and help from their English teachers if they find any difficulties.

2. Recommendations to the English Teachers

The task-based supplementary English reading materials can be used by the English teachers of Grade VII students in the English teaching and learning process, especially to teach descriptive texts about animals, people and houses in order to provide more reading exercises for the students before facing the exam. The English teachers should at least understand the instructions so that they can build the simulation in their mind in order to determine their role before implementing the materials in the class. The task-based supplementary English reading materials can also be used to teach the generic structure, social function, vocabulary and grammar of descriptive texts about animals, people and houses since those aspects are considered as the students' lacks in learning English. Nevertheless, the English teachers of Grade VII students should continually

conduct needs analysis to provide the right guidance and help for the students because the learning objectives of the materials can be reached if the English teachers play their role well as discussed in the previous chapters.

3. Recommendations for the Other Researchers and Materials Developers

It is recommended for other researchers and materials developers who are interested in developing supplementary materials for teenage learners to develop interesting supplementary materials that contain other text types and different activities and apply other learning approaches. They should develop supplementary materials that contain generic structure of the texts, social function of the texts, vocabulary, and grammar lesson since the students find it difficult to comprehend those aspects. Added to this, the focus of the supplementary materials can be in listening, reading, speaking or writing skills.

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APPENDIX A

The Questionnaire for the Needs Analysis



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281. Telp, (0274)
 550843, 548207
 Fax (0274) 548207
<http://www.fbs.uny.ac.id>

Kepada : Siswa Kelas VII SMPN 8 Yogyakarta

Assalamu'alaikum, Wr. Wb.

Saya Dyah Ayu Winarti Putri, mahasiswi Pendidikan Bahasa Inggris, bermaksud melaksanakan penelitian mengenai pengembangan materi pembelajaran membaca (*reading*) pada mata pelajaran Bahasa Inggris untuk siswa kelas VII. Oleh karena itu, saya mengharapkan kesediaan Adik-adik untuk meluangkan waktu mengisi angket tentang kebutuhan belajar siswa guna mengembangkan materi tersebut.

Bagian pertama angket ini bertujuan untuk mengetahui gambaran umum identitas Adik-adik, sedangkan bagian kedua bertujuan untuk mengetahui kebutuhan belajar Adik-adik dalam pembelajaran membaca (*reading*) pada mata pelajaran Bahasa Inggris.

Angket ini tidak bermaksud menguji atau menilai Adik-adik, melainkan untuk mencari gambaran tentang materi pembelajaran membaca (*reading*) pada mata pelajaran Bahasa Inggris yang sesuai bagi siswa kelas VII. Angket ini dijamin tidak akan mempengaruhi nilai Adik-adik, sehingga saya memohon kejujuran dan pendapat yang apa adanya dalam memberikan jawaban.

Atas bantuan dan kesediaan Adik-adik mengisi angket ini, saya ucapkan terima kasih.

Wasalamu'alaikum, Wr. Wb.

Yogyakarta, 3 November 2015

Peneliti,

Dyah Ayu Winarti Putri

NIM.11202241072

Angket Analisa Kebutuhan Siswa Kelas VII dalam Pembelajaran Bahasa Inggris
di SMPN 8 Yogyakarta

Petunjuk pengisian:

Berilah tanda silang (X) pada huruf a, b, c, d atau seterusnya sesuai dengan pendapat Adik-adik. Adapun beberapa pertanyaan yang memungkinkan Adik-adik untuk memberi pendapat lain, silahkan tuliskan jawaban Adik-adik pada kolom yang tersedia.

A. Data pribadi responden

Usia : tahun
 Jenis kelamin :
 Kelas :
 Sedang mengikuti : (Ya/Tidak) *coret yang tidak sesuai
 Bimbingan Belajar
 Bahasa Inggris

B. Analisa kebutuhan siswa dalam pembelajaran bahasa Inggris

1. Apa yang Adik-adik rasakan saat mengikuti kegiatan membaca (*reading*) di kelas bahasa Inggris?
 - a. Sangat menarik.
 - b. Menarik.
 - c. Biasa saja.
 - d. Tidak menarik .

2. Menurut Adik-adik, seberapa pentingkah memiliki kemampuan membaca (*reading*) dalam bahasa Inggris?
 - a. Sangat penting.
 - b. Penting.
 - c. Kurang penting.
 - d. Tidak penting.

3. Menurut Adik-adik, selama ini buku/materi pelajaran membaca (*reading*) yang Adik-adik gunakan pada mata pelajaran Bahasa Inggris ...
 - a. sudah sangat mendukung.
 - b. sudah mendukung.
 - c. kurang mendukung.
 - d. sama sekali belum mendukung.
4. Menurut Adik-adik, adanya buku/materi tambahan dalam pembelajaran membaca (*reading*) pada mata pelajaran Bahasa Inggris ...
 - a. sangat diperlukan.
 - b. diperlukan.
 - c. tidak diperlukan.
 - d. sangat tidak diperlukan.
5. Apakah Adik-adik tertarik membaca teks yang dekat dengan kehidupan sehari-hari Adik seperti teks yang diambil dari internet, majalah, atau koran dalam Bahasa Inggris?
 - a. Sangat tertarik.
 - b. Cukup tertarik.
 - c. Kurang tertarik.
 - d. Tidak tertarik.
6. Menurut Adik, ketika sedang membaca teks, apakah gambar yang menyertai teks tersebut membantu Adik-adik dalam membaca dan memahami isinya?
 - a. Ya, sangat membantu.
 - b. Ya, membantu.
 - c. Tidak, tidak membantu.
 - d. Tidak, sangat tidak membantu.

7. Jenis teks yang seperti apa yang ingin Adik-adik baca?
 - a. Teks bacaan terdiri dari beberapa kalimat.
 - b. Teks bacaan yang disertai gambar.
 - c. Teks bacaan yang disertai daftar kosa kata.
8. Berapa panjang teks yang Adik-adik inginkan dalam kegiatan membaca (reading)?
 - a. $x < 100$ kata (pendek).
 - b. $100 \leq x \leq 150$ kata (sedang).
 - c. $x \geq 150$ kata (panjang).
9. Setelah Adik-adik mengikuti pembelajaran membaca (*reading*) pada mata pelajaran bahasa Inggris, Adik-adik berharap agar ... (*Boleh memilih lebih dari satu jawaban.*)
 - a. dapat meningkatkan kosa kata (*vocabulary*).
 - b. dapat memahami tata bahasa (*grammar*) dalam bacaan.
 - c. dapat membaca teks dengan lancar.
 - d. dapat memahami teks dengan baik dan menjawab semua pertanyaan sesuai teks dengan benar.
10. Apakah Adik-adik menemui kesulitan yang berhubungan dengan perbendaharaan kosa kata?
 - a. Ya, saya sangat kesulitan.
 - b. Ya, saya kesulitan.
 - c. Tidak, saya tidak kesulitan.
 - d. Tidak, saya tidak kesulitan. Saya mahir dalam hal tersebut.
11. Apakah Adik-adik menemui kesulitan yang berhubungan dengan menemukan topik pada teks yang dibaca?
 - a. Ya, saya sangat kesulitan.
 - b. Ya, saya kesulitan.

- c. Tidak, saya tidak kesulitan.
 - d. Tidak, saya tidak kesulitan. Saya mahir dalam hal tersebut.
12. Apakah Adik-adik menemui kesulitan yang berhubungan dengan tata bahasa (grammar)?
- a. Ya, saya sangat kesulitan.
 - b. Ya, saya kesulitan.
 - c. Tidak, saya tidak kesulitan.
 - d. Tidak, saya tidak kesulitan. Saya mahir dalam hal tersebut.
13. Apakah Adik-adik kesulitan dalam hal mengucapkan kosa kata yang ada di dalam teks?
- a. Ya, saya sangat kesulitan.
 - b. Ya, saya kesulitan.
 - c. Tidak, saya tidak kesulitan.
 - d. Tidak, saya tidak kesulitan. Saya mahir dalam hal tersebut.
14. Apakah Adik-adik menyukai kegiatan menemukan kosa kata baru dalam teks kemudian mencari arti atau terjemahannya di dalam kamus?
- a. Ya, saya sangat suka.
 - b. Ya, saya suka.
 - c. Tidak, saya tidak suka.
 - d. Tidak, saya sangat tidak suka.
15. Apakah Adik-adik menyukai kegiatan menemukan kosa kata baru dalam teks kemudian mengidentifikasi arti atau terjemahannya berdasarkan konteks di dalam teks?
- a. Ya, saya sangat suka.
 - b. Ya, saya suka.
 - c. Tidak, saya tidak suka.
 - d. Tidak, saya sangat tidak suka.

16. Apakah Adik-adik menyukai kegiatan melengkapi kalimat/paragraf dengan pengetahuan sendiri?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
17. Apakah Adik-adik menyukai kegiatan mengelompokkan kosa kata baru di dalam sebuah tabel kemudian mencari arti/terjemahan berdasarkan konteks di dalam teks?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
18. Apakah Adik-adik menyukai kegiatan mencocokkan kata-kata dengan pilihan makna yang telah disediakan?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
19. Apakah Adik-adik menyukai kegiatan mencari sinonim atau antonim kata?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
20. Apakah Adik-adik menyukai kegiatan mencari makna dalam kamus?
- Ya, saya sangat suka.

- b. Ya, saya suka.
 - c. Tidak, saya tidak suka.
 - d. Tidak, saya sangat tidak suka.
21. Apakah Adik-adik menyukai kegiatan mengidentifikasi jenis kata: kata kerja, kata sifat, kata benda, dll?
- a. Ya, saya sangat suka.
 - b. Ya, saya suka.
 - c. Tidak, saya tidak suka.
 - d. Tidak, saya sangat tidak suka.
22. Apakah Adik-adik menyukai kegiatan menjodohkan kata dengan gambar?
- a. Ya, saya sangat suka.
 - b. Ya, saya suka.
 - c. Tidak, saya tidak suka.
 - d. Tidak, saya sangat tidak suka.
23. Apakah Adik-adik menyukai kegiatan membaca kemudian menjawab pertanyaan?
- a. Ya, saya sangat suka.
 - b. Ya, saya suka.
 - c. Tidak, saya tidak suka.
 - d. Tidak, saya sangat tidak suka.
24. Apakah Adik-adik menyukai kegiatan membaca kemudian meringkas?
- a. Ya, saya sangat suka.
 - b. Ya, saya suka.
 - c. Tidak, saya tidak suka.
 - d. Tidak, saya sangat tidak suka.

25. Apakah Adik-adik menyukai kegiatan membaca kemudian menerjemahkan?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
26. Apakah Adik-adik menyukai kegiatan membaca kemudian menganalisa benar/salah (True/False)?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
27. Apakah Adik-adik menyukai kegiatan menjodohkan, seperti menjodohkan pertanyaan dengan jawaban, pernyataan dengan pernyataan, kosa kata dengan gambar, kata dengan sinonim/antonim, dll?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
28. Apakah Adik-adik menyukai kegiatan melengkapi bagian yang rumpang?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.

29. Apakah Adik-adik menyukai kegiatan membaca kemudian berdiskusi dengan teman tentang isi bacaan tersebut?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
30. Apakah Adik-adik menyukai kegiatan membaca kemudian meringkas?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
31. Apakah Adik-adik menyukai kegiatan menyusun kalimat acak?
- Ya, saya sangat suka.
 - Ya, saya suka.
 - Tidak, saya tidak suka.
 - Tidak, saya sangat tidak suka.
32. Cara belajar seperti apa yang Adik-adik lebih sukai?
- Sendiri.
 - Berpasangan.
 - Berkelompok.
 - Melibatkan semua.
33. Apabila Adik-adik merasa kesulitan dalam mengerjakan tugas yang diberikan oleh guru, apa yang Adik-adik lakukan untuk mencari jawaban?
- Bertanya kepada guru.
 - Bertanya kepada guru dan teman.
 - Mencari jawaban sendiri.
 - Tidak melakukan apa-apa.

APPENDIX B

The Results of the Needs Analysis

The Results of the Needs Analysis

| No. | Questions | Choices | <i>f</i> | P |
|-------------|---|--|----------|---------|
| Necessities | | | | |
| 1. | How are the reading activities in your English class? | a. It is very interesting. | 0 | 0% |
| | | b. It is interesting. | 12 | 37.5% |
| | | c. It is fair. | 20 | 62.5% |
| | | d. It is boring. | 0 | 0% |
| 2. | What is your purpose of learning English reading materials at the school? | a. To be able to answer all of the questions in the exam correctly. | 21 | 65,625 |
| | | b. To support the education in the next level. | 8 | 25% |
| | | c. To get the knowledge of English and its culture so that you can communicate well. | 1 | 3,125% |
| | | d. To be able to communicate spoken and written in English. | 2 | 6,26% |
| 3. | The English reading materials that you use are ... in the English learning process. | a. very helpful | 0 | 0% |
| | | b. helpful | 8 | 25% |
| | | c. less helpful | 23 | 71,875% |
| | | d. not helpful | 0 | 0% |
| 4. | In your opinion, the supplementary reading materials are ... in the English class. | a. really needed | 12 | 37,5% |
| | | b. needed | 20 | 62,5% |
| | | c. not really needed | 0 | 0% |
| | | d. not needed at all | 0 | 0% |
| Input | | | | |
| 5. | Are you interested in reading text taken from the internet, magazines, or newspaper? | a. Yes, I am very interested. | 5 | 15,625% |
| | | b. Yes, I am interested. | 17 | 53,125% |
| | | c. I am not really interested. | 10 | 31,25% |
| | | d. I am not interested. | 0 | 0% |
| 6. | While reading a text, do you think that pictures can help you to understand the text? | a. It really helps me. | 13 | 40,625% |
| | | b. It helps me. | 15 | 46,875% |
| | | c. It does not help me. | 4 | 12,5% |
| | | d. It does not really help me at all. | 0 | 0% |
| 7. | What kind of text do you want to read? | a. Texts that consist of some sentences. | 5 | 15,625% |
| | | b. Texts with pictures. | 15 | 46,875% |
| | | c. Text with vocabulary list. | 12 | 37,5% |
| 8. | How long is the text that you can understand? | a. Less than 100 words. | 19 | 59,375% |
| | | b. 101-150 words. | 9 | 28,125% |
| | | c. More than 150 words. | 4 | 12,5% |

| Wants | | | | |
|------------|---|---|----|---------|
| 9. | After joining the English reading activities, you expect to be able to (You may choose more than one option.) | a. increase my vocabulary | 25 | 78,125% |
| | | b. understand the grammar of texts | 28 | 87,5% |
| | | c. read texts fluently | 23 | 71,875% |
| | | d. understand the texts well and answer all of the questions correctly. | 32 | 100% |
| Lacks | | | | |
| 10. | Do you have difficulties related to vocabulary? | a. Yes, I really do. | 0 | 0% |
| | | b. Yes, I do. | 22 | 68,75% |
| | | c. No, I do not really. | 10 | 31,25% |
| | | d. No, I do not. | 0 | 0% |
| 11. | Do you have difficulties in finding the structure and function of a particular text? | a. Yes, I really do. | 0 | 0% |
| | | b. Yes, I do. | 18 | 56,25% |
| | | c. No, I do not really. | 13 | 40,625% |
| | | d. No, I do not. | 1 | 3,125% |
| 12. | Do you have difficulties related to grammar aspect? | a. Yes, I really do. | 2 | 6,25% |
| | | b. Yes, I do. | 25 | 78,125% |
| | | c. No, I do not really. | 5 | 15,625% |
| | | d. No, I do not. | 0 | 0% |
| 13. | Do you have difficulties in pronouncing words stated in the texts? | a. Yes, I really do. | 0 | 0% |
| | | b. Yes, I do. | 15 | 48,875% |
| | | c. No, I do not really. | 17 | 53,125% |
| | | d. No, I do not. | 0 | 0% |
| Procedures | | | | |
| 14. | Do you like finding new words in texts and then finding its meaning in the dictionary? | a. Yes, I really do. | 4 | 12,5% |
| | | b. Yes, I do. | 22 | 68,75% |
| | | c. No, I do not really. | 6 | 18,75% |
| | | d. No, I do not. | 0 | 0% |
| 15. | Do you like finding new words in texts and then indentifying its meaning based on the context? | a. Yes, I really do. | 2 | 6,25% |
| | | b. Yes, I do. | 22 | 68,75% |
| | | c. No, I do not really. | 8 | 25% |
| | | d. No, I do not. | 0 | 0% |
| 16. | Do you like filling blanks space in sentences/paragraphs based on your own knowledge? | a. Yes, I really do. | 1 | 3,125% |
| | | b. Yes, I do. | 12 | 37,5% |
| | | c. No, I do not really. | 18 | 56,25% |
| | | d. No, I do not. | 1 | 3,125% |
| 17. | Do you like classifying new words in a table and then finding its meaning based on the context? | a. Yes, I really do. | 1 | 3,125% |
| | | b. Yes, I do. | 18 | 56,25% |
| | | c. No, I do not really. | 13 | 40,625% |
| | | d. No, I do not. | 0 | 0% |
| 18. | Do you like matching | a. Yes, I really do. | 3 | 9,375% |

| | | | | |
|-----|---|-------------------------|----|---------|
| | words with provided meanings? | b. Yes, I do. | 23 | 71,875% |
| | | c. No, I do not really. | 4 | 12,5% |
| | | d. No, I do not. | 2 | 6,25% |
| 19. | Do you like finding the synonym or antonym of words stated in the texts? | a. Yes, I really do. | 1 | 3,125% |
| | | b. Yes, I do. | 20 | 62,5% |
| | | c. No, I do not really. | 11 | 34,375% |
| | | d. No, I do not. | 0 | 0% |
| 20. | Do you like finding words' meaning in the dictionary? | a. Yes, I really do. | 5 | 15,625% |
| | | b. Yes, I do. | 19 | 59,375% |
| | | c. No, I do not really. | 7 | 21,875% |
| | | d. No, I do not. | 1 | 3,125% |
| 21. | Do you like classifying words' type (nouns, verbs, adjectives, adverbs, etc.)? | a. Yes, I really do. | 1 | 3,125% |
| | | b. Yes, I do. | 20 | 62,5% |
| | | c. No, I do not really. | 11 | 34,375% |
| | | d. No, I do not. | 0 | 0% |
| 22. | Do you like matching the words with the pictures? | a. Yes, I really do. | 3 | 9,375% |
| | | b. Yes, I do. | 24 | 75% |
| | | c. No, I do not really. | 3 | 9,375% |
| | | d. No, I do not. | 2 | 6,25% |
| 23. | Do you like reading passages and then answering the questions related those passages? | a. Yes, I really do. | 1 | 3,125% |
| | | b. Yes, I do. | 17 | 53,125% |
| | | c. No, I do not really. | 12 | 37,5% |
| | | d. No, I do not. | 2 | 6,25% |
| 24. | Do you like reading texts and then summarizing it? | a. Yes, I really do. | 0 | 0% |
| | | b. Yes, I do. | 8 | 25% |
| | | c. No, I do not really. | 19 | 59,375% |
| | | d. No, I do not. | 5 | 15,625% |
| 25. | Do you like reading texts and then translating it? | a. Yes, I really do. | 3 | 9,375% |
| | | b. Yes, I do. | 15 | 46,875% |
| | | c. No, I do not really. | 13 | 40,625% |
| | | d. No, I do not. | 1 | 3,125% |
| 26. | Do you like reading texts and then analyzing whether the statement is true or false? | a. Yes, I really do. | 3 | 9,375% |
| | | b. Yes, I do. | 17 | 53,125% |
| | | c. No, I do not really. | 10 | 31,25% |
| | | d. No, I do not. | 2 | 6,25% |
| 27. | Do you like matching activities? | a. Yes, I really do. | 1 | 3,125% |
| | | b. Yes, I do. | 19 | 59,375% |
| | | c. No, I do not really. | 11 | 34,375% |
| | | d. No, I do not. | 1 | 3,125% |
| 28. | Do you like filling the blanks activities | a. Yes, I really do. | 3 | 9,375% |
| | | b. Yes, I do. | 11 | 34,375% |
| | | c. No, I do not really. | 16 | 50% |
| | | d. No, I do not. | 2 | 6,25% |
| 29. | Do you like discussion | a. Yes, I really do. | 4 | 12,5% |

| | | | | |
|-----------------------|--|--|----|---------|
| | activities? | b. Yes, I do. | 21 | 65,625% |
| | | c. No, I do not really. | 6 | 18,75% |
| | | d. No, I do not. | 1 | 3,125% |
| 30. | Do you like summarizing activities? | a. Yes, I really do. | 5 | 15,625% |
| | | b. Yes, I do. | 6 | 18,75% |
| | | c. No, I do not really. | 21 | 65,625% |
| | | d. No, I do not. | 1 | 3,125% |
| 31. | Do you like arranging jumbled sentences activities? | a. Yes, I really do. | 11 | 34,375% |
| | | b. Yes, I do. | 20 | 62,5% |
| | | c. No, I do not really. | 1 | 3,125% |
| | | d. No, I do not. | 0 | 0% |
| Learners' Role | | | | |
| 32. | When you do reading activities, how do you expect to finish the tasks? | a. Alone. | 8 | 25% |
| | | b. In pairs. | 2 | 6,25% |
| | | c. In groups. | 19 | 59,375% |
| | | d. Whole class. | 3 | 9,375% |
| 33 | When you find a problem during reading activities, what will you do? | a. I will ask my teachers. | 2 | 6,25% |
| | | b. I will ask my teachers and friends. | 16 | 50% |
| | | c. I will open my books, dictionary, or other resources. | 14 | 43,75% |
| | | d. I will do nothing. | 0 | 0% |

APPENDIX C

Course Grid

COURSE GRID OF TASK-BASED SUPPLEMENTARY ENGLISH READING MATERIALS FOR STUDENTS OF JUNIOR HIGH SCHOOL

Subject : English

Grade/Semester : VII/II

Core competences :

1. Appreciate and comprehend their religion doctrine.
2. Appreciate and comprehend honesty, discipline, care (tolerance, mutual cooperation), politeness, confidence when having interior effectively with the social and nature environment in the scope of their social intercourse and existence.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomenon and events.

Basic Competences :

- 1.1. Appreciate the opportunity of studying English as an International language that is presented by the enthusiasm in learning English.
- 2.2. Reflect the honesty, discipline, confidence, and responsibility through the students' interaction to the teachers and friends.
- 3.10. Understand the social functions, generic structures, and linguistic elements of very short descriptive texts about people, animals, and things based on the use of the context.

| Unit | Indicators | Learning Materials | Learning Activities | Time Allocation | Teaching Kits |
|---|------------|--|---|-----------------|--|
| 1 Missing Pets | | Topic: The description of my pet. Input text: | Schema Building: <ul style="list-style-type: none"> Answer the questions related to missing pet flyers. | 5'' | Schema Building: <ul style="list-style-type: none"> Worksheets |

| | | | | | |
|--|---|---|---|---|---|
| | <p>3.10.1. Identify social function of the descriptive text about animals.</p> <p>3.10.2. Identify the structure of the text in the descriptive text about animals.</p> <p>3.10.3. Identify linguistics elements of the descriptive text about animals.</p> | <ul style="list-style-type: none"> Missing pet flyers <p>Social Function: The function of descriptive texts is to describe and reveal particular animal, so that people can easily recognize the animals that are intended in the lost and found flyers.</p> <p>Generic Structure The generic structures of descriptive texts are identification (sentences that identify the animals to be described) and description (Sentences that describe the animals in parts, qualities, and/or characteristics).</p> <p>Language features:</p> <ul style="list-style-type: none"> The use of Simple Present Tense <p>Grammar Present Tense To be: <i>is, am, are</i>. E.g. <i>She is harmless</i>. Have/has: e.g. <i>She has white fur and pointed ears</i>.</p> | <p>Controlled practice:</p> <ul style="list-style-type: none"> Read a lost and found text. Identify the function and generic structure of the text. Identify the generic structure of the sentences that are available. Identify animals' body parts through a picture. Match the words of animals' body parts with their pictures. Draw the animals based on their body parts. <p>Authentic Reading Practice:</p> <ul style="list-style-type: none"> Read a lost and found text. Answer comprehension questions in the form of multiple choices questions. Identify whether the statements related to the text are true or false. Read a lost and found text. Match some terms with the appropriate explanation. <p>Focus on Linguistic Elements:</p> <ul style="list-style-type: none"> Identify the pronouns that are usually used in describing animals and its rules. Identify the pronouns that exist in the lost and found texts. Identify the adjectives in some sentences. List some possible adjectives of some animals in the pictures. | <p>10'</p> <p>20'</p> <p>15'</p> <p>5'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>7'</p> <p>5'</p> | <p>Controlled practice:</p> <ul style="list-style-type: none"> Picture Worksheets Descriptive texts about animals <p>Authentic Reading Practice:</p> <ul style="list-style-type: none"> Descriptive text about pets Picture Worksheets <p>Focus on Linguistic Elements:</p> <ul style="list-style-type: none"> Descriptive texts about pets Worksheets |
|--|---|---|---|---|---|

| | | | | | |
|--|---|---|--|--|--|
| | <p>3.10.4. Identify the meaning of the words/phrases/sentences in the descriptive text about animals.</p> | <p>The use of adjectives e.g. <i>tall, short, fat, small, brown, blue, harmless, cute</i>, etc.</p> <ul style="list-style-type: none"> • The use of pronouns. E.g. <i>James</i> is a Siberian Husky puppy. <i>He</i> wears a blue collar. <p>Vocabulary E.g. <i>eyes, nose, fur, feather, hair, short, tall, long, collar, name tag, beak, scar, blue, brown, fat, ugly</i>.</p> | <ul style="list-style-type: none"> • Match some adjectives with their pictures. • Identify the rules of Simple Present Tenses. • Identify the verbs in the sentences. • Identify whether the sentences in the descriptive texts are grammatically correct or not. <p>Providing Freer Practice:</p> <ul style="list-style-type: none"> • Correct the mistakes in a descriptive text. • Complete the table by using appropriate adjectives and pronoun, and grammatical sentences. <p>Providing Pedagogical Tasks:</p> <ul style="list-style-type: none"> • Use the provided clues to make the sentences grammatically correct and appropriate with the information in the flyer. • Match the description with the appropriate picture. <p>Reflection</p> <ul style="list-style-type: none"> • Tick the statements that reflect your progress after finishing this unit. | <p>3' 10'</p> <p>4' 15'</p> <p>10' 20'</p> <p>20'</p> <p>15'</p> <p>4'</p> | <p>Freer Practice:</p> <ul style="list-style-type: none"> • Descriptive texts about pets • Picture • Worksheets <p>Pedagogical Tasks:</p> <ul style="list-style-type: none"> • Worksheets • Realia (the students' pets) <p>Reflection</p> <ul style="list-style-type: none"> • Worksheets |
|--|---|---|--|--|--|

| | | | | | |
|---------------------------------------|--|---|--|-----|---|
| 2 A Missing Person | | Topic: The description of people. | Schema Building: <ul style="list-style-type: none"> Answer some questions related to descriptive texts about missing person through <i>snakes and ladders</i> game | 20' | Schema Building: <ul style="list-style-type: none"> <i>Snakes and ladders</i> game board |
| | 3.10.1. Identify social function of the descriptive text about people. | Input text: <ul style="list-style-type: none"> Missing People Flyers Social Function: The function of descriptive texts is to describe and reveal particular person, so that people can easily recognize the one that is intended in the missing person flyers. | Controlled practice: <ul style="list-style-type: none"> Read a descriptive text. Underline the identification and the description of the text by using different color and identify the function of the text. Label the generic structure of the sentences in the missing person flyers. Answer some questions about the generic structure and the function of the descriptive text about missing person in the flyer. | 10' | Controlled practice: <ul style="list-style-type: none"> Descriptive texts (missing people flyers) Pictures Worksheets |
| | 3.10.2. Identify the structure of the text in the descriptive text about people. | Generic Structure The generic structures of descriptive texts are identification (sentences that identify the person to be described) and description (Sentences that describe the person in parts, qualities, and/or characteristics). | <ul style="list-style-type: none"> Identify the words that are frequently used in describing people by matching the words with its pictures. Match the sentences with the appropriate pictures. | 3' | |
| | 3.10.3. Identify linguistics elements of the descriptive text about people. | Language features: The use of Simple Present Tense Grammar Present Tense | Authentic Reading Practice: <ul style="list-style-type: none"> Read a missing person flyer. Answer multiple choice questions. Read a missing person flyer. Answer the comprehension questions. Fill the blanks spaces in the descriptive text based on the flyer. | 5' | Authentic Reading Practice: <ul style="list-style-type: none"> Descriptive texts (missing people flyers) Picture Worksheets |

| | | | | | |
|--|--|--|--|---|---|
| | <p>3.10.4. Identify the meaning of the words/phrases/sentences in the descriptive text about people.</p> | <p>To be: <i>is, am, and are</i>. E.g. <i>She is tall</i>. Have/has: E.g. <i>She has long hair</i>.</p> <p>The use of adjectives: E.g. <i>brown, small, big, pointed, long</i>. The use of the degree of comparison. E.g. <i>Anne is taller than Abigail</i>.</p> <p>The degree of comparison: How to contrasting two people through sentences in English. E.g. 'Abigail is taller than Rose.'</p> <p>Vocabulary E.g. <i>eyes, nose, short, tall, long, white, brown</i>.</p> | <p>Focus on Linguistic Elements:</p> <ul style="list-style-type: none"> • Arrange the jumbled words into good sentences. • Find the sentences that are grammatically incorrect, and then correct them. • Identify the adjectives of a person. • List the adjectives in the missing person flyers. • Identify the rules of the degrees of comparison. • Identify whether the comparison of two people are appropriate with the description or not. • Circle the statements that are appropriate with the data in the missing person flyers. <p>Freer Practice:</p> <ul style="list-style-type: none"> • Match the statements with the appropriate pictures. • Two pictures of two people are provided. Students fill in the blank spaces in the descriptive texts. <p>Pedagogical Tasks:</p> <ul style="list-style-type: none"> • Find a missing person flyer in the internet. | <p>5'</p> <p>10'</p> <p>15'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>15'</p> <p>10'</p> <p>20'</p> | <p>Focus on Linguistic Elements:</p> <ul style="list-style-type: none"> • A descriptive text • Picture • Worksheets <p>Freer Practice:</p> <ul style="list-style-type: none"> • Picture • Worksheets <p>Pedagogical Tasks:</p> <ul style="list-style-type: none"> • Worksheets |
|--|--|--|--|---|---|

| | | | | | |
|---------------------------------|---|--|--|--|---|
| | | | <p>Identify the generic structure, the function, the tenses, and the content of the text in that flyer. Then, play a <i>role playing</i> game with your friends.</p> <ul style="list-style-type: none"> Patch your friend's picture. Then, fill in the blank spaces in some sentences that are provided. <p>Reflection</p> <ul style="list-style-type: none"> Tick the statements that reflect your progress after finishing this unit. | <p>20'</p> <p>4'</p> | <ul style="list-style-type: none"> Realia (friends) Social Media (Facebook, Twitter, Path, or Instagram) <p>Reflection</p> <ul style="list-style-type: none"> Worksheets |
| <p>3 Houses for Sale</p> | <p>3.10.1. Identify social function of the descriptive text about things.</p> | <p>Topic: The description of building.</p> <p>Input text:</p> <ul style="list-style-type: none"> House for Sell brochures and flyers <p>Social Function: The function of descriptive texts is to describe and reveal particular house building, so that people can easily understand the condition of the houses that are sold through brochure and flyers.</p> | <p>Schema Building:</p> <ul style="list-style-type: none"> Find the names of parts of a house in the boxes. <p>Controlled practice:</p> <ul style="list-style-type: none"> Identify the function and generic structure of descriptive texts about house building. Read a descriptive text. Tick the appropriate function of the text. Rearrange sentences into a good text based on the generic structure. Identify the words that are frequently used in describing house building by labeling the rooms in a ground plan. Match the pictures with the words. | <p>7'</p> <p>15'</p> <p>3'</p> <p>5'</p> <p>5'</p> <p>5'</p> | <p>Schema Building:</p> <ul style="list-style-type: none"> Pictures Worksheets <p>Controlled Practice:</p> <ul style="list-style-type: none"> Picture A ground plan A descriptive text Worksheets |

FIRST DRAFT

READING PRACTICE

Descriptive Texts



FOR GRADE

7 STUDENTS

Dyah Ayu Winarti Putri
Dra. Nury Supriyanti, M.A.

Unit 1

Missing Pets



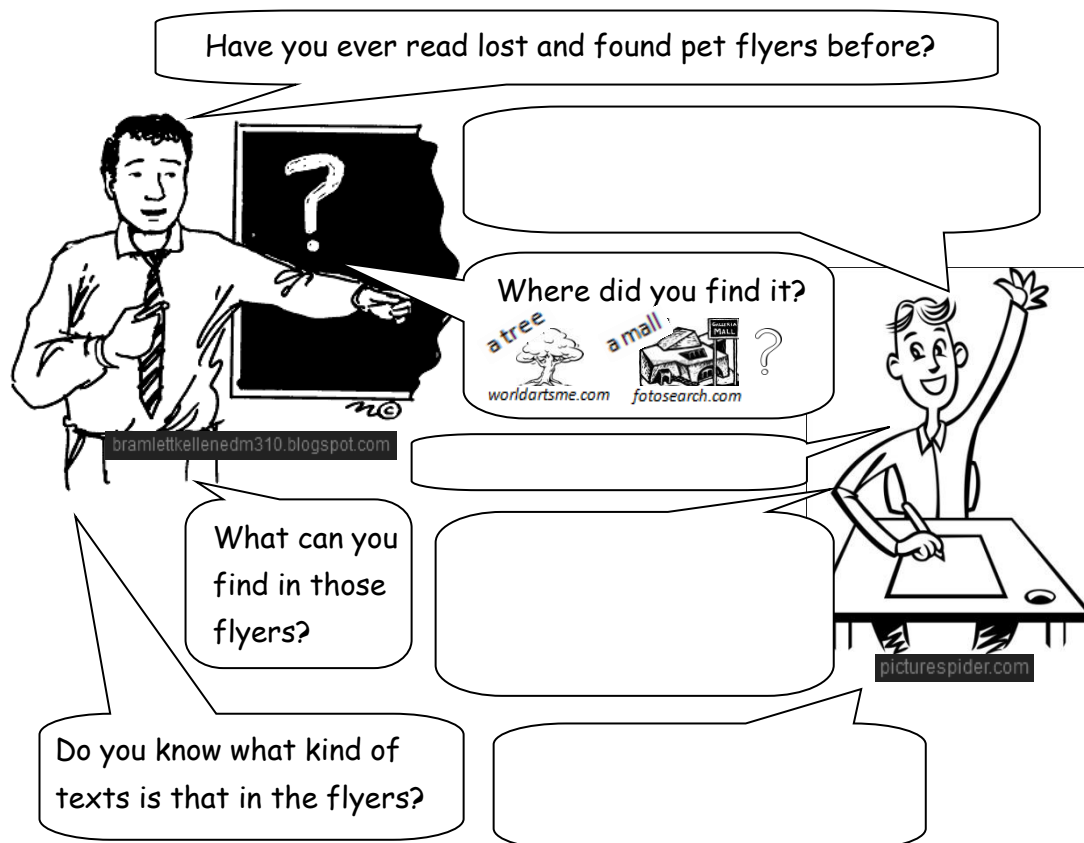
fanofthefan.com

Have you ever read this kind of flyers before? This is an example of lost and found pet flyers. In some occasions you have to read them in order to help people to find their missing pets or to complete the assignments that are given by your English teacher. Do you know what the type of texts in the lost and found pet flyers is? Well, it is a descriptive text. And now, you are going to learn it. Have fun!

Are you ready?

TASK 1

Here is the conversation between a teacher and a student in the English class. Answer the questions below. If your answer is "No" for the first question, ask your friends. Act as the teacher.



Have you asked your friends? If so, find out a missing pet flyer in the internet. Read it. Are there any other things you can find in the flyer? List the things here.

Be ready!

www.fotosearch.com

TASK 2

Read the explanation of descriptive texts below. Pay attention to its parts.

My Pet

CALL
(0274)
016-778

Her name is Rosa. She is my first pet. She disappeared last week. She has white and black fur. She has heart shaped pattern on her body. It makes her so unique. She also has small pointed nose. She is about five months old. Rosa's body is about 20 cm in length. She likes to eat fish and to drink milk. She is very cute.

- Identification
- Description

www.test.com

**DESCRIPTIVE
TEXTS**

Descriptive texts are to tell you about what the pet looks like (eyes, ears, legs, etc.), so that people can easily recognize the animals in the lost and found pets flyers.

**What you can find in the
descriptive texts:**

- Adjectives and classifier in nominal group. (white, black, unique, cute)
- Simple present tense.

Descriptive texts consist of:

- *Identification* (It tells us the identification of the animal that is going to be described.)
- *Description* (It tells us the description of the phenomenon in parts, qualities, and/or characteristics.)

TASK 3

Read a lost pet flyer below. Then, write the letter 'I' in the boxes if the sentence is classified as the *Identification* and write the letter 'D' if the sentence is classified as the *Description*.

A MISSING CAT



☐ Her name is Roxy. ☐ I love her so much. ☐ She is 6.5 kilograms brown tabby domestic short-haired. ☐ She has got lost both of her bottom canine teeth. ☐ Her left eye has a little more brown than just the speckles in the picture. ☐ She is a little skittish cat, so she may not come when she is called. ☐ She has medical conditions that need monitoring.

Call 336-687-5737 or 434-242-0179.

Adapted from www.likesideapartmentsblog.com

DID YOU KNOW?



a cat with grey or brown fur and dark strips

Tabby

www.petinfoclub.com



nervous

Skittish

www.petbucket.com



watch and check the condition of the cat

Monitor

www.mypet.com



one of the four pointed teeth in the front of a human's or animal's mouth

Canine

www.justanswer.com



hair that grows on the body of some animals such as cats, mice, etc.

fur

www.holoweb.net

TASK 4

Read the sentences below. Classify the following sentences into *Identification* or *Description* by ticking the cells. Number 1 has been done for you as an example.

| No. | Paragraphs | Identification | Description |
|-----|--|----------------|-------------|
| 1. | Mini is a male cat. He is a black and grey long-haired cat. He has a small white spot on his chest. | | ✓ |
| 2. | My rabbit's name is Boy. I can hardly live without him. | | |
| 3. | Dogs are one of my favorite pets. I have one. His name is Siber. | | |
| 4. | Nami is an orange goldfish. She has two white spots in her tail. She is very attractive. | | |
| 5. | I have a goldfish. Her name is Nami. I keep her in a big fishbowl. | | |
| 6. | Mini has one bad eye and the other one is green. He has a very fluffy black tail. He is very dearly loved. | | |

long-haired
www.stuffpoint.com
spot
www.fanpop.com
goldfish
www.cutagulta.com
fishbowl
www.123rf.com
male
www.accidental.com
fluffy
www.thinkstockphotos.com

TASK 5

Read a missing pet flyer below. Imagine that you are the mother. Answer your son's questions. Make the conversation understandable.

A MISSING CAT

Her name is Roxy. I love her so much. She is 6.5 kilograms brown tabby domestic short-haired. She has got lost both of her bottom canine teeth. Her left eye has a little more brown than just the speckles in the picture. She is a little skittish cat, so she may not come when she is called. She has medical conditions that need monitoring.

Call 336-687-5737 or 434-242-0179.

Adapted from www.likesideapartmentsblog.com

MOM, I OFTEN
READ THAT TEXT
IN THE STREET.
WHAT IS THAT?



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WHAT IS THAT
FOR? I WANT TO
MAKE IT. WHAT
SHOULD I KNOW
FIRST?



IT'S SO
CONFUSING.
WHICH ONE IS THE
IDENTIFICATION?
AND WHICH ONE IS
THE DESCRIPTION,
MOM?

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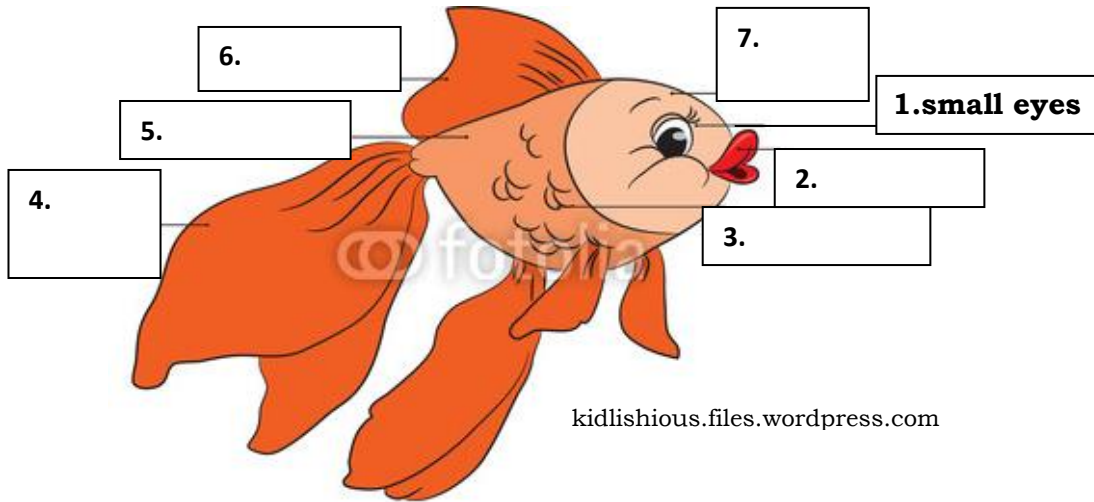


FEUTI

TASK 6

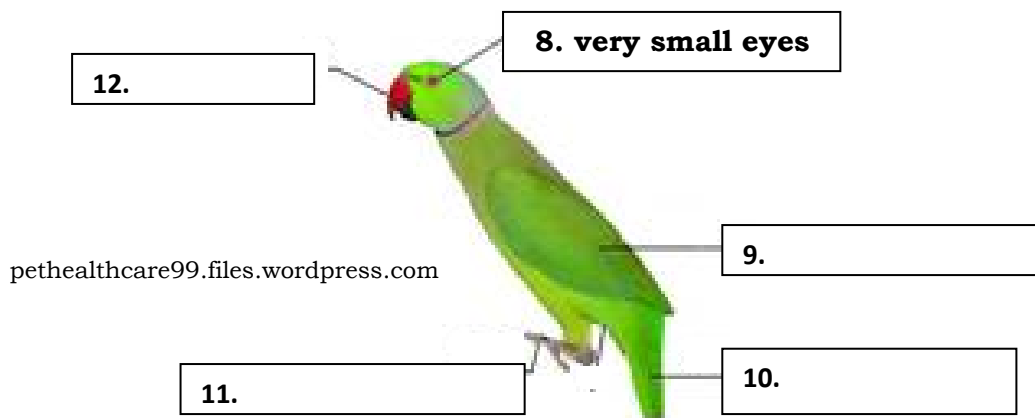
Match the pictures with the name of the animals' body parts that are provided. Write the appropriate body parts in the boxes.

I have a pet. She is a Betta fish. She has



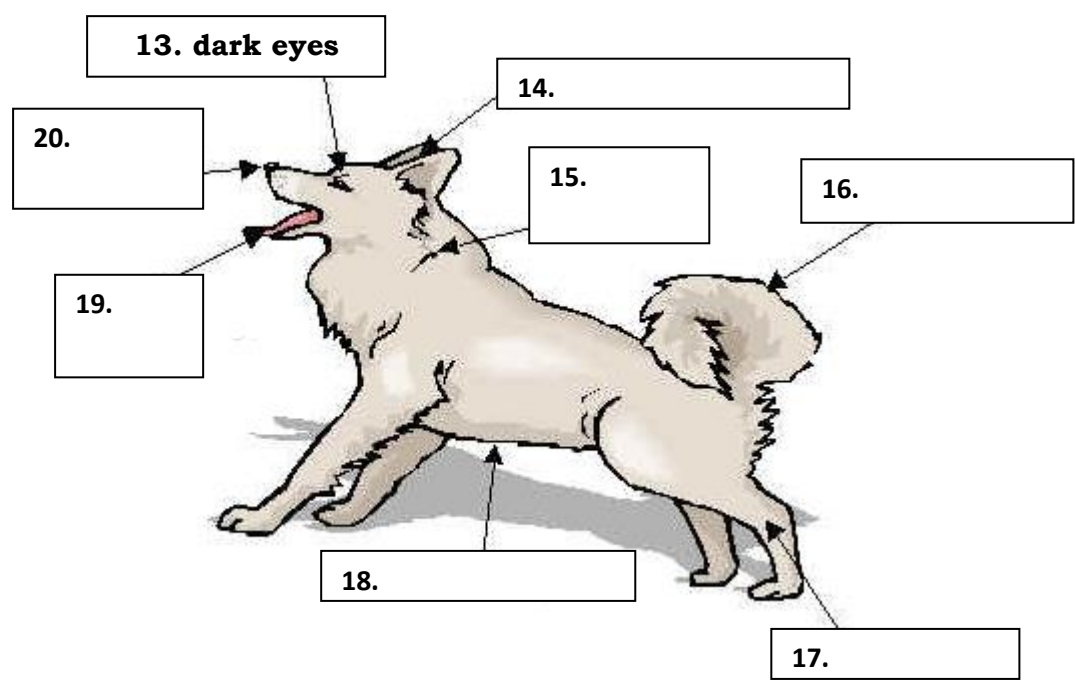
| | | | |
|---------------------|-----------------------|---------------------------|------------------------------|
| a shiny head | glowing scales | a round body | a beautiful long tail |
| small eyes | long fins | a very small mouth | |

My parrot's name is Rio. He has



| | | | | |
|----------------------|---------------------|---------------------|------------------|------------------------|
| a curved beak | a short tail | strong wings | bony feet | very small eyes |
|----------------------|---------------------|---------------------|------------------|------------------------|

I am looking for my beloved dog, Siber. I love her so much. She has



| | | | |
|---------------|----------------|--------------|---------------|
| a curved tail | strong legs | a small nose | a long tongue |
| a furred neck | a flat stomach | pointed ears | dark eyes |

TASK 7

Match the pictures with the names of animals' body parts that are provided in the box.

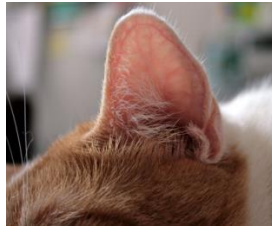
He/ She has got ...

1



www.all-creatures.org
a long

2



www.pets.wiki.com
pointed ...

3



www.theproducerperspective.com
brown ...

4



www.riotvibes-deviant.com
curved ...

5



www.flickr.com
a long ...

6



www.polloplayer.wordpress.com
sharp ...

7



www.thepigeonphotographer.com
long ...

8



therevivalist.info
big ...

9



www.flickr.com
silver ...

a. claws

b. beak

c. horns

d. eyes

e. scales

f. wings

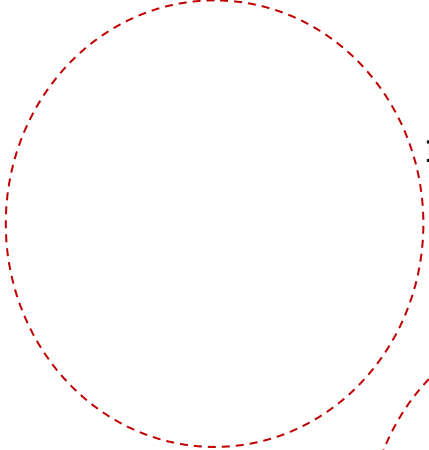


g. legs

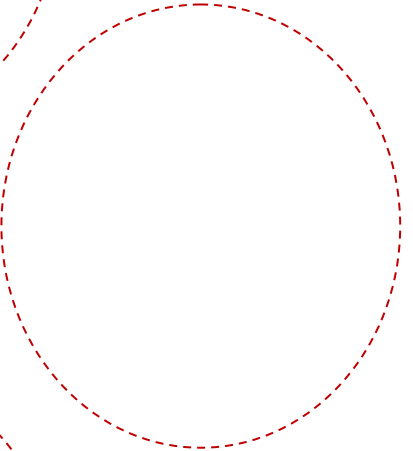
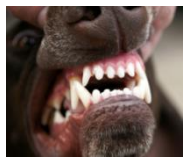

h. tail

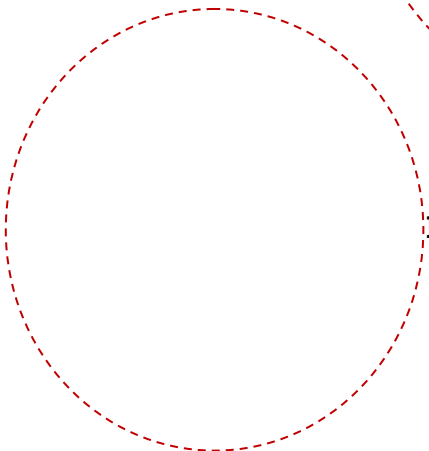


i. ears

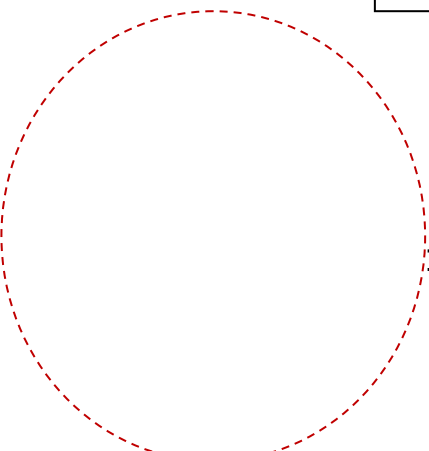

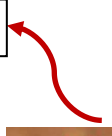
TASK 8

Draw the animals that have these body parts. Then, present the names of those animals in English to the class.

My  has   **tail**
www.minisimmonssurfboards.com

My  has   **teeth**
www.vetstreet.com

My  has   **fur**
www.petattack.com

My  has   **comb**
www.runnersworld.com

Let's Read!

TASK 9

Read the text entitle 'A Missing Cat' in Task 5 once again. Then, answer the following questions. Choose the correct answer by

1. What is the name of the pet?
 - a. Raxy.
 - b. Roxi.
 - c. Rixy.
 - d. Roxy.
2. What kind of pets does the writer have?
 - a. A brown short-haired cat.
 - b. A brown domestic short-haired cat.
 - c. A brown domestic long-haired cat.
 - d. A brown long-haired cat.
3. How much weight is the pet?
 - a. 6.5 kilograms.
 - b. 7.5 kilograms.
 - c. 8.5 kilograms.
 - d. 9.5 kilograms.
4. What is the color of his/her left eye?
 - a. The color is as brown as the speckles in the picture.
 - b. The color is a little bit browner than the speckles in the picture.
 - c. The color is much browner than the speckles in the picture.
 - d. The color is much brighter than the speckles in the picture.
5. He/she is missing ... of his/her canine teeth.
 - a. none
 - b. half
 - c. one
 - d. all
6. The following descriptions are correct, except ...
 - a. She has brown eyes.
 - b. she has grey and brown fur.
 - c. she is attractive.
 - d. she is unhealthy.
7. When you call the pet, he/she will ...
 - a. come to you
 - b. run toward you
 - c. bite you
 - d. do nothing
8. What is the text for?
 - a. To describe a flayer about a missing cat.
 - b. To describe the owner of the missing cat.
 - c. To describe the appearance of the missing cat.
 - d. To describe the cat's bottom canine teeth.
9. What are the elements of the text?
 - a. Identification-description.
 - b. Description-identification.
 - c. Title-description.
 - d. Description-the phone number.
10. What should you do if you find it?
 - a. Call 336-687-5737.
 - b. Call 434-224-0179.
 - c. Send messages to 336-687-5737.
 - d. Send facsimiles to 336-687-5737.

TASK 10

Read the lost pet flyer and some statements that follow. Write T if the statements are true and write F if the statement is false. Number 1 has been done for you as an example. Then, explain your answer.

A MISSING DOG

Our beloved family dog went missing from our Section 7, Petaling Jaya home on the evening of 6th January at about 5pm.

My female dog's name is Pika. She has a small body. She is a silver and tan Australian Silky Terrier. She is about 12 years old. She is a very friendly dog.

Please call 0176065662 or 0102264538.

Adapted from www.thestar.com.my

| No. | Statements | T/F |
|-----|--|-----|
| 1. | The dog's name is Tika. | F |
| 2. | The dog went missing in the evening. | ... |
| 3. | The color of her body is all silver. | ... |
| 4. | She is a big Australian Silky Terrier. | ... |
| 5. | She is 12 years old. | ... |
| 6. | She will not bite you. | ... |



*Did you write 'F'?
Explain your answer!*

TASK 11

Read the missing pet flyer below. Then match the words with their explanation in the left side. Thicken the lines. One has been done for you as an example.



He has been missing since 27th November 2010. He is not friendly with people that he doesn't know. He is red with gold spots. He doesn't have a collar or name tag. He will answer to the name Cthulhu.

Contact us at
www.twilightmuonline.com

Adapted from www.twilightmuonline.com

| | | | |
|---|--|--|---|
| 1 | The missing pet | Name tag | a |
| 2 | The missing pet's name | www.twilightmuonline.com | b |
| 3 | The colour of the missing pet is | Red with gold spots | c |
| 4 | The thing that he doesn't have | Cthulhu | d |
| 5 | The website address of the pet owner's | A goldfish | e |

Note: The image shows a matching exercise where lines connect the descriptions on the left to the items on the right. A thick black line connects 'The missing pet' (1) to 'A goldfish' (e). Other thin green lines connect the remaining items: 'The missing pet's name' (2) to 'Cthulhu' (d), 'The colour of the missing pet is' (3) to 'Red with gold spots' (c), 'The thing that he doesn't have' (4) to 'Name tag' (a), and 'The website address of the pet owner's' (5) to 'www.twilightmuonline.com' (b).

Let's find out!

TASK 12

Read the explanation of pronouns below.

WHAT IS A PRONOUN?

- It is a word which is used as an alternative for noun.
- It is a word that functions by itself as a noun phrase, which refers to a person, someone or something.
- It will also be used as the subject (person, animals, or things in the beginning of sentences).



Pronoun

EXAMPLES:

1. **She** is a domestic short-haired cat.

In the above example “**she**” is a **pronoun**, which denotes an identity of a female cat.

2. **It** has a big body.

In the above example “**it**” is a **pronoun**, which denotes an identity of a particular animal, person, or thing.

3. **He** wears a collar.

In the above example “**he**” is a **pronoun**, which denotes an identity of a male animal.

4. **He** went missing last week. I miss **him**.

In the above example “**he**” and “**him**” are **pronouns**. “**he**” denotes an identity of a male animal, and “**him**” denotes an identity of a male animal which went missing last week.

5. My female hamster has beautiful fur. I love **her** so much.

In the above example “**her**” is a **pronoun**. “**her**” denotes an identity of a female hamster which has beautiful fur.

6. My female hamster has beautiful fur. I love **it** so much.

In the above example “**it**” is a **pronoun**. “**it**” denotes an identity of the beautiful fur that the hamster has.

TASK 13

Fill in the blank spaces in the sentences below. Then, explain your answers. Number one has been done for you as an example.

1. I have a female hamster. **She** has white fur.

The pronoun "**She**" takes the place of "**a female hamster**".

2. ... has a scar under Tom's left eye.

The pronoun ... takes the place of

he

3. Joe has brown and black fur in ... body.

The pronoun ... takes the place of

4. Our male parrot has a family that misses

The pronoun ... takes the place of

her

5. Miney is lost. If you find ..., call 0878-3989-6530.

The pronoun ... takes the place of

6. He is a green iguana. ... name is Juan.

The pronoun ... takes the place of

she

7. I have a male turtle. ... has white spots.

The pronoun ... takes the place of

8. My roaster has a strong body. ... spurs are very sharp.

The pronoun ... takes the place of

9. ... is a male Puddle.

The pronoun ... takes the place of

him

10. Charlie is most green with red and grey in ... wings.

The pronoun ... takes the place of

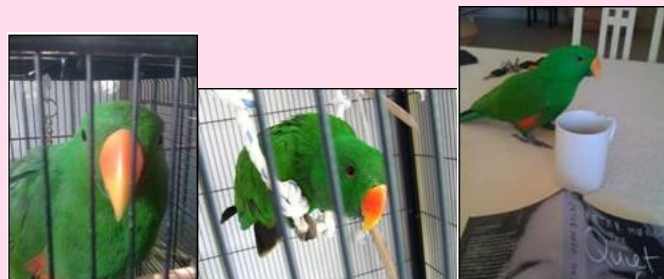
TASK 14

Read the following lost pet flyers. Then circle pronouns in those flyers.

**A MISSING CAT**

Mini is a black and grey, long-haired, male cat. He has a small white spot on his chest. Mini has one bad eye and the other one is green. He has a very fluffy black tail. He is very dearly loved and he has a family that misses him. If you find him or see him, please call (716) 537-9724. Thank you so much. Your help is greatly appreciated.

Adopted from www.imgbuddy.com

HAVE YOU SEEN CHARLIE?

Charlie is an Electus Parrot who went missing from his home in Bexeley on 23 October, 2011. Charlie is mostly green, with red and grey under his wings, blue tips on his wings and an orange beak. He is very tame and talkative. His favorite things to say are: "Hello!", "Hello Charlie!", "Hi Bubba!", "Here Puss Puss Puss.", "What's the matter?", and "What are you doing?". He is a much loved member of the family and a reward is offered for his safe return. Please call Charlie's owner, Kristie on 0405 448 452.

Adapted from www.freewebs.com

TASK 15

Read the following explanation about adjectives.

Adjective

EXAMPLES :

1. Miko is a **brown** cat.

In the above example "**brown**" is an **adjective**, which describes about the cat.



www.imgmob.net

2. He is very **shy**.

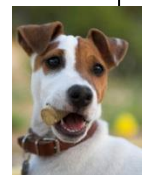
In the above example "**shy**" is an **adjective**, which describes about the characteristic of a male animal or person.



www.nycferalcat.org

3. My dog has **curled** ears.

In the above example "**curled**" is an **adjective**, which describes about the shape of the ears.



www.womansday.com

4. She looks **beautiful**.

In the above example "**beautiful**" is an **adjective**, which describes a female animal or person.



www.rhenaie.com

It is a word that describes a noun or a pronoun.
It will answer the questions such as:

Which one(s)?

What kind?

How many?

How much?

Whose?

TASK 16

Look at the pictures. List some possible adjectives of the pictures.



1.

www.telegraph.co.uk

brown



2.

www.pets4homes.co.uk



3.

pet-iguana.com



4.

www.stanford.edu

TASK 17

Read the adjectives. Match them with the appropriate pictures by writing the number next to the pictures.

1. attractive

2. shy

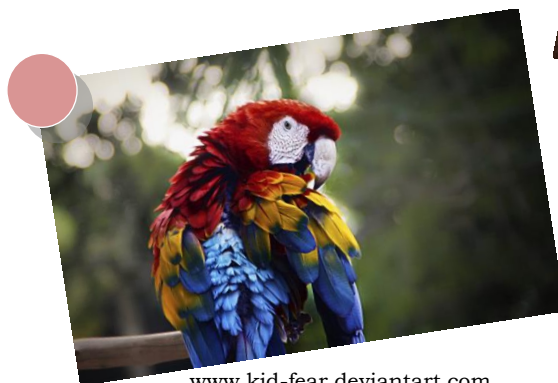
3. lazy

4. friendly

5. colorful



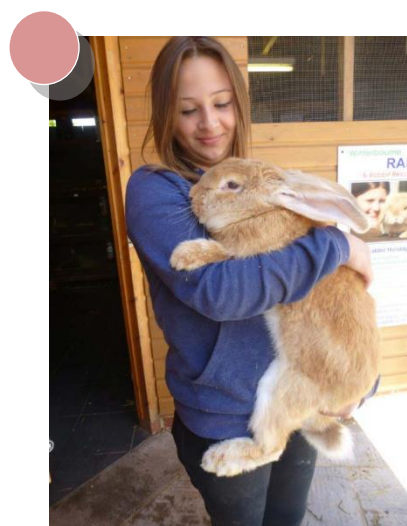
www.fundgive.com



www.kid-fear.deviantart.com



www.rumahamsterikky.blogspot.com



www.winterbournerrabbits.co.uk



www.ovemeow.com

TASK 18

Read the explanation about Simple Present Tense below.

Simple Present Tense

WHAT IS SIMPLE PRESENT TENSE?

- Simple present tense refers to an action happening in the present moment. It is used to express the unfinished action.
- It is used to describe actions that happen on regular basis.

EXAMPLES:

1. I **am** sad.

They
We
You

are

sad.



dreamstime.com

He
She

is

sad.

2. I **love** my pet.



They
We
You



gettingimages.com

3. He **knows** how to barks.



know + s

She
It



clipart.co

4. My bird **flies.**

fly + es



pinterest.com

5. He **is sleeping** now.

is + (sleep + ing)



churchhousecollection.com

6. I **have** a cat.

They
We
You



itnismn.com

7. She **has** a long tail.

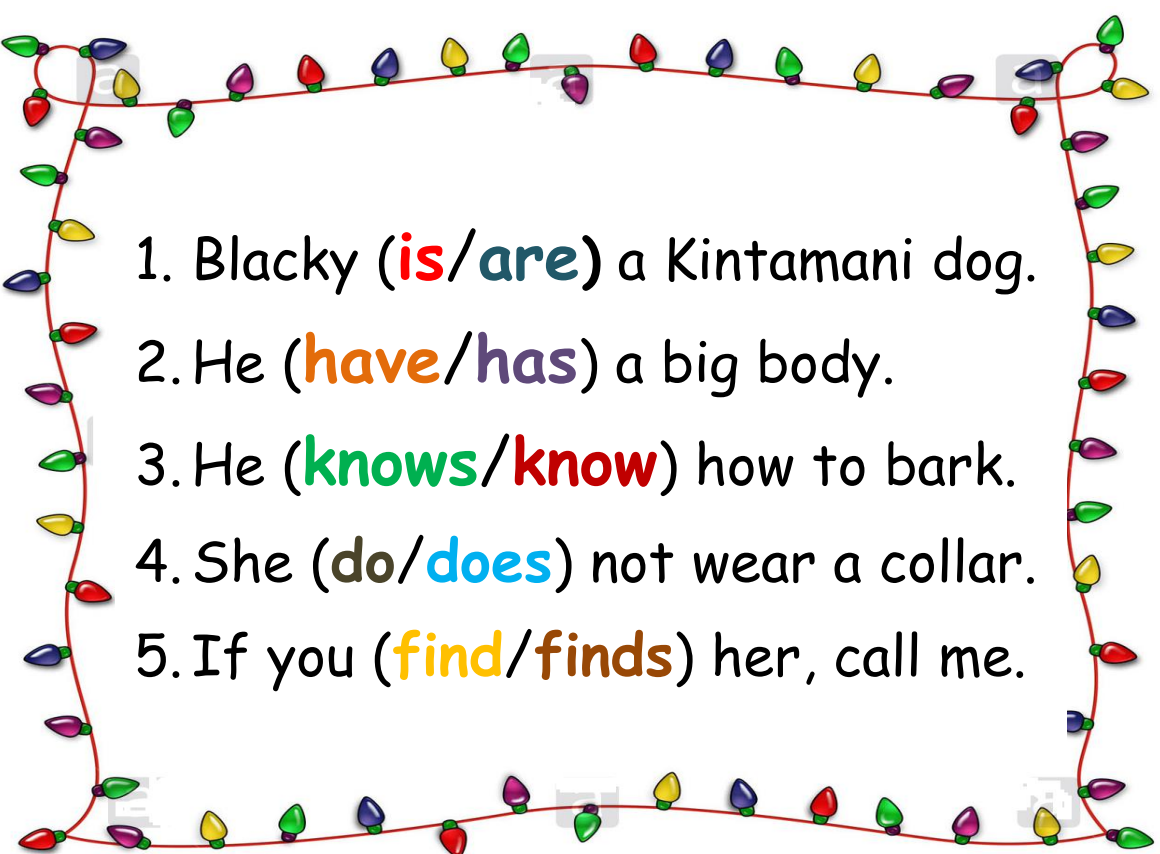
He
It



clipartpanda.com

TASK 19

Read the following sentences. Choose the correct verbs in the brackets.

- 
1. Blacky (**is**/**are**) a Kintamani dog.
 2. He (**have**/**has**) a big body.
 3. He (**knows**/**know**) how to bark.
 4. She (**do**/**does**) not wear a collar.
 5. If you (**find**/**finds**) her, call me.

Write your answers here.

1.



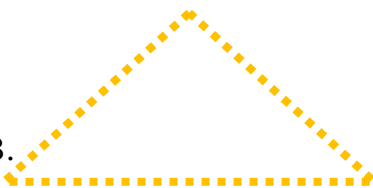
2.



5.



3.



4.



TASK 20

Tick the sentences that are grammatically correct. Some of them have been done for you as the examples.



www.blasfemias.net

I have a male cow. ☒

Her name is Joe. ☐

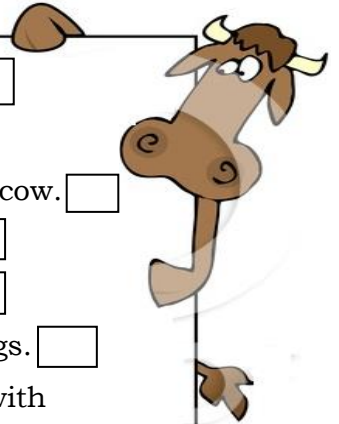
He are an Australian cow. ☐

He have no horns. ☐

He has a long tail. ☐

He has four strong legs. ☐

He are mostly white with black spots. ☐



I loves my pig. ☐

Her name is Georgia. ☒

His body are pink. ☐

She has a short tail. ☐

She also has big ears and nose. ☐

She is very friendly. ☐



www.buzzfeed.com



www.nationalgeographic.co.id

My father has a roaster. ☐

His name is Jago. ☒

He is black, brown, and red. ☐

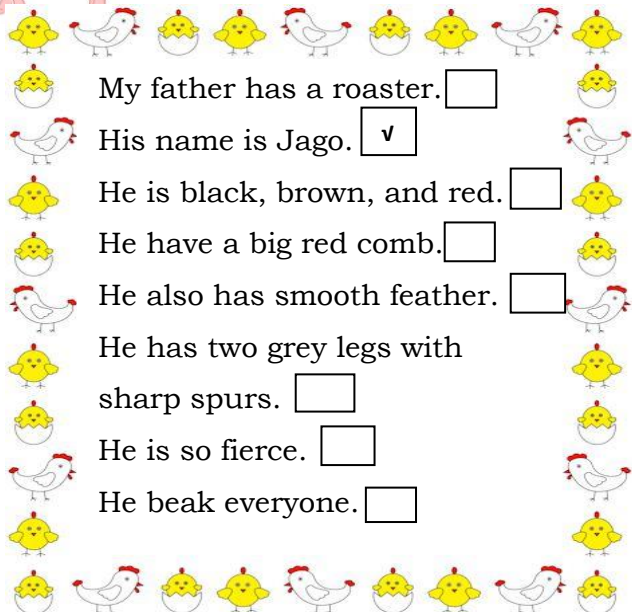
He have a big red comb. ☐

He also has smooth feather. ☐

He has two grey legs with sharp spurs. ☐

He is so fierce. ☐

He beak everyone. ☐



Let's do this!

TASK 21

Read a lost pet flyer below. Find the mistakes and correct them. Then, present your work to the class.

LOST BIRD



I miss my pet so much. My male parrot's name are Benjamin. She is an African parrot. His body are all grey. He is four years old. He have strong claws, a short tail, and a black beak. His eyes' colour is yellow. His always sings, talk, and whistles when he meet strangers.

If you finds him, call Point Vicente Animal Hospital at (310) 265-9511.

Adapted from www.birdsandmore.com



Strangers

www.illustrationsof.com



Whistle

www.metroparent.com



Talk

ccl.ca



Sing

www.imghd.net



Hospital

www.clipartlord.com



Meet

www.clipartshoop.com

TASK 22

Read the following missing pet flyer. You find a dog that has the same description as stated in that flyer. Make a found pet flyer by using complete sentences. Write them in a paper patched in a tree below. Then, share your work to your friends.

DID YOU KNOW?

His part of his sex organ has been removed so that he cannot produce puppies.

A very small piece of a material is put under his skin so that he can be identified,

His ears are cut in order to get a particular shape.

His tail is cut.



Adopted from www.bringmadoxhome.com

A large, empty, rounded rectangular box for writing the found pet flyer.

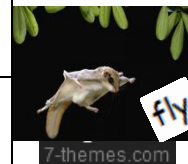
TASK 23

Remember all things that you have learnt in Tasks 1-20. Complete the following table with the words that describe your pet. Exchange your work to your friends. Ask them to read your work, draw your pet, and then, color it.

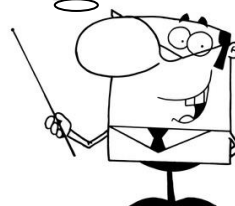
I have a

... name is

| | Body | Ears | Eyes | Legs | Tail |
|--------------|-------|-------|-------|----------------------------------|-------|
| ... has | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| ... is | | | | | |
| ... loves to | | | | | |



Congratulations! You have made your own descriptive text about your pet. Now, ask your friend to read it.



TASK 24

Works in groups of five. Cut the cards below. After that, shuffle it. Make sure everyone get one card. Read it aloud. Then, ask your friend. Which animal is that?

**A**

He has a small body. He has colorful feathers. He has green wings, tail, and head, yellow neck, and red chest. He has a long beak.

B

He has black tail, green eyes, and pointed ears. He has black strips in his body. He is very lazy. He likes sleeping in the afternoon.

C

She is about a year old. She has long hair in her ears and legs. She is mostly white. She has black eyes and nose. She looks beautiful.

D

He is tall. He has a strong and big body. His body is brown. He has black hair in his back, legs and tail. He also has pointed ears and a big nose. He is very attractive.

E

She looks unfriendly. She has pointed ears. She has black fur in her eyes, head, and shoulders, grey fur in her back, and white fur in her neck, stomach, and legs.

Let's have a reflection!

TASK 25

Tick the appropriate statements that reflect your progress after finishing this unit.

| Statements | Tick here (✓) |
|--|---------------|
| I can identify the purpose of descriptive texts about animals. | |
| I can identify the generic structure of descriptive texts about animals. | |
| I understand what pronouns are. | |
| I understand what adjectives are. | |
| I understand what simple present tense is. | |
| I know the meanings of words that are frequently used in describing animals. | |

Unit 2

A Missing Person



usatoday.com



People look at signs of missing victims at the Armory on Lexington Avenue, New

cluesforum.info









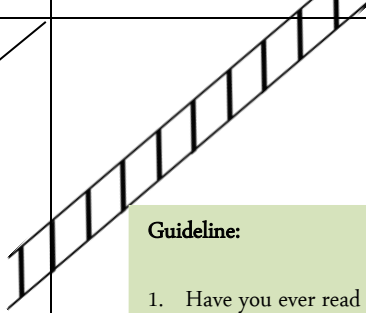
cavingnews.com

Have you ever read missing people flyers? In some occasions, you have to read them in order to help people to find their siblings or friends, or to complete the assignments related to a particular type of texts from your English teachers. Do you know what kind of text written in the missing people flyers? Is that the same as the text in the missing pet flyers? Let's find out!

Are you ready?

TASK 1

Work in pairs. Read the guideline first. Let's play *snakes and ladders*!

| | | |
|--|---|--|
| <p>It is a text</p>  <p>I do not know.</p> | <p>6 List your answers here:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>5 List your answers here:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>2 Find it in the internet or ask for it to your English teacher.</p> | <p>3 Read it!</p> | <p>4</p>  <p>street clipartsheep.com</p>  <p>subway station clipartof.com</p>  <p>market shutterstock.com</p> <p>Others :</p> |
| <p>1</p>   |  | |

Guideline:

1. Have you ever read missing person flyers?
2. Well, your answer is "No" for the question number one. Find a missing person flyer in the internet or ask your English teacher.
3. Read the flyer that you have found.
4. If your answer is "Yes" for the question number one, you do not have to pass the boxes number 2 and 3. Answer this question: where can you find the missing person flyers? Tick the pictures that are appropriate with your answer. You may also list other places.
5. What can you find in the missing person flyers?
6. What is the piece of information that you can get from the text in the flyers?
7. What kind of text is that in the flyer?

You may use
a pebble to be
the pawn.

TASK 2

Read the missing person flyer below. Underline the *Identification* by using the red ink and the *Description* by using the blue ink. Then, tick the appropriate function of the text in the flyer.

A Missing Baby

Her name is Dian. Dian is a three year old baby girl. She has short curly hair. She has dimples when she smiles. She is about 8 kg and 50 cm.

**If you see her, call the police
or Mr. Jeckly at 9333-3333.**

Adapted from descriptivetext83.blogspot.com

The text in the above flyer is to ...

- ☐ **entertain the readers.**
- ☐ **tell the past event when Dian went missing.**
- ☐ **describe Dian, so that the reader can easily recognize her.**

TASK 3

Read the following missing person flyer. Write I in the pink polygons if the sentences are the *Identification* and write D if the sentences are the *Description*. Then answer the question that follows.

MISSING

Child

His name is Alec Thomas Hash.
 He is now 17 years old. He has got brown straight hair, brown eyes, and white skin. He is about 165 cm and 50 kg. Alec wears eyeglasses.



FDLE MISSING ENDANGERED PERSONS
 INFORMATION CLEARINGHOUSE
 1-888-FL MISSING(1-888-356-4774)
 Internet: <http://www.fdle.state.fl.us>

If you have any information concerning the whereabouts of this person, please contact FDLE or the Leon County Sheriff's Office at 850-922-3300

Adapted from haleighann.wordpress.com

Questions:

1. What kind of text is that in the missing person flyer?

That is a

2. What is the text for?

The text is

3. What are the elements/structures of the text?

The elements of the text are
 and

TASK 4

Match the pictures with the appropriate words that are provided.

1. Height

He is



1.



2.



3.

a. short

b. tall

c. average

2. Build

She is



4. (positive)

5. (negative)



6. (positive)

7. (negative)

a. slim 😊

b. fat 😞

c. thin 😞

d. bonny 😊

3. Hair

She has ... hair.
She has got ... hair.



8. 9. 10. 11. 12.

a. red b. grey c. blonde d. brown e. black

4. Eyes

He/She has ... eyes.
He/She has got ... eyes.



13. 14. 15. 16. 17.

a. dark b. blue c. brown d. grey e. green

5. Types of Hair



18. She has hair.



19. She has hair.



20. He has hair.

21. He is



22. She has hair.



23. She has hair.



24. She has hair.

a. no b. medium length c. short d. bald e. long

6. Types of Complexion

He/She is He/She has
... skin.



He is Asian.

25. He has ...
skin.



She is black.

26. She has ...
skin.



He is white.

27. He has ...
skin.



She is white.

28. She has ...
skin.



She is white.

29. She has ...
skin.

a. dark

b. fair

c. lightly tanned

d. pale

e. light-brown

7. Other Features

He has

30.



31.

a. moustache

b. beard

TASK 5

Read the sentences below. Then, match them with the appropriate pictures. Trace lines!

She is fat. ←

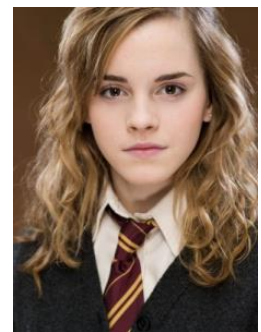
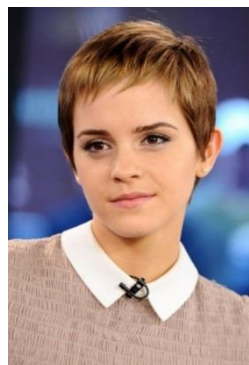
He has a pointed nose. ←

She is thin. ←

She has long hair. ←

He has got a flat nose. ←

She has got short hair. ←



Let's Read!**TASK 6**

Read the missing person flyer below. Then, answer the questions by crossing a, b, c, or d.

MISSING

Lauren Spierer is a student of Indiana University. She is 20 years old. She is a white female. She has blonde hair, and blue eyes. She stands at 173 cm. She is 60 kg. If you see her, send an email at helpfindlauren@gmail.com.

Adapted from vibidoo.de

- What is she?
 - She is Lauren Spierer.
 - She is 173 cm in height.
 - She is a student.
 - She is 60 kg in weight.
- What is the color of her skin?
 - Tan.
 - Light-brown.
 - Dark.
 - Fair.
- What should you do if you see her?
 - Send an email.
 - Send a message to Lauren.
 - Call the police.
 - Call Lauren.
- You can find the flyer in ...
 - a magazine.
 - a newspaper.
 - the internet.
 - the public places.
- Which sentence is the *Identification* of the text?
 - The first sentence.
 - The second sentence.
 - The third sentence.
 - The fourth sentence.
- Which sentences is the *Description* of the text?
 - The 1st & 2nd sentence.
 - The 2nd-5th sentence.
 - The 2nd-7th sentence.
 - The last sentence.

TASK 7

Read the following missing person flyer. Then, answer the questions.

MISSING

GAURI BHONSLE




Gauri is missing from Southampton, London and is likely to be in India. She is 160 cm in height and 50 kg in weight.

PLEASE SHARE & HELP US TO FIND HER


If you have any information about Gauri's whereabouts, please call

 **1800 1800 0000**

BOLLYWOODLIFE.COM



www.clipartpanda.com



www.canstockphoto.com

What is the text for?

It is to

.....

.....

What does she look like?

She is

.....

She has

.....

.....

.....

.....

.....

TASK 8

Read the missing person flyer below. Fill in the blank spaces based on the information in the flyer.

MISSING

Baytown, Texas

**BRIANA
MCCORMICK**

Bribri

Missing Since:

January 9, 2012 at

5:30PM

Age: 14

Missing From: Illinois Street in
Baytown, Texas

Sex: female

Height: 5 ft. 5 in.

Weight: 110 lbs.

Eye Color: blue

Hair Color: blonde

Race: caucasian

Complexion: medium

Birth Date: December 24, 1997



DID YOU KNOW?

complexion: the colour of the skin in a person face

mark: a sign

scar: a mark that is left on the skin after a wound has healed

belly button: navel, the small hollow part in the middle of the stomach

1ft/1' (feet): 30.5 cm

1in/1" (inch): 2.5 cm

1lbs (pound): 0.45 kg

Distinguishing Marks: slight scar across left eyebrow, belly button is pierced

Clothing Description: baby blue Hollister short sleeve shirt with Hollister blue jeans with tears in the knees

Jewelry: typically wears a ring on her left hand



Please call the Baytown Police Department at

281-422-8371 if you have any information about

BRIANA MCCORMICK- Case number: 121272

Or call the Laura Recovery Center at

281-482-LRCF(5723) or (toll free) 866-898-5723;

FAX: 888-268-0573; (RN: 1753)



Download flyers from Recovery Effort Web Site: <http://www.LRCF.org>

Recovery Effort E-mail: recovery@lrcf.net

PLEASE POST

Sign up for Wireless Amber Alerts at: www.Amber-Plan.net, www.AmberAlert.com,

www.WirelessAmberAlerts.org

Her name is _____. She went missing from

_____. She is a _____. She is

_____ in height and _____ in weight. She has _____

skin. She has _____ hair. The color of her eyes is _____.

Let's find out!

TASK 19


Read the following words. Arrange the following jumbled words into good sentences. Number one has been done for you as an example.


1.    

She is Adriana.

2.      

3.      

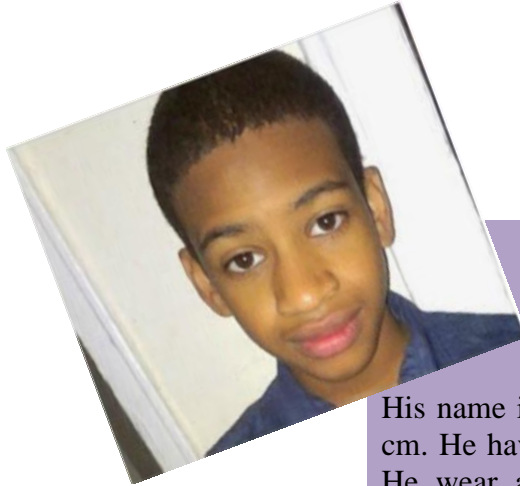
4.      

5.    

6.    

TASK 10

Do you still remember the simple present tense that you have learnt in Unit 1? Read the following missing person flyer. Find the mistakes. Then, correct them.

**MISSING**

His name is Avonte Oquendo. He are 25 kg and 140 cm. He have got dark skin, curly hair and dark eyes. He wear a dark blue shirt, black jeans and black sneakers. He have autism and is non-verbal.

If you see him call 911 or Crime Stoppers (800) 577.

Adapted from www.klear.com

Have you found the mistakes? Correct them here!



TASK 11

Do you remember what adjectives are? Tell about the appearance of this woman in phrases. Present your work to the class.

My sister went missing. She has ...




I love her so much.

gfxtra.com

TASK 12

Read the missing person flyers below. List the adjectives in the texts. Discuss it with your friends. Then, guess the meaning.

MISSING
GAURI BHONSLE




Gauri is missing from Southampton, London and is likely to be in India. She is 21 years old. She has brown eyes, long straight black hair, and fair skin. She is 160 cm in height and 50 kg in weight.

PLEASE SHARE & HELP US TO FIND HER
If you have any information about Gauri's whereabouts, please call
1800 1800 0000

BOLLYWOODLIFE.COM

MISSING



His name is Alec Thomas Hash. He is about 17 years old. He has got brown straight hair, brown eyes. He is white. He has pale skin. He is about 165 cm and 50 kg. Alec wears eyeglasses.

THE MISSING ENDANGERED PERSONS INFORMATION CLEARINGHOUSE
1-FL MISSING (1-888-364-4774)
http://www.kids-please.com

If you have any information concerning the whereabouts of this person, please contact FDLE or the Leon County Sheriff's Office at 850-922-3300

Adapted from haleighann.wordpress.com

TASK 13

Read the explanation of the Degrees of Comparison below.

Degrees of Comparison



Brilian

www.clipartsheep.com



Dio

www.cliparthut.com



Leni

classroomclipart.com

When we speak about only one person or thing, we use positive degree.

Positive Degree

Examples:

1. Brilian is a tall student.
2. Dio is not **as tall as** Brilian.

as ... as

3. No other student in this school is **as tall as** Brilian.
4. Dio is diligent.

When we compare two persons or two things with each other, we use both the positive degree and comparative degree.

Comparative Degree

1. Leni is **taller** than Dio.

tall + er

→ one syllable

2. Dio is **more diligent** than Leni.

more + diligent

→ more than one syllable

When we compare more than two persons or things with one another, we use all the three positive, comparative, and superlative degree.

Superlative Degree

1. Brilian is the **tallest** student.

tall + est

→ one syllable

2. Dio is the **most diligent** student in this school.

most + diligent

→ more than one syllable

TASK 14

Read the missing person flyers below. Complete the sentences with the words that are provided.

MISSING**JUSTIN GAINES**

18 years old

5'10"

185-200 lbs

Blue Eyes

Muscular build

Shaved/Buzzed Head

CONTACT SGT. LEE

@770-513-5300

*Adapted from
letsfindthem.wordpress.com*

**JAKE SAMUSENKO**

Height: 5'5"

Weight: 130 lbs

Eyes: brown

Hair: brown

Age: 17

\$10,000 REWARD

Call the Erie Police Dept.

814-870-1120

Adapted from www.pinterest.com

**DYLAN REDWINE**

13 years old

5 feet tall

Blonde hair

Blue eyes

105 lbs

*Adapted from
www.westword.com*

POSITIVE DEGREE:

- Dylan Redwine is
- Justin Gaines is

SUPERLATIVE DEGREE:

- Justin Gaines is the ... and ... guy.
- Dylan Redwine is the ... guy.

COMPARATIVE DEGREE:

- Jake Samusenko is ... than Dylan Redwine.
- Dylan Redwine is ... than Jake Samusenko and Justin Gaines.
- Justin Gaines is ... than Jake Samusenko.

YOUNG

younger

older

oldest

taller

tall

YOUNGEST

tallest

DID YOU KNOW?

muscular build:
having large
strong muscles

TASK 15

Read the missing person flyers below and the statements that follow. Circle the number if the statements are true.

MISSING PERSON SINCE 3/24/2013

Elizabeth Chesner (Liz)



DOB: May 31, 1996
Age: 16
Sex: female
Race: white caucasian
Eyes: hazel
Hair: brown

Height: 5 ft 7 inches
Weight: 110 lbs
Missing From: Hamburg, NJ
Missing Since: Sunday March 24, 2013
Identifying Characteristics:
-tattoo on top of right foot

Elizabeth Chesner (Liz) has been missing since Sunday March 14th 2013 from Hamburg, NJ. Liz is 16 years old, soon to turn 17. She left her house late afternoon with her boyfriend. Early evening she was dropped off by her boyfriend to hang with friends. Her boyfriend currently lives in Bloomfield, NJ. Liz attends Walkkill Valley Regional Highschool and is former Bloomfield HighSchool student. If you hear or see anything about her whereabouts PLEASE CONTACT FRANKLIN POLICE DEPARTMENT (973) - 827 - 7700 or your local POLICE DEPARTMENT !!!

Adopted from www.nj.com

ASHLEY R MORROW

Missing Person - Endangered



Date of Birth: 07/07/1995
Date Missing: 02/16/2015
Age Now: 19
Sex: Female
Race: White
Hair Color: Brown
Eye Color: Hazel
Height: 5 ft 04 in
Weight: 110
Missing From: Albuquerque, NM

MISSING: Ashley R Morrow was last seen February 16, 2015 in Albuquerque, New Mexico. If you have any information regarding the whereabouts of Ashley R Morrow please contact the Rio Rancho Police Department at (505)891-7226.



ANYONE HAVING INFORMATION SHOULD CONTACT

New Mexico Department of Public Safety
1-800-457-3463

Adopted from www.dps.state.nm.us

STATEMENTS

1. Liz is beautiful.
2. Ashley is younger than Liz.
3. Ashley is older than Liz
4. Ashley is taller than Liz.
5. Ashley is shorter than Liz
6. Liz's hair is shorter than Ashley's.
7. Ashley's hair is shorter than Liz's.

Let's do this!

TASK 16

Read sentences below. Match them with the appropriate pictures by tracing lines.



birchbox162.rssing.com



pinterest.com



solokebaya.net

His name is Tom Harmsworth. He is white. He has lightly tanned skin. He has blue eyes, blonde hair, beard, and moustache.



rerephotos.info



reddit.com

She is Lia. She is seven years old. She has dark eyes and light-brown skin. She is wearing veil.

My mother is missing. She is 40 years old. She is 170 cm and 50 kg. She has medium red hair, green eyes, and fair skin.

Watson is 60 years old. He is bald. He has fair skin.

She is 27 years old. She has dark skin, dark eyes, and short straight black hair.

TASK 17

Pay attention to the pictures below. Fill in the blank spaces in the descriptive text that follow.



Timothy ____ missing from Aurora, Illinois. He is 6 ____ old. He ____ brown hair and brown eyes. He ____ 140 cm in _____. He is 30 kg in _____. He is white. He has very pale _____.

Adapted from emphatysinsights.blogspot.com

MISSING PERSON
STACY ANN ARAGON

_____ is 39 years old. She is 59 inches and 160 kg. She _____ blue eyes, _____ brown hair and _____ skin. She ____ tattoos in _____ left arm.

Adapted from kpho.com

TASK 18

Find a missing person flyer in the internet or other places. Read it. Then, patch it on this paper. Ask your friend to help you find the missing person. Tell your friends about the missing person's characteristics.

Patch it here.

Then, Exchange your flyer to your friends. Compare those missing persons in the flyers.

TASK 19

Visit your friend's Facebook, Twitter, Path, or Instagram account. Print his/her picture. Then, fill in the blank spaces in the text that follows based on the information that you get from his/her account.



_____ is missing from _____. _____ name is _____.
_____ is _____ years old. _____ has _____ eyes, _____ hair, and _____ skin. _____ wears _____. If you find _____, call _____.

Let's have a reflection!

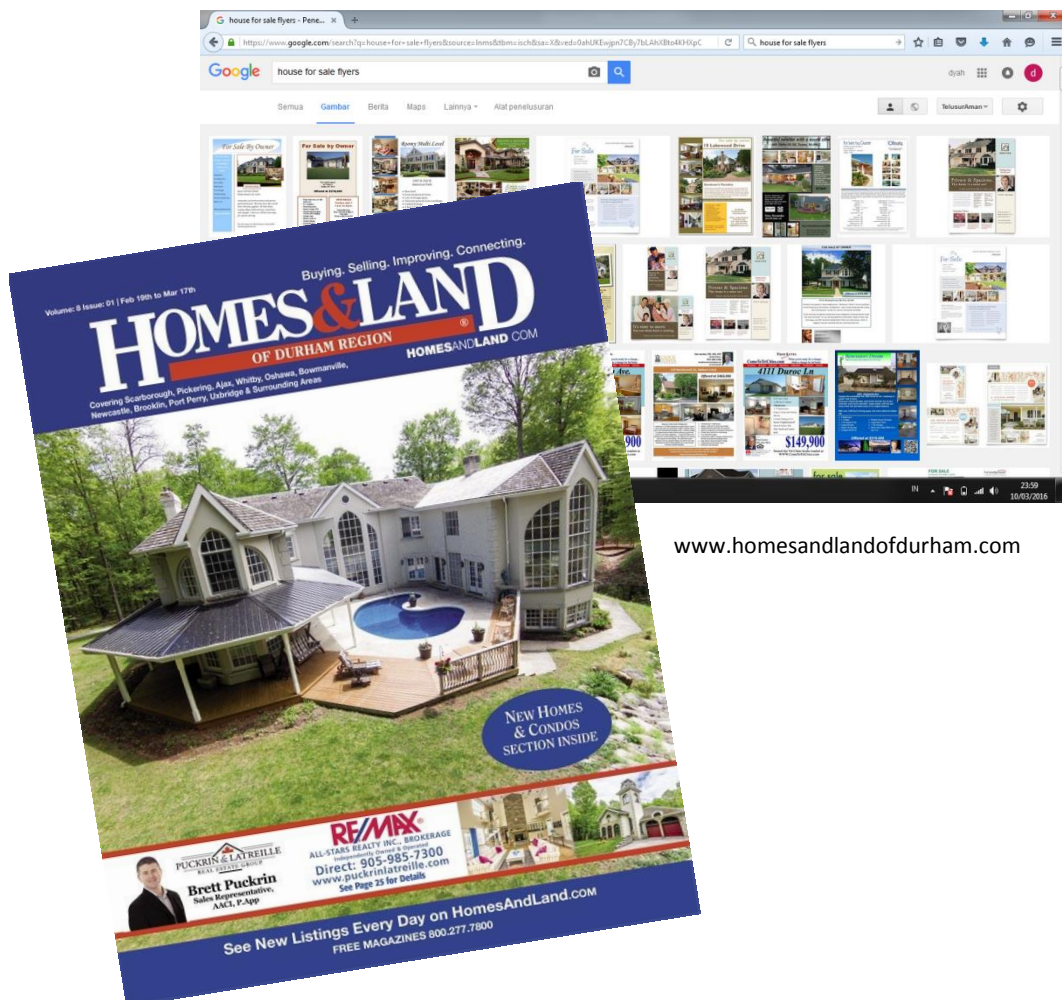
TASK 20

Answer some questions related to your progress in learning and understanding descriptive texts about people.

| Statements | Tick here (✓) |
|---|---------------|
| I can identify the purpose of descriptive texts about people. | |
| I can identify the generic structure of descriptive texts about people. | |
| I understand what pronouns are. | |
| I understand what adjectives are. | |
| I understand what simple present tense is. | |
| I understand what degrees of comparison are. | |
| I know the meanings of words that are frequently used in describing people. | |

Unit 3

Houses for sale



www.homesandlandofdurham.com

Have you ever read house for sale brochures or flyers? Did you read them in order to find the most comfortable house for your family or to complete the English assignments from your English teacher? What kind of text is that in the brochures? Is it the same type of texts as stated in the missing pets and person flyers?

Are you ready?

TASK 1

Work in groups of three. Find the names of the parts of a house in the box below horizontally or vertically. Circle them.

I want a house that has a

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | U | L | S | D | R | O | M | M | D | D | J | K |
| R | O | O | M | H | E | Q | X | Z | L | I | H | F |
| E | W | Y | I | R | P | O | G | F | S | N | C | X |
| Y | T | F | S | Q | H | T | E | M | N | I | B | V |
| H | J | L | K | V | C | T | Y | U | P | N | Q | G |
| B | V | X | I | O | B | M | N | C | J | G | G | A |
| N | I | G | T | R | T | D | K | H | Q | R | P | R |
| S | B | J | C | K | I | U | C | W | Y | O | I | D |
| H | G | T | H | R | D | X | V | K | L | O | N | E |
| T | B | E | E | D | Y | Z | G | R | I | M | B | N |
| B | O | I | N | A | R | T | U | K | C | B | A | K |
| N | A | N | A | M | Y | T | H | F | I | L | U | B |
| L | I | V | I | N | G | R | O | O | M | S | I | R |
| B | A | N | A | N | A | M | A | N | G | O | Q | Z |
| P | Y | T | P | K | T | O | I | L | E | T | A | S |

TASK 2

Work in groups of four. Read the following house for sale brochure. Find the similarities between missing pet flyers, missing person flyers, and house for sale brochures. Present your group discussion's results to the class.



This is an example of house for sale flyers.

This house is sold by the owner. It is located at 1414 E, Mocking bird Lane, My Town, AZ, USA. It has 3 bedrooms, 2 baths, a formal living room, a formal dining room, and a basement. The lawn is nicely landscaped with a diving pool in the backyard. It also has a central A/C, new roof, and recently remodeled.



Adapted from www.brighthub.com

You have read some missing pet flyers and missing person flyers in Unit 1 and Unit 2, haven't you? Mention three similarities between missing pet flyers, missing person flyers and house for sale brochures.

- 1.
- 2.
- 3.

Be ready!

TASK 3

Read the brochure below. Answer the questions. Then, tick the function of the text in the brochure.

The type of the text in the brochure is a ... text.



This is the
of the text.

This is the
of the text.

This house is sold by the owner. It is located at 1414 E, Mocking bird Lane, My Town, AZ, USA. It has 3 bedrooms, 2 baths, a formal living room, a formal dining room, and a basement. The lawn is nicely landscaped with a diving pool in the backyard. It also has a central A/C, new roof, and recently remodeled.



Adapted from www.brighthub.com

DID YOU KNOW?

lawn: an area of ground covered in short grass in a garden/yard or park

landscape: to improve the appearance of an area of land by changing the design and planting trees, flowers, etc.

The text is to ..., so that people can easily understand the condition of the house that is sold through that brochure.

- ☐ tell the reader how to buy the house
- ☐ describe the house
- ☐ describe the brochure

TASK 4

Read the following sentences. Rearrange them into a good text. A sentence has been rearranged for you in the appropriate cell as an example.

It also has a comfortable master bath.

A minimalist home is located in beautiful Pasadena.

It has 3 bedrooms, 2 baths, a green backyard, a central heat and air, a laundry room.

This home features a newly upgraded kitchen. It has solid maple cabinets, stainless steel appliances, and granite counters.

It is 1800 square feet.

It is offered at \$675,000.

| | |
|----------------|-----------------------------|
| Identification | It is offered at \$675,000. |
| Description | |

DID YOU KNOW?

central heat: a system for heating a building from one source which then send the hot water or hot air around the building through pipes.

feature: something important, interesting, or typical of a building

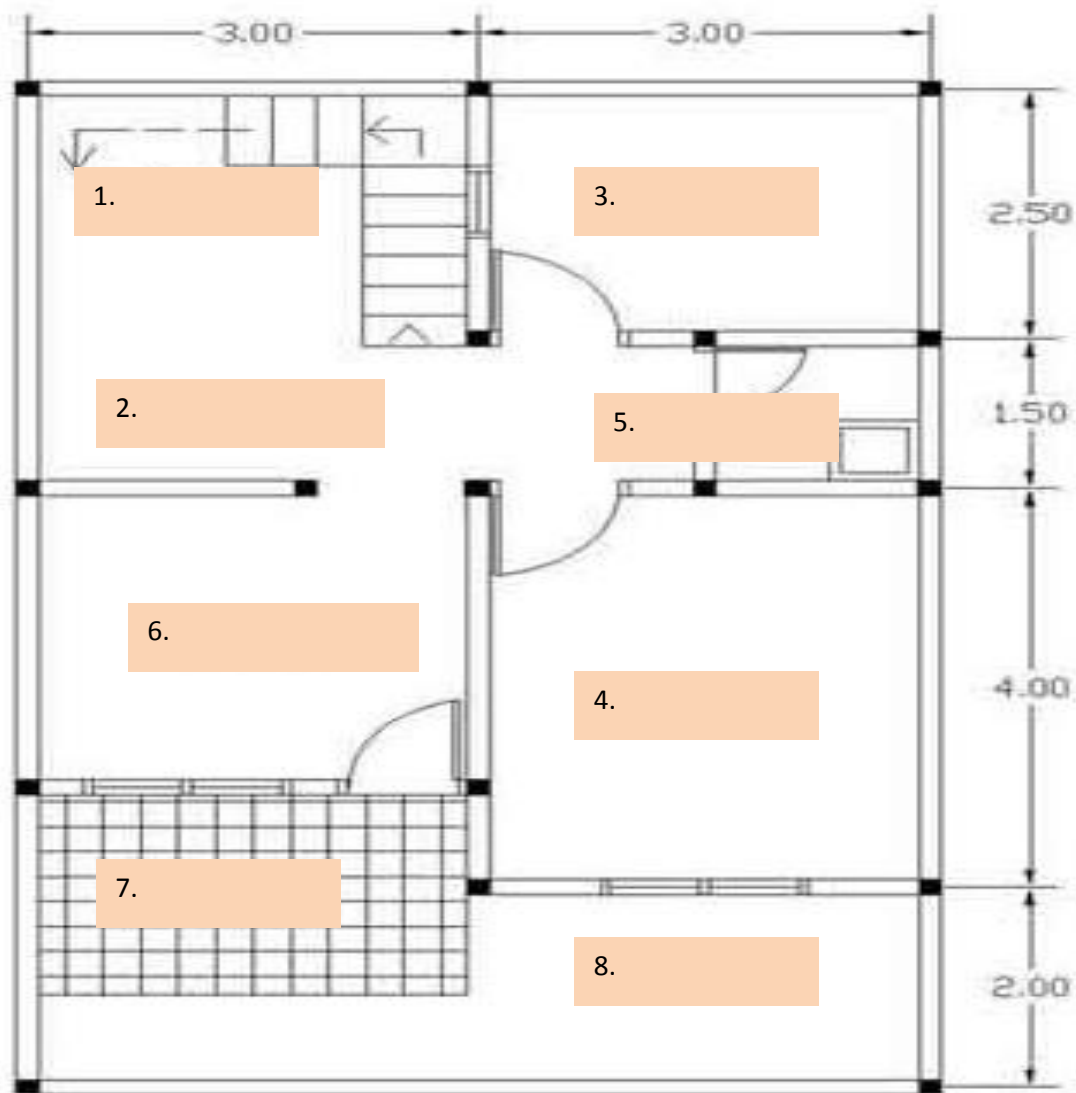
maple: a tall tree with leaves that have five points and turn bright red/yellow in the autumn

appliance: a machine that is designed to do a particular thing in a home

counter: a long table

TASK 5

Pay attention to a ground plan below. Find the English words of some rooms in your dictionary.



www.spacehistories.com

1. dapur
2. ruang makan
3. ruang tidur
4. ruang tidur utama
5. WC
6. ruang tamu
7. teras
8. taman

TASK 6

Match the pictures with the appropriate sentences by tracing lines.

This house has a modern kitchen.



homedesignlover.com

It has a simple bathroom.



greenwerkspro.com

This home has a classic master bedroom.



houzz.com

It has a garden.



houzz.com

It has a formal dining room.



www.homejake.com

Let's Read!

TASK 7

Read the brochure in Task 2 again. Then, answer the following questions. Choose the correct answer by crossing a, b, c, or d.

1. Where is the house located?
 - a. In Indonesia.
 - b. In England.
 - c. In America.
 - d. In Australia.
2. How many rooms are there in the house?
 - a. Eight.
 - b. Nine.
 - c. Ten.
 - d. Eleven.
3. Does the house have a traditional dining room?
 - a. No, it is not.
 - b. No, it does not.
 - c. Yes, it does.
 - d. Yes, it is.
4. How much is the house?
 - a. It is about Rp.185.900.
 - b. It is about \$185.000.
 - c. It is about \$185.400.
 - d. It is about \$185.900.
5. Where can you find the brochure?
 - a. In the magazine.
 - b. In the internet.
 - c. In the newspaper.
 - d. At janet@myemail.com.

TASK 8

Read the following house for sale brochure and the statements related to it. Write T if the statements are true and write F if the statement is false.

FOR SALE

This is a modern house. It is offered for \$259,000. It is located at 1134 Jerome street. This house is 1,014 square feet and completely renovated. Updated roof, water heater, A/C, plumbing, and electrical system are available. It has a kitchen, a bathroom, two bedrooms, a minimalist living room, a dining room, and a library. It also has beautiful hardwood floors, abundant natural light, spacious and shady backyard, and security system.

Call Sara Cotner (832) 217-6239

Adapted from feedingthesoil.com

Air Conditioner



info.airquipheating.com

Renovate



www.123rf.com

Roof



etc.usf.edu

Plumbing



ClipartOf.com/1056810

Spacious



www.123rf.com

DID YOU KNOW?

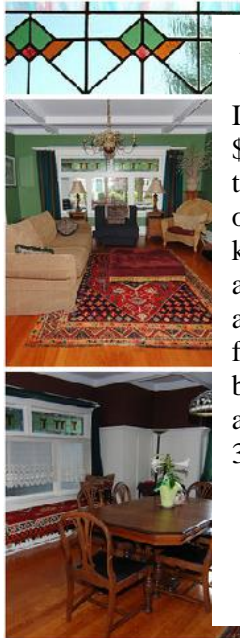
abundant: more than enough

shady: protected from direct light from the sun by trees

| No. | Statements | T/F |
|-----|---|-----|
| 1. | The house has a modern minimalist living room. | |
| 2. | There are seven rooms in the house. | |
| 3. | The security of the house is not guaranteed. | |
| 4. | We can call Sara Cotner if you want more information about the house. | |
| 5. | The brochure can be found in the newspaper. | |

TASK 9

Read the house for sale brochure below. Then, answer the questions.



A Vintage Home at Old Colorado City

It was built in 1912. It is offered at \$452,000. You will be the fourth family to live in this house. This house consists of three floors. It has two complete kitchens, five bedrooms, a living room, a family room, five simple bathrooms, and a formal dining room. There is a freshly renovated, never-been-lived-in bedroom in the second floor. It also has a swimming pool in the backyard and a 3-car garage.

Call (681) 778-9817

Adapted from treefrogcreative.smugsmug.com



- Where is the house located?

.....

- What type of house is that?

.....

- How many rooms are there in the house?

.....

- What are the colors that dominate the house building?

.....

- Is that a new house?

.....

- How much is the house?

.....

- If you want to buy the house, what should you do?

.....

- Where can you find that brochure?

.....

Let's find out!

TASK 10

Read the following brochure. Find the adjectives and its meaning in your dictionary.



A Vintage Home at Old Colorado City

It was built in 1912. It is offered at \$452,000. You will be the fourth family to live in this house. This house consists of three floors. It has two complete kitchens, five bedrooms, a living room, a family room, five simple bathrooms, and a formal dining room. There is a freshly renovated, never-been-lived-in bedroom in the second floor. It also has a swimming pool in the backyard and a 3-car garage.

Call (681) 778-9817



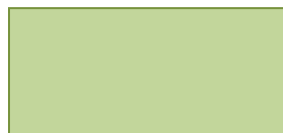
ADJECTIVES



=



=



=



=

TASK 11

Read the following words. Do you remember the use of adjectives have been learnt in Unit 1? Rearrange the jumbled words below into good phrases.

This house has

wide – a – room – comfortable – family

brown – floor – marble

a – bathroom – green – simple

a – minimalist – living – white – room

pool – an – amazing

complete – two – Mediterranean – kitchens

master – 35 square meter – a – bedroom

beautiful – back – yard – green – a

TASK 12

Fill in the blank spaces in the text below with the verbs that are provided.

FOR SALE

This house _____ at 10112 Southern Shore Way. It _____ between \$999,000 and \$850,000. It _____ amazing ocean view. It _____ a kitchen, 3 bedrooms, a living room, a formal dining room, a pool, and a 3-car garage. It _____ in excellent school district. If you _____, you _____ Jane D. Sample 777-555-1212 or _____ <http://www.realitysample.com/>.

Adapted from www.housingflyers.com

may call, is, has, is located, features, is offered, are interested, visit

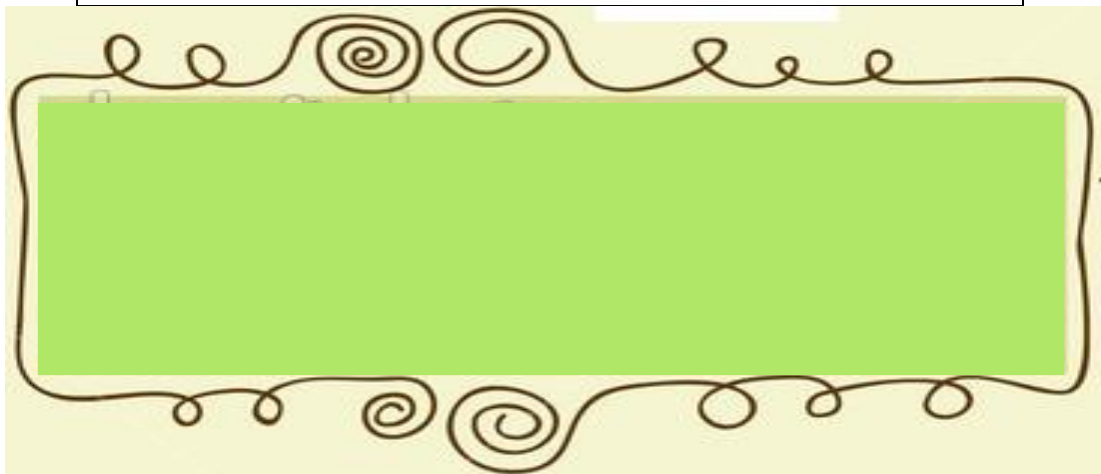
TASK 13

Read the sentences. Underline the sentences that are grammatically incorrect. Then, correct the mistakes.

FOR SALE

www.realtown.com

It are located at Bantul street. It is offered at Rp640.000.000,-. Grey and white dominates the furniture in the house. It has three bedrooms, a simple kitchen, a white minimalist living room, a family room, three bathrooms, and a dining room. All of them have been renovated. It also have a garage. This house is near a supermarket and a University. For more information, call (0274) 887-9023.

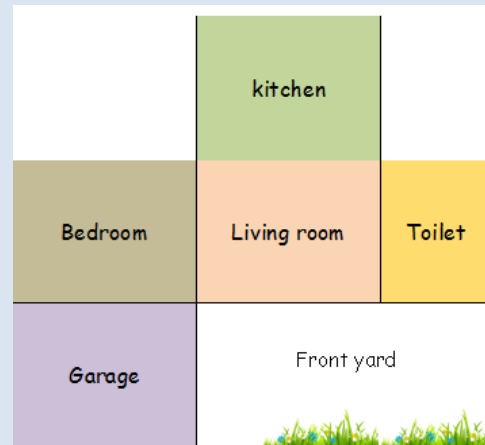


TASK 14

Read the explanation about the use of *behind*, *in front of*, *between*, *beside*, and *next to*.

The 5 Prepositions of Place
(*behind, in front of, between, beside, and next to.*)

It is a word that comes after the noun, pronoun, or verb.



It says about the relationship like direction, place, time, comparison in English

Examples:

1. The kitchen is **behind** the living room.
behind: in the back of the living room

2. The garage is **in front of** the bedroom.
in front of: in the most forward part of the living room

3. The toilet is **beside** the living room.
beside: at the side of the living room

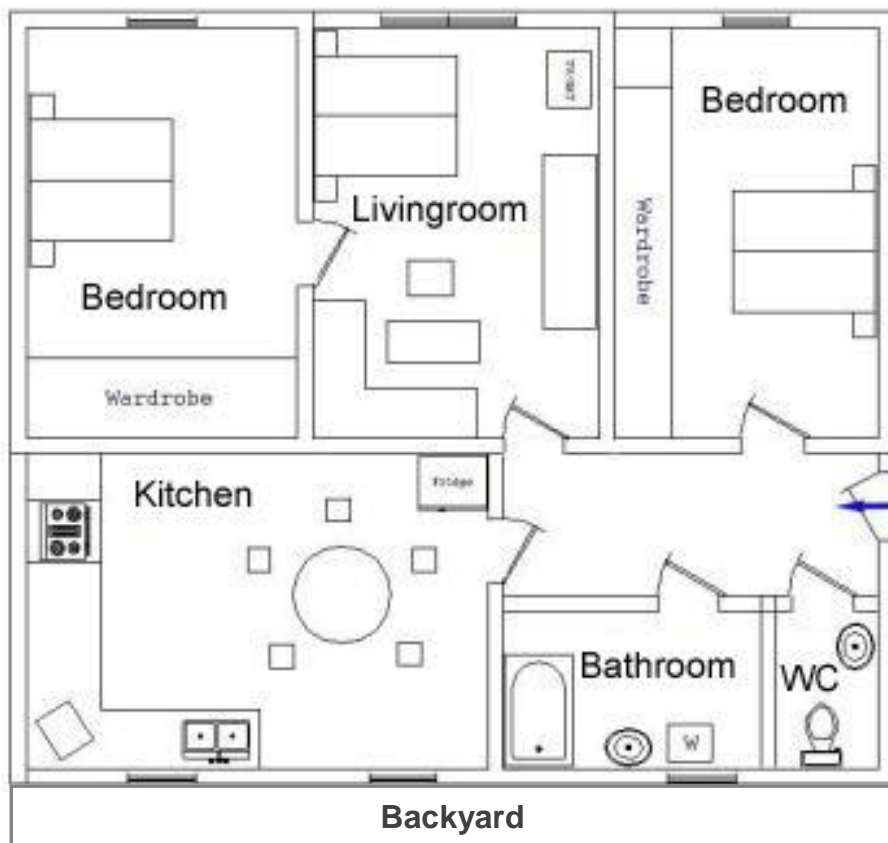
4. The toilet is **next to** the living room.
next to: beside or at the side of the living room

5. The living room is **between** the toilet and the bedroom.
between: in the space separating the toilet and the bedroom

It is a connection word that builds a relationship with another noun or pronoun.

TASK 15

Fill in the blank spaces in the text below with *behind*, *in front of*, *between*, *next to*, or *beside*. Pay attention to the following ground plan.



www.bratislavaguide.com

1. The living room is _____ the bedrooms.
2. The bathroom is _____ the kitchen and the toilet.
3. The kitchen is _____ the bedroom.
4. The bedroom is _____ the kitchen.
5. The kitchen is _____ the bathroom.

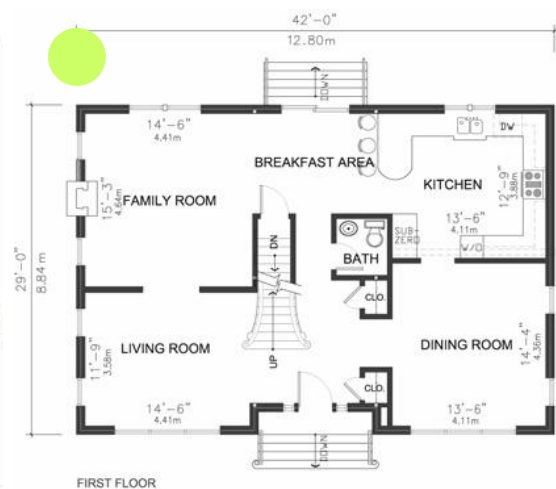
TASK 16

Read the descriptions of the houses below. Match them with the appropriate ground plans. Write the numbers beside the ground plans

These houses are sold by the owners. They are located in Sleman, Yogyakarta.



www.bratislavaguide.com



FIRST FLOOR

www.millbasinhomes.com



www.johngoodwindata.co.uk



www.johngoodwindata.co.uk

This house has a veranda, a wide living room, a bedroom, a bathroom, a kitchen beside the hall, a dining room, and a utility room.

1

This house has two floors. In the first floor, there are a minimalist living room, a dining room, a simple bath room, a complete kitchen with the breakfast area, and a family room.

2

This house has two modern minimalist bedrooms, two bathrooms, a hall, and a garage.

3

This house has two bedrooms, a living room, a bathroom, a toilet, and a kitchen with the breakfast area.

4

DID YOU KNOW?
utility room: a room that contains a large pieces of equipment such as washing machine, cleaning tools, etc.

TASK 17

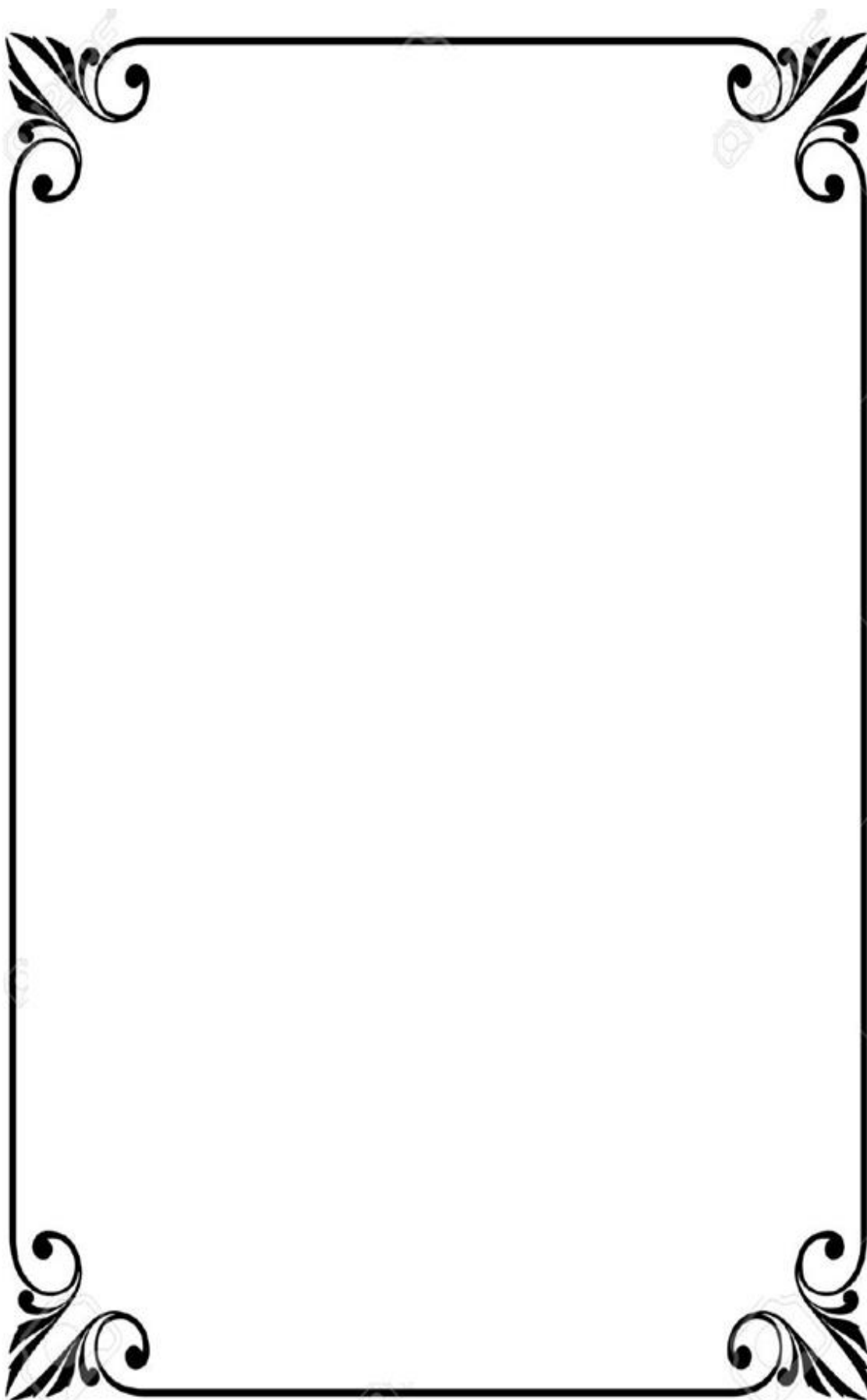
Read the description of a house below. Then, draw the ground plan of that house.



www.wsj.com

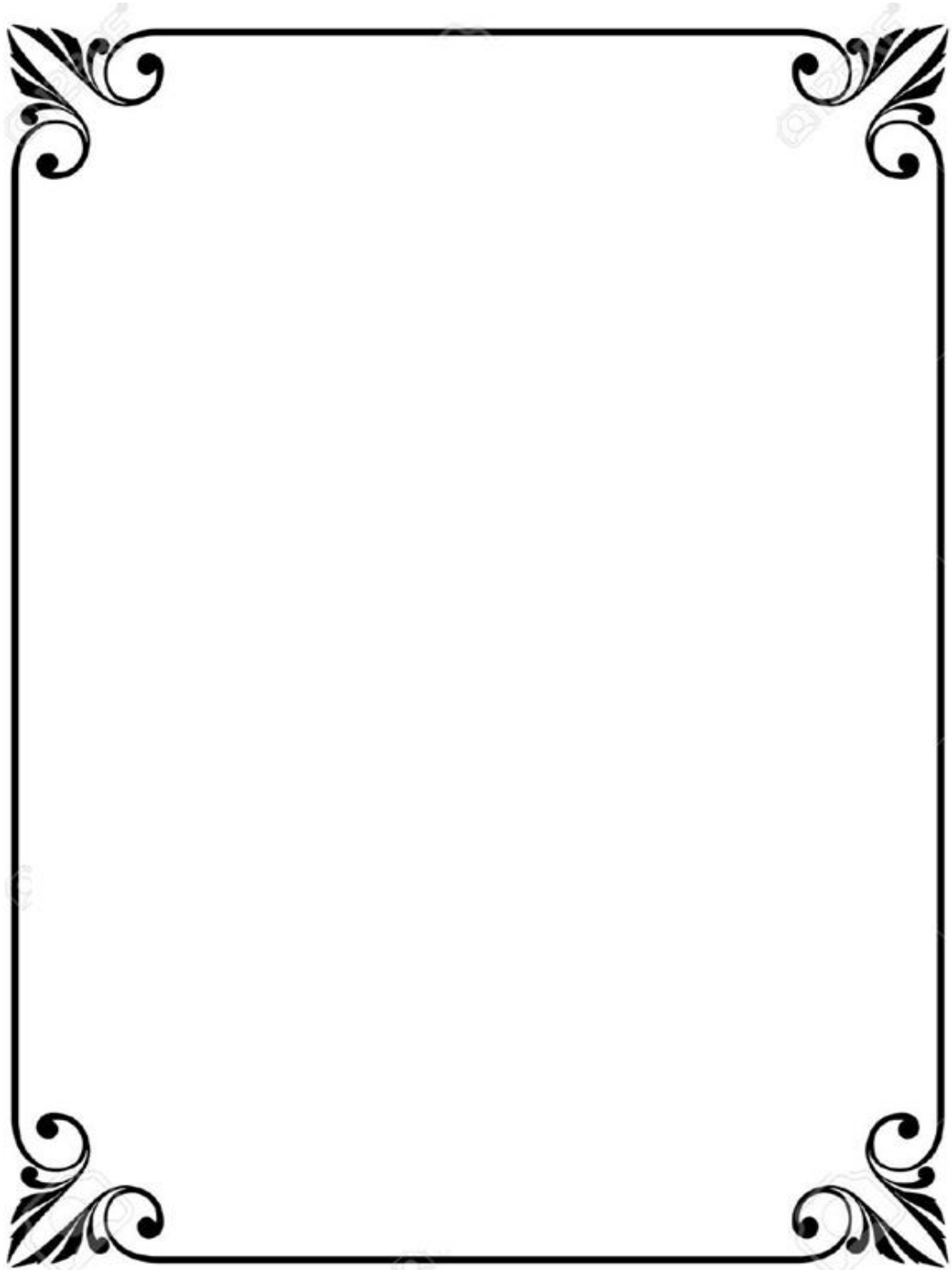
This modern house is located at Colombo Street. It has a master bedroom with a bathroom inside, two bedrooms, a living room which is right after the entrance, and a bathroom which is behind the living room. There is a kitchen between the bathroom and the master bedroom. The family room and the dining room are beside the kitchen. It also has a green back yard, a garage, and a pool.

Draw the ground plan here.



Let's do this!**TASK 18**

Work in groups of three. Discuss what type of a house that you want to buy. Draw the ground plan. Then, label the rooms.



TASK 19

You have bought that house. Complete the table below with the information based on the ground plan that you have drawn. You may write a strip (-) if you do not want to add information about the number, your opinion, the size, or the color. Read it.

| | | | |
|---|-----------------|------------------|----------------------------------|
| My house is located | | | |
| It is with paint. | | | |
| It has | | | |
| YOUR OPINION ABOUT THE ROOMS | ITS SIZE | ITS COLOR | THE NAME OF THE ROOMS |
| | | | living room, |
| | | | dining room, |
| | | | bathroom(s), |
| | | | kitchen, |
| | | | bedroom, |
| | | | |
| | | | |
| | | | |
| | | | |
| It also has | | | |

Let's have a reflection!

TASK 20

Tick the appropriate statements that reflect your progress after finishing this unit.

| Statements | Tick here (✓) |
|---|---------------|
| I can identify the purpose of descriptive texts about houses. | |
| I can identify the generic structure of descriptive texts about houses. | |
| I understand the use of prepositions of place (<i>behind, in front of, between, beside, and next to</i>). | |
| I understand the use and the order of adjectives. | |
| I understand what simple present tense is. | |
| I know the meanings of words that are frequently used in describing house building. | |

Answer Key of Unit 1 MISSING PETS

TASK 3

| | |
|--------------------------|-----|
| 1 st sentence | : I |
| 2 nd sentence | : I |
| 3 rd sentence | : D |
| 4 th sentence | : D |
| 5 th sentence | : D |
| 6 th sentence | : D |
| 7 th sentence | : D |

TASK 4

1. description
2. identification
3. identification
4. description
5. identification
6. description

TASK 5

1. It is a missing cat flyer.
2. It is to describe what the missing cat looks like so that people can recognize the missing cat. If you want to make a missing pet flyer, you have to know that the text in the flyer is a descriptive text. Descriptive texts' parts are identification and description.
3. The 1st and 2nd sentences are the identification. The rest are the description.

TASK 6

1. small eyes
2. a very small mouth
3. glowing scales
4. a beautiful long tail
5. a fat body
6. long fins
7. a shiny head
8. very small eyes
9. strong wings
10. a short tail
11. bony feet
12. a curved beak
13. dark eyes
14. pointed ears
15. a furred neck
16. a curved tail
17. strong legs
18. a flat stomach
19. a long tongue
20. a small nose

TASK 7

1. h
2. i
3. g
4. c
5. b
6. a
7. f
8. d
9. e
- 10.

TASK 8

Draw a picture of a fish.

Draw a picture of a dog.

Draw a picture of a sheep or a goat.

Draw a picture of a hen or a roaster.

TASK 9

1. d
2. b
3. a
4. c
5. d
6. c

TASK 10

1. F (The dog's name is Pika.)
2. T
3. F (She is silver and tan.)
4. T
5. T
6. T

TASK 11

1. e
2. d
3. c
4. a
5. b

TASK 13

1. She
2. He

3. his
4. him
5. her
6. His
7. He
8. His
9. He
10. his

TASK 14

1. Pronouns in the first text are:
The 1st sentence : -
The 2nd sentence : he and his
The 3rd sentence : -
The 4th sentence : he
The 5th sentence : he, he and him
The 6th sentence : him and him
The 7th sentence : -
The 8th sentence : -
2. Pronouns in the second text are:
The 1st sentence : his
The 2nd sentence : his and his
The 3rd sentence : he
The 4th sentence : his
The 5th sentence : he
The 6th sentence : his
The 7th sentence :-

TASK 16

1. brown, fierce, beautiful
2. dark brown, fat, cute
3. green, rare, expensive
4. yellow, young, small
- 5.

TASK 17

1. an attractive hamster

2. a shy cat
3. a lazy dog
4. a friendly rabbit
5. a colorful parrot

TASK 19

1. is
2. has
3. knows
4. she does
5. find

TASK 20

The correct sentences in a descriptive text about a cow:

1. I have a male cow.
2. He has a long tail.
3. He has four strong legs.

The correct sentences in a descriptive text about a pig:

1. She has a short tail.
2. She also has big ears and a nose.
3. She is very friendly.

The correct sentences in a descriptive text about a roaster:

1. My father has a roaster.
2. His name is Jago.
3. He is black, brown and red.
4. He also has smooth feather.
5. He has two grey legs with sharp spurs.
6. He is so fierce.

TASK 21

The 2nd sentence : My male parrot's name is Benjamin.

The 3rd sentence : He is an African Parrot.

The 4th sentence : His body is all grey.

The 6th sentence : He has strong claws, a short tail and a black beak.

The 8th sentence : He always sings, talks, and whistles when he meets strangers.

The 9th sentence : If you find him, call Point Vicente Animal Hospital at (310) 265-9511.

TASK 22**A LOST DOG**

I miss my dog. He is a male Mini Pinscher. He is about 12 lb. My Mini Pinscher is neutered and microchipped. He has cropped ears and a docked tail.

If you find him, call 405-283-6863. I will give you \$5,000.00 as the reward.

TASK 24

1. E
2. D
3. A
4. C
5. B

Answer Key of Unit 2
A MISSING PERSON**TASK 2**

✓ describe Dian, so that the reader can easily recognize her.

TASK 3

The 1st sentence : I

The 2nd sentence : D

The 3rd sentence : D

The 4th sentence : D

The 5th sentence : D

1. It is a descriptive text.
2. The text is for describe Thomas Hash so that people can recognize him.
3. The structures of the text are Identification and Description.

TASK 4

1. b
2. a
3. c
4. d
5. c
6. d
7. b
8. c
9. d
10. a
11. e
12. b
13. d
14. e
15. b
16. c

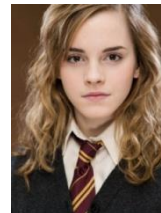
- 17. a
- 18. e
- 19. c
- 20. a
- 21. d
- 22. b
- 23. b
- 24. c
- 25. e
- 26. a
- 27. b
- 28. c
- 29. d
- 30. a
- 31. b

TASK 5

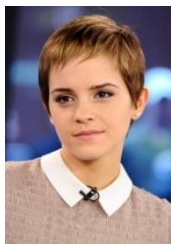
She is fat.



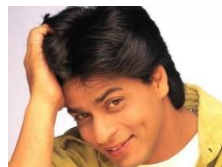
She is slim.



She has long hair.



She has got short hair.



He has a pointed nose.



He has got a flat nose.

TASK 6

1. c
2. c
3. a
4. c
5. a
6. b

TASK 7

1. A: What is the text for?
B: It is to describe Gauri so that people can recognize Gauri.
2. A: What does she look like?
B: She is 160 cm in height and 50 kg in weight. She has black/
dark hair, dark eyes and light-brown skin.

TASK 8

Her name is Briana McCormick. She went missing from Illinois Street in Baytown, Texas. She is 14 years old. She is a Caucasian. She is 5 ft 5 in height and 110 lbs in weight. She has fair skin. She has blonde hair. The color of her eyes is blue.

TASK 9

1. She is Adriana.
2. He has curly black hair.
3. She went missing from Gejayan Street.
4. He has got dark eyes.
5. He wears eyeglasses.
6. Liz is about 175 cm.

TASK 10

His name is Avonte Oquendo. He is 25 kg and 140 cm. He has got dark skin, curly hair and dark eyes. He wears a dark blue shirt, black jeans and black sneakers. He has autism and is non-verbal.

TASK 11

Eyes : green eyes, beautiful eyes
Hair : long hair, brown hair, wavy hair
Face : a round face, cute face
Complexion : fair skin
Body : a slim body, a tall body
Overall : good looking, a beautiful girl/woman

TASK 12

Adjectives in the descriptive text about Gauri Bhonsole are:

1. brown
2. long
3. straight
4. black
5. fair

Adjectives in the descriptive text about Alec Thomas are:

1. brown
2. straight
3. brown
4. pale

TASK 14

Dylan Redwine is young.

Justin Gaines is tall.

Jake Samusenko is taller than Dylan Redwin.

Dylan Redwine is than younger Jake Samusenko and Justin Gaines.

Justin Gaines is older than Jake Samusenko.

Justin Gainess is the tallest and oldest guy.

Dylan Redwine is the youngest guy.

TASK 15

The True statements are statements number 1, 3, 5, and 7.

TASK 16

She is 27 years old. She has dark skin, dark eyes, and short straight black hair.



His name is Tom Hemsworth. He is white. He has lightly tanned skin. He has blue eyes, blonde hair, beard, and moustache.



She is Lia. She is seven years old. She has dark eyes and light-brown skin. She is wearing veil.



My mother is missing. She is 40 years old. She is 170 cm and 50 kg. She has medium red hair, green eyes, and fair skin.



Watson is 60 years old. He is bald. He has fair skin.

TASK 17

Timmothy went missing from Aurora, Illinois. He is 6 years old. He has brown hair and brown eyes. He is 140 cm in height. He is 30 kg in weight. He is white. He has very pale skin.

She is 39 years old. She is 59 inches and 160 kg. She has blue eyes, curly brown hair and fair skin. She has tattoos in her left arm.

**Answer Key of Unit 3
HOUSES FOR SALE****TASK 1**

ROOM

GARDEN

KITCHEN

LIVING ROOM

TOILET

DINING ROOM

TASK 2

1. Each of them contains pictures.
2. Each of them describes the appearance of a particular thing.
3. Each of them describes the qualities of a particular thing.

TASK 3

The type of the text in the brochure is a descriptive text.

Sentences that are highlighted in pink are the identification.

Sentences that are highlighted in yellow are the description.

The text is to describe the house, so that people can easily understand the condition of the house that is sold through that brochure.

TASK 4**Identification:**

It is offered at \$675,000.

A minimalist home is located in beautiful Pasadena.

Description:

It is 1800 square feet.

It has 3 bedrooms, 2 baths, a green backyard, a central heat and air, a laundry room.

It also has a comfortable master bath.

This home features a newly upgraded kitchen. It has solid maple cabinets, stainless steel appliances, and granite counters.

TASK 5

1. kitchen
2. dining room
3. bedroom
4. master bedroom
5. toilet
6. living room
7. terrace
8. front yard

TASK 6



homedesignlover.com =

This home has a classic master bedroom.



greenwerkspro.com =

It has a garden.



houzz.com =

This house has a modern kitchen.



houzz.com =

It has a formal
dining room.



www.homejake.com =

It has a simple
bathroom.

TASK 7

1. c
2. a
3. b
4. d
5. b

TASK 8

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

TASK 9

1. The house is located at Old Colorado.
2. That is a vintage home.
3. There are 15 rooms.
4. They are white, green and brown.
5. No, that is not.
6. It is about \$452.000

7. I should call (681) 778-9817.
8. I can find that brochure in the internet, at
treefrogcreative.smugsmug.com.

TASK 10

1. vintage : unik, klasik
2. complete : lengkap
3. simple : sederhana
4. formal : resmi

TASK 11

a comfortable wide family room
brown marble floor
a simple green bathroom
a minimalist white living room'
an amazing pool
two complete Mediterranean kitchen
a 35 square meter master bedroom
a beautiful green back yard

TASK 12

This house is located at 10112 Southern Shore Way. It is offered between \$999,000 and \$850,000. It has amazing ocean view. It features a kitchen, 3 bedrooms, a living room, a formal dining room, a pool, and a 3-car garage. It is in excellent school district. If you are interested, you may call Jane D. Sample 777-555-1212 or visit <http://www.realitysample.com/>.

TASK 13

The 1st sentence : it is located in Bantul Street.

The 3rd sentence : Grey and white dominate the furniture in the house.

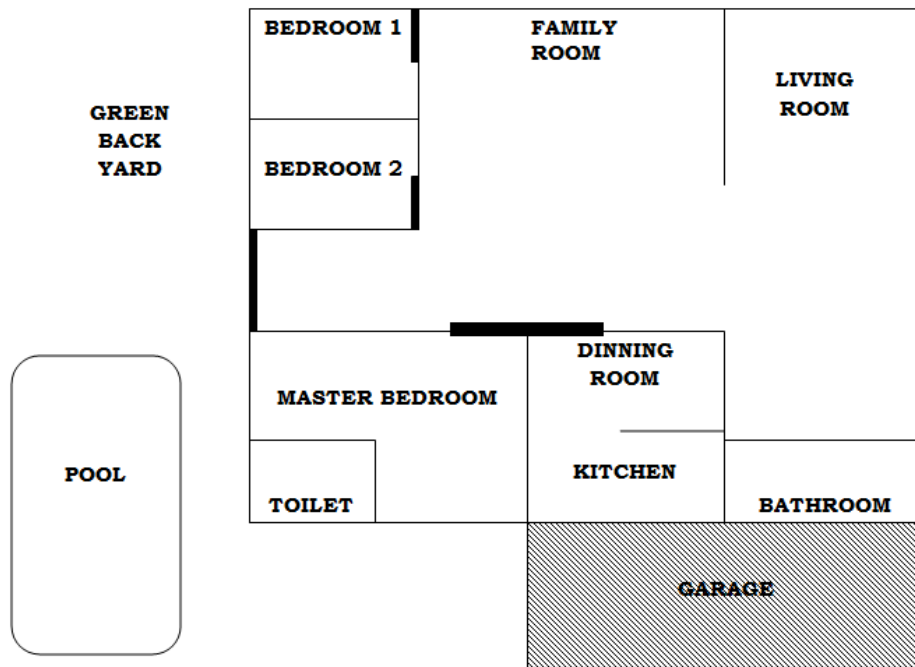
The 6th sentence : It also has a garage.

TASK 15

1. beside/next to
2. between
3. behind
4. in front of
5. beside/next to

TASK 16



TASK 17

APPENDIX E

The Questionnaire for the Expert Judgment

SURAT PERMOHONAN EXPERT JUDGMENT

Hal: Permohonan kesediaan *expert judgment*

Kepada
Yth.
Di tempat

Dengan hormat,

Dalam rangka penyelesaian tugas akhir skripsi jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan materi pembelajaran bahasa Inggris khususnya *reading* yang berjudul *Developing Task-Based English Supplementary Reading Materials fo Grade Seven Students of Junior High School*. Penelitian dilakukan oleh:

Nama : Dyah Ayu Winarti Putri
NIM : 11202241072
Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan Ahli Materi untuk memvalidasi materi pembelajaran bahasa Inggris yang kami rancang. Materi pembelajaran bahasa Inggris khususnya materi *reading* ini digunakan untuk siswa kelas VII SMP. Untuk itu, kami mohon kesediaan Bapak untuk bisa memberikan penilaian demi mendapatkan materi pembelajaran bahasa Inggris khususnya materi *reading* yang baik. Atas bantuan dan kesediaan Bapak, kami mengucapkan terima kasih.

Yogyakarta, 2015

Dosen Pembimbing

Pemohon

Nury Supriyanti, M.A.
NIP.19570829 198812 2 001

Dyah Ayu Winarti Putri
NIM.11202241072

Mengetahui
Ketua Jurusan
Pendidikan Bahasa Inggris

Sukarno, S.Pd., M.Hum.
NIP.19760502 200501 1 001

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

nama :
 NIP :
 institusi :

menyatakan bahwa materi pembelajaran bahasa Inggris khususnya reading sebagai hasil dari skripsi berjudul *Developing Task-Based Supplementary English Reading Materials for Grade Seven Students of Junior High School* oleh mahasiswa:

nama : Dyah Ayu Winarti Putri
 NIM : 11202241072

Telah dinyatakan (**layak tanpa revisi/layak dengan revisi/tidak layak**)* untuk diimplementasikan sebagai materi reading untuk pembelajaran bahasa Inggris SMP kelas VII dengan menambahkan saran sbb:

1. _____

2. _____

3. _____

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Yogyakarta, Maret 2016
 Evaluatur Materi,

Sari Hidayati, S.S., M.A.
 NIP.197702052010122001

*) coret yang tidak perlu

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS SMP KELAS VII

Pengantar

Angket ini bertujuan untuk mengevaluasi isi dan bahasa dalam materi pembelajaran Bahasa Inggris khususnya reading untuk siswa SMP kelas VII di SMP Negeri 8 Yogyakarta.

Data Responden

Nama :

Jenis Kelamin : L / P

Pendidikan : (Nama Universitas)

☐ S1 :
☐ S2 :
☐ S3 :

Lama mengajar : tahun

Petunjuk pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pilihan Anda.

Keterangan

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

UNIT 1: A MISSING PERSON

| No. | A. Kelayakan Isi | | | | |
|---------------------|--|----|---|----|-----|
| | Pernyataan | SS | S | TS | STS |
| 1. | Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas VII SMP. | | | | |
| 2. | Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> . | | | | |
| 3. | Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas VII SMP. | | | | |
| 4. | Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas VII SMP. | | | | |
| 5. | Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks. | | | | |
| 6. | Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks. | | | | |
| 7. | Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks. | | | | |
| 8. | Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum. | | | | |
| 9. | Materi pembelajaran yang dikembangkan mencakup bimbingan yang menuntun siswa berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti mendeskripsikan hewan peliharaan. | | | | |
| 10. | Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi menggunakan bahasa Inggris dengan akurat dan berterima. | | | | |
| B. Kelayakan Bahasa | | | | | |
| 11. | Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris (<i>grammar</i>) yang benar. | | | | |
| 12. | Materi ini menggunakan ejaan (<i>spelling</i>) yang benar dan tepat. | | | | |
| 13. | Materi menggunakan pilihan kata yang sesuai. | | | | |
| 14. | Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. | | | | |
| 15. | Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan | | | | |

| | | | | | |
|-------------------------------|--|--|--|--|--|
| | dapat dipahami oleh peserta didik. | | | | |
| 16. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna. | | | | |
| 17. | Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris. | | | | |
| C. Kelayakan Penyajian | | | | | |
| 18. | Materi disajikan secara runtut dan berkesinambungan. | | | | |
| 19. | Materi pembelajaran sudah sesuai dengan langkah-langkah pengembangan materi <i>Task-Based (schema building, controlled practice, authentic reading practice, focus on linguistic elements, free practice, pedagogical tasks)</i> . | | | | |
| 20. | Materi disajikan dalam bentuk teks, kegiatan pembelajaran dan gambar yang seimbang. | | | | |
| 21. | Materi yang disajikan mencakup kegiatan pembelajaran (<i>tasks</i>) yang mendukung siswa untuk berkomunikasi secara lisan maupun tertulis. | | | | |
| 22. | Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri. | | | | |
| 23. | Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi. | | | | |
| 24. | Setiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran. | | | | |
| 25. | Teks dan gambar mempunyai identitas seperti judul, nomor dan rujukan. | | | | |
| D. Kelayakan Grafis | | | | | |
| 26. | Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5) | | | | |
| 27. | Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional. | | | | |
| 28. | Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional. | | | | |
| 29. | Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi. | | | | |
| 30. | Materi pembelajaran tidak menggunakan terlalu | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| | banyak jenis huruf. | | | | |
| 31. | Penggunaan variasi (bold, italic, underline, capitalization) tidak berlebihan. | | | | |
| 32. | Keseluruhan desain visual materi menarik. | | | | |

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan Jawaban Ibu pada tempat yang telah disediakan.

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

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

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

REKOMENDASI

Mengacu pada hasil penelitian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMP kelas VII, UNIT 1 dengan judul 'A MISSING PERSON' dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

*berilah tanda (✓) pada pilihan yang sesuai dengan pendapat Ibu.

Yogyakarta, Maret 2016

Evaluator Materi,

Sari Hidayati, S.S., M.A.
NIP.197702052010122001

UNIT 2: HOUSES FOR SALE

| No. | A. Kelayakan Isi | | | | |
|---------------------|---|----|---|----|-----|
| | Pernyataan | SS | S | TS | STS |
| 1. | Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas VII SMP. | | | | |
| 2. | Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> . | | | | |
| 3. | Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas VII SMP. | | | | |
| 4. | Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas VII SMP. | | | | |
| 5. | Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks. | | | | |
| 6. | Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks. | | | | |
| 7. | Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks. | | | | |
| 8. | Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum. | | | | |
| 9. | Materi pembelajaran yang dikembangkan mencakup bimbingan yang menuntun siswa berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti mendeskripsikan orang. | | | | |
| 10. | Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi menggunakan bahasa Inggris dengan akurat dan berterima. | | | | |
| B. Kelayakan Bahasa | | | | | |
| 11. | Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris (<i>grammar</i>) yang benar. | | | | |
| 12. | Materi ini menggunakan ejaan (<i>spelling</i>) yang benar dan tepat. | | | | |
| 13. | Materi menggunakan pilihan kata yang sesuai. | | | | |
| 14. | Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. | | | | |
| 15. | Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat | | | | |

| | | | | | |
|-------------------------------|--|--|--|--|--|
| | dipahami oleh peserta didik. | | | | |
| 16. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna. | | | | |
| 17. | Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris. | | | | |
| C. Kelayakan Penyajian | | | | | |
| 18. | Materi disajikan secara runtut dan berkesinambungan. | | | | |
| 19. | Materi pembelajaran sudah sesuai dengan langkah-langkah dalam pengembangan materi <i>Task-Based (schema building, controlled practice, authentic reading practice, focus on linguistic elements, free practice, pedagogical tasks)</i> . | | | | |
| 20. | Materi disajikan dalam bentuk teks, kegiatan pembelajaran dan gambar yang seimbang. | | | | |
| 21. | Materi yang disajikan mencakup kegiatan pembelajaran (<i>tasks</i>) yang mendukung siswa untuk berkomunikasi secara lisan maupun tertulis. | | | | |
| 22. | Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri. | | | | |
| 23. | Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi. | | | | |
| 24. | Setiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran. | | | | |
| 25. | Teks dan gambar mempunyai identitas seperti judul, nomor dan rujukan. | | | | |
| Kelayakan Grafis | | | | | |
| 26. | Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5) | | | | |
| 27. | Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional. | | | | |
| 28. | Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional. | | | | |
| 29. | Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi. | | | | |
| 30. | Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf. | | | | |
| 31. | Penggunaan variasi (bold, italic, underline, capitalization) tidak berlebihan. | | | | |
| 32. | Keseluruhan desain visual materi menarik. | | | | |

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan Jawaban Ibu pada tempat yang telah disediakan.

4. Secara umum, bagaimana pendapat Ibu tentang materi yang telah disusun?

5. Menurut Ibu, apakah kekurangan dari materi yang telah disusun?

6. Apakah saran Ibu untuk memperbaiki materi yang telah disusun?

REKOMENDASI

Mengacu pada hasil penelitian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMP kelas VII, UNIT 2 dengan judul 'HOUSES FOR SALE' dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

*berilah tanda (✓) pada pilihan yang sesuai dengan pendapat Ibu.

Yogyakarta,

2016

Evaluator Materi,

Sari Hidayati, S.S., M.A.
NIP.197702052010122001

UNIT 3: MISSING PETS

| No. | E. Kelayakan Isi | | | | |
|---------------------|--|----|---|----|-----|
| | Pernyataan | SS | S | TS | STS |
| 1. | Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas VII SMP. | | | | |
| 2. | Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> . | | | | |
| 3. | Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas VII SMP. | | | | |
| 4. | Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas VII SMP. | | | | |
| 5. | Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks. | | | | |
| 6. | Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks. | | | | |
| 7. | Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks. | | | | |
| 8. | Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum. | | | | |
| 9. | Materi pembelajaran yang dikembangkan mencakup bimbingan yang menuntun siswa berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti mendeskripsikan bangunan rumah. | | | | |
| 10. | Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi menggunakan bahasa Inggris dengan akurat dan berterima. | | | | |
| F. Kelayakan Bahasa | | | | | |
| 11. | Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris (<i>grammar</i>) yang benar. | | | | |
| 12. | Materi ini menggunakan ejaan (<i>spelling</i>) yang benar dan tepat. | | | | |
| 13. | Materi menggunakan pilihan kata yang sesuai. | | | | |
| 14. | Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. | | | | |
| 15. | Bahasa yang digunakan dalam materi | | | | |

| | | | | | |
|-------------------------------|--|--|--|--|--|
| | pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik. | | | | |
| 16. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna. | | | | |
| 17. | Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris. | | | | |
| G. Kelayakan Penyajian | | | | | |
| 18. | Materi disajikan secara runtut dan berkesinambungan. | | | | |
| 19. | Materi pembelajaran sudah sesuai dengan langkah-langkah pengembangan materi <i>Task-Based (schema building, controlled practice, authentic reading practice, focus on linguistic elements, free practice, pedagogical tasks)</i> . | | | | |
| 20. | Materi disajikan dalam bentuk teks, kegiatan pembelajaran dan gambar yang seimbang. | | | | |
| 21. | Materi yang disajikan mencakup kegiatan pembelajaran (<i>tasks</i>) yang mendukung siswa untuk berkomunikasi secara lisan maupun tertulis. | | | | |
| 22. | Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri. | | | | |
| 23. | Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi. | | | | |
| 24. | Setiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran. | | | | |
| 25. | Teks dan gambar mempunyai identitas seperti judul, nomor dan rujukan. | | | | |
| H. Kelayakan Grafis | | | | | |
| 26. | Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5) | | | | |
| 27. | Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional. | | | | |
| 28. | Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional. | | | | |
| 29. | Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi. | | | | |
| 30. | Materi pembelajaran tidak menggunakan terlalu | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| | banyak jenis huruf. | | | | |
| 31. | Penggunaan variasi (bold, italic, underline, capitalization) tidak berlebihan. | | | | |
| 32. | Keseluruhan desain visual materi menarik. | | | | |

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan Jawaban Ibu pada tempat yang telah disediakan.

7. Secara umum, bagaimana pendapat Ibu tentang materi yang telah disusun?

8. Menurut Ibu, apakah kekurangan dari materi yang telah disusun?

9. Apakah saran Ibu untuk memperbaiki materi yang telah disusun?

REKOMENDASI

Mengacu pada hasil penelitian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMP kelas VII, UNIT 3 dengan judul 'MISSING PETS' dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

*berilah tanda (✓) pada pilihan yang sesuai dengan pendapat Ibu.

Yogyakarta,

2016

Evaluators Materi,

Sari Hidayati, S.S., M.A.
NIP.197702052010122001

APPENDIX F

The Data of the Expert Judgment

The Results of the Expert Judgment of Unit 1

| The Appropriateness of the Content | | |
|-------------------------------------|--|-------|
| No. | Items | Score |
| 1. | The developed materials are in accordance with the core competence 1,2,3 and basic competence 1.1, 2.2, 3.10 stated in the Curriculum 2013 for grade VII students of Junior High School. | 4 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units in the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 4. | The texts in the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 5. | The developed materials involve the explanation of the structure of a particular genre. | 4 |
| 6. | The developed materials involve the explanation of social functions of a text of a particular genre. | 4 |
| 7. | The developed materials involve the explanation of the language features of a text of a particular genre. | 4 |
| 8. | The developed materials involve the vocabulary learning tasks which are relevant with the requirement of the curriculum. | 4 |
| 9. | The developed materials involve learning activities which guide the students to communicate in daily life context such as describing animals. | 3 |
| 10. | The developed materials lead the students involve learning activities which guide the students to communicate accurately and functionally. | 4 |
| Mean (\bar{x}) | | 3.70 |
| The Appropriateness of the Language | | |
| 11. | The language used in the developed materials is grammatically | 3 |

| | | |
|--|---|-------------|
| | correct. | |
| 12. | The language used in the developed materials involves correct spelling. | 4 |
| 13. | The developed materials involve an appropriate word choice. | 3 |
| 14. | The language of the instructions and explanation in the developed materials is in accordance with the grade VII of Junior High School. | 4 |
| 15. | The language used in the developed materials can be easily understood by the students. | 4 |
| 16. | The language used in the developed materials is cohesive and coherent. | 4 |
| 17. | The developed materials consistently used one variation of English. | 4 |
| Mean (\bar{x}) | | 3.71 |
| The Appropriateness of the Presentation | | |
| 18. | The developed materials are presented systematically from <i>Are You Ready?</i> up to <i>Let's Have a Reflection!</i> . | 4 |
| 19. | The developed materials are in accordance with the steps of a six-steps procedure proposed by Nunan (2004); schema building, controlled practice, authentic reading practice, focus on linguistic elements, provide freer practice, introduce the pedagogical task. | 4 |
| 20. | The texts, activities and pictures in the developed materials are presented equally. | 3 |
| 21. | The developed materials contain tasks that encourage the students' performance both spoken and written communication. | 4 |
| 22. | The developed materials promote the students to be responsible with their own learning so that they become autonomous learners. | 3 |
| 23. | The developed materials encourage the students to have self- | 3 |

| | | |
|---|---|-------------|
| | reflection to identify their achievements and lacks during their learning. | |
| 24. | Every unit of the developed materials has the learning objective statements. | 4 |
| 25. | Every picture in the developed materials has the identity (the reference). | 4 |
| Mean (\bar{x}) | | 3.62 |
| The Appropriateness of the Graphic | | |
| 26. | The developed materials are printed on ISO-standardized size papers (A4,A5, B5) | 4 |
| 27. | The layout of the developed materials is proportional. | 3 |
| 28. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 4 |
| 29. | The illustrations in the developed materials help to clarify the presentation of the materials. | 3 |
| 30. | The developed materials use the appropriate variation of fonts. | 4 |
| 31. | The developed materials used the right number of variation (bold, italic, underline, capitalization). | 4 |
| 32. | The overall design of the developed materials is visually interesting. | 4 |
| Mean (\bar{x}) | | 3.71 |

The Results of the Expert Judgment of Unit 2

| The Appropriateness of the Content | | |
|-------------------------------------|--|-------|
| No. | Items | Score |
| 1. | The developed materials are in accordance with the core competence 1,2,3 and basic competence 1.1, 2.2, 3.10 stated in the Curriculum 2013 for grade VII students of Junior High School. | 4 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 4. | The texts in the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text of a particular genre. | 4 |
| 6. | The developed materials involve the explanation of social functions of a text of a particular genre. | 4 |
| 7. | The developed materials involve the explanation of the language features of a text of a particular genre. | 4 |
| 8. | The developed materials involve the vocabulary learning tasks which are relevant with the requirement of the curriculum. | 3 |
| 9. | The developed materials involve learning activities which guide the students to communicate in daily life context such as describing people. | 4 |
| 10. | The developed materials lead the students involve learning activities which guide the students to communicate accurately and functionally. | 4 |
| Mean (<i>x</i>) | | 3.70 |
| The Appropriateness of the Language | | |
| 11. | The language used in the developed materials is grammatically | 3 |

| | | |
|--|---|------|
| | correct. | |
| 12. | The language used in the developed materials involves correct spelling. | 4 |
| 13. | The developed materials involve an appropriate word choice. | 3 |
| 14. | The language of the instructions and explanation in the developed materials is in accordance with the grade VII of Junior High School. | 4 |
| 15. | The language used in the developed materials can be easily understood by the students. | 4 |
| 16. | The language used in the developed materials is cohesive and coherent. | 4 |
| 17. | The developed materials consistently used one variation of English. | 4 |
| Mean (\bar{x}) | | 3.71 |
| The Appropriateness of the Presentation | | |
| 18. | The developed materials are presented systematically from <i>Are You Ready?</i> up to <i>Let's Have a Reflection!</i> . | 4 |
| 19. | The developed materials are in accordance with the steps of a six-steps procedure proposed by Nunan (2004); schema building, controlled practice, authentic reading practice, focus on linguistic elements, provide freer practice, introduce the pedagogical task. | 4 |
| 20. | The texts, activities and pictures in the developed materials are presented equally. | 3 |
| 21. | The developed materials contain tasks that encourage the students' performance both spoken and written communication. | 4 |
| 22. | The developed materials promote the students to be responsible with their own learning so that they become autonomous learners. | 4 |
| 23. | The developed materials encourage the students to have self- | 4 |

| | | |
|---|---|-------------|
| | reflection to identify their achievements and lacks during their learning. | |
| 24. | Every unit of the developed materials has the learning objective statements. | 4 |
| 25. | Every picture in the developed materials has the identity (the reference). | 4 |
| Mean (\bar{x}) | | 3.87 |
| The Appropriateness of the Graphic | | |
| 26. | The developed materials are printed on ISO-standardized size papers (A4,A5, B5) | 4 |
| 27. | The layout of the developed materials is proportional. | 3 |
| 28. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 4 |
| 29. | The illustrations in the developed materials help to clarify the presentation of the materials. | 4 |
| 30. | The developed materials use the appropriate variation of fonts. | 4 |
| 31. | The developed materials used the right number of variation (bold, italic, underline, capitalization). | 4 |
| 32. | The overall design of the developed materials is visually interesting. | 4 |
| Mean (\bar{x}) | | 3.85 |

The Results of the Expert Judgment of Unit 3

| The Appropriateness of the Content | | |
|-------------------------------------|--|-------|
| No. | Items | Score |
| 1. | The developed materials are in accordance with the core competence 1,2,3 and basic competence 1.1, 2.2, 3.10 stated in the Curriculum 2013 for grade VII students of Junior High School. | 4 |
| 2. | The developed materials meet the course grid. | 4 |
| 3. | The topics of the units of the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 4. | The texts in the developed materials are relevant with the grade VII students of Junior High School. | 3 |
| 5. | The developed materials involve the explanation of the structure of a text of a particular genre. | 4 |
| 6. | The developed materials involve the explanation of social functions of a text of a particular genre. | 4 |
| 7. | The developed materials involve the explanation of the language features of a text of a particular genre. | 4 |
| 8. | The developed materials involve the vocabulary learning tasks which are relevant with the requirement of the curriculum. | 3 |
| 9. | The developed materials involve learning activities which guide the students to communicate in daily life context such as describing house buildings. | 4 |
| 10. | The developed materials lead the students involve learning activities which guide the students to communicate accurately and functionally. | 4 |
| Mean (x) | | 3.70 |
| The Appropriateness of the Language | | |
| 11. | The language used in the developed materials is grammatically | 4 |

| | | |
|--|---|------|
| | correct. | |
| 12. | The language used in the developed materials involves correct spelling. | 4 |
| 13. | The developed materials involve an appropriate word choice. | 4 |
| 14. | The language of the instructions and explanation in the developed materials is in accordance with the grade VII of Junior High School. | 3 |
| 15. | The language used in the developed materials can be easily understood by the students. | 3 |
| 16. | The language used in the developed materials is cohesive and coherent. | 4 |
| 17. | The developed materials consistently used one variation of English. | 4 |
| Mean (x) | | 3.71 |
| The Appropriateness of the Presentation | | |
| 18. | The developed materials are presented systematically from <i>Are You Ready?</i> up to <i>Let's Have a Reflection!</i> . | 4 |
| 19. | The developed materials are in accordance with the steps of a six-steps procedure proposed by Nunan (2004); schema building, controlled practice, authentic reading practice, focus on linguistic elements, provide freer practice, introduce the pedagogical task. | 4 |
| 20. | The texts, activities and pictures in the developed materials are presented equally. | 4 |
| 21. | The developed materials contain tasks that encourage the students' performance both spoken and written communication. | 4 |
| 22. | The developed materials promote the students to be responsible with their own learning so that they become autonomous learners. | 4 |
| 23. | The developed materials encourage the students to have self- | 4 |

| | | |
|---|---|----------|
| | reflection to identify their achievements and lacks during their learning. | |
| 24. | Every unit of the developed materials has the learning objective statements. | 4 |
| 25. | Every picture in the developed materials has the identity (the reference). | 4 |
| Mean (x) | | 4 |
| The Appropriateness of the Graphic | | |
| 26. | The developed materials are printed on ISO-standardized size papers (A4,A5, B5) | 4 |
| 27. | The layout of the developed materials is proportional. | 4 |
| 28. | The illustrations and graphic designs in the developed materials are aesthetic and functional. | 4 |
| 29. | The illustrations in the developed materials help to clarify the presentation of the materials. | 4 |
| 30. | The developed materials use the appropriate variation of fonts. | 4 |
| 31. | The developed materials used the right number of variation (bold, italic, underline, capitalization). | 4 |
| 32. | The overall design of the developed materials is visually interesting. | 4 |
| Mean (x) | | 4 |

APPENDIX G

The Revisions of the Units

REVISIONS OF UNIT 1

| Parts of the Unit | Points to Revise | Revision |
|--------------------------|-------------------------------------|----------------------------|
| Unit's Objective | No Revision | No Revision |
| Task 1 | Delete the words "for it to" | The words had been deleted |
| Task 2 | Change the word "year" into "month" | The word had been changed |
| Task 3 | No Revision | No Revision |
| Task 4 | No Revision | No Revision |
| Task 5 | No Revision | No Revision |
| Task 6 | Change the word "is" | The word had been changed |
| Task 7 | No Revision | No Revision |
| Task 8 | No Revision | No Revision |
| Task 9 | No Revision | No Revision |
| Task 10 | No Revision | No Revision |
| Task 11 | No Revision | No Revision |
| Task 12 | No Revision | No Revision |
| Task 13 | No Revision | No Revision |
| Task 14 | No Revision | No Revision |
| Task 15 | No Revision | No Revision |
| Task 16 | No Revision | No Revision |
| Task 17 | No Revision | No Revision |
| Task 18 | No Revision | No Revision |
| Task 19 | No Revision | No Revision |
| Task 20 | No Revision | No Revision |
| Task 21 | No Revision | No Revision |
| Task 22 | No Revision | No Revision |
| Task 23 | No Revision | No Revision |
| Task 24 | No Revision | No Revision |
| Task 25 | No Revision | No Revision |

REVISIONS OF UNIT 2

| Parts of the Unit | Points to Revise | Revision |
|--------------------------|--------------------------------|--|
| Unit's Objective | No Revision | No Revision |
| Task 1 | No Revision | No Revision |
| Task 2 | No Revision | No Revision |
| Task 3 | No Revision | No Revision |
| Task 4 | No Revision | No Revision |
| Task 5 | No Revision | No Revision |
| Task 6 | No Revision | No Revision |
| Task 7 | No Revision | No Revision |
| Task 8 | No Revision | No Revision |
| Task 9 | No Revision | No Revision |
| Task 10 | No Revision | No Revision |
| Task 11 | No Revision | No Revision |
| Task 12 | No Revision | No Revision |
| Task 13 | No Revision | No Revision |
| Task 14 | No Revision | No Revision |
| Task 15 | No Revision | No Revision |
| Task 16 | Change the word "in" into "on" | The word "in" had been changed into "on" |
| Task 17 | No Revision | No Revision |
| Task 18 | No Revision | No Revision |
| Task 19 | Add "s" into the word "name" | "s" had been added |
| Task 20 | No Revision | No Revision |
| Task 21 | No Revision | No Revision |
| Task 22 | No Revision | No Revision |
| Task 23 | No Revision | No Revision |
| Task 24 | No Revision | No Revision |
| Task 25 | No Revision | No Revision |

REVISIONS OF UNIT 3

| Parts of the Unit | Points to Revise | Revision |
|--------------------------|---|--|
| Unit's Objective | No Revision | No Revision |
| Task 1 | No Revision | No Revision |
| Task 2 | No Revision | No Revision |
| Task 3 | No Revision | No Revision |
| Task 4 | No Revision | No Revision |
| Task 5 | No Revision | No Revision |
| Task 6 | No Revision | No Revision |
| Task 7 | No Revision | No Revision |
| Task 8 | No Revision | No Revision |
| Task 9 | Add full stop in the item 7 | Full stop had been added |
| Task 10 | No Revision | |
| Task 11 | Change the text | The flyer had been changed |
| Task 12 | No Revision | No Revision |
| Task 13 | Change the question number 2 into "He has a scar under ... left eye." | The question number 2 had been changed |
| Task 14 | No Revision | No Revision |
| Task 15 | No Revision | No Revision |
| Task 16 | No Revision | No Revision |
| Task 17 | No Revision | No Revision |
| Task 18 | Change the words "is sleeping" into "sleeps" | The words had been changed |
| Task 19 | No Revision | No Revision |
| Task 20 | No Revision | No Revision |
| Task 21 | No Revision | No Revision |
| Task 22 | No Revision | No Revision |
| Task 23 | No Revision | No Revision |
| Task 24 | Change the word "his" into "a" | The word had been changed |
| Task 25 | No Revision | No Revision |

FINAL DRAFT

READING PRACTICE

Descriptive Texts



FOR GRADE

7 STUDENTS

Dyah Ayu Winarti Putri
Dra. Nury Supriyanti, M.A.

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PREFACE

This book is intended to provide the Grade VII students of Junior High School with interesting reading activities focusing on descriptive texts about animals, people and houses. This book may be used as supplementary English reading materials in the classroom reading activities. Each of the activities covered here is completed with the answer key. The activities in this book allow the students to:

- identify the generic structure of the descriptive texts about animals, people and houses.
- identify the social function of the descriptive texts about animals, people and houses.
- identify the linguistic elements in the descriptive texts about animals, people and houses
- identify the meaning of words that are frequently used in the descriptive texts about animals, people and houses.

Unit 1

Missing Pets



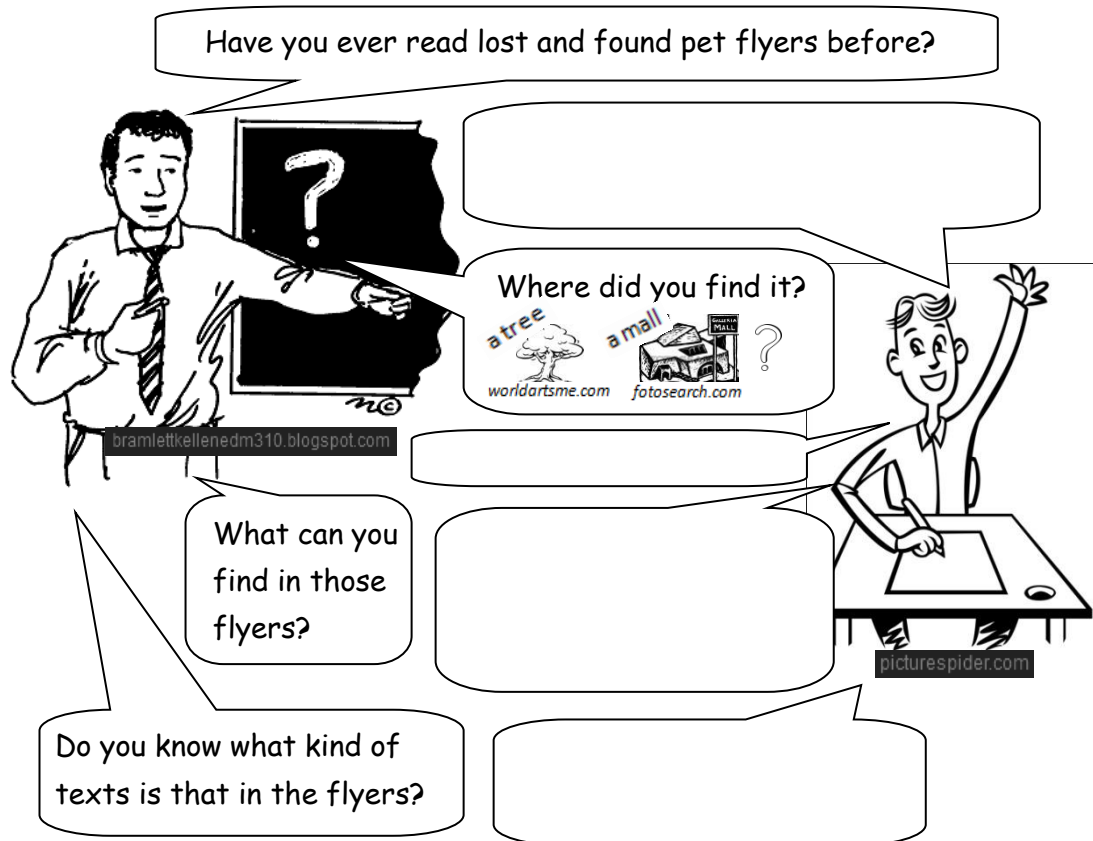
fanofthefan.com

Have you ever read this kind of flyers before? This is an example of lost and found pet flyers. In some occasions you have to read them in order to help people to find their missing pets or to complete the assignments that are given by your English teacher. Do you know what the type of texts in the lost and found pet flyers is? Well, it is a descriptive text. And now, you are going to learn it. Have fun!

Are you ready?

TASK 1

Here is the conversation between a teacher and a student in the English class. Answer the questions below. If your answer is "No" for the first question, ask your friends. Act as the teacher.



Have you asked your friends? If so, find out a missing pet flyer in the internet. Read it. Are there any other things you can find in the flyer? List the things here.

Be ready!

www.fotosearch.com

TASK 2

Read the explanation of descriptive texts below. Pay attention to its parts.

My Pet

CALL
(0274)
016-778

Her name is Rosa. She is my first pet. She disappeared last week. She has white and black fur. She has heart shaped pattern on her body. It makes her so unique. She also has small pointed nose. She is about five months old. Rosa's body is about 20 cm in length. She likes to eat fish and to drink milk. She is very cute.

■ Identification

■ Description

www.test.com

**DESCRIPTIVE
TEXTS**
**The function of
descriptive texts is:**

to tell you about what the pet looks like (eyes, ears, legs, etc.), so that people can easily recognize the animals in the lost and found pets flyers.

**What you can find in the
descriptive texts are:**

- Adjectives and classifier in nominal group. (white, black, unique, cute)
- Simple present tense.

Descriptive texts consist of:

- *Identification* (It tells us the identification of the animal that is going to be described.)
- *Description* (It tells us the description of the phenomenon in parts, qualities, and/or characteristics.)

TASK 3

Read a lost pet flyer below. Then, write the letter 'I' in the boxes if the sentence is classified as the *Identification* and write the letter 'D' if the sentence is classified as the *Description*.

A MISSING CAT

☐ Her name is Roxy. ☐ I love her so much. ☐ She is 6.5 kilograms brown tabby domestic short-haired. ☐ She has got lost both of her bottom canine teeth. ☐ Her left eye has a little more brown than just the speckles in the picture. ☐ She is a little skittish cat, so she may not come when she is called. ☐ She has medical conditions that need monitoring.

Call 336-687-5737 or 434-242-0179.

Adapted from www.likesideapartmentsblog.com

DID YOU KNOW?

a cat with grey or brown fur and dark strips

Tabby

www.petinfoclub.com



nervous

Skittish

www.petbucket.com



watch and check the condition of the cat

Monitor

www.mypet.com



one of the four pointed teeth in the front of a human's or animal's mouth

Canine

www.justanswer.com



hair that grows on the body of some animals such as cats, mice, etc.

fur

www.holoweb.net

TASK 4

Read the sentences below. Classify the following sentences into *Identification* or *Description* by ticking the cells. Number 1 has been done for you as an example.

| No. | Paragraphs | Identification | Description |
|-----|--|----------------|-------------|
| 1. | Mini is a male cat. He is a black and grey long-haired cat. He has a small white spot on his chest. | | ✓ |
| 2. | My rabbit's name is Boy. I can hardly live without him. | | |
| 3. | Dogs are one of my favorite pets. I have one. His name is Siber. | | |
| 4. | Nami is an orange goldfish. She has two white spots in her tail. She is very attractive. | | |
| 5. | I have a goldfish. Her name is Nami. I keep her in a big fishbowl. | | |
| 6. | Mini has one bad eye and the other one is green. He has a very fluffy black tail. He is very dearly loved. | | |

long-haired

www.stuffpoint.com

spot

www.fanpop.com

goldfish

www.cutagulta.com

fishbowl

www.123rf.com

male

www.accidental.com

fluffy

www.thinkstockphotos.com

TASK 5

Read a missing pet flyer below. Imagine that you are the mother. Answer your son's questions. Make the conversation understandable.

A MISSING CAT

Her name is Roxy. I love her so much. She is 6.5 kilograms brown tabby domestic short-haired. She has got lost both of her bottom canine teeth. Her left eye has a little more brown than just the speckles in the picture. She is a little skittish cat, so she may not come when she is called. She has medical conditions that need monitoring.

Call 336-687-5737 or 434-242-0179.

Adapted from www.likesideapartmentsblog.com

MOM, I OFTEN
READ THAT TEXT
IN THE STREET.
WHAT IS THAT?



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WHAT IS THAT
FOR? I WANT TO
MAKE IT. WHAT
SHOULD I KNOW
FIRST?



IT'S SO
CONFUSING.
WHICH ONE IS THE
IDENTIFICATION?
AND WHICH ONE IS
THE DESCRIPTION,
MOM?

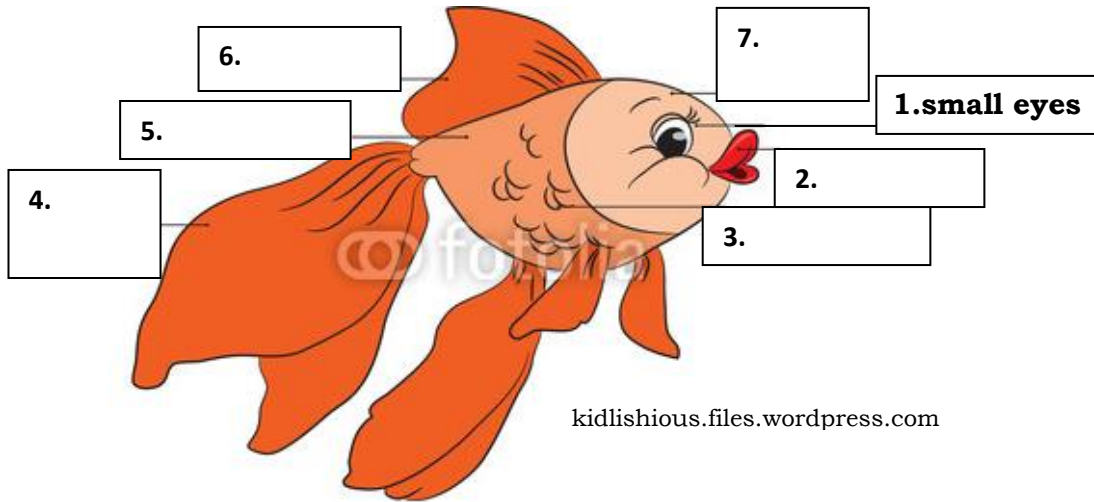
© 2012 Norman Feuti. Distributed by King Features



TASK 6

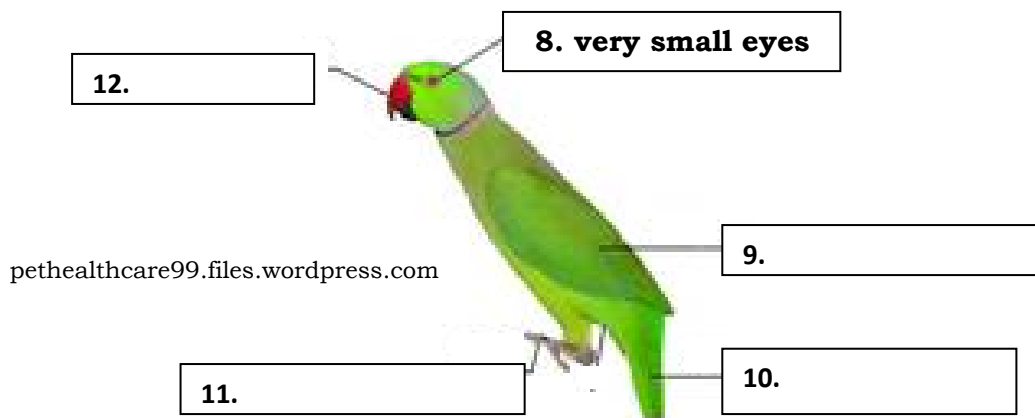
Match the pictures with the name of the animals' body parts that are provided. Write the appropriate body parts in the boxes.

I have a pet. She is a Betta fish. She has



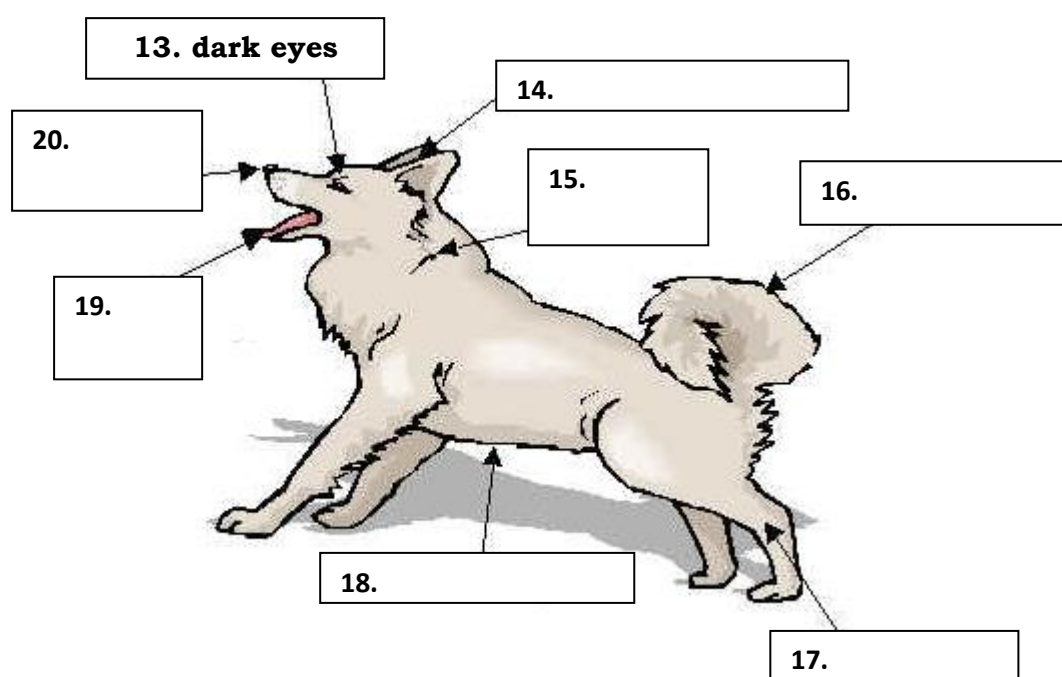
| | | | |
|---------------------|-----------------------|---------------------------|------------------------------|
| a shiny head | glowing scales | a round body | a beautiful long tail |
| small eyes | long fins | a very small mouth | |

My parrot's name is Rio. He has



| | | | | |
|----------------------|---------------------|---------------------|------------------|------------------------|
| a curved beak | a short tail | strong wings | bony feet | very small eyes |
|----------------------|---------------------|---------------------|------------------|------------------------|

I am looking for my beloved dog, Siber. I love her so much. She has



www.tes.com

| | | | |
|------------------|-------------------|-----------------|------------------|
| a curved tail | strong legs | a small nose | a long tongue |
| a furred neck | a flat stomach | pointed ears | dark eyes |

TASK 7

Match the pictures with the names of animals' body parts that are provided in the box.

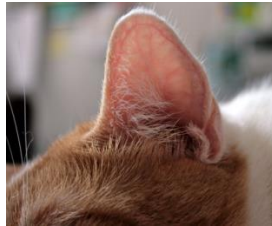
He/ She has got ...

1



www.all-creatures.org
a long

2



www.pets.wiki.com
pointed ...

3



www.theproducersperspective.com
brown ...

4



www.riotvibes-deviant.com
curved ...

5



www.flickr.com
a long ...

6



www.polloplayer.wordpress.com
sharp ...

7



www.thepigeonphotographer.com
long ...

8



therevivalist.info
big ...

9



www.flickr.com
silver ...

a. claws

d. eyes

g. legs

b. beak

e. scales

h. tail

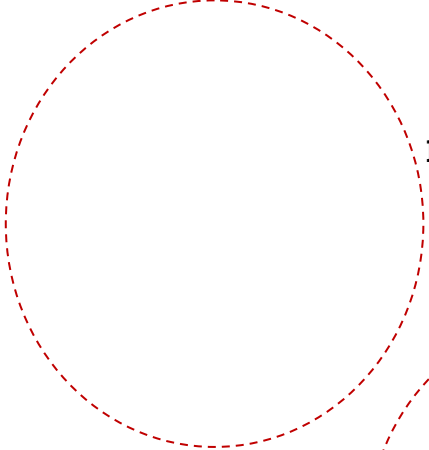

c. horns

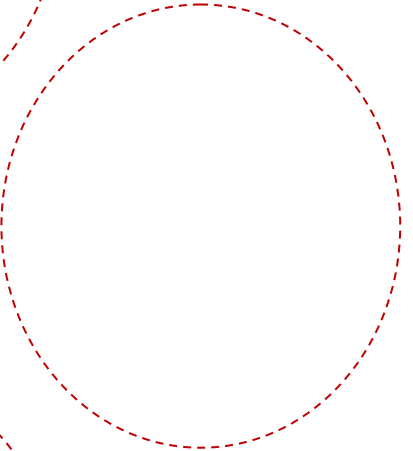
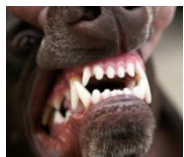
f. wings

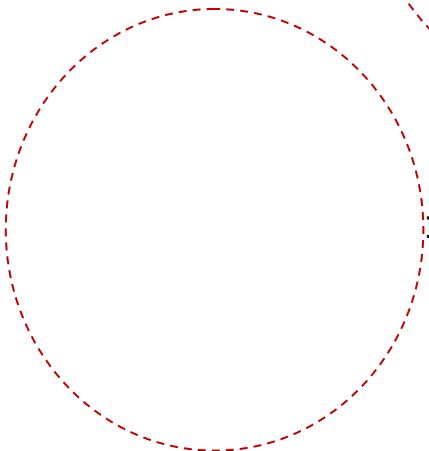

i. ears

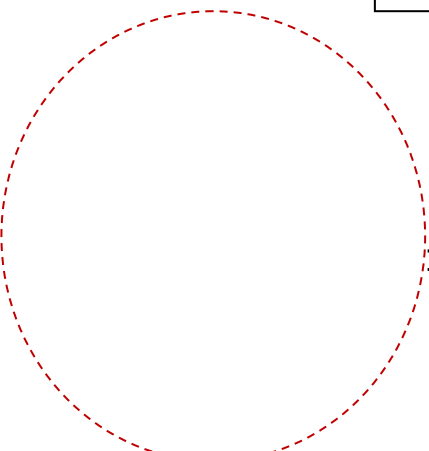

TASK 8

Draw the animals that have these body parts. Then, present the names of those animals in English to the class.

My  has  tail
www.minisimmonssurfboards.com

My  has  teeth
www.vetstreet.com

My  has  fur
www.petattack.com

My  has  comb
www.runnersworld.com

Let's Read!

TASK 9

Read the text entitled 'A Missing Cat' in Task 5 once again. Then, answer the following questions. Choose the correct answer by crossing a, b, c, or d.

1. What is the name of the pet?
 - a. REXY.
 - b. ROXI.
 - c. RIXY.
 - d. ROXY.
2. What kind of pets does the writer have?
 - a. A brown short-haired cat.
 - b. A brown domestic short-haired cat.
 - c. A brown domestic long-haired cat.
 - d. A brown long-haired cat.
3. How much weight is the pet?
 - a. 6.5 kilograms.
 - b. 7.5 kilograms.
 - c. 8.5 kilograms.
 - d. 9.5 kilograms.
4. What is the color of his/her left eye?
 - a. The color is as brown as the speckles in the picture.
 - b. The color is a little bit browner than the speckles in the picture.
 - c. The color is much browner than the speckles in the picture.
 - d. The color is much brighter than the speckles in the picture.
5. He/she is missing ... of his/her canine teeth.
 - a. none
 - b. half
 - c. one
 - d. all
6. The following descriptions are correct, except ...
 - a. She has brown eyes.
 - b. She has grey and brown fur.
 - c. She is attractive.
 - d. She is unhealthy.
7. When you call the pet, he/she will ...
 - a. come to you
 - b. run toward you
 - c. bite you
 - d. do nothing
8. What is the text for?
 - a. To describe a flyer about a missing cat.
 - b. To describe the owner of the missing cat.
 - c. To describe the appearance of the missing cat.
 - d. To describe the cat's bottom canine teeth.
9. What are the elements of the text?
 - a. Identification-description.
 - b. Description-identification.
 - c. Title-description.
 - d. Description-the phone number.
10. What should you do if you find it?
 - a. Call 336-687-5737.
 - b. Call 434-224-0179.
 - c. Send messages to 336-687-5737.
 - d. Send facsimiles to 336-687-5737.

TASK 10

Read the lost pet flyer and some statements that follow. Write T if the statements are true and write F if the statement is false. Number 1 has been done for you as an example. Then, explain your answer.

A MISSING DOG

Our beloved family dog went missing from our Section 7, Petaling Jaya home on the evening of 6th January at about 5pm.

My female dog's name is Pika. She has a small body. She is a silver and tan Australian Silky Terrier. She is about 12 years old. She is a very friendly dog.

Please call 0176065662 or 0102264538.

Adapted from www.thestar.com.my

| No. | Statements | T/F |
|-----|--|-----|
| 1. | The dog's name is Tika. | F |
| 2. | The dog went missing in the evening. | ... |
| 3. | The color of her body is all silver. | ... |
| 4. | She is a big Australian Silky Terrier. | ... |
| 5. | She is 12 years old. | ... |
| 6. | She will not bite you. | ... |



*Did you write 'F'?
Explain your answer!*

TASK 11

Read the missing pet flyer below. Then, match the words with their explanation in the left side. Thicken the lines. One has been done for you as an example.



She went missing from 1234 N. Milwaukee Avenue, Chicago, IL 60606. She is a friendly Golden Retriever. She is about 15 months. She is all yellow. She have a collar without name tag. She should come to you when you call her name.

Call (312) 978-1553

Adapted from www.petlocatorusa.com

| | | |
|--|--|-----------------------|
| 1. the missing pet | | a. name tag |
| 2. the missing pet's name | | b. yellow |
| 3. the colour of the missing pet | | c. friendly |
| 4. the thing that the pet doesn't have | | d. a Golden Retriever |
| 5. the character of the pet | | e. Budro |
| | | f. shy |

Let's find out!

TASK 12

Read the explanation of pronouns below.

WHAT IS A PRONOUN?

- It is a word which is used as an alternative for noun.
- It is a word that functions by itself as a noun phrase, which refers to a person, someone or something.
- It will also be used as the subject (person, animals, or things in the beginning of sentences).



Pronoun

EXAMPLES:

1. **She** is a domestic short-haired cat.

In the above example “**she**” is a **pronoun**, which denotes an identity of a female cat.

2. **It** has a big body.

In the above example “**it**” is a **pronoun**, which denotes an identity of a particular animal, person, or thing.

3. **He** wears a collar.

In the above example “**he**” is a **pronoun**, which denotes an identity of a male animal.

4. **He** went missing last week. I miss **him**.

In the above example “**he**” and “**him**” are **pronouns**. “**he**” denotes an identity of a male animal, and “**him**” denotes an identity of a male animal which went missing last week.

5. My female hamster has beautiful fur. I love **her** so much.

In the above example “**her**” is a **pronoun**. “**her**” denotes an identity of a female hamster which has beautiful fur.

6. My female hamster has beautiful fur. I love **it** so much.

In the above example “**it**” is a **pronoun**. “**it**” denotes an identity of the beautiful fur that the hamster has.

TASK 13

Fill in the blank spaces in the sentences below. Then, explain your answers. Number one has been done for you as an example.

1. I have a female hamster. **She** has white fur.

The pronoun "**She**" takes the place of "**a female hamster**".

2. He has a scar under ... left eye.

The pronoun ... takes the place of

he

3. Joe has brown and black fur in ... body.

The pronoun ... takes the place of

4. Our male parrot has a family that misses

The pronoun ... takes the place of

her

5. Miney is lost. If you find ..., call 0878-3989-6530.

The pronoun ... takes the place of

6. He is a green iguana. ... name is Juan.

The pronoun ... takes the place of

she

7. I have a male turtle. ... has white spots.

The pronoun ... takes the place of

8. My roaster has a strong body. ... spurs are very sharp.

The pronoun ... takes the place of

9. ... is a male Puddle.

The pronoun ... takes the place of

him

10. Charlie is most green with red and grey in ... wings.

The pronoun ... takes the place of

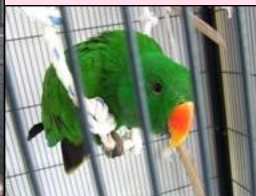
TASK 14

Read the following lost pet flyers. Then circle pronouns in those flyers.

**A MISSING CAT**

Mini is a black and grey, long-haired, male cat. He has a small white spot on his chest. Mini has one bad eye and the other one is green. He has a very fluffy black tail. He is very dearly loved and he has a family that misses him. If you find him or see him, please call (716) 537-9724. Thank you so much. Your help is greatly appreciated.

Adopted from www.imgbuddy.com

HAVE YOU SEEN CHARLIE?

Charlie is an Electus Parrot who went missing from his home in Bexeley on 23 October, 2011. Charlie is mostly green, with red and grey under his wings, blue tips on his wings and an orange beak. He is very tame and talkative. His favorite things to say are: "Hello!", "Hello Charlie!", "Hi Bubba!", "Here Puss Puss Puss.", "What's the matter?", and "What are you doing?". He is a much loved member of the family and a reward is offered for his safe return. Please call Charlie's owner, Kristie, on 0405 448 452.

Adapted from www.freewebs.com

TASK 15

Read the following explanation about adjectives.

Adjective

EXAMPLES :

1. Miko is a **brown** cat.

In the above example "**brown**" is an **adjective**, which describes about the cat.



www.imgmob.net

2. He is very **shy**.

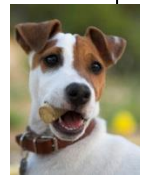
In the above example "**shy**" is an **adjective**, which describes about the characteristic of a male animal or person.



www.nycferalcat.org

3. My dog has **curled** ears.

In the above example "**curled**" is an **adjective**, which describes about the shape of the ears.



www.womansday.com

4. She looks **beautiful**.

In the above example "**beautiful**" is an **adjective**, which describes a female animal or person.



www.rhenaie.com

It is a word that describes a noun or a pronoun.
It will answer the questions such as:

Which one(s)?

What kind?

How many?

How much?

Whose?

TASK 16

Look at the pictures. List some possible adjectives of the pictures.



1.

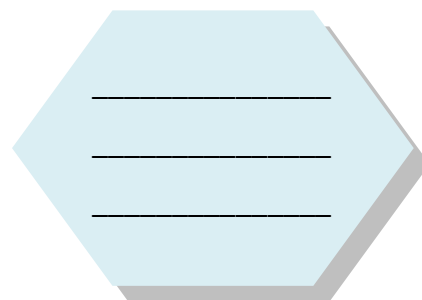
www.telegraph.co.uk

brown



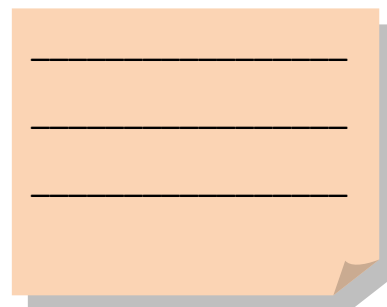
2.

www.pets4homes.co.uk



3.

pet-iguana.com



4.

www.stanford.edu



TASK 17

Read the adjectives. Match them with the appropriate pictures by writing the number next to the pictures.

1. attractive

2. shy

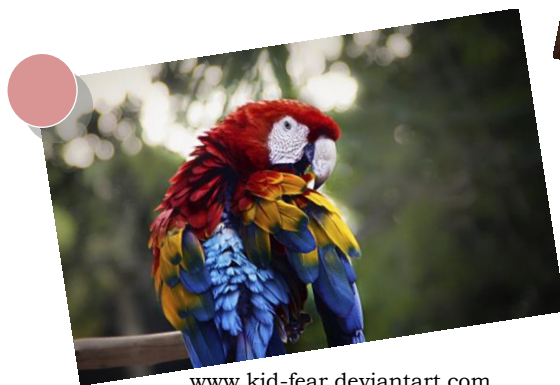
3. lazy

4. friendly

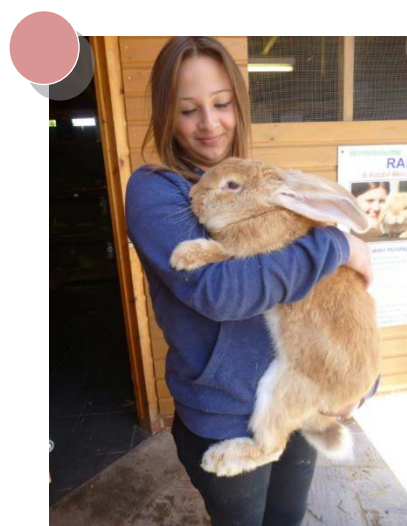
5. colorful



www.fundgive.com



www.kid-fear.deviantart.com



www.winterbournerrabbits.co.uk



www.rumahamsterikky.blogspot.com



www.ovemeow.com

TASK 18

Read the explanation about Simple Present Tense below.

Simple Present Tense

WHAT IS SIMPLE PRESENT TENSE?

- Simple present tense refers to an action happening in the present moment. It is used to express the unfinished action.
- It is used to describe actions that happen on regular basis.

EXAMPLES:

1. I **am** sad.

They
We
You

are sad.

He
She
It

is sad.



dreamstime.com

2. I **love** my pet.

They
We
You



gettingimages.com

3. He **knows** how to bark.

know + s

She
It



clipart.co

4. My bird **flies**.

fly + es



pinterest.com

5. He **sleeps** now.

sleep + s



churchhousecollection.com

6. I **have** a cat.

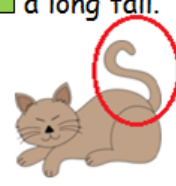
They
We
You



itppismp.com

7. She **has** a long tail.

He
It



clipartpanda.com

TASK 19

Read the following sentences. Choose the correct verbs in the brackets.

1. Blacky (**is**/**are**) a Kintamani dog.

2. He (**have**/**has**) a big body.

3. He (**knows**/**know**) how to bark.

4. She (**do**/**does**) not wear a collar.

5. If you (**find**/**finds**) her, call me.

Write your answers here.

1.



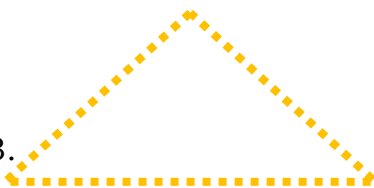
2.



5.



3.



4.



TASK 20

Tick the sentences that are grammatically correct. Some of them have been done for you as the examples.



www.blasfemias.net

I have a male cow. ☒

Her name is Joe. ☐

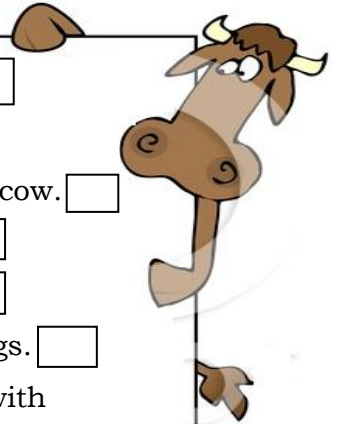
He are an Australian cow. ☐

He have no horns. ☐

He has a long tail. ☐

He has four strong legs. ☐

He are mostly white with black spots. ☐



I loves my pig. ☐

Her name is Georgia. ☒

His body are pink. ☐

She has a short tail. ☐

She also has big ears and nose. ☐

She is very friendly. ☐



www.buzzfeed.com



www.nationalgeographic.co.id

My father has a roaster. ☐

His name is Jago. ☒

He is black, brown, and red. ☐

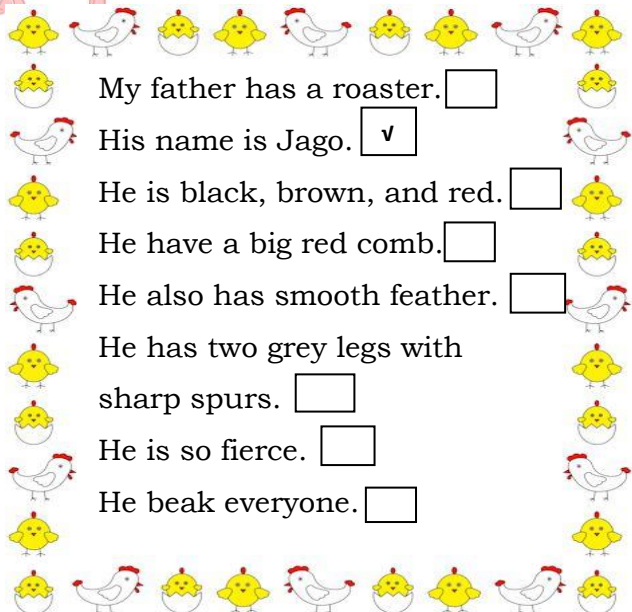
He have a big red comb. ☐

He also has smooth feather. ☐

He has two grey legs with sharp spurs. ☐

He is so fierce. ☐

He beak everyone. ☐



Let's do this!

TASK 21

Read a lost pet flyer below. Find the mistakes and correct them. Then, present your work to the class.

LOST BIRD



I miss my pet so much. My male parrot's name are Benjamin. She is an African parrot. His body are all grey. He is four years old. He have strong claws, a short tail, and a black beak. His eyes' colour is yellow. His always sings, talk, and whistles when he meet strangers.

If you finds him, call Point Vicente Animal Hospital at (310) 265-9511.

Adapted from www.birdsandmore.com



Strangers

www.illustrationsof.com



Whistle

www.metroparent.com



Talk

ccel.ca



Sing

www.imghd.net



Hospital

www.clipartlord.com



Meet

www.clipartshoop.com

TASK 22

Read the following missing pet flyer. You find a dog that has the same description as stated in that flyer. Make a found pet flyer by using complete sentences. Write them in a paper patched in a tree below. Then, share your work to your friends.

DID YOU KNOW?

A part of his sex organ has been removed so that he cannot produce puppies.

A very small piece of a material is put under his skin so that he can be identified,

His ears are cut in order to get a particular shape.

His tail is cut.



Adopted from www.bringmadoxhome.com

Blank area for writing the found pet flyer.

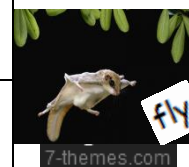
TASK 23

Remember all things that you have learnt in Tasks 1-22. Complete the following table with the words that describe your pet. Exchange your work to your friends. Ask them to read your work, draw your pet, and then, color it.

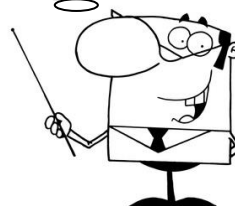
I have a

... name is

| | Body | Ears | Eyes | Legs | Tail |
|--------------|-------|-------|-------|----------------------------------|-------|
| ... has | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| ... is | | | | | |
| ... loves to | | | | | |



Congratulations! You have made your own descriptive text about your pet. Now, ask your friend to read it.



TASK 24

Works in groups of five. Cut the cards below. After that, shuffle it. Make sure everyone get one card. Read it aloud. Then, ask your friend. Which animal is that?

**A**

He has a small body. He has colorful feathers. He has green wings, tail, and head, yellow neck, and red chest. He has a long beak.

B

He has black tail, green eyes, and pointed ears. He has black strips in his body. He is very lazy. He likes sleeping in the afternoon.

C

She is about a year old. She has long hair in her ears and legs. She is mostly white. She has black eyes and nose. She looks beautiful.

D

He is tall. He has a strong and big body. His body is brown. He has black hair in his back, legs and tail. He also has pointed ears and a big nose. He is very attractive.

E

She looks unfriendly. She has pointed ears. She has black fur in her eyes, head, and shoulders, grey fur in her back, and white fur in her neck, stomach, and legs.

Let's have a reflection!

TASK 25

Tick the appropriate statements that reflect your progress after finishing this unit.

| Statements | Tick here (✓) |
|--|---------------|
| I can identify the purpose of descriptive texts about animals. | |
| I can identify the generic structure of descriptive texts about animals. | |
| I understand what pronouns are. | |
| I understand what adjectives are. | |
| I understand what simple present tense is. | |
| I know the meanings of words that are frequently used in describing animals. | |

Unit 2

A Missing Person

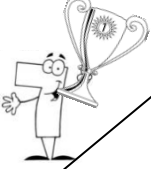





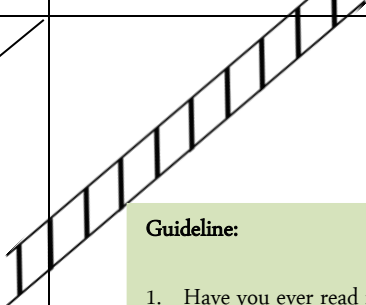


Have you ever read missing people flyers? In some occasions, you have to read them in order to help people to find their siblings or friends, or to complete the assignments related to a particular type of texts from your English teachers. Do you know what kind of text written in the missing people flyers? Is that the same as the text in the missing pet flyers? Let's find out!

Are you ready?

TASK 1

Work in pairs. Read the guideline first. Let's play *snakes and ladders*!

| | | |
|--|---|--|
| <p>It is a text</p>  <p>I do not know.</p> | <p>6 List your answers here:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>5 List your answers here:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>2 Find it in the internet or ask your English teacher.</p>  | <p>3 Read it!</p> | <p>4</p>  <p>subway station clipartof.com</p> <p>street clipartsheep.com</p> <p>market shutterstock.com</p> <p>Others :</p> |
| <p>1</p>    |  | |

Guideline:

1. Have you ever read missing person flyers?
2. Well, your answer is "No" for the question number one. Find a missing person flyer in the internet or ask your English teacher.
3. Read the flyer that you have found.
4. If your answer is "Yes" for the question number one, you do not have to pass the boxes number 2 and 3. Answer this question: where can you find the missing person flyers? Tick the pictures that are appropriate with your answer. You may also list other places.
5. What can you find in the missing person flyers?
6. What is the piece of information that you can get from the text in the flyers?
7. What kind of text is that in the flyer?

You may use a pebble to be the pawn.

TASK 2

Read the missing person flyer below. Underline the *Identification* by using the red ink and the *Description* by using the blue ink. Then, tick the appropriate function of the text in the flyer.

A Missing Baby

Her name is Dian. Dian is a three month old baby girl. She has short curly hair. She has dimples when she smiles. She is about 8 kg and 50 cm.

**If you see her, call the police
or Mr. Jeckly at 9333-3333.**

Adapted from descriptivetext83.blogspot.com

The text in the above flyer is to ...

- ☐ **entertain the readers.**
- ☐ **tell the past event when Dian went missing.**
- ☐ **describe Dian, so that the reader can easily recognize her.**

TASK 3

Read the following missing person flyer. Write I in the pink polygons if the sentences are the *Identification* and write D if the sentences are the *Description*. Then answer the question that follows.

MISSING

Child

His name is Alec Thomas Hash.
 He is now 17 years old. He has got brown straight hair, brown eyes, and white skin. He is about 165 cm and 50 kg. Alec wears eyeglasses.



FDLE MISSING ENDANGERED PERSONS
 INFORMATION CLEARINGHOUSE
 1-888-FL MISSING(1-888-356-4774)
 Internet: <http://www.fdle.state.fl.us>

If you have any information concerning the whereabouts of this person, please contact FDLE or the Leon County Sheriff's Office at 850-922-3300

Adapted from haleighann.wordpress.com

Questions:

1. What kind of text is that in the missing person flyer?

That is a

2. What is the text for?

The text is

3. What are the elements/structures of the text?

The elements of the text are
 and

TASK 4

Match the pictures with the appropriate words that are provided.

1. Height

He is



1.



2.



3.

a. short

b. tall

c. average

2. Build

She is



4. (positive)

5. (negative)



6. (positive)

7. (negative)

a. slim 😊

b. fat 😞

c. thin 😞

d. bonny 😊

3. Hair

She has ... hair.
She has got ... hair.



8. 9. 10. 11. 12.

a. red b. grey c. blonde d. brown e. black

4. Eyes

He/She has ... eyes.
He/She has got ... eyes.



13. 14. 15. 16. 17.

a. dark b. blue c. brown d. grey e. green

5. Types of Hair



18. She has hair.



19. She has hair.



20. He has hair.

21. He is



22. She has hair.



23. She has hair.



24. She has hair.

a. no b. medium length c. short d. bald e. long

6. Types of Complexion

He/She is He/She has ... skin.



He is Asian.

25. He has ... skin.



She is black.

26. She has ... skin.



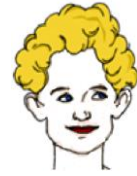
He is white.

27. He has ... skin.



She is white.

28. She has ... skin.



She is white.

29. She has ... skin.

a. dark

b. fair

c. lightly tanned

d. pale

e. light-brown

7. Other Features

He has



30.

31.

a. moustache

b. beard

She has ... face.



32.



33.



34.



35.

a. long

c. square

b. ovale

d. round

TASK 5

Read the sentences below. Then, match them with the appropriate pictures. Trace lines!

She is fat. ←

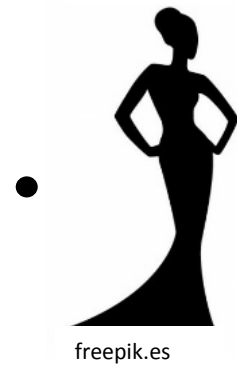
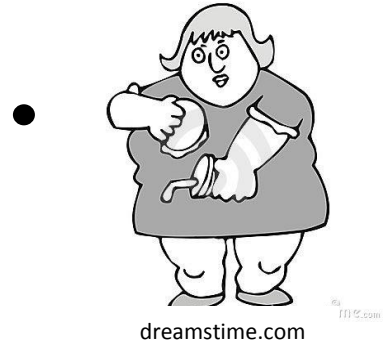
He has a pointed nose. ←

She is slim. ←

She has long hair. ←

He has got a flat nose. ←

She has got short hair. ←



Let's Read!

TASK 6

Read the missing person flyer below. Then, answer the questions by crossing a, b, c, or d.

MISSING



Lauren Spierer is a student of Indiana University. She is 20 years old. She is a white female. She has blonde hair, and blue eyes. She stands at 173 cm. She is 60 kg. If you see her, send an email at helpfindlauren@gmail.com.

Adapted from vibidoo.de

- What is she?
 - She is Lauren Spierer.
 - She is 173 cm in height.
 - She is a student.
 - She is 60 kg in weight.
- What is the color of her skin?
 - Tan.
 - Light-brown.
 - Dark.
 - Fair.
- What should you do if you see her?
 - Send an email.
 - Send a message to Lauren.
 - Call the police.
 - Call Lauren.
- You can find the flyer in ...
 - a magazine.
 - a newspaper.
 - the internet.
 - the public places.
- Which sentence is the *Identification* of the text?
 - The first sentence.
 - The second sentence.
 - The third sentence.
 - The fourth sentence.
- Which sentences are the *Description* of the text?
 - The 1st & 2nd sentence.
 - The 2nd-5th sentence.
 - The 2nd-7th sentence.
 - The last sentence.

TASK 7

Read the following missing person flyer. Then, answer the questions.

MISSING

GAURI BHONSLE




Gauri is missing from Southampton, London and is likely to be in India. She is 160 cm in height and 50 kg in weight.

PLEASE SHARE & HELP US TO FIND HER

If you have any information about Gauri's whereabouts, please call

 **1800 1800 0000**

BOLLYWOODLIFE.COM




www.clipartpanda.com

What is the text for?

It is to

.....

.....



www.canstockphoto.com

What does she look like?

She is

.....

She has

.....

.....

.....

.....

.....

TASK 8

Read the missing person flyer below. Fill in the blank spaces based on the information in the flyer.

MISSING

Baytown, Texas

**BRIANA
MCCORMICK**

Bribri

Missing Since:

January 9, 2012 at

5:30PM

Age: 14

Missing From: Illinois Street in

Baytown, Texas

Sex: female

Height: 5 ft. 5 in.

Weight: 110 lbs.

Eye Color: blue

Hair Color: blonde

Race: caucasian

Complexion: medium

Birth Date: December 24, 1997



DID YOU KNOW?

complexion: the colour of the skin in a person face

mark: a sign

scar: a mark that is left on the skin after a wound has healed

belly button: navel, the small hollow part in the middle of the stomach

1ft/1' (feet): 30.5 cm

1in/1" (inch): 2.5 cm

1lbs (pound): 0.45 kg

Distinguishing Marks: slight scar across left eyebrow, belly button is pierced

Clothing Description: baby blue Hollister short sleeve shirt with Hollister blue jeans with tears in the knees

Jewelry: typically wears a ring on her left hand



Please call the Baytown Police Department at

281-422-8371 if you have any information about

BRIANA MCCORMICK- Case number: 121272

Or call the Laura Recovery Center at

281-482-LRCF(5723) or (toll free) 866-898-5723;

FAX: 888-268-0573; (RN: 1753)



Download flyers from Recovery Effort Web Site: <http://www.LRCF.org>

Recovery Effort E-mail: recovery@lrcf.net

PLEASE POST

Sign up for Wireless Amber Alerts at: www.Amber-Plan.net, www.AmberAlert.com,

www.WirelessAmberAlerts.org

Her name is _____. She went missing from

_____. She is a _____. She is

_____ in height and _____ in weight. She has _____

skin. She has _____ hair. The color of her eyes is _____.

Let's find out!

TASK 19

Read the following words. Arrange the following jumbled words into good sentences. Number one has been done for you as an example.

1.    

She is Adriana.

2.      

3.      

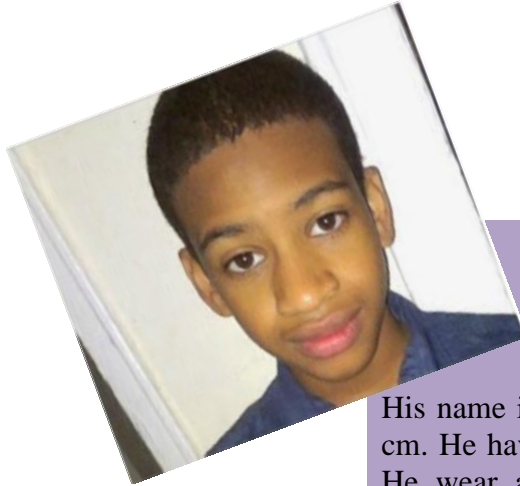
4.      

5.    

6.    

TASK 10

Do you still remember the simple present tense that you have learnt in Unit 1? Read the following missing person flyer. Find the mistakes. Then, correct them.

**MISSING**

His name is Avonte Oquendo. He are 25 kg and 140 cm. He have got dark skin, curly hair and dark eyes. He wear a dark blue shirt, black jeans and black sneakers. He have autism and is non-verbal.

If you see him call 911 or Crime Stoppers (800) 577.

Adapted from www.klear.com

Have you found the mistakes? Correct them here!



TASK 11

Do you remember what adjectives are? Tell about the appearance of this woman in phrases. Present your work to the class.

My beloved sister went missing. She has ...




I love her so much.

gfxtra.com

TASK 12

Read the missing person flyers below. List the adjectives in the texts. Discuss it with your friends. Then, guess the meaning.

MISSING
GAURI BHONSLE




Gauri is missing from Southampton, London and is likely to be in India. She is 21 years old. She has brown eyes, long straight black hair, and fair skin. She is 160 cm in height and 50 kg in weight.

PLEASE SHARE & HELP US TO FIND HER
If you have any information about Gauri's whereabouts, please call
1800 1800 0000

BOLLYWOODLIFE.COM

MISSING



His name is Alec Thomas Hash. He is about 17 years old. He has got brown straight hair, brown eyes. He is white. He has pale skin. He is about 165 cm and 50 kg. Alec wears eyeglasses.

THE MISSING ENDANGERED PERSONS INFORMATION CLEARINGHOUSE
1-FL MISSING (1-888-364-4774)
http://www.kids-please.com

If you have any information concerning the whereabouts of this person, please contact FDLE or the Leon County Sheriff's Office at 850-922-3300

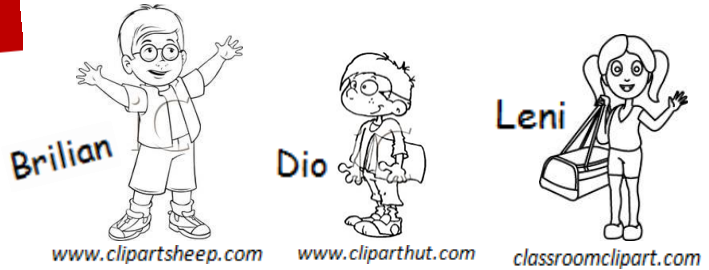
Adapted from haleighann.wordpress.com



TASK 13

Read the explanation of the Degrees of Comparison below.

Degrees of Comparison



When we speak about only one person or thing, we use positive degree.

Positive Degree

Examples:

1. Brilian is a tall student.
2. Dio is not **as tall as** Brilian.

as ... as

3. No other student in this school is **as tall as** Brilian.
4. Dio is diligent.

When we compare two persons or two things with each other, we use both the positive degree and comparative degree.

Comparative Degree

1. Leni is **taller** than Dio.

tall + er

→ one syllable

2. Dio is **more diligent** than Leni.

more + diligent

→ more than one syllable

When we compare more than two persons or things with one another, we use all the three positive, comparative, and superlative degree.

Superlative Degree

1. Brilian is the **tallest** student.

tall + est

→ one syllable

2. Dio is the **most diligent** student in this school.

most + diligent

→ more than one syllable

TASK 14

Read the missing person flyers below. Complete the sentences with the words that are provided.

MISSING**JUSTIN GAINES**

18 years old

5'10"

185-200 lbs

Blue Eyes

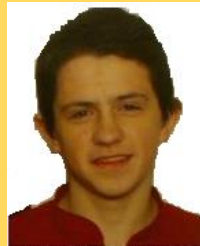
Muscular build

Shaved/Buzzed Head

CONTACT SGT. LEE

@770-513-5300

*Adapted from
letsfindthem.wordpress.com*

**JAKE SAMUSENKO**

Height: 5'5"

Weight: 130 lbs

Eyes: brown

Hair: brown

Age: 17

\$10,000 REWARD

Call the Erie Police Dept.

814-870-1120

Adapted from www.pinterest.com

**DYLAN REDWINE**

13 years old

5 feet tall

Blonde hair

Blue eyes

105 lbs

*Adapted from
www.westword.com*

POSITIVE DEGREE:

- Dylan Redwine is
- Justin Gaines is

SUPERLATIVE DEGREE:

- Justin Gaines is the ... and ... guy.
- Dylan Redwine is the ... guy.

COMPARATIVE DEGREE:

- Jake Samusenko is ... than Dylan Redwine.
- Dylan Redwine is ... than Jake Samusenko and Justin Gaines.
- Justin Gaines is ... than Jake Samusenko.

YOUNG

younger

older

oldest

taller

tall

YOUNGEST

tallest

DID YOU KNOW?

muscular build:
having large
strong muscles

TASK 15

Read the missing person flyers below and the statements that follow. Circle the number if the statements are true.

MISSING PERSON SINCE 3/24/2013

Elizabeth Chesner (Liz)



DOB: May 31, 1996
Age: 16
Sex: female
Race: white caucasian
Eyes: hazel
Hair: brown

Height: 5 ft 7 inches
Weight: 110 lbs
Missing From: Hamburg, NJ
Missing Since: Sunday March 24, 2013
Identifying Characteristics:
-tattoo on top of right foot

Elizabeth Chesner (Liz) has been missing since Sunday March 14th 2013 from Hamburg, NJ. Liz is 16 years old, soon to turn 17. She left her house late afternoon with her boyfriend. Early evening she was dropped off by her boyfriend to hang with friends. Her boyfriend currently lives in Bloomfield, NJ. Liz attends Walkkill Valley Regional Highschool and is former Bloomfield HighSchool student. If you hear or see anything about her whereabouts PLEASE CONTACT FRANKLIN POLICE DEPARTMENT (973) - 827 - 7700 or your local POLICE DEPARTMENT !!!

Adopted from www.nj.com

ASHLEY R MORROW

Missing Person - Endangered



Date of Birth: 07/07/1995
Date Missing: 02/16/2015
Age Now: 19
Sex: Female
Race: White
Hair Color: Brown
Eye Color: Hazel
Height: 5 ft 04 in
Weight: 110
Missing From: Albuquerque, NM

MISSING: Ashley R Morrow was last seen February 16, 2015 in Albuquerque, New Mexico. If you have any information regarding the whereabouts of Ashley R Morrow please contact the Rio Rancho Police Department at (505)891-7226.



ANYONE HAVING INFORMATION SHOULD CONTACT

New Mexico Department of Public Safety
1-800-457-3463

Adopted from www.dps.state.nm.us

STATEMENTS

1. Liz is beautiful.
2. Ashley is younger than Liz.
3. Ashley is older than Liz
4. Ashley is taller than Liz.
5. Ashley is shorter than Liz
6. Liz's hair is shorter than Ashley's.
7. Ashley's hair is shorter than Liz's.

Let's do this!

TASK 16

Read sentences below. Match them with the appropriate pictures by tracing lines.



birchbox162.rssing.com



pinterest.com



solokebaya.net

His name is Tom Harmsworth. He is white. He has lightly tanned skin. He has blue eyes, blonde hair, beard, and moustache.



rerephotos.info



reddit.com

She is Lia. She is seven years old. She has dark eyes and light-brown skin. She is wearing veil.

My mother is missing. She is 40 years old. She is 170 cm and 50 kg. She has medium red hair, green eyes, and fair skin.

Watson is 60 years old. He is bald. He has fair skin.

She is 27 years old. She has dark skin, dark eyes, and short straight black hair.

TASK 17

Pay attention to the pictures below. Fill in the blank spaces in the descriptive text that follow.



Timothy ____ missing from Aurora, Illinois. He is 6 ____ old. He ____ brown hair and brown eyes. He ____ 140 cm in _____. He is 30 kg in _____. He is white. He has very pale _____.

Adapted from emphatysinsights.blogspot.com

MISSING PERSON
STACY ANN ARAGON



_____ is 39 years old. She is 59 inches and 160 kg. She _____ blue eyes, _____ brown hair and _____ skin. She ____ tattoos in _____ left arm.

Adapted from kpho.com

TASK 18

Find a missing person flyer in the internet or other places. Read it. Then, patch it on this paper. Ask your friend to help you find the missing person. Tell your friends about the missing person's characteristics.

Patch it here.

Then, Exchange your flyer to your friends. Compare those missing persons in the flyers.

TASK 19

Visit your friend's Facebook, Twitter, Path, or Instagram account. Print his/her picture. Then, fill in the blank spaces in the text that follows based on the information that you get from his/her account.



_____ is missing from _____. _____ name is _____.
_____ is _____ years old. _____ has _____ eyes, _____ hair, and _____ skin. _____ wears _____. If you find _____, call _____.

Let's have a reflection!

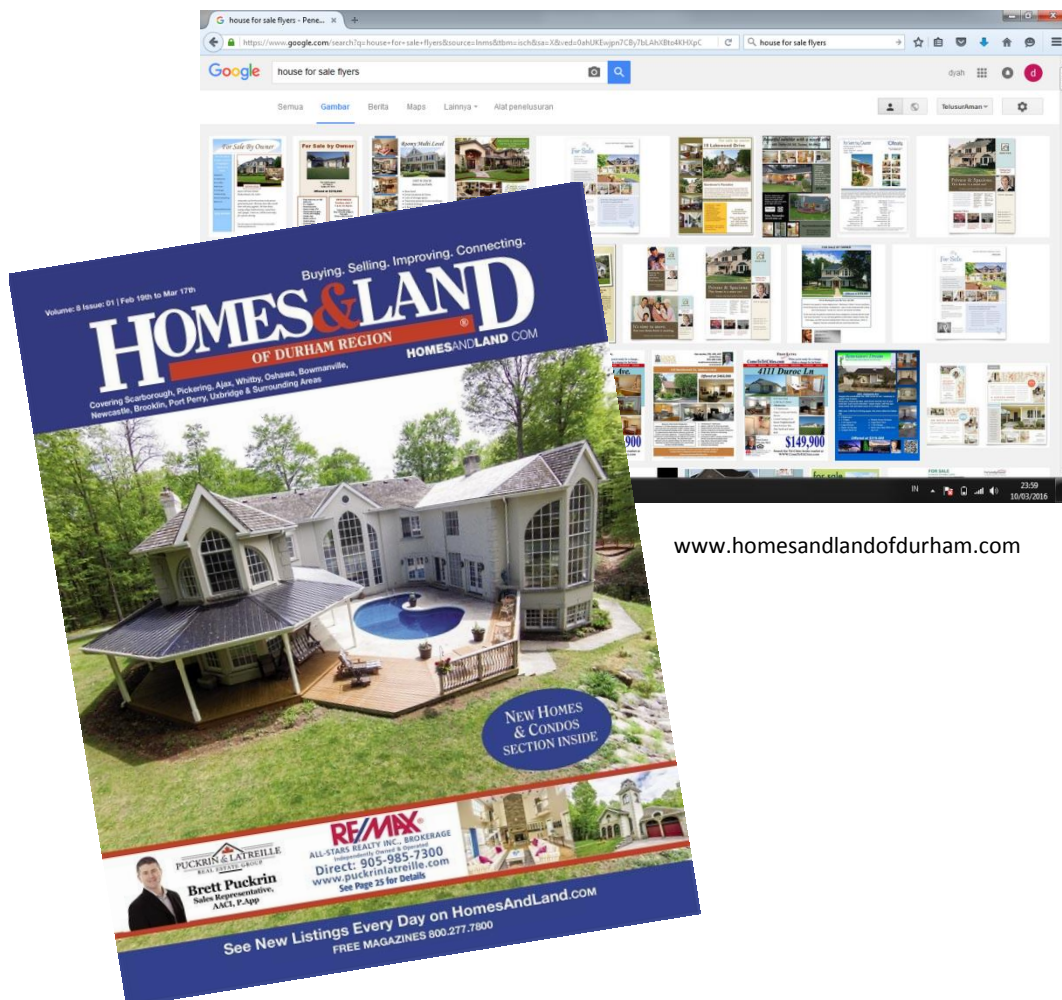
TASK 20

Answer some questions related to your progress in learning and understanding descriptive texts about people.

| Statements | Tick here (✓) |
|---|---------------|
| I can identify the purpose of descriptive texts about people. | |
| I can identify the generic structure of descriptive texts about people. | |
| I understand what pronouns are. | |
| I understand what adjectives are. | |
| I understand what simple present tense is. | |
| I understand what degrees of comparison are. | |
| I know the meanings of words that are frequently used in describing people. | |

Unit 3

Houses for sale



Volume: 8 Issue: 01 | Feb 19th to Mar 17th

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Have you ever read house for sale brochures or flyers? Did you read them in order to find the most comfortable house for your family or to complete the English assignments from your English teacher? What kind of text is that in the brochures? Is it the same type of texts as stated in the missing pets and person flyers?

Are you ready?

TASK 1

Work in groups of three. Find the names of the parts of a house in the box below horizontally or vertically. Circle them.

I want a house that has a

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | U | L | S | D | R | O | M | M | D | D | J | K |
| R | O | O | M | H | E | Q | X | Z | L | I | H | F |
| E | W | Y | I | R | P | O | G | F | S | N | C | X |
| Y | T | F | S | Q | H | T | E | M | N | I | B | V |
| H | J | L | K | V | C | T | Y | U | P | N | Q | G |
| B | V | X | I | O | B | M | N | C | J | G | G | A |
| N | I | G | T | R | T | D | K | H | Q | R | P | R |
| S | B | J | C | K | I | U | C | W | Y | O | I | D |
| H | G | T | H | R | D | X | V | K | L | O | N | E |
| T | B | E | E | D | Y | Z | G | R | I | M | B | N |
| B | O | I | N | A | R | T | U | K | C | B | A | K |
| N | A | N | A | M | Y | T | H | F | I | L | U | B |
| L | I | V | I | N | G | R | O | O | M | S | I | R |
| B | A | N | A | N | A | M | A | N | G | O | Q | Z |
| P | Y | T | P | K | T | O | I | L | E | T | A | S |

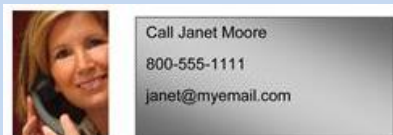
TASK 2

Work in groups of four. Read the following house for sale brochure. Find the similarities between missing pet flyers, missing person flyers, and house for sale brochures. Present your group discussion's results to the class.



This is an example of house for sale flyers.

This house is sold by the owner. It is located at 1414 E, Mocking bird Lane, My Town, AZ, USA. It has 3 bedrooms, 2 baths, a formal living room, a formal dining room, and a basement. The lawn is nicely landscaped with a diving pool in the backyard. It also has a central A/C, new roof, and recently remodeled.



Adapted from www.brighthub.com

You have read some missing pet flyers and missing person flyers in Unit 1 and Unit 2, haven't you? Mention three similarities between missing pet flyers, missing person flyers and house for sale brochures.

- 1.
- 2.
- 3.

Be ready!

TASK 3

Read the brochure below. Answer the questions. Then, tick the function of the text in the brochure.

The type of the text in the brochure is a ... text.



This is the
of the text.

This is the
of the text.

This house is sold by the owner. It is located at 1414 E, Mocking bird Lane, My Town, AZ, USA. It has 3 bedrooms, 2 baths, a formal living room, a formal dining room, and a basement. The lawn is nicely landscaped with a diving pool in the backyard. It also has a central A/C, new roof, and recently remodeled.



Adapted from www.brighthub.com

DID YOU KNOW?

lawn: an area of ground covered in short grass in a garden/yard or park

landscape: to improve the appearance of an area of land by changing the design and planting trees, flowers, etc.

The text is to ..., so that people can easily understand the condition of the house that is sold through that brochure.

- ☐ tell the reader how to buy the house
- ☐ describe the house
- ☐ describe the brochure

TASK 4

Read the following sentences. Rearrange them into a good text. A sentence has been rearranged for you in the appropriate cell as an example.

It also has a comfortable master bath.

A minimalist home is located in beautiful Pasadena.

It has 3 bedrooms, 2 baths, a green backyard, a central heat and air, a laundry room.

This home features a newly upgraded kitchen. It has solid maple cabinets, stainless steel appliances, and granite counters.

It is 1800 square feet.

It is offered at \$675,000.

| | |
|----------------|-----------------------------|
| Identification | It is offered at \$675,000. |
| Description | |

DID YOU KNOW?

central heat: a system for heating a building from one source which then send the hot water or hot air around the building through pipes.

feature: something important, interesting, or typical of a building

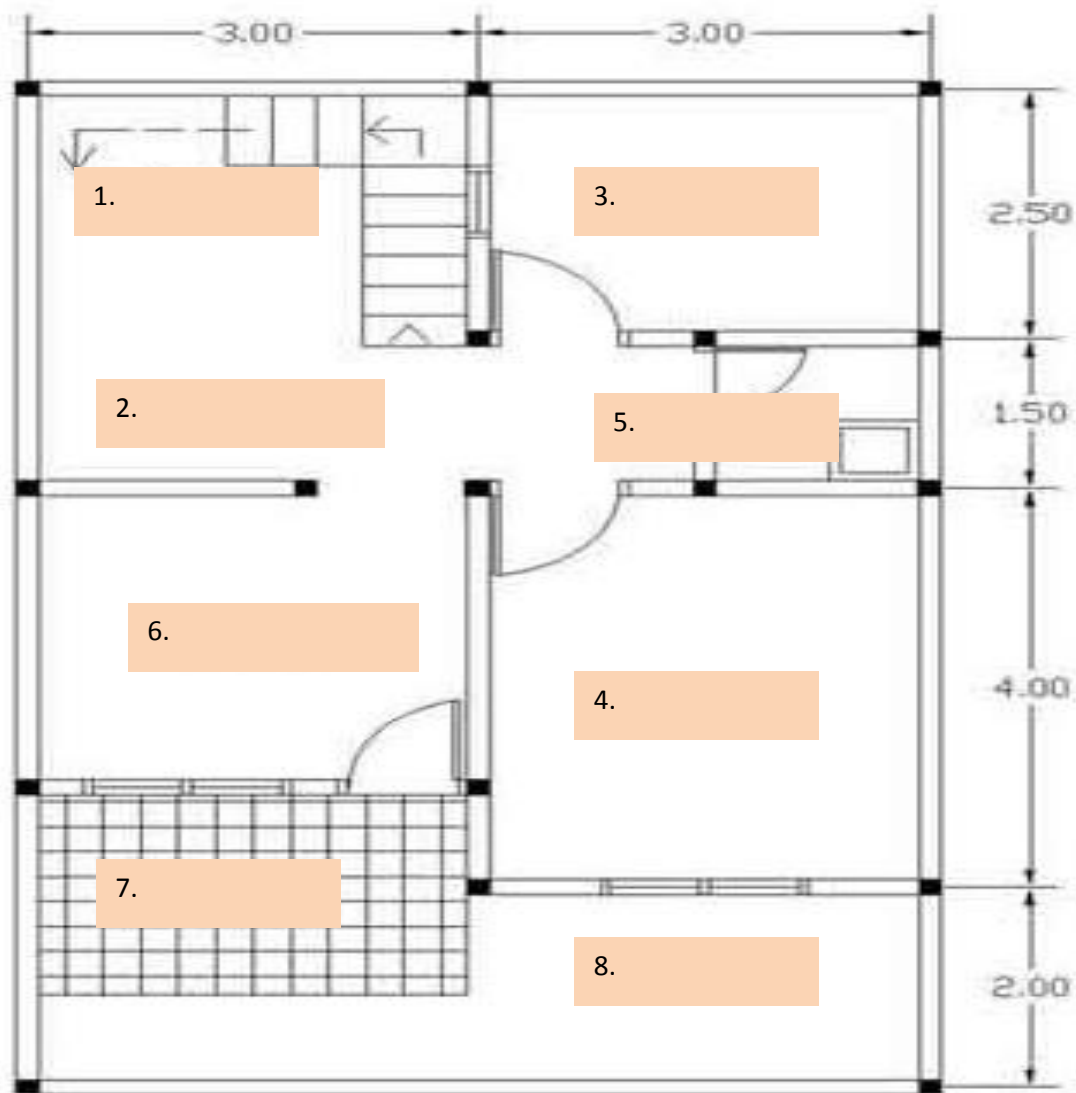
maple: a tall tree with leaves that have five points and turn bright red/yellow in the autumn

appliance: a machine that is designed to do a particular thing in a home

counter: a long table

TASK 5

Pay attention to a ground plan below. Find the English words of some rooms in your dictionary.



www.spacehistories.com

1. dapur
2. ruang makan
3. ruang tidur
4. ruang tidur utama
5. WC
6. ruang tamu
7. teras
8. taman

TASK 6

Match the pictures with the appropriate sentences by tracing lines.

This house has a modern kitchen.



homedesignlover.com

It has a simple bathroom.



greenwerkspro.com

This home has a classic master bedroom.



houzz.com

It has a garden.



houzz.com

It has a formal dining room.



www.homejake.com

Let's Read!

TASK 7

Read the brochure in Task 2 again. Then, answer the following questions. Choose the correct answer by crossing a, b, c, or d.

1. Where is the house located?
 - a. In Indonesia.
 - b. In England.
 - c. In America.
 - d. In Australia.
2. How many rooms are there in the house?
 - a. Eight.
 - b. Nine.
 - c. Ten.
 - d. Eleven.
3. Does the house have a traditional dining room?
 - a. No, it is not.
 - b. No, it does not.
 - c. Yes, it does.
 - d. Yes, it is.
4. How much is the house?
 - a. It is about Rp.185.900.
 - b. It is about \$185.000.
 - c. It is about \$185.400.
 - d. It is about \$185.900.
5. Where can you find the brochure?
 - a. In the magazine.
 - b. In the internet.
 - c. In the newspaper.
 - d. At janet@myemail.com.

TASK 8

Read the following house for sale brochure and the statements related to it. Write T if the statements are true and write F if the statement is false.

FOR SALE

This is a modern house. It is offered for \$259,000. It is located at 1134 Jerome street. This house is 1,014 square feet and completely renovated. Updated roof, water heater, A/C, plumbing, and electrical system are available. It has a kitchen, a bathroom, two bedrooms, a minimalist living room, a dining room, and a library. It also has beautiful hardwood floors, abundant natural light, spacious and shady backyard, and security system.

Call Sara Cotner (832) 217-6239

Adapted from feedingthesoil.com

Air Conditioner



info.airquipheating.com

Renovate



www.123rf.com

Roof



etc.usf.edu

Plumbing



ClipartOf.com/1056810

Spacious



www.123rf.com

DID YOU KNOW?

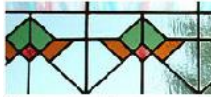
abundant: more than enough

shady: protected from direct light from the sun by trees

| No. | Statements | T/F |
|-----|---|-----|
| 1. | The house has a modern minimalist living room. | |
| 2. | There are seven rooms in the house. | |
| 3. | The security of the house is not guaranteed. | |
| 4. | We can call Sara Cotner if you want more information about the house. | |
| 5. | The brochure can be found in the newspaper. | |

TASK 9

Read the house for sale brochure below. Then, answer the questions.



A Vintage Home at Old Colorado City

It was built in 1912. It is offered at \$452,000. You will be the fourth family to live in this house. This house consists of three floors. It has two complete kitchens, five bedrooms, a living room, a family room, five simple bathrooms, and a formal dining room. There is a freshly renovated, never-been-lived-in bedroom in the second floor. It also has a swimming pool in the backyard and a 3-car garage.

Call (681) 778-9817

Adapted from treefrogcreative.smugsmug.com



- Where is the house located?

.....

- What type of house is that?

.....

- How many rooms are there in the house?

.....

- What are the colors that dominate the house building?

.....

- Is that a new house?

.....

- How much is the house?

.....

- If you want to buy the house, what should you do?

.....

- Where can you find that brochure?

.....

Let's find out!

TASK 10

Read the following brochure. Find the adjectives and its meaning in your dictionary.



A Vintage Home at Old Colorado City

It was built in 1912. It is offered at \$452,000. You will be the fourth family to live in this house. This house consists of three floors. It has two complete kitchens, five bedrooms, a living room, a family room, five simple bathrooms, and a formal dining room. There is a freshly renovated, never-been-lived-in bedroom in the second floor. It also has a swimming pool in the backyard and a 3-car garage.

Call (681) 778-9817



ADJECTIVES



=



=



=



=

TASK 11

Read the following words. Do you remember the use of adjectives have been learnt in Unit 1? Rearrange the jumbled words below into good phrases.

This house has

wide – a – room – comfortable – family

brown – floor – marble

a – bathroom – green – simple

a – minimalist – living – white – room

pool – an – amazing

complete – two – Mediterranean – kitchens

master – 35 square meter – a – bedroom

beautiful – back – yard – green – a

TASK 12

Fill in the blank spaces in the text below with the verbs that are provided.

FOR SALE

This house _____ at 10112 Southern Shore Way. It _____ between \$999,000 and \$850,000. It _____ amazing ocean view. It _____ a kitchen, 3 bedrooms, a living room, a formal dining room, a pool, and a 3-car garage. It _____ in excellent school district. If you _____, you _____ Jane D. Sample 777-555-1212 or _____ <http://www.realitysample.com/>.

Adapted from www.housingflyers.com

may call, is, has, is located, features, is offered, are interested, visit

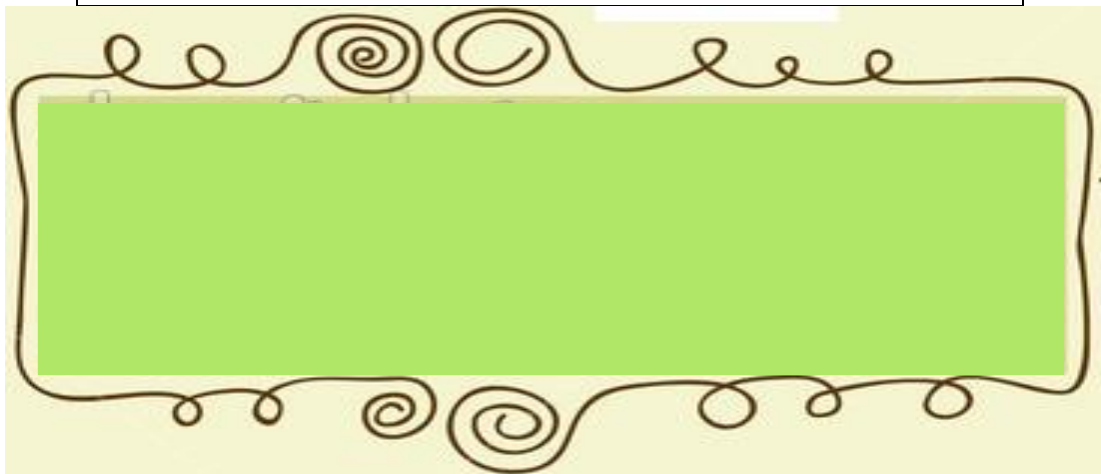
TASK 13

Read the sentences. Underline the sentences that are grammatically incorrect. Then, correct the mistakes.

FOR SALE

www.realtown.com

It are located at Bantul street. It is offered at Rp640.000.000,-. Grey and white dominates the furniture in the house. It has three bedrooms, a simple kitchen, a white minimalist living room, a family room, three bathrooms, and a dining room. All of them have been renovated. It also have a garage. This house is near a supermarket and a University. For more information, call (0274) 887-9023.

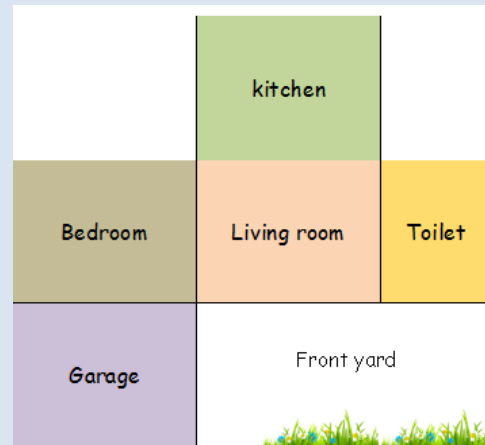


TASK 14

Read the explanation about the use of *behind*, *in front of*, *between*, *beside*, and *next to*.

The 5 Prepositions of Place
(*behind, in front of, between, beside, and next to.*)

It is a word that comes after the noun, pronoun, or verb.



It says about the relationship like direction, place, time, comparison in English

Examples:

1. The kitchen is **behind** the living room.
behind: in the back of the living room

2. The garage is **in front of** the bedroom.
in front of: in the most forward part of the living room

3. The toilet is **beside** the living room.
beside: at the side of the living room

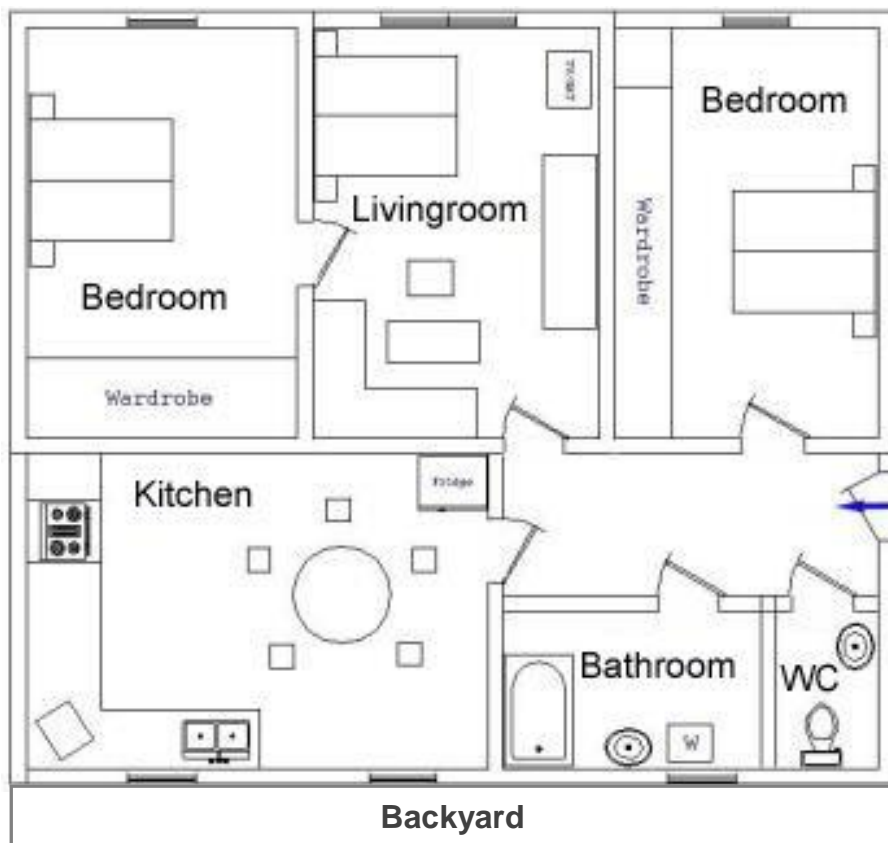
4. The toilet is **next to** the living room.
next to: beside or at the side of the living room

5. The living room is **between** the toilet and the bedroom.
between: in the space separating the toilet and the bedroom

It is a connection word that builds a relationship with another noun or pronoun.

TASK 15

Fill in the blank spaces in the text below with *behind*, *in front of*, *between*, *next to*, or *beside*. Pay attention to the following ground plan.



www.bratislavaguide.com

1. The living room is _____ the bedrooms.
2. The bathroom is _____ the kitchen and the toilet.
3. The kitchen is _____ the bedroom.
4. The bedroom is _____ the kitchen.
5. The kitchen is _____ the bathroom.

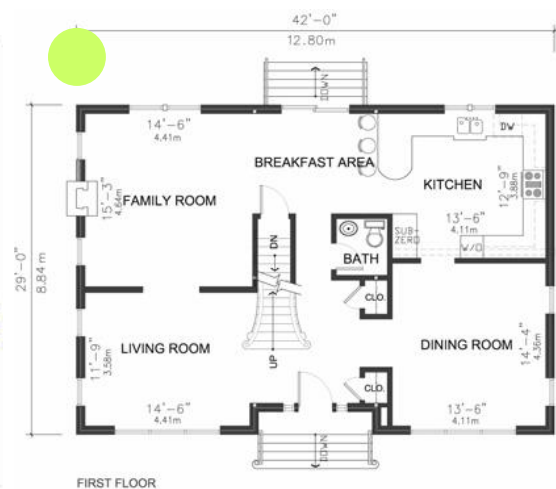
TASK 16

Read the descriptions of the houses below. Match them with the appropriate ground plans. Write the numbers beside the ground plans

These houses are sold by the owners. They are located in Sleman, Yogyakarta.



www.bratislavaguide.com



FIRST FLOOR

www.millbasinhomes.com



www.johngoodwindata.co.uk



www.johngoodwindata.co.uk

This house has a veranda, a wide living room, a bedroom, a bathroom, a kitchen beside the hall, a dining room, and a utility room.

1

This house has two floors. On the first floor, there are a minimalist living room, a dining room, a simple bath room, a complete kitchen with the breakfast area, and a family room.

2

This house has two modern minimalist bedrooms, two bathrooms, a hall, and a garage.

3

This house has two bedrooms, a living room, a bathroom, a toilet, and a kitchen with the breakfast area.

4

DID YOU KNOW?
utility room: a room that contains a large pieces of equipment such as washing machine, cleaning tools, etc.

TASK 17

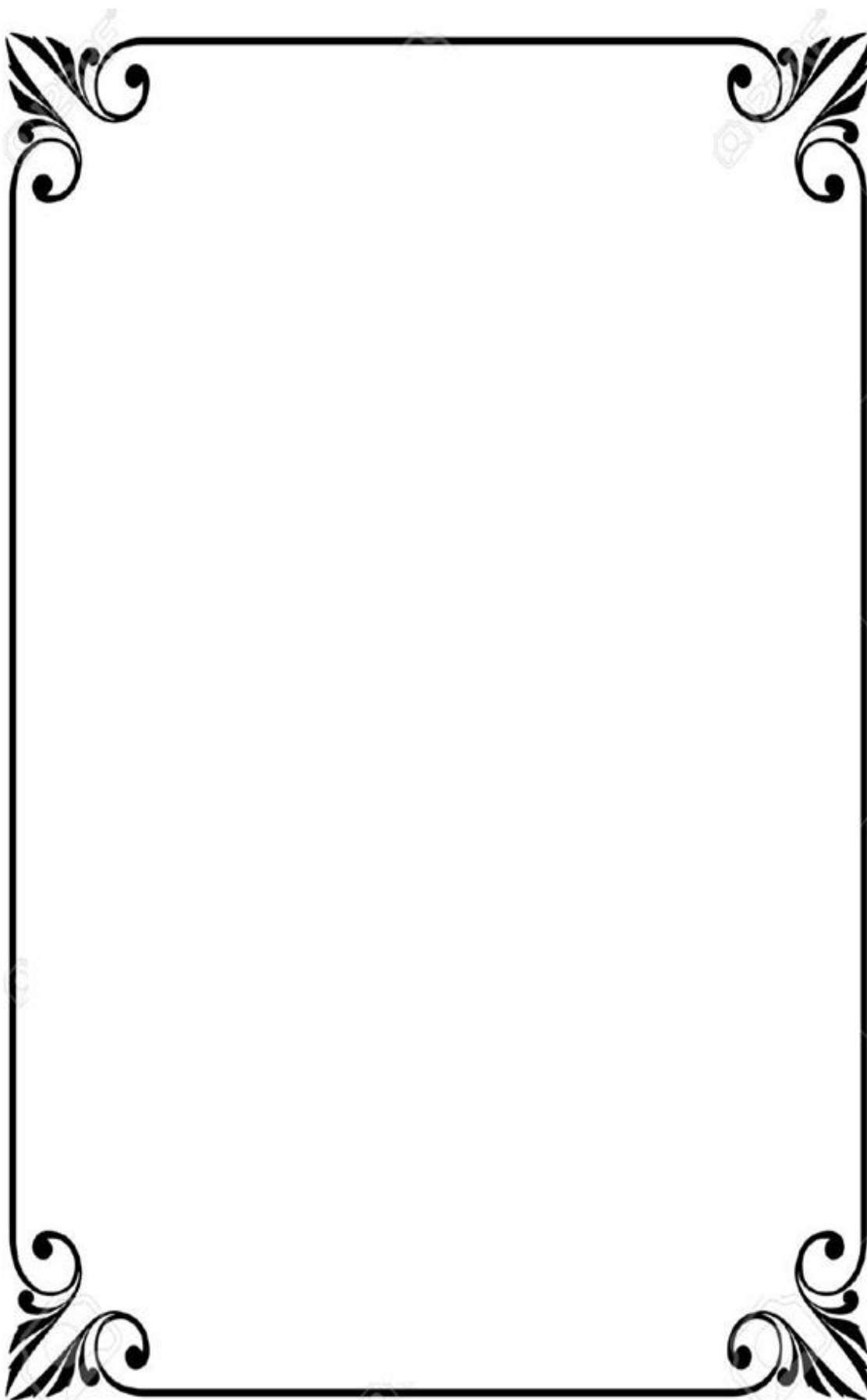
Read the description of a house below. Then, draw the ground plan of that house.



www.wsj.com

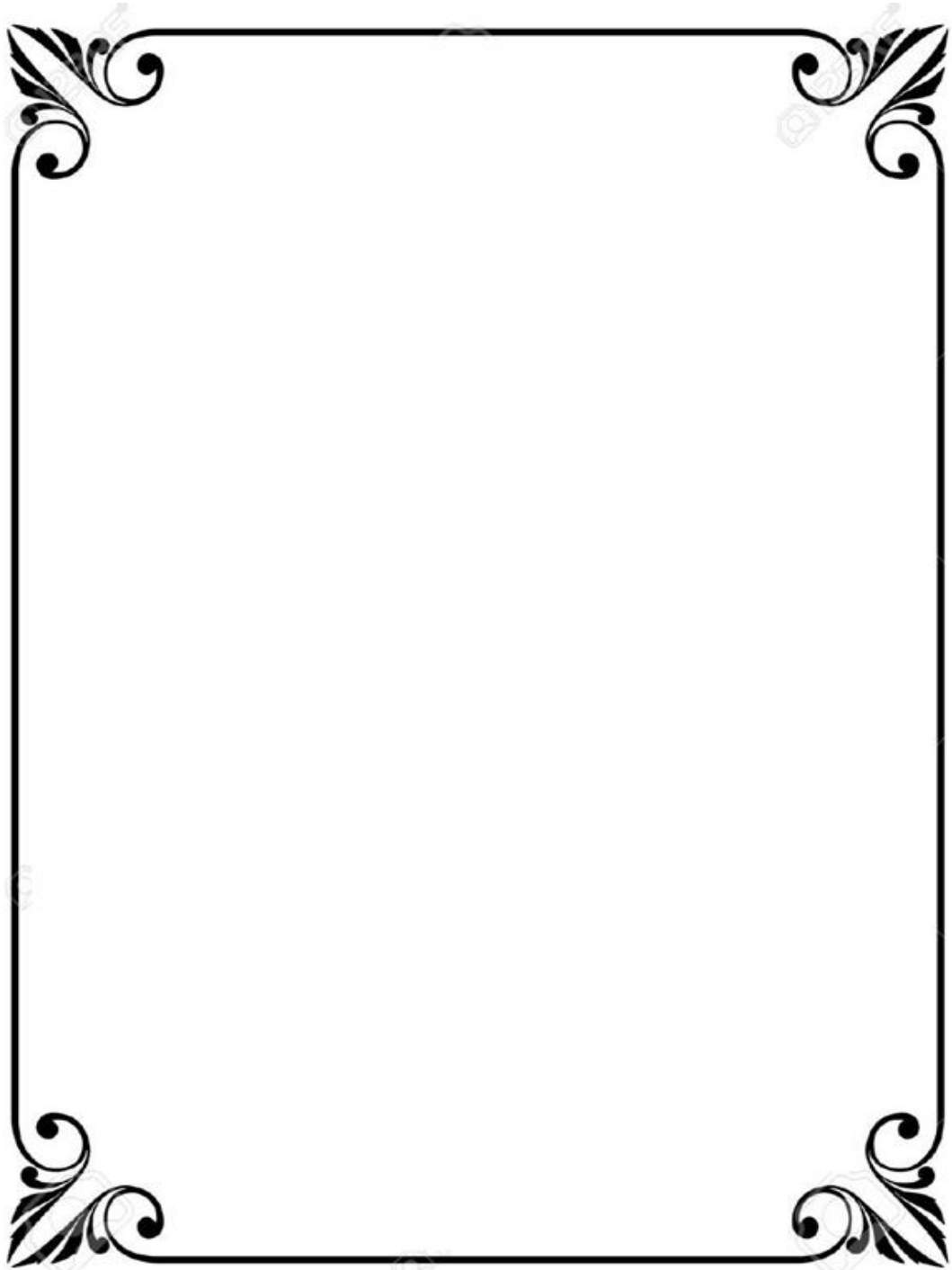
This modern house is located at Colombo Street. It has a master bedroom with a bathroom inside, two bedrooms, a living room which is right after the entrance, and a bathroom which is behind the living room. There is a kitchen between the bathroom and the master bedroom. The family room and the dining room are beside the kitchen. It also has a green back yard, a garage, and a pool.

Draw the ground plan here.



Let's do this!**TASK 18**

Work in groups of three. Discuss what type of a house that you want to buy. Draw the ground plan. Then, label the rooms.



TASK 19

You have bought that house. Complete the table below with the information based on the ground plan that you have drawn. You may write a strip (-) if you do not want to add information about your opinion, the size, or the color. Read it.

| | | | |
|---|-----------------|------------------|-----------------------------------|
| My house is located | | | |
| It is with paint. | | | |
| It has | | | |
| YOUR OPINION ABOUT THE ROOMS | ITS SIZE | ITS COLOR | THE NAMES OF THE ROOMS |
| | | | living room, |
| | | | dining room, |
| | | | bathroom(s), |
| | | | kitchen, |
| | | | bedroom, |
| | | | |
| | | | |
| | | | |
| | | | |
| It also has | | | |

Let's have a reflection!

TASK 20

Tick the appropriate statements that reflect your progress after finishing this unit.

| Statements | Tick here (✓) |
|---|---------------|
| I can identify the purpose of descriptive texts about houses. | |
| I can identify the generic structure of descriptive texts about houses. | |
| I understand the use of prepositions of place (<i>behind, in front of, between, beside, and next to</i>). | |
| I understand the use and the order of adjectives. | |
| I understand what simple present tense is. | |
| I know the meanings of words that are frequently used in describing house building. | |

Answer Key of Unit 1 MISSING PETS

TASK 3

| | |
|--------------------------|-----|
| 1 st sentence | : I |
| 2 nd sentence | : I |
| 3 rd sentence | : D |
| 4 th sentence | : D |
| 5 th sentence | : D |
| 6 th sentence | : D |
| 7 th sentence | : D |

TASK 4

1. description
2. identification
3. identification
4. description
5. identification
6. description

TASK 5

1. It is a missing cat flyer.
2. It is to describe what the missing cat looks like so that people can recognize the missing cat. If you want to make a missing pet flyer, you have to know that the text in the flyer is a descriptive text. Descriptive texts' parts are identification and description.
3. The 1st and 2nd sentences are the identification. The rest are the description.

TASK 6

1. small eyes
2. a very small mouth
3. glowing scales
4. a beautiful long tail
5. a fat body
6. long fins
7. a shiny head
8. very small eyes
9. strong wings
10. a short tail
11. bony feet
12. a curved beak
13. dark eyes
14. pointed ears
15. a furred neck
16. a curved tail
17. strong legs
18. a flat stomach
19. a long tongue
20. a small nose

TASK 7

1. h
2. i
3. g
4. c
5. b
6. a
7. f
8. d
9. e
- 10.

TASK 8

Draw a picture of a fish.

Draw a picture of a dog.

Draw a picture of a sheep or a goat.

Draw a picture of a hen or a roaster.

TASK 9

1. d
2. b
3. a
4. c
5. d
6. c

TASK 10

1. F (The dog's name is Pika.)
2. T
3. F (She is silver and tan.)
4. T
5. T
6. T

TASK 11

1. d
2. e
3. b
4. a
5. c

TASK 13

1. She
2. He

3. his
4. him
5. her
6. His
7. He
8. His
9. He
10. his

TASK 14

1. Pronouns in the first text are:
The 1st sentence : -
The 2nd sentence : he and his
The 3rd sentence : -
The 4th sentence : he
The 5th sentence : he, he and him
The 6th sentence : him and him
The 7th sentence : -
The 8th sentence : -
2. Pronouns in the second text are:
The 1st sentence : his
The 2nd sentence : his and his
The 3rd sentence : he
The 4th sentence : his
The 5th sentence : he
The 6th sentence : his
The 7th sentence :-

TASK 16

1. brown, fierce, beautiful
2. dark brown, fat, cute
3. green, rare, expensive
4. yellow, young, small
- 5.

TASK 17

1. an attractive hamster

2. a shy cat
3. a lazy dog
4. a friendly rabbit
5. a colorful parrot

TASK 19

1. is
2. has
3. knows
4. she does
5. find

TASK 20

The correct sentences in a descriptive text about a cow:

1. I have a male cow.
2. He has a long tail.
3. He has four strong legs.

The correct sentences in a descriptive text about a pig:

1. She has a short tail.
2. She also has big ears and a nose.
3. She is very friendly.

The correct sentences in a descriptive text about a roaster:

1. My father has a roaster.
2. His name is Jago.
3. He is black, brown and red.
4. He also has smooth feather.
5. He has two grey legs with sharp spurs.
6. He is so fierce.

TASK 21

The 2nd sentence : My male parrot's name is Benjamin.

The 3rd sentence : He is an African Parrot.

The 4th sentence : His body is all grey.

The 6th sentence : He has strong claws, a short tail and a black beak.

The 8th sentence : He always sings, talks, and whistles when he meets strangers.

The 9th sentence : If you find him, call Point Vicente Animal Hospital at (310) 265-9511.

TASK 22**A LOST DOG**

I miss my dog. He is a male Mini Pinscher. He is about 12 lb. My Mini Pinscher is neutered and microchipped. He has cropped ears and a docked tail.

If you find him, call 405-283-6863. I will give you \$5,000.00 as the reward.

TASK 24

1. E
2. D
3. A
4. C
5. B

Answer Key of Unit 2
A MISSING PERSON**TASK 2**

✓ describe Dian, so that the reader can easily recognize her.

TASK 3

The 1st sentence : I

The 2nd sentence : D

The 3rd sentence : D

The 4th sentence : D

The 5th sentence : D

1. It is a descriptive text.
2. The text is for describe Thomas Hash so that people can recognize him.
3. The structures of the text are Identification and Description.

TASK 4

1. b
2. a
3. c
4. d
5. c
6. d
7. b
8. c
9. d
10. a
11. e
12. b
13. d
14. e
15. b
16. c

- 17. a
- 18. e
- 19. c
- 20. a
- 21. d
- 22. b
- 23. b
- 24. c
- 25. e
- 26. a
- 27. b
- 28. c
- 29. d
- 30. a
- 31. b
- 32. b
- 33. a
- 34. d
- 35. c

TASK 5

She is fat.



She is slim.



She has long hair.



She has got short hair.



He has a pointed nose.



He has got a flat nose.

TASK 6

1. c
2. c
3. a
4. c
5. a
6. b

TASK 7

1. A: What is the text for?
B: It is to describe Gauri so that people can recognize Gauri.
2. A: What does she look like?
B: She is 160 cm in height and 50 kg in weight. She has black/
dark hair, dark eyes and light-brown skin.

TASK 8

Her name is Briana McCormick. She went missing from Illinois Street in Baytown, Texas. She is 14 years old. She is a Caucasian. She is 5 ft 5 in height and 110 lbs in weight. She has fair skin. She has blonde hair. The color of her eyes is blue.

TASK 9

1. She is Adriana.
2. He has curly black hair.
3. She went missing from Gejayan Street.
4. He has got dark eyes.
5. He wears eyeglasses.
6. Liz is about 175 cm.

TASK 10

His name is Avonte Oquendo. He is 25 kg and 140 cm. He has got dark skin, curly hair and dark eyes. He wears a dark blue shirt, black jeans and black sneakers. He has autism and is non-verbal.

TASK 11

Eyes : green eyes, beautiful eyes
Hair : long hair, brown hair, wavy hair
Face : a round face, cute face
Complexion : fair skin
Body : a slim body, a tall body
Overall : good looking, a beautiful girl/woman

TASK 12

Adjectives in the descriptive text about Gauri Bhonsole are:

1. brown
2. long
3. straight
4. black
5. fair

Adjectives in the descriptive text about Alec Thomas are:

1. brown
2. straight
3. brown
4. pale

TASK 14

Dylan Redwine is young.

Justin Gaines is tall.

Jake Samusenko is taller than Dylan Redwin.

Dylan Redwine is than younger Jake Samusenko and Justin Gaines.

Justin Gaines is older than Jake Samusenko.

Justin Gainess is the tallest and oldest guy.

Dylan Redwine is the youngest guy.

TASK 15

The True statements are statements number 1, 3, 5, and 7.

TASK 16

She is 27 years old. She has dark skin, dark eyes, and short straight black hair.



His name is Tom Hemsworth. He is white. He has lightly tanned skin. He has blue eyes, blonde hair, beard, and moustache.



She is Lia. She is seven years old. She has dark eyes and light-brown skin. She is wearing veil.



My mother is missing. She is 40 years old. She is 170 cm and 50 kg. She has medium red hair, green eyes, and fair skin.



Watson is 60 years old. He is bald. He has fair skin.

TASK 17

Timothy went missing from Aurora, Illinois. He is 6 years old. He has brown hair and brown eyes. He is 140 cm in height. He is 30 kg in weight. He is white. He has very pale skin.

She is 39 years old. She is 59 inches and 160 kg. She has blue eyes, curly brown hair and fair skin. She has tattoos in her left arm.

**Answer Key of Unit 3
HOUSES FOR SALE****TASK 1**

ROOM

GARDEN

KITCHEN

LIVING ROOM

TOILET

DINING ROOM

TASK 2

1. Each of them contains pictures.
2. Each of them describes the appearance of a particular thing.
3. Each of them describes the qualities of a particular thing.

TASK 3

The type of the text in the brochure is a descriptive text.

Sentences that are highlighted in pink are the identification.

Sentences that are highlighted in yellow are the description.

The text is to describe the house, so that people can easily understand the condition of the house that is sold through that brochure.

TASK 4**Identification:**

It is offered at \$675,000.

A minimalist home is located in beautiful Pasadena.

Description:

It is 1800 square feet.

It has 3 bedrooms, 2 baths, a green backyard, a central heat and air, a laundry room.

It also has a comfortable master bath.

This home features a newly upgraded kitchen. It has solid maple cabinets, stainless steel appliances, and granite counters.

TASK 5

1. kitchen
2. dining room
3. bedroom
4. master bedroom
5. toilet
6. living room
7. terrace
8. front yard

TASK 6



homedesignlover.com =

This home has a classic master bedroom.



greenwerkspro.com =

It has a garden.



houzz.com =

This house has a modern kitchen.



houzz.com =

It has a formal
dining room.



www.homejake.com =

It has a simple
bathroom.

TASK 7

1. c
2. a
3. b
4. d
5. b

TASK 8

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

TASK 9

1. The house is located at Old Colorado.
2. That is a vintage home.
3. There are 15 rooms.
4. They are white, green and brown.
5. No, that is not.
6. It is about \$452.000

7. I should call (681) 778-9817.
8. I can find that brochure in the internet, at
treefrogcreative.smugsmug.com.

TASK 10

1. vintage : unik, klasik
2. complete : lengkap
3. simple : sederhana
4. formal : resmi

TASK 11

a comfortable wide family room
brown marble floor
a simple green bathroom
a minimalist white living room'
an amazing pool
two complete Mediterranean kitchen
a 35 square meter master bedroom
a beautiful green back yard

TASK 12

This house is located at 10112 Southern Shore Way. It is offered between \$999,000 and \$850,000. It has amazing ocean view. It features a kitchen, 3 bedrooms, a living room, a formal dining room, a pool, and a 3-car garage. It is in excellent school district. If you are interested, you may call Jane D. Sample 777-555-1212 or visit <http://www.realitysample.com/>.

TASK 13

The 1st sentence : it is located in Bantul Street.

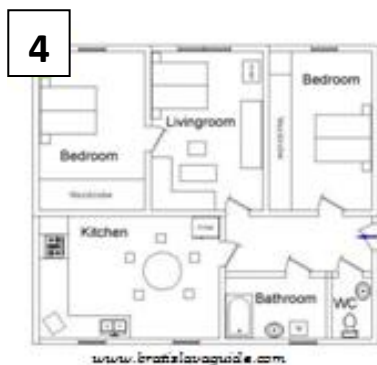
The 3rd sentence : Grey and white dominate the furniture in the house.

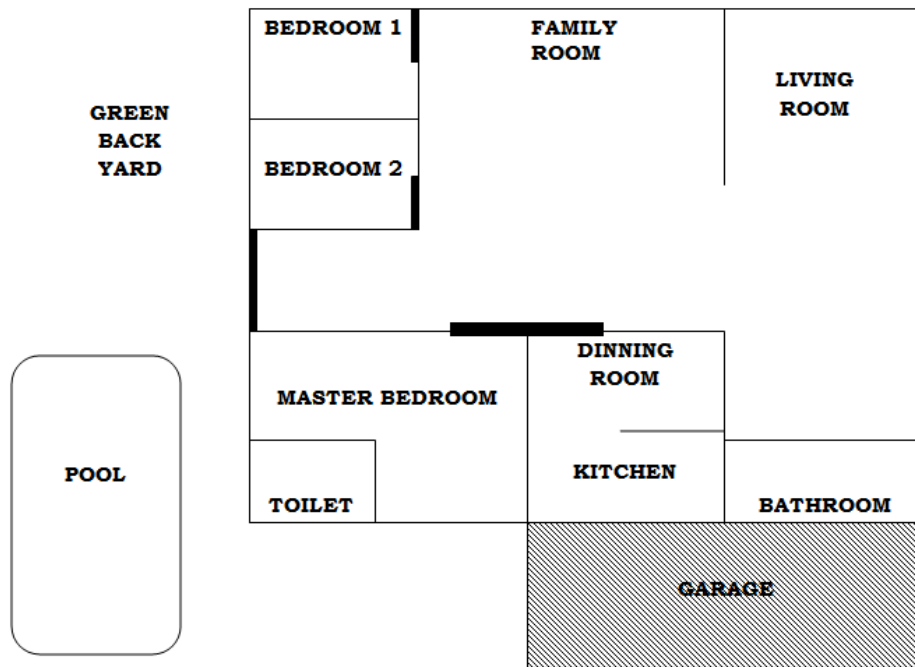
The 6th sentence : It also has a garage.

TASK 15

1. beside/next to
2. between
3. behind
4. in front of
5. beside/next to

TASK 16



TASK 17

APPENDIX I

The Research Permit



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207
Laman: fbs.uny.ac.id; E-mail: fbs@uny.ac.id

FRM/FBS/33-01
10 Jan 2011

Nomor : 1123b/UN.34.12/DT/X/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 28 Oktober 2015

Yth. Kepala SMP N 8 Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/ Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DEVELOPING SUPPLEMENTARY READING MATERIALS FOR GRADE SEVEN STUDENTS OF JUNIOR HIGH SCHOOL

Mahasiswa dimaksud adalah

Nama : DYAH AYU WINARTI PUTRI
NIM : 11202241072
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November – Desember 2015
Lokasi Penelitian : SMP N 8 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag. Pendidikan FBS,

Anglin Probo Utami, S.E.
NIP.19670704 199312 2 001

