DEVELOPING WRITING MATERIALS FOR STUDENTS OF THE EIGHTH GRADE OF SMP N 3 TEMPEL

A Thesis

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

By:

Ari Putri Haryanti

11202244024

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2016

APPROVAL SHEET

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By

Ari Putri Haryanti

11202244024

Approved in January, 2016

Supervisor

Siti Sudartini, M. A.

NIP. 19760311 200501 2 001

RATIFICATION

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11202244024

Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on January 2016 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* degree in English Language Education

Board of Examiners

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Yogyakarta, January 2016

Faculty of Languages and Arts

Yogyakarta State University

Dean,

Dr. Widyastuti Purbani, M.A.

NIP. 19610524 199001 2 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama	: Ari Putri Haryanti
NIM	: 11202244024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Fakultas Bahasa dan Seni
Judul Skripsi	: *Developing Writing Materials for Students of Eighth Grade of SMP N 3 Tempel*

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

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

Yogyakarta, Januari 2016

Penulis,

Ari Putri Haryanti

DEDICATIONS

I fully present this thesis for my parents.

MOTTOS

You'll never know till you have tried.

(NN)

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful. All praises are due to Allah SWT for His blessings and companions, so that I could accomplish this thesis.

First of all, I would like to express my gratitute for my supervisor, Siti Sudartini, M.A., for the guidance, corrections, help, suggestions and support during the process of this thesis. I would like to express my gratitute to Ari Purnawan, M.Pd, M.A. for his kindness to validate my writing materials. Thanks are also due to my lecturers of the English Education Department of Yogyakarta State University who taught me.

I also would like to express my greatest appreciation to my beloved family: my father (Priharyanta), my mother (Sri Rahajeng), and my sister (Eka Putri Haryanti). This thesis would have never been completed without their encourage and support.

A big thanks also addressed to my friends of English Education Study Program of UNY 2011 especially my classmates (PBI H 2011) for the support, care, and motivation. Thank you so much all your warm friendship.

I realize that this thesis is far from being perfect. Therefore, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, January 2016

Ari Putri Haryanti

TABLE OF CONTENTS

TITLE i

APPROVAL SHEET ii

RATIFICATION iii

PERNYATAAN iv

DEDICATIONS v

MOTTOS vi

ACKNOWLEDGEMENTS vii

TABLE OF CONTENTS viii

LIST OF TABLES xiv

LIST OF FIGURES xvii

ABSTRACT xviii

CHAPTER I INTORDUCTION 1

A. Background of the Study..... 1
B. Identification of the Problem.....3
C. Limitation of the Problems 5
D. Formulation of the Problems 5
E. Objectives of the Research 5
F. Significance of the Research 6

CHAPTER II LITERATURE REVIEW 7

A. Literature Review 7
   1. Writing 7

a. The Nature of Writiting 7
b. Characteristics of Writing 8
c. Microskills of Writing 10
d. Text Type 10
2. Teaching Writing 11
a. Approaches of Writing 11
1) Product-Oriented Aproach 11
2) Process Approach 12
b. Designing Writing Techniques 17
c. The teachers' Role of Teaching Writing 18
d. Types of Writing Performance 21
B. Teaching Writing for Junior High School Students.....23
1. Characteristics of Junior High School Students 23
2. Curriculum KTSP (School Based Curriculum).....24
C. Materials development 27
1. Definition of Materials Development 27
2. Steps of Materials Development 28
D. Conceptual Framework 29

CHAPTER III RESEARCH METHOD 31

A. Research Type 31
B. Research Setting 31
C. Research Subject 32
D. Research Procedures 34
E. Data Collection Techniques 35
F. Data Collection Instruments 35
1. Need Analysis Questionnaires 35
2. The Expert Judgment Questionnaire 36
G. Data Analysis Techniques 36
1. Data from need analysis 37
2. Data from expert judgment 37

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 39

A. Research Findings 39
1. The Result of Need Analysis 39
a. The Description of the Students.....,.....39
b. Students' Opinion of Writing 41
c. Target Needs 41
1) Necessities 41
2) Lacks 42
3) Wants 44
d. Learning Needs 45
1) Input 45
2) Procedure 47
3) Setting 48
4) Teacher and Learner Roles 48
a) Learners' Role 48
b) Teacher's Role 49
2. The Course Grid 50
a. Unit 1 51
b. Unit 2 51
c. Unit 3 52
3. The Developed Materials 52
4. The Expert Judgment 54
a. Unit 1 55
1) The Result of Expert Judgment 55
a) The Appropriateness of the Content 55
b) The Appropriateness of the Language 56
c) The Appropriateness of the Presentation 56
d) The Appropriateness of the Graphic 57
2) Revision of Unit 1 58
b. Unit 2 59

1) The Result of Expert Judgment 59
a) The Appropriateness of the Content 59
b) The Appropriateness of the Language 60
c) The Appropriateness of the Presentation 61
d) The Appropriateness of the Graphic 62
2) Revision of Unit 2 62
c. Unit 3 63
1) The Result of Expert Judgment 63
a) The Appropriateness of the Content 63
b) The Appropriateness of the Language 64
c) The Appropriateness of the Presentation 65
d) The Appropriateness of the Graphic 65
3) Revision of Unit 3 66
B. Discussion 67

CHAPTER V CONCLUSION AND SUGGESTION 71

A. Conclusions 71
1. The Result of the Needs Analysis 71
a. The Target Needs 71
b. The Learning Needs 72
2. The Characteristics of Writing Materials 73
B. Suggestion 74
1. The English Teachers 74
2. The Materials Developers 74

REFERENCES 75

APPENDICES 77

LIST OF TABLES

Table **Page**

Table 1 Types of Writing by Hedge in Mc Donough and Shaw 11

Table 2 The Example of Symbols by D Bryne 21

Table 3 Standart Competences and Basic Competences of Writing Skill for Eighth Grade First Semester 26

Table 4 Standart Competences and Basic Competences of Writing Skill for Eighth Grade Second Semester 27

Table 5 The Organization of the Need Analysis Questionnaire for the Students 35

Table 6 The Organization of the Evaluation Questionnaire for the Expert Judgment.....36

Table 7 Data Conversion Table 38

Table 8 The Respondent of Needs Analysis 39

Table 9 Students' Opinions of Writing 40

Table 10 The Respondents' Necessities 42

Table 11 The Respondents' Lacks 43

Table 12 The Respondents' Wants 44

Table 13 The Topic of Materials 45

Table 14 The Input of Materials 46

Table 15 The Lengths of Input 46

Table 16 The Importance of Grammar 46

Table 17 The Importance of Text Type 47
Table 18 The Learning Procedure 48
Table 19 Setting 48
Table 20 Learners' Role 48
Table 21 Teacher's Role (During Writing Activity).....49
Table 22 Teacher's Role (When Students Have Difficulties).....49
Table 23 Teachers' Role (After Writing Activity).....50
Table 24 The Framework of the Developed Materials.....54
Table 25 The Appropriateness of the Content 55
Table 26 The Appropriateness of the Language 56
Table 27 The Appropriateness of the Presentation 57
Table 28 The Appropriateness of the Graphic 57
Table 29 Revision of Unit 1 58
Table 30 Revision of Unit 1 of Each Activity 58
Table 31 The Appropriateness of the Content 59
Table 32 The Appropriateness of the Language 60
Table 33 The Appropriateness of the Presentation 61
Table 34 The Appropriateness of the Graphic 61
Table 35 Revision of Unit 2 62
Table 36 Revision of Unit 2 of Each Activity 62
Table 37 The Appropriateness of the Content 63

Table 38 The Appropriateness of the Language 64

Table 39 The Appropriateness of the Presentation 65

Table 40 The Appropriateness of the Graphic 65

Table 35 Revision of Unit 3 66

Table 42 Revision of Unit 3 of Each Activity 66

LIST OF FIGURES

Figure		Page
Figure 1	The Model Design from Jolly and Bolitho in Tomlinson	30
Figure 2	The Procedure of the Research	35

DEVELOPING WRITING MATERIALS FOR STUDENTS OF THE EIGHTH GRADE OF SMP NEGERI 3 TEMPEL

By:
Ari Putri Haryanti
11202244024

ABSTRACT

The objectives of this study were: (1) to identify the learners' needs for eighth grade students of SMP N 3 Tempel, (2) to develop appropriate materials for eighth grade students of SMP N 3 Tempel.

This was a Research and Development (R&D) study. The subjects of the study were the students of eighth grade of SMP N 3 Tempel. The research procedures, were adapted from Jolly and Bolitho's model in Tomlinson (1998) with some modifications, consisting of conducting the need analysis, writing the course grid, developing the first draft, getting expert judgment and evaluating the first draft, also revising the first draft of the materials.The instruments to collect the data were need analysis questionnaire and expert judgment questionnaire. The data from the need analysis were analyzed quantitatively using frequency and precentage, then the results were used to develop the course grid. The data from the expert judgment were analyzed quantitatively through descriptive statistics while the suggestions were used to revise the first draft of the materials.

The product of this study is a set of writing materials entitled "Guide for Writing" for students of eighth grade of SMP N 3 Tempel. The writing materials consist of three units, *"My Best Friend"*, *"My Unforgettable Experience"*, and *"My Favorite Story"*. Each unit consists of Pre-writing, Drafting, Responding, and Editing tasks ranging from 15-17 tasks. Based on the research findings from the expert judgment, the whole aspects of the developed materials were 3.62 which was in the range of $3.25 < x \leq 4$ and can be categorized as "very good".

CHAPTER I

INTRODUCTION

This chapter focuses on the background of the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, and significance of the research.

A. Background of the Study

Students often think that communication is only being built from spoken language. It can be said that they can communicate in English if they have ability in speaking. In fact, communication also can be created by written language. Written language is also important to communicate as well as spoken language. Nowadays, writing skill has an important role. In the modern era, we use the written communication almost every day. Text message, email, blogs, social media post are some examples of using written language that often used in daily activities.

Writing as a communication device is not only the reason why writing is important to learn. Raimes (1983: 3) proposes the most important reason writing helps students learn. Why writing is important. He mentions that: First, writing reinforces student's grammatical structure, idioms and vocabulary. Second, when students write, they have a chance to express what they have already learnt. Third, students become involve in new language when they are writing. They will discover something new to write or a new way to express their ideas.

Among the four skills of learning English, writing is considered the most difficult skills to learn because students have to put their own ideas, develop their ideas, how to arrange their ideas into good sentences, how to make their writing cohesion and coherence, etc. Bell and Burnaby in Nunan (1989: 36) state that writing is considered as a complex activity because writers have to control content, format, sentence structure, vocabulary, punctuation, spelling and letter formation.

Materials are one of the ways to improve students' writing ability. The use of suitable materials will help students to learn writing in a good way. In the teaching-learning process, teachers have to develop the appropriate materials for students to encourage them to improve their ability in writing. However, the use of materials in the classroom is not interesting for students. The teacher only used *LKS (Lembar Kerja Siswa)* in the teaching learning process. Students feel bored to do the assignments because it only answers the questions from the texts. It does not give students a motivation to write. Therefore, it is necessary for the teacher to design interesting materials. The materials should provide students' needs and interest. Materials are useful to make students easier to catch the subject.

However, students' writing competence is relatively low. Based on the researcher's observation on the practice of teaching in SMP N 3 Tempel, students of the eighth grade of SMP N 3 Tempel have some problems related to their writing skill. First, students get problems in developing their ideas in writing a text. They feel confused to start writing and in the middle of writing they do not

know what they have to do to continue. Second, they found difficulties in choosing the words that suitable for their writing because they have lack of vocabulary. The other problem is the use of grammar. They feel confused dealing with the use of grammar. They are not being able to make a text in correct sentences. They still have some mistakes using the grammar. In arranging sentences, they still have some mistakes in the use of punctuation, spelling and capitalization.

In Indonesia, English is the foreign language that the first taught in the junior high school level. In the eighth grade, students have many activities in writing some kinds of text. The standard of competences of writing texts which should be mastered by eighth grade students are responding the meaning of short functional texts and simple essays in the form of descriptive, recount, and narrative texts in daily life context.

Therefore, it is necessary to provide suitable and interesting materials for students of the eighth grade of SMP N 3 Tempel to encourage them to practice writing. For the reasons above, the researcher is interested to develop writing materials for students of the eighth grade of SMP N 3 Tempel.

B. Identification of the Problems

Based on the background of the problem, there are some problems related to the teaching-learning process in SMP N 3 Tempel. They are:

The first problem is students cannot develop their own ideas in writing a text. Students feel confused to start their writing and in the middle of writing they

do not know what they have to do to continue it. Students often get stuck in the middle of their writing.

The second problem is students have lack of vocabulary. They feel confused to write because they do not have enough vocabulary to create their writing. Most of them do not bring a dictionary so it is hard for them to write. Students also find some difficulties in choosing the words that suitable for their writing.

The third problem is the use of grammar. Students are not being able to make a text in correct sentences. They still have some mistakes using the grammar. Sometimes, students feel worried in writing a text because they do not master the use of grammar. Some of them are afraid to get mistakes of the use of grammar in their writing.

The fourth problem is how to make a writing cohesion and coherence well. It is not easy for students to write in a good cohesion and coherence. Students get confused with the use of conjunctions in arranging among sentences.

The fifth problem is how materials can improve students' writing ability. In the teaching-learning process, teachers need to develop the appropriate materials for students. By developing materials, it is expected to improve students' writing ability.

C. Limitation of the Problems

Based on the discussion in the background of the study and identification of the problems, this research will be limited into fulfilling the need of writing

materials of eighth grade of Junior high school. It is because having ability to communicate in English using written language is important as spoken language. Considering that writing is important but students' writing skill is relative low, the researcher provides writing materials to help students in mastering writing. In conclusion, the researcher is going to conduct a research on "Developing Writing Materials for the Eighth Grade Students of SMP N 3 Tempel."

D. Formulation of the Problems

In line with the limitation of the problems before, the formulation of the problems in this research are:

1. What are the learners' needs of the eighth grade students of SMP N 3 Tempel?
2. What are the characteristics of appropriate materials for the eighth grade students of SMP N 3 Tempel?

E. Objectives of the Research

Based on the formulation of the problems above, the objectives of the problem are:

1. To identify the learners' needs for the eighth grade students of SMP N 3 Tempel.
2. To develop appropriate materials for the eighth grade students of SMP N 3 Tempel.

F. Significance of the Research

The study is expected to give contributions to:

1. The teacher

   This research can encourage the teacher to develop writing materials in the teaching learning process based on the learners' need.

2. The students

   Students are expected to develop their writing ability by using these materials.

3. The other researchers

   This research is aimed to be a reference for them and help to develop their research in the future

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

As stated in the previous chapter, the aim of this research is to develop writing materials for students of the eighth grade of SMP N 3 Tempel. In this chapter, there are some theories related to this research. This chapter focuses on the nature of writing, teaching writing, teaching writing for Junior High School students and material development.

A. Literature Review

1. Writing

Some theories related to the nature of writing will be discussed below. There are five parts in this discussion; they are the definition of writing, characteristics of writing, micro-skills of writing, approaches of teaching writing and text type. Those will be explained as follows.

a. The Nature of Writing

English is divided into two skills; they are productive skills and receptive skills. One of productive skills in English teaching-learning process is writing. There are some definitions of writing according to some experts.

Brown (2000: 335) assumes that written language is like spoken language, the difference between them is in graphics instead of auditory signals. Written language called the graphic representation of spoken language.

Solokik (2003) states three definitions of writing. First, writing is the physical and mental act. Writing is the physical act because of the activities, whether writing or typing ideas. Furthermore, writing is the mental act because the activities of writing are to develop ideas and how to arrange into sentences that the reader can catch easily. Second, the purpose of writing is how to express and impress ideas from the writer to the reader. Third, writing is a process and product.

Hibbard and Wagner (2013: 56) define writing as a process of learning through constructing complete thoughts on the paper. Writing is the process of the thinking about what is read and then translate into the process of writing.

In conclusion, writing is one of the productive skills. Writing is an act in the graphic signal language to express the ideas into sentences to inform the readers.

b. Characteristics of Writing

There are some characteristics of written language according to Brown (2001: 341). They are:

a. Permanence

Written language is permanent because it can be read in many times. To increase students' confidence in writing, the teacher can help them to revise their product.

b. Production time

Written language needs more times to achieve the final product. The problem is in educational context, students only have limited time. In addition, the teacher should train students to be a good writer in dealing with the limited times.

c. Distance

One of the problems from written language is the distance between the writers and the readers. Each people have different interpretations so the writers need to read their own text from the readers' perspective.

d. Orthography

There are various mechanics used in written language from simple to the complex.

e. Complexity

The complexity of written language is students have to learn how to make a clear illustration. They have to learn how to avoid redundancy, how to arrange sentences and how to revise a text.

f. Vocabulary

Written language has richer vocabulary than spoken language. Students have to choose the appropriate words to make a certain text.

g. Formality

There are some rules that students have to follow in writing texts, especially in academic writing. It is the most difficult activity for students because they have to follow more complex rules than the other types.

c. Micro-skills of Writing

In order to reach the goal, there are some micro-skills that have to be learned by students. Brown (2000: 343) lists some micro skills of writing that should be master by the learners, those are:

a. Produce graphemes and orthographic patterns of English.
b. Produce writing at an efficient rate of speed to suit the purpose.
c. Produce an acceptable core of words and use appropriate word order patterns.
d. Use acceptable grammatical systems (e.g., tenses, agreement, pluralization), patterns, and rules.
e. Express a particular meaning in different grammatical forms.
f. Use cohesive devices in written discourse.
g. Appropriately accomplish the communicative functions of written texts according to form and purpose.
h. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
i. Distinguish between literal and implied meanings when writing.
j. Correctly convey culturally specific references in the context of the written text.
k. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. Text Type

In writing, there are some texts that should be taught by the teacher. According to Brown (2001: 302), some types of written text are nonfiction, fiction, letters, greeting cards, diaries, journal, memos, message, announcements, newspaper, academic writing, forms, application, questionnaire, directions, labels, signs, bills, map, manuals, menus, schedule, advertisements, invitations, directories and comic strips.

Hedge in McDonough and Shaw (2003: 200) states types of writing as written in this following table:

Table 1: **Types of Writing by Hedge in McDonough and Shaw**

Personal Writing	Public Writing	Creative Writing
Diaries Journals Shopping lists Reminders for oneself Packing list Addresses Recipes	Letters of – enquiry – complaint – request Form filling Application (for membership)	Poems Stories Rhymes Drama Songs Autobiography
Social Writing	**Study Writing**	**Institutional Writing**
Letters Invitations Notes – of condolence – of thanks – of congratulations Cablegrams Telephone messages Instructions – to friends – to family	Making notes while reading Taking notes from lectures Making a card index Summaries Synopses Reviews Report of – experiments – workshops – visit Essays Bibliographies	Agendas Posters Minutes Instruction Memoranda Speeches Reports Application Reviews Curriculum vitae Contracts Specification Business letters Role-making (Doctors and other professionals) Public notices Advertisement

In conclusion, there are many texts types that can be used by the teacher to teach writing for students. Based on the Curriculum 2006, students of the eighth grade of junior high school learn how to write descriptive text, recount text and narrative text.

2. Teaching Writing

Some theories related to teaching writing are discussed in the following. There are four parts in this discussion; they are approaches of writing, designing writing techniques, the teacher's roles of teaching writing and types of writing classroom performances.

a. Approaches of Teaching Writing

Harmer (2007:259) says there are some approaches in teaching writing. The teacher should choose the suitable approach for the students. The most popular approaches are product approach and process approach.

1) Product –Oriented Approach

In teaching writing, this approach only focuses on the product of writing. Harmer (2007: 257) states that the teacher is only interested to the aim of the task and in the end of the product. In line with Harmer, Nunan (1991:86) says product-oriented approach only focuses in the end of the teaching-learning process. In addition, Brown (2000:335) explains when the teacher only focuses on the final product of writing, the compositions are supposed to (a) meet certain standards of prescribed English rhetorical style (b) reflect accurate grammar and (c) be organized in conformity with what the audience would consider to be conventional.

2) Process Approach

Harmer (2001: 259) says there are some approaches in teaching writing. The teacher should choose the suitable approach for the students. In term of writing, it is not only considered about product but also the process of writing. White and

Arndt in Harmer (2001: 256) state that there are some stages of the process of writing; they are:

1) Drafting
2) Structuring
3) Reviewing
4) Focusing
5) Generating ideas and Evaluation

Hedge in McDonough and Shaw (2003: 163) suggests the stages of writing as follows:

1) Getting ideas together
2) Planning and outlining
3) Making notes
4) Making a first draft
5) Revising, redrafting
6) Editing

In line with Byrne's steps (in McDonough and Shaw, 2003: 164), they are :

1) Listing ideas
2) Making an outline
3) Writing a draft
4) Correcting and improving the draft
5) Writing the final version

Following Hedge's steps, they can be reduced into three steps for teaching purposes, as follows:

1) Pre-writing
2) Drafting and redrafting
3) Editing the pre-final version

Seow in Richards and Renandya (2002: 316-319) explains the six steps in writing process:

1) Planning (Pre-writing)

Pre-writing is activities to encourage students to get ideas before starting writing. There are some activities that the teacher can do to stimulate students to get ideas or information. They are

- Group brainstorming

  Students are divided into some groups to give a piece of their mind about the topic with their group members. There are no correct or wrong answers in this activity.

- Clustering

  The teacher gives stimulus for students. They form words related to the stimulus. It helps students to give them opportunities to say what they cannot say.

- Rapid Free Writing

  In one or two minutes, the teacher gives students time to write about a certain topic. What the students want to write, they can write it rapidly.

- WH-Question

  Students generate *who, why, what, where, when,* and *how* questions about the topic.

- Others

  The teachers can give others sources such as printed materials, videos, or films to motivate students in writing.

2) Drafting

In this stage, students only focus on the fluency of writing and they are not preoccupied with grammatical accuracy or the neatness of the draft. A good writer has to understand the readers, how a good visualize in their writing are.

3) Responding

After drafting a text, students can get responds from the teacher or peers. It is the important role to make the implementation of writing process successful. Responding can be oral or written. The false response occurs when the teacher gives it in the final stage; however it makes nothing to do for students.

4) Revising

After responding stage, students revise their text based on the feedback given. It is used for checking the communication between both the writer and the reader whether the readers understand the meaning of the text or not. Revising is not only checking the language error but also the language used in the text whether the written texts is already clear enough to the reader, and the content and the organization of ideas do not propose ambiguity.

5) Editing

In this stage, students are engaged in tidying up their text before evaluated by the teacher. Students correct their grammar, punctuation, diction, sentence structure, and accuracy of the text.

6) Evaluating

The teacher evaluates students' work. The scoring of writing can be analytical or holistic. The criteria of evaluating should be known before. The criteria should include overall interpretation of the task, the sense of audience, the relevance, the development, and the organization of ideas, the layout, the grammatical system, the spelling and punctuation, the range and appropriateness of vocabularies, and the clarity of communication.

On the other hand, Shin in Brown (2000: 335) says that there are some steps of the process approach that are usually done. These are:

1) Focus on the process of writing that leads to the final written product
2) Help student writers to understand their own composing process
3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting
4) Give students time to write and rewrite
5) Place central importance on the process of revision
6) Let students discover what they want to say as they write
7) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention
8) Encourage feedback from both the instructor and peers
9) Include individual conferences between teacher and student during the process of composition.

Writing is an act to develop ideas and arrange them into sentences. To get a better product, the teacher should focus on the process of the writing. It is similar with McDonough and Shaw's opinion (2003), they say that students are not writers but language learners; it will not helpful if the teacher makes them write alone and only get the product. Students need comments and supports from the teacher to develop their writing skill. McDonough and Shaw (2003: 164) state that writing is the triangle activities of communicating, composing and crafting.

Process of writing is important to develop students' writing. The steps of the writing process will be used in this study are adapted from some experts. They are:

1) Pre-writing

The first stage to make students easier to write is by encouraging students to list their ideas. Students have to list their own ideas about what they will develop in their writing. To stimulate students' ideas, some activities will be given.

2) Drafting

After listing ideas, students can make their first draft of the writing. Students can develop their ideas into paragraphs.

3) Responding

From the first draft, students will get some feedback from the teacher and peer so they can edit their writing. In this stage, students practice in correcting their peers' work to make their writing better.

4) Editing

The last stage is editing. After the students are given feedback from their teacher and peer, students re-write their work into a good writing.

b. Designing Writing Techniques

In teaching writing, designing classroom techniques is the duty of the teacher to make the teaching-learning process run smoothly. Raimes (1983: 13) lists some questions that help the teacher to design the classroom and what he/she has to do in the classroom.

a. How can writing help learn their second language better?
b. How can I find enough topics?
c. How can I help make the subject matter meaningful?
d. How are the students going to work together in the classroom?
e. How much time should I give my students for their writing?
f. What do I do about error?

Brown (2001: 346) also proposes some principles in designing writing techniques. They are:

a. Incorporate practices of "good" writers
b. Balance process and product
c. Account for cultural/literary background
d. Connect reading and writing
e. Provide as much as authentic writing as possible
f. Frame your techniques in term of prewriting, drafting, and revising stage.

g. Strive to offer techniques that are as interactive as possible
h. Sensitively apply methods of responding to and correcting your students writing
i. Clearly instruct students on rhetorical, formal conventions of writing

In conclusion, to design writing activities in the classroom, the teacher has to pay attention to the principles above. Those principles will guide the teacher to design the teaching learning process.

c. The Teachers' Roles of Teaching Writing

The most important point in teaching writing is the role of the teacher. In the classroom, the role of the teacher is not only teaching the students but she/he also has to understand what students' needs. According to Solokik (2003), there are four principles that the teacher should do in teaching writing.

First, the teacher has to understand the students' reasons for writing. The important thing for writing instruction is to match the teacher's goal and the student's. If both teacher and students have the same goal, students do not feel the teacher force them.

Second, the teacher should provide many opportunities for students to write. In teaching writing, the teacher should calculate time to spend for reading, talking about writing and writing itself. Improving writing is almost with practice and the teacher should provide different types of writing.

Third, the teacher should make helpful and meaningful feedback for the students. Giving feedback is a strategy to make students' writing better but sometimes, students do not understand the feedback that the teacher made.

Further, the important thing of this is students understand the meaning of teacher's comments.

The last is the teacher should clarify for her/himself, and for the students, how their writing will be evaluated. The teacher and students should have an agreement how the writing will be evaluated.

On the other hand, Harmer (2001: 261) proposes some roles for teacher in teaching writing that are motivator, resource and feedback provider.

a. Motivator

Motivation is the power that encourages someone to do something. Harmer (2005: 51) divides motivation into two based on the factors which are intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation which comes from the inside of the individual. It means that students' motivation comes from themselves. Their desirability to learn depends on themselves. Extrinsic motivation is motivation which is caused by external factors. For examples are the environment, rewards, the materials and others.

In teaching writing, one of the principle roles for teacher is as a motivator for the students. To motivate students' ability in writing, there are some points that the teacher can do, those are: the teacher should make a good condition for students to develop students' ideas, encourage students' effort and design meaningful activities for students.

b. Resource

Students need the teacher as a resource. In the teaching writing, teacher should be a resource that gives students some information and knowledge that

students' need. When students are looking for something, the teacher is one of the most important resources they have. The teacher also can give advices, suggestions, and comments to develop students' writing.

c. Feedback provider

The last teacher's role in teaching writing is as a feedback provider. Giving feedback is one of the ways to encourage students' writing. The way the teacher gives meaningful feedback based on students' need and different written tasks. Feedback can make students to write better than before. Harmer (2001: 109) suggests two techniques in written feedback.

Responding is the first device to give students feedback. Rather than assessing the students' writing, it is better to give students responds for their work. The teacher's responds will show how the text is and what the students can do to develop their work. The teacher should think how her/his comments will improve the students' work. The comments given by the teacher must be helpful for students and not censorious.

The second device is coding. The teacher can use codes as the way to give students feedback. Codes make the correction helpful than random mark to comment the students' writing and it is also neater. This following table is

symbols that are usually used by the teacher (D Bryne in Harmer: 2001)

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I recieved jour letter.
W.O.	Wrong word order	We know well this city. Always I am happy here.
T	Wrong tense	If he will come, it will be too late.
C	Concord. Subject and verb do not agree	Two policemen has come. The news are bad today.
WF	Wrong form	We want that you come. That table is our.
S/P	Singular or plural form wrong	We need more informations.
^	Something has been left out	They said was wrong. He hit me on shoulder.
[ ]	Something is not necessary	It was too much difficult
?M	Meaning is not clear	Come and rest with us for a week. The view from here is very suggestive.
NA	The usage is not appropriate	He requested me to sit down.
P	Punctuation wrong	Whats your name He asked me what I wanted?

Table 2: **The Example of Symbols by D Bryne (Harmer: 2001)**

In conclusion, there are some teacher's roles in teaching writing. The teacher can become a motivator to encourage ability in writing. The teacher can give the students support so they will be more confident in writing. In some cases, the teacher also is a resource to give some information or knowledge to the students to make students get ideas to develop their writing. The students' writing will have some problems or mistakes, it will be the teacher' job to give them feedback or comments to make students' writing better than before. The teacher's roles are to help students in the teaching learning process.

d. Types of Writing Performance

Writing performances are affected by the variety of texts that the teachers expose to the students. There are five major categories of writing performance by Brown (2001: 343):

a. Imitative or Writing Down

In the beginning stage, students start to learn the conventions of the orthographic code. Students learn how to write by imitating what the teachers' write to recognize them. The teacher can dictate the students, and they have to write down what exactly the teacher said.

b. Intensive or Controlled

Intensive writing can be done by presenting a paragraph to students in which they have to alter a given structure throughout.

c. Self-Writing

Self-writing is a kind of writing with only the self in mind as audience. Note-taking during the classroom is the important example of this category. The other example of this is diary or a dialogue journal. Students can record their feelings, thoughts and reactions.

d. Display Writing

Display writing is writing within the curricular context. Short answer exercises, essay examinations and research reports are the examples of display writing.

e. Real Writing

Real writing is when the writer gives genuinely the information to an audience. These are the examples of activities of real writing

- Academic
- Vocation/Technical
- Personal

In conclusion, each of the writing classroom performances has its own type. The teacher has to choose the appropriate performances used for different texts and students' stage.

3. Teaching Writing for Junior High School Students

There are three parts in this discussion. They are characteristics of junior high school students, curriculum KTSP for junior high school and writing skill for junior high school students. Those will be explained as follows.

a. Characteristics of Junior High School Students

One of the factors considered in the teaching-learning process is the age of the students. Harmer (2001: 37) says the major factor in the teacher's decision in teaching materials and how the way to deliver to students is the age of students. Each category of students' age has their own characteristics. Harmer (2001: 38) divides students at different ages into three categories. They are young children, adolescents and adult.

The average age of eighth grade students in junior high school in Indonesia is 12-15 years old. In a book *Language Activities for Teenagers* edited by Seth Lithstromberg, the learners aged 11-16 years old can be categorized as teenagers or adolescents. According to Harmer (2001: 38), teaching adolescents students has difficult problems. The most problem is students in this phase of searching for their identity. They need a peel approval and self-esteem from their environment. Besides, it is more encouraging for students if they are not bored in the classroom. They do not bring their problems into the classroom. It is useful if the teacher

gives them supportive and constructive way to manage the students rather than scold them.

However, the advantages of teaching adolescents are students in this stage have a great capacity to learn and a passionate commitment dealing with their interest. If students get challenges in the classroom activities, they can be motivated to follow the classroom activities. The duty of the teacher is by provoking students' motivation in the teaching and learning processes with the use of relevant and involving materials to draw out students' interest.

b. Curriculum KTSP (School-Based Curriculum)

According to BNSP, curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as the means used as a guideline organization of learning activities to achieve objectives of the study. The aim of curriculum KTSP is to develop students' potential in the different areas, condition and local potential. The development of Curriculum KTSP based on national standards of education is to achieve the goals of national education. There are eight national education standards, they are standard of content, standard of process, competence of graduates, staff, facilities and infrastructure, management, financing and educational assessment. Two of them, namely Standards of Content (SI) and Standard of Graduate Competences (SKL) are the main reference for education in developing curriculum.

The implementation of KTSP since academic year 2006/2007 is guided by the guidelines drawn up by the *Badan Standar Nasional Pendidikan* (BSNP).

According to Law of the Republic of Indonesia Number 20 year 2003 on National Education System and Government Regulation of the Republic of Indonesia Number 19 Year 2005 on National Education Standards states that the main reference of curriculum of primary and secondary are Standards of Content (SI) and Standard of Graduate Competences (SKL),

Teaching English in junior high school must cover four language skills; one of them is writing. There are some writing competences that students have to accomplish according to the regulation of ministry of National Education. Those competencies are standard competences and basic competences. The following tables are the standard competences and basic competences of English writing for junior high school of the eighth grade of 1st and 2nd semester.

Table 3: **Standard Competences and Basic Competences of Writing Skill for Eighth Grade 1st Semester**

Standar Kompetensi	***Kompetensi Dasar***
Menulis 1. *Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk* descriptive, *dan* recount *untuk berinteraksi dengan lingkungan sekitar*	*6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar* *6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk* descriptive *dan* recount

Table 4: **Standard Competences and Basic Competences of Writing Skill for Eighth Grade 2nd Semester**

Standar Kompetensi	***Kompetenai Dasar***
Menulis	
2. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount *dan* narrative *untuk berinteraksi dengan lingkungan sekitar*	*12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar* *12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk* recount *dan* narrative

From Table 3 and 4, the students of the eighth grade learn short essays. In the first semester, they learn descriptive and recount. For second semester, they learn recount and narrative. Thus, in an academic year, students of the eighth grade of junior high school learn three text types; they are descriptive, recount and narrative.

Furthermore, the researcher used the standard competences and basic competences from the Table 3 and Table 4 as the basis in developing the writing materials for the eighth grade of junior high school students.

4. Materials Development

a. Definition of Materials Development

There are some definitions of materials development. Graves (2000: 149) defines material development is the planning process of creating units and lessons to achieve the goal and objective of the study. It also can be defined as the process

of creating, choosing or adapting, and organizing materials and activities until the students can achieve the objective to help them in reaching the goals of the courses.

Tomlinson (1998: 2) states materials development refers to anything to provide sources of language input and to exploit those sources in ways which maximize the like hood of intake.

In designing materials, there are some points that need to consider. Graves (1993: 152) lists some considerations in organizing activities in developing material:

a. Activities should draw on what students know and be relevant to them.
b. Activities should focus on students' outside of class need, if appropriate.
c. Activities should build students' confidence.
d. Activities should allow students to problem solve, discover and analyze.
e. Activities should help students develop specific skills and strategies.
f. Activities should help students develop specific language and skills they need for authentic communication.
g. Activities should integrate the four skills of speaking, listening, reading and writing.
h. Activities should enable students to understand how a text is constructed.
i. Activities should enable students to understand own culture better.
j. Activities should enable students to develop social awareness.
k. Activities should be as authentic as possible.
l. Activities should vary the roles and groupings.
m. Activities should be various types and purposes
n. Activities should use authentic texts or realia when possible
o. Activities should employ a variety of materials.

b. Steps of Materials Developments

In developing materials, there are some steps that should be followed. Jolly and Bolitho in Tomlinson (1998: 98) propose some steps that should be followed in developing writing materials. Those are:

a. Identification of need for materials

The first step is identification of need for materials. In this step, materials developers identify a need to fulfill or problem to solve.

b. Exploration of need

The second step is exploration of needs. The materials developers need to explore the area of needs or problems in term of the appropriateness of the language and function.

c. Contextual realisation of materials

The third step is contextual realisation of materials. The contextual realisation involves the suitable ideas, contexts and text.

d. Pedagogical realisation of materials

The fourth step is pedagogical realisation of materials. The pedagogical realisation involves the appropriateness of the exercises and activities and the appropriateness of the instruction.

e. Production of materials

The fifth step is production of materials. The physical production of the materials is designed in the form of the book including the layout, type size, and cover.

f. Student use of materials

The sixth step is student use of materials. In this step, the materials developers can use the developed materials in the classroom. It can be followed by completion of worksheet at home and checking it in the next class.

g. Evaluations of materials

The last step is evaluation of materials. Students can give comments and difficulties with the worksheet.

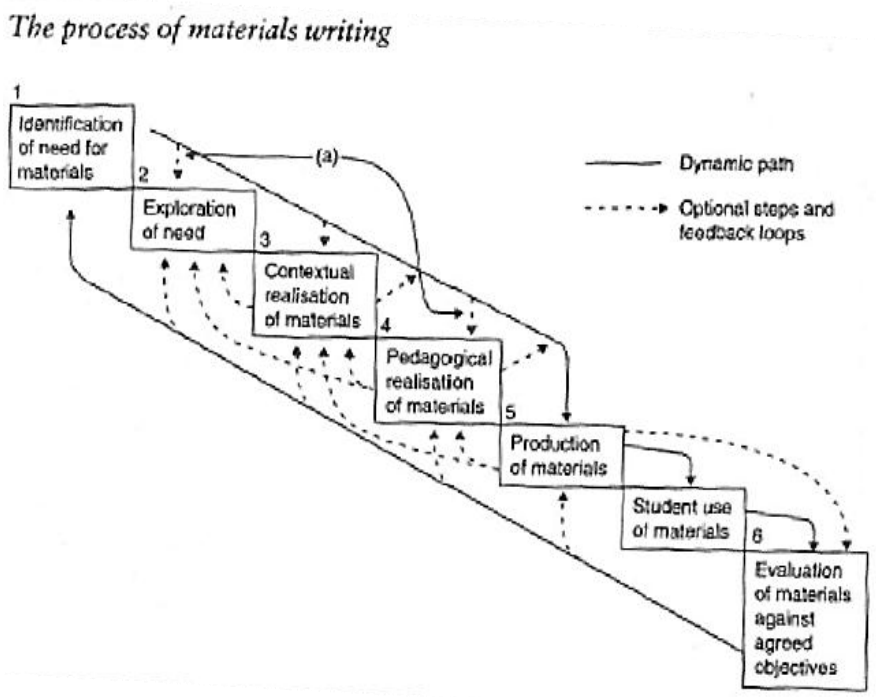

Figure 1**: Model Design from Jolly and Bolitho in Tomlinson (1998)**

B. Conceptual Framework

English is one of the subjects that is taught in junior high school. There are four skills that should be mastered by students. One of them is writing. Writing is

considered as a complicated skill to acquire. Richards and Renandya (2002) state that writing is the most difficult skill for the second language learners to master.

According to the observation, writing becomes a problem for students of eighth grade of Junior High School. First, students get problems in developing their ideas in writing a text. Second, they find difficulties in choosing the words that suitable for their writing because they have lack of vocabulary. The other problem is the use of grammar. They still have some mistakes using the grammar. In arranging sentences, they still have some mistakes in the use of punctuation, spelling and capitalization.

One of the ways to solve the problems is by using interesting materials to help students practice writing. Unfortunately, based on the observation in SMP N 3 Tempel, the teacher only used *LKS (Lembar Kerja Siswa)* in the teaching learning process. In fact, the *LKS* which is used does not help students to develop their writing. Students feel bored to do the assignments because it only answers the questions from the texts. It does not give students a motivation to write.

Based on the explanation above, the researcher wanted to develop writing materials for students of eighth grade of junior high school using the process of writing. The steps of process of writing are pre-writing, drafting, responding and editing. In developing the materials, the researcher used the steps which are proposed by Jolly and Balitho in Tomlinson (1998: 98) which some modifications. The steps consist of conducting needs analysis, writing the course grid, developing the first draft, getting expert judgment and evaluating the first draft of the materials, also revision the first materials.

CHAPTER III

RESEARCH METHOD

This chapter presents the method used in this research. The research type, the research setting, the research subjects, the research procedure, the data collection technique, the data collection instruments and the data analysis techniques are explained.

A. Research Type

The objective of this research is to develop writing materials for students of the eighth grade of SMP N 3 Tempel. These materials are developed based on the students' needs. This research is categorized as an Educational Research and Development (R&D). Gall, Gall and Borg (2003: 569) state that "Educational R&D is an industry-based development model in which the findings of research are used to design new products and procedures, which systematically field-tested, evaluated, and refined to meet the specified criteria of effectiveness, quality or similar standards". The result of this study is writing materials for students of eighth grade of SMP N 3 Tempel.

B. Research Setting

This research was conducted at SMP N 3 Tempel. It is located in Pondokrejo, Tempel, Sleman, Yogyakarta. The school has 9 classrooms which consist of 3 classrooms for the seventh grade, 3 classrooms for the eighth grade

and 3 classrooms for the ninth grade, the headmistress' office, the teachers' office, a library, a computer laboratory, a science laboratory, a health center, a mosque, two fields, canteens, some toilets and parking areas. The classrooms consist of for about thirty three students. There are LCD, whiteboard, cupboard, chairs and tables for each class.

C. Research Subjects

The subjects of the research were students of the eighth grade of SMP N 3 Tempel. There were 88 students of the eighth grade divided into three classes at the age of 13-15 years old.

D. Research Procedures

The research procedures of the research were adapted from Jolly and Bolitho (in Tomlinson, 1998) with some modifications. There are 5 steps of the research procedures which were conducting needs analysis, writing the course grid, developing the first draft of the materials, getting expert judgment and revising the first draft of the materials. The diagram of the reseach procedures is presented in the next page.

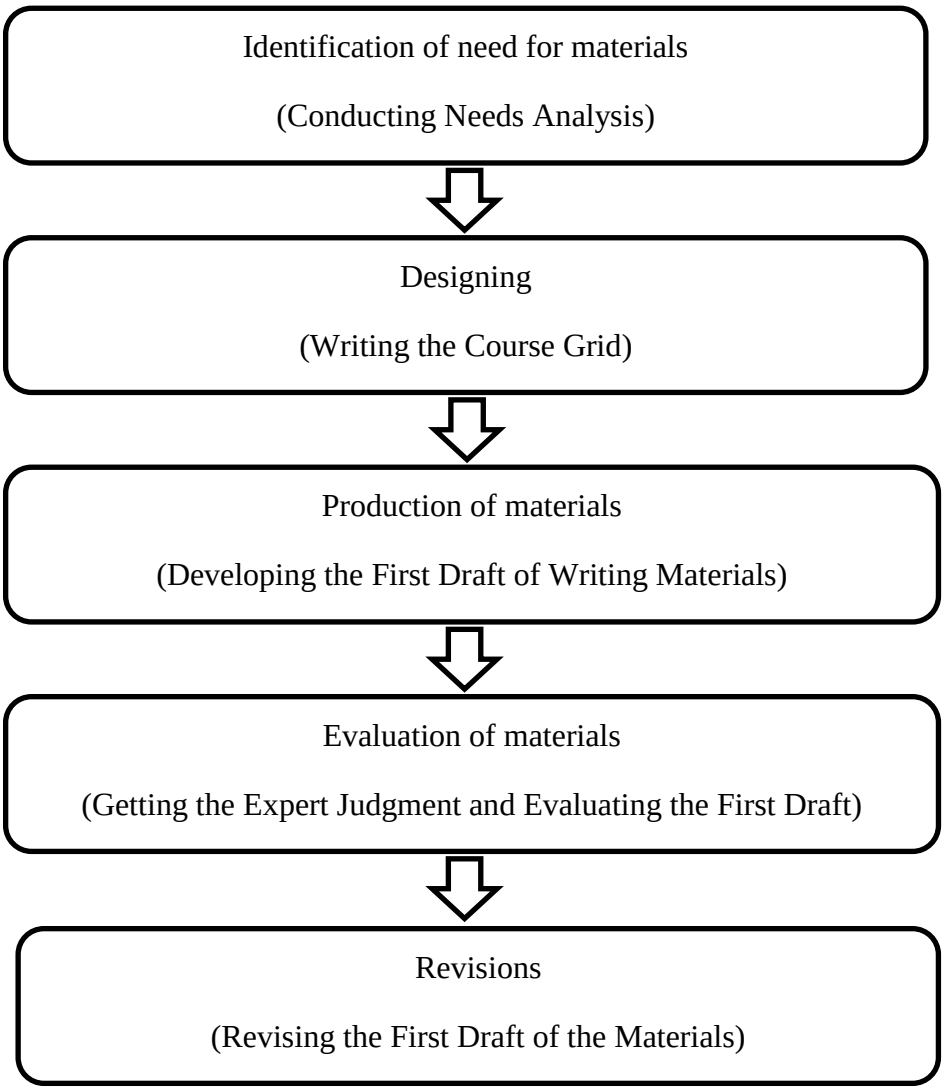

Figure 2: **The Procedure of the Research**

1. Conducting Needs Analysis

The first step of this procedure was conducting needs analysis from students of the eighth grade of SMP N 3 Tempel to find out information about the characteristic of them. The results of the need analysis were used as guidelines in designing writing materials.

2. Writing the Course Grid

Based on the data from the needs analysis, the researcher made course grid to develop the writing materials.

3. Developing the First Draft of Writing Materials

After writing course grid, the researcher developed activities based on the need analysis and junior high schools' curriculum. The researcher developed 3 units of writing materials.

4. Getting the Expert Judgment and Evaluating the First Draft

After designing the writing materials, the evaluation questionnaire for expert judgments was distributed. The results were used to evaluate and revise the materials.

5. Revising the First Draft of the Materials

The last step is revising the draft based on the data from the questionnaire. The suggestions and advices from the expert judgment were considered to revise the developed materials. The result was the final product of the writing materials for students of the eighth grade of SMP N 3 Tempel.

E. Data Collection Techniques

In this research, there were two techniques which were used. Those were the students' needs analysis and the expert judgment. The first technique, the students' needs analysis, was the technique conducted before the first draft of the writing materials was developed. The data were the target needs and the learning needs collected by distributing questionnaires for students. The second was the

expert judgment. It was conducted after developing the first draft. The data was conducted to evaluate the appropriateness of the materials.

F. Data Collection Instruments

There were two instruments of questionnaires guidelines which were used in collecting the data. Those are needs analysis questionnaires and expert judgment questionnaires.

1. Needs Analysis Questionnaires

Needs analysis questionnaires were distributed to the students of the eighth grades SMP N 3 Tempel to get information about the target needs and the learning needs. The organization of the first questionnaire is explained in the following table:

Table 5: **The Organization of the Need Analysis Questionnaire for Students**

Question Numbers	The Purpose of the Questions	References
	To find out the personal information about the students	
1, 2, 3	To find out the reason of learning English	Graves (1993)
4	To find out the students' necessity related to the writing materials.	Hutchinson and Waters (1987: 55)
5	To find out the students' lack related to the writing materials.	Hutchinson and Waters (1987: 55)
6	To find out the students' wants related to the writing materials.	Hutchinson and Waters (1987: 56)
7-11	To find out the students' interest for the writing input.	Nunan (2004:42-52)
12	To find out students' interest for	Nunan

	the learning activities.	(2004:52-56)
13	To find out students' preference related to learning setting	Nunan (2004:70-73)
14	To find out students' preference related to students' role	Nunan (2004:64-70)
15-17	To find out students' preference related to teacher's roles	Nunan (2004:64-70)

2. The Expert Judgment Questionnaire

The second questionnaire was used to obtain data from the expert to evaluate the writing materials. It was aimed to find the respondent's opinions and suggestions for revising the developed materials. The questions were adapted from *Instrument Penilaian Buku Bahasa Inggris SMP* by *BSNP*.

Table 6: **The Organization of the Evaluation Questionnaire for Expert Judgments**

Question Numbers	The Purpose of the Questions	References
	To find out information about the respondents' profile	
1-6	To evaluate the appropriateness of the content of the first draft.	*BSNP*
1-6	To evaluate the appropriateness of the language of the first draft.	*BSNP*
1-9	To evaluate the appropriateness of the presentation of the first draft.	*BSNP*
1-7	To evaluate the appropriateness of the design of the first draft.	*BSNP*

G. Data Analysis Techniques

This research used quantitative data which were obtained from the questionnaires. There were two kinds of questionnaires that were analyzed differently as described as follows.

1. **Data from need analysis**

The first questionnaire was used to get needs analysis from the students. It was analyzed into percentage. The percentage was gained from the divided of the frequency by the total of the respondents which is multiplied by 100%. The formula is shown as follows:

$$P\ (\%) = \frac{f\ x\ (100)}{N}$$

P = Percentage

f = frequency

N = total participants

100% = fix number

2. **Data from the expert judgment**

The second questionnaire was used to obtain the data from the expert for revising the developed materials. *Likert-Scale* was used as the measurement for the questionnaires in evaluating the developed materials. The data from this questionnaire were analysed using the formula proposed by Suharto (2005: 52-53) as follows:

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

R = Range

Xh = the highest score

Xi = the lowest score

4 = range of Likert-Scale

The result of the data would be converted to describe analysis in terms of its goodness proposed by Suharto (2005: 52-53). The indicator to measure is the mean (x). The mean were calculated by using the formula of the data conversion below:

$$Mn = \frac{\sum fX}{N}$$

Mn = mean

$\sum fX$ = number of scores

N = number of cases

Based on the calculation, it is presented as follows:

Table 7 **Data Conversion Table Suharto (2005)**

No.	Scale Range	Category
1.	$1 \leq x \leq 1.74$	Poor
2.	$1.75 \leq x \leq 2.49$	Fair
3.	$2.5 \leq x \leq 3.24$	Good
4.	$3.25 \leq x \leq 4$	Very Good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research. The findings consist of the result of the needs analysis, the course grid, the developed materials and the expert judgment. A discussion is also presented in this chapter.

A. Research Findings

1. The Result of Needs Analysis

a. The Description of the Students

The respondents of the needs analysis of this research were students of the eighth grade of SMP N 3 Tempel. The respondents consisted of 88 students. The age of the respondents was around 13-15 years old. The description of the respondents is presented in the following table.

Table 8: **The Respondents of Needs Analysis**

Number of Respondent	**Sex**		**Age**
	Male	**Female**	
88	43	45	13-15

b. Students' Opinions of Writing

Based on the questionnaires, there are three main points included the targets' opinions of writing; they are the difficulties of writing, the importance of writing and the frequency of students' writing. The descriptions of the students' opinions are presented in the following table.

Table 9: **Students' Opinions of Writing**

Questions	Opinions	Percentage (%)
In my opinion, writing a text in English is an activity that....	Very easy to do	1.1%
	Easy to do	20.2%
	Quite easy to do	28.4%
	Hard to do	**53.4%**
	Very hard to do	6.8%
In my opinion, writing is.....	Very important	33%
	Important	**42%**
	Quite important	25%
	Not important	0%
I ..... write an English text	Always	1.1%
	Often	11.4%
	Sometimes	**72.7%**
	Never	14.8%

From the Table 9, it can be seen that the students' opinions of writing is divided into three points. First, it was the difficulties of writing. More than half of the students stated that writing was difficult to do. Further 6,8 % of the students stated that writing was very difficult to do. They said that it was difficult because they had to deal with grammar, vocabulary, coherence and others. They also said that they got problems in developing their idea in writing a text. There were 10.2% of the students stated that writing was easy to do. The rest of students stated that writing was quite easy to do. Only one student stated that writing was very easy to do. To sum up, the students still found some problems to do writing activity.

Second, it was students' opinion about the importance of writing. There were 33% of the students stated that writing was very important, 42% of them told writing was important and the rest of the students stated that it was quite important. It means that students already realized the importance of writing.

Third, it was students' frequency in doing writing. The needs analysis gave information that most of the students sometimes practiced their writing activity. There were 11.4% of them stating that they often practice their writing activity. The rest of the students stated that they never practiced their writing activity.

From the explanation above, it can be concluded that the students of the eighth grade of SMP N 3 Tempel already knew the importance of writing, but they still had some difficulties in writing.

c. Target Needs

According to Hutchinson and Waters (1987: 54), target needs are what the learners need to do in the target situation. Target needs are divided into three aspects. Those are:

1) Necessities

Hutchinson and Waters (1987: 55) say necessities are what the students need to know in order to function effectively in the target situation. The descriptions of the respondents' necessities are presented in the following table.

Table 10: **The Respondents Necessities**

Question	Options	Percentage (%)
Which skills do you need in writing an English text?	**Using the suitable structure and words choice.**	**63.6%**
	Expressing ideas into some different sentences.	45.5%
	Arranging the appropriate sentences based on the function each text.	40.9%
	Arranging jumbled paragraphs into a genre text	45.5%
	Using the correct and appropriate grammar.	50%
	Others.	0%

For the necessities, there were 63.6% of the students that chose the skill that they need in writing a text which was using the suitable structure and words choice. The second skill chosen by 50% of them that they need was to use the correct and appropriate grammar in writing a text. There were 45.5% of the students who chose expressing ideas into some different sentences and arranging text use the correct structure of the text as their necessity. There were 40.9% of the students chose arranging the appropriate sentences based on the function each text.

2) Lacks

Hutchinson and Waters (1987:55) state that lacks are what the students' problems of the subject. It is related to the gap between what students already

have and what the situation they have to achieve. The descriptions of the students' lack are presented in this following table.

Table 11: **The Respondents Lacks**

Question	Options	Percentage (%)
When writing an English text, I have difficulties in	Arranging the structure of the sentences.	56.8%
	Selecting the appropriate word choice.	45.5%
	Expressing ideas.	51.1%
	Formulating sentences based on the function each text.	45.5%
	Arranging text use the correct structure of the text.	39.8%
	Using the correct and appropriate grammar.	**61.4%**
	Others	0%

In writing a text, the difficulties faced by 61.4% of the students were related to the use of grammar. The second difficulties faced by 56.8% of the students were related to the structure of the sentences arrangement. The third difficulties faced by 51.1% of the students were to express their own ideas. There were 45.5% of the students had difficulties in selecting the appropriate word choice and formulating sentences based on the function each text. There were 39.8% of the students had difficulties in arranging text by using use the correct structure of the text. Because of the lacks of the students above, these materials provides some activities to cover those so it will be helpful for the students.

3) Wants

Wants relate to the students' wants. The descriptions of the students' want are presented in this following table.

Table 12: **The Respondents Wants**

Question	Options	Percentage (%)
My desire after learning writing, to make me....	**To increase my ability in writing English.**	**73.9%**
	To enable me to master vocabularies.	48.9%
	To enable me to use the suitable vocabularies in writing.	36.4%
	To increase my knowledge of text types.	48.9%
	To enable me to master grammar in writing.	45.5%
	To enable me to write with right conjunction.	23.9%
	To enable me writing the text as studied before	20.5%
	Others	1.1%

For students' wants, most of the students wanted to increase the ability in writing English. The students who want to be able to master vocabulary were 48.9 %. It was the same percentage as the students who want to increase their knowledge of text type. There were 45.5% of the students to master grammar in writing. There were 36.4% of them wanted to use the suitable vocabularies in writing texts. There were 23.9% of the students wanted to write with the right conjunction and 20.5% of them wanted to write the text as they have studied

before. To accumulate the students' want, some activities will be given that cover the use of text type, grammar, and conjunction.

d. Learning Needs

Learning needs are what the students' needs to do in order to learn (Hutchinson and Waters, 1987:60).

1) Input

Nunan (2004:47) defines input is the spoken, written or visual data that learners work with in the course of completing the task. The descriptions of the input are presented in this following table.

Table 13: **The Topic of Materials**

Question	Options	Percentage (%)
The topic of input material that I like is related to....	**Daily life**	**67%**
	Social	10.2%
	Teenager	48.9%
	Education	23.9%
	Science	15.9%
	political, economic, social and cultural	13.2%
	Others	0%

Table 13 shows that there were 67% students who want the topic of materials related to daily life and the students who chose topic related to teenager were 48%.

Table 14: **The Input of Materials**

Question	Options	Percentage (%)
The material input that I like is....	**Picture**	**63.6%**
	Written text	35.2%
	Video	44.3%
	Comic-strip	27.3%
	Others	0%

For material input, there were 63.6% of students wanted the material input was picture, 44.3% of them chose video, 35.2% of them chose text and 27.3% of them chose comic-strip.

Table 15: **The Lengths of Input**

Question	Options	Percentage (%)
The number of words that I want in the text is.....	**100-200 words**	**64.8%**
	200-300 words	22.7%
	300-400 words	6.8%
	400-500 words	5.7%
	> 500 words	0%

Table 15 shows that it should be 100-200 words long in the text as 64.8% students voted for it.

Table 16: **The Importance of Grammar**

Question	Options	Percentage (%)
Do the comprehension of grammar needed in writing English text?	**Yes**	**97.7%**
	No	2.3%

There were 97.7% of students stated that the comprehension of grammar is needed in writing a text.

Table 17: **The Importance of Text Type**

Question	Options	Percentage (%)
Is the comprehension of text type important in writing text?	**Yes**	**95.5%**
	No	4.5%

For the importance of text type, there were 95.5% of students said that the comprehension of text type was important.

2) Procedure

Procedure is what the learners will actually do with the input that forms the point of departure for the learning task (Nunan, 2004:52). The descriptions of the procedure are presented in this following table.

Table 18: **The Learning Procedure**

Question	Options	Percentage (%)
In writing, I want activity like....	Writing text from the picture	30.7%
	Writing text by given the topic	**45.5%**
	Free writing.	43.2%
	Making mind-mapping before writing.	11.4%
	Writing as the comic-strip.	15.9%
	Writing with questions as guide.	21.6%
	Others	1.1%

Table 18 shows that there were 45.5% of the students wanted to write text by given the topic.

3) Setting

Nunan (2004:70) states setting refers to the arrangement of the classroom specified or implied in the task. The descriptions of the setting are presented in this following table.

Table 19: **Setting**

Question	Options	Percentage (%)
In doing writing activities, I like doing....	**Individually**	**69.3%**
	In pairs	11.4%
	Group	30.7%

Table 19 shows that in doing writing activity, most of the students wanted to do in individually about 69.3%.

4) Teacher and Learner Roles

Nunan (2004:64) defines role as the part that learners and the teachers are expected in carrying out learning task as well as the social and interpersonal relationships between the participants. There are two roles in the teaching and learning process, those are learner's role and teacher's role. The explanation will explain as follows.

a) Learners' Role

The descriptions of the learner's role are presented in this following table.

Table 20: **Learners' Role**

Question	Options	Percentage (%)
In the teaching-learning process, I want to study by....	Asking friends	28.4%
	Critical thinking	25%
	Given the materials	30.7%
	Discussion	**60.2%**
	Others	2.3%

Table 20 shows that in doing writing activity, the students around 60.2% wanted to study by discussion.

b) Teacher's Role

The descriptions of the teacher's role are presented in this following table.

Table 21: **Teacher's Role (During Writing Activity)**

Questions	Options	Percentage (%)
During the teaching and learning process, you would like the teacher to....	**Explaining the materials.**	**63.6%**
	Giving many examples.	48.9%
	Discussion.	46.6%
	Others	0%

Table 21 shows that during the teaching and learning process, most of the students liked if the teacher explains the materials.

Table 22 Teacher's Role (When Students Have Difficulties)

Questions	Options	Percentage (%)
When you have difficulties in writing a text, the teacher should do	**Explaining the materials again**	**60.2%**
	Answering questions directly	23.9%
	Provide opportunities for students to re-read the example	31.8%
	Looking student's work and tell the mistakes	45.5%
	Describes the steps that must be done	51.1%
	Other	0%

Table 22 showed that there were 60.2% of the students liked to have more explanation when they have difficulties in writing activity.

Table 23: **Teachers' Role (After Writing Activity)**

Questions	Options	Percentage (%)
After finishing the task (writing text), the teacher should do...	**Giving correction and providing signs on your mistakes that you have made.**	**70.5%**
	Giving correction on your mistakes that you have made directly.	47.7%
	Giving correction on your mistakes that you have made in the forum.	26.1%
	Others	0%

The table 4.15 shows that there were 70.5% of the students liked after finishing the task; they want the teacher give them corrections and provides signs on the students' mistakes.

2. The Course Grid

After finding the result of need analysis, the next step was developing the course grid. The course grid was developed in accordance with the data obtained from the needs analysis and with the School-Based Curriculum. It was written as a guideline for developing the writing materials for students of eighth grade of SMP N 3 Tempel.

The researcher wrote three course grids for three units as the learning materials. Each unit represents the different text types; those are descriptive text, recount text and narrative text. Moreover, the activities for each unit consist of four stages of writing process adapted from some experts. They are pre-writing, drafting, responding and editing.

a. Unit 1

The title of the first unit was My Best Friend. The genre of this unit was descriptive text. In regard to the School-Based Curriculum, the materials were related to the standard competence number 1 for writing competence and the basic competences were students were able to express meaning in short functional text by using written language variety accurately, fluently, and acceptably in the daily life and to express meaning and rhetoric steps in an essay accurately and acceptably in the daily life context in the form of descriptive text. The goals achievements of the lessons were the students are expected to be able to identify the use of the generic structure and the language features of the descriptive text; to use Simple Present Tense; and to write the descriptive text. This unit consisted of 16 activities.

b. Unit 2

The title of Unit 2 was My Unforgettable Experience. In this unit, students learnt about recount text. In regard to the School-Based Curriculum, the materials were related to the standard competence number 1 and 2 for writing competence and the basic competences number 6.1, 6.2, 12.1, 12.2. The indicators were based on the basic competences, those were students were expected to be able to express meaning in short functional text by using written language variety accurately, fluently, and acceptably in the daily life and to express meaning and rhetoric steps in an essay accurately and acceptably in the daily life context in the form of recount text. The goals achievements of the lessons were the students were expected to be able to identify the use of the generic structure and the language

features of the recount text; to use Simple Past Tense; and to write the recount text. This unit consisted of 15 activities.

c. Unit 3

The genre of Unit 3 was narrative and the title of this unit was My Favorite Story. The materials were related to the standard competence number 2 for writing competence and basic competences number 12.1, 12.2. The indicators were based on the basic competences, those were students were expected to be able to express meaning in short functional text by using written language variety accurately, fluently, and acceptably in the daily life and to express meaning and rhetoric steps in an essay accurately and acceptably in the daily life context in the form of narrative text. The goals achievements of the lessons were the students were expected to be able to identify the use of the generic structure and the language features of the narrative text; to use Past Continuous Tense; and to write the narrative text. This unit consisted of 17 activities.

3. The Developed Materials

After writing the course grid, the next step was developing writing materials. The materials were developed into three units. Each unit was developed and sequenced using the same procedure. It is conducted in four stages.

The first was Pre-writing. In this stage, students were introduced the text given to the students as a model. The researcher also gave the information about generic structure and the genre of the text to the students. Several questions about the text were also given to guide them in comprehending about the content of the

text. They also were given the information about grammar and some activities to practice their grammar. Meanwhile, the teacher facilitated the students by giving them the explanation about those writing materials. Moreover, this stage included some activities before students doing writing.

The second, Drafting, was activities that students tried to write their first draft of the text. In this stage, students had to implement their understanding in the first stage to their writing. Students were given some guidance such as pictures, videos, or questions to develop their ideas in writing a text.

The third was Responding. In this stage, students' work got feedback from the teacher or peers. Students practiced to correct their partner's work and then the teacher completed the correction. Teacher's comments were also included in this stage. It was the most important role to make the students' writing better. Meanwhile, the teacher's role was as a feedback provider that was to encourage students' writing.

The last stage was Editing. After receiving feedback from the teacher and peers, students edited their writing into a good text. This was the last stage of the materials in each unit.

The materials also included reflection, the summary of each unit and my dictionary (Words' list). Table 24 in the following described the framework of the developed materials.

Table 24 **The Framework of the Developed Materials**

UNIT TITLE
PRE-WRITING
1. Input: a text as an example of the genre of the text.
2. The information about the generic structure of the text.
3. Grammar Zone: information about grammar is used of the text.

DRAFTING
Activities for students to practice their writing skill and to apply the understanding about the materials given before.
RESPONDING
Activities for students to give and get feedbacks from peers and the teacher.
EDITING
Activity for students to write their final draft.
COMPLEMENT
1. My dictionary (Word List)
2. Reflection
3. Summary

4. The Expert Judgment

After developing the first draft of the materials, an evaluation was conducted to identify the appropriateness of the materials by distributing questionnaires to the expert. The items of the questionnaires were adapted by BSNP and consist of four aspects. They are the appropriateness of content, the appropriateness of the languages, the appropriateness of the presentation and the appropriateness of the graphic.

After getting the expert judgment, the results were analyzed to revise the materials. The collection of the data used *Likert scale*. The following explanations describe the results of the expert judgment.

a. Unit 1

1) The Result of Expert Judgment

a) The Appropriateness of the Content

The analysis of the appropriateness of the content is shown by the following table.

Table 25: **The Appropriateness of the Content**

No	A. The Appropriateness of Content Statements	Scores
1.	The developed materials are appropriate with English standard and basic competences of eighth grade of junior high school based on Curriculum 2006, standard competence 1 and basic competences 6.1, 6.2.	4
2.	The developed materials are appropriate with the course grid.	4
3.	The developed materials contain texts which are relevant to students' need.	2
4.	The developed materials lead students to comprehend the structure organization of a text.	3
5.	The developed materials lead students to comprehend the social function of a text.	3
6.	The topics are appropriate with eighth grade of Junior high school.	4
Mean		**3.33**

Table 25 shows that the mean value of the appropriateness of the content of the developed materials was 3.33. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

b) The Appropriateness of the Language

The analysis of the appropriateness of the language is shown by the following table.

Table 26: **The Appropriateness of the Language**

No	B. The Appropriateness of Language Statements	Scores
1.	The language used of instruction, the explanation and the text of the materials are appropriate with students' level.	4
2.	The language used is relevant to students' language development.	4
3.	The language used of the materials can be easily understood by the students.	3
4.	The language used is relevant to English grammatical rule.	3
5.	The materials use a correct spelling.	4
6.	The language used is relevant to students' daily life.	3
Mean		**3.5**

Table 26 shows that the mean value of the appropriateness of the language of the developed materials was 3.5. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

c) The Appropriateness of the Presentation

The analysis of the appropriateness of the presentation is shown by the following table.

Table 27: **The Appropriateness of the Presentation**

No	**C. The Appropriateness of Presentation** **Statements**	**Scores**
1.	The developed materials help students to increase their writing ability.	3
2.	The materials encourage students to study writing autodidact.	3
3.	The developed materials are presented systematically from pre-writing, drafting, responding and editing.	4
4.	The developed materials stimulate students' ideas to write.	4
5.	The materials encourage students to use the suitable grammar.	3
6.	The materials encourage students to use the	4

	suitable structure organization of the text.	
7.	The developed materials are using feedback to motivate students' writing.	4
8.	The developed materials are completed by reflection, my dictionary and summary.	4
9.	The developed materials have a balance of chapters.	4
Mean		**3.67**

Table 27 shows that the mean value of the appropriateness of the presentation of the developed materials was 3.67. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

d) The Appropriateness of Graphic

The analysis of the appropriateness of the graphic is shown by the following table.

Table 28: **The Appropriateness of the Graphic**

No	**D. The Appropriateness of Graphic** **Statements**	**Scores**
1.	The developed materials are printed in the ISO-standardized size paper (A4, A5, B5)	4
2.	The composition of title, sub headings, illustrations, text, and page number is propositional and consistent.	4
3.	The font type and color can be read easily.	3
4.	The font used are not too various.	2
5.	The color and picture illustration are interesting.	2
6.	The picture illustrations are relevant with the topic and the content of the materials to students' daily life.	4
7.	The whole layout is interesting.	4
Mean		**3.28**

Table 28 shows that the mean value of the appropriateness of the graphic of the developed materials was 3.28. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

2) Revision of Unit 1

Based on the results of the expert judgment, there are some aspects to be revised in order to improve the quality of the materials. Suggestions and recommendations from the expert are important for the developed materials. The following table describes the points of the revisions.

Table 29: **Revision of Unit 1**

Point of the Unit	Point to Revise	Revision
Content	• Add guided task.	• Guided task added.
Language	• There are still some grammatical mistakes.	• Correct the mistakes.
Presentation	• No revision	• No revision
Graphic	• Font too big. • Change the color of the background.	• Make the size of the font smaller. • The color of the background is changed.

There were some revisions for each activity in this unit. The details of the revisions are described in the following table.

Table 30: **Revision of Unit 1 of Each Activity**

Point of the Unit	Point to Revise	Revision
Unit 1 (My Best Friend)		
Activity 1	No Revisions	No Revision
Activity 2	Need some punctuation.	Some punctuations are added
Activity 3	"activity 2"	"Activity 2"
Activity 4	No Revisions	No Revisions
Activity 5	"A series of the paragraphs describes the features of the subject."	"A series of paragraphs describe the features of the subject."
Activity 6	Add some articles	Articles are added
Activity 7	Add article "the"	"the" is added
Activity 8	"activity 7"	"Activity 7"

Activity 9	No Revisions	No Revisions
Activity 10	Add guided activity	Guided activity is added
Activity 11	Add article "a"	"A" is added
Activity 12	No Revisions	No Revisions
Activity 13	No Revisions	No Revisions
Activity 14	No Revisions	No Revisions
Activity 15	No Revisions	No Revisions
Activity 16	No Revisions	No Revisions

b. Unit 2

1) The Result of Expert Judgment

a) The Appropriateness of the Content

The analysis of the appropriateness of the content is shown by the following table.

Table 31: **The Appropriateness of the Content**

No	A. The Appropriateness of Content Statements	Scores
1.	The developed materials are appropriate with English standard and basic competences of eighth grade of Junior high school based on Curriculum 2006, standard competence 1 and basic competences 6.1, 6.2.	4
2.	The developed materials are appropriate with the course grid.	4
3.	The developed materials contain texts which are relevant to students' need.	2
4.	The developed materials lead students to comprehend the structure organization of a text.	4
5.	The developed materials lead students to comprehend the social function of a text.	4
6.	The topics are appropriate with eighth grade of junior high school.	4
Mean		**3.67**

Table 31 shows that the mean value of the appropriateness of the content of the developed materials was 3.67. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

b) The Appropriateness of the Language

The analysis of the appropriateness of the language is shown by the following table.

Table 32: **The Appropriateness of the Language**

No	**B. The Appropriateness of Language** **Statements**	Scores
1.	The language used of instruction, the explanation and the text of the materials are appropriate with students' level.	4
2.	The language used is relevant to students' language development.	4
3.	The language used of the materials can be easily understood by the students.	4
4.	The language used is relevant to English grammatical rule.	2
5.	The materials use a correct spelling.	4
6.	The language used is relevant to students' daily life.	4
Mean		**3.67**

Table 32 shows that the mean value of the appropriateness of the language of the developed materials was 3.67. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

c) The Appropriateness of the Presentation

The analysis of the appropriateness of the presentation is shown by the following table.

No	C. The Appropriateness of Presentation Statements	Scores
1.	The materials developed help students to increase their writing ability.	3
2.	The materials encourage students to study writing autodidact.	4
3.	The materials developed are presented systematically from pre-writing, drafting, responding and editing.	4
4.	The materials developed stimulate students' ideas to write.	2
5.	The materials encourage students to use the suitable grammar.	3
6.	The materials encourage students to use the suitable structure organization of the text.	4
7.	The materials developed are using feedback to motivate students' writing.	4
8.	The materials developed are completed by reflection, my dictionary and summary.	4
9.	The materials developed have a balance of chapters.	4
Mean		**3.56**

Table 33: **The Appropriateness of the Presentation**

Table 33 shows that the mean value of the appropriateness of the presentation of the developed materials was 3.56. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

d) The Appropriateness of the Graphic

The analysis of the appropriateness of the presentation is shown by the following table.

Table 34: **The Appropriateness of the Graphic**

No	D. The Appropriateness of Graphic Statements	Scores
1.	The developed materials are printed in the ISO-standardized size paper (A4, A5, B5)	4
2.	The composition of title, sub headings, illustrations, text, and page number is propositional and consistent.	4

3.	The font type and color can be read easily.	4
4.	The font used are not too various.	3
5.	The color and picture illustration are interesting.	2
6.	The picture illustrations are relevant with the topic and the content of the materials to students' daily life.	4
7.	The whole layout is interesting.	4
Mean		**3.57**

Table 34 shows that the mean value of the appropriateness of the graphic of the developed materials was 3.57. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

2) Revision of Unit 2

In order to improve the quality of the materials, suggestions and recommendations from expert are important to the developed materials. The suggestions from the experts are described in the following table.

Table 35: **Revision of Unit 2**

Point of the Unit	Point to Revise	Revision
Content	• Add guided task. • Change the text.	• Guided task is added. • The text is changed.
Language	• There are still some grammatical mistakes.	• Correct the mistakes.
Presentation	• No revision	• No revision
Graphic	• Change the color of the background.	• The color of the background is changed.

There are some revisions for each activity in this unit. The details of the revisions are described in the following table.

Table 36: **Revision of Unit 2 of Each Activity**

Point of the Unit	Point to Revise	Revision
Unit 2 (My Unforgettable Experiences)		
Activity 1	Change the text	The text is changed
Activity 2	Change the task	The task is changed
Activity 3	No Revisions	No Revisions
Activity 4	No Revisions	No Revisions
Activity 5	No Revisions	No Revisions
Activity 6	Change the task	The task is changed
Activity 7	No Revisions	No Revisions
Activity 8	No Revisions	No Revisions
Activity 9	Add guided activity	Guided activity is added
Activity 10	No Revisions	No Revisions
Activity 11	Change "Sequences of Event" to "Sequence of event"	The words are changed
Activity 12	No Revisions	No Revisions
Activity 13	No Revisions	No Revisions
Activity 14	No Revisions	No Revisions
Activity 15	No Revisions	No Revisions

c. Unit 3

1) The result of expert judgment

a) The Appropriateness of the Content

The analysis of the appropriateness of the content is shown by the following table.

Table 37: **The Appropriateness of the Content**

No	A. The Appropriateness of Content Statements	Scores
1.	The developed materials are appropriate with English standard and basic competences of eighth grade of Junior high school based on Curriculum 2006, standard competence 1 and basic competences 6.1, 6.2.	4
2.	The developed materials are appropriate with the	4

	course grid.	
3.	The developed materials contain texts which are relevant to students' need.	4
4.	The developed materials lead students to comprehend the structure organization of a text.	3
5.	The developed materials lead students to comprehend the social function of a text.	4
6.	The topics are appropriate with eighth grade of junior high school.	4
Mean		**3.83**

Table 37 shows that the mean value of the appropriateness of the content of the developed materials was 3.83. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

b) The Appropriateness of the Language

The analysis of the appropriateness of the language is shown by the following table.

Table 38: **The Appropriateness of the Language**

No	B. The Appropriateness of Language Statements	Scores
1.	The language used of instruction, the explanation and the text of the materials are appropriate with students' level.	4
2.	The language used is relevant to students' language development.	4
3.	The language used of the materials can be easily understood by the students.	4
4.	The language used is relevant to English grammatical rule.	3
5.	The materials use a correct spelling.	4
6.	The language used is relevant to students' daily life.	4
Mean		**3.83**

Table 38 shows that the mean value of the appropriateness of the language of the developed materials was 3.83. It was categorized as "very good" as its position in interval $3.25< x \leq 4$.

c) The Appropriateness of the Presentation

The analysis of the appropriateness of the presentation is shown by the following table.

Table 39: **The Appropriateness of the Presentation**

No	C. The Appropriateness of Presentation Statements	Scores
1.	The developed materials help students to increase their writing ability.	3
2.	The materials encourage students to study writing autodidact.	3
3.	The developed materials are presented systematically from pre-writing, drafting, responding and editing.	4
4.	The developed materials stimulate students' ideas to write.	3
5.	The materials encourage students to use the suitable grammar.	4
6.	The materials encourage students to use the suitable structure organization of the text.	4
7.	The developed materials are using feedback to motivate students' writing.	4
8.	The developed materials are completed by reflection, my dictionary and summary.	4
9.	The developed materials have a balance of chapters.	4
Mean		**3.67**

Table 39 shows that the mean value of the appropriateness of the presentation of the developed materials was 3.67. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

d) The Appropriateness of the Graphic

The analysis of the appropriateness of the presentation is shown by the following table.

Table 40: **The Appropriateness of the Graphic**

No	D. The Appropriateness of Graphic Statements	Scores
1.	The developed materials are printed in the ISO-standardized size paper (A4, A5, B5)	4
2.	The composition of title, sub headings, illustrations, text, and page number is propositional and consistent.	4
3.	The font type and color can be read easily.	4
4.	The font used are not too various.	4
5.	The color and picture illustration are interesting.	3
6.	The picture illustrations are relevant with the topic and the content of the materials to students' daily life.	4
7.	The whole layout is interesting.	4
Mean		**3.85**

Table 40 shows that the mean value of the appropriateness of the graphic of the developed materials was 3.85. It was categorized as "very good" as its position in interval $3.25 < x \leq 4$.

2) Revision of Unit 3

In order to improve the quality of the materials, suggestions and recommendations from expert are important to the developed materials. The suggestions from the experts are described in the following table.

Table 41: **Revision of Unit 3**

Point of the Unit	Point to Revise	Revision
Content	• Add guided task.	• Guided task added.
Language	• No revision	• No revision
Presentation	• No revision	• No revision
Graphic	• Change the color of the background.	• The color of the background is changed.

There are some revisions for each activity in this unit. The details of the revisions are described in the following table.

Table 42: **Revision of Unit 3 of Each Activity**

Point of the Unit	Point to Revise	Revision
Unit 3 (My Favorite Story)		
Activity 1	No Revisions	No Revisions
Activity 2	No Revisions	No Revisions
Activity 3	No Revisions	No Revisions
Activity 4	Add space	Space is added
Activity 5	Add article "the" Add tobe "is"	Article "the" is added Tobe "is" is added
Activity 6	No Revisions	No Revisions
Activity 7	No Revisions	No Revisions
Activity 8	No Revisions	No Revisions
Activity 9	No Revisions	No Revisions
Activity 10	Add guided activity	Guided activity is added
Activity 11	No Revisions	No Revisions
Activity 12	No Revisions	No Revisions
Activity 13	No Revisions	No Revisions
Activity 14	No Revisions	No Revisions
Activity 15	No Revisions	No Revisions
Activity 16	No Revisions	No Revisions
Activity 17	No Revisions	No Revisions

B. Discussion

The aim of this research was to develop appropriate writing materials for the students of the eighth grade of SMP N 3 Tempel. The research was conducted in SMP N 3 Tempel. The population sample of this research was 88 students of eighth grade. In developing materials, there are several steps to develop them. Those were conducting need analysis, writing course grids, making the first draft of the materials, getting expert judgment and making the final product.

The first step before developing the materials was conducting the needs analysis. The data of the needs analysis were obtained by distributing questionnaires to the students of eighth grade. The aim of this step was to find out

the target needs and the learning needs. The needs analysis questionnaires were developed according to Hutchinson and Waters (1987) and Nunan (2004).

According to Hutchinson and Waters (1987: 54), target needs are what the learner needs to do in the target situation. In terms of the target need, there are three aspects: necessities, wants and lacks. For necessities, the skill that students' need in writing a text is using the suitable structure organization and words choice. For wants, the students wanted to increase their ability in writing English from these materials developed. For lacks, the difficulties faced by the students were related the use of grammar, the second of the difficulties faced by the students was related to the structure of the sentences and the third was how to express their own ideas.

According to Hutchinson and Waters (1987: 60), learning needs are what the students' needs to do in order to learn. Nunan (2004: 47) states that the aspects that needed in term of learning need are input, procedure, teacher's role, learner's role and setting.

Nunan (2004: 47) defines input as the spoken, written or visual data that learners work with in the course of completing the task. Regarding to writing input, most of the students wanted the topic of the materials are related to daily life. Students wanted the input of the materials was pictures. Regarding to the input length, students wanted to have input texts with 100-200 words in length. Students also stated that the comprehension of grammar and text type is important.

Nunan (2004: 52) states that procedure is what learners will actually do with the input that forms the point of departure for the learning task. Regarding to writing procedure, most of students prefer to give procedure by given a certain topic.

Nunan (2004: 70) states that setting refers to the arrangement of the classroom specified or implied in the task. For setting, students wanted to do tasks individually.

Nunan (2004: 64) defines role as the part that learners and teachers are expected in carrying out learning task as well as the social and interpersonal relationships between the participants. There are two roles in the teaching and learning process, those are learner's role and teacher's role. For learner's role, students prefer to do writing activity by discussion. For teacher' role; most of the students liked if the teacher explains the materials during the teaching and learning process. When students have difficulties in writing activity, students liked if the teacher explain the materials again. After writing activity, students wanted the teacher give them corrections and provides signs on the students' mistakes.

After conducting the needs analysis, the next step was developing a course grid. A course grid was needed as the guidance to develop materials. The materials cover only the writing skill. There were three units in these materials. Each unit represented the different text types; those were descriptive text, recount text and narrative text. Unit 1 consisted of 16 activities, Unit 2 had 15 activities and Unit 3 had 17 activities with the similar pattern. Unit 1 discussed about

descriptive text. The title of the first unit was *My Best Friend*. The grammar used in this unit was simple present tense. Unit 2 discussed about recount text. The title of the unit was *My Unforgettable Experience*. The grammar used in this unit was simple past tense. Unit 3 discussed about narrative text. The title of the unit was *My Favorite Story*. The grammar used in this unit was past continuous tense.

The next step was writing the materials. In the developed materials, each unit was conducted in four stages, those were *Pre-Writing, Drafting, Responding* and *Editing*. In *Pre-Writing*, students were provided a text, generic structure of the text and grammar. In *Drafting*, try to write their first draft of the text. In *Responding,* students' writing gets a feedback from the teacher or peers. In *Editing,* students edit their writing. The materials also include reflection, the summary of each unit and my dictionary (Words' list).

The next step after the materials developed was the expert judgment. The materials were evaluated by an expert by distributing questionnaires. The items of questionnaires were adapted from BSNP that evaluate the appropriateness of the content, language, presentation and design. For the appropriateness of the content, there were six statements. For the appropriateness of the language, there were six statements. For the appropriateness of the presentation, there were nine statements. For the appropriateness of the design, there were seven statements. Based on research finding, the writing materials for students of the eighth grade that has been developed was appropriate with the students' target needs and learning need.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the research findings are summarized and the conclusions are drawn. Some suggestions are addressed at the last part in this chapter.

A. Conclusions

1. The Result of the Need Analysis

Based on the research findings, the needs analysis are divided into two aspects which are the target needs and the learning needs. Those aspects are described below.

a. The Target Needs

Based on the research findings, the needs analysis are divided into two aspects which are target needs and learning needs. Those aspects are described below:

1) More than a half of students (53.4%) state that writing is difficult to do.
2) There are 42% of the students say that writing is an important skill and 33% of them say that writing is very important.
3) Most of the students (72.7%) sometimes practice their writing activity.
4) More than a half of students (63.6%) choose the skill that they need in writing a text is using the suitable structure organization and words choice.
5) More than a half of students (61.4%) agree that they have lack of grammar.
6) Most of the students (73.9%) claim they want to increase their ability in writing English.

b. The Learning Needs

Based on the results of the needs analysis, the learning needs are listed below:

1) In terms of input, more than a half of the students (67%) want the topic of materials related to daily life. For input of materials, 63.6% of students want pictures as the input before writing. Regarding the input length, most of students (64.8%) want to have input texts with 100-200 words in length. Most of students also (97.7%) state that the comprehension of grammar is important. 95.5% of students said that the comprehension of text type was important.
2) In terms of writing procedure, almost a half of the students (45.5%) want to write text by given the certain topic.
3) Related to the setting, more than a half of students (69.3%) want to do writing activities individually.
4) In terms of students' role, most of students (60.2%) want to study by discussion.
5) In terms of teacher' roles, most of the students (63.6%) like the teacher explains the materials during writing activities. 60.2% of the students like if the teacher explains the materials again when they have difficulties in writing activity. Most of students (70.5%) like after finishing the task; they want the teacher give them corrections and provides signs on the students' mistakes.

2. The Characteristics of Writing Materials

Based on the expert judgment, the developed materials can be categorized as appropriate. The developed materials have the characteristics as described in this following paragraph.

The first part of this unit is the picture of the unit. The title of the unit is related to the students' life, those are *My Best Friend, My Unforgettable Experience* and *My Favorite Story*. Then, it is followed by some questions related to the topic.

The main parts of this unit are divided into four stage. The first is *Pre-Writing.* The activities are designed to build students' background knowledge. Students are introduced to the genre of the text in each unit. Students are also given some activities to have comprehension about the generic structure of the text and the grammar used of the text. The second is *Drafting.* In this stage, students have to implement what they learnt in the previous to write their first draft of the text. The third is Responding. These activities are designed to make the students' writing better. In this stage, students' writing gets a feedback from the teacher or peers. The last stage is *Editing*. In this activity, students write their text after getting feedback from the teacher and peers.

The last part of this unit is complement including reflection, the summary of each unit and my dictionary

B. Suggestions

The final product of this research is writing materials for students of eighth grade of SMP N 3 Tempel. Considering the research findings, there are some suggestions proposed for some parties.

1. The English Teachers

The English teachers of eighth grade of junior high school who teach English could use the developed materials in the teaching learning process. These developed materials accomplish to improve the students' writing skill. The teacher could use the developed materials to teach the students about descriptive text, recount text and narrative text.

2. The Other Material Developers

The most important thing in developing materials is conducting students' needs analysis. The product of the research should provide students' needs and interest. The developed materials are very useful for the teachers and the students in the teaching learning process if they are easily used. The next thing that should be considered by the developers is the design of the materials. The design of the materials should be eye-catching and interesting for the students.

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APPENDIX A

The Needs Analysis Instrument

ANGKET KEBUTUHAN BELAJAR BAHASA INGGRIS BAGI SISWA KELAS VIII

A. Pengantar

Angket ini bertujuan untuk mengetahui kebutuhan belajar siswa kelas VIII sebagai pertimbangan dalam mengembangkan materi. Materi yang akan dikembangkan tersebut dimaksudkan sebagai bahan ajar dan mengembangkan kemampuan siswa dalam menulis teks berbahasa Inggris.

B. Data Responden

Nama : ……

Kelas : ……

Umur : …….. tahun

Jenis Kelamin (lingkari salah satu) : L / P

C. Kebutuhan Belajar Bahasa Inggris

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri anda. Beri tanda centang (√) pada setiap pertanyaan berikut, kecuali pada pertanyaan dengan perintah khusus. Jawaban hendaknya diiisi dengan sebenar-benarnya. Jika anda memilih jawaban lainnya, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Menurut saya, menulis teks dalam bahasa Inggris merupakan kegiatan yang ... (pilih salah satu)
   - □ Sangat mudah untuk dilakukan
   - □ Mudah untuk dilakukan
   - □ Cukup mudah untuk dilakukan
   - □ Sulit untuk dilakukan
   - □ Sangat sulit untuk dilakukan
2. Menurut pendapat saya, kegiatan menulis dalam pelajaran bahasa Inggris (pilih salah satu)
   - □ Sangat penting
   - □ Penting

- Cukup penting
- Tidak penting

3. Saya ..... menulis teks dalam bahasa Inggris
   - Selalu (setiap hari)
   - Sering
   - Kadang-kadang
   - Tidak pernah
4. Keterampilan yang saya butuhkan dalam menulis teks berbahasa Inggris adalah (boleh memilih lebih dari satu)
   - Menggunakan struktur kalimat dan pilihan kata yang sesuai dan tepat
   - Mengungkapkan ide secara tertulis ke dalam beberapa bentuk kalimat yang berbeda
   - Menyusun kalimat secara tepat sesuai dengan fungsi dari masing-masing teks
   - Menyusun teks dengan struktur teks yang benar
   - Menggunakan *grammar* (tata bahasa) yang tepat dan sesuai
   - Lainnya (sebutkan)

     …….....
5. Selama ini, kesulitan yang saya hadapi dalam menulis teks berbahasa Inggris adalah (boleh memilih lebih dari satu)
   - Kesulitan dalam menyusun struktur kalimat yang tepat dan sesuai
   - Kesulitan dalam memilih pilihan kata yang sesuai dan tepat untuk menulis
   - Kesulitan dalam mengungkapkan ide cerita
   - Kesulitan dalam menyusun kalimat secara tepat sesuai dengan fungsi dari masing-masing teks
   - Kesulitan dalam menyusun menyusun teks dengan struktur teks yang benar
   - Kesulitan dalam menggunakan *grammar* (tata bahasa) yang tepat dan sesuai
   - Lainnya (sebutkan)

     …….....
6. Saya berharap, materi yang diberikan dalam kegiatan menulis pada pelajaran bahasa Inggris dapat membuat saya (boleh memilih lebih dari satu)
   - Meningkatkan kemampuan saya dalam menulis dalam bahasa Inggris

- Membuat saya menguasai kosa kata bahasa Inggris yang telah dipelajarai
- Membuat saya mampu menulis dengan kosa kata yang tepat
- Meningkatkan pemahaman saya terhadap berbagai jenis teks dalam bahasa Inggris
- Membuat saya mampu menulis dengan tata bahasa yang benar
- Membuat saya mampu menulis dengan tanda baca dan ejaan yang tepat
- Membuat saya mampu menulis teks sesuai dengan jenis teks yang dipelajari
- Lainnya (sebutkan)

  …….....

7. Topik yang saya sukai dalam kegiatan menulis pada pelajaran bahasa Inggris adalah (boleh memilih lebih dari satu)
   - Topik yang berhubungan dengan kehidupan sehari-hari dilingkungan sekitar
   - Topik yang berhubungan dengan kehidupan sosial
   - Topik yang berhubungan dengan kehidupan remaja
   - Topik yang berhubungan dengan dunia pendidikan
   - Topik yang berhubungan dengan dunia ilmu pengetahuan
   - Topik yang berhubungan dengan dunia politik, ekonomi, sosial dan budaya
   - Lainnya (sebutkan)

     …….....
8. Input pembelajaran apa yang saya sukai pada kegiatan menulis teks (boleh memilih lebih dari satu)
   - Gambar
   - Teks tertulis
   - Video
   - *Comic-strip*
   - Lainnya (sebutkan)

     …….....
9. Panjang teks yang saya inginkan sebagai teks input dalam bahasa Inggris adalah
   - 100-200 kata
   - 200-300 kata
   - 300-400 kata
   - 400-500 kata
   - > 500 kata

10. Menurut saya, pemahaman tentang *grammar* (tata bahasa) diperlukan dalam menulis teks berbahasa Inggris
    - Ya
    - Tidak
11. Menurut saya, pemahaman tentang jenis teks sangat penting untuk menulis teks tertentu
    - Ya
    - Tidak
12. Dalam proses pembelajaran *writing*, aktifitas yang ingin saya lakukan adalah (boleh memilih lebih dari satu)
    - Menulis teks dari gambar
    - Menulis teks dengan topik yang telah ditentukan
    - Menulis teks bebas
    - Membuat *mind mapping* sebelum menulis teks
    - Menulis teks berdasarkan *comic-strip*
    - Menulis teks dengan panduan pertanyaan
    - Lainnya (sebutkan)

      …….....
13. Selama proses pembelajaran *writing*, saya menginginkan mengerjakan tugas secara
    - Individu
    - Berpasangan
    - Kelompok
14. Selama proses pembelajaran, saya ingin belajar dengan cara: (boleh memilih lebih dari satu)
    - Bertanya pada teman
    - Berpikir kritis
    - Langsung diberikan materi
    - Diskusi dan tanya jawab
    - Lainnya (sebutkan)

      …….....
15. Pada saat proses pembelajaran *writing*, saya menginginkan guru (boleh memilih lebih dari satu)
    - Memberikan dan menjelaskan materi langsung
    - Memberikan banyak contoh
    - Diskusi dan tanya jawab
    - Lainnya (sebutkan)

      …….....

16. Ketika saya mengalami kesulitan dalam memahami teks, saya ingin guru melakukan: (boleh memilih lebih dari satu)
    - Menjelaskan kembali materi yang disampaikan
    - Menjawab pertanyaan secara langsung
    - Memberikan kesempatan pada siswa untuk membaca kembali contoh teks
    - Melihat secara langsung pekerjaan siswa dan memberitahu letak kesalahannya
    - Menjelaskan kembali langkah-langkah yang harus dikerjakan
    - Lainnya (sebutkan)

      …….....
17. Setelah selesai mengerjakan tugas (menulis teks berbahasa Inggris), menurut saya yang seharusnya guru lakukan adalah (boleh memilih lebih dari satu)
    - Mengoreksi hasil kerja dan memberikan tanda pada kesalahan yang anda buat
    - Mengoreksi hasil kerja dan memberikan tahu kesalahan yang anda buat secara langsung
    - Mengoreksi hasil kerja dan apabila ada kesalahan memberitahukan diforum
    - Lainnya (sebutkan)

      …….....

APPENDIX B

The Needs Analysis Data

Needs Analysis Data

No	Question	Options	Precentage (%)
1.	In my opinion, writing a text in English is an activity that....	Very easy to do	1.1%
		Easy to do	20.2%
		Quite easy to do	28.4%
		Hard to do	**53.4%**
		Very hard to do	6.8%
2.	In my opinion, writing is.....	Very important	33%
		Important	**42%**
		Quite important	25%
		Not important	0%
3.	I ..... write an English text	Always	1.1%
		Often	11.4%
		Sometimes	**72.7%**
		Never	14.8%
4.	Which skills do you need in writing an English text?	**Using the suitable structure organization and words choice.**	**63.6%**
		Expressing ideas into some different sentences.	45.5%
		Arranging the appropriate sentences based on the function each text.	40.9%

		Arranging text use the correct structure of the text.	45.5%
		Using the correct and appropriate grammar.	50%
		Other.	0%
5.	When writing an English text, I have difficulties in	Arranging the structure of the sentences.	56.8%
		Selecting the appropriate word choice.	45.5%
		Expressing ideas.	51.1%
		Formulating sentences based on the function each text.	45.5%
		Arranging text use the correct structure of the text.	39.8%
		Using the correct and appropriate grammar.	**61.4%**
		Others	0%
6.	My desire after learning writing, to make me....	**To increase my ability in writing English.**	**73.9%**
		To enable me to master vocabularies.	48.9%
		To enable me to use the suitable vocabularies in writing.	36.4%
		To increase my knowledge of text types.	48.9%

		To enable me to master grammar in writing.	45.5%
		To enable me to write with right conjunction.	23.9%
		To enable me writing the text as studied before	20.5%
		Others	1.1%
7.	The topic of input material that I like is related to....	**Daily life**	**67%**
		Social	10.2%
		Teenager	48.9%
		Education	23.9%
		Science	15.9%
		political, economic, social and cultural	13.2%
		Others	0%
8.	The material input that I like is....	**Picture**	**63.6%**
		Written text	35.2%
		Video	44.3%
		Comic-strip	27.3%
		Others	0%
9.	The number of words that I want in the text is.....	**100-200 words**	**64.8%**
		200-300 words	22.7%
		300-400 words	6.8%

		400-500 words	5.7%
		> 500 words	0%
10.	Do the comprehension of grammar needed in writing English text?	**Yes**	**97.7%**
		No	2.3%
11.	Is the comprehension of text type important in writing text?	**Yes**	**95.5%**
		No	4.5%
12.	In writing, I want an activity like....	Writing text from the picture	30.7%
		Writing text by given the topic	**45.5%**
		Free writing.	43.2%
		Making mind-mapping before writing.	11.4%
		Writing as the comic-strip.	15.9%
		Writing with questions as guide.	21.6%
		Others	1.1%
13.	In doing writing activities, I like doing....	**Individually**	**69.3%**
		In pairs	11.4%
		Group	30.7%
14.	In the teaching-learning process, I want to study by....	Asking friends	28.4%
		Critical thinking	25%
		Given the materials	30.7%
		Discussion	**60.2%**

		Others	2.3%
15.	During the teaching and learning process, you would like the teacher to....	**Explaining the materials.**	**63.6%**
		Giving many examples.	48.9%
		Discussion.	46.6%
		Others	0%
16.	When you have difficulties in writing a text, the teacher should do	**Explaining the materials again**	**60.2%**
		Answering questions directly	23.9%
		Provide opportunities for students to re-read the example	31.8%
		Looking student's work and tell the mistakes	45.5%
		Describes the steps that must be done	51.1%
		Other	0%
17.	After finishing the task (writing text), the teacher should do...	**Giving correction and providing signs on your mistakes that you have made.**	**70.5%**
		Giving correction on your mistakes that you have made directly.	47.7%
		Giving correction on your mistakes that you have made in the forum.	26.1%
		Others	0%

APPENDIX C

The Course Grid

COURSE GRIDS

Name of the School : SMP N 3 Tempel

Subject : English

Class : VIII

Standard of Competences :

1. Expressing the meaning of short functional texts and simple essays in the form of descriptive and recount texts in daily life context
2. Expressing the meaning of short functional texts and simple essays in the form of recount and narrative texts in daily life context

Unit	Basic Competence	Topic	Materials	Input	Activities	Goal Achievement	Language Focus		Time Allocation
							Grammar	Vocabulary	
1	Expressing to the meaning and the rhetorical steps of simple sort essays accurately,	My Best Friend	1. Input text: "My Best Friend" 2. Generic structure of descriptive text 3. The use of	Text, Picture	**Pre-writing** 1. Students are given a picture to share their opinion about describing people. 2. Students are given a descriptive text entitled "my best	By the end of the lesson, students are expected to be able to: 1. identify the generic structure of	Simple Present Tense	Adjective (tall, short, slim, fat, beautiful, handsome, etc)	2 x 40 minutes

	fluently and appropriately which are related to theenvironment in the form of descriptive texts		simple present tense in descriptive text 4. The use of adjectives in descriptive text		friend" to build their knowledge of how to describe people. 3. Students are given some questions to comprehend the content of the text. 4. Students share their answer. 5. Students learn the generic structure of the text. 6. Students learn simple present tense. 7. Students circle the correct answer. 8. Students share their answer. 9. Students write sentences in the form of simple present tense. 10. Students describe	descriptive text 2. use simple present tense in the descriptive text 3. use adjectives to describe people			

					people based on the picture. 11. Students are asked to stick their best friend's photo. **Drafting** 12. Students make the first draft of their descriptive text based on their list before. **Responding** 13. Students share their first draft with their partner. 14. Students give comment to their partner's writing based on the symbol of mistakes 15. Students are asked to collect their writing, so the teacher can give them comments to				

					make their writing better. **Editing** 16. Students edit their final writing.				
2	Expressing to the meaning and the rhetorical steps of simple sort essays accurately, fluently and appropriately which are related to the environment in the form of recount texts	My unforgettable experiences	1. Input text: "Our trip to the Blue Mountain" 2. Generic structure of recount text 3. The use of simple past tense in recount text		**Pre-writing** 1. Students are given a recount text entitled "Our trip to the Blue Mountain". 2. Students are given some questions to comprehend the content of the text. 3. Students share their answer. 4. Students learn the generic structure of the text. 5. Students learn simple past tense. 6. Students fill in the blank. 7. Students share	By the end of the lesson, students are expected to be able to: 1. identify the generic structure of recount text 2. use simple past tense in the recount text	Simple Past Tense	Verbs : Arrived, waited, went, etc. Chronological connection: first, then, next, etc.	2 x 40 minutes

					their answer. 8. Students write sentences in the form of simple past tense. 9. Students write sentences based on the pictures. 10. Students answer the questions. **Drafting** 11. Students make the first draft of their recount text based on their answers before. **Responding** 12. Students share their first draft with their partner. 13. Students give comment to their partner's writing based on the symbol of mistakes. 14. Students are asked to collect				

					their writing, so the teacher can give them comments to make their writing better. **Editing** 15. Students edit their final writing.				
3	Expressing to the meaning and the rhetorical steps of simple sort essays accurately, fluently and appropriately which are related to the environment in the form of narrative texts	My favorite story	1. Input text: "The Ant and the Grasshoper" 2. Generic structure of narrative text 3. The use of simple past tense in narrative text	Text, Video, Comic-strips	**Pre-writing** 1. Students are given a text entitle "The Ant and the Grasshopper". 2. Students are given the questions to comprehend the content of the text. 3. Students share their answer. 4. Students learn the generic structure of the text. 5. Students learn	By the end of the lesson, students are expected to be able to: 1. identify the generic structure of narrative text 2. use simple past tense in the narrative text	Simple past tense, Past continuous tense	Verbs: Said, talk, gave, etc Adverb of time: Once upon a time, one day, etc. Time conjunction: When, then, suddenly, etc.	2 x 40 minutes

					past continuous tense. 6. Students write sentences in the form of past continuous tense. 7. Students share their work. 8. Students learn conjunction *when/while*. 9. Students write sentences in the form of past continuous tense. 10. Students make a sentence from two sentences. **Drafting** 11. Students are asked to watched a video about "Red Riding Hood" 12. Students write sentences based on the comic-strip.				

					13. Students develop their narrative text. **Responding** 14. Students share their first draft with their partner. 15. Students give comment to their partner's writing based on the symbol of mistakes. 16. Students are asked to collect their writing, so the teacher can give them comments to make their writing better. **Editing** 17. Students edit their final writing				

APPENDIX

The First Draft

Friend_slowimage.com

UNIT 1

MY BEST FRIEND

Do you have someone that is always beside you? Most of us have someone who always beside us known as a best friend. Can you tell me how your best friend looks like?

PRE-WRITING

Activity 1

This is the picture of my best friend, Sinta.

Pict.1.1

people-clipart.com

Activity 2

Study the text below.

My Best Friend

I have a best friend. Her full name is SintaBakti but you can call her Sinta. She is my classmate.

Sinta has an oval face. She has black eyes. She has a long black hair. She has a small nose and thin lips. Her height is 150 cm, she is taller than me. She is slim because she is only 40 kg. She has a white skin.

Sinta often wears pink clothes because she really likes pink. She has a large of number of pink cloth variations. She also often wears pink nail polish on her fingers. Moreover, she is very stylish.

Adapted from: www.materisekolah.net

Identification

Descriptions

Activity 3

After studying the text in activity 2, answer the following questions in a group of three.

1. What kinds of text is it?

.....

2. What is the purpose of the text above?

.....

3. How does Sinta look like?

.....

4. Why does the writer call Sinta stylish?

.....

5. What colour does Sinta like?

.....

Activity 4

Share your discussions with other groups.

Activity 5

Study the following information. Do you understand the information?

Descriptive Text

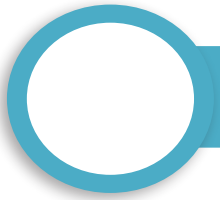
A descriptive text is a text which focuses on the characteristic features of a particular thing, e.g person, animal or place. The purpose of the text is to describe something.

The generic structure of the text:

1. Identification
   A general statement introduces the subject of the description.
2. Description
   A series of the paragraphs describes the features of the subject.

Activity 6

Study the following formulation.



GRAMMAR ZONE

We use simple present tense to talk about:

- Something happens all the time or repeatedly (as habit)
  e.g : I get up 6 o'clock every morning.
- Something is true in general
  e.g : The earth goes round the sun.

The rules of Simple Present Tense:

A. Present Tense Verbal

I, You, We, They + V1 +0

E.g : I wake up early every morning.

He, She, It + V1 (e/es) +O *

*Verbs ending in "-o", "-sh", "-ch" and "-ss" + es

E.g : He goes to school on foot.

* Verbs ending in consonant + y
Change y into (i) + es

E.g : She studies a lot.

B. Present Tense Nominal

I + am

e.g : I am beautiful.

She, He, It + is

E.g : He is my brother.

They, We, You + are

E.g : We are Junior High School students.

Activity 7

After studying simple present tense, decide whether the statements are true or false. Circle the right answer.

1. She is live at Delima Street No 6, Jakarta. [T/F]
2. I am 14 years old. [T/F]
3. Seta and Danu goes to school by bicycle. [T/F]
4. My friend like writing a story. [T/F]
5. My father reads newspaper every morning. [T/F]

Activity 8

With your friends, discuss the right answers in activity 7.

Activity 9

Write three sentences in the form of simple present tense.

1. .....

2. .....

3. .....

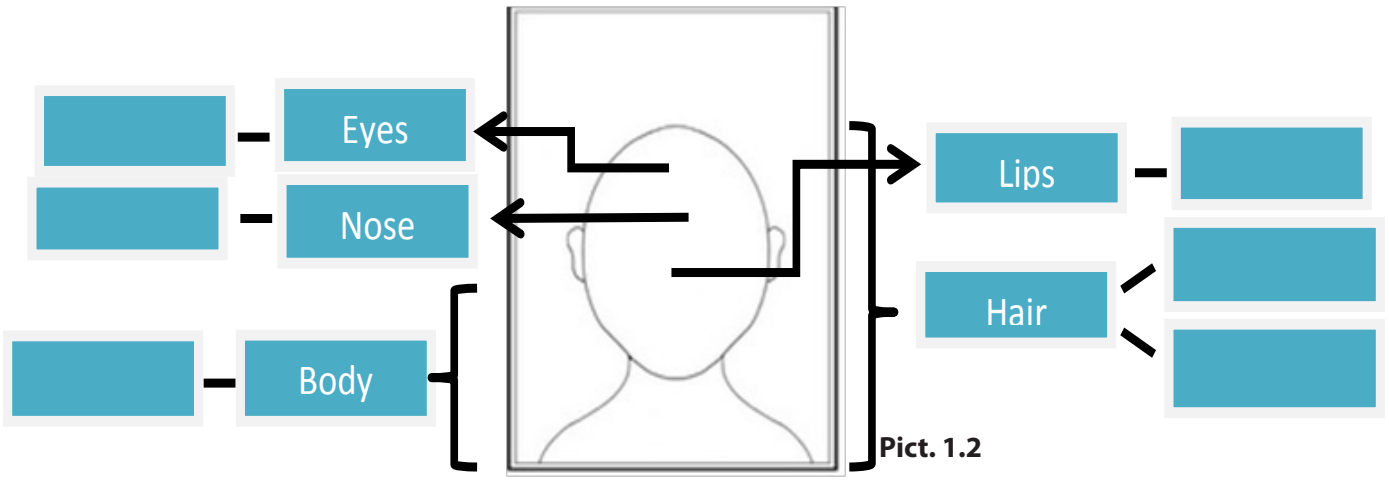
Activity 10

Share your answer with your chairmate.
She/he will help you to correct your work.

Activity 11

Do you have a best friend? Stick your best friend's photo here. Then, make a list about him/her.

THIS IS MY BEST FRIEND



Pict. 1.2

Note:
Descriptive text uses adjectives to describe features of the subject, e.g: beautiful, handsome, small, tall, etc.

DRAFTING

Activity 12

Write your first draft here.

Identification :

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Descriptions :

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RESPONDING

Activity 13

Share your work with your partner. He/she will help you to check your work.

Activity 14

Help your partner to find the mistakes by giving them sign as follows:

Symbol	Meaning	Example
—	Incorrect spelling	She is very beutiful.
⬭	Wrong tense (grammatical structure)	Dea (have) two brothers.
S/P	Singular or plural wrong	I have a brother an two sister. (p)
P ○	Punctuation wrong	She has a long hair ○ (p)
C	Capitalization wrong	My name is yusuf. (c)

Adapted from:The Example of Symbols by D Bryne on Harmer, J. 2007. The Practice of English Language Teaching. Essex: Longman.

Activity 15

To make your writing better, your teacher will give you some comments.
Teacher's comment:

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EDITING

Now is the time for you to fix up your mistakes. Don't forget to give a title for your text.

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MY DICTIONARY

Large (ks)	: besar
Habit (kb)	: kebiasaan
Height (kb)	: tinggi
Mistake (kb)	: kesalahan
Often (adv)	: sering
Slim (ks)	: ramping
Stylish (ks)	: penuh gaya
Thin (ks)	: tipis
Weight (kb)	: berat

REFLECTION

This is what I can learn from this unit:

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SUMMARY

A descriptive text is a text which focuses on the characteristic features of particular thing, e.g person, animal, place.

Generic structure of the descriptive text:

- Identification
- Description

Grammatical feature :

- Simple present tense

www.clipartpanda.com

MY UNFORGETTABLE EXPERIENCES

UNIT 2

Do you have an experience that you never forget it? It can be an interesting or a terrible experience. Can you tell me how your unforgettable experience is?

Fishing_clipart.com

PRE-WRITING

Activity 1

Study the following text.

www.clipartpanda.com

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was exited because I had never gone fishing before. Therefore, he taught me how to do it well.

We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and felt into the river. I did not realise that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face.

It was embarrasssing.

(taken from: Priyana, J., Irjayanti, A. R., Renitasari, V. 2008. Scaffolding. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.)

Orientation

Events

Reorientation

www.clipart-panda.com

Activity 2

After studying the text in activity 1, answer the following questions in a group of four.

1. When did the writer and his uncle go fishing?

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2. Where did the writer and his uncle go fishing?

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3. What happened to the writer when something heavy catch his hook?

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4. What happened to the writer in his first experience of fishing?

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5. What did the writer feel when he slipped and felt into the river?

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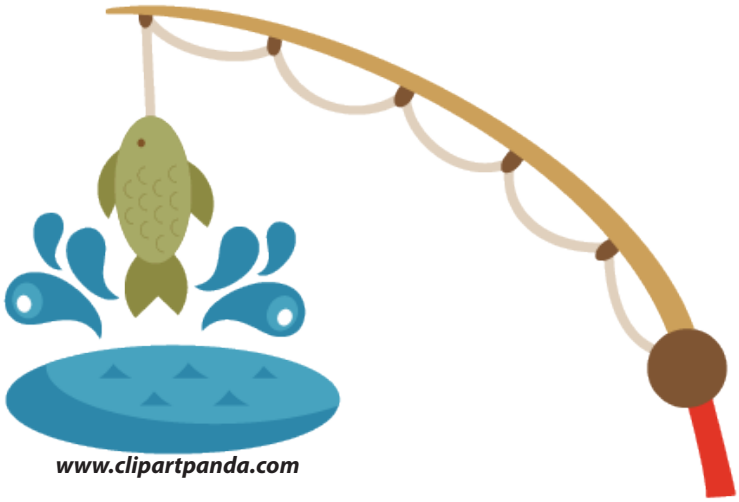
Activity 3

Share your discussions with other groups.



www.clipartpanda.com

Activity 4

Study the following information. Do you understand the information?

RECOUNT TEXT

A recount text is a text that retells what happend in the past. The purpose is to document a series of event and evaluate their significance in some way.

The generic structure of the text:

1. Orientation

   Introducing the participants, place and time

2. Sequences of Event

   Describing series of event that happened in the past

3. Reorientation

   Personal comment of the writer to the story

Activity 5

Study the following formulation.

Fishing_clipart.com

GRAMMAR ZONE

Fishing_clipart.com

Simple Past Tense

We use simple past tense to talk about something that happend in the past.

Past Tense Verbal

S + V2

E.g : Last holiday, I went to Borobudur temple.

Past Tense Nominal

I, She, He, It → **was**

They, We, You → **were**

E.g: It was an interesting experience.

E.g: I and my family were in Tokyo, last year.

Activity 6

In a group of four, complete the following text with the suitable words.

It (1)… [be] my birthday party last week. My family (2) ….[give] me a small party. I (3) …. [invite] my best friends to the party. There were about 15 people in the party (4) …. [include] my parents, and my sister, Putri. It was great surprise that my uncle, Awang, (5)… [come] too. He works in a small company in Bengkulu, Sumatera.

(adapted from: http://www.materisekolah.net/2015/06/contoh-soal-bahasa-inggris-kelas-8.html)

Activity 7

Share your discussions with other groups.

Activity 8

Write three sentences in the form of simple past tense.

1. .....
2. .....
3. .....

Activity 9

Share your answer with your chairmate. She/he will help you to correct your work.

eduofenglish.blogspot.com

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Activity 10

Do you have an experience that you never forget it? Think one of your unforgettable experiences. Then, complete the following frame.

Was it happy or sad experience?

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Where did your experience take place?

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When did your experience happen?

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What was your unforgettable experience?

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What do you think of your experience?

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What happened?

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With whom did you do that?

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Note:
In writing a recount text you use chronological connections, e.g: then, first, next, after that etc

DRAFTING

Activity 11

Write your first draft here by developing your answers in activity 8.

Orientation

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Sequences of event

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Reorientation

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Note:
In writing a recount text you use proper nouns to identify people, animals or things involved.

RESPONDING

Activity 12

Share your work with your partner. He/she will help you to check your work.

Activity 13

Help your partner to find the mistakes by giving them sign as follows:

Symbol	Meaning	Example
▬	Incorrect spelling	My dad went to a storre.
⬭	Wrong tense (grammatical structure)	Last Sunday, my family and I go to Ambarawa.
S/P	Singular or plural wrong	p My mother bought some fruit.

P ○	Punctuation wrong	My sister bought some p vegetables○and fruits.
C	Capitalization wrong	C I went to "museum kereta api".

Adapted from:The Example of Symbols by D Bryne on Harmer, J. 2007. The Practice of English Language Teaching. Essex: Longman.

Activity 14

To make your writing better, your teacher will give you some comments.

Teacher's comment:

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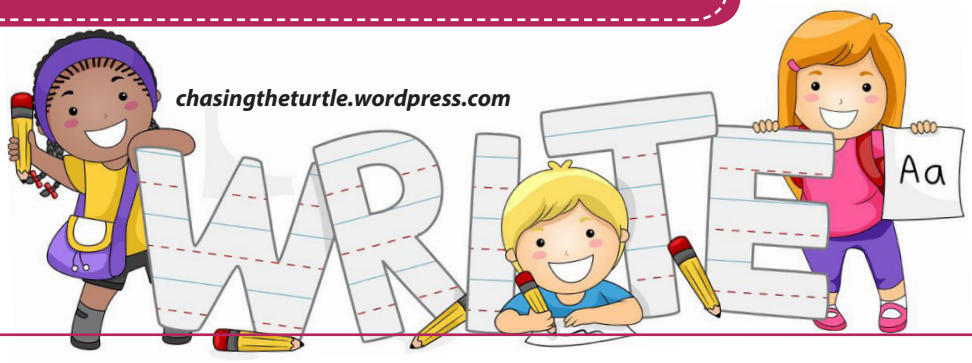
EDITING

Activity 15

Now is the time for you to fix up your mistakes.
Don't forget to give a title for your text.



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MY DICTIONARY

Come *(kk)*	: datang
Exited *(ks)*	: senang
Experience *(kb)*	: pengalaman
Fall *(kki)*	: jatuh
Hook *(kb)*	: kail
Interesting *(ks)*	: menarik
Past *(ks)*	: masa lalu
Terrible *(ks)*	: mengerikan

REFLECTION

This is what I have/can learn from this units:

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SUMMARY

A recount text is a text that retells what happend in the past.

Generic structure of the recount text:

- Orientation
- Events
- Reorientation

Grammatical feature :

- Simple past tense.

Fishing_clipart.com

MY FAVORITE STORY

UNIT 3

When you were young, did you have a favorite story? It can be a myth, fairy tale or legend. Can you tell me your favorite story?

clipart_grasshopper.com

PRE-WRITING

Activity 1

Study the following text.

The Ant and the Grasshopper

One summer's day, Grasshopper was dancing, singing happily and playing his violin with all his heart. He saw Ant passing by, bearing along with great toil a wheatear to store for the winter.

"Come and sing with me instead of working so hard", said Grasshopper "Let's have fun together."

"I must store food for the winter", said Ant, "and I advise you to do the same."

"Don't worry about winter, it's still very far away", said Grasshopper, laughing at him. But Ant wouldn't listen and continued his toil.

When the winter came, the starving Grasshopper went to Ant's house and humbly begged for something to eat.

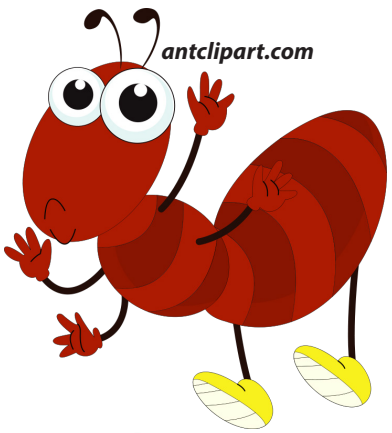
"If you had listened to my advice in the summer you would not now be in need," said Ant. "I'm afraid you will have to go to bed without supper." Then he closed the door.

(taken from: http://squareheadteachers.com /2012/11/13/aesops-fables-collection-free-worksheets/)

Orientation

Complication

Resolution



Activity 2

After studying the text above, answer the following questions in a group of four.

1. Who are the participants of the story?

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2. What did the grasshopper do on the summer's day?

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3. Why did the ant work so hard?

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4. What did the grasshopper do when the winter came?

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5. Why did the grasshopper beg for something to eat?

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6. What can you learn from the story?

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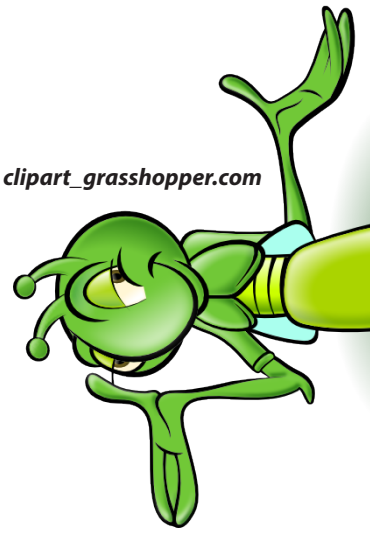

clipart_grasshopper.com

Activity 3

Share your discussions with other groups.

Activity 4

Study the following information. Do you understand the information?

NARRATIVE TEXT

A narrative text is a text that tells a story on a pattern of events with a problematicand/or unexpected outcome. The purpose of the text is to entertain and educate the readers.

The generic structure of the text:

1. Orientation
   It is about the opening paragraph where the participants and characters of the story are introduced.
2. Complication
   A series of the problems in the story developed.
3. Resolution
   The problems in the story is resolved.

Activity 5

To write a narrative text, we use simple past tense and past continuous tense. You have already learnt simple past tense in Unit 2. Now, you will learn past continuous tense.

GRAMMAR ZONE

Past Continuous Tense

Past continuous tense is used to say that someone in the middle of doing something at a certain time in the past.

I/He/She	was	V-ing
We/They/You	were	

e.g:

Grasshopper was dancing, singing happily and playing his violin with all his heart.

Activity 6

Write three sentences in the form of past continuous tense.

1. .....
2. .....
3. .....

Activity 7

Share your answer with your chairmate. She/he will help you to correct your work.

Activity 8

Study the following information

Activity 9

Write three sentences like the examples above.

1. .....
2. .....
3. .....

Activity 10

Share your answer with your chairmate.
She/he will help you to correct your work.

DRAFTING

Activity 11

Watch the video carefully. Then, complete the following table based on the video.

Pict 3.1

Characters :	Problem :
Setting :	Solution :

Note:
In writing a narrative text, you use:
- Adverb of time (e.g: Once upon a time, one day, etc)
- Time conjunction (e.g: when, then, suddenly, etc)

red_megaphone_speaker_clipart.com

Activity 12

Have a look at the comic-strips below. They will help you to develop your story.

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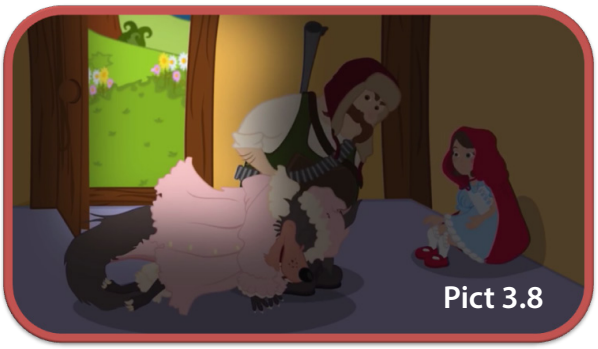

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Note:

In writing a narrative text, direct speech usually uses simple present tense.

loud-mouth-people-clipart.com

Activity 13

Develop them (activity 6) into a good story.

Orientation

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Complication

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Reorientation

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RESPONDING

Activity 14

Share your work with your partner. He/she will help you to check your work.

Activity 15

Help your partner to find the mistakes by giving them sign as follows:

Symbol	Meaning	Example
———	Incorrect spelling	I really enjoyed my vacasion.
⬭	Wrong tense (grammatical structure)	I (read) a novel when my mother cooked.
S/P	Singular or plural wrong	P My mother bought some novel for me.
P O	Punctuation wrong	p My sister was studying when (,) I came to his house.
C	Capitalization wrong	C my stomach did not fell good yesterday

Adapted from:The Example of Symbols by D Bryne on Harmer, J. 2007. The Practice of English Language Teaching. Essex: Longman.

Activity 16

To make your writing better, your teacher will give you some comments.
Teacher's comment:

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EDITING

Activity 17

Now is the time for you to fix up your mistakes. Don't forget to give a title for your text.

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MY DICTIONARY

Character *(kb)*	: karakter
Educate *(kk)*	: mendidik
Entertain *(kk)*	: menghibur
Problem *(kb)*	: masalah
Solution *(kb)*	: cara penyelesaian
Starve *(kkt)*	: kelaparan
Toil *(kb)*	: bekerja keras

REFLECTION

This is what I can learn from this unit:

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SUMMARY

A narrative text is a text that tells a story on a pattern of events with a problematic and/or unexpected outcome.

Generic structure of the recount text:
1. Orientation
2. Complication
3. Resolution

Grammatical features :
Simple past tense and past continuous tense

APPENDIX E

The Expert Judgment Questionnaire

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Kesediaan *Expert Judgment*
Lampiran : 1 bendel

Kepada Yth.
Bapak Ari Purnawan, M.Pd., M.A
Dosen Jurusan Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni UNY
Di Yogyakarta 112564

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Ari Putri Haryanti
NIM : 11202244024
Judul Penelitian : *Developing WritingMaterials for Students of the Eighth Grade of SMP N 3 Tempel*

memohon dengan sangat kesediaan Bapak untuk memberikan *Expert Judgment* pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk buku latihan menulis bagi siswa kelas VIII SMP N 3 Tempel.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak, saya ucapkan terima kasih.

Yogyakarta, 5 November 2015
Pemohon

Ari Putri Haryanti
NIM. 11202244028

ANGKET EVALUASI MATERI PEMBELAJARAN

(EXPERT JUDGEMENT)

A. IDENTITAS RESPONDEN

Nama :

Jenis Kelamin : L / P

Pekerjaan :

Pendidikan : ( ) D3 ( ) S1 ( ) S2 ( ) S3

Lama Bekerja :

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (y) pada salah satu kolom skor pada masing-masing pernyataan sesuai dengan pendapat bapak mengenai materi yang telah disusun.

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

UNIT 1
MY BEST FRIEND

Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk ***descriptive***, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk ***descriptive*** dan *recount.*

A. Kelayakan Isi

No	Pernyataan	STS	TS	S	SS
1.	Materi dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar Kurikulum 2006 bahasa Inggris SMP Kelas VIII.				
2.	Materi pembelajaran dikembangkan sesuai dengan *course grid* yang telah disusun.				
3.	Materi yang dikembangkan memuat berbagai macam jenis teks yang sesuai dengan kebutuhan peserta didik.				
4.	Materi pembelajaran mencakup pembelajaran tentang struktur teks yang dibahas.				
5.	Materi pembelajaran mencakup pembelajaran tentang sfungsi sosial teks yang dibahas.				
6.	Topik yang dikembangkan relevan dan sesuai dengan siswa kelas VIII.				
Lain-lain :					

B. Kelayakan Bahasa

No	Pernyataan	STS	TS	S	SS
1.	Penggunaan bahasa dalam instruksi, penjelasan dan teks sesuai dengan tingkat perkembangan peserta didik.				
2.	Penggunaan bahasa sesuai dengan kemampuan berbahasa peserta didik.				
3.	Bahasa yang digunakan jelas dan mudah dipahami peserta didik.				
4.	Bahasa yang digunakan sesuai dengan kaidah gramatikal bahasa Inggris yang tepat.				
5.	Bahasa yang digunakan menganut prinsip ejaan (*spelling*) yang benar				
6.	Bahasa yang digunakan dalam teks sesuai dengan konteks situasi dalam kehidupan peserta didik.				
Lain-lain :					

C. Kelayakan Penyajian

No	Pernyataan	STS	TS	S	SS
1.	Materi yang dikembangkan membantu mengembangkan kemampuan menulis peserta didik.				
2.	Materi yang dikembangkan memdorong peserta didik untuk belajar menulis secara mandiri.				
3.	Sistematika penyajian materi meliputi bagian *pre-writing, drafting, responding,*dan *editing.*				
4.	Materi yang dikembangkan merangsang ide bagi peserta didik untuk memulai menulis.				
5.	Materi yang dikembangkan mendorong peserta didik untuk menggunakan tata bahasa *(grammar)* yang sesuai dengan teks yang akan ditulis.				
6.	Materi yang dikembangkan mendorong peserta didik untuk menulis teks dengan struktur teks yang benar.				
7.	Materi yang dikembangkan terdapat *feedback* untuk memotivasi peserta didik dalam menulis.				
8.	Materi yang dikembangkan dilengkapi dengan *reflection*, *my dictionary* dan *summary* disetiap babnya.				
9.	Materi yang dikembangkan memiliki keseimbangan antar bab.				
Lain-lain :					

D. Kelayakan Kegrafisan

No	Pernyataan	STS	TS	S	SS
1.	Materi yang dikembangkan dicetak dengan kertas dengan standar ISO (A4, A5, B5).				
2.	Penempatan tata letak (judul, sub judul, ilustrasi, teks, nomor halaman) pada setiap unit konsisten dan proposional.				
3.	Penggunaan variasi ukuran dan jenis huruf jelas, menarik dan mudah dibaca.				
4.	Penggunaan variasi ukuran dan jenis huruf tidak berlebihan.				
5.	Pemilihan warna dan ilustrasi gambar menarik.				

6.	Gambar yang digunakan relevan dengan topik dan isi materi pembelajaran dalam kehidupan sehari-hari peserta didik.				
7.	Keseluruhan desain visual materi pembelajaran menarik.				
Lain-lain :					

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

1. Bagaimana tanggapan bapak mengenai materi pembelajaran yang saya kembangkan?

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   .....

2. Menurut bapak, apakah kekurangan dari materi yang saya kembangkan?

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3. Apa saran bapak untuk memperbaiki materi yang saya kembangkan?

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REKOMENDASI

Berdasarkan pada hasil penelitian diatas, materi pembelajaran ***"UNIT 1, MY BEST FRIEND"*** dinyatakan **(layak tanpa revisi/tidak layak/layak dengan revisi*)** untuk diimplementasikan sebagai materi pembelajaran bahasa Inggris pada SMP N 3 Tempel kelas delapan.

Adapun revisi yang di berikan adalah sebagai berikut :

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Yogyakarta, November 2015

Evaluator Materi,

Ari Purnawan, M.Pd., M.A

UNIT 2
MY UNFORGETTABLE EXPERIENCE

Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan ***recount*** untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan ***recount.***

Standar Kompetensi :

2. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk ***recount*** dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk ***recount*** dan *narrative.*

A. Kelayakan Isi

No	Pernyataan	STS	TS	S	SS
1.	Materi dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar Kurikulum 2006 bahasa Inggris SMP Kelas VIII.				
2.	Materi pembelajaran dikembangkan sesuai dengan *course grid* yang telah disusun.				
3.	Materi yang dikembangkan memuat berbagai macam jenis teks yang sesuai dengan kebutuhan peserta didik.				
4.	Materi pembelajaran mencakup pembelajaran tentang struktur teks yang dibahas.				
5.	Materi pembelajaran mencakup pembelajaran tentang sfungsi sosial teks yang dibahas.				
6.	Topik yang dikembangkan relevan dan sesuai dengan siswa kelas VIII.				
Lain-lain :					

B. Kelayakan Bahasa

No	Pernyataan	STS	TS	S	SS
1.	Penggunaan bahasa dalam instruksi, penjelasan dan teks sesuai dengan tingkat perkembangan peserta didik.				
2.	Penggunaan bahasa sesuai dengan kemampuan berbahasa peserta didik.				
3.	Bahasa yang digunakan jelas dan mudah dipahami peserta didik.				
4.	Bahasa yang digunakan sesuai dengan kaidah gramatikal bahasa Inggris yang tepat.				
5.	Bahasa yang digunakan menganut prinsip ejaan (*spelling*) yang benar				
6.	Bahasa yang digunakan dalam teks sesuai dengan konteks situasi dalam kehidupan peserta didik.				
Lain-lain :					

C. Kelayakan Penyajian

No	Pernyataan	STS	TS	S	SS
1.	Materi yang dikembangkan membantu mengembangkan kemampuan menulis peserta didik.				
2.	Materi yang dikembangkan memdorong peserta didik untuk belajar menulis secara mandiri.				
3.	Sistematika penyajian materi meliputi bagian *pre-writing, drafting, responding,*dan *editing.*				
4.	Materi yang dikembangkan merangsang ide bagi peserta didik untuk memulai menulis.				
5.	Materi yang dikembangkan mendorong peserta didik untuk menggunakan tata bahasa *(grammar)* yang sesuai dengan teks yang akan ditulis.				
6.	Materi yang dikembangkan mendorong peserta didik untuk menulis teks dengan struktur teks yang benar.				
7.	Materi yang dikembangkan terdapat *feedback* untuk memotivasi peserta didik dalam menulis.				
8.	Materi yang dikembangkan dilengkapi dengan *reflection*, *my dictionary* dan *summary* disetiap babnya.				
9.	Materi yang dikembangkan memiliki keseimbangan antar bab.				
Lain-lain :					

D. Kelayakan Kegrafisan

No	Pernyataan	STS	TS	S	SS
1.	Materi yang dikembangkan dicetak dengan kertas dengan standar ISO (A4, A5, B5).				
2.	Penempatan tata letak (judul, sub judul, ilustrasi, teks, nomor halaman) pada setiap unit konsisten dan proposional.				
3.	Penggunaan variasi ukuran dan jenis huruf jelas, menarik dan mudah dibaca.				
4.	Penggunaan variasi ukuran dan jenis huruf tidak berlebihan.				
5.	Pemilihan warna dan ilustrasi gambar menarik.				

6.	Gambar yang digunakan relevan dengan topik dan isi materi pembelajaran dalam kehidupan sehari-hari peserta didik.				
7.	Keseluruhan desain visual materi pembelajaran menarik.				
Lain-lain :					

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

1. Bagaimana tanggapan bapak mengenai materi pembelajaran yang saya kembangkan?

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

2. Menurut bapak, apakah kekurangan dari materi yang saya kembangkan?

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

3. Apa saran bapak untuk memperbaiki materi yang saya kembangkan?

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

REKOMENDASI

Berdasarkan pada hasil penelitian diatas, materi pembelajaran ***"UNIT 2, MY UNFORGETTABLE EXPERIENCE"*** dinyatakan **(layak tanpa revisi/tidak layak/layak dengan revisi*)** untuk diimplementasikan sebagai materi pembelajaran bahasa Inggris pada SMP N 3 Tempel kelas delapan.

Adapun revisi yang di berikan adalah sebagai berikut :

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Yogyakarta, November 2015

Evaluator Materi,

Ari Purnawan, M.Pd., M.A

UNIT 3

MY FAVORITE STORY

Standar Kompetensi :

2. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan ***narrative*** untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan ***narrative***.

A. Kelayakan Isi

No	Pernyataan	STS	TS	S	SS
1.	Materi dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar Kurikulum 2006 bahasa Inggris SMP Kelas VIII.				
2.	Materi pembelajaran dikembangkan sesuai dengan *course grid* yang telah disusun.				
3.	Materi yang dikembangkan memuat berbagai macam jenis teks yang sesuai dengan kebutuhan peserta didik.				
4.	Materi pembelajaran mencakup pembelajaran tentang struktur teks yang dibahas.				
5.	Materi pembelajaran mencakup pembelajaran tentang sfungsi sosial teks yang dibahas.				
6.	Topik yang dikembangkan relevan dan sesuai dengan siswa kelas VIII.				
Lain-lain :					

B. Kelayakan Bahasa

No	Pernyataan	STS	TS	S	SS
1.	Penggunaan bahasa dalam instruksi, penjelasan dan teks sesuai dengan tingkat perkembangan peserta didik.				
2.	Penggunaan bahasa sesuai dengan kemampuan berbahasa peserta didik.				
3.	Bahasa yang digunakan jelas dan mudah dipahami peserta didik.				
4.	Bahasa yang digunakan sesuai dengan kaidah gramatikal bahasa Inggris yang tepat.				
5.	Bahasa yang digunakan menganut prinsip ejaan (*spelling*) yang benar				
6.	Bahasa yang digunakan dalam teks sesuai dengan konteks situasi dalam kehidupan peserta didik.				
Lain-lain :					

C. Kelayakan Penyajian

No	Pernyataan	STS	TS	S	SS
1.	Materi yang dikembangkan membantu mengembangkan kemampuan menulis peserta didik.				
2.	Materi yang dikembangkan memdorong peserta didik untuk belajar menulis secara mandiri.				
3.	Sistematika penyajian materi meliputi bagian *pre-writing, drafting, responding,*dan *editing.*				
4.	Materi yang dikembangkan merangsang ide bagi peserta didik untuk memulai menulis.				
5.	Materi yang dikembangkan mendorong peserta didik untuk menggunakan tata bahasa *(grammar)* yang sesuai dengan teks yang akan ditulis.				
6.	Materi yang dikembangkan mendorong peserta didik untuk menulis teks dengan struktur teks yang benar.				
7.	Materi yang dikembangkan terdapat *feedback* untuk memotivasi peserta didik dalam menulis.				
8.	Materi yang dikembangkan dilengkapi dengan *reflection*, *my dictionary* dan *summary* disetiap babnya.				
9.	Materi yang dikembangkan memiliki keseimbangan antar bab.				
Lain-lain :					

D. Kelayakan Kegrafisan

No	Pernyataan	STS	TS	S	SS
1.	Materi yang dikembangkan dicetak dengan kertas dengan standar ISO (A4, A5, B5).				
2.	Penempatan tata letak (judul, sub judul, ilustrasi, teks, nomor halaman) pada setiap unit konsisten dan proposional.				
3.	Penggunaan variasi ukuran dan jenis huruf jelas, menarik dan mudah dibaca.				
4.	Penggunaan variasi ukuran dan jenis huruf tidak berlebihan.				
5.	Pemilihan warna dan ilustrasi gambar menarik.				
6.	Gambar yang digunakan relevan dengan topik dan isi materi pembelajaran dalam kehidupan				

	sehari-hari peserta didik.				
7.	Keseluruhan desain visual materi pembelajaran menarik.				
Lain-lain :					

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

4. Bagaimana tanggapan bapak mengenai materi pembelajaran yang saya kembangkan?

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

5. Menurut bapak, apakah kekurangan dari materi yang saya kembangkan?

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

6. Apa saran bapak untuk memperbaiki materi yang saya kembangkan?

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

REKOMENDASI

Berdasarkan pada hasil penelitian diatas, materi pembelajaran ***"UNIT 3, MY FAVORITE STORY"*** dinyatakan **(layak tanpa revisi/tidak layak/layak dengan revisi*)** untuk diimplementasikan sebagai materi pembelajaran bahasa Inggris pada SMP N 3 Tempel kelas delapan.

Adapun revisi yang di berikan adalah sebagai berikut :

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Yogyakarta, November 2015

Evaluator Materi,

Ari Purnawan, M.Pd., M.A

APPENDIX F

The Expert Judgment Data

The Result of Expert Judgment of Unit 1

No	A. The Appropriateness of Content Statements	Scores
1.	The developed materials are appropriate with English standard and basic competences of the eighth grade of junior high school based on Curriculum 2006, standard competence 1 and basic competences 6.1, 6.2.	4
2.	The developed materials are appropriate with the course grid.	4
3.	The developed materials contain texts which are relevant to students' needs.	2
4.	The developed materials lead students to comprehend the structure organization of a text.	3
5.	The developed materials lead students to comprehend the social function of a text.	3
6.	The topics are appropriate with the eighth grade of junior high school.	4
Mean (*x*)		**3.33**
The Appropriateness of Language		
1.	The language used of instruction, the explanation and the text of the materials are appropriate with students' level.	4
2.	The language used is relevant to students' language	4

	development.	
3.	The language used of the materials can be easily understood by the students.	3
4.	The language used is relevant to English grammatical rule.	3
5.	The materials use a correct spelling.	4
6.	The language used is relevant to students' daily life.	3
Mean (*x*)		**3.5**
The Appropriateness of Presentation		
1.	The developed materials help students to increase their writing ability.	3
2.	The materials encourage students to study writing.	3
3.	The developed materials are presented systematically from pre-writing, drafting, responding and editing.	4
4.	The developed materials stimulate students' ideas to write.	4
5.	The materials encourage students to use the suitable grammar.	3
6.	The materials encourage students to use the suitable structure organization of the text.	4
7.	The developed materials are using feedback to motivate students' writing.	4
8.	The developed materials are completed by reflection, my dictionary and summary.	4
9.	The developed materials have a balance of chapters.	4

Mean (*x*)		**3.67**
The Appropriateness of Graphic		
1.	The developed materials are printed in the ISO-standardized size paper (A4, A5, B5)	4
2.	The composition of title, sub headings, illustrations, text, and page number is propositional and consistent.	4
3.	The font type and color can be read easily.	3
4.	The font used are not too various.	2
5.	The color and picture illustration are interesting.	2
6.	The picture illustrations are relevant with the topic and the content of the materials to students' daily life.	4
7.	The whole layout is interesting.	4
Mean (*x*)		**3.28**

The Result of Expert Judgment of Unit 2

No	A. The Appropriateness of Content Statements	Scores
1.	The developed materials are appropriate with English standard and basic competences of the eighth grade of junior high school based on Curriculum 2006, standard competence 1 and basic competences 6.1, 6.2.	4
2.	The developed materials are appropriate with the course grid.	4
3.	The developed materials contain texts which are relevant to students' needs.	2
4.	The developed materials lead students to comprehend the structure organization of a text.	4
5.	The developed materials lead students to comprehend the social function of a text.	4
6.	The topics are appropriate with the eighth grade of junior high school.	4
Mean (x)		**3.67**
The Appropriateness of Language		
1.	The language used of instruction, the explanation and the text of the materials are appropriate with students' level.	4

2.	The language used is relevant to students' language development.	4
3.	The language used of the materials can be easily understood by the students.	4
4.	The language used is relevant to English grammatical rule.	2
5.	The materials use a correct spelling.	4
6.	The language used is relevant to students' daily life.	4
Mean (*x*)		**3.67**
The Appropriateness of Presentation		
1.	The developed materials help students to increase their writing ability.	3
2.	The materials encourage students to study writing.	4
3.	The developed materials are presented systematically from pre-writing, drafting, responding and editing.	4
4.	The developed materials stimulate students' ideas to write.	2
5.	The materials encourage students to use the suitable grammar.	3
6.	The materials encourage students to use the suitable structure organization of the text.	4
7.	The developed materials are using feedback to motivate students' writing.	4
8.	The developed materials are completed by reflection, my dictionary and summary.	4

9.	The developed materials have a balance of chapters.	4
Mean (*x*)		**3.56**
The Appropriateness of Graphic		
1.	The developed materials are printed in the ISO-standardized size paper (A4, A5, B5)	4
2.	The composition of title, sub headings, illustrations, text, and page number is propositional and consistent.	4
3.	The font type and color can be read easily.	4
4.	The font used are not too various.	3
5.	The color and picture illustration are interesting.	2
6.	The picture illustrations are relevant with the topic and the content of the materials to students' daily life.	4
7.	The whole layout is interesting.	4
Mean (*x*)		**3.57**

The Result of Expert Judgment of Unit 3

No	A. The Appropriateness of Content Statements	Scores
1.	The developed materials are appropriate with English standard and basic competences of eighth grade of junior high school based on Curriculum 2006, standard competence 1 and basic competences 6.1, 6.2.	4
2.	The developed materials are appropriate with the course grid.	4
3.	The developed materials contain texts which are relevant to students' needs.	4
4.	The developed materials lead students to comprehend the structure organization of a text.	3
5.	The developed materials lead students to comprehend the social function of a text.	4
6.	The topics are appropriate with the eighth grade of junior high school.	4
Mean (*x*)		**3.83**
The Appropriateness of Language		
1.	The language used of instruction, the explanation and the text of the materials are appropriate with students' level.	4

2.	The language used is relevant to students' language development.	4
3.	The language used of the materials can be easily understood by the students.	4
4.	The language used is relevant to English grammatical rule.	3
5.	The materials use a correct spelling.	4
6.	The language used is relevant to students' daily life.	4
Mean (*x*)		**3.83**
The Appropriateness of Presentation		
1.	The developed materials help students to increase their writing ability.	3
2.	The materials encourage students to study writing autodidact.	3
3.	The developed materials are presented systematically from pre-writing, drafting, responding and editing.	4
4.	The developed materials stimulate students' ideas to write.	3
5.	The materials encourage students to use the suitable grammar.	4
6.	The materials encourage students to use the suitable structure organization of the text.	4
7.	The developed materials are using feedback to motivate students' writing.	4
8.	The developed materials are completed by reflection, my	4

	dictionary and summary.	
9.	The developed materials have a balance of chapters.	4
Mean (*x*)		**3.67**
The Appropriateness of Graphic		
1.	The developed materials are printed in the ISO-standardized size paper (A4, A5, B5)	4
2.	The composition of title, sub headings, illustrations, text, and page number is propositional and consistent.	4
3.	The font type and color can be read easily.	4
4.	The font used are not too various.	4
5.	The color and picture illustration are interesting.	3
6.	The picture illustrations are relevant with the topic and the content of the materials to students' daily life.	4
7.	The whole layout is interesting.	4
Mean (*x*)		**3.85**

APPENDIX G

The Final Draft

By : Ari Putri Haryanti

Grade VIII

Guide for Writing

Have Fun With English

A Writing Text book for Junior High School Students

Validator :
Ari Purnawan, M.Pd, M.A

Supervisor:
Siti Sudartini, M.A

PREFACE :

“Guide for Writing” is a book for students of eighth grade of junior high school. It is designed to increase students’ writing ability. It has 3 units, each unit consists of 15-17 activities. It covers different text types in each unit, they are descriptive, recount and narrative. It would be useful for the English teacher to teach writing in the interesting way.

Table of Contents

TABLE OF CONTENTS **1**
UNIT 1: MY BEST FRIEND **3**
Pre-Writing **4**
Activity 1 4
Activity 2 5
Activity 3 5
Activity 4 6
Activity 5 6
Activity 6 6
Grammar Zone **6**
A. Present Tense Verbal 7
B. Present Tense Nominal 7
Activity 7 7
Activity 8 8
Activity 9 8
Activity 10 8
Activity 11 9
Drafting **10**
Activity 12 10
Activity 13 11
Responding **11**
Activity 14 11
Activity 15 11
Editing **12**
Activity 16 12
My Dictionary **13**
Reflection **13**
Summary **14**

UNIT 2: MY UNFORGETTABLE EXPERIENCES **15**
Pre-Writing **16**
Activity 1 16
Activity 2 17
Activity 3 17
Activity 4 18
Activity 5 18
Grammar Zone **19**
Simple Past Tense 19
Past Tense Verbal 19
Past Tense Nominal 19

Activity 6 19
Activity 7 20
Activity 8 20
Activity 9 20
Activity 10 22
Drafting 23
Activity 11 23
Responding **24**
Activity 12 24
Activity 13 24
Activity 14 25
Editing **26**
Activity 15 26
My Dictionary **27**
Reflection **27**
Summary **28**

UNIT 3: MY FAVORITE STORY **29**
Pre Writing **30**
Activity 1 30
Activity 2 31
Activity 3 31
Activity 4 31
Activity 5 32
Grammar Zone **32**
Activity 6 32
Activity 7 32
Activity 8 33
Activity 9 33
Activity 10 33
Drafting **35**
Activity 11 35
Activity 12 36
Activity 13 38
Responding **39**
Activity 14 39
Activity 15 39
Activity 16 40
Editing **41**
Activity 17 41
My Dictionary **42**
Reflection **42**
Summary **43**

PICTURES SOURCES **44**
BIBLIOGRAPHY **45**

Friend_slowimage.com

UNIT 1

MY BEST FRIEND

Do you have someone that is always beside you? Most of us have someone who is always beside us known as a best friend. Can you tell me what your best friend looks like?

PRE-WRITING

Activity 1

This is the picture of my best friend, Sinta.

Pict.1.1

people-clipart.com

Activity 2

Study the text below.

My Best Friend

I have a best friend. Her full name is SintaBakti, but you can call her Sinta. She is my classmate.

Sinta has an oval face. She has black eyes. She has a long black hair. She has a small nose and thin lips. Her height is 150 cms, she is taller than me. She is slim because she is only 40 kg in weight. She has white skin.

Sinta often wears pink clothes because she really likes pink. She has a large number of pink cloth variations. She also often wears pink nail polish on her fingers. Moreover, she is very stylish.

Adapted from: www.materisekolah.net

Identification

Descriptions

Activity 3

After studying the text in Activity 2,answer the following questions in a group of three.

1. What is the full name of the writer's friend?

.....

2. Is she slim?

.....

3. How does Sinta look like?

.....

4. Why does the writer call Sinta stylish?

.....

5. What colour does Sinta like?

.....

Activity 4

Share your discussions with other groups.

Activity 5

Study the following information. Do you understand the information?

Descriptive Text

A descriptive text is a text which focuses on the characteristic features of a particular thing, e.g person, animal or place. The purpose of the text is to describe something.

The generic structure of the text:

1. Identification
   A general statement introduces the subject of the description.
2. Description
   A series of paragraphs describe the features of the subject.

Activity 6

Study the following formulation.

We use the simple present tense to talk about:

- Something that happens all the time or repeatedly (as habit)
  e.g : I get up 6 o'clock every morning.
- Something that is true in general
  e.g : The earth goes round the sun

The rules of Simple Present Tense:

A. Present Tense Verbal

I, You, We, They + V1 +O

He, She, It + V1 (e/es) +O *

E.g : I wake up early every morning.

*Verbs ending in "-o", "-sh", "-ch" and "-ss" + es

E.g : He goes to school on foot

* Verbs ending in consonant + y
Change y into (i) + es

E.g : She studies a lot

B. Present Tense Nominal

I + am

e.g : I am beautiful.

She, He, It + is

E.g : He is my brother

They, We, You + are

E.g : We are Junior High School students.

Activity 7

After studying the simple present tense, decide whether the statements are true or false. Circle the right answer.

1. She is live at Delima Street No 6, Jakarta. [T/F]
2. I am 14 years old. [T/F]
3. Seta and Danu goes to school by bicycle. [T/F]
4. My friend like writing a story. [T/F]
5. My father reads newspaper every morning. [T/F]

Activity 8

With your friends, discuss the right answers in Activity 7.

Activity 9

Write three sentences in the form of simple present tense.

1. .....

2. .....

3. .....

Activity 10

Describe those pictures bellow.

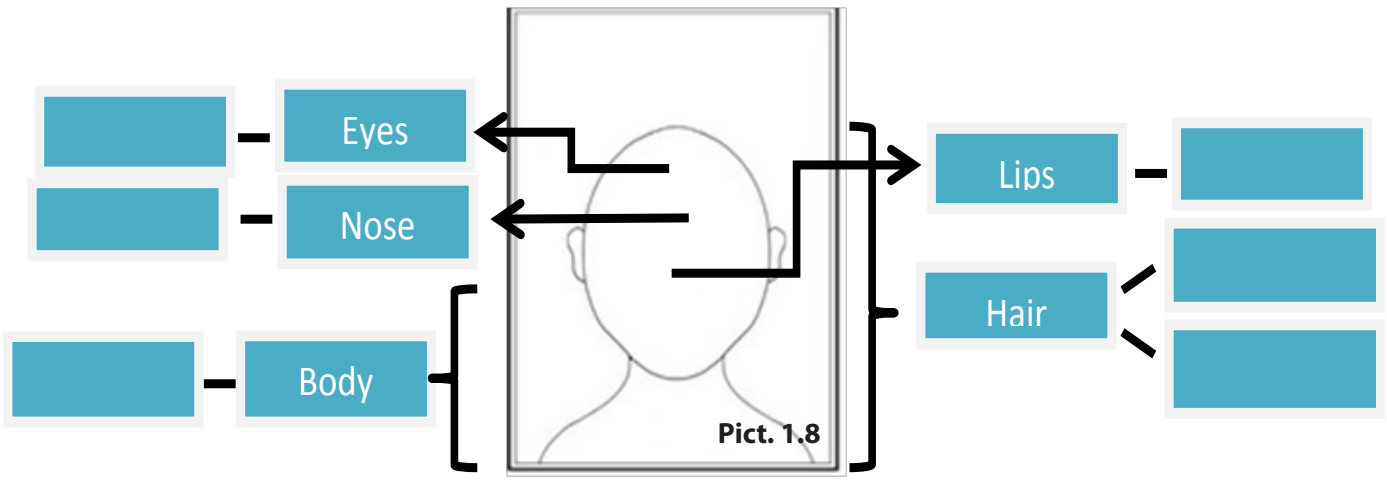
1.	**Pict. 1.2** • Curly long hair • Bright eyes • Attractive	This is my best friend. Her name is Tina. She has a curly long hair. She has bright blue eyes. She is a very attractive girl.
2.	**Pict. 1.3** • Short brown hair • Green eyes • Handsome	....
3.	**Pict. 1.4** • Gray hair • Wearing glasses • Fat	....

4.	Pict. 1.5 • Short blond hair • Black eyes • Pretty	....
5.	Pict. 1.6 • Blad • Big nose • Plump	....
6.	Pict. 1.7 • Long brown hair • Large eyes • Beautiful	....

Activity 11

Do you have a best friend? Stick your best friend's photo here. Then, make a list about him/her.

THIS IS MY BEST FRIEND



Note:
A Descriptive text uses adjectives to describe features of the subject, e.g: beautiful, handsome, small, tall, etc.

DRAFTING

Activity 12

Write your first draft here.

Identification :

.....

.....

.....

.....

.....

.....

.....

Descriptions :

.....

.....

.....

.....

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.....

RESPONDING

Activity 13

Share your work with your partner. He/she will help you to check your work.

Activity 14

Help your partner to find the mistakes by giving them sign as follows:

Symbol	Meaning	Example
———	Incorrect spelling	She is very beutiful.
⬭	Wrong form (grammatical structure)	Dea have two brothers.
S/P	Singular or plural wrong	I have a brother an p two sister.
P ⬭	Punctuation wrong	p She has a long hair ⬭
C	Capitalization wrong	c My name is yusuf.

Adapted from: The Example of Symbols by D Bryne on Harmer, J. 2007.The Practice of English Language Teaching.Essex:Longman

Activity 15

To make your writing better, your teacher will give you some comments.
Teacher's comment:

.....

.....

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EDITING

Activity 16

Now is the time for you to fix up your mistakes. Don't forget to give a title for your text.

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MY DICTIONARY

Large (ks)	: besar
Habit (kb)	: kebiasaan
Height (kb)	: tinggi
Mistake (kb)	: kesalahan
Often (adv)	: sering
Slim (ks)	: ramping
Stylish (ks)	: penuh gaya
Thin (ks)	: tipis
Weight (kb)	: berat

REFLECTION

This is what I can learn from this unit:

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SUMMARY

A descriptive text is a text which focuses on the characteristic features of particular thing, e.g person, animal, place.

Generic structure of the descriptive text:

- Identification
- Description

Grammatical feature :

- Simple present tense

MY UNFORGETTABLE EXPERIENCES

UNIT 2

Do you have an experience that you never forget? It can be an interesting or a terrible experience. Can you tell me what your unforgettable experience is?

Fishing_clipart.com

PRE-WRITING

Study the following text.

www.clipartpanda.com

Our trip to the Blue Mountain

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home. That was very pleasant moment with my family that I ever got.

Addapted from: http://thinkquantum.wordpress.com/2009/11/11/recount-text/

Orientation

Events

Reorientation

www.clipartpanda.com

Activity 2

After studying the text in Activity 1, answer the following questions in a group of three.

1. When did the writer go to the Blue Mountain?

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   .....
   .....

2. With whom did the writer come to the Blue Mountain?

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   .....

3. What did the writer do on Saturday?

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   .....
   .....

4. What did the writer do on Sunday?

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5. What did the writer feel on the story above ?

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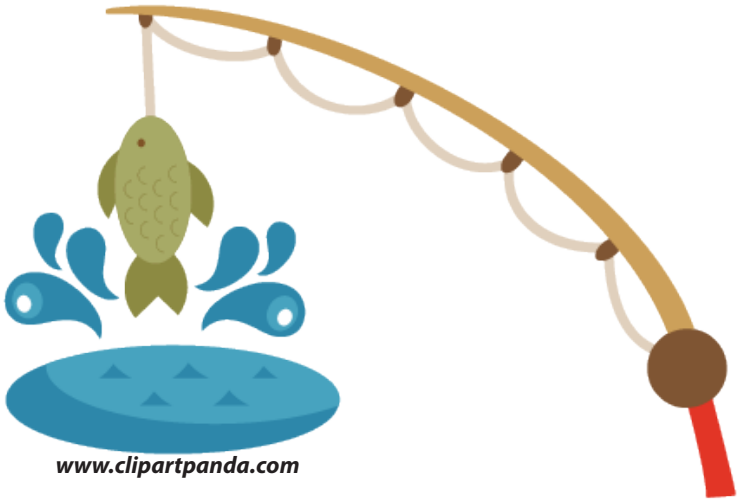
Activity 3

Share your discussions with other groups.



www.clipartpanda.com

Activity 4

Study the following information. Do you understand the information?

RECOUNT TEXT

A recount text is a text that retells what happend in the past.The purpose is to document a series of events and evaluate their significance in some way.

The generic structure of the text:

1. Orientation

   Introducing the participants, place and time

2. Sequences of Event

   Describing series of event that happened in the past

3. Reorientation

   Personal comment of the writer to the story

Activity 5

Study the following formulation.

Fishing_clipart.com

GRAMMAR ZONE

Fishing_clipart.com

Simple Past Tense

We use simple past tense to talk about something that happend in the past.

A. Past Tense Verbal

S + V2

E.g : Last holiday, I went to Borobudur temple.

B. Past Tense Nominal

I, She, He, It → **was**

They, We, You → **were**

E.g: It was an interesting experience.

E.g: I and my family were in Tokyo, last year.

Activity 6

In a group of four, complete the following text with the suitable words.

A Wonderful Holiday

Last holiday, I and my family ..... (go) to Yogyakarta. We..... (visit) so many interesting places there.

We.... (spend) our first day to visit Parang tritis beach. The scenery ..... (be) very beautiful there. On the second day, we.... (visit) Prambanan temple. It.... (be) a huge and unique temple. After visiting Prambanan temple, we....(go) to Malioboro street. I.... (buy) many things there. After shopping in Malioboro street, we... (decide) to go home.

My holiday.... (end) very quickly but I ... (be) very happy. It .... (be) a very wonderful holiday for me.

Activity 7

Share your discussions with other groups.

Activity 8

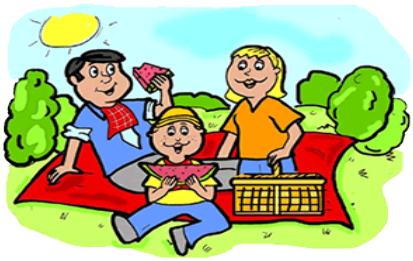
Write three sentences in the form of simple past tense.

1. .....
2. .....
3. .....

Activity 9

Write sentences based on the picture bellow.

1.	**Pict 2.1**	Last Holiday, I and my family went to the Mountain by car. I saw beautiful panoramas on the way to the Mountain.
2.	**Montain** **Pict 2.2**	....

3.	 **Beach** **Pict 2.3**	.....
4.	 **Swimming** **Pict 2.4**	.....
5.	 **Picnic** **Pict 2.5**	.....
6.	 **Camping** **Pict 2.6**	.....

Activity 10

Do you have an experience that you never forget it? Think one of your unforgettable experiences. Then, complete the following frame.

Was it happy or sad experience?

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Where did your experience take place?

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When did your experience happen?

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What was your unforgettable experience?

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What do you think of your experience?

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What happened?

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With whom did you do that?

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Note:
In writing a recount text you use chronological connections, e.g: then, first, next, after that etc

DRAFTING

Activity 11

Write your first draft here by developing your answers in activity 8.

Orientation

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Sequence of events

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Reorientation

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Note:
In writing a recount text you use proper nouns to identify people, animals or things involved.

RESPONDING

Activity 12

Share your work with your partner. He/she will help you to check your work.

Activity 13

Help your partner to find the mistakes by giving them sign as follows:

Symbol	Meaning	Example
▬▬	Incorrect spelling	My dad went to a storre
⬭	Wrong form (grammatical structure)	Last Sunday, my family and I go to Ambarawa
S/P	Singular or plural wrong	P My mother bought some fruit.

P ◯	Punctuation wrong	My sister bought some p vegetables ◯ and fruits there
C	Capitalization wrong	C I went to "museum kereta api"

Adapted from:The Example of Symbols by D Bryne on Harmer, J. 2007. The Practice of English Language Teaching. Essex: Longman.

Activity 14

To make your writing better, your teacher will give you some comments.

Teacher's comment:

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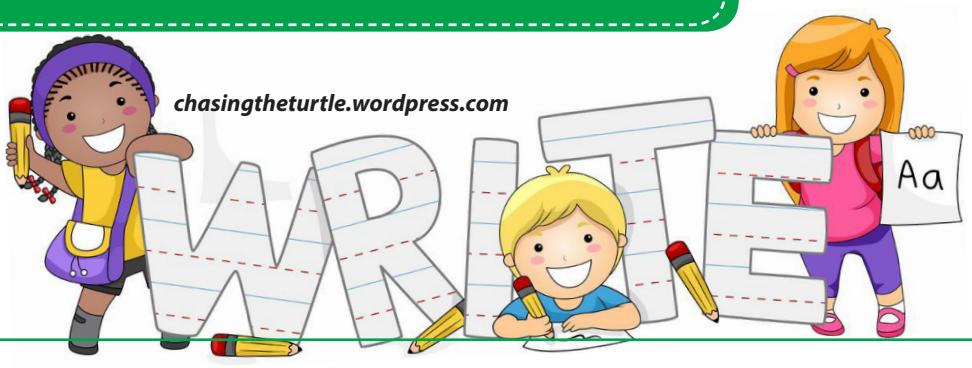
EDITING

Activity 15

Now is the time for you to fix up your mistakes.
Don't forget to give a title for your text.



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MY DICTIONARY

Come *(kk)*	: datang
Exited *(ks)*	: senang
Experience *(kb)*	: pengalaman
Fall *(kki)*	: jatuh
Hook *(kb)*	: kail
Interesting *(ks)*	: menarik
Past *(ks)*	: masa lalu
Terrible *(ks)*	: mengerikan

REFLECTION

This is what I have/can learn from this units:

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SUMMARY

A recount text is a text that retells what happend in the past.

Generic structure of the recount text:

- Orientation
- Events
- Reorientation

Grammatical feature :

- Simple past tense.

MY FAVORITE STORY

UNIT 3

When you were young, did you have a favorite story? It can be a myth, fairy tale, or legend. Can you tell me your favorite story?

PRE-WRITING

Activity 1

Study the following text.

The Ant and the Grasshopper

One summer's day, Grasshopper was dancing, singing happily and playing his violin with all his heart. He saw Ant passing by, bearing along with great toil a wheatear to store for the winter.

"Come and sing with me instead of working so hard", said Grasshopper "Let's have fun together."

"I must store food for the winter", said Ant, "and I advise you to do the same."

"Don't worry about winter, it's still very far away", said Grasshopper, laughing at him. But Ant wouldn't listen and continued his toil.

When the winter came, the starving Grasshopper went to Ant's house and humbly begged for something to eat.

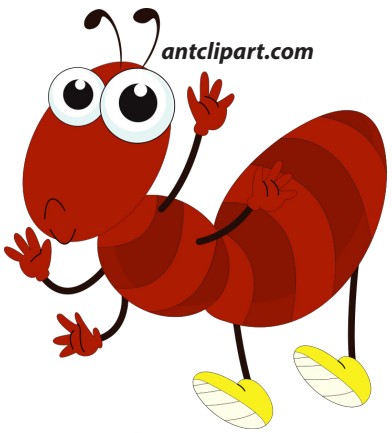
"If you had listened to my advice in the summer you would not now be in need," said Ant. "I'm afraid you will have to go to bed without supper." Then he closed the door.

(taken from: http://squareheadteachers.com /2012/11/13/aesops-fables-collection-free-worksheets/)

Orientation

Complication

Resolution



Activity 2

After studying the text above, answer the following questions in a group of four.

1. Who are the participants of the story?

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2. What did the grasshopper do on the summer's day?

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3. Why did the ant work so hard?

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4. What did the grasshopper do when the winter came?

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5. Why did the grasshopper beg for something to eat?

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6. What can you learn from the story?

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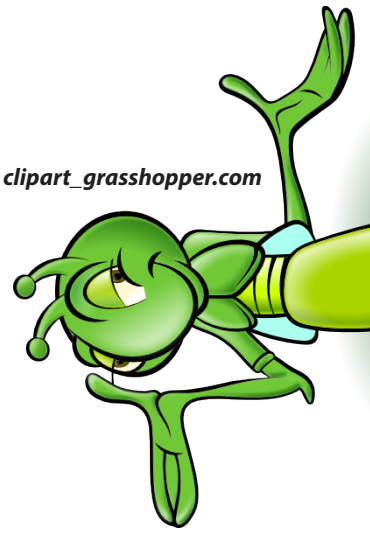


clipart_grasshopper.com

Activity 3

Share your discussions with other groups.

Activity 4

Study the following information. Do you understand the information?

NARRATIVE TEXT

A narrative text is a text that tells a story on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the readers.

The generic structure of the text:

1. Orientation
   It is about the opening paragraph where the participants and characters of the story are introduced.
2. Complication
   A series of the problems in the story developed.
3. Resolution
   The problems in the story is resolved.

Activity 5

To write a narrative text, we use the simple past tense and past continuous tense. You have already learnt simple past tense in Unit 2. Now, you will learn past continuous tense.

GRAMMAR ZONE

Past Continuous Tense

Past continuous tense is used to say that someone is in the middle of doing something at a certain time in the past.

I/He/She	was	V-ing
We/They/You	were	

e.g:

Grasshopper **was dancing, singing happily and playing** his violin with all his heart.

Activity 6

Write three sentences in the form of past continuous tense.

1. .....
2. .....
3. .....

Activity 7

Share your answer with your chairmate. She/he will help you to correct your work.

Activity 8

Study the following information

GRAMMAR ZONE

Sometimes, past continuous tense and simple past tense are used together to tell that something happened in the middle of something else.

1. Past continuous tense + when + Simple past tense
   e.g : He was studying when I came to his house.
2. Simple past tense + while + Past continuous tense
   e.g :I walked into my room while my father and my mother were watching television.

Activity 9

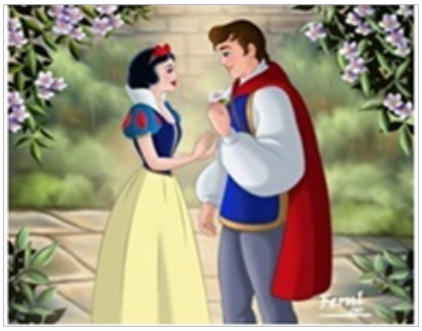
Write three sentences like the examples above.

1. .....
2. .....
3. .....

Activity 10

Make a sentence from two sentences (like the example) by using connection *when or while.*

1.	**Pict 3.1**	• Snow white was singing in the garden. • Her step mother chased away from the castle. <u>Snow white was singing in the garden when her step mother chase away from the castle.</u>

2.	 **Pict 3.2**	• Snow white was sleeping. • The dwarfs came to home. ....
3.	 **Pict 3.3**	• Snow white was alone at home. • The witch gave her an apple. ....
4.	 **Pict 3.4**	• Snow white was sleeping. • The dwarfs waited around her. ....
5.	 **Pict 3.5**	• Snow white was sleeping. • The prince woke her up. ....
6.	 **Pict 3.6**	• Snow white was singing. • The prince gave her a flower. ....

DRAFTING

Activity 11

Watch the video carefully. Then, complete the following table based on the video.

Pict 3.7

Characters :	Problem
Setting :	Solution:

Note:
In writing a narrative text, you use:

- Adverb of time (e.g: Once upon a time, one day, etc)
- Time conjunction (e.g: when, then, suddenly, etc)

red_megaphone_speaker_clipart.com

Activity 12

Have a look at the comic-strips below. They will help you to develop your story.

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Pict 3.13

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Pict 3.14

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Pict 3.15

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Note:

In writing a narrative text, direct speech usually uses simple present tense.

loud-mouth-people-clipart.com

Activity 13

Develop them (activity 6) into a good story.

Orientation

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Complication

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Reorientation

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RESPONDING

Activity 14

Share your work with your partner. He/she will help you to check your work.

Activity 15

Help your partner to find the mistakes by giving them sign as follows:

Symbol	Meaning	Example
———	Incorrect spelling	I really enjoyed my vacasion.
⬭	Wrong form (grammatical structure)	I ⬭(read) a novel when my mother cooked.
S/P	Singular or plural wrong	P My mother bought some novel for me.
P O	Punctuation wrong	p My sister was studying when ⬭(,,) I came to his house.
C	Capitalization wrong	C my stomach did not fell good yesterday.

Adapted from:The Example of Symbols by D Bryne on Harmer, J. 2007. The Practice of English Language Teaching. Essex: Longman.

Activity 16

To make your writing better, your teacher will give you some comments.
Teacher's comment:

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eduofenglish.blogspot.com

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EDITING

Activity 17

Now is the time for you to fix up your mistakes. Don't forget to give a title for your text.

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MY DICTIONARY

Character *(kb)*	: karakter
Educate *(kk)*	: mendidik
Entertain *(kk)*	: menghibur
Problem *(kb)*	: masalah
Solution *(kb)*	: cara penyelesaian
Starve *(kkt)*	: kelaparan
Toil *(kb)*	: bekerja keras

REFLECTION

This is what I can learn from this unit:

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SUMMARY

A narrative text is a text that tells a story on a pattern of events with a problematic and/or unexpected outcome.

Generic structure of the recount text:
1. Orientation
2. Complication
3. Resolution

Grammatical features :
Simple past tense and past continuous tense

PICTURES SOURCES

UNIT 1

Picture 1.1 www.image.google.co.id, picture 1.2-1.7 www.kids-page.com, picture 1.8 www.image.google.co.id

UNIT 2

Picture 2.1 www.canstockphoto.com, picture 2.2 www.clipartpanda.com, picture 2.3 www.clker.com, picture 2.4 www.canstockphoto.com, picture 2.5 www.barn-church.org.uk, picture 2.6 www.canstockphoto.com

UNIT 3

Picture 3.1-3.6 http://spd3159-hktp2010.blogspot.co.id, picture 3.7-3.15 www.youtube.com

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http://thinkquantum.wordpress.com/2009/11/11/recount-text/

www.youtube.com