DESIGNING AN INTEGRATED ENGLISH WORKBOOK
USING STORIES FOR GRADE VII STUDENTS
OF SMP NEGERI 2 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Lucia Thisda
Student Number: 071214117

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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13 June 2012
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Yogyakarta, 17 July 2012
Faculty of Teachers Training and Education
Sanata Dharma University
Dean
Rohandi, Ph.D.
DEDICATION

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes

I dedicate this thesis to:
The God Almighty
My beloved parents
My lovely brother and sister
All of my great friends
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 17 July 2012

The Writer

Lucia Thisda
071214117
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Dibuat di Yogyakarta
Pada tanggal: 17 Juli 2012

Yang menyatakan

Lucia Thisda
ABSTRACT


To gain the purposes of English course based on the School Level-Based Curriculum (SLBC) of 2006 (KTSP in Bahasa Indonesia), students need much exposure to English. They also need to develop motivation and positive attitudes. Providing a workbook is an appropriate alternative to accommodate those needs. However, many English workbooks cannot increase students’ motivation and provide stimulation. Therefore, outside the classroom, students prefer reading storybooks. Considering those, the researcher conducted a research to design an integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta.

The research was conducted to answer one research problem i.e. what is the design of an integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta?

To conduct the research, the researcher employed the adaptation of Borg and Gall’s R&D cycle, consisting of (1) research and information collecting, (2) planning, (3) materials development, (4) materials validation, and (5) revision. Then, to design the workbook, the researcher employed the adaptation of Kemp’s ID model, consisting of (1) identifying students’ characteristics, (2) formulating goals, topics, and general purposes, (3) specifying learning objectives, (4) selecting and organizing subject contents, (5) specifying teaching or learning activities and resources, (6) identifying support services, and (7) revision.

The researcher designed a workbook that had some elements. First, the workbook was designed to accommodate students’ needs of having materials that were appropriate with their characteristics. Second, it applied integrated approach. The goals, topics, and general purposes were formulated from the SLBC of 2006. Then, based on the topics, six units were developed. Third, using Bloom’s taxonomy as the guideline, the learning objectives were specified for each topic. Fourth, the subject contents were selected and organized to cover language expressions, functional spoken and written texts, monologues, essays, grammatical rules, and vocabulary. Fifth, the teaching or learning activities were developed using stories and specified based on TBLT, consisting of three phases, The Beginning, a sequence of tasks, and The Ending. The sequence of tasks covered language exercises (vocabulary and grammar) and communicative activities (listening, speaking, reading, writing, and creative tasks). Then, to use materials in the workbook, some support services were needed. Those elements were gathered based on the result of materials validation.

Keywords: integrated approach, workbook, stories, and TBLT
ABSTRAK


Untuk mencapai tujuan mata pelajaran bahasa Inggris berdasarkan Kurikulum Satuan Tingkat Pendidikan (KTSP), siswa memerlukan pengalaman menggunakan bahasa Inggris. Siswa juga perlu mengembangkan motivasi and sikap yang baik. Menyediakan buku kerja siswa merupakan salah satu pilihan yang tepat untuk memenuhi kebutuhan tersebut. Namun, banyak buku kerja siswa yang tidak dapat meningkatkan motivasi and memberikan dorongan. Sehingga, di luar kelas, siswa lebih senang membaca buku cerita. Dengan mempertimbangkan hal ini, peneliti mengadakan penelitian untuk mengembangkan sebuah buku kerja siswa berdasarkan pendekatan terpadu menggunakan cerita untuk siswa kelas VII SMP Negeri 2 Yogyakarta.

Penelitian ini diselenggarakan untuk menyelesaikan permasalahan, yaitu bagaimana bentuk buku kerja siswa berdasarkan pendekatan terpadu menggunakan cerita untuk siswa kelas VII SMP Negeri 2 Yogyakarta?

Untuk mengadakan penelitian ini, peneliti mengadapati siklus R&D Borg dan Gall, terdiri dari (1) penelitian dan pengumpulan informasi, (2) perencanaan, (3) pengembangan materi, (4) validasi materi, dan (5) revisi. Lalu, untuk mengembangkan buku ini, peneliti mengadapati model ID Kemp, terdiri dari (1) mengenali karakteristik siswa, (2) merumuskan sasaran, topic, dan tujuan umum, (3) menentukan tujuan pembelajaran, (4) memilih dan mengatur pokok bahasan, (5) menentukan aktivitas dan sumber pengajaran atau pembelajaran, (6) mengenali layanan pendukung, and (7) revisi.


Kata kunci: pendekatan terpadu, buku kerja siswa, cerita, and TBLT.
ACKNOWLEDGEMENTS

First of all, I would like to give my greatest gratitude to the God Almighty, for His mercy, blessing, strength, guidance, and the chance to meet great people, make great friendships, get great knowledge, and finish my study at Sanata Dharma University.

I would also give my gratitude to my advisor, Gregorius Punto Aji, S.Pd., M.Hum., for his patience, guidance, support, and inspirations. I am deeply grateful for the knowledge and time he had given to me during the writing process of the thesis. In addition, I am deeply grateful to Carla Sih Prabandari, S.Pd., M.Hum. and Made Frida Yulia, S.Pd., M.Pd., for the feedbacks (opinions and suggestions) and comments. As the evaluators of the materials, they had given a great contribution for the improvement of the materials. I am so thankful to all of the lecturers at Faculty of Teachers Training and Education for being the great educators and secretariat staff for the help, especially related to the administration process.

Next, I warmly thank my beloved family for the never ending love, patience, understanding, prayer, critics, advices, and everything they had given to me. Because of them, I realize that I should not waste too much time for only one thing and keep moving on because time runs so fast.

I would also address my gratefulness for SMP Negeri 2 Yogyakarta, especially the principle, Drs. Emed Heryana, the English teacher, Murtafiah, S.Pd., the grade VII students of class VII B, VII C, and VII D, and the library staff, Mas Meka, for the opportunity to conduct the research, the support, helps,
advices, and the cooperation during the research and information collecting process.

Last, I would thank my great friends, especially Eyik, Oma, Vita, Novi, Pipin, Mei, Mbak Nova, Mbak Vita. They always helped me to check the writing, reminded me about the thesis deadline, gave me useful ideas, sources, and information related to my research, and also encouraged me. It is wonderful to know them and experience great moments together. A special thank is to Oma and Banu, who was very helpful as the models for the listening tasks. “Two thumbs up!”

I greatly expect that this research will be useful and able to give contribution for the academic study and following research.

Lucia Thisda
071214117
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CHAPTER I
INTRODUCTION

This chapter aims to introduce and describe the nature and the content of the research. It provides background information and rationale for the research. It consists of research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

In Indonesia, English is taught in grade VII of junior high school as a foreign language and a compulsory subject. It is taught based on the School Level Based Curriculum of 2006 (in Bahasa Indonesia, it is called Kurikulum Satuan Tingkat Pendidikan or KTSP). It has three purposes. First, students can develop communicative competences at functional level of literacy. It is the ability to recognize and express information, ideas, feelings, and knowledge using spoken or written language in order to solve problems related to the closest situations in daily activities. Second, students have a right sense of the essence (the important quality or features) of English in globalization era. Third, students can recognize the relation between language and culture.

To gain those purposes, it is necessary for students to have much exposure to English. It can be done by doing exercises and practicing using the language not only during the course in the classroom but also outside. Those activities will effectively and efficiently help students to learn the language because they can focus not only on the linguistic rules or features but also the messages being
delivered and the ways (spoken or written) to deliver those messages. Clegg (1990) mentions that “language is normally used to talk or write about things” (p. 253). It is similar to what Dulay, Burt, and Krashen (1982) state, that “students who are exposed to natural language, where the focus is on communication, perform better than those in a formal environment, where the focus is on the conscious acquisition of linguistic rules or the manipulation of linguistic forms” (p. 42).

To gain those purposes, it is also necessary for students to have motivation and positive attitudes toward the English learning and teaching process because both motivation and attitude can influence students’ success or failure. Gardner mentions that “if one is motivated, he or she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc” (as cited in Al-Tamimi & Shuib, 2009, p. 32). In other word, students who have high motivation have much more desire and effort to perform better than students who have lower motivation. It can happen because motivated students know the satisfaction that they will experience in the process.

Then, by having positive attitudes, students can follow and complete the tasks well. It can happen because, according to Wenden, attitudes include three components, cognitive, affective, and behavioral (as cited in Al-Tamimi & Shuib, 2009, p. 33). It means, by having positive attitudes toward the English learning and teaching process, students have positive beliefs and ideas or opinion about the process. Emotionally, they like and want to be involved in the process. As a result, they want to take an action in the process and pay attention to the subject.
The question is how to provide students much exposure to the language and develop their motivation and positive attitudes so that they want to keep practicing either in the classroom or outside. Providing a set of instructional materials, such as a workbook, can be one of the best ways to answer the question. The important point is that the workbook should provide four functions, as a source of language, a learning support, motivation and stimulation, and a reference.

Actually, there are many workbooks for grade VII students of junior high school that can function as a good source of language, a learning support, and a reference. However, in Indonesia, there are limited workbooks that can function as motivation and stimulation. They are identical with a list of questions and printed in black and white. They also have limited, unclear, and often inappropriate pictures. Besides, the topics and materials are not varied.

Alwasilah (2002), a dean from Faculty of Language and Arts Education Indonesian University of Education (UPI), Bandung, states in the Jakarta Post that many workbooks produced locally are not interesting both in content and appearance. It happens because they are written by schoolteachers who lacks of formal qualification (http://www.thejakartapost.com). Mulati (2012), an author and the head of a publisher in Solo, also states in a local newspaper that many publishers do not apply proper content standards. They also employ unqualified editor and uses limited resources (e.g. newsprints) because they run the publishing as a home industry. Besides, there is no supervision from the book agencies, the Teacher Networks (MGMP), the Indonesian Publishers Association (IKAPI), or the Ministry of Education and Culture (http://www.boyolalipos.com).
Because of those reasons, many students only use their workbooks when the English teacher asks them to do the exercises or gives them homework. Otherwise, they are not motivated and often reluctant to use the workbooks, especially to learn a new material or rehearse what they have learned by themselves at home. It happens because they have no curiosity to find the answers or the solutions for the exercises, to review the previous exercises, or move to the next exercises. Usually, once they find some difficulties in doing certain exercises, they will easily get bored and give up.

At home, students like reading storybooks, such as comics, short stories, or series stories. They can spend much time to read storybooks and do not easily get bored with those storybooks. For them, storybooks appear more attractive than workbooks because storybooks are completed with some elements that are closely related to daily life, such as themes, characters, plots, structures, settings, pictures, riddles, or pieces of fact. Those elements not only increase students’ curiosity but also provide enjoyment and improve their knowledge. Those elements also enable them to develop their imagination. Therefore, when reading storybooks, students do not feel a pressure that they should know all about the details in order to understand the content.

Actually, using stories in the English learning and teaching process has been applied for many years. Stories function not only as motivation and stimulation but also a vehicle to improve students’ overall language competences. As it is mentioned by Ellis and Brewster, stories are motivating and fun. They can help to develop positive attitudes towards the foreign language (as cited in Loukia, 2006, para. 27). Loukia (2006) adds that stories expose students to language styles
and uses. Stories also enable the English teacher to integrate grammar, vocabulary and four language skills within certain topic or theme. Besides, stories can develop not only cognitive domain but also affective domain and psychomotor domain (para. 27). In cognitive domain, stories help students to connect language to its practice. In affective domain, attractive plot and colorful pictures can reduce anxiety. In psychomotor domain, stories provide an opportunity for students to have movement, such as by mimicking or playing a game based on the stories being discussed.

When conducting a microteaching, at SMP Negeri 2 Yogyakarta, the researcher tried to use stories in the English learning and teaching process. The researcher found that using stories was effective to gain students’ attention, keep their interest, focus them to the topics, and help them to understand the materials. Students showed good responses to the activities and were curious to find the end of the stories. They also realized that the only way to find it was doing all the exercises. Therefore, they wanted to participate actively in the classroom activities and learn more at home by finishing the exercises.

Many English teachers and students may have known the advantages of using stories in the English learning and teaching process. They may also have experienced the advantages of using stories. However, many of them, as well as the researcher, find some difficulties to take the maximum advantage of using stories. It happens because of some reasons. For examples, it is not easy to select appropriate stories that meet the students’ characteristics and the current curriculum because most of English storybooks are not designed for language learning and teaching purposes, but entertaining purposes. It is also not easy to
find new stories to teach different topics because most of stories in the common English textbooks are not varied. Usually, students have heard the same stories for many times so that they are not interested to discuss the stories again.

Considering the requirement of materials that can provide students much exposure to the language and develop their motivation and positive attitudes, and also the advantages of using stories in the English learning and teaching process, the researcher aims to design an integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta. The workbook can function either as instructional materials for the English teacher to teach in the classroom or supplementary materials for the students to learn by themselves outside.

There are three important points in the design. First, the design is an integrated workbook. Integrated approach is appropriate with the real practice because, in Indonesia, junior high school students do not learn language skills separately as different courses. There is only one course, English course. Here, students learn the four language skills within one continuum framework. They use language to learn and to communicate. Then, workbook is chosen to be the design because this type of educational product provides students much exposure to the target language through many exercises or practices using the language. It is also flexible to be used either in the classroom or outside.

Second, the design uses stories that are developed for entertaining purposes and language learning and teaching purposes. They can function not only as motivation and stimulation but also a vehicle to improve students’ overall language competences. They have some elements, such as themes, characters, plots, structures, settings, etc. The purpose of applying those elements is to create
more interesting, enjoyable, and useful activities. Therefore, students are motivated and curious to use the workbook either in the classroom or outside.

Third, the design uses task-based language teaching (TBLT) conceptual basis and framework because TBLT supports the current curriculum, the SLBC of 2006 (*KTSP*). It also provides effective and efficient conditions for learning and teaching English for grade VII students at *SMP Negeri 2 Yogyakarta* because the activities have some strengths. First, they provide flexibility for the English teacher to adapt or adopt different methods based on students’ needs, introduce authentic texts, and monitor students. Second, they encourage students to use language for learning and communication, help them to develop experiential learning, and expose them to the real-world language uses and purposes.

To gain the aim, the researcher conducts an educational research and development using the adaptation of a small scale of Borg and Gall’s R&D cycle as the research method. Then, to design the workbook, researcher employs the adaptation of Kemp’s ID model.

**B. Research Problem**

Based on the research background, the research problem is:

What is the design of an integrated English workbook using stories for grade VII students of *SMP Negeri 2 Yogyakarta*?

**C. Problem Limitation**

Based on the research problem, the researcher limits the scope of the research based on the discussion of designing an integrated English workbook
using stories for grade VII students of *SMP Negeri 2 Yogyakarta*. It focuses on the principles of integrated approach, the principles of designing an educational product, especially a workbook for the second semester, TBLT conceptual basis and framework, the advantages using stories and elements of story, the education system of VII grade of junior high school, theories, and practices in the context of Indonesian schools, especially at *SMP Negeri 2 Yogyakarta*, and the current curriculum, the SLBC of 2006 (*KTSP*).

D. Research Objectives

Related to the research problem, the research objectives are:

1. To design an integrated English workbook using stories for grade VII students of *SMP Negeri 2 Yogyakarta*. The workbook can function either as instructional materials for the English teacher to teach in the classroom or supplementary materials for the students to learn by themselves at home.

2. To validate the materials through an evaluation by practitioner and expert.

E. Research Benefits

By conducting the research, the researcher expects that the design can provide some benefits for English teachers, grade VII students of junior high school, parents, material designers, and other researchers.

1. For English Teachers

The design provides English teachers instructional materials that enable them to adapt or adopt modern or traditional methods. It helps them to monitor students and give more emphasis on communicative activities, student-centered
learning, and self-directed learning. It helps them to provide students much exposure to the language and develop students’ motivation and positive attitudes toward the English learning and teaching process. It also helps them to create more interesting, enjoyable, and useful activities.

2. For Grade VII Students of Junior High School

The design provides grade VII students of junior school a source of language based on daily life contexts. It provides them a learning support that can enrich their knowledge about language rules or features, the message being delivered, and the ways to deliver those messages. It provides them more interesting, enjoyable, and useful activities. It encourages them to be more active in the English learning and teaching process. It helps them to develop motivation and improve positive attitudes. It also can function as a reference so that they can develop self-directed learning outside the classroom (at home).

3. For Parents

The design provides parents alternative materials to assist their children to learn English at home. It enables them to motivate their children to learn English using more interesting, enjoyable, useful ways. It also provides them an opportunity to involve in the learning process. Therefore, they can monitor the development of their children’s knowledge and skills.

4. For Material Designers and Other Researchers

The design provides an idea for material designers and other researchers who are interested in designing an educational product, especially an English workbook for grade VII students of junior high school, based on the principles of integrated approach and TBLT conceptual basis and framework. It also provides
an idea for them to develop materials using stories and multimedia materials. It will be challenging because students in this era have a high interest in reading. They also concern about the development of technology.

F. Definition of Terms

Definition of terms is presented to give clear explanation to some technical terms that are used in the research.

1. Integrated Approach

Celce-Murcia (2001) defines integrated approach as a teaching approach that “encourages the teaching of all four skills, listening, speaking, reading, and writing, within one general framework of using language for learning as well as for communication” (p. 301). There are two models of integrating instructions, based on content and based on task. The first model is called content-based instructions (CBI). It focuses on what has to be taught (content) in order to develop communicative competences. The second model is called task-based instruction (TBI). It focuses on how things have to be done (activities) to develop communicative competences. In this research, the researcher applies the second model, TBI. The researcher arranges some activities (listening, speaking, reading, and writing tasks) into one continuum framework to show the relation between linguistic forms, communicative functions, and semantic meanings.

2. Workbook

A workbook is one type of educational products. It is different from a textbook because it focuses on providing activities rather than presenting theories. It can function either as instructional materials or supplementary materials.
Instructional materials are a set of materials that are designed and used in main learning and teaching process in the classroom. They are also called as the main materials. Then, supplementary materials are additional materials used to support the main materials, rehearse the discussed materials, and enrich students’ knowledge.

In this research, the researcher designs a workbook that can function either as instructional materials or supplementary materials. The workbook consists of some units that are determined based on topics. Each unit provides some activities that are developed using stories and specified based on TBLT conceptual basis and framework. The workbook is also completed with some visual, audio, and audio-visual materials. They were adopted, adapted, and developed based on subject contents.

3. Story

Based on Oxford dictionary, a story is a series of events and description of people that the writer or speaker has invented in order to entertain people (“Story”). In Literature, it is classified as prose or narrative fiction. Roberts and Jacobs (1987) mention, “fiction originally meant anything made up, crafted, or shaped… based in the imagination of the writer” (p. 58). It includes novels, short stories, myths, parables, romances, and epics. All of them have common elements, such as themes, characters, plots, structures, and settings. They also have other elements that function as tools of presentation, such as narration, style, point of view, description, dialogue, commentary, etc.

In this research, the researcher develops some stories that can be used not only for entertaining purposes but also for language learning and teaching.
purposes. The format of the stories (including the form, type, and theme) is determined based on students’ interest. Then, elements of the stories (especially the characters, plots, and settings) are determined to present subject contents and teaching or learning activities. Finally, the titles of the stories are determined to represent the content of the story and attract students’ curiosity.

4. **Task-Based Language Teaching**

Task-based language teaching (TBLT) is a supportive methodological framework that aims to provide a rich and comprehensible exposure to language in real-world uses or purposes. Based on Hong Kong Ministry of Education’s argument, TBLT is an approach that:

- aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in authentic practical and functional use of language for meaningful purposes… the role of task-based language learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks (as cited in Nunan, 2004, p. 13-14).

It is valid to teach any target language, including foreign language because, according to Nunan (2004), TBLT strengthens important principles and practices, such as the need-based approach, communicative language teaching, the introduction of authentic text, process-focused learning, experiential learning, and the real-world language uses and purposes (para. 1).

In this research, the researcher uses TBLT conceptual basis and framework to specify the teaching or learning activities. Therefore, the researcher uses the term of tasks to refer activities in the workbook. The researcher also considers TBLT key concepts of assessment to determine the tasks. The tasks have three important elements, goals, input, and procedure. Then, the types of the tasks are
determined based on Willis’ classification. Finally, the researcher grades, sequences, and integrates the tasks into one continuum framework. The researcher adapts the three-phase sequence (based on Nunan) and a ten-step procedure (based on Richard, Hull, and Proctor).

5. Grade VII Students of SMP Negeri 2 Yogyakarta

*SMP Negeri 2 Yogyakarta* is one of favorite and qualified junior high schools in Yogyakarta. It is located at Senopati Street, number 28-30, Yogyakarta. The school uses semester system. In a year, there are two semesters, and each semester lasts for six months. The school uses the SLBC of 2006 (*KTSP*) to plan, implement, evaluate, manage, and administrate the educational programs. Based on the curriculum, English is taught as a part of aesthetic course. In a week, there are 4 meetings, and each meeting lasts for 40 minutes.

In this research, the researcher selects grade VII students of *SMP Negeri 2 Yogyakarta* as the focus of the research. They are selected as the sample of the research because they have some characteristics that meet the aim of the research. First, they are in the first semester of grade VII of junior high school. Second, they have learned English at least from grade IV of elementary school. Third, they need English materials that can provide much exposure to English and develop their motivation and positive attitudes toward the English learning and teaching process.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims to present the theoretical writing and research. It consists of theoretical description and theoretical framework. The theoretical description discusses the theories that are directly relevant to the research. The theoretical framework discusses the adaptation of the research method and instructional design method that are used in the research.

A. Theoretical Description

This section consists of research and development method, instructional design method, integrated approach, story, task-based language teaching, the SLBC of 2006 (KTSP), and grade VII students of junior high school.

1. Research and Development Method

Borg and Gall (1983) define research and development (R&D) as “a process used to develop and validate educational products” (p. 772). The method is used to produce educational products that are ready for operational use in the learning and teaching process at school. The process is not only limited in designing textbooks but also involves media, teaching methods, strategies, workbooks, and supplementary materials. As it is mentioned by Borg and Gall (1983), that:

The term ‘products’ include not only material objects, such as textbook, instructional films, and so forth, but are also intended to refer to established procedures and processes, such as a method of teaching or a method of organizing instruction (p. 772).
The method is accountable because the process involves a validation where the design is evaluated by practitioners and experts.

There are ten major steps in R&D cycle. Before applying the cycle, it is important to define the educational product to be developed in specific description. Borg and Gall (1983) explain that it includes overall narrative description of the product, definite outline of how the product will be used, and specific objectives of the product (para. 776). Then, it is continued with the ten steps of the R&D cycle. They are:

a. Research and information collecting. It includes review of literature, classroom observation, and preparation of report of state of the art. The purposes are to determine the state of the knowledge in the area of concern and explain how the knowledge can be applied.

b. Planning. It includes defining skills, stating objectives, determining course sequence, small scale feasibility testing, and estimation of budget, time allocation, and manpower.

c. Developing preliminary form of product. It includes preparation of instructional materials, tasks (activities), supporting media or teaching aids, handbooks, and evaluation devices.

d. Preliminary field testing. It is conducted in 1 to 3 schools, involving 6 to 12 subjects. Interview, observation, and questionnaire data are collected and analyzed. The purpose is to obtain feedback.

e. Main product revision. It is a revision of the product as suggested by the result of the preliminary field-test. The purpose is to revise and improve the quality of the product.
f. Main field testing. It is conducted in 5 to 15 schools, involving 300 to 100 subjects. Quantitative data on subjects’ precourse and postcourse performance are collected. Results are evaluated with respect to course objectives and compared with control group data. The purpose is to determine the success of the product and measure whether the design meets the objectives or not.

g. Operational product revision. It is a revision of the product as suggested by the result of the main field-tests. The purpose is to revise and improve the quality of the product.

h. Operational field testing. It is conducted in 10 to 30 schools, involving 40 to 200 subjects. Interview, observation, and questionnaire data are collected and analyzed. The purpose is to determine whether the product is ready for operational use or not.

i. Final product revision. It is a revision of the product as suggested by the result of the operational field-test. The purpose is to revise and improve the quality of the product.

j. Dissemination and implementation. Dissemination is a process of reporting or demonstrating the product in journals or at professional meetings. It includes working with publisher who assumes commercial distribution and monitoring the distribution to provide quality control. Then, implementation is a process of using the product in real condition, such as classroom activities.

   Based on Borg and Gall’s (1983) experience in developing Minicourse 1 using portable video tape equipment, they found that the process was “difficult and time consuming”. They required “a large and competent professional staff and significant long-term financial support” (para. 792). It happened because they had
to carefully plan the procedure in order to anticipate the deficiencies and failures in the equipment, provide the equipment, frequently encounter the local school administrators in order to carry the minicourse through the entire cycle, and soon. It means R&D cycle is often a time-consuming and expensive process. The process is often beyond the ability of most schools or undergraduate students. Therefore, it is not necessary to take all the ten steps of R&D cycle. Borg and Gall suggest undergraduate students to carry out a small scale R&D cycle by modifying and limiting some of the steps.

2. Instructional Design Model

Smith and Ragan (1999) define instructional design (ID) as “the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation” (p. 2). There are many models of ID that have been developed for various instructional purposes. One of them is an ID model suggested by Kemp. The ID model has some strengths. First, it involves clear and specific stages. Second, it provides flexibility in determining the sequence of the stages and conducting the revision.

In determining the sequence, Kemp (1977) mentions that a designer can start the process from any stage. It is possible because the ID model consists of eight “interdependence” stages (para. 9). Interdependent means each stage can be considered separately and in sequence. For example, a designer wants to design supplementary materials. Normally, the process is started by specifying goals, topics, and general purposes. When the designer has already had the list of goals, topics, and general purposes, the process can be started by identifying students’
characteristics. Then, it is continued by specifying which goals, topics, and general purposes that meet the students’ characteristics and soon. However, it cannot be directly started by specifying learning objectives or selecting and organizing subject contents because, the designer has to know the specific goals, topics, and general purposes.

It means, although the designer can start the process from any stage, the designer needs to remember that some stages cannot be conducted before certain stages are completed. It happens because all stages are related each other. They also may affect each other. Therefore, the designer should carefully consider which stage can be place at the initial process, which can follow it, and which is flexible. After that, the designer determines the sequence of the stages.

In revision, the designer can start the process from any stage where lacks and weaknesses are found. It can be done after the designer conducts all the stages or when conducts each stage. Kemp (1977) illustrates that it can be done back and forth for each stage before continue to other stages (para. 9). Besides, the designer does not need to repeat all stages based on the sequence that has been determined. Therefore, the ID model is useful for a large-scale program involving large group of people or sources. It can minimize the budget, time allocation, and manpower. Kemp’s ID model (1977) consists of eight stages, they are:

a. **Goals, Topics, and General Purposes**

Kemp (1977) mentions three sources of identifying goals, society, students, and subject area (para. 14). The goals should state and recognize changes in students’ needs and interests, as well as changes in the needs of society and its institution. After that, it is continued by selecting topics that will be the scope or
basis of the instructional materials. The topics are arranged in a logical organization, such as based on the level of difficulty. Then, general purposes should be listing as well as the goals and the topics.

b. Learner Characteristics

According to Kemp (1977), the next stage is obtaining information about the students’ capabilities, needs, and interests (para. 18). It involves four factors, academic, social, learning conditions, and learning styles. It is very important to help the designer in determining the topics and level of difficulty, sequencing the objectives and the depth of treatment, and selecting the activities. Questionnaire, interview, pre-assessment test, attitudinal surveys, students’ cumulative records, and consultations can be used to get the information.

c. Learning Objectives

Learning objectives refer to specific and measurable language behaviors. Kemp (1977) states four benefits of specifying objectives. First, objectives function as the design framework. Second, objectives inform students what they will acquire. Third, objectives help the designer in selecting and organizing the subject content, and selecting type and extent of activities. Fourth, objectives provide a basis for the evaluation and the best means for communicating what is to be taught and learned (para. 34). Objectives are stated in terms of activities that students should accomplish in order to achieve the basic competence and will promote learning. They cover three major categories, cognitive domain, affective domain, and psychomotor domain. In determining the level of difficulty of each domain, the designer can use Benjamin S. Bloom’s, David R. Krathwohl’s, or Robert M. Gagne’s taxonomies as the guideline.
d. **Subject Content**

Kemp (1977) states that subject contents are closely related to objectives and students’ capabilities, needs, and interests. This stage involves selecting and organizing specific knowledge (facts and information), skills (step-by-step procedures, conditions, and requirements), and attitudinal factors of each topic (para. 43-44). Similar to sequencing objectives, in selecting and organizing subject content, the designer can use Benjamin S. Bloom’s, David R. Krathwohl’s, or Robert M. Gagne’s taxonomies as the guideline.

e. **Pre-Assessment**

Pre-assessment is important to specify to what extent students have acquired the necessary prerequisites for studying the topics and what the they may have already mastered about the subject to be studied. There are two types of assessment, pre-requisite testing and pre-testing. Kemp (1977) writes that a prerequisite assessment determines the students’ background knowledge related to the discussed topic. Then, the pre-testing determines which of objectives that the students may have already achieve (para. 51).

f. **Teaching or Learning Activities and Resources**

After completing the previous five stages, Kemp (1977) suggests that the designer must determine the most efficient and effective methods (para. 55). It can be done by recognizing the strengths and weaknesses of the method. Then, the designer selects the types of the materials, activities, media, and resources. In selecting the media, the designer should consider the amount of the students (small groups or large groups), the type of the activities (individual, in pairs, or in groups), the type of the materials (audio, visual, or audio-visual).
g. Support Services

According to Kemp (1977), support services “include funds, facilities, equipment, and personnel whose time must be scheduled for participation in the instructional plan” (p. 84). Considering available support services is important to make sure whether the design can be successfully conducted or not.

h. Evaluation

Evaluation is conducted to measure whether the design has met its objectives or not. It can be in form of standards of achievement test, paper-and-pencil test, or performance evaluation. It can be conducted using audiovisual or other materials, e.g. games, simulations, or role playing. It can be formative or summative. The stages are illustrated on Figure 2.1.

![Figure 2.1 Kemp's ID Model (1996, p. 9)](image-url)
In the Figure 2.1, the circle form indicates that the ID model consists of interdependent stages. The connectors between the stages indicate the relation of the stages and that the stages may affect each other. The revision is in the middle. The broken lines indicate that it can be conducted directly to all stage and can be started from any stage. Then, the arrows indicate that it can be done back and forth to each stage.

3. Integrated Approach

Celce-Murcia (2001) defines integrated approach as a teaching approach that “encourages the teaching of all four skills, listening, speaking, reading, and writing, within one general framework of using language for learning as well as for communication” (p. 301). It means language is used in listening, speaking, reading, and writing activities, as a vehicle to learn the language itself and to communicate. Nunan, illustrates the implementation of the approach into following procedure:

1. Identify the general contexts and situations in which the learners will communicate.
2. Identify the communicative events that the learners will engage in.
3. Make a list of the functional goals that the learners will need in order to take part in the communicative events.
4. List the key linguistic elements that learners will need in order to achieve the functional goals.
5. Sequence and integrate the various skill elements identified in steps 3 and 4 (as cited in Celce-Murcia, 2001, p. 63).

There are two models of integrating instructions, based on content and based on task. The first model is content-based instructions (CBI). Brinton, Snow, and Wesche define content-based instructions as "the integration of a particular content with second language-teaching aims" (as cited in Madrid, 2003, p. 115). Madrid (2003) explains that “the students, thus, receive curricular information and
do their academic tasks in the TL and, at the same time, acquire the L2/TL in a very natural way” (p. 115). It means the focus of the model is on what has to be taught (content) in order to develop communicative competences. The content itself can refer to the information or subject matter. There are three types of CBI models, theme-based, sheltered, and adjunct language instruction. Brinton, Snow, and Wesche explain that:

Theme-based courses are organized around topics, themes or modules and the language operates as the subject matter. Sheltered content instruction includes a subject matter course taught to a segregated or separated class of TL learners taught by a content area specialist. The adjunct language instruction provides two linked courses—a language course to consolidate the linguistic points and the content course where the students focus on the subject matter (as cited in Madrid, 2001, p. 126).

The second model is task-based instruction (TBI). The focus of the model is on how things have to be done (activities) in order to develop communicative competences. Nunan (2004) states that it can be done by arranging some activities (tasks) into “one continuum framework” to show the relation between linguistic forms, communicative functions, and semantic meanings. It is possible because, language items are not “isolated entities” that should be learned one at a time in step-by-step process (para. 114). Further discussion about task-based instructions is presented in the task-based language teaching (TBLT) section.

Here are some underlying principles of teaching grammar, vocabulary, and four language skills to consider in applying integrated approach.

a. Teaching Grammar and Vocabulary

Grammar and vocabulary are important elements. Diane Larsen-Freeman defines teaching grammar as a process of “enabling language students to use linguistic forms accurately, meaningfully, and appropriately” (as cited in Celce-
According to Larsen-Freeman, it involves three dimensions. First, structure or form is dealing with how the language is formed. Second, semantics or meaning is dealing with what the language means. Third, pragmatics or use is dealing with when or why the language is used (as cited in Celce-Murcia, 2001, para. 252-253).

Jeanette S. Decarrico states that “lexical competence is a central part of communicative competence, and teaching vocabulary is a central part of teaching language” (as cited in Celce-Murcia, 2001, p. 297). It involves some activities that develop students’ three mental process (memory, storage, and retrieval processes). The purpose is to promote students’ deep level process, short-term memory and long-term memory (as cited in Celce-Murcia, 2001, para. 286-289). The activities focus on the meaning of a word, its part of speech, its word family, word associations, word combinations, collocations, and idioms.

b. Teaching Four Language Skills

Language skills involve listening, speaking, reading, and writing. First, according to Denes and Pinson, listening is a fundamental skill because it establishes a base for the development of oral language within the “speech chain” (as cited in Celce-Murcia, 2001, p. 70). Joan Morley also writes that it can be “a vehicle for teaching elements of grammatical structure and allow vocabulary items to be contextualized within a body of communicative discourse” (as cited in Celce-Murcia, 2001, p. 70). It means, teaching listening is very important to develop grammar and vocabulary skills. There are four models of listening activities, listening and repeating, listening and answering comprehension questions, listening tasks for functional purposes, and interactive listening.
Second, speaking is the most basic mean of communication. Therefore, Anne Lazaraton notes that in teaching speaking, “learners should be allowed and encouraged to initiate communication when possible, to determine the content of their responses and contribution, and to evaluate their own production and learning progress” (as cited in Celce-Murcia, 2001, p. 104). Speaking activities involve drills, discussions, speeches, role plays, conversations, and audio-taped oral dialogues. The focus of the activities can be on either the fluency or accuracy. Speaking is also related to pronunciation, sound system. Pronunciation involves intonation, rhythm, reduced speech, linking, and word stress.

Third, Anne Ediger explains that reading is “a complex, interactive process” because it requires several skills and knowledge (as cited in Celce-Murcia, 2001, para. 154). The examples are automatic recognition skills (identify words and text), synthesis and evaluation skills (read, compare, think critically, and decide relevant information), and monitoring skills (reflect what is doing), grammar and vocabulary knowledge, formal discourse structure knowledge (how a text is organized, and information is put together), content background knowledge, and monitoring knowledge.

Fourth, Elite Olshtain affirms that “writing is a communicative activity that needs to be encouraged and nurtured during the language learner’s course of study” (as cited in Celce-Murcia, 2001, p. 207). It means simultaneous writing activities are very important to support the development of students’ writing knowledge and skills. Writing activities involve sound-spelling correspondence matching, tracing letters, words, or sentences, meaningful copying activities, filling in of forms, brainstorming, listing, clustering, summarizing, and free
writing. The focus can be on either the form (linguistic accuracy and content organization) or meaning.

4. **Story**

Based on Oxford dictionary, a story is a series of events and description of people that the writer or speaker has invented in order to entertain people (“Story”). In literature, it is classified as prose or narrative fiction. Roberts and Jacobs (1987) mention that “fiction originally meant anything made up, crafted, or shaped… based in the imagination of the writer” (p. 58). It includes novels, short stories, myths, parables, romances, and epics. All of them had common elements, such as themes, characters, plots, structures, and settings.

Themes are related to what the writer says about life. They become the central of ideas that can unify other elements. Then, character is the representation of human beings that determine thoughts, speeches, and behaviors. Interactions between the characters involved in a story are developed through dialogues, actions, and commentaries. After that, plot is a series of events based in the conflicts of the characters’ motivations that make up the story. It forms certain structure of complication, crisis, climax, and resolution or denouement. Last, setting is related to the time and location where the series of events happens.

Besides those elements, there are other elements that function as tools in presenting the story, such as narration, style, point of view, description, dialogue, commentary, tone and irony, and also symbolism and allegory. All of them focus on how the writer uses language to form the story. Style is related to the words that the writer uses to tell the story. Then, point of view, description, dialogue, and commentary are related to the position of details in the story and way of
presenting details in the story. After that, tone is related to attitude and control. Last, symbolism and allegory are related to the extension of meaning.

Using Stories in language learning and teaching has been applied for many years. It happens because using stories has many advantages. Some of them have been mentioned in the research background. In addition, stories can encourage students’ personal and social development, confidence, and positive attitudes towards the foreign language and culture. Those are possible because stories are a useful tool in linking fantasy or imagination with real world. Stories also consist of cross-cultural information.

5. Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is a supportive methodological framework that aims to provide a rich and comprehensible exposure to language in real-world uses or purposes. Based on Hong Kong Ministry of Education’s argument, TBLT is an approach that:

- aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in authentic practical and functional use of language for meaningful purposes… the role of task-based language learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks (as cited in Nunan, 2004, p. 13-14).

It is valid to teach any target language, including foreign language because according to Nunan (2004), TBLT strengthens important principles and practices, such as the need-based approach, communicative language teaching, the introduction of authentic text, process-focused learning, experiential learning, and the real-world language uses and purposes (para. 1). Those principles and practices become very important because the point of departure of English
learning and teaching process is to enable students communicate using English in order to perform the real-world activities.

a. A Conceptual Basis of TBLT

Nunan (2004) explains that “an important conceptual basis for TBLT is experiential learning” (p. 12). It means through personal experience students form their knowledge, improve their skills, and develop their personal growth. They also become self-directed, and responsible for their own learning. According to Kohonen, experiential learning consists of six rules of action (as cited in Nunan, 2004, para.12).

1). Encourage the transformation of knowledge within students rather than the transmission of knowledge from the teacher to the students.
2). Encourage students to participate actively in small collaborative groups.
3). Include a holistic attitude towards subject matter rather than a statistic, atomistic, and hierarchal attitude.

In order to understand the framework of TBLT in learning and teaching, it is important to understand the definitions of task.

b. Definitions of Task

The definitions of tasks are varied according to the extent of the concepts that some experts propose. Prabhu defines a task as “an activity which required learners to arrive at an outcome from given information through some process of
thought, and which allowed teacher to control and regulate that process” (as cited in Sanchez, 2004, p. 47). Then, Long defines a task as “a piece of work undertaken for oneself or for others, freely or for some reward” (as cited in Sanchez, 2004, p. 47). Those definitions imply that tasks can be categorized into two. First, a task can be related to a performance in daily life. Some experts call it a real-world task or a target task. Second, a task can also be related to a performance in the classroom. Some experts call it a pedagogical task.

Other expert, such as Nunan, defines a task as “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language, while their attention is principally focused on meaning than form” (as cited in Sanchez, 2004, p. 49). Skehan also notes that a task is “an activity in which meaning is primary, there is a problem to solve, the performance is outcome evaluated, and there is a real world relationship” (as cited in Sanchez, 2004, p. 49). Similarly, Estaire and Zanon distinguish tasks into “communication tasks” that focus on meaning and “enabling tasks” that focus on linguistic aspects, such as grammar, vocabulary, pronunciation, functions, and discourse (as cited in Littlewood, 2004, para. 320). On the other side, J. Willis (1996) defines a task as “an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (as cited in Sanchez, 2004, p. 49). Similarly, Ellis mentioned that tasks are always communicative activities, and the non-communicative activities are called exercises (as cited in Littlewood, 2004, para. 321).

Those definitions imply that performance in the classroom (pedagogical tasks) can be categorized into two. They are form-focused activities and meaning-
focused activities. However, the activities are not two separate categories, but a continuum process. The reason is that because both form and meaning are important in language learning. Littlewood illustrates the continuum process of the activities in Table 2.1.

Table 2.1 A Continuum Process (as cited in Littlewood, 2004, p. 322)

<table>
<thead>
<tr>
<th>Focus on forms</th>
<th>Focus on meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-communicative learning</td>
<td>Structured communication</td>
</tr>
<tr>
<td>Pre-communicative language practice</td>
<td>Communicative language practice</td>
</tr>
<tr>
<td>Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, ‘discovery’ and awareness-raising activities</td>
<td>Practicing language with some attention to meaning but not communicating new messages to others, e.g. ‘question-and-answer’ practice</td>
</tr>
<tr>
<td>‘Exercises’</td>
<td>‘Tasks’</td>
</tr>
<tr>
<td>‘Enabling tasks’</td>
<td>‘Communicative tasks’</td>
</tr>
</tbody>
</table>

**c. A Framework of TBLT**

Although there are some different definitions of task that have been developed by some experts, Nunan (2004) tries to develop a framework to link the gap. He proposes three concepts of task. First, a task can be defined from two points of view, a performance in daily life and a performance in the classroom. He calls a performance in daily life as “a target task” or “real-world task”. It is the point of departure in language learning and learning process. Therefore, a target task should be transformed into “a pedagogical task” to create learning opportunities in the classroom (para. 19).
Second, a task is a set of classroom work that consists of from the simple and short activities to more complex and longer activities. Therefore, Nunan (2004) categorizes pedagogical tasks into “rehearsal tasks” and “activation tasks” (para. 20). Rehearsal tasks give students opportunities to prepare and practice what they have learned from the teacher. Then, activation tasks give students opportunities to reproduce or manipulate what they have learned from the teacher.

Third, a task is a set of classroom work that focuses on form and meaning. Therefore, a pedagogical task involves two dimensions. The first dimension is activities that focus on meaning. They are called meaning-focused activities. The second dimension is activities that focus on forms (structures of language, how they are formed, and what they mean). They are called form-focused activities. Nunan (2004) calls form-focused activities as “enabling skills” (para. 22).

Then, Nunan (2004) adds that enabling skills involve “language exercise” and “communicative activities” (para. 23-24). Language exercise focuses on lexical, phonological, or grammatical system. Communicative exercises provide manipulative practices of a restricted set of language items that have an element of meaningful communication. The framework is presented in Figure 2.2.

![Figure 2.2 Nunan's TBLT Framework (2004, p. 25)](image)
d. **Elements of Task**

There are three important elements of tasks, goals, input, and procedures. Goals are the intentions behind the tasks. Based on Nunan’s point of view (2004), goals may relate general outcomes or directly describe the teacher’s or students’ behaviors (para. 42). There are communicative, sociocultural, learning-how-to-learn, and language and cultural awareness goals. According to Nunan (2004), input refers to “the spoken, written, and visual data that learners work with in the course of completing a task” (p. 47). Using authentic data or real-world resources as an input is necessary because the language is natural, they contain complete and meaningful message, provide linguistic clues (a layout, pictures, colors, symbols, and a physical setting), and have relevance to the reality. Then, Nunan (2004) explains that “procedure specifies what learners will actually do with the input” (p. 47). In other word, procedure is a step-by-step ways or sequences that form a systematic cycle.

e. **Types of Task**

Willis (1996) suggests six types of task, listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks (para. 26-27)

1). **Listing**

The goal of listing is to complete a list or draft a mind map related to the topic being discussed. The procedures involve brainstorming and fact-finding. In brainstorming, students draw a mind map based on their own knowledge and experiences by listing everything that they know. In fact-finding, students find out things related to the topic by asking each other and referring to books.
2). Ordering and Sorting

The goal of ordering and sorting is to set information or data according to specific criteria. The procedures involve sequencing, ranking, categorizing, or classifying the things that students find through brainstorming and fact-finding. In this process, students put the information in certain order and categorize it based on certain criteria.

3). Comparing

The goals of comparing are to match, assemble, or identify similarities and differences. The procedures involve matching, finding similarities, and finding differences. In matching, students match information from two different sources. In finding similarities and differences, students compare and contrast two or more sets of information.

4). Problem Solving

The goal of problem solving is to find solution to the problem. Here, presenting a real-life problem is very important. It can involve students in expressing hypothesis, describing experiences, comparing alternatives, evaluating, and agreeing a solution. As a result, they can develop their intellectual and reasoning power. Considering the complexity of the problem is also very important because it will influence the process and the time. The procedures involve analyzing real or hypothetical situations, reasoning, and decision making.

5). Sharing Personal Experiences

The goals of sharing personal experiences are to encourage students to talk more freely about themselves and share their experiences with other students. Sharing personal experiences can also encourage students to listen to their friends’
experiences. The procedures involve narrating, describing, exploring and explaining attitudes, opinions, and reactions.

6). Creative Tasks

The goal of creative tasks is to encourage students to complete a project in order to reproduce language based on the models that have been provided or based on their own creativity. It can be done in pairs or groups. In this process, out-of-class research, organizational skills, and team-work are very important. The procedures involve combinations of task types that have been mentioned above. The examples of the activities are preparing a snack, writing diaries, investigating habits and daily activities, producing a class magazine, or performing an interaction that may occur in the real-world situations.

The strength of the classification is that it can be used to develop various tasks on whatever topics that have been selected. It also shows clear goals and procedures, with starting points and follow-up tasks.

f. Grading, Sequencing, and Integrating Tasks

Richards, Platt, and Weber describe grading as:

the arrangement of the content of the language course or textbook so that it is presented in a helpful way. Gradation would affect the order of which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learners (as cited in Nunan, 2004, p. 113).

It means grading is a process of ordering subject contents based on their complexity, importance, and frequency. Complexity is dealing with which subject contents are easy or difficult. Importance is dealing with which subject contents are the most important or less important. Frequency is dealing with which subject contents are rarely or often discussed.
There are two factors that can influence grading process. They are student factors and procedural factors. Brindley mentions that student factors involve confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge or awareness, and linguistic knowledge. Then, procedural factors involve relevance, complexity, amount of context provided, processibility of language, amount of help, degree of grammatical complexity, time allotment, and follow-up activities (as cited in Nunan, 2004, para. 120-124).

Next, sequencing is the step-by-step procedure in presenting subject contents. There are many ways of sequencing subject contents. Nunan (2004) generates two points of view in sequencing subject contents, within an instructional cycle and a task. First, sequencing subject contents within an instructional cycle (based on cognitive and performance demands) consists of processing (comprehension) activities, productive activities, and interactive activities. Second, sequencing subject contents within a task consists of a pre-task phase, a task-proper phase, and a follow-up phase (para. 126-128).

1). Pre-Task Phase

Pre-task phase is a process of schema building. The purpose is to introduce and orient students to the topic and the tasks. Besides, the purpose is to generates students’ interest and rehearse essential language. The examples of the activities are providing a model (pictures, text, audio, or audio-visual model), generating interest, engaging students in non-task activities (brainstorming, eliciting and providing vocabulary, comparing ideas, or sharing experience), and providing students an opportunity to plan how to perform the tasks.
2). **Task-Proper Phase**

The purpose of task-proper phase is to engage students in planning, practicing, producing, performing, and presenting the tasks. The examples of the activities are practicing a dialogue or a written exercise, performing a simple role-play, delivering a short monologue, or constructing a functional text based on the given structures, forms, or topics.

3). **Follow-Up Phase**

The purposes of follow-up phase are to repeat tasks using different or freer situations, reflect the performance of the previous tasks by summarizing, commenting, suggesting, discussing, or reporting, and give more attention to the form by reviewing the errors. In this phase, giving feedback is very important so that students can perform better in the next activities.

The three-phase sequence is the most common procedure. However it is not the only procedure to sequence subject contents within a task. Richard, Hull, and Proctor sequence tasks into more detailed procedure. It is called “a ten-step procedure” (as cited in Nunan, 2004, para. 102-103).

1). **Snapshot**

It presents real-world information that introduces the topic of a unit or cycle and develops vocabulary. Follow up questions can be used to personalize the topic and develop the discussion of the material.

2). **Conversation**

It introduces new grammar or vocabulary in a communicative context and presents functional and conversational expressions. It becomes the part of improving speaking skills.
3). **Grammar Focus**

It presents controlled and freer communicative activities using the introduced grammar. In controlled activities, students do exercises based on certain requirements that have been already introduced by the teacher. In freer activities, students can use the grammar based on their personal context.

4). **Fluency Exercise**

It provides personal practices of the related material and increase the opportunity of individual practice. However, it can be done in forms of pair, group, whole class, or role play activities. It can include oracy and literacy fluency.

5). **Pronunciation**

It focuses on important features of spoken language, such as sounds, stress, rhythm, intonation, reductions, and blending. It functions to support speaking and reading skills.

6). **Listening**

It develop a wide variety of listening skills, such as listening for gist, listening for details, and inferring meaning from the context. charts, graphics, or tables can be used to support it.

7). **Word Power**

It develops students’ vocabulary through word maps or collocation exercises. It includes the understanding on meanings, synonyms, antonyms, word families, collocations, and word uses. It can be followed by oral and written activities to help students understand the meaning and the use of the vocabulary based on certain context.
8). **Writing**

   It includes practical writing activities that extend and reinforce the materials and help students to develop compositional skills. It includes forming correct sentences, organizing sentences into a paragraph, and organizing paragraphs into a composition.

9). **Reading**

   It develops reading skills, such as reading for details, skimming, scanning, and making inferences. Pre-reading and post-reading questions can be used to develop the discussion.

10). **Interchange Activity**

   It encourages students to personalize what they have practiced in previous steps and learned to implement their knowledge in real communication. It involves pair work, group work, and whole-class activities, such as information sharing and role playing.

   Nunan (2004) mentions that the strength of the ten-step procedure is that it encourages students to see, hear, and use the target language in order to link linguistic forms and communicative functions (para. 101). It means the procedure show the integration of the activities. The activities focus on both form and meaning. They are also arranged in a sequence way that shows a continuum process.

   Last, integrating means a process of combining or linking two or more different items into one continuum framework. It can be done by arranging the tasks in such a way that makes clear relationships between linguistics form, communicative function, and semantic meaning. Nunan (2004) calls it as “task
“chaining”. Here, two or more tasks are tied together based on the similarities of the macrofunctions, microfunctions, and grammatical elements that the tasks express (para. 25).

g. Key Concepts of Assessment in TBLT

Brown (2004) defines assessment as “an ongoing process that encompasses a much wider domain” (p. 4) than a method to measure students’ ability, knowledge, or performance (test). In TBLT, assessment requires students to perform an activity that simulates communicative competences or skills that they will need to engage in real-world activities. Norris et al. call it “performance assessment.” It has three characteristics. The assessment must be based on tasks, authentic, and rated by qualified judges (as cited in Nunan, 2004, para. 145).

There are many assessment techniques and procedures that can be used in TBLT activities. Brindley suggests some techniques, such as observation on students’ work, informal discussion of students’ progress, teacher-constructed classroom test, students’ self-assessment procedure, teacher or students’ journal, oral proficiency rating, feedback, and standardized published tests (as cited in Nunan, 2004, para. 153). Additionally, Nunan (2004) suggest four principles. First is involving the direct assessment. Students are required to perform communicative behaviors that they will need in the real world. Second is being criterion-referenced. It is more appropriate because it concerns on comparing students how well they perform the task. Third is focusing on specific objectives of proficiency. The last is being formative in nature (para. 164). According to Brown (2004), it means “evaluating students in the process of forming their competencies and skills (p. 6). The goal is to help students continue their growth.
6. **School Level Based Curriculum of 2006**

Based on the Republic of Indonesia National Regulation (UU RI) no. 2 year 1989, which is launched on March 27, 1989, curriculum is defined as:

Set of plans and regulations of the purpose, content, material of teaching and learning, and method, which is used as the guidance in gaining certain aims of education. Curriculum is designed to realize the national aims of education by considering the learners’ development of knowledge and technology, art, and the level of education in Indonesia. (2007, http://www.dikti.go.id/Archive2007/uu_no2_1989.htm)

The current curriculum that is applied in Indonesia education system is the SLBC of 2006 (in Bahasa Indonesia, it is called Kurikulum Tingkat Satuan Pendidikan). It was developed in 2006. The concept of the curriculum is developing democratic and non-monopolistic education by giving autonomy to schools in planning, implementing, evaluating, managing, and administrating the educational programs. It provides general guidance in form of competence standard and basic competence. Competence standard refers to description of knowledge, attitude and skills that students need to acquire. Basic competence refers to minimal skills that students should acquire in order to achieve the competence standard.

Based on the curriculum, English is categorized as an aesthetic course. In this course, students not only learn about vocabulary and grammar but also use and apply their knowledge and skills to communicate using the language. Therefore, the competence standard and basic competence covers receptive skills (listening and reading) and productive skills (speaking and writing).

7. **Grade VII Students of Junior High School**

Junior high school students are in stage of formal operational (12 years old). In this stage, they have already had an ability to recognize real situations and
predict systematic possibilities to the situations. However, they tend to be egocentric. Besides, they tend to focus on their own believes and attitudes because they are also in the process of finding self-esteem and peer approval. They also tend to be disruptive because they are in the process of finding self identity, getting peer approval, and adapting themselves to the situation around them.

Apart from the tendency to be disruptive, actually, students in this age have high motivation in learning. They are also good language learners because they have recognized and acquired basic language skill and elements. Besides, once they get an interest to certain thing, they will be eager to involve in the activities related to it. The important thing is how to engage and maintain them so that they can use their great capacity to learn, potential for creativity, and passionate commitment to certain thing that interests them

B. Theoretical Framework

In this research, the researcher aims to design an integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta. The workbook is designed for the second semester. It is a combination of a storybook and a workbook. As a storybook, it is designed for both entertaining and learning and teaching purposes. As a workbook, it provides four functions, as a source of language, a learning support, motivation and stimulation, and a reference. It can be used either as an instructional materials or supplementary materials.

To gain the aim, the researcher conducts an educational research and development using the adaptation of a small scale of Borg and Gall’s R&D cycle. It consists of five steps, research and information collecting, planning, materials
development (the adapted term of developing preliminary product), materials validation (the adapted term of the preliminary field testing) by practitioner and expert, and revision (the adapted term of the main product revision). The researcher adapted the small scale of the cycle because it has already represented the requirement that should be taken to develop and validate an educational product in the undergraduate degree. Then, the researcher does not conduct the implementation because of the difficulty in managing the process.

In the process of designing the workbook, the researcher employs the adaptation of Kemp’s ID model. It consists of six stages, identifying students’ characteristics, formulating goals, topics, and general purposes, specifying learning objectives, selecting and organizing subject contents, specifying teaching or learning activities and resources, and identifying support services. As an addition, the researcher conducts a revision. The purpose is to revise and improve the quality of the design. The researcher omits some stages because they are not necessary in designing a workbook.

In the process of identifying students’ characteristic, the researcher involves grade VII students of SMP Negeri 2 Yogyakarta. The researcher considers their motivation, attitudes, needs, interests, difficulties, and capabilities. In designing the workbook, the researcher applies integrated approach using the second model, TBI. Therefore, the goals, topics, and general purposes are formulated to cover all four language skills. They are formulated from the current curriculum, the SLBC of 2006 (KTSP). In specifying learning objectives, the researcher uses Bloom’s taxonomy as the guideline. The learning objectives are specified to cover cognitive domain, affective domain, and psychomotor domain.
In designing the workbook, the researcher also uses stories. They have some elements, such as themes, characters, plots, structures, and settings. They are design to present subject contents and teaching or learning activities. In specifying teaching or learning activities, the researcher considers the underlying principles of teaching grammar, vocabulary, and four language skills. The researcher also applies TBLT conceptual basis and framework. Therefore, the researcher uses the term of tasks to refer the activities.

In combining the stories and the tasks into one continuum framework, the researcher adapts the three-phase sequence (based on Nunan). Therefore, each unit in this workbook consists of pre-task phase (the beginning of the story), task-proper phase (a sequence of tasks), and follow-up phase (the ending of the story). The sequence of tasks consists of rehearsal tasks and activation tasks. They cover language exercise (vocabulary and grammar) and communicative activities (listening, speaking, reading, writing, and creative tasks). In selecting the task types, the researcher adapts Willis’ classification (six types of task). Then, in organizing the task sequence, the researcher adapts a ten-step procedure (based on Richard, Hull, and Proctor).

The researcher adapted the ID model because it involves clear and specific stages. It also provides flexibility in determining the sequence of the stages and conducting the revision. In determining the sequence, the researcher can start from any stages. However, the researcher needs to consider the influence of each stage to other stages. Then, in conducting the revision, the researcher can start from any stages where lacks and weaknesses are found. Besides, it is useful for a large-scale program involving large group of people or sources because it can minimize the
budget, time allocation, and manpower. The researcher sequences the ID stages based on Figure 2.3.

In Figure 2.3, the arrows indicate the sequence that has been determined by the researcher. Then, the broken lines with arrows indicate that the revision can be started from any stage where lacks and weaknesses are found. It can be done back and forth for each stage before continuing to other stages. Besides, it is not necessary to repeat all stages based on the sequence that has been determined.
CHAPTER III
RESEARCH METHODOLOGY

This chapter aims to describe the method of the research and analysis. It outlines the procedure that was used to gather and analyze the data. It consists of research method, research setting, research participants, instruments and data gathering technique, data analysis techniques, and research procedure.

A. Research Method

The researcher selected an educational research and development as the research method because the researcher aimed to develop and validate a workbook as one type of educational products. The researcher used the adaptation of the small scale of Borg and Gall’s R&D cycle because it has already represented the requirement that should be taken to develop and validate an educational product in the undergraduate degree. The researcher adapted five steps because the original cycle was time and budget consuming. They were research and information collecting, planning, materials development, materials validation by practitioner and expert, and revision. Besides, the researcher did not conduct the implementation because of the difficulty in managing the process.

In the process of designing the workbook, the researcher employed the adaptation of Kemp’s instructional design (ID) model. The researcher employed the ID model because it involved clear and specific stages. It also provided flexibility in determining the sequence of the stages and conducting the revision. Besides, it was useful for the research that involved a large group of students and
sources. Therefore, it could minimize the budget, time allocation, and manpower. The researcher adapted six stages. They were identifying students’ characteristics, formulating goals, topics, and general purposes, specifying learning objectives, selecting and organizing subject contents, specifying teaching or learning activities and resources, and identifying support services. As an addition, the researcher conducted a revision. The purpose was to revise and improve the quality of the design. The researcher omitted some stages because they were not necessary in designing a workbook.

1. Research and Information Collecting

In research and information collecting, the researcher conducted literature reviews on relevant theories related to the development of educational products, such as the ID model, the principles of integrated approach, the conceptual basis and frameworks of TBLT, the content of SLBC of 2006 (KTSP), the elements of story, and the characteristics of grade VII students of junior high school. The data were obtained from some sources, such as books, articles, and internet resources. The data were used as the references to conduct the research. Then, the researcher employed one adapted stage of Kemp’s ID model.

The researcher identified students’ characteristics, such as motivations, attitudes, needs, and interests related to the use of story, preferred learning styles, preferred teaching methods, activities, media or teaching aids, and English books, difficulties in listening to or reading English stories and in the English learning and teaching process, and capabilities to overcome their difficulties and to get an access to a computer or laptop and internet. The data were obtained through three ways, classroom observations on the students and teacher’s activities, an interview
with the English teacher, and questionnaires for student and teacher. The data were used as the basis for formulating goals, topics, and general purposes, specifying learning objectives, selecting and organizing subject content, and specifying teaching or learning activities and resources.

2. Planning

In planning, the researcher applied integrated approach. The researcher applied the second model, TBI. The researcher arranged some activities (listening, speaking, reading, and writing tasks) into one continuum framework to show the relation between linguistic forms, communicative functions, and semantic meanings. Then, the researcher employed two adapted stages of Kemp’s ID model. They were formulating goals, topics, and general purposes and specifying learning objectives.

First, the researcher formulated goals, topics, and general purposes. They were formulated based on the result of a library research on the SLBC of 2006 (KTSP). Goals were formulated from the competence standards (standar kompetensi). General purposes were formulated from the basic competences (kompetensi dasar). Then, the researcher formulated topics based on the competence standards and the basic competences. The researcher also completed the list of topic based on the result of a library research on the commonly used English textbooks. After that, based on the topics that had been formulated, the researcher determined the total number of unit in the workbook. The data were used as the basis for specifying learning objectives.

Second, the researcher specified learning objectives based on the goals, topics, and general purposes that had been formulated. In this process, the
researcher used Bloom’s taxonomy as the guideline to formulate the statements, select the domain, and determine the sequence of the level of difficulty of the learning objectives in each unit. The objectives were stated in terms of activities that students should accomplish to achieve the basic competences and will promote learning. They covered three major categories, cognitive domain, affective domain, and psychomotor domain. The data were used as the basis for selecting and organizing subject contents.

3. Materials Development

In materials development, the researcher employed three adapted stages of Kemp’s ID model. They were selecting and categorizing subject contents, specifying teaching or learning activities and resources, and identifying support services. First, the researcher selected and organized subject contents based on the learning objectives that had been specified. The process involved selecting and organizing specific knowledge, including facts and information, skills in step-by-step procedures, conditions, requirements, and attitudinal factors of each topic. In this process, the researcher also used Bloom’s taxonomy as the guideline.

Second, the researcher specified teaching or learning activities and resources based on the subject content that had been selected and organized. In this process, the researcher developed both stories and tasks. The process also included grading, sequencing, and integrating the tasks. The researcher determined the nature of the workbook, the framework of the unit, the types, form, themes, and elements of the stories, the titles of the workbook and the stories, and the organization of the tasks. Then, the researcher specified the teaching or learning resources.
The researcher decided not only used the commonly used materials, such as visual resources (pictures, comics, maps, and functional texts), but also audio materials (listening passages) and audio-visual materials (PPT games, songs, and stories). Therefore, the researcher not only adopted those materials, but also adapted and developed some of them. Then, the researcher developed worksheets, song transcripts, evaluation checklists, and an answer key.

Third, the researcher identified support services based on the types of the teaching or learning activities and supporting materials that had been specified and developed. The purpose was to identify facilities and equipments that were needed to use the materials. In identifying support services, the researcher also considered the capability of the students, English teacher, and school to provide or get an access to the support services. It was done based on the result of classroom observations, an interview, and questionnaires.

4. Materials Validation

In materials validation, the researcher distributed questionnaires to evaluate the materials and obtain feedbacks (opinions and suggestions) and comments from a practitioner and experts. They were distributed to one English teacher from the school as the practitioner and two lecturers from the English Language Education Study Program of Sanata Dharma University as the experts. Besides, the researcher also gave an opportunity for them to give direct evaluation on the materials. The data were used to revise and improve the materials.

5. Revision

Finally, the researcher revised and improved the materials based on the result of the materials validation. In revising and improving the materials, the
researcher would directly re-check the planning because an error commonly happened in this stage. However, the researcher could also recheck each stage where lacks and weaknesses were found. It can be done back and forth for each stage before continue to other stages. Therefore, the researcher did not need to repeat all stages based on the sequence that has been determined. The relation of the adaptation of the small scale of Borg and Gall’s R&D cycle and the adaptation of Kemp’s ID model is presented in Figure 3.1.

Adapted R&D Cycle

Adapted ID Model

Research and Information Collecting

Identifying Students’ Characteristics

Planning

Formulating Goals, Topics, and General Purposes

Materials Development

Specifying Learning Objectives

Identifying Support Services

Materials Validation by Practitioner and Expert

Selecting and Organizing Subject Contents

Specifying Teaching or Learning Activities and Resources

Revision

Revision
Note:

- – – – – : The sequence that had been determined
- – – – : The subordinate stages (conducted inside the R&D cycle)
- – – : The flexible process (revision can be started from any stage and done back and forth for each stage)

Figure 3.1 Researcher’s Steps in Designing the Workbook

Figure 3.1 shows that the researcher had determined the sequence of the stages. The researcher employed the adapted R&D cycle to conduct the research and the adapted ID model to design the workbook. Here, the adapted ID stages were conducted as the subordinate stages inside the adapted R&D steps. In other word, when the researcher conducted the R&D steps, the researcher also employed the ID stages. In revising the materials, the researcher could directly check planning or other stages where lacks and weaknesses were found. Then, it was continued by the next stage based on the sequence that had been determined.

B. Research Setting

In conducting the research, the researcher selected *SMP Negeri 2 Yogyakarta* as the research setting. It is located at Senopati Street, number 28-30, Yogyakarta. Considering the effectiveness and efficiency of time and budget to administer the process, the researcher selected the school because of several reasons. First, the school was listed as one of favorite and qualified junior high schools in Yogyakarta. It also had concern to improve the quality of the learning and teaching process by implementing technology. Second, research participants
who were selected from the school as the sample of the research had some characteristics that meet the aim of the research. They were grade VII students and the English teacher.

C. Research Participants

Research participants were categorized into two groups. They were participants of research and information collecting and participants of materials validation.

1. Participants of Research and Information Collecting

Participants involved in the research and information collection were grade VII students of junior high school and the English teacher.

a. Grade VII Students of Junior High School

From seven classes of grade VII at SMP Negeri 2 Yogyakarta, students from three classes were selected to be the participants. The researcher only selected three classes because of the limitation of the time and difficulty in managing the process. Besides, one class could not be selected because it was an accelerated class that had different program from other classes. Those classes were selected based on the suggestion of the English teacher. The students were chosen to contribute information about their motivations, attitudes, needs, and interests related to the use of story, preferred learning styles, preferred teaching methods, activities, media or teaching aids, English books, difficulties in listening to or reading English stories and in the English learning and teaching process, and capabilities to overcome their difficulties and to get an access to a computer or laptop and internet.
b. Grade VII English Teacher of Junior High School

One grade VII English teacher from *SMP Negeri 2 Yogyakarta* was selected to be the participant. The researcher only selected one teacher because the teacher was the only teacher who was in charge of the whole classes of grade VII. The English teacher has obtained graduate degree of English Teaching and had experiences in teaching grade VII of junior high school. The teacher was selected to contribute more information about the students’ characteristics and give opinion about the teaching experiences using the commonly used methods, activities, media or teaching aids, and English books. Besides, the English teacher had an important role as consultant. The English teacher had knowledge in recognizing, selecting, and determining the effectiveness and efficiency of the learning and teaching materials.

2. Participants of Materials Validation

Participants involved in materials validation were one English teacher as a practitioner and two lecturers as experts.

a. Practitioner

One grade VII English teacher from *SMP Negeri 2 Yogyakarta* was selected to be the participant. The English teacher was the participant who had involved in the previous process. The English teacher had and important role as a practitioner because the English teacher had experiences in conducting real learning and teaching processes. Therefore, the English teacher had an ability to evaluate the design and determine whether the materials were appropriate or not. The English teacher was selected to evaluate the materials and contribute feedbacks (opinions and suggestions) and comments.
b. Expert

Two lecturers from the English Language Education Study Program of Sanata Dharma University were selected to be the participants. The researcher selected the lecturers because they had experiences in the field of language teaching (especially in educational research and development, instructional design, curriculum and material development), evaluating, editing, or designing an educational products or books. They also have obtained at least graduate degree of English language education. The lecturers had an important role as experts because they have had experiences and knowledge about this field. Therefore, they were accountable to evaluate and verify the materials. They were selected to evaluate the materials and contribute feedbacks (opinions and suggestions) and comments.

D. Instruments and Data Gathering Technique

Instruments employed in this research were selected based on the research participants involved in the research and the type of data.

1. Instruments of Research and Information Collecting

In the research and information process, the researcher used classroom observations, an interview, and questionnaires as the research instruments.

a. Classroom Observations

In this process, the researcher conducted classroom observations to record grade VII classroom routines at SMP Negeri 2 Yogyakarta. From the classroom routines, the researcher aimed to identify students’ characteristics, especially about their motivations and attitudes toward the learning and teaching process,
related to the use of preferred learning styles, preferred teaching methods, activities, and media or teaching aids. The researcher recorded students’ and teacher’s activities in the classroom during the English course. Therefore, the researcher used two observation forms. They were a classroom observation form of the students’ activity and a classroom observation form of the teacher’s activity. In the classroom observation forms, the researcher used performance checklists and field notes. Performance checklists were selected to find whether certain behavior is present or not. Then, field notes were selected to obtain more detailed information.

b. An Interview

In this process, the researcher conducted an interview to obtain data from the grade VII English teacher at SMP Negeri 2 Yogyakarta. The data were about the English teacher’s feeling, thoughts beliefs, and opinions related to the students’ characteristics and teaching experiences using the commonly used methods, activities, media or teaching aids, and English books. They type of the interview was semi-structured. The researcher had constructed list of questions as the guideline, but the researcher could omit, add, or change the questions if necessary in order to respond to the actual situation, such as the emerging of broad view, new ideas, or interesting topics. Therefore, in the interview guide list, the researcher used close-ended questions (yes-no questions) and open-ended questions (WH questions). Yes-no questions were selected to obtain specific information based on the determined categories. Then, WH questions were selected to obtain broad or additional information that needed further explanations or examples.
c. Questionnaires

In this process, the researcher distributed two types of questionnaire. They were questionnaires for student and teacher. First, the researcher used a questionnaire for student to obtain data from the students. The aim was to identify the students’ characteristics, including their capabilities, needs, and interests, such as their favorite and commonly read storybooks, difficulties in listening to or reading English stories, difficulties in learning English, and capabilities to overcome their difficulties and to get an access to a computer or laptop and internet. In the questionnaire, the researcher used close-ended questions (multiple-choice and yes-no questions). Multiple-choice questions were selected in order to limit the responses based on the determined categories. However, blank spaces were still provided to state the reasons and give examples.

Second, the researcher used a questionnaire for the teacher to obtain data from the English teacher. The aims were to recheck and complete the data that had been obtained from the students. In the questionnaire, the researcher used closed questions (multiple-choice and yes-no questions) and open-ended questions (WH questions). The multiple-choice questions were similar to the questionnaires that were distributed to the students. Then, WH questions were selected to obtain broad or additional information that needed further explanations or examples from the participants.

2. Instruments of Materials Validation

In the materials validation process, the researcher used questionnaires as the research instruments. The researcher distributed the questionnaires to one English teacher as a practitioner and two lecturers from the English Language
Education Study Program of Sanata Dharma University as experts. The aim was to evaluate the materials and obtain feedbacks (opinions and suggestions) and comment from the participants. In the questionnaires, the researcher used scaled questions (Linkert scale) and open-ended questions (WH questions).

Linkert scale was selected to identify the quality of the materials. It was adapted from some evaluation checklists of previous studies. Some items were added and deleted based on the requirements and the considerations according to the advisor’s suggestions. It let the participants indicate their responses to the statements on a continuum, using points of agreements from strongly agree, agree, disagree, to strongly disagree. The undecided was omitted because this response often causes ambiguity and difficulty in administering the result. Then, WH questions were selected to obtain broad or additional information related to the degree of agreement that the participants gave. The instruments are presented in the Appendix B.

Then, data gathering technique employed in this researcher were determined based on the types of data being obtained.

1. Data of Research and Information Collecting

In the research and information collecting, there were two types of data that were obtained. The first data were about relevant theories related to the development educational products, such as the ID model, the principles of integrated approach, the conceptual basis and frameworks of TBLT, the content of SLBC of 2006 (KTSP), the elements of story, and the characteristics of grade VII students of junior high school. The data were obtained from some sources, such as books, articles, and internet resources.
The second data were the result of identifying students’ characteristics. The data were about students’ motivations, attitudes, needs, and interests related to the use of story, preferred learning styles, preferred teaching methods, activities, media or teaching aids, English books, difficulties in listening to or reading English stories and in the English learning and teaching, and capabilities to overcome their difficulties and to get an access to a computer or laptop and internet. The data were obtained through three ways, classroom observations on the students and teacher’s activities, an interview with the English teacher, and questionnaires for student and teacher.

2. Data of Planning

In the planning, the data were about goals, topics, and general purposes of English learning and teaching in grade VII of junior high school. The data were obtained through a library research on the current curriculum, the SLBC of 2006 (KTSP), and the commonly used English textbooks. The researcher selected four English textbook that were distributed and suggested by the grade VII English teacher at SMP Negeri 2 Yogyakarta.

3. Data of Materials Validation

In the materials validation, the data were the result of materials validation. The data were about scores of the materials, feedbacks (opinions and suggestions), and comments. The data were obtained through questionnaires that were distributed to the English teacher of SMP Negeri 2 Yogyakarta and the lecturers of the English Language Education Study Program of Sanata Dharma University and the direct evaluation on the materials. The detailed information of the data gathering technique is presented in Table 3.1.
<table>
<thead>
<tr>
<th>No.</th>
<th>R&amp;D Steps</th>
<th>Data</th>
<th>Instruments</th>
<th>Questions</th>
<th>Participants</th>
</tr>
</thead>
</table>
| 1.  | Research and Information Collecting | The development educational products:                                | Literature reviews (relevant books, articles, and internet sources)           | • What is workbook?  
• How to design a good workbook  
• What kind of workbook that is based on TBLT, appropriate with the SLBC of 2006, containing elements of fiction, and appropriate with the characteristic of the students? | Three classes of grade VII at SMP Negeri 2 Yogyakarta                           |
|     |                                   | ID model, principles of integrated approach, conceptual basis and frameworks of TBLT, content of SLBC of 2006, elements of story, and characteristics of grade VII students of junior high school. |                                                                                                                                                                                   |                                                                                                                                                                                                        |                                                                               |
|     |                                   | Student motivations, attitudes, and classroom routines:               | Classroom observations                                                       | • Whether or not the students have made preparation to follow the lesson  
• Whether or not the students record the teacher’s explanation  
• Whether or not the students can summarize what they have learned  
• Whether or not the teacher makes an overview at the beginning  
• Whether the teacher makes note on the board  
• Etc.                                                                                                                                   | The English teacher of SMP Negeri 2 Yogyakarta                                |
|     |                                   | the use of preferred learning styles, preferred teaching methods, activities, and media or teaching aids. |                                                                                                                                                                                   |                                                                                                                                                                                                        |                                                                               |
|     |                                   | The English teacher’s feeling, thoughts beliefs, and opinion:        | An interview                                                                | • What learning and teaching methods, activities, media or teaching aids, and English books do you often use?  
• What are the advantages of using the English teacher’s feeling, thoughts beliefs, and opinion?                                                                 | The English teacher of SMP Negeri 2 Yogyakarta                                |
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<thead>
<tr>
<th>No.</th>
<th>R&amp;D Steps</th>
<th>Data</th>
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<tr>
<td></td>
<td>the students’ characteristics and teaching experiences</td>
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<tr>
<td></td>
<td>Students’ abilities, needs, and interests: related to the use of story, learning styles, preferred teaching methods, activities, media or teaching aids, English books, and also difficulties in learning and teaching)</td>
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</table>

<table>
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<tr>
<th>Instruments</th>
<th>Questions</th>
<th>Participants</th>
</tr>
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<tbody>
<tr>
<td>Questionnaires</td>
<td>method(s)?</td>
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<td></td>
<td>• Etc.</td>
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</tr>
<tr>
<td></td>
<td>Interests on stories</td>
<td>Grade VII students of SMP Negeri 2 Yogyakarta</td>
</tr>
<tr>
<td></td>
<td>• Intensity</td>
<td>The English teacher of SMP Negeri 2 Yogyakarta</td>
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<tr>
<td></td>
<td>(Seberapa sering kamu membaca buku cerita?)</td>
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<td></td>
<td>• Form</td>
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<td></td>
<td>(Pilih bentuk buku cerita yang paling kamu sukai)</td>
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<td>• Theme</td>
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<td>(Pilihlah tema cerita yang kamu sukai)</td>
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<td>Difficulties</td>
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<td></td>
<td>• Apakah kamu menemui kesulitan pada saat mendengarkan atau membaca cerita berbahasa Inggris?</td>
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<td></td>
<td>• Kesulitan apa yang paling sering kamu hadapi dalam pelajaran bahasa Inggris?</td>
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<tr>
<td></td>
<td>Capabilities</td>
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<tr>
<td></td>
<td>• Bagaimana cara mengatasi kesulitan tersebut?</td>
<td></td>
</tr>
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<td></td>
<td>• Dimanakah kamu paling sering dapat menggunakan computer atau laptop?</td>
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<tr>
<td>No.</td>
<td>R&amp;D Steps</td>
<td>Data</td>
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<tr>
<td>2.</td>
<td>Planning</td>
<td>Goals, topics and general purposes</td>
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<tr>
<td>3.</td>
<td>Materials validation</td>
<td>Evaluation on the materials: scores, feedbacks (opinions and suggestions), and comments</td>
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E. Data Analysis Techniques

According to Ary, Jacobs, and Sorensen (2010) there are three stages of analyzing qualitative data, “(1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing” (p.481). In this research, the researcher applied the stages to analyze the data.

1. For the Data from Classroom Observations

In the classroom observation forms, the researcher used performance checklists and field notes. In the process of organizing and familiarizing, the data from the evaluation checklists and field notes were transcribed into a form that was ready for analysis. Then, the researcher made notes that indicated the key ideas of the data. After that, the researcher organized them into several units by people (based on the students’ and the teacher’s activities) and by places (from three classes). In the process of coding and reducing, the researcher identified the concept of the units and labeled them. Then, the researcher identified the similarities and differences among them. After that, the researcher arranged all units that had the same labels and developed the categories. In developing the categories, the researcher referred to the performance checklists. Last, the researcher linked some of the categories and developed the themes. The researcher analyzed whether the students’ performances were coherent with the teacher’s performances or not. In the process of interpreting, the researcher extracted the meanings, developed generalizations, and provided explanations.

2. For the Data from an Interview

In the interview guide list, the researcher used close-ended questions (yes-no questions) and open-ended questions (WH questions). In the process of
organizing and familiarizing, the data from the WH and yes-no questions were transcribed into a form that was ready for analysis. Then, the researcher made notes that indicated the key ideas of the data. After that, the researcher organized them into several units by places (from three classes) and by questions. In the process of coding and reducing, the researcher identified the concept of the units and labeled them. Then, the researcher identified the similarities and differences among them. After that, the researcher arranged all units that had the same labels and developed the categories. In developing the categories, the researcher referred to the list of categories that had been written on the interview guide list (methods, activities, media or teaching aids, English books, difficulties, solutions, and the benefits of using instructional materials). Last, the researcher linked some of the categories and developed the themes. The researcher analyzed whether the categories affected each other or not. In the process of interpreting, the researcher extracted the meanings, developed generalizations, and provided explanations.

3. **For the Data from Questionnaires**

In this research, the researcher used questionnaires in the processes of research and information collecting and materials validation.

a. **Research and Information Collecting Questionnaires**

In the research and information collecting questionnaires, the researcher used close-ended questions (multiple-choice and yes-no questions) and open-ended questions (WH) questions. The data from the multiple-choice and yes-no questions were analyzed using central tendency. The researcher measured the central tendency using percentages. The percentage was calculated using a formulation.
**Note:**

\[
\frac{n}{\Sigma n} \times 100\%
\]

- \( n \): The number of participants who chose certain answer
- \( \Sigma n \): The total number of participants related to certain group

The process of calculating the percentages were categorized as a process of categorizing and familiarizing. Therefore, after calculating the percentages, the researcher made notes that indicated the key ideas of the data. Then, the researcher organized them into several units by questions. In the process of coding and reducing, the researcher identified the concept of the units and labeled them. Then, the researcher identified the similarities and differences among them. After that, the researcher arranged all units that had the same labels and developed the categories. In developing the categories, the research combined data in this analysis process with the data from the analysis process of data from the WH questions.

In analyzing the data from the WH questions, the answers from the participants were transcribed. The researcher listed all reasons or explanations and examples that the participants mentioned. Then, the researcher organized them into several units by questions. In the process of coding and reducing, the researcher identified the concept of the units and labeled them. Then, the researcher identified the similarities and differences among them. After that, the researcher arranged all units that had the same labels and developed the categories. Last, the researcher linked some of the categories from the percentages
and WH questions and developed the themes. In presenting the data, the researcher used tables. The researcher provided detail percentages, reasons or explanations, and examples that had been arranged based on the themes. In the process of interpreting, the researcher extracted the meanings, developed generalizations, and provided explanations.

b. Materials Validation Questionnaires

In the materials validation questionnaires, the researcher used scaled questions (Linkert scale) and open-ended questions (WH questions). Likert scale was selected to let the participants indicate their responses to the statements on a continuum, using points of agreement.

1 : if the participant strongly disagrees with the statement
2 : if the participant disagrees with the statement
3 : if the participant agrees with the statement
4 : if the participant strongly agrees with the statement

The option that showed if they neither agree nor disagree or they do not know or doubt (undecided) was omitted because the option often causes ambiguity and difficulty in administering the result. The data from the scaled questions were analyzed using central tendency. The researcher measured the central tendency using mean (symbolized as M). Mean is the average point of the sum of the score. The mean was calculated using a formulation.

\[
M = \frac{\sum x}{n}
\]

Note :

M : The average point
\[ \sum \chi \quad : \text{The sum of the score} \]

\[ n \quad : \text{The number of participants} \]

Then, the researcher interpreted and presented the data. In interpreting the quality of the materials, the researcher used following criteria:

1.01 – 2.50 : The materials were poorly designed and not acceptable.
   The researcher had to change the nature of the design.

2.51 – 3.50 : The materials were good. However, the researcher needed to revise and improve some crucial parts of the design.

3.51 – 4.00 : The materials were well designed and acceptable.
   The researcher could keep the nature of the design, revised, and improved few parts of the design.

In presenting the data, the researcher used a table. The researcher provided detail scores of the nine elements in the materials that had been arranged based on the themes.

In the process of organizing and familiarizing, the data from the open-ended questions (WH) were transcribed. The researcher listed all feedbacks (opinions and suggestions) and comments from the practitioner and experts. Then, the researcher made notes that indicate the key ideas of the data. After that, the researcher organized them into several units by questions. In the process of coding and reducing, the researcher identified the concept of the units and labeled them. Then, the researcher identified the similarities and differences among them. After that, the researcher arranged all units that had the same labels and developed the categories. Last, the researcher linked some of the categories and developed the themes. In developing the theme, the researcher referred to the nine elements that
were evaluated using the scaled questions. In the process of interpreting, the researcher extracted the meanings, developed generalizations, and provided explanations.

F. Research Procedure

In conducting the research and designing the workbook, the researcher followed the following procedure:

1. Research and Information Collecting
   a. Conducting literature reviews to find relevant theories that could be the basis of the writing and designing the workbook.
   b. Identifying students’ characteristics through classroom observations on the students and teacher’s activities, an interview with the English teacher, and questionnaires for student and teacher.

2. Planning
   a. Applying the integrated approach and arranged some activities (listening, speaking, reading, and writing tasks) into one continuum framework to show the relation between linguistic forms, communicative functions, and semantic meanings.
   b. Formulating goals, topics, and general purposes based on the result of a library research on the current curriculum, the SLBC of 2006 (KTSP), and the commonly used English textbooks.
   c. Determining the total number of unit in the workbook.
   d. Specifying learning objectives based on the formulated goals, topics, and general purposes.
3. Materials Development
   a. Selecting and organizing the subject contents based on the specified learning objectives.
   b. Specifying teaching or learning activities and resources based on the selected and organized subject contents.
   c. Determining the nature of the workbook.
   d. Determine the organization of unit (applying the TBLT conceptual basis and framework).
   e. Determining the forms, type, and themes of the stories.
   f. Determining the elements of the stories (pots, characters, and settings).
   g. Determining the titles of the workbook and the stories.
   h. Determining the organization of task (applying the TBLT conceptual basis and framework).
   i. Developing the pattern of the task sequence.
   j. Determining the type of the teaching or learning resources.
   k. Developing supporting materials (visual, audio, audio-visual materials, worksheets, song transcripts, evaluation checklists, and an answer key)
   l. Identifying support services.

4. Materials Validation by Practitioner and Expert
   a. Distributing questionnaires to the grade VII English teacher of SMP Negeri 2 Yogyakarta and lecturers of the English Language Education Study Program of Sanata Dharma University.
   b. Analyzing the result of the questionnaires, scores, feedbacks (opinions and suggestions), and comments.
5. Revision

Revising and improving the materials based on the results of the questionnaires and direct evaluation on the materials.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter aims to present the results that were obtained from the processes of conducting the research using the adaptation of the small scale of Borg and Gall’s R&D cycle and designing the workbook using the adaptation of Kemp’s instructional design (ID) model. They are presented and discussed as the answer of the research problem.

In general, the design was an integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta. The workbook was designed for the second semester. The nature of the workbook was a combination of a storybook and a workbook. The purpose was to provide four functions, as a source of language, a learning support, motivation and stimulation, and a reference. Therefore, the workbook could be used to review, prepare the test, or prepare the next materials within one semester.

In more specific, the workbook had some elements as the result of conducting the adaptation Kemp’s ID stages. First, it was designed based on the characteristics of grade VII students of junior high school. Second, it applied integrated approach and had goals, topics, and general purposes that were formulated based the current curriculum. Third it had learning objectives that were specified using Bloom’s taxonomy. Fourth, it had subject contents that were selected and organized using Bloom’s taxonomy. Fifth, it used stories and had teaching or learning activities and resources that were specified based on TBLT conceptual basis and framework. Last, it was completed with some materials that
needed some support services. The detail information of the elements of the workbook was presented in the following sections.

A. Students’ Characteristics

The first element, the workbook was designed based on the characteristics of grade VII students of junior high school. The researcher obtained the data of the students’ characteristics in the research and information collecting process. The data consisted of students’ motivation, attitudes, needs, interests, difficulties, and capabilities. The researcher obtained the data through three ways, classroom observations, an interview, and questionnaires. The researcher used the instruments in order to obtain data from three points of view, the researcher, the English teacher, and the students.

The researcher obtained the data from three classes that were selected based on the suggestion given by the English teacher. Although there were seven classes in grade VII at SMP Negeri 2 Yogyakarta, the researcher only selected three classes because of the limitation of the time and the difficulty of managing the process. Besides, the researcher could not select one class because it was an accelerated class that had different program. The data of the classes is presented in Table 4.1.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Age (years old)</th>
<th>Sex</th>
<th>Class</th>
<th>Total Based on Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMP Negeri 2 Yogyakarta</td>
<td>11 to 13</td>
<td>Male</td>
<td>VII B: 16</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>VII C: 15</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VII D: 16</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total: 35</td>
<td>35</td>
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<td></td>
<td></td>
<td></td>
<td>106</td>
</tr>
</tbody>
</table>
The English teacher suggested class VII B, class VII C, and class VII D because students in those classes had some characteristics that meet the aim of the research. First, they were in the first semester of grade VII of junior high school. Second, they have learned English at least from grade IV of elementary school. Therefore, they have already had background knowledge about English. Third, they need English materials that can provide much exposure to English and develop their motivation and positive attitudes toward the English learning and teaching process. In each class, the total number of the students was almost similar, thirty five to thirty six students. Then, the total number of the female students was always higher than the total number of the male students.

1. Students’ Motivation and Attitudes

The researcher identified students’ motivation and attitudes toward the English learning and teaching process based on the result of classroom observations. The researcher observed the classroom routines from two sides, the students’ and the English teacher’s activities. The classroom observations were conducted in the beginning. The purpose was to obtain general information. The information was used to plan the next processes.

The classroom observations were conducted on October 24th, 2011 in class VII D, October 26th, 2011 in class VII C, and October 27th, 2011 in class VII B. The times were not selected based on certain criteria, such as materials discussed by the teacher, activities, or a test. The reason was because the researcher wanted to see the variety, similarities, and differences of the activities that students had and the English teacher applied in the different classes at different time. In general, in each class, the researcher found that:
a. Most of the students (29-31) had high motivation and positive attitudes toward the English learning and teaching process.

b. Few of the students (4-6) had less motivation and positive attitudes toward the English learning and teaching process.

Most of the students had high motivation and positive attitudes because they had a desire and efforts to master English. They were ready to start the learning and teaching process as the English teacher entered to the class. They showed high motivation to learn English and participated actively in the classroom activities. They recorded the explanations, did the tasks well, finished the tasks on time, participated in the discussions or question and answer sections, participated in individual or group tasks, did the homework, and could summarize what they had learned.

The rest, few of them had less motivation and positive attitudes because they felt reluctant and did not participate actively in the classroom activity. They showed no interest on English. They often complained that English was a difficult subject. They said that they did not like English. They commented that there was no need for them to learn English. The reason were because they would not or did not want to go abroad, have necessary conversation with foreigners, or use English in their future work lives.

In more specific analysis of certain activities, the researcher found different facts. The researcher found that most of the students had less motivation and positive attitudes toward the use of English to communicate in the classroom and a dictionary. They were reluctant to use them. There were only few of them who had high motivation and positive attitudes toward the activities.
First, the English teacher always greeted the students and made short expressions, such as instructions or prohibitions using English. The students also responded it using English and could understand what the English teacher asked them to do. However, when the English teacher tried to make an explanation and asked a question using English, their first response was using *Bahasa Indonesia*. When the English teacher gave them a read-aloud task or a speaking task in front of the class, their first response was refuse it. The English teacher had to remind them to use English or forced them. There were only few of them who tried to respond it using English and do the read-aloud task or speaking task voluntarily.

Second, the English teacher always asked the students to bring a dictionary. Most of the students did it, but they did not use it. When they found difficult words, they directly asked their friends or the English teacher. Of course, when they asked their friends, their friends told them the direct translation (in *Bahasa Indonesia*). When they asked the English teacher, the English teacher tried gave a simple explanation using English. However, they refused it. They expected the English teacher to give the direct translation. When the English teacher did not give the direct translation, they were still reluctant to open the dictionary. Most of them would let it or waited until their friends find the meaning. There were only few of them who wanted to use the dictionary before asked other people. The raw data of the classroom observations is presented in the Appendix C.

2. **Students’ Needs**

The researcher identified student’s needs based on the result of an interview. The researcher asked about the English teacher’s feeling, thoughts beliefs, and opinions related to the students’ characteristics and the teaching
experiences using the commonly used methods, activities, media or teaching aids, and English books. The interview was conducted after the classroom observations. The purpose was to recheck and complete certain information obtained from the classroom observations.

The interview was conducted with one English teacher. The researcher only selected one English teacher because there was only one English teacher who was in charge of the whole classes of grade VII. The researcher conducted the interview after the classroom observations. From the interview, the researcher found that the students needed materials that enabled them to get:

a. Learning and teaching methods that were flexible and gave them an opportunity to develop creativity, self-esteem, and peer-approval.

b. Learning and teaching activities that could motivate and stimulate the students to be more active in the class, helped them to focus on materials, made them fell more optimist and confidents, and did not need much time to accomplished but had continuity.

c. Attractive media and teaching aids.

Based on the English teacher’s point of view, providing appropriate and interesting materials that enabled the students to get flexibility in determining learning and teaching methods, activities, media, and teaching aids was very necessary. The reason was because they determined the success of teaching and learning process. The raw data of the interview is presented in the Appendix D.

3. Students’ Interests, Difficulties, and Capabilities

The researcher identified students’ interests in stories, difficulties in listening to or reading English stories, difficulties in English learning and teaching
process, and capabilities to overcome their difficulties and get an access to a computer or a laptop and internet based on the result of questionnaire. The questionnaires were distributed after the classroom observations and the interview. The purpose was to recheck and complete certain information obtained from the classroom observations and the interview.

The questionnaires were distributed to the students from the selected classes and one English teacher. Although the researcher aimed to identify students’ characteristics, the researcher distributed a questionnaire to the English teacher. The reason was because the researcher wanted to know the English teacher’ point of view. Questionnaires for the students were distributed on October 28th, 2011 in class VII B and October 31st, 2011 in class VII C, and class VII D. From the questionnaires the researcher found following information.

a. Students’ Interests

Here, students’ interests refer to two categories, interests in reading non-English stories and interests in listening to or reading English stories. First, the researcher identified students’ interests in reading non-English stories based on the result of question number one to seven. The researcher collected the students’ experiences and identify whether they had interest in some elements of story or not. The stories were not limited to those written in English. The experiences were not only limited to what they had in junior high school but also in kindergarten or at elementary school. The reason was that the researcher wanted to obtain general information. The information would be the basis in developing stories.

In analyzing the result of questions number one to seven, the researcher compared and contrasted the answers between male and female students. The
reason was because they had different points of view, and their point of views influenced their interests. By identifying the similarities and the differences, the researcher could accommodate both two sides. From the questions, the researcher found that, in general, the students read one to three storybooks in a week. It depended on the form, type, and theme of storybook they read. The reason was because different form, type, and theme of storybook had different complexity and length of page.

The form of storybook that the students like most was a comic (44.3%). The reason was because it consisted of pictures, sound effects, and direct speeches. The elements were very attractive. They created more vivid effects and enabled the readers to sense what the characters experienced. Then, type of storybook that the students liked most was a fantasy story (43.4%). The reason was because it gave them a freedom to develop their imagination. However, they were not interested in stories that had indirect meaning or symbolism, such as fables. Although they knew that characters in a fable symbolized humans’ characters, it was difficult for them to link the symbolism and the reality. After that, the themes of storybook that the students liked most were an adventure story (28.3%) and friendship story (20.8%). The reason was because they talked about human’s experiences in the outside world and their relations with other people. They were not interested in the family life theme because they were in a process of finding self-esteem and peer-approval.

From the examples of storybook that the students mentioned, the researcher found that the most influential elements of story that determined the students’ choice in selecting the storybooks were the title (45.2%), characters
(37.7%), and picture (36.8%). Then, the most important element of story that determined their understanding was the narration. The reason was because the narration helped them to imagine the story. However, they did not like too long narration or that involved complicated the language style, such as symbolism, metaphor, or allegory. It happened because they found more difficulties to understand the meaning or the content of the story. Besides, when they found many difficulties, they would easily get bored.

Related to the narration, the students liked a story using the third person point of view, especially omniscient. The reason was because they liked to know the content from different angles. They also felt as if they knew everything in the story. Besides, they liked unique direct speeches, such as dialect, slang, speech pause, or exclamation because they liked dialogues or commentaries in the story. Based on the findings, the researcher concluded that, in general, the students had high interests in reading stories. However, the form, type, theme, and elements of story that each students like most were different. The detail information of the result of the questions number one to seven is presented in Table 4.2.

Table 4.2 The Percentages of Questions Number 1 to 7

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Percentage Male</th>
<th>Percentage Female</th>
<th>General Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How often do you read a storybook?</td>
<td>a. 1 week 1 book</td>
<td>17.0%</td>
<td>20.7%</td>
<td>37.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. 1 week 2 books</td>
<td>16.8%</td>
<td>20.0%</td>
<td>36.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. 1 week 3 books</td>
<td>3.8%</td>
<td>4.7%</td>
<td>8.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. 1 week more than 3 books</td>
<td>6.6%</td>
<td>10.4%</td>
<td>17.0%</td>
</tr>
<tr>
<td>2.</td>
<td>Choose one form of storybook that you like most</td>
<td>a. Comic</td>
<td>27.3%</td>
<td>17.0%</td>
<td>44.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Picture story</td>
<td>10.4%</td>
<td>4.7%</td>
<td>15.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Short story</td>
<td>1.9%</td>
<td>13.2%</td>
<td>15.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Series story</td>
<td>4.7%</td>
<td>20.8%</td>
<td>25.5%</td>
</tr>
<tr>
<td>3.</td>
<td>Choose one type of storybook that you like most</td>
<td>a. Tale</td>
<td>1.9%</td>
<td>0.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Mite</td>
<td>3.8%</td>
<td></td>
<td>3.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Legend</td>
<td>4.8%</td>
<td>0.9%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>
In more detail analysis, the researcher found that the interest between the male students and female students toward the form, type, theme, and elements of story was different. The differences were:

1). The male students had a high interest in pictures, but the female students had a high interest in the plot of the story.

2). The male students liked reading stories that showed masculinity, such physical power and logic, but the female students liked reading stories that showed femininity, such as caring and emotion management.
Second, the researcher identified students’ interests in listening to or reading English stories based on the result of questions number eight to ten and thirteen. The stories were limited to those written in English. However, the experiences were not only limited to what they had in junior high school but also in kindergarten or at elementary school. The information would be the basis in determining the level of difficulty of the stories in the workbook. From the questions, the researcher found that the number of students who had interests in English stories was almost equal with the number of students who did not.

About half of the number of the students (48.1%) mentioned that they have ever read English stories. The rest (51.9%) mentioned that they have not. Students who mentioned that they have ever read English stories were able to mention the examples of the story. From the examples, the researcher found that English stories that they have read had simple language style and short plot. They were easier and simpler than stories written in *Bahasa Indonesia* that they had mentioned to answer the questions number six.

Most of the students read the stories because their English teachers asked them, their parents suggested them, or by accident. For example, after they watch a movie, they wanted to read the novel. However, they could not find the *Bahasa Indonesia* version so they tried to read the English version. Some of them listened to the English stories from their English teachers and read the English stories in the English textbooks.

Besides, the researcher found that less than half of the number of the students (32.1%) mentioned that they have ever found English stories in the English textbooks. The rest (67.9%) mentioned that they have not. English stories
that they could find in the English textbooks were fairy tales, fables, mites, legends, or parts of novel or movie. Then, less than half of the number of the students (48.1%) mentioned that the English teacher has ever used an English story in the learning process at school. The rest (51.9%) mentioned that the English teacher has not.

Although the students often found difficulties and mentioned that they had limited experiences in listening to or reading English stories, the researcher found that most of them wanted to use stories the English learning and teaching process. More than half of the number of the students (83.0%) mentioned they were interested in using stories. The rest (17.0%) mentioned they were not. The detail information of the result of the questions number eight to ten and thirteen is presented in Table 4.3.

Table 4.3 The Percentages of Questions Number 8 to 10 and 13

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Have you ever read an English story? Mention the examples.</td>
<td>a. Yes</td>
<td>48.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>51.9%</td>
</tr>
<tr>
<td>9.</td>
<td>Have you ever found a story in your English textbooks? Mention the examples.</td>
<td>a. Yes</td>
<td>67.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>32.1%</td>
</tr>
<tr>
<td>10.</td>
<td>Has your English teacher ever used an English story in the learning process at school? Mention the examples.</td>
<td>a. Yes</td>
<td>48.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>51.9%</td>
</tr>
<tr>
<td>13.</td>
<td>Do you think that English course will be more interesting using stories? Explain the reasons.</td>
<td>a. Yes</td>
<td>83.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>17.0%</td>
</tr>
</tbody>
</table>

In more detail analysis, the researcher found that most of the students thought that English course will be more interesting using stories because:

1). They can get different activities that are more interesting and enjoyable.

2). They can refresh their mind by listening to or reading interesting stories (e.g. stories with funny characters, plot, or pictures).
3). They can develop both knowledge and skills, not only about the language but also about culture, moral values, personalities, the way of thinking, etc. The reason was because stories contain rich materials that related to the real life.

4). They can develop not only listening to or reading skills but also other skills, grammar, vocabulary, or pronunciation. They can learn not only the structure of the language but also the real-world language uses and purposes.

5). They can understand the materials more easily. The reason was because certain forms of story are completed with interesting pictures.

From the reasons, the researcher concluded that most of the students were interested to the language, the stories, or both of them. Therefore, they were motivated to improve their knowledge and skills. Besides, they wanted to try a new or different alternative to do it. They felt that using stories in learning and teaching process would be more effective and efficient alternative rather than using common methods (e.g. drilling or lecturing).

Then, the rest of the students thought that English course will not be more interesting using stories because:

1). After listening to or reading the stories, they will get the same activities that they usually done or more difficult activities.

2). They will find more difficulties because the activities become more complex.

When they cannot understand the content of the story, they will easily get bored with the stories and cannot do the activities well.

From the reasons, the researcher concluded that the rest of the students were not interested to the language, the stories, or both of them. Therefore, they were less motivated to improve their knowledge and skills. Besides, they were reluctant to
try a new or different alternative to do it. They felt that English was a difficult subject so that they did not want to make it more complicated by using stories. They thought it will be better to use common methods (e.g. drilling or lecturing) or other the simpler and quicker methods.

b. Students’ Difficulties

The researcher identified the students’ difficulties in listening to or reading English stories based on the result of question number eleven. The information would be the basis of determining the level of difficulty of the stories in the workbook. From the question, the researcher found that most of the students (80.2%) found difficulties in listening to or reading English stories. The rest (19.8%) mentioned they did not. For students who mentioned that they did not find any difficulty in listening to or reading English stories, the researcher did not conclude that it was because they have mastered English very well. The researcher predicted that they did not have an interest in the activities or pay attention to the activities. Therefore, they did not recognize the difficulties.

Besides identifying students’ difficulties in listening to or reading English stories, the researcher identified students’ difficulties in the English learning and teaching process based on the result of question number fourteen. The information would be the basis of specifying the teaching or learning activities, especially determining the portion of the grammar, vocabulary, and language skills tasks. From the question, the researcher found that the students found some difficulties in grammar (30.2%), speaking (23.6%), pronunciation (17.0%), vocabulary (15.1%), writing (9.4%), and listening (4.7%). There was no student who mentioned that they found difficulties in reading.
Similar to the question number eleven, for students who mentioned that they did not find any difficulty in reading activities, the researcher did not conclude that it was because they have mastered reading skills very well. The researcher predicted that they did not have an interest in the activities. Therefore, they did not recognize the difficulties. The detail information of the result of the questions number eleven and fourteen is presented in Table 4.4.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Do you find any difficulty in listening to or reading an English story? Explain the reasons.</td>
<td>a. Yes</td>
<td>80.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>19.8%</td>
</tr>
<tr>
<td>14</td>
<td>What kind of difficulty do you often find in English learning and teaching process? Mention the examples.</td>
<td>a. Listening</td>
<td>4.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Speaking</td>
<td>23.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Reading</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Writing</td>
<td>9.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Grammar</td>
<td>30.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Vocabulary</td>
<td>15.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Pronunciation</td>
<td>17.0%</td>
</tr>
</tbody>
</table>

From the reasons that the students mentioned to answer question number eleven, the researcher found following information.

1) **Difficulties in Listening to English Stories**

First, the students could not catch up the way of the native speakers spoke. For them, the way they spoke was so fast, and the pronunciation was not clear. Second, they could not recognize specific word sounds and differentiate similar word sounds, such as between the words bad and bed, food and foot, or tap and tab. Therefore, they could not identify the words or misunderstood the meaning of the words. Third, they could not find the correlation between the sound, the spelling, and the words in *Bahasa Indonesia*. 
2). **Difficulties in Reading English Stories**

First, the students could not read fluently. Second, they did not know how to pronounce some words correctly. Therefore, they could not differentiate the pronunciation between V1, V2, and V3 that have the same spelling. For example the word ‘read’ has the same spelling for the V1, V2, and V3 but the pronunciation is different. They also could not differentiate the pronunciation between verbs, nouns, and adjectives that have the same or almost similar spelling. For example, the word ‘present’, as an adjective or a noun, it is pronounced /'prezent/. As a verb, it is pronounced /prɪˈzent/. Third, they could not directly identify the meaning of word or sentence. Therefore, they did not know when they had to give stress or pauses in sentences.

Then, in more detail analysis of the examples that the students mentioned to answer the question number fourteen, the researcher found that the students found some difficulties in most of language activities. Although there was no student who mentioned the difficulties in reading, the researcher found that they still found some difficulties in reading. It could be seen in the answers for the question number eleven.

1). **Difficulties in Listening**

First, the students were not used to have listening tasks, especially with native speakers. Therefore, they felt that the way the native speakers spoke was so fast, and the pronunciation was not clear. They also could not catch what the speakers said. Second, they could not recognize and differentiate the word sounds. Therefore, they often felt confused to relate between the words they heard in the recording with the words they read on the worksheet.
2). **Difficulties in Speaking**

First, the students did not know how to start the conversations, what to say in English, and how to arrange the sentences spontaneously. Second, they felt nervous and shy to speak in front of the class. Therefore, they would easily forget what they had prepared to say. Third, they felt afraid of making mistakes, could not speak fluently in front of the class, and became a target of joke.

3). **Difficulties in Writing**

First, the students felt that writing was very complicated because it involved not only writing skills but also the vocabulary and grammar knowledge. Second, they found difficulties to arrange words into sentences, and sentences into paragraphs based on their own ideas. Third, they often made misspelling in writing. It happened because they felt difficult to memorize the words. Besides, in English, word sounds were different from the spelling. Fourth, they could not directly translate words or sentences from *Bahasa Indonesia* into English.

4). **Difficulties in Grammar**

First, the students felt that grammar was very complicated because they had to memorize and understand the rules. Second, they could not understand why they had to speak based on certain rules (tenses, sentence structures, or type of verbs). Third, they could not or did not know how to apply the rules in real practice because they only memorized the rules. However, capacity of their memory was limited so that they could not memorize all of them.

5). **Difficulties in Vocabulary**

First, the students mastered limited vocabulary because they found difficulties to memorize the spelling of the words. They also found difficulties to
understand the meaning of the words. Second, they could not differentiate between verbs, nouns, adverbs, and adjectives. They felt difficult to understand the concept although in Bahasa Indonesia course they had learned about it.

6). Difficulties in Pronunciation

First, the students were not used to practice their mouth to pronounce English sounds. Therefore, they felt weird to pronounce certain words in English. They also felt shy to practice their pronunciation. Second, they could not or did not know how to pronounce certain English sounds that they could not find in Bahasa Indonesia, such as the sounds /æ/ in ‘cat’, /θ/ in ‘think’, or /dʒ/ in ‘large’.

c. Students’ Capabilities

Here, students’ capabilities refer to two categories, capabilities to overcome difficulties in listening to or reading English stories and capabilities to get an access to a computer or a laptop and internet. First, the researcher identified the students’ capabilities to overcome difficulties in listening to or reading English stories based on the result of question number twelve. From the question, the researcher found that the students had some alternatives to overcome their difficulties. Most of them (79.2%) mentioned that opening dictionary was the first alternative that they would choose. The second alternative (64.3%) was asking the English teacher. The third alternative (56.6%) was asking their friends.

However, when the researcher compared the answers with the result of the classroom observations, the researcher found that, in real practice, the students did not use dictionary as the first alternative. The first alternative that they chose was asking their English teacher and friends. The reason was because they needed much time to look up in the dictionary. Besides, they were not sure with the
answer that they found. The detail information of the result of the question number twelve is presented in Table 4.5.

Table 4.5 The Percentages of Question Number 12

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>What do you do to overcome the difficulties?</td>
<td>a. Opening dictionary</td>
<td>79.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Asking friends</td>
<td>56.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Asking family members</td>
<td>29.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Asking the teacher</td>
<td>64.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Etc. (browsing internet)</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

Second, the researcher identified the students’ capabilities to access a computer or a laptop and internet based on the result of question numbers fifteen and sixteen. The information would be the basis in specifying learning or teaching activities and resources, especially in developing the multimedia materials. From the questions, the researcher found that it was not difficult for the students to get an access to a computer or a laptop and internet. The reason was because half of them had a computer or a laptop. The rest could get the access from their parents, siblings, the computer rentals, the internet counters, or at the school. The detail information of the result of the questions number fifteen and sixteen is presented in Table 4.6.

Table 4.6 The Percentage of Questions Number 15 and 16

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>How do you get an access to a computer or a laptop?</td>
<td>a. From my own</td>
<td>35.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. From my parents</td>
<td>27.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. From my brother or sister</td>
<td>11.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. From the school</td>
<td>5.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. From computer rentals</td>
<td>12.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Etc. (internet counters)</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
16. How do you get an access to a computer or a laptop?

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>How do you get an access to a computer or a laptop?</td>
<td>a. From my own</td>
<td>30.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. From my parents</td>
<td>20.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. From my brother or sister</td>
<td>7.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. From the school</td>
<td>10.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. From computer rentals</td>
<td>19.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Etc. (internet counters)</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

The raw data of the student’s answer and examples that they mentioned in the questionnaires are presented in the Appendix E.

As it had been mentioned before, the researcher also distributed a questionnaire to the English teacher. The questionnaire for teacher was distributed on October 31st, 2011. The purpose was not to identify the English teacher’s characteristics, but experiences and opinions. The data would help the researcher to identify the English teacher’s point of view related to appropriate materials that could be used in the classroom activities.

First, the researcher identified the English teacher’s experiences in using stories in the learning and teaching process, the examples, the purposes, and the sources from questions number one to four. From the questions, the researcher found that:

a. The English teacher has ever used stories in the English course.

b. The English teacher told a story that showed daily activities as a modeling, telling personal experiences as motivation, or read a story taken from the English textbooks as a part of the materials.

c. The purposes of using the stories were as an overview, ice breaking or refreshing, the main materials, and exercises.

d. The English teacher got the stories from the English textbooks.
e. The English teacher adopted or adapted some of them from many sources.

f. In understanding the stories, the students often found difficulties, especially in vocabulary.

Second, the researcher identified the English teacher’s opinions about using stories in the learning and teaching process based on the result of questions number five to thirteen. From the questions, the researcher found that based on the English teacher’s opinions:

a. Using stories in the English learning and teaching process was good. The reason was because stories developed students’ motivation and positive attitudes. Stories could attract their attention. Stories also helped them to understand the materials. Besides, stories could be used as models of the language use and purposes.

b. Storybooks that were completed with materials and exercises were very useful because they could be used as supporting materials of learning and teaching at school or at home.

c. Picture story and short stories, tales, legends, and fables, family and love were the most appropriate forms, types, and themes of storybook that could be used in the English learning and teaching process.

d. An appropriate storybook that could be used in learning and teaching process had to have interesting characters, easy plot, interesting setting, simple language style, and completed with vocabulary list.

The researcher conclude that based on the English teacher’s point of view, using stories in the learning and teaching process was one of effective and efficient alternative to accommodate the students’ characteristics.
B. Goals, Topics, and General Purposes

The second element, the workbook applied the integrated approach and had goals, topics, and general purposes that were formulated from the current curriculum. Because the workbook applied integrated approach, the goals, topics, and general purposes were formulated for four language skills. The researcher formulated goals, topics, and general purposes in the planning process. The researcher formulated them based on the result of a library research on the current curriculum and commonly used English textbooks. The researcher used the procedures because the current curriculum, the SLBC of 2006 (KTSP) did not mentioned explicitly all topics that were appropriate to teach grade VII students of junior high school. Therefore, the researcher had to find more detail information from the commonly used English textbooks.

The researcher used four English textbooks as the objects of the library research. They were The Bridge (2004), English in Focus (2008), Building Blocks (2005), and Student’s Book Flying Start (2011). Although not all of them were designed based on the current curriculum, the SLBC of 2006 (KTSP), researcher selected them because three of them were distributed by the school and often used by the English teacher. Then, one of them was suggested by the teacher to be used by all grade VII students at SMP Negeri 2 Yogyakarta. Besides, all of them had similar scopes of topic that were related to the closest situations that junior high schools students often experience. However, the sequences, the types of the activities, and the levels of difficulty in each textbook were different.

In formulating goals, topics, and general purposes, the researcher made some adaptations because the concept that the current curriculum had was
different from the concept that the Kemp’s ID model had. Based on the current curriculum, the SLBC of 2006 (KTSP), competence standards (standar kompetensi) were the minimum competencies that should be achieved at every level of material being taught. Then, basic competences (kompetensi dasar) were the elaboration of competence standards that covered narrower materials. After that, both the competence standards and the basic competences already presented the broad and narrow topics. It meant the researcher could directly recognize the topics in the competence standards and the basic competences.

Based on the Kemp’s ID model, goals were the broad competencies that students would achieve in the learning and teaching process. Then, in order to achieve the competencies, topics were formulated to become the scope of the content area. After that, based on the topics, general purposes were formulated in order to show the more specific outcomes that students would perform. It meant, before formulating the general purposes, the researcher should have formulated the topics.

Based on those understandings, the researcher decided to use the terms that the Kemp’s ID model have with some adaptations. The researcher formulated the goals from the competence standards (standar kompetensi). Then, the researcher formulated the general purposes from the basic competences (kompetensi dasar). The reason was because the competence standards showed more general information than the basic competences. After that, the researcher formulated the topics from them. Besides, the researcher used the result of the library research on the commonly used English textbooks to complete the list of the topics.
The researcher selected twelve topics. From the topics, the researcher categorized them into nine oracy topics and six literacy topics. The reason was that six topics (expressions) focused on oral competences. Then, three topics (functional written texts) focused on literacy competences. After that, three topics (functional spoken and written texts, monologues, and essays) focused on both oral and literacy competences. The list of the goals, topics, and general purposes is presented in Table 4.7.

<table>
<thead>
<tr>
<th>Goals</th>
<th>General purposes</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>To comprehend meaning in very simple transactional and interpersonal conversations to interact with the closest situations</td>
<td>Asking someone to do and not to do something, Asking and giving information, Expressing gratitude, and expressing apology</td>
</tr>
<tr>
<td></td>
<td>1.1. To respond meaning in transactional (to get things done) and interpersonal (to socialize) conversations using very simple spoken language accurately and fluently to interact with the closest situations that involve the expressions of asking someone to do and not to do something</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2. To respond meaning in very simple transactional and interpersonal conversations using very simple spoken language accurately and fluently to interact with the closest situations that involve the expressions of asking and giving information, expressing gratitude, and expressing apology</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>To express meaning in very simple transactional and interpersonal conversations to interact with the closest situations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1. To express meaning in transactional and interpersonal conversations using very simple spoken language accurately and fluently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2. To interact with the closest situations that involve the expressions of asking someone to do and not to do something</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3. To express meaning in transactional and interpersonal conversations using very simple spoken language accurately and fluently to interact with the closest situations that involve the expressions of asking and giving information, expressing gratitude, and expressing apology</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>General purposes</td>
<td>Topics</td>
</tr>
<tr>
<td>-------</td>
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<td>--------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To comprehend meaning in short and very simple functional written texts related to the closest situations</td>
<td>5.1. To read aloud words, phrases and sentences using correct pronunciation, stress, and intonation related to the closest situations</td>
<td>Greeting cards</td>
</tr>
<tr>
<td></td>
<td>5.2. To respond meaning in sort and very simple functional written texts accurately and fluently related to the closest situations</td>
<td>Written messages</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To express meaning in short and very simple functional written texts related to the closest situations</td>
<td>6.1. To express ideas in sort and very simple functional written texts using written language accurately and fluently to interact with the closest situations</td>
<td>Identity cards</td>
</tr>
<tr>
<td></td>
<td>6.2. To express rhetoric ways in very simple functional written texts using written language accurately and fluently to interact with the closest situations</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To comprehend meaning in very simple transactional and interpersonal conversations to interact with the closest situations</td>
<td>7.2. To respond meaning in transactional interpersonal conversations using very simple spoken language accurately and fluently to interact with the closest situations that involve the expressions of asking and giving opinions and expressing like and dislike</td>
<td>Asking and giving opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressing like and dislike</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To express meaning in very simple transactional and interpersonal conversations to interact with the closest situations</td>
<td>9.2. To express meaning in transactional and interpersonal conversations using very simple spoken language accurately and fluently to interact with the closest situations that involve the expressions of asking and giving opinions and expressing like and dislike</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To comprehend meaning in functional spoken texts or short and very simple monologues in forms of descriptive and procedural texts to interact with the closest situations</td>
<td>8.1. To respond meaning in sort and very simple functional spoken texts accurately and fluently to interact with the closest situations</td>
<td>Announcement</td>
</tr>
<tr>
<td></td>
<td>8.2. To respond meaning in very simple monologues accurately and fluently to interact with the closest situations in forms of descriptive and procedural texts</td>
<td>Description</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. To express meaning in functional</td>
<td>10.1. To express meaning in sort and very simple functional spoken texts using spoken language accurately and fluently</td>
<td>Procedure</td>
</tr>
<tr>
<td>Goals</td>
<td>General purposes</td>
<td>Topics</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>spoken texts or very simple and short monologues in forms of descriptive and procedural texts to interact with the closest situations</td>
<td>10.2. To express meaning in very simple monologues using spoken language accurately and fluently to interact with the closest situations in forms of descriptive and procedural texts</td>
<td></td>
</tr>
<tr>
<td>Reading 11. To comprehend meaning in functional written texts or short and very simple essays in forms of descriptive and procedural texts related to the closest situation</td>
<td>11.1. To respond meaning in sort and very simple functional written texts accurately and fluently to interact with the closest situations</td>
<td>11.1. To respond meaning in sort and very simple functional written texts accurately and fluently to interact with the closest situations. 11.2. To respond meaning and the rhetoric ways accurately and fluently in very simple essays related to the closest situations in forms of descriptive and procedural texts related. 11.3. To read aloud short and very simple functional text and essays in forms of descriptive and procedural texts using correct pronunciation, stress, and intonation.</td>
</tr>
<tr>
<td>Writing 12. To express meaning in functional written texts or short and very simple essays in forms of descriptive and procedural texts related to the closest situation</td>
<td>12.1. To express meaning in sort and very simple functional written texts using written language accurately and fluently to interact with the closest situations</td>
<td>12.1. To express meaning in sort and very simple functional written texts using written language accurately and fluently to interact with the closest situations. 11.4. To express meaning and the rhetoric ways in very simple essays using written language accurately and fluently to interact with the closest situations in forms of descriptive and procedural texts.</td>
</tr>
</tbody>
</table>

Nine oracy topics and six literacy topics, presented in Table 4.7, were selected based in the suggestion of the English teacher. They covered materials for the first semester and the second semester. The English teacher suggested the topics because students found many difficulties related to some of the topics. Although some of the topics have been discussed in the first semester, the English teacher wanted to make some reviews in the beginning of the second semester.
After formulating the topics, the researcher decided to categorize them into six units. The researcher used the total number of the literacy topics as the reference to determine the total number of the unit because literacy topics were more difficult than the oracy topics. Besides, some literacy topics and oracy topics could not cover four skills. Therefore, the researcher had to combine one literacy topics with two or three different oracy topics. The number of oracy topic in each unit was determined based on the level of difficulty of the literacy topic. It meant that the total number of literacy and oracy topics in each unit was not the same.

C. Learning Objectives

The third element, the workbook had learning objectives that were specified using Bloom’s taxonomy. The researcher specified the learning objectives in the planning process. The researcher specified them based on the goals, topics, and general purposes that had been formulated. They showed specific and measurable language behaviors that were stated in terms of activities that the students should accomplish to achieve the basic competences and will promote learning.

In writing the objectives, the researcher used Benjamin S. Bloom’s taxonomy as the guideline. The researcher selected Bloom’s taxonomy as the guideline because it showed clear (from simple to more complex intellectual behavioral levels) and specific (from concrete to more abstract mental levels) categorization of learning objective. It also showed some examples of appropriate action verbs to describe the content reference of the subject, the performance standards, and the criteria or conditions of the learning and teaching process.
In the workbook, the researcher covered three categories (cognitive, affective, and psychomotor), but gave more attention to cognitive domain. Therefore, the learning objectives of cognitive domain covered six levels that Bloom proposed. They were knowledge, comprehension, application, analysis, synthesis, and evaluation. They were arranged from the simplest level (knowledge level) to the most complex level (evaluation level). The list of learning objectives for cognitive domain is presented in Table 4.8.

Table 4.8 Learning Objectives: Cognitive Domain

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Description</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Identify correct adjectives to complete noun phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify adjectives by listening to a conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify characteristics of the person being described</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify the correlation of paragraphs in a descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Identify the generic structure of a descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Identify synonyms of the adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Analyze statements related to a descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Formulate correct argumentations why the statements are true or false</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Arrange jumbled words into simple sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Examine the characteristics of the person based on the given descriptions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Examine the person’s personality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Construct a descriptive text</td>
</tr>
<tr>
<td>2</td>
<td>Announcement</td>
<td>1. Recognize the type of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Explain the function and the content of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify nouns based on the given pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Analyze statements by listening to an announcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Formulate correct argumentations why the statements are true or false</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Construct an oral announcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Identify the correlation of paragraphs in an announcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Identify the generic structure of an announcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Analyze statements related to an announcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Formulate correct argumentations why the statements are true or false</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Construct an announcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Construct simple sentences based on the key words</td>
</tr>
<tr>
<td></td>
<td>Asking and giving information</td>
<td>1. Identify locations based on the given directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Construct directions to find the treasure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify nouns by listening to a song</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Practice pronunciation by singing a song</td>
</tr>
<tr>
<td>Unit</td>
<td>Topics</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| 3    | Asking someone to do and not to do something | 5. Recognize expressions of asking and giving information  
6. Apply correct expressions of asking and giving information in a conversation  
7. Analyze important information in a conversation  
8. Write directions based on the given routes  |
|      | Expressing gratitude | 1. Recognize expressions of gratitude  
2. Apply expressions of gratitude in a conversation  |
|      | Expressing apology | 1. Recognize expressions of apology  
2. Apply expressions of apology in the conversation  |
|      | Greeting cards | 1. Recognize the type of the text  
2. Explain the function and the content of the texts  
3. Recognize correct types of greeting card based on the given pictures  
4. Recognize correct types of greeting cards based on the given expressions  
5. Recognize important information based on the stories  
6. Write greeting expressions based on the given types of greeting card  
7. Construct a greeting card  |
| 4    | Asking and giving opinions | 1. Identify synonyms of the adjectives  
2. Identify adjectives by listening to a conversation  
3. Recognize expressions of asking and giving opinions  
4. Apply correct expressions to ask and give opinions  |
|      | Expressing like and dislike | 1. Identify correct verb-ing based on the given pictures  
2. Identify verb-ing by listening to the conversation  
3. Recognize expressions of asking and giving opinions  
4. Apply correct expressions to express like and dislike  |
|      | Written messages | 1. Identify the generic structure of a postcard  
2. Analyze statements related to the postcard  
3. Formulate correct argumentations why the statements are true or false  
4. Identify the generic structure of a personal letter  
5. Explain the function and the content of the personal letter  
6. Select correct information to complete the e-mail  |
| 5    | Procedure | 1. Identify nouns by listening to a procedure  
2. Identify the correlation of steps in a procedure by listening to the procedure  
3. Identify correct procedure based on the given pictures  
4. Apply correct statements to complete the procedure  
5. Explain the function and the content of a procedure  
6. Identify nouns based on the given pictures  
7. Identify the correlation of steps in a procedure based on the given pictures  
8. Identify the generic structure of a procedure  |
A list of learning objectives of cognitive domain, presented in Table 4.8, was the result of the materials final revision. The researcher had made some changes in formulating the statements (the content reference of the subject, the performance standards, and the criteria or conditions) and sequencing the level of difficulty. The detail information of the revision is presented in the materials revision section.

Then, the learning objectives of affective domain covered two levels. First, receiving was the ability to give attention to an event or activity. Second, responding was the ability to react to an event through some forms of participation. Those two levels were basic abilities that students had to accomplish in order to support the achievements of other two categories of learning objective.

Last, the learning objectives of psychomotor domain covered two levels. First, nonverbal communication was the ability to make facial expression, gesture,
and bodily movements. Second, speech behavior was the ability to produce and project sound and coordinate sound and gesture. Those levels were appropriate and very important as the basis of developing the students’ cognitive domain. The list of learning objectives for affective domain and psychomotor domain is presented in Table 4.9.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affective Domain</strong></td>
</tr>
<tr>
<td>1. Give attention to the materials, questions, answers, explanations, performances of the teacher or friends</td>
</tr>
<tr>
<td>2. Participate in the individual, pair, and group activities with great enthusiasm</td>
</tr>
<tr>
<td><strong>Psychomotor Domain</strong></td>
</tr>
<tr>
<td>1. Show appropriate facial expression, gesture, and bodily movements in delivering monologues and simulating conversations</td>
</tr>
<tr>
<td>2. Produce correct and clear sounds</td>
</tr>
<tr>
<td>3. Coordinate sounds and gestures</td>
</tr>
</tbody>
</table>

A list of learning objectives of psychomotor and affective domains, presented in Table 4.9, was the result of the materials final revision. The researcher had made some changes in formulating the statements (the content reference of the subject, the performance standards, and the criteria or conditions) and sequencing the level of difficulty. The detail information of the revision is presented in the materials revision section.

D. Subject Contents

The fourth element, the workbook had subject contents. The researcher selected and organized the subject contents in the materials development process. The researcher selected them based on the learning objectives had been specified. Then, the researcher organized them using Bloom’s taxonomy as the guideline.
The researcher also considered the level of difficulty of the subject contents. The list of subject contents is presented in Table 4.10.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Subject Contents</th>
</tr>
</thead>
</table>
| 1.   | Description                   | 1. Adjectives used in describing physical appearances  
2. Noun phrase  
3. Describing physical appearances using ‘has’  
4. Synonyms of adjectives  
5. The sequence of adjectives  
6. The meaning of descriptive text  
7. The functions of descriptive text  
8. The generic structure of descriptive text  
9. The content of descriptive text  
   - The characteristics of person in the Black family  
   - The characteristics of the Black Family’s jobs  
   - The characteristics of the Black Family’s house  
   - The characteristics of the Black family pet |
| 2.   | Announcement                  | 1. Nouns used in an announcement  
2. The meaning of announcement  
3. The functions of announcement  
4. The generic structure of announcement  
5. The content of announcement  
   - An event  
   - A job vacancy  
   - A missing person |
|      | Asking and giving information | 1. Food and drink partitives  
2. Expressions of asking and giving information  
   - Direction  
   - Nouns related to treasure  
3. Simple present tense  
4. Simple past tense  
5. Declarative sentences  
6. Interrogative sentences |
| 3.   | Asking someone to do and not to do something | 1. Action verbs used in instruction and prohibition  
2. Direct and indirect speech  
3. Expressions of asking someone to do and not to do something  
   - Instruction  
   - Prohibitions |
|      | Expressing gratitude         | 1. Expressions of gratitude  
2. The level of politeness |
|      | Expressing apology           | 1. Expressions of apology  
2. The level of politeness |
|      | Greeting cards               | 1. The types of greeting card  
   - New year cards  
   - Celebration cards  
   (e.g. New year, Christmas, Eid al-Adha, mother’s day, and Valentine’s day)  
   - Gratitude cards |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Subject Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sympathy cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Congratulation cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Everyday cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anniversary cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Birthday cards</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>The functions of greeting card</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>The generic structure of greeting card</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>The content of greeting card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressions in greeting cards</td>
</tr>
<tr>
<td>4.</td>
<td>Asking and giving opinions</td>
<td>1. Adjectives used in asking and giving opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Expressions of asking and giving opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical appearances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Novels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Movies</td>
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<tr>
<td></td>
<td>3.</td>
<td>Simple sentence sequence</td>
</tr>
<tr>
<td></td>
<td>Expressing like and dislike</td>
<td>1. Verb-ing related to hobbies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Expressions of like and dislike</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hobbies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Favorite things (books, foods, and subjects at school)</td>
</tr>
<tr>
<td></td>
<td>Written messages</td>
<td>1. The types of written message</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal letter</td>
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<td></td>
<td></td>
<td>Postcard</td>
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<td></td>
<td></td>
<td>E-mail</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>The functions of written message</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>The generic structure of written message</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>The content of written message</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Likes and dislikes</td>
</tr>
<tr>
<td>5.</td>
<td>Procedure</td>
<td>1. Nouns used in a procedure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>action verbs used in a procedure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The type of procedure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food recipes</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>The functions of procedure</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>The generic structure of procedure</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td>The content of procedure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to make some kinds of cookie (e.g. Chinese, Belgian, Greek, French, and American cookies)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to make omelet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to make fried rice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to make vanilla pudding</td>
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<tr>
<td></td>
<td></td>
<td>How to make meat and spinach pie</td>
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<tr>
<td></td>
<td></td>
<td>How to make pancake</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>Imperative sentences</td>
</tr>
<tr>
<td>6.</td>
<td>Identity cards</td>
<td>1. The types of identity card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National identity card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Travel insurance card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business card</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>The functions of identity card</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>The generic structure of message</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>The content of identity card</td>
</tr>
</tbody>
</table>
A list of subject contents, presented in Table 4.10, was the result of the materials final revision. The researcher had made some changes in selecting the type of the subject contents and organizing the sequence. The researcher made the changes based on the result of the final revision of the learning objectives. The detail information of the revision is presented in the materials revision section.

E. Teaching or Learning Activities and Resources

The fifth element, the workbook used stories and had teaching or learning activities and resources. In this workbook, the researcher used stories to provide a motivation and stimulation. Then, the researcher specified teaching and learning activities to provide a source of language, a learning support, and a reference. Therefore, the students were interested to do the exercises in this workbook not only when the English teacher asked them or gave them homework.

1. The Nature of the Workbook

As it had been mentioned in the introduction of chapter IV, the nature of the workbook was a combination of a storybook and a workbook. Therefore, the general appearance of the workbook was similar to the nature of a common storybook. The workbook was designed as a compilation of some units of story that are related each other and formed one main story. It had title, elements of
story, and illustrations. The difference was that the workbook did not consist of complete stories. Besides, the workbook had the user’s manuals, multimedia materials, list of learning objectives, answer key, and a sequence of tasks.

2. The Framework of the Unit

In this workbook, the researcher developed six units. Each unit had the same framework, consisting of one story and some tasks. In determining the framework, the researcher applied TBLT conceptual basis and framework. The researcher adapted the concept of three-task phases (based on Nunan), as it had been discussed in the theoretical description (chapter II). Then, the researcher divided each unit of story into three parts, The Beginning (a pre-task phase), a sequence of tasks (a task-proper phase), and The Ending (a follow-up phase).

a. The Beginning

It was the exposition of the main characters, their backgrounds, their characteristics, goals, limitations, and potentials, and the complication (the beginning of the major conflict). In this part, the story was presented in the form of comic strips. It was designed as a process of schema building. Therefore, it consisted of some models (spoken or written texts) related to the discussed topics. They can be used to introduce and orient students to the topic and the tasks.

b. A Sequence of Tasks

It was the crisis (the turning point) and the climax (the high point) of the conflicts. It consisted of some tasks. In this part, the story was presented in the form of short narrations in the beginning of the tasks and in each task. It was designed to engage students in planning, practicing, producing, performing, and presenting activities.
c. The Ending

It was the resolution or denouement (the actions that bring the story to the conclusion). In this part, the story was presented in the form of comic strips. It was designed to engage students in summarizing, commenting, suggesting, discussing, or reporting activities and reviewing the errors. Therefore, it consisted of some comprehension questions related to the story.

3. The Forms, type, and Themes of the Stories

As it had been mentioned before, the workbook used stories. The researcher did not adopt or adapt the stories from commonly used storybooks but developed them. The reason was because the researcher found difficulties to adjust the content of the story with the subject contents and the teaching or learning activities. In this workbook, the stories were developed based on the result of identifying students’ characteristics, especially about their interests in stories. The forms, type, and themes of the stories is presented in Table 4.11.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Forms</th>
<th>Type</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Fantasy</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.11 The List of Forms, Type, and Themes of the Stories

The researcher selected the forms, type, and themes because most of the students had high interests in them. The English teacher also had positive point of view about using them in the English learning and teaching process. Besides, the
researcher had some considerations. First, the researcher combined a comic and a series story as the forms of the workbook because pictures in the comic could attract students’ attention and help them to understand the materials. Then, the concept of series story provided the researcher flexibilities to develop the elements of story. The researcher was able to provide more detailed explanations about the pots, characterless, and setting.

Second, the researcher selected fantasy as they type of the story because it could develop students’ imagination. Besides, the researcher had more flexibility to adjust the subject contents that had been selected and organized and specify learning or teaching activities and resources. However, the researcher still related some elements in the stories with the reality. For examples were using real humans’ characters, knowledge, and daily life experiences.

Third, in some units, the researcher did not only emphasize one theme but combined two themes. The reason was because the researcher wanted to create different impressions for each unit of story. Besides, the researcher wanted to develop students’ curiosity. Therefore, they were attracted to read each unit of story, do the exercise, and finish reading the all the stories.

4. The Elements of the Stories

In this workbook, the researcher also developed the elements of the stories. The main elements consisted of plots, characters, and settings.

a. Plots

Because the researcher determined series stories as the form of the stories, this workbook was designed as a compilation of six units of story. Each unit of story had one plot, called the sub plot. All of the sub plots were close plots (with a
conclusion). The researcher used closed plots in order to show the links between each unit of story. Therefore, the students could understand the relation between the sub plots and conclude the main plot. All of the sub plots were related each other and formed one plot, called the main plot. The main plot was an open plot (without a conclusion). The researcher selected an open plot because the researcher wanted to develop the students’ creativity and ability to keep in mind and recall what they have done and learned. The summary of the plots for all units of story is presented in Table 4.12.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Main Plot</th>
<th>Sub Plots</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A mission of a detective to find a mysterious family and the amulets that the family hid</td>
<td>A detective met a professional writer, named Roderick Hall who had important information about who the members of the mysterious family were.</td>
</tr>
<tr>
<td>2</td>
<td>The detective read a journal that was written by a treasure hunter, named Captain Hunter. He had important information about the amulets that the family tried to hide.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The detective disguised as a trainer in a school where one of members of the mysterious family studied.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The detective tried to reveal the real identity of a rising movie star, named Xiang Tan. The detective believed that he was one of members of the family.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The detective attended a patisserie competition to meet an old friend. Accidentally, the detective met a mysterious man who was one of members of the mysterious family.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The detective tried to solve a murder case that involved a professional baker that the detective met in a patisserie competition. Accidentally, the detective found that one of members of the mysterious family was also involved in the case.</td>
<td></td>
</tr>
</tbody>
</table>

A list of main plot and the sub plots, presented in Table 4.12, was the result of the materials final revision. The researcher had made some adjustments with the result of the final revision of the subject contents. The researcher also had considered the learning and teaching activities.
b. Characters

In each unit of story, the researcher developed some characters. They had various traits, appearances, and personalities. Each of them also had certain characteristics that represented their origins. The Purpose was to show different contexts of language meaning used by different people. Therefore, the students could to link between language and culture. In presenting the characters, the researcher did not explicitly show their traits, appearance, or personalities. The purpose was to encourage the students to see the pictures and read the stories carefully in order to reveal the mystery and discover the characters. Besides, they could experience as if they involve as one of characters in the stories.

The role of the detective was as the central of the actions. The role of the mysterious caller was as the starter of the main character’s actions. The role of the professional writer was as an informant. He had important information about the main target of the detective’s mission. The role of the mysterious woman and the professional bake were as clue makers. The role of the treasure hunter was as a story teller. The role of the male student, the rising movie star, the mysterious man, the professor, and the lawyer were as the main targets of the mission. The role of female students, the headmaster, the host, the police officer, and the pharmacist were as figurants. They involved in the conflicts and had interaction with the main targets. The list of the characters is presented in Table 4.13.

Table 4.13 The List of the Characters

<table>
<thead>
<tr>
<th>Characters</th>
<th>Sex</th>
<th>Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A detective</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A mysterious caller</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
A list of characters, presented in Table 4.13, was the result of the materials final revision. The researcher had made some adjustments with the result of the final revision of the subject contents. The researcher also had considered the learning and teaching activities.

c. **Settings**

In each unit of story, the researcher developed settings of time and place. They were developed to create atmospheres and social and cultural contexts of the stories. Besides, they were developed to show the contexts of the language. In presenting the settings, the researcher did not explicitly show the time and the place using pictures. The reason was because the researcher wanted to develop the students’ curiosity. The list of the settings is presented in Table 4.14.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Sex</th>
<th>Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A professional writer</td>
<td>Male</td>
<td>Roderick Hall</td>
<td>Late 60s</td>
</tr>
<tr>
<td>A mysterious woman</td>
<td>Female</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A treasure hunter</td>
<td>Male</td>
<td>Captain Hunter</td>
<td>32 years old</td>
</tr>
<tr>
<td>A student</td>
<td>Male</td>
<td>Jack Cooper</td>
<td>13 years old</td>
</tr>
<tr>
<td>A student</td>
<td>Female</td>
<td>Polly Cooper</td>
<td>13 years old</td>
</tr>
<tr>
<td>A head master</td>
<td>Female</td>
<td>-</td>
<td>Middle 40s</td>
</tr>
<tr>
<td>A talk show host</td>
<td>Female</td>
<td>-</td>
<td>20s</td>
</tr>
<tr>
<td>A rising movie star</td>
<td>-</td>
<td>Tan Xiang</td>
<td>15 years old</td>
</tr>
<tr>
<td>A presenter</td>
<td>Female</td>
<td>-</td>
<td>20s</td>
</tr>
<tr>
<td>A professional baker</td>
<td>Male</td>
<td>Albert Cook</td>
<td>62 years old</td>
</tr>
<tr>
<td>A mysterious man</td>
<td>Male</td>
<td>-</td>
<td>40s</td>
</tr>
<tr>
<td>A police officer</td>
<td>Male</td>
<td>-</td>
<td>30s</td>
</tr>
<tr>
<td>A pharmacist</td>
<td>Female</td>
<td>Annabelle Cook</td>
<td>32</td>
</tr>
<tr>
<td>A professor</td>
<td>Male</td>
<td>Cullen Wright</td>
<td>58</td>
</tr>
<tr>
<td>A lawyer</td>
<td>Female</td>
<td>Kay Loony</td>
<td>35</td>
</tr>
</tbody>
</table>

**Table 4.14 The List of the Settings**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the morning and at night</td>
<td>At the professional writer’s apartment</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>At a mysterious house</td>
</tr>
</tbody>
</table>
A list of settings, presented in Table 4.14, was the result of the materials final revision. The researcher had made some adjustments with the result of the final revision of the subject contents. The researcher also had considered the learning and teaching activities.

5. **The Titles of the Workbook and the Stories**

In determining the titles, the researcher considered the language and the content of each unit of story. The researcher tried to use a simple language that could represent the content of the stories. There was only one word that might not be familiar to junior high school students (the word ‘fame’). The researcher used it because it was the most suitable word that could represent the content of the story. Besides, the researcher wanted to develop students’ curiosity. When the students were curious about the titles, they would be encouraged to read the stories. The list of the titles is presented in Table 4.15.

<table>
<thead>
<tr>
<th>Workbook Title</th>
<th>Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Blacks</td>
<td>1</td>
<td>The Black Family</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>A Treasure Hunt</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Summer School</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>The Mask of Fame</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Hey, Cookie!</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Death in the Crowd</td>
</tr>
</tbody>
</table>
A list of titles, presented in the Table 4.15, was result of the materials final revision. The researcher had made some adjustments with the result of the final revision of the subject contents. The researcher had made some changes in determining the title and writing the title. The researcher also had considered the learning and teaching activities. The detail information of the revision is presented in the materials revision section.

6. The Organization of Task

As it had been mentioned in the previous section, each unit had a sequence of tasks. The tasks were teaching or learning activities that were specified based on the subject contents that had been selected and organized and stories that had been developed. In specifying the teaching or learning activities, the researcher applied TBLT conceptual basis and framework. The reason was because TBLT provided clear guidelines and supported the Indonesia current curriculum, the SLBC of 2006. It also provided effective and efficient condition for learning and teaching English for grade VII students at SMP Negeri 2 Yogyakarta.

In this workbook, each unit consisted of rehearsal tasks and activations task. Rehearsal tasks were designed to give students opportunities to prepare and practice what they have learned from the teacher. The type of rehearsal tasks were listing, ordering and sorting, and comparing. Then, activation tasks were designed to give students opportunities to reproduce or manipulate what they have learned from the teacher. The types of activation task were problem solving, sharing personal experiences, and creative tasks. They were developed based on the adaptation of Willis’ six types of tasks. Besides, each unit consisted of language tasks and communicative tasks. They were designed to develop students’ language
knowledge and skills. They were developed based on the adaptation of the ten-step procedure (based on Richard, Hull, and Proctor).

a. Language Tasks

Language tasks consisted of vocabulary and grammar tasks. They would give more focus on the form rather than the meaning. The researcher selected the word of “master” to label the language tasks because the meaning of the word is a skilled person. The researcher expected that by doing the language tasks the students would have proficiency and show great skills in vocabulary and grammar. Therefore, they had supporting knowledge to develop language skills.

1). Vocabulary Tasks

Vocabulary tasks were designed to develop knowledge about meanings, synonyms, antonyms, word families, collocations, and word uses. The vocabulary tasks entitled Word Master. The examples of the activities were finding the meaning of the words, recognizing the synonym or antonym of the words, differentiating between nouns, adjectives, and adverb, ordering words into phrases, matching, naming, and listing objects based on the given picture.

2). Grammar Tasks

Grammar tasks were designed to develop knowledge on the language rules, such as tenses, phrases, clauses, and sentence structures. The grammar tasks entitled Grammar Master. The examples of the activities were arranging scrambled words into sentences, constructing sentences based on the given key words and tenses, changing direct speech into indirect speech, constructing declarative sentences based on the given interrogative sentences, constructing imperative sentences based on the picture, recognizing, and differentiating tenses.
b. **Communicative Tasks**

Communicative tasks consisted of listening, speaking, reading, writing, and creative tasks. The creative tasks were additional tasks. They gave more attention to both focus on form and meaning. The researcher selected the word “let’s” (the short form of “let us”) to label the language skills and creative tasks because the researcher had an intention to encourage the students to participate actively in the activities. Actually, there were four categories in language skills activities. However, in this workbook, the researcher decided to exclude the last category (extensive) because the grade VII students of junior high school only discussed short and simple texts.

1). **Listening Tasks**

Listening tasks were designed to introduce English sounds and speech processes (rate of delivery, stress, rhythm, intonation, and colloquial language) and develop listening skills, such as listening for gist, listening for details, and inferring meaning from the context. The tasks entitled *Let’s Listen*. The listening tasks focused on three categories. They were intensive (to comprehend language components), responsive (to make a short response), and selective (to scan certain information). The examples of the activities were identifying missing words, recognizing sentence, paragraph, or dialogue paraphrase (comprehension check), responding questions or instructions, and recognizing correct picture based on the listening passages.

2). **Speaking Tasks**

Speaking tasks were designed to develop spoken production. The tasks entitled *Let’s Speak*. The speaking tasks focused on three categories. They were
intensive (to produce oral language based on the controlled situation), responsive (includes interactions and comprehension test of limited level), and interactive (includes complex and longer interactions and involve multiple participants). The examples of the activities were direct response tasks, read-aloud tasks, dialogue completion tasks, picture-cued tasks, question and answer practices, giving instructions or directions, discussions, and conversations.

3). Reading Tasks

Reading tasks were designed to introduce genres of written text and develop reading skills. The tasks entitled *Let’s Read*. The reading tasks focused on three categories. They were perceptive (to recognize discourse components), selective (to recognize lexical, grammatical, and discourse features), and interactive (to negotiate meanings and identify relevant features of a text). The examples of the activities were read-aloud tasks, multiple-choice tasks, picture-cued tasks, true or false tasks, matching tasks, comprehension questions, short answer tasks, and ordering tasks.

4). Writing Tasks

Writing tasks were designed to develop written production. The tasks entitled *Let’s Write*. The writing tasks focused on three categories. They were imitative (to write letters, words, phrases, very brief sentences, and punctuations), intensive (to produce vocabulary and grammatical features based on the controlled context), and responsive (to connect sentences into a paragraph and paragraphs into a short composition). The examples of the activities were picture-cued tasks, form completion tasks, ordering tasks, short-answer tasks, sentence completion tasks, guided question and answer tasks, and paragraph constructions tasks.
5). **Creative Task**

Besides those four language skills tasks, the researcher developed one additional task, entitled *Let’s Play*. The tasks were designed to create freer and more complex activities that combine two or more language skills tasks. The focus was to develop fluency in both oracy (related to language expressions) and literacy competences (related to functional written texts). The examples of the activities were playing games, singing, watching videos, making craft, and simple role paying.

The portion of the tasks was 10% for grammar, 15% for vocabulary, 10% for Listening, 25% for speaking, 15% for reading, and 25% for writing. The researcher gave more portions for speaking and writing because the researcher found that the students needed more practices in performing, presenting, or producing spoken and written texts. The types of activity and the organization of the tasks are presented in Table 4.16.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Task</th>
<th>Type</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Word Master</td>
<td>Complete noun phrase using adjectives</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Let’s Listen</td>
<td>Listen to a recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify missing words (adjectives)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Let’s Speak</td>
<td>Practice a conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recognize the characteristics of the person being described</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Let’s Read</td>
<td>Sequence paragraphs into a descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Label the generic structures of the descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read the descriptive text</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Word Master</td>
<td>Read the a descriptive text in Task 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Match adjectives with the synonyms in the box</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Let’s Read</td>
<td>Read the descriptive text in Task 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze the statements (true or false)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explain the reasons</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Grammar Master</td>
<td>Arrange scrambled words into simple sentences</td>
</tr>
<tr>
<td>Unit</td>
<td>Task</td>
<td>Type</td>
<td>Activities</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Let’s Write</td>
<td></td>
<td>Look at a picture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>List the characteristics of the persons</td>
</tr>
<tr>
<td>9</td>
<td>Let’s Play</td>
<td></td>
<td>Read a description</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recognize the described person (multiple choice)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze personalities</td>
</tr>
<tr>
<td>10</td>
<td>Let’s Write</td>
<td></td>
<td>Look at a picture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Construct a descriptive text based on the picture</td>
</tr>
<tr>
<td>2</td>
<td>1 Word Master</td>
<td></td>
<td>Match nouns in the box with the pictures</td>
</tr>
<tr>
<td>2</td>
<td>Let’s Listen</td>
<td></td>
<td>Listen to a recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze the statements (true or false)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explain the reasons</td>
</tr>
<tr>
<td>3</td>
<td>Let’s Speak</td>
<td></td>
<td>Construct an oral announcement spontaneously based on the given clues</td>
</tr>
<tr>
<td>4</td>
<td>Let’s Read</td>
<td></td>
<td>Sequence paragraphs into an announcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Label the generic structures of the announcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read the announcement</td>
</tr>
<tr>
<td>5</td>
<td>Let’s Read</td>
<td></td>
<td>Read the announcement in Task 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analyze the statements (true or false)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explain the reasons</td>
</tr>
<tr>
<td>6</td>
<td>Let’s Write</td>
<td></td>
<td>Construct an announcement</td>
</tr>
<tr>
<td>7</td>
<td>Grammar Master</td>
<td></td>
<td>Construct simple sentences based on the key words</td>
</tr>
<tr>
<td>8</td>
<td>Let’s Listen</td>
<td></td>
<td>Listen to a recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify the location and type of the treasure</td>
</tr>
<tr>
<td>9</td>
<td>Let’s Play</td>
<td></td>
<td>Look at a map</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Create correct directions to find the treasure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watch a video (song)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete the song transcript</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sing the song</td>
</tr>
<tr>
<td>10</td>
<td>Let’s Speak</td>
<td></td>
<td>Recognize expressions of asking and giving information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice a conversation using the expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete the map based on the conversation</td>
</tr>
<tr>
<td>11</td>
<td>Let’s Read and Write</td>
<td></td>
<td>Draw routes on a map based on the given directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Create directions based on the given routes on a map</td>
</tr>
<tr>
<td>12</td>
<td>Let’s Speak</td>
<td></td>
<td>Tell the route drawn on the map</td>
</tr>
<tr>
<td>3</td>
<td>1 Grammar Master</td>
<td></td>
<td>List the instructions showed on the comic strips</td>
</tr>
<tr>
<td>2</td>
<td>Grammar Master</td>
<td></td>
<td>List the prohibition showed on the comic strips</td>
</tr>
<tr>
<td>3</td>
<td>Word Master</td>
<td></td>
<td>Complete sentences using action verbs</td>
</tr>
<tr>
<td>4</td>
<td>Let’s Listen</td>
<td></td>
<td>Listen to a recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify missing words (action verbs)</td>
</tr>
<tr>
<td>5</td>
<td>Let’s Speak</td>
<td></td>
<td>Recognize expressions of gratitude and apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice a conversation using the expressions</td>
</tr>
<tr>
<td>6</td>
<td>Let’s Read and Write</td>
<td></td>
<td>Recognize expressions of instruction and prohibition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete a conversation using the expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read the conversation</td>
</tr>
<tr>
<td>7</td>
<td>Let’s Read and Write</td>
<td></td>
<td>Arrange expressions of instruction and prohibition into a conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read the conversation</td>
</tr>
<tr>
<td>8</td>
<td>Let’s Read</td>
<td></td>
<td>Read greeting cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explain the function and the content of the texts</td>
</tr>
<tr>
<td>Unit</td>
<td>Task</td>
<td>Type</td>
<td>Activities</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>Word Master</td>
<td>Identify the synonyms of the adjectives</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Let’s Listen</td>
<td>Listen to a recording</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify missing words (adjectives)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Let’s Speak</td>
<td>Recognize expressions of asking and giving opinion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice a conversation using the expressions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grammar Master</td>
<td>Look at the pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write opinions based on the given key words</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Let’s Play</td>
<td>Look at the novels and movies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss people opinions about certain novels and movies</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Words Master</td>
<td>Match words in the box (verb-ing) with the pictures</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Let’s Listen</td>
<td>Listen to a recording</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify missing words (verb-ing)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Let’s Speak</td>
<td>Express like and dislike based on the key words</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Let’s Play</td>
<td>Discuss favorite things</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Let’s Read</td>
<td>Read a postcard</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Label the generic structures of the personal letter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze the statements (true or false)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain the reasons</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Let’s Read</td>
<td>Read a personal letter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Label the generic structure of the postcard</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain the type and content of the personal letters (WH questions)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Let’s Write</td>
<td>Select correct information to complete an e-mail</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare a personal letter, a postcard, and an e-mail</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>List the similarities and the differences between them</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Let’s Play</td>
<td>Read comic strips</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue the story</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Word Master</td>
<td>Listen to a recording</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the utensils and ingredients</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Let’s Listen</td>
<td>Listen to a recording</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the sequence of the procedure</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Let’s Speak</td>
<td>Recognize the procedure based on the pictures to complete a conversation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Let’s Read and Write</td>
<td>Complete a conversation using correct statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read the conversation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Let’s Read</td>
<td>Read the procedure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the content of the announcement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer WH questions</td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Task</td>
<td>Type</td>
<td>Activities</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------</td>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Word Master</td>
<td></td>
<td>● Read the procedure in Task 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Identify the ingredients and utensils based on the pictures</td>
</tr>
<tr>
<td>7</td>
<td>Let’s Read</td>
<td></td>
<td>● Look at the pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Sequence paragraphs into a procedural text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Label the generic structures of procedure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Read the procedure</td>
</tr>
<tr>
<td>8</td>
<td>Grammar Master</td>
<td></td>
<td>● Write procedures based on the pictures</td>
</tr>
<tr>
<td>9</td>
<td>Let’s Play</td>
<td></td>
<td>● Tell the procedures of making some foods based on the given pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Collect favorite recipes</td>
</tr>
<tr>
<td>10</td>
<td>Let’s Write</td>
<td></td>
<td>● Contract a procedural text (a recipe)</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>Word Master</td>
<td>● Arrange jumbled letters into nouns based on the pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Construct simple sentences based on the nouns</td>
</tr>
<tr>
<td>2</td>
<td>Let’s Read</td>
<td></td>
<td>● Read the identity card</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Discuss the content of the identity card</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Answer WH questions</td>
</tr>
<tr>
<td>3</td>
<td>Let’s Write</td>
<td></td>
<td>● Examine some identity cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Classify the information in the identity cards</td>
</tr>
<tr>
<td>4</td>
<td>Let’s Listen</td>
<td></td>
<td>● Listen to a recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Identify the missing words</td>
</tr>
<tr>
<td>5</td>
<td>Let’s Speak</td>
<td></td>
<td>● Recognize the expression of asking information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Practice a conversation using the expressions</td>
</tr>
<tr>
<td>6</td>
<td>Grammar Master</td>
<td></td>
<td>● Complete a conversations using correct tenses</td>
</tr>
<tr>
<td>7</td>
<td>Let’s Read and Write</td>
<td></td>
<td>● Complete a conversation using expressions of asking information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Read the conversation</td>
</tr>
<tr>
<td>8</td>
<td>Let’s Read and Write</td>
<td></td>
<td>● Arrange expressions of asking and giving information into a conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Read the conversation</td>
</tr>
<tr>
<td>9</td>
<td>Let’s Play</td>
<td></td>
<td>● Make a sort role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Discuss a murder case</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Apply correct expressions of asking and giving information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Explain the result of the discussion</td>
</tr>
<tr>
<td>10</td>
<td>Let’s Pay</td>
<td></td>
<td>● Read the descriptions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Recognize the profession of the described people</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Watch a video (song)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Match people the places they live</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Complete the information (short answers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Sing the song</td>
</tr>
</tbody>
</table>

A list of teaching or learning activities, presented in the Table 4.16, was the result of the materials final revision. The researcher had made some changes in determining the type of the tasks and the organizing the activities.
researcher also had made some changes in determining the total number of the activities in each unit. The detail information of the revision is presented in the materials revision section.

In this workbook, the researcher did not determine the same total number of task for each unit. The reason was because topics that were discuss in each unit had different level of difficulty. Therefore, the more difficult the topics being discuss in one unit, the more activity that were designed for the topics. The researcher also did not apply a fixed sequence in organizing the tasks. The researcher had some considerations.

First, if the researcher applied the same sequence in organizing the tasks for all units, the researcher could not create variety in each unit because the selection of the types of the task was limited. Second, the researcher could not create a sense that each unit was unique. Once the students found some difficulties in doing tasks in certain unit, they would easily get bored with the routines in doing the tasks and reluctant to continue or move to other units because they have already known the pattern. However, the researcher still followed certain principles in organizing the activities. The principles were adapted from the concepts of a ten-step procedure (based on Richard, Hull, and Proctor) as it had been discussed in the theoretical description (chapter II). Based on those principles, the researcher sequenced the activities using following patterns:

a. Language Task Pattern

Language tasks consisted of only a Grammar Master task, only a Word Master task, or both of them. In each unit, the sequence and the number of the language task were not always the same. The position could be on the beginning
or in the middle of the communicative tasks. All depended on the type of topic being discussed (oracy or literacy) and the level of difficulty of the topic being discussed.

b. Communicative Task Pattern

The communicative tasks consisted of some *Let’s Listen* tasks, *Let’s Speak* tasks *Let’s Read* tasks, *Let’s Write*, and *Let’s Play* tasks. The number of the tasks and the level of difficulty were different. All depended on the type of the topic (oracy or literacy) being discussed. However, the researcher always presented a model (a short functional text or a short conversation) at the beginning of either oracy topics or literacy topics. Therefore, listening tasks were always followed by speaking tasks and reading tasks were always followed by writing tasks.

In this process, besides specifying teaching or learning activities, the researcher specified teaching or learning resources. The researcher decided not only used commonly used visual resources (pictures, comics, maps, and functional texts), but also audio materials (listening passages) and audio-visual materials (PPT games, songs, and stories). The reason was because students in grade VII at *SMP Negeri 2 Yogyakarta* had high interest in the development of technology. They also had an access to several support services.

In this workbook, the researcher not only adopted the visual, audio, and audio-visual materials, but also adapted and developed some of them. In developing the visual materials, the researcher used manual technique to draw the illustrations (pictures, comics, maps, functional texts, etc), a scanner to get the illustrations into soft files, and computer applications (*e.g.* *Adobe Photoshop CS*, *Paint*, and *Microsoft Office Publisher 2007*) to draw, color, and edit the
illustrations. Then, in developing the audio materials, the researcher recorded and edited simulative conversations using *Cool Edit Pro 2.0*. After that, in developing audio-visual materials, the researcher used *Power Point Presentation Publisher 2007* to develop PPT games. Later, in the workbook, the researcher categorized the materials as multimedia materials. The multimedia materials are presented in Table 4.17.

**Table 4.17 Multimedia Materials**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Type</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1    | The Black Family    | PPT game    | • Read a description  
• Recognize the described person (multiple choice) |
|      |                     | Quiz        | • Analyze personalities                                           |
| 2    | A Treasure Hunt     | PPT game    | • Look at a map  
• Create correct directions to find the treasures.               |
|      |                     | Video (song)| • Watch the song  
• Complete the song transcript  
• Sing the song                                                     |
| 3    | Summer School       | PPT game    | • Look at the examples of greeting card  
• Select correct types of greeting card based on the given examples of card (multiple choice) |
|      |                     | Video (stories)| • Watch the stories  
• Complete the information (short answers)  
• Summarize the stories                                             |
| 4    | The Mask of Fame    | PPT game    | • Discuss people opinions about certain novels and movies  
• Discuss favorite things                                          |
|      |                     | Artwork     | • Read comic strips  
• Continue drawing and finishing the comic strips  
• Compile the comic strips into a comic book                       |
| 5    | Hey! Cookie         | PPT game    | • Tell the procedures of making some foods based on the given pictures |
|      |                     | Artwork     | • Collect favorite recipes  
• Compile the recipes into a cook book                             |
| 6    | Death in the Crowd  | PPT game    | • Read the descriptions  
• Recognize the profession of the described people                 |
|      |                     | Video (song)| • Watch the song  
• Match the people with the cities and countries where they live  
• Complete the information (short answers)                          |
The list of multimedia materials, presented in the Table 4.17, was the result of the materials final revision. The researcher had made some changes in determining the type of the multimedia materials and organizing the activities. The detail information of the revision is presented in the materials revision section. Besides, developing the materials, the researcher also developed worksheets, song transcripts, evaluation checklists, and an answer key.

F. Support Services

The last element, the workbook was completed with some materials that needed support services. The researcher identified the support services based on the types of the teaching or learning activities and multimedia materials that had been specified and developed. The researcher also considered the capability of the students, English teacher, and school to provide or get an access to the support services. In order to open and play the multimedia materials, there were some facilities and equipments needed.

1. Facilities

Two faculties that were needed and had important role in determining the success of using materials in this workbook were a library and a language laboratory or a multimedia room. A library was very important because the students needed to find some sources of information in order to accomplish some activities, such as discussions and projects. A language laboratory or a multimedia
room was very important because the workbook was completed with multimedia materials.

2. Equipments

In order to open and play the multimedia materials, there were some devices and applications needed. The devices were:

a. A laptop or computer. It was needed to open the Multimedia Materials CD.

b. Loudspeakers. They were needed to produce the sound.

c. An LCD and the screen. They were needed to display the visual or audiovisual materials in the Multimedia Materials CD in the classroom.

d. A printer. It was needed to print the written materials in the Multimedia Materials CD.

e. An Mp3 player and Mp4 player. They could be the second alternatives to play the listening passages and videos. However, they were recommended only for personal use, and the user had to move the files from the CD to the devices.

The applications were:

a. Audio player software to play mp3 files, such as Winamp.

b. Video player software to play swf or run exe files, such as Windows Media Player or Media Player Classic.

c. Microsoft Office PowerPoint 2007 to open ppsx files (PPT games).

G. Materials Feedbacks and Comments

Materials presented in the workbook were the result of the materials final revision. The revision was conducted based on scores, feedbacks, and comments
that were obtained in the process of materials validation. The researcher obtained the data through two ways. They were questionnaires and the direct evaluation on the materials. The researcher used the instruments to obtain detail information about the strengths, weaknesses, and which part of the materials that needed revisions and improvements.

The Material validation was conducted from February 28th, 2012 to April 2nd, 2012. The researcher obtained the data from one practitioner and two experts. The practitioner was one English teacher *SMP Negeri 2 Yogyakarta*. The experts were two lecturers from the English Language Education Study Program of Sanata Dharma University as the experts. The data of the participants is presented in Table 4.18.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English teacher</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Lecturers</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

As it had been mentioned before, the researcher obtained the data from two ways. From the questionnaires, the researcher obtained the participant’s scores on the workbook and feedbacks. The feedbacks were in forms of suggestions and opinions. The score was calculated from the result of the Linkert scale. The opinions and suggestions were listed and summarized based on the result of the open-ended (WH) questions. Then, from the direct evaluation on the workbook, the researcher obtained the participants’ comments.
From the Linkert scale, the researcher found that the total score of the workbook was 3.13 (with a scale 1 to 4). It meant that the workbook was good. However, the researcher needed to revise and improve some crucial parts of the workbook. From the open-ended (WH) questions, the researcher found some opinions about the strengths and weaknesses. The researcher also found some suggestions how to revise and improve materials in the workbook.

1. **The Strengths of the Workbook**

   In general, the strength of the workbook was that it showed a new idea of designing materials, by combining a storybook and a workbook. Although it was uncommon, it still referred to some English learning and teaching important principles. In detail, the strengths of the workbook were:
   a. It had interesting presentation of subject contents and activities
   b. It had interesting comic strips and good illustrations.
   c. The detail of layout was attractive and well arranged.
   d. It covered subject contents and activities that met the purposes and the requirements of English learning and teaching in grade VII of junior high school level, based on the current curriculum, the SLBC of 2006 (*KTSP*).
   e. The tasks covered vocabulary, grammar, and the four language skills.
   f. It was completed with interesting and challenging multimedia materials, especially the PPT games.

2. **The Weaknesses of the Workbook**

   In general, the weakness of the workbook was that the nine elements in the workbook did not fulfill the requirements of a well designed and acceptable workbook. The reason was because the scores of the nine elements in the
workbook only ranged from 2.67 to 3.52 (with a scale 1 to 4). The result of the Linkert scale is presented in Table 4.19.

Table 4.19 The Result of the Linkert Scale

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Responses</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4</td>
<td>N      M</td>
</tr>
<tr>
<td>A. General Appearance</td>
<td>The title of every unit is clear and attractive.</td>
<td>- - 3 -</td>
<td>3   3.33</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The book has clear explanation about the contents.</td>
<td>- - 1 2</td>
<td></td>
</tr>
<tr>
<td>B. Design and Illustration</td>
<td>The variety of the layout design is attractive.</td>
<td>- - 2 1</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The use of headings, icons, labels, italics, and bolds is consistent.</td>
<td>- - 3 -</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The illustrations (e.g. comic strips, pictures, and map) are varied and attractive.</td>
<td>- - 1 2</td>
<td>3 3.33</td>
</tr>
<tr>
<td>4.</td>
<td>The illustrations can stimulate students to be creative.</td>
<td>- - 2 1</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The illustrations can motivate students to be imaginative.</td>
<td>- - 2 1</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The illustrations are functional (e.g. help students to understand the texts).</td>
<td>- - 2 1</td>
<td></td>
</tr>
<tr>
<td>C. Supporting Materials</td>
<td>The supporting materials (e.g. audio, video, and PPT files) are attractive.</td>
<td>- - 2 1</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The supporting materials can motivate students to learn English.</td>
<td>- - 2 1</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The supporting materials can help students to develop positive attitudes toward the learning and teaching process.</td>
<td>- - 2 1</td>
<td>3 3.52</td>
</tr>
<tr>
<td>4.</td>
<td>The supporting materials are suitable.</td>
<td>- - 3 -</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The activities are clearly explained and presented.</td>
<td>- - 2 1</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The answer key that accompanies the book is clear and helpful.</td>
<td>- - 1 2</td>
<td></td>
</tr>
<tr>
<td>D. Learning Objectives</td>
<td>The learning objectives fulfill the standard of English learning and teaching based on the SLBC of 2006 (KTSP).</td>
<td>- 1 2 -</td>
<td>3 2.67</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The learning objectives fulfill the characteristics and needs of grade VII students of junior high school.</td>
<td>- 1 2 -</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The learning objectives define the desired degree of mastery for each unit.</td>
<td>- 1 2 -</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The learning objectives are measurable.</td>
<td>- 1 2 -</td>
<td></td>
</tr>
<tr>
<td>E. Stories</td>
<td>The stories are varied and attractive.</td>
<td>- - 1 2</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The stories are well arranged based on the learning topics.</td>
<td>-- - 1 2</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Responses</td>
<td>Central Tendency</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3.</td>
<td>The stories are closely related to the use of language for communicative</td>
<td>- - 2 1</td>
<td>3 3.47</td>
</tr>
<tr>
<td></td>
<td>purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The stories encourage students to express their own views.</td>
<td>- - 2 1</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The stories allow students to think critically.</td>
<td>- - 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**F. Language**

1. The language is natural and comprehensible. - - 3 - 3 2.78
2. The grammatical features are appropriate to grade VII of junior high school level. - 1 2 - 3
3. The vocabulary is appropriate to grade VII of junior high school level. - 1 2 - 3

**G. Social and Cultural Contexts of the Stories**

1. The social and cultural contexts of the stories are relevant and comprehensible. - - 3 - 3 3.00
2. The contents of the stories are free from stereotypical images and information. - - 2 1 3
3. The stories help students to understand the relation between language and culture. - 1 2 - 3

**H. Tasks**

1. The tasks are meaningful (support the communicative purposes of language in daily life) - - 2 1 3
2. The tasks can help students to carry out simple real-world tasks. - - 2 1 3
3. The instruction of each task is clear and comprehensible. - 1 2 - 3
4. The four skills (listening, speaking, reading, and writing) are adequately covered. - 1 2 - 3
5. The four skills are adequately integrated based on the discussed topic(s). - 1 2 - 3
6. The type and amount of the materials (e.g. dialogues, monologues, reading passage, etc) are sufficient. - - 3 - 3
7. The activities are well arranged based on the objectives. - - 3 - 3
8. The activities are varied and attractive. - - 2 1 3
9. The type and amount of the activities are sufficient. - - 2 1 3

**I. Flexibility**

1. The book can help teachers to minimize preparation time. - 1 1 1 3 3.00
2. The book can help teachers to exploit the activities in order to meet students' expectations. - 1 2 - 3
3. The book enables teachers to modify the activities. - 1 1 1 3
4. The book can help teachers cater for mixed ability students and classes of different sizes. - 1 2 - 3
5. The book enables students to learn by themselves at home. - - 2 1 3
6. The book enables students to develop self-directed learning. - - 2 1 3
In more detail analysis, the researcher found which crucial parts of the materials that needed revisions and improvements.

a. The Weaknesses of the General Appearance

First, the font types of the workbook title, the narration of the story, and the model texts were not clear because the font types had many curls. Second, the title of the workbook did not show that it was also a storybook. It was too general and plain. For grade VII students of junior high school the title did not give any clue about the stories inside the workbook. Third, the preface did not show a clear explanation about how to use the workbook either as instructional materials or supplementary materials. Instead, it was very important because they had different natures and had to be treated differently.

b. The Weaknesses of the Design and Illustrations

First, in some parts, the layout looked dense and crowded because some pages consisted of only written texts. Besides, in some parts, there were little blanks spaces to answers the questions, white spaces around the pictures, and spaces in the paragraphs. Second, in some parts, the font sizes were too small. The font colors were also not clear because they were too light or did not contrast the background. Therefore, if the text was copied, the texts would not be clear and hard to see. Besides, the use of headings and italics were not consistent. In some part, it was difficult to different narrations of the story and the instructions. Third, in some parts, the illustrations (comic strips, pictures, and map) were not clear because some pictures had blur color. Besides, some pictures in the comic strips did not show clear actions done by the characters so they could cause ambiguity and distract students’ attentions.
c. The Weaknesses of the Supporting Materials

First, in some PPT games, the instructions of the task were not clear. Second, in some parts of the answer key, the answers did not match the correct answers of the tasks so that they could cause ambiguity.

d. The Weaknesses of the Learning Objectives

First, in unit 2 and 6, the formulation of the objectives was not clear and specific. The reason was because one formulation consisted of two different actions. Second, the presentation of the objectives and the goals was ambiguous. Besides, the researcher formulated the goals using the objectives terms.

e. The Weaknesses of the Stories

First, some stories did not show the use of language for communicative purpose that grade VII students of junior high school often experienced because some situations in the stories did not commonly happened in the students’ real daily life. Second, the plot of some stories was too complicated, especially the relation of each story to other stories. It would be difficult for the students to understand the relation of the stories.

f. The Weaknesses of the Language

First, in some parts, the language was too difficult for grade VII students of junior high school and unnatural. The language was unnatural because too formal and did not show expressions commonly used by English native speakers in the daily conversations. Second, there were some grammatical mistakes in the comic strips and the tasks. Third, in some parts, the vocabulary was too difficult. The reason was because some of them were not commonly used in the existed English textbook.
g. The Weaknesses of the Social and Cultural Context

First, some parts of the stories did not show appropriate language that applied or related to certain culture. For example, the language did not show particular dialect used by people from non English speaking countries. Second, there was no clear example that showed the relation between language and culture.

h. The Weaknesses of the Tasks

First, some instructions of the task were not clear. They could cause ambiguity. Second, most of the vocabulary tasks were not varied. They did not encourage students to find the meaning based on certain contexts. Third, the listening tasks did not cover all of the desired degree of mastery that was necessary for grade VII of junior high school level. Fourth, the speaking tasks did not encourage students to develop spontaneous and natural speaking skills.

i. The Weakness of the Flexibility

First, the materials were not flexible because the English teacher would need much time to prepare the facilities and equipments in order to use the multimedia materials. Second, there was no explanation about how English teachers could adopt or adapt materials in the workbook. Third, there was no explanation about how students could use the work book as supplementary materials. Fourth, there were limited tasks that English teacher could modify because most the tasks had only one learning objectives and one activity.

3. Suggestions from the Practitioner and Expert

From the WH questions and direct evaluation on the materials, the researcher found some suggestions how to revise and improve the materials.
a. **Suggestions for the General Appearance**

1). Change the font types with simpler front type and choose font type that had clear or big nature so it could be easily seen.

2). Change the tile and create a title that gives a hint about the stories.

3). Add more explanation in the preface or provide a user’s manual (for the English teacher and the students) and explain how to use the workbook either as instructional materials or supplementary materials.

b. **Suggestions for the Design and Illustrations**

1). Rearrange the layout and provide more blanks spaces to answers the questions, white spaces around the pictures, and spaces in the paragraphs.

2). Change the small font size or the unclear font types and change the font colors or background. It would be better to use dark color for the fonts and light colors for the background.

3). Recheck and revise the headings and the italics.

4). Recheck and revise the illustrations (comic strips, pictures, and map).

5). Create simpler pictures to show the actions of the characters.

c. **Suggestions for the Supporting Materials**

1). Recheck and revise the instructions of the multimedia materials.

2). Recheck and revise the consistency of the answer key.

d. **Suggestions for the Learning Objectives**

1). Recheck and revise the formulation of the learning objectives. It would be better to make sure whether they were measureable or not and formulate an objective that shows one specific action.
2). Recheck and revise the presentation of the goals. It would be better to consider the definition, the functions, and the correct way to present them.

e. Suggestions for the Stories

1). Use simpler and common situations that grade VII students of junior high school often experienced in order to show the contexts (uses and purposes) of the texts.

2). Reduce the complexity of the stories or reduce the units. Otherwise, it would be better to show clearer clues to show the relation of the stories or give an explanation that it was free for the students to develop their own perceptions and conclusions.

f. Suggestions for the Language

1). Recheck and revise the language. It would be better to use simpler language that grade VII students of junior high school were familiar to and they would commonly used in a real daily life.

2). Recheck and revise the grammatical mistakes. It would be better to avoid word cutting

3). Pay attention to the spelling of the words written in capital letters in the comic strips.

4). Use simpler vocabulary. Otherwise, it would be better to provide a glossary (English to English) or create more vocabulary tasks.

g. Suggestions for the Social and cultural Context

1). Recheck and revise the language. It would be helpful to find certain references about the relation of language and culture because language is
one of indicators that can show certain social or cultural context applied by certain society.

2). Pay attention to the level of politeness that was applied in certain countries because people from certain society have particular point of view.

h. Suggestions for the Tasks

1). Recheck and revise the instructions of the tasks.

2). Create different and more attractive vocabulary tasks. Create activities that can encourage the students to find the meaning of word based on particular context. It would be better to avoid a direct translation (English-English or English-Bahasa Indonesia).

3). Create different listening tasks that could cover the requirement that had been stated in the current curriculum, the SLBC of 2006 (KTSP).

4). Create different speaking tasks that could encourage the students to speak spontaneously and naturally.

i. Suggestions for the Flexibility

1). Consider again the time allocation, facilities, and equipments that the school has and can administer.

2). Provide an explanation how the teacher could adopt or adapt the materials.

3). Provide an explanation how the students could use the workbook as supplementary materials.

4). Reduce the number of the units and provide two or more tasks to perform one objective.
II. Materials Final Revision

The researcher revised and improved some parts of the workbook based on the results of the materials validation. The purpose is to improve the quality of the workbook. However, the researcher did not follow all of the practitioner and experts’ feedbacks and comments because the researcher had to consider that some changes in the workbook were difficult to administer and could change the framework. The revision was done in all nine elements in the workbook.

1. Revision of the General Appearance

The researcher changed the font types with the simpler, clear, and bigger font types. The researcher changed the title into “The Blacks” because the stories in this workbook were about a mission of a detective to find the member of the Black family. The researcher added more explanation on the general description of the designed workbook. The researcher provided a user’s manual, for teacher and students.

2. The Revision of the Design and Illustration

The researcher rearranged the layout. The researcher provided more blank spaces and white spaces. The researcher changed some font sizes or the font types that were bigger and clearer. The researcher changed some font and background colors. The researcher rechecked and revised the use of the headings and italics. For the unclear pictures, the researcher found that it was because different printer produced different quality. Therefore, the researcher did not change the pictures.

3. Revision of the Supporting Materials

The researcher rechecked and revised the instructions. The researcher provided some instructions related to the multimedia materials in the workbook.
The researcher rechecked and revised the answer key. The researcher provided pictures to show the correct arrangement of the jumbled texts. The researcher provided more criteria to show the correct answers of the grammar, writing, and creative tasks.

4. Revision of the Learning Objectives

The researcher rechecked and revised the learning objectives. The researcher also rechecked and revised the formulations of goals. Then, the researcher decided to provide goals in the cover of each unit. The reason was because it would be easier for the students to know the purpose of the activities by reading the goals rather than reading the learning objectives.

5. Revision of the stories

The researcher did not change the context of the situations in the stories because it had been the framework of the stories. Besides, the context did not significantly influence the materials. The researcher did not change the plot of the story because it would spend too much time. Besides, misunderstanding on the story would not affect the success of the learning and teaching process.

6. Revision of the Language

The researcher rechecked and revised the language. The researcher provided clues and repeated the use of the unfamiliar names of persons and places. The researcher tried to find commonly used English sound effects to complete the comic strips. The researcher rechecked and revised the grammar. The researcher provided clues (pictures or contexts) to make the language clear. The researcher also provided more vocabulary exercises. Therefore, the students could find the meaning of some difficult words in the story.
7. Revision of the Social and Cultural Context

The researcher rechecked and revised the context and the language. The researcher added some language expressions and explanations to show certain cultural contexts. The researcher also considered the level of politeness that people from certain country have.

8. Revision of the Tasks

The researcher rechecked and revised the instructions. The researcher provided an instruction for the creative tasks. The researcher provided some different types of vocabulary task, e.g. completing noun phrases, picture-clue identification, completing picture-clue sentences, and guessing the synonyms. The researcher provided some different types of listening task, e.g. statement analysis (true-false sentences), object identification, and sequence identification (procedure). The researcher changed the speaking task, e.g. giving responses based on the given clues (words or pictures). For this section, the researcher did not provide a blank space. The researcher provided an evaluation checklist to evaluate the students’ responses.

9. Revision of the Flexibility

The researcher had considered the time allocation and support services provided by the school. Therefore, the researcher did not reduce or change the multimedia materials. The researcher provided a user’s manual (for teacher and students) to provide more explanations about how to use the workbook. The detailed revision is presented in the Appendix F.
CHAPTER V
CONCLUSIONS AND RECOMMENDATION

This chapter aims to present the conclusions of the findings of the research as the answer of the research problem. It summarizes the major findings and presents the limitations of the research. It also presents the recommendation for the future research and current practice. It consists of conclusions and recommendation.

A. Conclusions

The researcher conducted the research in order to design an integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta. The workbook functioned either as instructional materials or supplementary materials. In this research, the researcher formulated one problem. The research problem was what is the design of an integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta?

To conduct the research, the researcher employed the adaptation of the small scale of Borg and Gall’s R&D cycle, consisting of five steps. They were (1) research and information collecting, (2) planning, (3) materials development, (4) materials validation by practitioner and expert, and (5) revision. To design the workbook the researcher employed the adaptation of Kemp’s instructional design (ID) model, consisting six stages. They were (1) identifying students’ characteristics, (2) formulating goals, topics, and general purposes, (3) specifying learning objectives, (4) selecting and organizing subject contents, (5) specifying
teaching or learning activities and resources, and (6) identifying support services. Then, revision was conducted in order to improve the quality of the design.

In research and information collecting, the result of identifying students’ characteristics showed that the students had high motivation, positive attitudes, and interests in using stories in the English learning and teaching process. It also showed that they needed materials that enabled them to get appropriate and interesting learning and teaching methods, activities, media, and teaching aids. It happened because they had some difficulties to develop their skills.

In planning, goals, topics, and general purposes were formulated from the SLBC of 2006 (KTSP). Based on the integrated approach they covered four language skills. Then, based on the topics that had been formulated, six units were developed in the workbook. After that, using Bloom’s taxonomy as the guideline, learning objectives were specified for each unit. They covered three major categories, cognitive, affective, and psychomotor domains.

In materials development, subject contents were selected and organized to cover language expressions, functional spoken and written texts, monologues, essays, grammatical rules, and vocabulary. Then, teaching or learning activities were specified based on TBLT conceptual basis and framework. They were categorized into three phases, the beginning of the story, a sequence of tasks, and the ending of the story. The sequence of tasks consisted of rehearsal tasks and activation tasks. They covered language exercise (vocabulary and grammar) and communicative activities (listening, speaking, reading, writing, and creative tasks). After that, the resources consisted of visual materials, audio materials, and audio-visual materials. In order to use those multimedia materials, there were
some facilities and equipments (devices and applications) were needed. They were identified based on the types of the teaching or learning activities and resources.

In materials validation, the result of the questionnaire and direct evaluation on the materials showed that the total score of the workbook was 3.13 (with a range 1 to 4). It meant the workbook was good but some crucial parts need some revisions and improvements. In other word the workbook had some strengths and weaknesses. In general, the strength of the workbook was that it showed a new idea of designing materials by combining a storybook and a workbook. Then, the weakness of the workbook the nine elements in the workbook did not fulfill the requirements of a well designed and acceptable workbook. Some parts of the general appearance, design and illustrations, supporting materials, learning objectives, stories, language, social and cultural context of the stories, tasks and flexibility of the workbook needed some revisions and improvements.

In revision, some parts of the nine elements of the workbook were revised and improved based on the suggestions and comments of the practitioner and the experts. However, the researcher did not follow all the suggestions and comments because some of them could change the framework of the workbook. Besides, some of them were given as alternatives. Then, as the answer of the problem formulation, the integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta was presented in the Appendix H.

B. Recommendation

The researcher has some recommendations for the English teacher, the grade VII students of junior high school, material designers, and other researchers
who are interested in using and designing an educational product, especially an English workbook for grade VII students of junior high school, based on the principles of integrated approach, TBLT conceptual basis and framework, the use of stories and multimedia materials.

1. **For English Teachers**

   For English teachers who want to use the workbook in order to teach in the classroom (as instructional materials), the researcher recommends them to read the user's manual carefully. The researcher highly recommends them to encourage the students to practice using English in the classroom and work with a partner or in a group. The reason is because activities in the workbook are intended to develop communicative and collaborative learning. Therefore, it is necessary for them to motivate the students so that they want to participate in the discussions, practice the conversation, and perform their skills.

   For English teachers who want to use the workbook in order to support the main materials (as supplementary materials), the researcher recommends them to carefully plan certain procedure. They need to give an overview about the story at the beginning of the course and employ the workbook at least per one unit. The reason is because the plot of the story and the tasks in each unit are one unity. Besides, it if they do not plan to employ one complete unit (only take certain tasks), they should not mention about the story or asked the students to find the content of the story.

2. **For Grade VII Students of Junior High School**

   For the students who want to use the workbook in order to learn by themselves outside the classroom or at home (as supplementary materials), the
researcher recommends them to read the user’s manual carefully. The researcher highly recommends them to work with a partner or in a group. It is very important because activities in the workbook are intended to develop communicative and collaborative learning. They can ask their friends or their family members to participate in the discussions, practice the conversations, or evaluate their performances.

3. Recommendations for Material Designers and Other Researchers

For materials designers and other researchers who are interested to this research, the researcher greatly encourages them to conduct further research to improve the quality of the workbook. The researcher encourages them to conduct the implementation because the researcher did not conduct it. The researcher also encourages them to continue designing the contents of the workbook because the researcher was not able to finish developing the stories and the materials inside the workbook for two semesters.
REFERENCES


APPENDIX A

Letters of Permission

- Letter of Permission to the Governor of Daerah Istimewa Yogyakarta
- Letter of Permission from the Secretariat of Daerah Istimewa Yogyakarta
- Letter of Permission from Clearance Service of Kota Yogyakarta
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mrica, Temonel Peni 29 Yogyakarta55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383.

Nomor: PL/PROPOSAL/1X/2011
Lampiran: Proposal Penelitian
Hal: Permohonan ijin Penelitian

Kepada
GUBERNUR DAERAH ISTIMEWA YOGYAKARTA
C. O. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Komplek Kepolisian
Dumureja Yogyakarta
55213

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Lucia Thilda
No. Mahasiswa: 071214117
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: 9 (Sarabihan)

Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi, dengan ketentuan sebagai berikut:

Lokasi: SMP Negri 2 Yogyakarta
Waktu: 17 dan 24 Oktober 2011 (waktu dapat bervariasi menyesuaikan jadwal sekolah)
Judul: DESIGNING AN INTEGRATED ENGLISH MATERIAL USING STORIES FOR GRADE VII LEARNERS OF JUNIOR HIGH SCHOOL

Atas perhatian dan ijin yang diberikan, kami mengucapkan terima kasih.

Yogyakarta, 29 September 2011
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

C. Tjiaandiari, S.Pd., M.Pd.
NPP: 1980

Tembusan Yth.:
1. Dekan FKIP
2. Dekan FKIP
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepala daerah, Duren Tenggo, (0271) 569311 - 562164, 512343 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
Nomor : 070/974/IV/2011

Membaca Surat : Dok. Fak. Keguruan & Ilmu Pendidikan USY

Tanggal Surat : 29 SEPTEMBER 2011

Perihal : IJIN PENELITIAN


DIJUHKAN untuk melakukan kegiatan survei penelitian pendidikan pengembangan pengajaran studi lapangan *) kepada :

Nama : LUCIA TISDA

Alamat : Mrica Timah Kec. Pek 26 Yogyakarta

Judul : DESIGNING AN INTEGRATED ENGLISH MATERIAL USING STORIES FOR GRADE VII LEARNERS OF JUNIOR HIGH SCHOOL.

Lokasi : Kec. Yogyakarta

Waktu : 3 (Tiga) bulan

Mulai berlaku : 3 Oktober 2011

Dengan ketentuan :
1. Menyebarkan surat keterangan ini surat pajak dan/atau perpajakan yang mengalami pengembangan pengajaran studi lapangan (*) dan Pemerintah Provinsi DIY kepada Republik Indonesia maupun instansi yang berwenang mengenai kegiatan ini dimaksud;
2. Menyebarkan surat pajak dan/atau perpajakan yang mengalami pengembangan pengajaran studi lapangan (*) dan Pemerintah Provinsi DIY kepada Republik Indonesia maupun instansi yang berwenang mengenai kegiatan ini dimaksud;
3. Jika serta diperlukan untuk keperluan imigrasi dan pemegang ijin wewenang melaksanakan kegiatan yang berlaku di luar negeri;
4. Dalam perencanaan desig penelitian dengan mengadakan survei ini kemudian sebelum berakhir waktu penelitian;
5. Ijin yang dibekalkan dapat dibatasi sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Diberlakukan di : Yogyakarta

Pada tanggal : 3 Oktober 2011

Diterima oleh :

1. Gubernur Daerah Istimewa Yogyakarta (sebagai kepala)
2. Walikota Yogyakarta Cg. Dinas Pencairan
3. K. Direktur Pendidikan Pendidikan dan Kebijakan Pendidikan Provinsi DIY
4. Dian Fak. Keguruan & Ilmu Pendidikan USY

Yang Bersangkutan

J. SUSANI MADAL

Pimpinan Pimpinan

2. 1234567890
3. 1234567890
4. 1234567890
5. 1234567890
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN

Jl. Koman No. 66 Yogyakarta 55155 Telepon 514449, 515925, 518506, 502982
EMAIL: perizinan@ogy.go.id EMAIL INTRANET: perizinan@intra.yogy.go.id

SURAT ZIN

NO: 1718/04/2011

Dasar :
1. Surat Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor: 071234117
Tanggal: 03/10/2011

Mengingati :
1. Peraturan Daerah Kota Yogyakarta Nomor: 10 Tahun 2006 tentang Pembentukan, Susunan, dan Peralihan Tugas dari Pegas, Direktur, dan Wakil Ketua Dinas

Dijamin kepada :
Nama: LUCIDA THIDOA
Pewejaan: Mahasiswa FKIP - USD Yogyakarta
Alamat: M. P. 2/1/2011

Kepelakuan:
Menerima Surat dari Pemerintah dengan Judul Proposal: DESIGNING AN INTEGRATED ENGLISH MATERIAL USING STORIES FOR GRADE VII LEARNERS OF JUNIOR HIGH SCHOOL

Lokasi/Responen:
Kota Yogyakarta
Waktu: 03/10/2011 - 03/10/2012

Lampiran:
Proposal dan Daftar Pertanggungjawaban

Dengan Keterangan:
1. Wajar Melakukan Laporan hasil Penelitian kepada Walikota Yogyakarta
2. Wajar Menjalani Tata tertib dan mentaati ketentuan kelamin yang berlaku satuan
3. Jika ada duplikasi atau kesebaran untuk tujuan tertentu yang dapat mengganggu kestabilan F amendah dan hanya dipakai untuk keperluan ilmiah
4. Surat ini hanya berlaku untuk properti dibuat pada kertas yang tidak dipakai untuk keperluan ilmiah

Tanda tangan
Penerima izin
LUCIDA THIDOA

Diketahui dari: Yogyakarta paska Tanggal: 03/10/2011

Walaupun Kepala Dinas Perizinan

Tembusan kepada :

1. Walikota Yogyakarta (sebagai laporan)
2. Kepala Dinas Perizinan Pelajar dan Sekolah Prop. DIY
3. Kepala Dinas Perizinan Kota Yogyakarta
4. Kepala SMP Negeri 2 Yogyakarta
5. Ybs.
APPENDIX B

Research Instruments

Research and Information Collecting Instruments:
- Classroom Observation Form on the Students’ Activity
- Classroom Observation Form on the Teacher’s Activity
- Interview Guide List
- Questionnaire for Student (*Kuesioner Siswa*)
- Questionnaire for Teacher

Materials Validation Instruments:
- Questionnaire for Teacher and Lecturer
Classroom Observation Form on the Students’ Activity
(Research and Information Collecting)

The observation form is intended to gather data of the students’ activities during the English learning and teaching process. The data are useful to analyze the student’s role in the classroom.

School : _______________________
Class : _______________________
Teacher : _______________________
Date : _______________________

A. Put a tick (✓) to column Yes or No based on the situation you observe.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students have made preparation to follow the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students record the teacher’s explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students pay attention to the teacher’s explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students use media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students use learning aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students answer the teacher’s questions in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students answer individually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students answer with some helps from their friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Students ask the teacher if they can’t understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students do the tasks well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students do the homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students work individually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Students work in groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Students speak in English in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Students use Bahasa Indonesia if they cannot say English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Students can summarize what they have learned</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. Additional items:

B. Write a general comment to the learning and teaching process.
Classroom Observation Form on the Teacher’s Activity  
(Research and Information Collecting)

The observation form is intended to gather data of the teacher’s activities during the English learning and teaching process. The data are useful to analyze the teacher’s role in the classroom.

School : _______________________
Class : _______________________
Teacher : _______________________
Date : _______________________

A. Put a tick (√) to column Yes or No based on the situation you observe.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher makes an overview at the beginning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher makes note on the board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses dictation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher uses media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher uses teaching aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher asks some questions to the students in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teacher’s questions are directed individually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Teacher’s questions are directed to certain groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teacher’s questions are directed to the whole class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Teacher uses various tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Teacher gives homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Teacher often sits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Teacher often walks around</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Teacher often speaks in English in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Teacher uses Bahasa Indonesia when students feel difficult to understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Teacher makes a summary at</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. Additional items:

B. Write a general comment to the learning and teaching process.
Interview Guide List  
(Research and Information Collecting)

The interview is intended to gather data of learning and teaching method, activities, media or teaching aids, English books, and difficulties in English learning and teaching process from the respondent. The data are useful to analyze the instructional material role in the class.

Respondent’s Identity

Full name : _________________________
Sex : Male / Female (circle)
Educational Background : _________________________
Teaching Experience : _____ years

1. Methods

a. What learning and teaching methods do you often use?
b. What are the advantages of using the methods
c. What learning and teaching method do the students like?
d. What learning and teaching method do the students dislike?
e. In your opinion, what is (are) the most effective learning and teaching method(s)?

2. Activities

a. What learning and teaching activities do you often have in the class?
b. What are the advantages of using the activities?
c. What learning and teaching activities do the students like in the class?
d. What learning and teaching activities do the students dislike in the class?
e. In your opinion, what are the most effective learning and teaching activities in the class?

3. Media or teaching aids

a. What media do you often use in the class?
b. What are the advantages of using the media?
c. What media do the students like in the class?
d. What media do the students dislike in the class?
e. In your opinion, what are the most effective media in the class?

4. **English books (textbooks, workbooks, etc)**
   a. What English books do you use in the class?
   b. What are the advantages of using the English books?
   c. What English books do the students like in the class?
   d. What English books do the students dislike in the class?
   e. In your opinion, what are the most effective English books in the class?

5. Do you find difficulties in teaching following language skills and competencies?
   Explain the reason.
   a. Listening
   b. Speaking
   c. Reading
   d. Writing
   e. Grammar
   f. Vocabulary
   g. Pronunciation

6. Do you find any benefits of using instructional materials to overcome the difficulties?

7. What efforts do you do to overcome the difficulties?

8. Do the students find difficulties in learning following language skills and competencies?
   Explain the reason.
   a. Listening
   b. Speaking
   c. Reading
   d. Writing
   e. Grammar
   f. Vocabulary
   g. Pronunciation

9. Do you find any benefits of using instructional materials to overcome the difficulties?

10. What efforts do you do to help students to overcome their difficulties?
Kuesioner Siswa
(Research and Information Collecting)

Kuesioner ini bertujuan untuk mengumpulkan data dari responden yang berkaitan dengan karakter, kebutuhan, dan minat siswa terhadap penggunaan cerita dalam proses pembelajaran dan pengajaran bahasa Inggris. Data ini akan digunakan untuk menanalis krisareristik cerita yang sesuai yang dapat digunakan sebagai materi pembelajaran dan pengajaran.

Identitas Responden
Nama lengkap : _______________________
Umur : _______________________
Jenis kelamin : L / P (lingkari)
Sekolah/ kelas : __________/____________
No. Hp : _______________________

Jawablah pertanyaan berikut dengan memberi tanda silang (X) pada jawaban yang kamu pilih.

1. Seberapa sering kamu membaca buku cerita?
   a. 1 minggu 1 buku
   b. 1 minggu 2 buku
   c. 1 minggu lebih dari 3 buku

2. Pilihlah bentuk buku cerita yang paling kamu sukai.
   a. Komik
   b. Cerita bergambar
   c. Cerita pendek
   d. Cerita bersambung

3. Pilihlah jenis cerita yang paling kamu sukai.
   a. Dongeng
   b. Mitos
   c. Legenda
   d. Fable
   e. Cerita fantasi
   f. Fiksi ilmiah
   g. Kisah nyata
   h. Lain-lain, _____

4. Pilihlah tema cerita yang paling kamu sukai.
a. Kepahliwanan  

b. Persahabatan  

c. Keluarga  

d. Cinta  

e. Petualangan  

f. Mistery/ detektif  

g. Horror  

h. Lain-lain _____

5. Apa yang pertama kali membuat kamu tertarik untuk membaca sebuah buku cerita? (Dapat memilih lebih dari satu)  

a. Judul  

b. Tokoh  

c. Ringkasan cerita  

d. Tema  

e. Setting  

f. Gaya bahasa  

g. Gambar  

h. Lain-lain _____

6. Sebutkan 2 buku cerita yang pernah kamu baca dan yang kamu sukai.

______________________________________________________________

______________________________________________________________

7. Mengapa kamu menyukai buku cerita tersebut? (Dapat memilih lebih dari satu)  

a. karakter tokohnya menarik  

b. alur ceritanya menarik  

c. pesannya menarik  

d. settingnya menarik  

e. gaya bahasanya menarik  

f. gambarnya menarik (jika ada)  

g. Lain-lain _____

8. Apakah kamu pernah membaca buku cerita berbahasa Inggris?  

a. Ya  

b. Tidak  

Jika Ya, contohnya ________________________________

______________________________________________________________

9. Apakah kamu pernah menemukan dan membaca cerita berbahasa Inggris dalam buku pelajaran?  

a. Ya  

b. Tidak  

Jika Ya, contohnya ________________________________

______________________________________________________________

10. Apakah guru bahasa Inggris kamu pernah menggunakan cerita bahasa Inggris dalam proses pembelajaran di sekolah?  

a. Ya  

b. Tidak
11. Apakah kamu menemui kesulitan pada saat mendengarkan atau membaca cerita berbahasa Inggris?
   a. Ya  
   b. Tidak

   Jika **Ya**, contohnya ________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

12. Apa yang kamu lakukan untuk mengatasi kesulitan tersebut? (boleh memilih lebih dari satu).
   a. Membuka kamus  
   b. Bertanya pada teman  
   c. Bertanya pada anggota keluarga  
   d. Bertanya pada guru  
   e. Lain-lain _____

13. Apakah menurutmu pelajaran bahasa inggris akan lebih menarik dengan mendengarkan atau membaca buku cerita?
   a. Ya  
   b. Tidak

   Alasan __________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

14. Kesulitan apakah yang paling sering kamu hadapi dalam pelajaran bahasa Inggris?
   a. Menyimak (**listening**)  
   b. Berbicara (**speaking**)  
   c. Menbaca (**reading**)  
   d. Menulis (**writing**)  
   e. Tata bahasa (**grammar**)  
   f. Kosa kata (**vocabulary**)  
   g. Melafalkan (**pronunciation**)  

   Alasan __________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

15. Dimanakah kamu paling sering dapat menggunakan computer atau laptop?
a. Milik sendiri  
b. Milik orang tua  
c. Milik saudara  
d. Milik sekolah  
e. Di rental computer  
f. Lain-lain _____  

16. Dimanakah kamu paling sering mendapatkan akses internet?  
g. Milik sendiri  
h. Milik orang tua  
i. Milik saudara  
j. Milik sekolah  
k. Di rental computer  
l. Lain-lain _____  

Terima kasih
Questionnaire for Teacher  
(Research and Information Collecting)

The questionnaire is intended to gather data from the respondent related to the use of story in English learning and teaching process. The data are useful to analyze characteristics of appropriate stories that can be used as instructional materials.

Respondent’s Identity

Full name : _________________________
Sex : Male / Female (circle)
Educational Background : _________________________
Teaching Experience : _____ years

Answer the questions by crossing (X) the answer you choose.

1. Have you ever used English stories (oral, written, or recorded) in English learning and teaching process?
   a. Yes
   b. No
   If Yes, for example __________________________________________________

2. What is the purpose of using the stories? (Can choose more than one)
   a. As an overview
   b. As ice breaking or for refreshing
   c. As the main materials
   d. As exercises

3. Where do you get the stories?
   a. Make by yourself
   b. Textbooks
   c. Translated from bahasa Indonesia stories
   d. Adopt or adapt from English stories
4. Do the students find difficulties in understanding the stories?
   a. Yes
   b. No
   Reason ________________________________________________________

5. In your opinion, can using stories in learning and teaching process develop students’ interest to the material?
   a. Yes
   b. No
   Reason ________________________________________________________

6. In your opinion, can using stories in learning and teaching process help students to understand the material?
   a. Yes
   b. No
   Reason ________________________________________________________

7. Have you ever found a storybook that is completed with materials and exercises?
   a. Yes
   b. No
   If Yes, for example ______________________________________________

8. In your opinion, can a storybook that is completed with materials and exercises be used as a supporting media of learning and teaching at school and at home?
   a. Yes
   b. No
   Reason ________________________________________________________

9. Choose the most interesting storybook form that can be used in learning and teaching process.
   a. Comic
c. Short story
   b. Picture story
d. Series story
10. Choose the most interesting storybook type that can be used in learning and teaching process (Can choose more than one).
   a. Tales                       e. Fantasy stories
   b. Mites                      f. Science fictions
   c. Legends                   g. Real stories
   d. Fables                    h. Etc, _____

11. Choose the most interesting storybook theme that can be used in learning and teaching process (Can choose more than one).
   a. Hero                        e. Adventure
   b. Friendship                f. Mystery/ detective
   c. Family                    g. Horror
   d. Love                     h. Etc _____

12. Choose the best criteria of an English storybook that can be used in learning and teaching process (Can choose more than one).
   a. The characters are interesting
   b. The plot is easy to understand
   c. The theme are meaningful
   d. The setting is interesting
   e. The language style is simple
   f. Completed with supporting illustrations
   g. Completed with various exercises
   h. Completed with answer key
   i. Completed with vocabulary list

13. Do you have other criteria so that an English storybook can be used in learning and teaching process?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Thank you very much for the cooperation
Questionnaire for Teacher and Lecturer  
(Materials Validation)

The questionnaire is intended to gather data of feedbacks (opinions and suggestions) from the teacher and lecturer on the designed workbook. The data are useful to evaluate and revise the workbook.

### Respondent’s Identity

<table>
<thead>
<tr>
<th>Full name</th>
<th>_________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male / Female (circle)</td>
</tr>
<tr>
<td>Educational Background</td>
<td>_________________________</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>_____ years</td>
</tr>
</tbody>
</table>

A. To response the statements, please tick (✓) the appropriate choice as follow:

1. (Strongly Disagree)  
2. (Disagree)  
3. (Agree)  
4. (Strongly Disagree)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| A. General Appearance  
1. | The title of every unit is clear and attractive. | | | | |
| 2. | The book has clear explanation about the contents. | | | | |
| B. Design and Illustration  
1. | The variety of the layout design is attractive. | | | | |
| 2. | The use of headings, icons, labels, italics, and bolds is consistent. | | | | |
| 3. | The illustrations (e.g. comic strips, pictures, and map) are varied and attractive. | | | | |
| 4. | The illustrations can stimulate students to be creative. | | | | |
| 5. | The illustrations can motivate students to be imaginative. | | | | |
| 6. | The illustrations are functional (e.g. help students to understand the texts). | | | | |
| C. Supporting Materials  
1. | The supporting materials (e.g. audio, video, and PPT files) are attractive. | | | | |
2. The supporting materials can motivate students to learn English.
3. The supporting materials can help students to develop positive attitudes toward the learning and teaching process.
4. The supporting materials are suitable.
5. The activities are clearly explained and presented.
6. The answer key that accompanies the book is clear and helpful.

### D. Learning Objectives

1. The learning objectives fulfill the standard of English learning and teaching based on the SLBC of 2006 (KTSP).
2. The learning objectives fulfill the characteristics and needs of grade VII students of junior high school.
3. The learning objectives define the desired degree of mastery for each unit.
4. The learning objectives are measurable.

### E. Stories

1. The stories are varied and attractive.
2. The stories are well arranged based on the learning topics.
3. The stories are closely related to the use of language for communicative purposes.
4. The stories encourage students to express their own views.
5. The stories allow students to think critically.

### F. Language

1. The language is natural and comprehensible.
2. The grammatical features are appropriate to grade VII of junior high school level.
3. The vocabulary is appropriate to grade VII of junior high school level.

### G. Social and Cultural Contexts of the Stories

1. The social and cultural contexts of the stories are relevant and comprehensible.
2. The contents of the stories are free from stereotypical images and information.
3. The stories help students to understand the relation between language and culture.

### H. Tasks

1. The tasks are meaningful (support the communicative purposes of language in daily life)
2. The tasks can help students to carry out simple real-world tasks.
3. The instruction of each task is clear and comprehensible.
4. The four skills (listening, speaking, reading, and writing) are adequately covered.
5. The four skills are adequately integrated based on the discussed topic(s).
6. The type and number of the material (e.g. dialogues, monologues, reading passage, etc) are sufficient.
7. The activities are well arranged based on the objectives.
8. The activities are varied and attractive.
9. The type and number of the activities are sufficient.

I. Flexibility
1. The book can help teachers to minimize preparation time.
2. The book can help teachers to exploit the activities in order to meet students’ expectations.
3. The book enables teacher to modify the activities.
4. The book can help teachers cater for mixed ability students and classes of different sizes.
5. The book enables students to learn by themselves at home.

B. Answer following questions.

1. What are the strengths of the workbook? Would you please explain the reason?

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

2. What are the weaknesses of the workbook? Would you please explain the reason?

____________________________________________________________________________________________
3. Which part of the workbook that should be improved? Would you please give your opinion and suggestion?

Thank you very much for the cooperation
APPENDIX C

The Raw Data
of the Classroom Observation
(The Result of the Research and Information Collecting)
The Raw Data of the Classroom Observations
(The Result of Research and Information Collecting)

Table C1 The Result of the Students’ Performance Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Performance Statements</th>
<th>Class</th>
<th>VII B</th>
<th>VII C</th>
<th>VII D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1.</td>
<td>Students have made preparation to follow the lesson</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Students record the teacher’s explanation</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Students pay attention to the teacher’s explanation</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Students use media</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Students use learning aids</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Students answer the teacher’s questions in English</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Students answer individually</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Students answer with some helps from their friends</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Students ask the teacher if they can’t understand</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Students do the tasks well</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Students do the homework</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Students work individually</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Students work in groups</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>Students speak in English in the class</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15.</td>
<td>Students use Bahasa Indonesia if they cannot say English</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16.</td>
<td>Students can summarize what they have learned</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>Additional items:</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table C2 The Result of the Teacher’s Performance Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The Teacher’s Performance Statements</th>
<th>Class</th>
<th>VII B</th>
<th>VII C</th>
<th>VII D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1.</td>
<td>Teacher makes an overview at the</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
### The Teacher’s Performance

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>VII B</th>
<th>VII C</th>
<th>VII D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>beginning</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher makes note on the board</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses dictation</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher uses media</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher uses teaching aids</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher asks some questions to the students in English</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher’s questions are directed individually</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher’s questions are directed to certain groups</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teacher’s questions are directed to the whole class</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Teacher uses various tasks</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>11.</td>
<td>Teacher gives homework</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Teacher often sits</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Teacher often walks around</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>14.</td>
<td>Teacher often speaks in English in the class</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>15.</td>
<td>Teacher uses <em>Bahasa Indonesia</em> when students feel difficult to understand</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Teacher makes a summary at the end</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>17.</td>
<td>Additional items:</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Table C3 Notes in Class VII B

<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>The Students’ Performance</th>
<th>The Teacher’s Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>• Students had made preparation to follow the lesson.</td>
<td>• The teacher made an overview in the beginning of the lesson.</td>
</tr>
<tr>
<td></td>
<td>• They opened their workbooks as the teacher opened the lesson.</td>
<td>• The teacher wrote the topic on the white board.</td>
</tr>
<tr>
<td>Attention</td>
<td>• They paid attention to the teacher’s explanation.</td>
<td>• The teacher monitored the students to make sure they were ready to start the lesson.</td>
</tr>
<tr>
<td></td>
<td>• They recorded the teacher’s explanation.</td>
<td>• Sometimes, the teacher walked around to check</td>
</tr>
<tr>
<td></td>
<td>• They wrote the correct answers that the teacher gave</td>
<td></td>
</tr>
<tr>
<td>Key Ideas</td>
<td>The Students’ Performance</td>
<td>The Teacher’s Performance</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|                        | when they discussed the exercises.  
  ● It was easy to identify who paid attention to the lesson and who did not.  
  ● Most of them were calm and did not tend to be noisy.  
  ● They began to be noisy when the teacher asked them to work in groups. | the students’ works.  
  ● The teacher was very friendly.                                                                                                                                           |
|                        | The use of textbook, media, and teaching aid  
  ● Students used a workbook that the teacher asked them to have.  
  ● They did not use media because there was no LCD in this class.  
  ● They did not use particular teaching aid.                                                                                                                                     | The teacher used dictation.  
  ● The teacher did not use particular media or teaching aid.                                                                                                                   |
| Question and answer section | The teacher directed the questions to each individual, group, or whole class.  
  ● The teacher directed the questions individually when the teacher found some students who did not pay attention to the lesson.  
  ● The teacher directed the questions to the whole class when the teacher wanted to review the materials and gain general understanding. |                                                             |
|                        | They could answer the questions.  
  ● They answered the questions very well. Maybe they had discussed the materials on the previous meeting,  
  ● They could do better than other classes.  
  ● Smart students were confident to answer questions from the teacher individually.  
  ● They directly asked their friends when they could not answer the questions by themselves.  
  ● Sometimes, they directly said to the teacher that they could not answer the questions.  
  ● They became more excited when the teacher directed the questions to the whole class. | The teacher directed the questions to each individual, group, or whole class.  
  ● The teacher directed the questions individually when the teacher found some students who did not pay attention to the lesson.  
  ● The teacher directed the questions to the whole class when the teacher wanted to review the materials and gain general understanding. |
| The use of English in the classroom | They tried to answer using English when the teacher asked the questions in English.  
  ● They asked using Bahasa | The English teacher used English to greet the students, asked simple questions, and giving directions. |
<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>The Students’ Performance</th>
<th>The Teacher’s Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Indonesia</em> when they had a question.</td>
<td>*The teacher translated the questions or the directions into <em>Bahasa Indonesia</em> when the students did not give a response or looked confused.</td>
</tr>
<tr>
<td></td>
<td><em>No one of them tried to ask using English.</em></td>
<td><em>The teacher had to remind and encourage the students to use English for many times.</em></td>
</tr>
<tr>
<td></td>
<td><em>Most of them talked using <em>Bahasa Indonesia</em> in the class.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Many often refused to use English.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>No more than 3 students tried to speak English in the class. All of them were the smart students.</em></td>
<td></td>
</tr>
<tr>
<td>Classroom activities</td>
<td><em>They had good responses to the tasks given by the teacher.</em></td>
<td><em>The teacher gave various tasks, such as question and answer sections, read-aloud tasks, underlining general structure of sentences, listing language features, arranging jumbled words.</em></td>
</tr>
<tr>
<td></td>
<td><em>They did the homework.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Many of them could work individually.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Some of them were very active and confident in reading aloud activities and answering the questions.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>They did very well without any complaint when the teacher asked them to create sentences based on the given pictures.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>They did not reluctant to come to the teacher when they found difficulties in doing the tasks and asked for the help.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Some of them had realized that by doing the tasks well they could learn many things than doing nothing.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Similar to the students from other class, they liked to delay their work so that they could spend much time only to do one task.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>They could summarize what they had learned.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
Table C4 Notes in Class VII C

<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>The Students’ Performance</th>
<th>The Teacher’s Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>• Students were ready to start the lesson.</td>
<td>• The teacher made a review about the previous materials.</td>
</tr>
<tr>
<td></td>
<td>• They were very enthusiastic when they saw the teacher would use the LCD.</td>
<td></td>
</tr>
<tr>
<td>Attention</td>
<td>• They were eager to learn and took notes on the teacher’s explanations.</td>
<td>• The teacher gave less attention to the students because the teacher focused on operating the slide show.</td>
</tr>
<tr>
<td></td>
<td>• They had more attention to the teacher’s explanations when the teacher used a slide show.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• It was easy to differentiate who really paid attention to the lesson and who did not.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Both the male and female students had a tendency to be noisy in the classroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Both of them were very active</td>
<td></td>
</tr>
<tr>
<td>The use of textbook, media, and teaching aid</td>
<td>• They did not use particular media.</td>
<td>• The teacher used a slide show to present the review.</td>
</tr>
<tr>
<td></td>
<td>• They did not use particular teaching aid.</td>
<td>• The teacher used dictation to explain about the next materials.</td>
</tr>
<tr>
<td></td>
<td>• Many of them did not bring their dictionaries.</td>
<td></td>
</tr>
<tr>
<td>Question and answer section</td>
<td>• Many of them were confident to answer the teacher’s questions individually.</td>
<td>• The teacher asked some questions to check whether the students paid attention to the explanations or not and to gain general understanding.</td>
</tr>
<tr>
<td></td>
<td>• They asked their friends to help when they did not know or were not sure with their answers.</td>
<td>• The teacher directed the questions individually when the teacher found a student who did not pay attention.</td>
</tr>
<tr>
<td></td>
<td>• Sometimes they asked a question or stated an argument only to attract the teacher’s attention.</td>
<td></td>
</tr>
<tr>
<td>The use of English in the classroom</td>
<td>• They tried to answer using English when the teacher asked using English.</td>
<td>• The teacher explained the materials using English.</td>
</tr>
<tr>
<td></td>
<td>• They became more confident</td>
<td>• The teacher translated the explanations into Bahasa.</td>
</tr>
<tr>
<td>Key Ideas</td>
<td>The Students’ Performance</td>
<td>The Teacher’s Performance</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>to answer the questions when the teacher using <em>Bahasa Indonesia</em>.</td>
<td><em>Indonesia</em> only when the students looked confused.</td>
</tr>
<tr>
<td></td>
<td>● They asked the teacher when they did not understand the explanation but they used <em>Bahasa Indonesia</em>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Some of them tried to speak English during the English course to show that he or she had good skills in it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● They could make some short responses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● They used <em>Bahasa Indonesia</em> when they talked with their friend. Only a few of them who wanted to use English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● They close the lesson with a prayer using English.</td>
<td></td>
</tr>
<tr>
<td>Classroom activities</td>
<td>● Some of them did the tasks well. Some of them did not. They only waiting for their friends’ answers.</td>
<td>● After explaining the materials using the slide show, the teacher used various tasks to rehearse what the students had learned.</td>
</tr>
<tr>
<td></td>
<td>● Some of them did the homework. Some of them did not.</td>
<td>● The teacher made a summary after presenting the slide show.</td>
</tr>
<tr>
<td></td>
<td>● They wanted to work individually. When the teacher asked them. If not, they liked working in groups</td>
<td>● The teacher used various examples to illustrate the materials.</td>
</tr>
<tr>
<td></td>
<td>● They would walk around to find someone to work together.</td>
<td>● The teacher used examples that were related to real daily activities to attract the students’ attention.</td>
</tr>
<tr>
<td></td>
<td>● They could summarize what they had learned but they had some difficulties when the teacher asked them about particular materials of the lesson, especially about the details.</td>
<td>● The teacher always offered an opportunity to the students to perform in front of the class, but they did not respond it.</td>
</tr>
<tr>
<td></td>
<td>● They were high motivated and optimist that they could do the tasks well.</td>
<td>● The teacher always checked the students’ works when the students</td>
</tr>
</tbody>
</table>
## Key Ideas

### The Students’ Performance
- activities and translation activities. For example, the teacher read a sentence in English and asked the students to translate into *Bahasa Indonesia*.
  - They wanted the teacher examine their works before they presented the works in front of the class.
  - They wanted to make sure that they did the works well.
  - They were reluctant speak louder when the teacher asked them to read their works in front of the class.
  - They could spoke louder when the teacher asked them to read from their seats.
  - They wanted to come in front of the class only when the teacher pointed them.
  - One student did every task very well, did faster than other students, felt more confident to perform in front of the class, and showed a good performance.

### The Teacher’s Performance
- asked the teacher.
  - The teacher did not discuss the homework at the beginning of the lesson, but at the end.

---

### Table C5 Notes in Class VII D

<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>The Students’ Performance</th>
<th>The Teacher’s Performance</th>
</tr>
</thead>
</table>
| **Preparation** | - The students prepared their English books as the teacher opened the lesson and greeted the students. | - The teacher discusses the result of the test that the students had in the previous meeting.  
- The researcher asked the students to answer the questions one-by-one. |
| **Attention** | - They paid attention to the teacher’s explanations.  
- They recorded the teacher’s explanations and answers of | - The teacher introduced the next materials and asked some questions to gain the students’ attention. |
<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>The Students’ Performance</th>
<th>The Teacher’s Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the exercises that they discussed.</td>
<td>- The teacher asked about what they had known about the materials.</td>
</tr>
<tr>
<td></td>
<td>- Only some of them who really paid attention to the discussion.</td>
<td>- The teacher also related the materials with the materials that they students had leaned.</td>
</tr>
<tr>
<td></td>
<td>- Other students wanted to know the score directly without discussing the correct answers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The male students were more active than the female students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The female students were calm and did not tend to be noisy although some of them sat on the back rows.</td>
<td></td>
</tr>
<tr>
<td>The use of textbook, media, and teaching aid</td>
<td>- They did not use particular media.</td>
<td>- The teacher used English to give some explanations and directions to the students.</td>
</tr>
<tr>
<td></td>
<td>- They did not use particular teaching aids.</td>
<td></td>
</tr>
<tr>
<td>Question and answer section</td>
<td>- The smart students were very confident to answer the questions individually.</td>
<td>- The teacher directed the questions individually, especially to the students who did not pay attention to the lesson.</td>
</tr>
<tr>
<td></td>
<td>- They had to answer the questions without any help from their friends when the teacher directed the questions individually.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Some of them were very active to ask a question to the teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- They asked for their friends’ helps when they could not answer the questions.</td>
<td></td>
</tr>
<tr>
<td>The use of English in the classroom</td>
<td>- They tried to answer using the same language when the teacher asked using English.</td>
<td>- The teacher spoke using English and <em>Bahasa Indonesia</em>.</td>
</tr>
<tr>
<td></td>
<td>- They did not try to use English in the class.</td>
<td>- The teacher explained using English then translated the explanations using <em>Bahasa Indonesia</em>.</td>
</tr>
<tr>
<td></td>
<td>- They felt shy and afraid of making mistakes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- They always used <em>Bahasa Indonesia</em>.</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>- Some of them did not do the</td>
<td>- The teacher used much of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Ideas</td>
<td>The Students’ Performance</td>
<td>The Teacher’s Performance</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| activities | tasks well because they did not pay attention to the instructions and did not ask the teacher.  
  - They did the homework, but some of them mentioned that they could not finish it because it was too difficult.  
  - They did the task individually only when the teacher asked them to work alone.  
  - They were able to summarize the lesson.  
  - The female students only responded to the teacher’s questions when they were sure for the answers.  
  - The male students liked to answer the questions as they wanted. They did not think or care whether their answers were correct or not.  
  - They liked working in groups rather than individually.  
  - They liked having discussion, with their friends of the teacher.  
  - They did the homework and participated actively in the discussion of the homework. | the time to discuss the result of the test. |
APPENDIX D

The Raw Data of the Interview

(The Result of the Research and Information Collecting)
The Raw Bata of the Interview
(The Result of the Research and Information Collecting)

Table D1 The Result of the Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>Key Ideas</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The implementation of learning and teaching</td>
<td>• The teacher does not apply specific learning and teaching method.</td>
</tr>
<tr>
<td></td>
<td>methods</td>
<td>• The teacher makes it flexible with the characters and condition of the students, the time allocation, and the material being delivered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher said that flexibility is effective and efficient to control the students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applying one rigid method is not necessary because the students have a tendency to be disruptive when they are bored or tired with the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>same routines, when they frequently do not get any attention from the teacher or their friends, or when they feel difficult to focus on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Besides that, they need an opportunity to develop their creativity, self-esteem, and peer-approval.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Usually, the teacher makes some changes in using the method because there are some differences in the time allocation between each class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• For example, in one meeting, every class get two times forty minutes (2 X 40 minutes) for English lesson, but for class VII F that gets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English lesson on Tuesday, there is a break in the middle of the lesson. Therefore, the teacher needs to apply a method that enables them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to finish the tasks in each forty minutes because the students will lose their concentration after the break.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher also has to apply different methods to teach different materials because the students have different point of view or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>feeling towards different materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• For example, the teacher prefers to use drills rather than a group discussion when the material is grammar because in a group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the students do not really discuss the material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher stated that it is difficult to determine what the students like or dislike because they easily change their mind.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All depend on the condition of the students, the</td>
</tr>
<tr>
<td>No.</td>
<td>Key Ideas</td>
<td>Answers</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>---------</td>
</tr>
</tbody>
</table>
|     | time allocation, and the material being delivered.  
    • The teacher added that each method has strengths and weaknesses. It depends on the teacher to maximize the strengths and minimize the weaknesses. |
| 2.  | Commonly used activities |  
    • The teacher uses various activities, such as direct question and answer sessions, short presentations, group or peer discussion, playing games, or listening to recordings.  
    • It is because the students are easily bored with the same activities.  
    • The teacher prefers to use a peer discussion although the students like group activity and are reluctant to work individually, such presenting their work in front of the class, or reading aloud.  
    • It is because they are afraid of making mistakes.  
    • The teacher could not always apply a group discussion because the students had a tendency to be disruptive, and the teacher found difficulties to control and involve in all of the groups.  
    • Sometimes, the teacher uses games to activate the students, but the students do not give good response or significant improvement.  
    • Students who want to participate actively in the games are the same students who are always active in the class and master the materials. |
| 3.  | Commonly used media and teaching aids |  
    • The teacher tries to use various media or teaching aids, such as slide shows, posters, flash chard, real things, videos, or recording because students have high interest on the media or teaching aids.  
    • However, the teacher finds difficulties to find appropriate videos or recordings.  
    • The teacher needs extra time to choose and prepare the media.  
    • Technical problems, such as electricity, also often causes the teacher has to cancel or delay using the media. |
| 4.  | Commonly used English books |  
    • The teacher suggests the students to have one English book, an English workbook entitled *Flying Start*.  
    • The teacher does not ask them to have the textbook, because it is expensive and the theories will be delivered by the teacher.  
    • Using the workbook, the students can do more
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<td>exercises and practices than using the textbook.</td>
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| s.  | Teaching language skills, grammar, and vocabulary | ● The teacher teaches language skills, grammar, and vocabulary simultaneously in one framework.  
     |                                                   | ● Through the way students can get various activities, practices, deeper understanding related to each topic. |
| d.  | Difficulties in teaching language skills, grammar, and vocabulary | ● The teacher finds more difficulties to teach grammar and pronunciation.  
     |                                                   | ● Grammar is the most difficult thing because it is the basis rules of the language.  
     |                                                   | ● Once the students have wrong foundation on grammar they will find many difficulties to move on.  
     |                                                   | ● The teacher found that the students find difficulties to differentiate the simple present tense and the present continuous tense because they are used to using verb-ing to state activities in the elementary school.  
     |                                                   | ● In pronunciation, the students are shy to practice because they could not minimize their dialect. They are reluctant to speak louder or in front of the class.  
     |                                                   | ● They are afraid of making mistakes and sound weird. |
| 6.  | Solutions | ● The teacher tries many ways to overcome the difficulties. Some work very well and some do not.  
     |                                                   | ● The teacher stated that key is actually how to motivate the students and ensure them that there are many benefits they can gain by learning English |
APPENDIX E

The Raw Data of the Questionnaire for Student
(The Result of Research and Information Collecting)
### The Raw Data of the Questionnaire for Student
(The Result of Research and Information Collecting)

#### Table E1 The Result of the Questionnaire: Question Number 1-7

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<td>4</td>
<td>2</td>
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<td></td>
<td>f. The pictures are interesting</td>
<td>Male</td>
<td>8</td>
<td>9</td>
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<td></td>
<td>g. Etc.</td>
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<td>Female</td>
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Table E2 The Result of the Questionnaire: Question Number 6

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<th>No.</th>
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<th>Forms</th>
<th>Answers</th>
<th>Male Students</th>
<th>Female Students</th>
</tr>
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<tbody>
<tr>
<td>6.</td>
<td>Mention two storybooks that have you read and you like.</td>
<td>Comic</td>
<td>● Conan</td>
<td>Batman</td>
<td>● Conan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Naruto</td>
<td>Doraemon</td>
<td>● Naruto</td>
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<td></td>
<td></td>
<td></td>
<td>● One Piece</td>
<td>Crayon Sinchan</td>
<td>● One Piece</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>● 101 Dalmatians</td>
<td>Tsubasa</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>● Superman</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Short stories</td>
<td>● Series Legenda Asia</td>
<td>Seri Cerita Horor</td>
<td>Seri Cerita rakyat</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>● Seri Cerita rakyat</td>
<td>Seri Kisah Nabi</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>● Seri Tokoh Dunia</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Novels</td>
<td>● Twilight</td>
<td>Twilight</td>
<td>Harry Potter</td>
</tr>
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<td></td>
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<td></td>
<td>● Harry Potter</td>
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No. | Question | Forms | Male Students | Female Students |
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Have you ever read an English storybook?</td>
<td>a. Yes</td>
<td>Green Lantern</td>
<td>The Lord of the Ring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Eragon</td>
<td>Laskar Pelangi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Robot</td>
<td>Negeri Lima Menara</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Goosebumps</td>
<td>A Bowl of Love</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Negeri Lima Menara</td>
<td>The Strange Girl Chicken Soup</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kampoeng Katrox</td>
<td>Toto Chan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Laskar Pelangi</td>
<td>Summer Triangle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pocong Keliling</td>
<td>Laskar Cheng Ho</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Death by Chocolate</td>
<td>Heaven of Earth</td>
</tr>
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<td></td>
<td>Pembunuh bertopeng</td>
<td>Death by Chocolate</td>
</tr>
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<td>Tetangga Hantu</td>
<td>Pembunuh bertopeng</td>
</tr>
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<td></td>
<td>Lima Sekawan</td>
<td>Seri Teen Lit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>The Lord of the Ring</td>
<td>Seri Kecil-Kecil Punya Karya</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Laskar Pelangi</td>
<td>Lima Sekawan</td>
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<td></td>
<td></td>
<td></td>
<td>Negeri Lima Menara</td>
<td>Tetangga Hantu</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>A Bowl of Love</td>
<td>The Labyrinth</td>
</tr>
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</table>

Table E3 The Result of the Questionnaire: Question Number 8-16

<table>
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<tr>
<th>No.</th>
<th>Questions</th>
<th>Answer</th>
<th>VII B</th>
<th>VII C</th>
<th>VII D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Have you ever read an English storybook?</td>
<td>a. Yes</td>
<td>15</td>
<td>22</td>
<td>14</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>20</td>
<td>13</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>9.</td>
<td>Have you ever found a story in your English</td>
<td>a. Yes</td>
<td>21</td>
<td>28</td>
<td>23</td>
<td>72</td>
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<tr>
<td>No.</td>
<td>Questions</td>
<td>Answer</td>
<td>Class</td>
<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td>VII B</td>
<td>VII C</td>
<td>VII D</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>22</td>
<td>8</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>11.</td>
<td>Do you find any difficulty in listening to or reading an English story?</td>
<td>a. Yes</td>
<td>22</td>
<td>34</td>
<td>29</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>12.</td>
<td>What do you do to overcome the difficulties? (Can choose more than one answer)</td>
<td>a. Opening dictionary</td>
<td>20</td>
<td>31</td>
<td>23</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Asking friends</td>
<td>15</td>
<td>26</td>
<td>19</td>
<td>60</td>
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<tr>
<td></td>
<td></td>
<td>c. Asking family members</td>
<td>10</td>
<td>12</td>
<td>9</td>
<td>31</td>
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<td></td>
<td></td>
<td>d. Asking the teacher</td>
<td>24</td>
<td>21</td>
<td>23</td>
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<td></td>
<td></td>
<td>e. Etc. (browsing internet)</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>9</td>
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<tr>
<td>13.</td>
<td>Do you think that English course will be more interesting using stories?</td>
<td>a. Yes</td>
<td>31</td>
<td>32</td>
<td>25</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>4</td>
<td>3</td>
<td>11</td>
<td>18</td>
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<tr>
<td>14.</td>
<td>What kind of difficulty do you often find in learning English?</td>
<td>a. Listening</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Speaking</td>
<td>13</td>
<td>3</td>
<td>9</td>
<td>25</td>
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<td></td>
<td></td>
<td>c. Reading</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td></td>
<td></td>
<td>d. Writing</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>10</td>
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<td></td>
<td></td>
<td>e. Grammar</td>
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<td>14</td>
<td>14</td>
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<td></td>
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<td>f. Vocabulary</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>16</td>
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<tr>
<td></td>
<td></td>
<td>g. Pronunciation</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>18</td>
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<tr>
<td>15.</td>
<td>How do you get an access to a computer or a laptop?</td>
<td>a. From my own</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>38</td>
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<tr>
<td></td>
<td></td>
<td>b. From my parents</td>
<td>11</td>
<td>13</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. From my brother or sister</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. From the school</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td>e. From computer rentals</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>13</td>
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<td></td>
<td></td>
<td>f. Etc. (internet counters)</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>8</td>
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<tr>
<td>No.</td>
<td>Questions</td>
<td>Answer</td>
<td>Class</td>
<td>Total</td>
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<td></td>
<td></td>
<td>VII B</td>
<td>VII C</td>
<td>VII D</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>How do you get an access to internet?</td>
<td>a. From my own</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. From my parents</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. From my brother or sister</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td>d. From the school</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. From computer rentals</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Etc. (internet counters)</td>
<td>3</td>
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<td>5</td>
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Table E4 The Result of the Questionnaire: Question Number 8 and 9

<table>
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<th>No.</th>
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<th>Answers</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Mention the examples of English story that you have ever read.</td>
<td>Comic</td>
<td>• Garfield</td>
<td>• Batman and Robin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Superman</td>
<td>• Donald Duck</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short story</td>
<td>• Taken from English textbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fairy Tales</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Picture story</td>
<td>• Nemo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Benjamin Franklin</td>
<td>• Barbie Pegasus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Rapunzel</td>
<td>• The Legend of Angling Dharma</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The Legend of Angling Dharma</td>
<td>• Dancow Bilingual Series</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Dancow Bilingual Series</td>
<td>• Legends in Asia Bilingual Series</td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Mention the examples of English story that you have ever found in your English textbooks.</td>
<td><strong>Forms</strong></td>
<td><strong>Examples</strong></td>
<td></td>
</tr>
</tbody>
</table>
|     |                                                                           | Novel                                                                 | • I’m not Stupid  
• I See the Moon  
• The Tomorrow  
• The Wolf  
• Gulliver’s Travels (Bilingual)  
• The Adventures of Huckleberry Finn (Bilingual) |
• Fables: The Rabbit and the Turtle, Wild Tiger, Cat and Dog, The Sparrow  
• Mites: Timun Mas, Dewi Sri,  
• Legends: Tangkuban Perahu, Toba Lake,  
• Parts of novel: Harry Potter, Nemo, Sponge Bob Square Pants. |

**Table E5 The Result of the Questionnaire: Question Number 10**

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
</table>
| 10. | Mention the examples of English story that your English teachers have ever used in the learning and teaching process. | • Taken from the English textbooks  
• Made by the English teachers  
• Taken from English storybooks  
• Translated from *bahasa Indonesia* Storybooks |
### Table E6 The Result of the Questionnaires: Question Number 11

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Skills</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 11. | Mention the difficulties that you find in listening or reading English stories. | In listening       | • Translate the language  
• Find the meaning of the words  
• The recordings are too fast  
• The teacher read the story too fast  
• The pronunciation is not clear  
• The plot is complicated                                                                 |
|     |                                                                           | In reading         | • Difficult to pronounce certain words  
• Did not know how to pronounce certain words  
• Did not know the meaning of the words  
• Difficult to differentiate V1, V2, or V3  
• Difficult to differentiate the verb and noun, or adjective, for example present as adjective and present as noun |

### Table E7 The Result of the Questionnaire: Question Number 13

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Yes</th>
<th>Reasons</th>
<th>No</th>
<th>Reasons</th>
</tr>
</thead>
</table>
| 13. | Mention the reasons why you think English course will be more interesting or not using stories. |     | • They can get different and more interesting activities.  
• It will be easier for them to understand the materials.  
• If they did not know the meaning of the words, they can understand the story |   | • Listening to stories is boring.  
• The activities will be the same with doing exercises that they usually have had.  
• They will find more difficulties, especially when they cannot |
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>from the pictures.</td>
<td>• They can improve their reading skills.</td>
<td>• It is more difficult to understand the story.</td>
</tr>
<tr>
<td></td>
<td>• They can improve their reading skills.</td>
<td>• They can improve their vocabulary.</td>
<td>• It is difficult to listen or read stories.</td>
</tr>
<tr>
<td></td>
<td>• They can improve their listening skills.</td>
<td>• They can get real examples of the materials in real life.</td>
<td>• When they cannot listen the story, it will be more difficult to understand the content of the story and the materials inside it.</td>
</tr>
<tr>
<td></td>
<td>• They can improve their knowledge, not only about English.</td>
<td>• They can refresh their mind.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They can refresh their mind.</td>
<td>• They can learn pronunciation by listening to the stories.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They can learn pronunciation by listening to the stories.</td>
<td>• It will be easier for them to see the real use of the language.</td>
<td></td>
</tr>
</tbody>
</table>

Table E8 The Result of the Questionnaire: Question Number 13

<table>
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<th>No.</th>
<th>Question</th>
<th>Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Mention the difficulties that you often find in English learning and teaching process.</td>
<td>Listening</td>
<td>• The sound is not clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Too fast</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Difficult to catch up the recordings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Difficult to understand the meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking</td>
<td>• Do not know how to start</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Difficult to arrange the sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Nervous</td>
</tr>
<tr>
<td>No.</td>
<td>Question</td>
<td>Skills</td>
<td>Examples</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shy</td>
<td>• Easily forget what has been planed to say</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shy</td>
<td>• Do not fluent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complicated</td>
<td>• Difficult to memorize the spelling (which words that have double words and not)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to arrange the sentences</td>
<td>• Difficult to translate from bahasa Indonesia to English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to arrange the sentences</td>
<td>• The writing is sometimes different from the pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to differentiate V1, V2, and V3</td>
<td>• Difficult to understand the rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to differentiate V1, V2, and V3</td>
<td>• Difficult to understand why should consider tenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to differentiate V1, V2, and V3</td>
<td>• Difficult to relate the rules with the real practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to differentiate V1, V2, and V3</td>
<td>• Complicated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to remember the meaning of the words</td>
<td>• Lack of vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to remember the meaning of the words</td>
<td>• Difficult to differentiate the verbs, nouns, or adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Difficult to remember the meaning of the words</td>
<td>• The meaning of the words are mixed up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some words sounds weird to pronounce</td>
<td>• Difficult to pronounce certain sound</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some words sounds weird to pronounce</td>
<td>• Do not know how to pronounce certain words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some words sounds weird to pronounce</td>
<td>• Difficult to differentiate the sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some words sounds weird to pronounce</td>
<td>• Difficult to minimize the dialect</td>
</tr>
</tbody>
</table>
APPENDIX F
The Detailed Revision
Table F1 The Detailed Revision

<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The font types of the workbook title, the narration of the story, and the model texts were not clear.</td>
<td>● The researcher changed the font types with the simpler, clear, and bigger font types</td>
</tr>
<tr>
<td></td>
<td><img src="example1.png" alt="Image" /></td>
<td><img src="example2.png" alt="Image" /></td>
</tr>
<tr>
<td>2.</td>
<td>At first, the title of the workbook was “Fiction” because it consisted of some stories. However, it was too general and plain. It did not sound attractive and express the stories</td>
<td>● The researcher changed the title into “The Blacks” because the stories in this workbook were about a mission of a detective to find the Black family.</td>
</tr>
<tr>
<td></td>
<td><img src="example3.png" alt="Image" /></td>
<td><img src="example4.png" alt="Image" /></td>
</tr>
<tr>
<td>3.</td>
<td>The researcher only mentioned in the preface that the workbook can be used as either instructional materials or supplementary materials.</td>
<td>● The researcher added more explanation on the general description of the designed workbook.</td>
</tr>
<tr>
<td></td>
<td><img src="example5.png" alt="Image" /></td>
<td><img src="example6.png" alt="Image" /></td>
</tr>
</tbody>
</table>

The workbook can be used as instructional materials for an English teacher to teach in the classroom and as supplementary materials for students to learn English outside the classroom because the multimedia materials and the activities have been designed based on the School-Based Level Curriculum (KTSP) of 2006 that cover receptive and productive activities of content and literacy topics.

By providing a User’s Manual, for teachers and students.
### B. Design and Illustrations

1. In some parts, the layout looked dense and crowded (little blank spaces to answer the questions, white spaces around some pictures, and spaces in the paragraphs)

   Examples:

   - The researcher rearranged the layout.
   - The researcher provided more blank spaces and white spaces.

<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1.png" alt="Before Image" /></td>
<td><img src="image2.png" alt="After Image" /></td>
</tr>
</tbody>
</table>

**Examples:**

- Task 3
  - **Let’s Write**: You found four people who came to the party.
  - Information: Look at the identity cards and complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Nationality</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>40</td>
<td>UK</td>
<td>Writer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>25</td>
<td>USA</td>
<td>Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>30</td>
<td>UK</td>
<td>Artist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>20</td>
<td>UK</td>
<td>Student</td>
</tr>
</tbody>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
2. In some parts, the font sizes were too small and the font colors were also not clear.

Examples:

<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
</table>
| 2.  | In some parts, the font sizes were too small and the font colors were also not clear. | • The researcher changed some font sizes or the font types that were bigger and clearer.  
• The researcher changed some font color and background colors. |
<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>In some parts, the use of headings and italics were not consistent.</td>
<td>The researcher rechecked and revised the use of the headings and italics.</td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The use of heading in unit 1, task 1 and 2: The researcher mentioned “Mr. Hall,” but in unit 3 to 10, the researcher mentioned “He.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The use of heading in unit 2 and 6: The researcher mentioned “I” and “You” but the characters were not clear.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The use of bolds to highlight the clues and important information in the instructions (page 6, 15, 16, 18, etc.)</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>In some parts, the illustrations (comic strips, pictures, and map) were not clear.</td>
<td>The researcher found that it was because different printer produced different quality, and it was not easy to find good printer and the same printer to print all of the materials.</td>
</tr>
<tr>
<td>5</td>
<td>Some pictures in the comic strips did not show clear action that was done by the characters.</td>
<td>The researcher revised the illustrations by changing the position.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C. Supporting Materials</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>In some PPT files, the instructions of the task were not clear.</td>
<td>The researcher rechecked and revised the instructions.</td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td>The researcher provided some instruction related to the multimedia materials in the workbook,</td>
</tr>
<tr>
<td></td>
<td>● Unit 2: A Treasure Hunt – Giving Direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● In Let’s Play task there was no instruction how to use the multimedia materials (it was an option or what).</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In some parts of the answer key, the answers did not match the correct answers or the tasks so they could cause ambiguity.</td>
<td>The researcher rechecked and revised the answer key.</td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td>The researcher provided pictures to show the correct arrangement of the jumbled texts.</td>
</tr>
<tr>
<td></td>
<td>● The criteria for the correct answers of the grammar,</td>
<td>The researcher provided more criteria to show the correct</td>
</tr>
</tbody>
</table>
writing, and creative tasks (e.g. create a greeting based on a certain event) were too limited.

- The correct arrangement of the jumbled texts (descriptive text, an announcement, and procedural text) was not clear.

D. Learning Objectives

1. In unit 2 and 6, the formulation of the learning objectives was not clear and specific. It was because one formulation consisted of two different actions.

   Examples:
   - Identify the sequence of paragraphs in the descriptive text.”

   - The researcher rechecked and revised the objectives. Examples:
     - “Identify the correlation of paragraphs in a descriptive text.”
     - “Identify correct adjectives to complete noun phrases.”
<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>“Complete the noun phrases using adjectives.”</td>
<td>“Identify important information by listening to a song.”</td>
</tr>
<tr>
<td></td>
<td>“Practice a song.”</td>
<td>“Practice pronunciation by singing a song.”</td>
</tr>
<tr>
<td></td>
<td>“Create and label some locations in a map based on the conversation.”</td>
<td>“Identify locations based on the given directions.”</td>
</tr>
<tr>
<td></td>
<td>“Examine and classify the information based on the given identity cards.”</td>
<td>“Identify important information based on the given identity cards.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Classify the information based on the given categories.”</td>
</tr>
<tr>
<td>2.</td>
<td>The presentation of the learning objectives and the goals was ambiguous.</td>
<td>The researcher rechecked and revised the formulations of the learning objectives and the goals.</td>
</tr>
<tr>
<td></td>
<td>It was because the researcher formulated the goals using the learning objectives terms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher provided the list of objectives for all units in the complementary page of the workbook and a list of goals in the cover page of each unit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The formulation of the goals was not measurable and specific.</td>
<td></td>
</tr>
</tbody>
</table>

**E. Stories**

<p>| 1.  | Some stories did not show the use of language for communicative purpose that grade VII students of junior high school often experienced. | The researcher did not change the context of the situations because it had been the framework of the stories. Besides, the context did not significantly influence the materials. |
|     | In unit 2, the researcher used adventure story to deliver              |                                                                                        |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
</table>
| 1.  | Before: the materials (announcement and asking and giving direction).  
      - In Unit 6, the researcher used detective story to deliver the materials (identity cards and asking and giving information). | After: The researcher did not change the plot of the story because it would spend too much time. Besides, misunderstanding on the story would not affect the success of the learning and teaching process. |
| 2.  | Before: The plot of some stories was too complicated, especially the relation of each story to other stories.  
      - The researcher did not present complete plots. | After: The researcher did not change the plot of the story because it would spend too much time. Besides, misunderstanding on the story would not affect the success of the learning and teaching process. |

**F. Language**

<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
</table>
| 1.  | In some parts, the language was too difficult for grade VII students of junior high school and unnatural.  
      - The names of persons and place, e.g. The Blacks (the Black family), K (a person' name), O' Café (a place' names), etc.  
      - The use of complex sentences.  
      - The use of passive sentences.  
      - The use of exclamations.  
      - The use of direct speeches in the comic strips.  
      - The use of unfamiliar sound effects in the comic strips, e.g. foot steps, knocks on the door, vibrated phone, etc. | After: The researcher rechecked and revised the language.  
      - The researcher provided clues and repeated the use of the unfamiliar names of persons and places.  
      - The researcher tried to find commonly used English sound effects. |
<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>There were some grammatical mistakes in the comic strips and the tasks.</td>
<td>● The researcher rechecked and revised the grammar.</td>
</tr>
<tr>
<td></td>
<td>● Subject inconsistency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Tenses inconsistency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Missing verbs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Singular and plural mark inconsistency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Missing capital letters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Incorrect prepositions and conjunctions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Missing punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Incorrect arrangement of the complex sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Word cutting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher rechecked and revised the grammar.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>In some parts, the vocabulary was too difficult.</td>
<td>● The researcher provided clues (pictures or contexts).</td>
</tr>
<tr>
<td></td>
<td>● use of technical terms, e.g. prominent, amulets, battleship, patisserie, whisk, substance, etc.</td>
<td>● The researcher provided more vocabulary exercises.</td>
</tr>
<tr>
<td></td>
<td>The researcher provided more vocabulary exercises.</td>
<td></td>
</tr>
<tr>
<td>G. Social and Cultural Contexts of the Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Some parts of the stories did not show appropriate language that applied or related to certain culture.</td>
<td>● The researcher rechecked and revised the context and the language.</td>
</tr>
<tr>
<td></td>
<td>● In Unit 4, the context of the written messages did not show the politeness.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>There was no clear example that showed the relation</td>
<td>● The researcher added some language expressions and</td>
</tr>
<tr>
<td>No.</td>
<td>Before</td>
<td>After</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>-------</td>
</tr>
</tbody>
</table>
|     | between language and culture.  
  ● Most of the characters involved in the stories are western people.  
  ● There was no particular characteristic that showed different cultural context. | explanation that showed certain cultural contexts. |

**H. Tasks**

1. Some instructions of the task were not clear  
   Example:
   - The researcher rechecked and revised the instructions.  
   - The researcher provided an instruction for the *Let’s Play* tasks.

   ![Example Image](example_image.png)

2. Most of the vocabulary tasks were not varied.  
   ● Most of the tasks were finding the meaning of the difficult words.  
   ● The researcher provided some different types of vocabulary task, e.g. completing noun phrases, picture-clue identification, completing picture-clue sentences, and guessing the synonyms.

   ![Example Image](example_image.png)
3. The listening tasks did not cover all of the desired degree of mastery
   - The researcher only provided filling the blanks activity.

- The researcher provided some different types of listening task, e.g. statement analysis (true-false sentences), object identification, and sequence identification (procedure).

---

**Before**

**Task 1**
Word Master
Mr. Hall gave a recording.

Instructions: Arranging the scrambled words into words and find the meaning of the words in the box.


In the task, the researcher provided filling the blanks activity.

---

**After**

**Task 1**
Word Master
Mr. Hall brought a recording about the Blacks.

Instructions: Complete the mean phrases using adjectives in the box.

- Updated  • Blonde  • Sharp  • Slim  • Prominent  • Fair

1. __________  3. __________  5. __________

---

**Task 2**
Let’s Listen
Let’s listen.

Instructions: Listen carefully and arrange the procedure.

- Whisk egg whites until frothy
- Cut the paper and write the fortune
- Bake the cookies until the edges turn brown
- Drop the batter on the cooking sheet
- Puncture the oven and press the baking sheet
4. The speaking tasks did not encourage students to develop spontaneous speaking abilities.
   - Most of the speaking tasks were reading and writing tasks.
   - The tasks that students do were reading a conversation, completing a conversation using the provided expressions, and arranging good conversations.

   Task 5
   Let’s Speak
   Another evening, Polly waited in front of the gate. The researcher changed the speaking task, e.g. giving responses based on the given clues (words or pictures).
   For this section, the researcher did not provide a blank space.
   The researcher provided an evaluation checklist to evaluate the students; responses.

I. Flexibility

1. The English teacher would need much time to prepare the multimedia materials.
   - The researcher provided come multimedia materials, e.g. audio, video, and PPT games.

   Task 5
   Let’s Speak
   Another evening, Polly waited in front of the gate. The researcher had considered the time allocation and support services provided by the school.
<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>● The researcher did not mention or explain how English teachers can adopt or adapt materials in the workbook.</td>
<td>● The researcher provided a User’s Manual, for teacher.</td>
</tr>
<tr>
<td>3.</td>
<td>● The researcher did not mention or explain how students can use the workbook as supplementary materials.</td>
<td>● The researcher provided a User’s Manual, for teacher.</td>
</tr>
<tr>
<td>4.</td>
<td>● In one unit, the researcher often only provide one type of activity for each grammar, vocabulary, and language skills tasks</td>
<td>● The researcher did not reduce the number of the units because it would change the framework of the stories but added some different activities of certain tasks.</td>
</tr>
</tbody>
</table>
APPENDIX G

General Description
of the Designed Workbook
DESIGNING AN INTEGRATED ENGLISH WORKBOOK USING STORIES FOR GRADE VII STUDENTS OF SMP NEGERI 2 YOGYAKARTA

OVERVIEW

This study is entitled “Designing an Integrated English Workbook Using Stories for Grade VII Students of SMP Negeri 2 Yogyakarta”. The aim of the study is to provide the English teacher and grade VII students of junior high school an integrated English workbook that can be used as either instructional materials to teach in the classroom or supplementary materials to learn outside the classroom. As instructional materials, the workbook can be used as the main materials in the learning and teaching process in the classroom. As supplementary materials, the workbook can be used as the supporting materials.

A. Background

To gain the purposes of English course based on the SLBC of 2006 (KTSP), students need much exposure to the language. They also need to develop motivation and positive attitudes toward the English learning and teaching process. Providing a workbook is an appropriate alternative to accommodate those needs. However, many English workbooks cannot increase students’ motivation and provide stimulation. Therefore, they are reluctant to use those workbooks. Outside the classroom, they like reading storybooks. Actually, using stories in the English course has been applied for many years. However, many English teachers and students cannot take the maximum advantages.

Considering those, the researcher conducted a research to design an integrated English workbook using stories for grade VII students of SMP Negeri 2 Yogyakarta. The workbook is designed for the second semester. It is a combination of a storybook and a workbook. As a storybook, it is designed for both entertaining and learning and teaching purposes. As a workbook, it provides four functions, as a source of language, a learning support, motivation and stimulation, and a reference. It can be used either as an instructional materials or supplementary materials. Therefore, the English teacher was able to use the
workbook for teaching process in the classroom, and the students were able to use it for learning process outside the classroom or at home.

B. Purpose

The purpose of the design was to provide grade VII students of junior high school and the English teacher an integrated workbook that could be used as either instructional materials to teach English in the classroom or supplementary materials to learn English at home. Using the workbook, the learning and teaching process of the four skills, listening, speaking, reading, and writing could be done within one continuum framework. Besides, the English teacher and the students had flexibility to determine the methods, activities, media, and teaching aids.

C. Content

The design was a combination of storybook and workbook. Therefore, it consisted of stories and tasks. The forms of the stories were comic strips and a series story. The type of the stories was fantasy. Then, the themes were related to the closest situations that the students often experienced. There were six units in the workbook. Each unit consisted of three parts, The Beginning (a pre-task phase), a sequence of tasks (a task-proper phase), and The Ending (a follow-up phase). The sequence of tasks consisted of rehearsal tasks and activation tasks. They covered language tasks and communicative tasks.

Language tasks consisted of:

1. Vocabulary Tasks

Vocabulary tasks were designed to develop knowledge about meanings, synonyms, antonyms, word families, collocations, and word uses. The vocabulary tasks entitled Word Master. The examples of the activities were finding the meaning of the words, recognizing the synonym or antonym of the words, differentiating between nouns, adjectives, and adverb, ordering words into phrases, matching, naming, and listing objects based on the given picture.

2. Grammar Tasks

Grammar tasks were designed to develop knowledge on the language rules, such as tenses, phrases, clauses, and sentence structures. The grammar tasks
entitled *Grammar Master*. The examples of the activities were arranging scrambled words into sentences, constructing sentences based on the given key words and tenses, changing direct speech into indirect speech, constructing declarative sentences based on the given interrogative sentences, constructing imperative sentences based on the picture, recognizing, and differentiating tenses.

Communicative tasks consisted of:

1). **Listening Tasks**

Listening tasks were designed to introduce English sounds and speech processes (rate of delivery, stress, rhythm, intonation, and colloquial language) and develop listening skills, such as listening for gist, listening for details, and inferring meaning from the context. The tasks entitled *Let’s Listen*. The listening tasks focused on three categories. They were intensive (to comprehend language components), responsive (to make a short response), and selective (to scan certain information). The examples of the activities were identifying missing words, recognizing sentence, paragraph, or dialogue paraphrase (comprehension check), responding questions or instructions, and recognizing correct picture based on the listening passages.

2). **Speaking Tasks**

Speaking tasks were designed to develop spoken production. The tasks entitled *Let’s Speak*. The speaking tasks focused on three categories. They were intensive (to produced oral language based on the controlled situation), responsive (includes interactions and comprehension test of limited level), and interactive (includes complex and longer interactions and involve multiple participants). The examples of the activities were direct response tasks, read-aloud tasks, dialogue completion tasks, picture-cued tasks, question and answer practices, giving instructions or directions, discussions, and conversations.

3). **Reading Tasks**

Reading tasks were designed to introduce genres of written text and develop reading skills. The tasks entitled *Let’s Read*. The reading tasks focused on three categories. They were perceptive (to recognize discourse components), selective (to recognize lexical, grammatical, and discourse features), and
interactive (to negotiate meanings and identify relevant features of a text). The examples of the activities were read-aloud tasks, multiple-choice tasks, picture-cued tasks, true or false tasks, matching tasks, comprehension questions, short answer tasks, and ordering tasks.

4). Writing Tasks

Writing tasks were designed to develop written production. The tasks entitled *Let’s Write*. The writing tasks focused on three categories. They were imitative (to write letters, words, phrases, very brief sentences, and punctuations), intensive (to produce vocabulary and grammatical features based on the controlled context), and responsive (to connect sentences into a paragraph and paragraphs into a short composition). The examples of the activities were picture-cued tasks, form completion tasks, ordering tasks, short-answer tasks, sentence completion tasks, guided question and answer tasks, and paragraph constructions tasks.

5). Creative Task

Besides those four language skills tasks, the researcher developed one additional task, entitled *Let’s Play*. The tasks were designed to create freer and more complex activities that combine two or more language skills tasks. The focus was to develop fluency in both oracy (related to language expressions) and literacy competences (related to functional written texts). The examples of the activities were playing games, singing, watching videos, making craft, and simple role paying.
APPENDIX H
The Designed Workbook
An Integrated English Workbook

For Grade VII of Junior High School
An Integrated English Workbook
For Grade VII of Junior High School

Author and comic illustrator

Lucia Thisda
Preface

Balance is an integrated English workbook for grade VII students of junior high school. It is a combination of a storybook and a workbook. It provides students exposure to English and help them to develop motivations and positive attitudes toward the English learning and teaching process.

It can be used as either instructional materials for the English teacher to teach in the classroom or as supplementary materials for students to learn English outside the classroom. The multimedia materials and the activities have been designed based on the School-Based Level Curriculum of 2006 (K13) that cover receptive and productive activities of oracy and literacy topics.

The activities consist of language tasks, communicative tasks, and creative tasks. The language tasks contain grammar tasks and vocabulary tasks. The communicative tasks contain listening, speaking, reading, and writing tasks. The creative tasks contains combination of several tasks. They are organized as an integrated sequence of activities around the oracy topics or literacy topics.

By using the workbook, students are expected to achieve the functional level of literacy. It is the ability to understand and express information, ideas, feelings, and knowledge in functional texts or short and very simple monologues using spoken or written language for transactional and interpersonal purposes. By using the workbook, they are also expected to have a right sense of the essence of English in globalization era and understand the relation between language and culture.

The book owes its sincere gratitude to Fransiska Debby Ciyanti and Bantu Pratistha for being the models of the listening tasks.
Stop for a Moment

Unit cover
It shows the title of the story, the language focus, communicative focus, and multimedia materials. It also shows the goals of the activities.

The Beginning
It shows one page comic strips that functions as an exposition and complication of the story. It also show a model (oracy or literacy materials) related to the discussed topics.

A short narration
It provides a short narration and a follow-up question.

Task icon
It shows the sequence, type of task, and a short narration of the story.

Multimedia materials
It shows PPT games and videos (songs, stories, and games).

The Ending
It shows one page comic strips that functions as a resolution of the story.

Can You Find
It provides some questions related to the story that function to measure how far students understand the story.

---

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

---

iii
User’s Manual

English teacher

The English teacher can use this workbook for teaching in the classroom based on the following procedure:
- Prepare a dictionary
- Prepare a laptop or a computer, loudspeakers, and an LCD and the screen to open, produce sound, and display the Multimedia Materials CD.
- Read “How All Stories Start”
- Select the unit (can start from Unit 1 or not)
- Explain the description on the unit cover
- Ask students to do the tasks based on the sequence
- Use a computer or laptop and LCD projector Ask students to work with a partner or in groups if necessary
- Ask students to practice the conversations with their friends
- Complete the Evaluation Checklist to assess students’ performances or ask students to make a self-checking or peer-checking
- Use the Answer Key to check the answers at the end of the process
- Continue to the next unit
- After finish all the units, read “How All Stories End”
- Ask students to discuss and make a conclusion for all the stories

Note:
- Teacher can modify the procedure (sequence and type of the tasks if it is necessary or possible)
- Teacher can divide the tasks into three phase, a pre-task phase, a task-proper phase, and a follow-up phase

Recommended applications to play the Multimedia Materials CD:
- Audio player software to play mp3 files, such as Winamp
- Video player software to play swf or run exe files, such as Windows Media Player or Media Player Classic
- Microsoft Office PowerPoint 2007 to open ppsx files (PPT gamer)
User's Manual

Students

Students can use this workbook for self-directed learning at home based on the following procedure:

- Prepare a dictionary to find the meaning of difficult words
- Prepare a laptop or a computer to play the Multimedia Materials CD (an Mp3 player or an Mp4 player can be the second alternative)
- Read “How All Stories Start”
- Select the unit (can start from Unit 1 or not)
- Read the description on the unit cover
- Do the tasks based on the sequence
- Work with a partner or in groups if necessary
- Practice the conversations with friends or family members
- Ask friends or family members to complete the Evaluation Checklist
- Read “The End” and answer the questions
- Use the Answer Key to check the answers
- Continue to the next unit
- After finish all the units, read “How All Stories End”
- Make a conclusion for all the stories

Note:
- Don’t use the Answer key before finish all the tasks in each unit

Recommended applications to play the Multimedia Materials CD:
- Audio player software to play mp3 files, such as Winamp
- Video player software to play swf or run exe files, such as Windows Media Player or Media Player Classic
- Microsoft Office PowerPoint 2007 to open ppzx files (PPT games)
Contents of Multimedia Materials CD

Unit 1
Whose Face Is It? - Describing Physical Appearance
A Quick Quiz - Are You Introvert or Introvert?

Unit 2
A Treasure Hunt - Giving Direction
A Treasure Hunt - Lottery
A Treasure Hunt - Clue Cards
Pirates Song - Sing Together

Unit 3
It’s So Special - Greeting Cards
Holiday Stories - Watch Together

Unit 4
Let Me Think - Giving Opinions
My Favorite - Like and Dislike
A Comic Book - Template

Unit 5
Day, Cookie! - Clue Cards
Let’s Cook - Procedure
A Cook Book - Template

Unit 6
Who Am I? - Professions
World Song - Sing Together
Death in the Crowd - Fact Cards

Evaluation Checklist (1-8)
Print the Evaluation Checklist sheets
## Learning Objectives

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<th>Topics</th>
<th>Objectives</th>
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<td>The Black Family</td>
<td>Students are able to:</td>
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<td></td>
<td>Description</td>
<td>1. Identify correct adjectives to complete noun phrases</td>
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<td>2. Identify adjectives by listening to a conversation</td>
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<td>3. Identify characteristics of the person being described</td>
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<td>12. Construct a descriptive text</td>
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<td>12. Construct simple sentences based on the key words</td>
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**Asking and giving information:**

1. Identify locations based on the given directions
2. Construct directions to find the treasure
3. Identify nouns by listening to a song
4. Practice pronunciation by singing a song
5. Recognize expressions of asking and giving information
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How All Stories Start

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The Black Family

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**Goals:**
1. To comprehend meaning in spoken descriptive texts
2. To express meaning in spoken descriptive texts
3. To comprehend meaning in written descriptive texts
4. To express meaning in written descriptive texts
The Beginning

MR. HALL, CAN I TALK TO YOU?

KNOCK!

SIGH...

HELLO, MR. HALL.

KNOCK!

MR. HALL?

LAST NIGHT, CALLED YOU.

I ALSO LEFT A MESSAGE FOR YOU.

UM.

IF YOU WANT TO KNOW WHERE THE BLACK FAMILY ARE NOW, I DON'T KNOW.

SIR,

EVEN IF I KNOW, WHY SHOULD I TELL YOU?

BECUSE THEY'RE IN DANGER, AND I CAN HELP YOU TO WARN THEM.

I KNOW YOU WANT TO PROTECT THEM.

LET ME HELP YOU, MR. HALL.

BY THE WAY, IS SHE YOUR WIFE?

Mhm....

To be continued...

The Black Family
The Black Family

Rodrick Hall

He was a professional writer. He became popular because he had a good instinct to find an interesting topic and a talent to make up a story. He also became the only writer who wrote about a mysterious family, the Blacks.

Who were they?

To be continued ...

Task 1

Word Master

Mr. Hall brought a recording about the Blacks.

Instruction: Complete the noun phrases using adjectives in the box.

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<tr>
<th>Pointed</th>
<th>Blonde</th>
<th>Sharp</th>
<th>Slim</th>
<th>Prominent</th>
<th>Fair</th>
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<tr>
<td>1. ________ complexity</td>
<td>3. ________ nose</td>
<td>5. ________ eyes</td>
<td></td>
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<tr>
<td>2. ________ hair</td>
<td>4. ________ body</td>
<td>6. ________ position</td>
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Task 2

Let’s Listen

Mr. Hall interviewed Ms. Klein, the last housekeeper who worked for the Blacks.

Instruction: Listen carefully and complete the conversation using adjectives.

Mr. Hall: What do you know about the Blacks?

Ms. Klein: I knew them ten years ago, before they moved to that island. They lived in a small town near Flock Town. Mr. Harold Black was a (1) ________ old man. He was a very (2) ________ captain. Mr. Harold Black had one son, Mr. Jacques Black. He had (3) ________ black hair, (4) ________ black eyes, (5) ________ nose and (6) ________ complexion like his father... but I think he was not as handsome as his father. Fortunately, he had a (7) ________ wife, Mrs. Pauline Black. She had straight (8) ________ hair, big (9) ________ eyes, pointed nose and white complexion. She was very (10) ________, looked like an actress, but she was a collector actually, and they had two children, Mary Black and Colin Black.
Task 3
Let's Speak
Mr. Hall also interviewed Mr. Wood, the last gardener who worked for the Blacks.

*Instruction: Complete and practice the conversation with a partner. Use Evaluation Checklist 1.*

Mr. Hall: What do you know about Mr. Harold Black?
Mr. Wood: He was a prominent captain of a battle ship.
Mr. Hall: How did he look like?
Mr. Wood: As a senior captain of a battle ship, he looked stronger than his son.

Example:

- **bald** ☹️
- **He was not bald**
- **mustache** ☺️
- **He had a firm body.**

1. ☺️ tall
2. ☹️ fat
3. ☺️ ambitious
4. ☹️ humorous
5. ☺️ smart
6. ☹️ round face
7. ☺️ small eyes
8. ☹️ brilliant mind
9. ☺️ strong will
10. ☹️ wide nose

Tragically, in 1975, he died in the war. The governor took his wealth and land because he was accused of the leader of The Death Sea Rebellion.

Mr. Hall: That’s why his son, Mr. Jacques Black, moved to a remote island?

Task 4
Let's Read
Then, Mr. Hall brought a file about the Blacks.

*Instruction: Read the paragraphs carefully. Arrange them into a good descriptive text and identify the genre structure.*

---

First, the Black family consisted of four odd people. They had unusual appearances and characters. Mr. Jacques Black married Mrs. Pauline Black. They had two children, Colin Black and Mary Black.

---

The Odd Black Family

The Black Family

March 1st, 1962
The last, they had an odd pet. It had silver body. It was very energetic and friendly, but it did not like meat or bone. Its favorite food was battery because it was a robotic dog. His name was Lightning.

In a remote small island, there was an odd family. They were called the Black family. They were very odd because of several reasons.

Second, they had odd jobs and skills. Mr. Black was a mad scientist. He built the Robo-Bio Company. Mrs. Black was a pirate's ship collector. She led many expeditions to find pirates' sinking ships. They had two multi-talented children. Their names were Colin Black and Mary Black.

Next, they lived in an odd house. They built the house from an old big ship. They decorated the rooms with antique furniture but they had high technology security system and some modern machines to help them.

---

Task 5
Word Master
Mr. Hall showed information about the Blacks that he collected from some old newspapers.

Instruction: Match the adjectives with the synonyms in the box.

1. Remote : ____________
2. Odd : ____________
3. Old : ____________
4. Energetic : ____________
5. Popular : ____________

   - Ancient
   - Well-known
   - Unusual
   - Isolated
   - Active

---

Task 6
Let's Read
Mr. Hall showed some notes that he made from other old newspapers.

Instruction: Read the description in Task 4 carefully. Write T if the statement is true and write F if the statement is false.

1. The Black family was a usual family.
2. The Black family consisted of five people.
3. The Black family lived in an isolated island.
4. The Black family did not have a robotic pet.
5. The Black family's house was like a water vehicle.

---

The Black Family
Task 7
Grammar Master
Mr. Hall also showed some notes about Colin Black.

Instruction: Arrange the jumbled words into simple sentences.

- was — Colin — professional — a — swimmer
- had — he — hair — straight — short — blonde
- eyes — He — wide — had — brown
- friendly — had — he — wide — smile
- He — complexion — had — fair

1. 
2. 
3. 
4. 
5. 

Task 8
Let’s Write
After that, Mr. Hall showed a wedding picture of Mr. and Mrs. Black.

Instruction: Look at the picture and write the characteristics of the persons.

1. Mr. Jacques Black
   Hair : 
   Face : 
   Skin : 
   Cloth :

2. Mrs. Pauline Black
   Hair : 
   Face : 
   Skin : 
   Cloth :

Task 9
Let’s Play
Intemazzo

Instruction: Play the Multimedia Materials CD and choose one of the activities.

PLAY Whose Face Is It? or A Quick Quiz

The Black Family
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Task 10
Let's Write
When Mr. Hall opened the next page, he pointed at a picture of a girl.

Instruction: Look at the picture carefully. Write a short descriptive text and read it aloud.

Mary Black
A sixteen-year-old girl broke down high security system

The Fourth Volume,
January 1st, 1984

Local governor representative stated that Colonel Wright had met Mary Black on December 26th, 1990. He was impressed by her intellect and knowledge about security system. Therefore, he

Title
Identification


Description


edge to be a secret agent or spy. Besides, if she works for the governor, she will get a good opportunity
to recover the status of her family after the death of Captain Harold Black. As we know, the governor had accused him of the leader of the Death Sea Rebellion.

The Black Family
The Ending

YES, SHE IS MY WIFE.

35 YEARS AGO...

HUH!

KLIKK! KLIKK!

WHAT ARE YOU DOING HERE?

I WANT TO END THIS,

I'M TIRED OF HIDING AS A MAN.

PLEASE, PUT DOWN THAT GUN.

I'M SO SORRY

Can You Find
1. Why did the detective want to talk to Roderick Hall?
2. Who was Roderick Hall?
3. What did Roderick Hall know about the Black Family?
A Treasure Hunt

**Language focus**
- Partitives
- Simple Present Tense
- Simple Past Tense
- Adjectives

**Communicative focus**
- Asking and giving information
- Announcement

**Multimedia materials**
- A Treasure Hunt
- Finites Song

**Goals:**
1. To comprehend meaning in transactional and interpersonal conversations
2. To express meaning in transactional and interpersonal conversations
3. To comprehend meaning in spoken functional texts
4. To express meaning in spoken functional texts
5. To comprehend meaning in written functional texts
6. To express meaning in written functional texts
The Beginning

The Beginning

CAPTAIN HUNTER'S JOURNAL

DECEMBER 28th, 1952

HAROLD AGREED TO START THE EXPEDITION.

JANUARY 27th, 1953

WE WERE TRAPPED IN A STORM AND COULDN'T SEE ANYTHING, EXCEPT THE DARKNESS.

FEBRUARY 3rd, 1953

IT WAS SO DARK AND COLD.

WE Sailed FAR

APRIL 14th, 1953

FINALLY, WE FOUND THE WHIDAH BALLEY, BUT THERE WAS NO MYSTERIOUS CHEST.

WE ONLY FOUND AN OLD OAK CHEST

JULY 30th, 1953

IT WAS SO DARK AND QUIET, NO STARS AND NO WIND.

WITHOUT GOLD OR ANY PRECIOUS THING INSIDE THE CHEST.

AUGUST 2nd, 1953

WE COULDN'T FIND HAROLD AND THE CHEST ANYWHERE. HAROLD HAD GONE WITH THE CHEST.

I COULDN'T BELIEVE HE DID IT TO US.

HE BETRAYED US ONLY FOR THAT CHEST.

I CANNOT UNDERSTAND ALL OF THESE.

WHY DID HAROLD STEAL THE CHEST IF IT'S ONLY AN OLD OAK CHEST?

THEY DID NOT FIND WHAT THEY WANTED.

To be continued...

A Treasure Hunt
A Treasure Hunt

Captain Hunter
Before he became a great treasure hunter, he was a poor sailor from the Great Reef. He lived with no purpose after he lost all of his family, house, and land because of a war. However, his life changed when he arrived in Flock Town.

What did he find in Flock Town?
To be continued...

TREASURE HUNT

For all great sailors, join a challenging expedition to find a treasure chest inside a 200-year-old pirate's ship that disappeared near the Death Sea.

The recruitment opens:
Date: December 2nd, 1952
Time: 9 a.m. to 2 p.m.
Place: Governor Hall

All sailors will sign an agreement and get a hint to find the treasure.

Rewards:
80% of the treasure

Get your own crew and be ready to sail.
Conquer dark and stormy seas.

Flock Town, November 14th, 1952

Menerith
Govin Menerith
The Governor of Flock Town
Instruction: Read the announcement in previous page carefully and answer the questions.

1. What is the type of the text?
2. What is the function of the text?
3. What is the text about?
4. Who is the text written for?
5. Who is the writer of the text?

Task 1
Word Master
November 18th, 1952
Captain Hunter went to Walton Radio Station.

Instruction: Match the nouns in the box with the pictures.

- Payment • Carpenter • Tools • Town • Captain • Announcement

1. 2. 3. 4. 5.

Task 2
Let’s Listen
Captain Hunter made an announcement to find a person who can repair his ship.

Instruction: Listen carefully. Write T if the statement is true and write F if the statement is false.

1. The announcement was sent by a poor treasure hunter.
2. Captain Hunter came from the Great Peck.
3. He needed an amateur carpenter to repair his ship.
4. If you’re interested, you can come on Sunday 4 in the evening.
5. You will get $1,000 as the payment.

Task 3
Let’s Speak
Captain Hunter sent his crew to the town in order to find a fighter, who can fights, uses various weapons, and protects his crew and ship.

Instruction: Print the Clue Cards. Pretend as one of Captain Hunter’s crew and make an oral announcement. Use Evaluation Checklist 2.
Task 4

Let's Read

November 20th, 1952 — Captain Hunter made an announcement to find his old friend.

Instruction: Read the sentences carefully. Arrange them into a good announcement and identify the generic structure.

I have any information about him, come:
Friday
9 a.m.
Flock Town Harbor

Thank you,

Wanted

Harold Black
A Skilled Navigator

I am looking for a brave and clever man from Moorland. He knows well about history and geography.

Captain Hunter

Task 5

Let's Read

The only thing Captain Hunter knew about Harold Black was that he joined the battle ship.

Instruction: Read the announcement in Task 4 carefully and discuss it with a partner. Write T if the statement is true and write F if the statement is false.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The announcement is about a competition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Captain Hunter is the writer of the announcement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Captain Hunter is looking for Harold Black.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Captain Hunter is a skilled navigator.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Harold Black is not a coward man.
6. Harold Black is a smart man.
7. Harold Black’s home town is Moorland.
8. Harold Black knows well about artifacts and old cities.
9. Harold Black is not good at Geography.
10. People can give information about him at 9 o’clock in the morning.

Task 6
Let’s Write
Then, Captain Hunter made an announcement to find a person who can cook for his crew.

Instruction: Make an announcement based on your own creativity.

Title

Opening

Information

Closing

Announcer

A Treasure Hunt
Task 7
Grammar Master
Finally, Captain Hunter found the best chefs in Hock Town.

_Instruction: Make simple sentences based on the key words._

_Example:_

A glass of (present tense)  Every morning I drink a glass of milk.

1. A slice of (past tense) __________________________
2. A can of (present tense) __________________________
3. A piece of (past tense) __________________________
4. A box of (present tense) __________________________
5. A bowl of (past tense) __________________________
6. A cup of (present tense) __________________________
7. A bottle of (past tense) __________________________
8. A bunch of (present tense) ________________________

December 2nd, 1952 — Captain Hunter and his crew signed the agreement and got the hint to find the pirate’s treasure.

Captain Hunter was very surprised to know that the hint was hidden in an old story of “The Prince of Pirates.” It was a story that he often heard when he was child, but he always thought it was only a myth.
Task 8
Let’s Listen
Captain Hunter remembered a game that he played when he was child.

*Instruction:* Listen carefully and find five hidden things in the maze.

![Maze with hidden items: medallion, spyglass, sword, chest, compass, journal, gun, xmas](image)

*Example:*

From the start, go straight ahead. Then, turn left. After that, turn right and go straight ahead.

What do you find in front of you? 

1. What do you find in the room? 
2. What do you find in the room at the end of the corridor? 
3. What do you find in the room? 
4. What do you find in the room? 
5. What do you find in the room at the end of the corridor? 

---

Task 9
Let’s Play
Intermezzo

*Instruction:* Play the *Multimedia Materials CD* and choose one of the activities.

**PLAY** A Treasure Hunt or Pirates Song

[Image of a treasure hunt]
Task 10
Let's Speak
The next morning, Captain Hunter and his crew gathered to examine an old map.

*Instruction*: Complete and practice the conversation with a partner. Make a discussion to complete the map. Use Evaluation Checklist 3.

---

**Example:**

**Albert**: Have you ever sailed to the east?

**K.**: Yes, I have. It was a terrible adventure.

---

**Part A**

**Albert**: 1. (a storm - did - hit - ship - your)?

**K.**: No, it didn't although a deadly storm often happened on the South Sea.

**Albert**: 2. (your - did - a monster - attack - ship)?

**K.**: No, it didn't although many monsters lived on the North Sea.

**Albert**: 3. (the Sea Devil - did - meet - you)?

**K.**: Yes, I met the Sea Devil on the Death Sea.

**Albert**: 4. Oh, it's terrible. Besides, (did - you - what - find - the north - on)?

**K.**: Unluckily, I found pirates on the north of the Free Trade Land.

---

A Treasure Hunt
Albert: 3. *the Navy Patrol - get - help - you - did - any - from?*
K.: No, its territory was only on the south of the Free Trade Land.

**Part B**

Jay: By the way, what is the Free Trade Land?
Harold: 1. It is *(island - some - with - small - a - buildings).*
Jay: Oh, I see. How about the Unknown Land?
Harold: 2. It is *(biggest - the east - the - land - on).*
Jay: Then, have you ever heard about the Unknown Ocean?
Harold: 3. Ay! It is *(next to - ocean - the Autumn Island - an).*
Jay: I thought it is near the Death Land.
Harold: 4. No, it is *(an - in front of - island - the Unknown Land).*
Jay: Is it near the Death Sea?
Harold: 5. Ayet. It is *(a - the Death Land - between - the Light Island - sea).*

**Task 11**

**Let's Read and Write**

Captain Hunter and his crew also tried to predict the location of the ship.

*Instruction: Read the directions carefully and drew the routes using different colours. Then, make some directions based on the given routes using Simple Present Tense.*

1. **Albert Cook's route (green)**
   - The treasure is on the Death Land.
   - From Flash Town, it is better to sail to Neerland. Then, we go straight ahead to the Knight's Land. From that island, we sail to the Free Trade Land. It is very dangerous. We may meet a monster or pirates. Finally, we sail in the north east until we reach the Death Land.

A Treasure Hunt
2. Captain Hunter’s route (blue)

The treasure is on the unknown land.

From the harbor, we sailed on the south side of the Great Reef until the Autumn Island. We
sailed around the storm. Then, we crossed the South Sea to reach the Five Trade Land. From there,
sailed to the north until the Light Island. Then, we sailed to the east until the unknown land.

3. Jay Cooper’s route (yellow)

The treasure is on the Light Island.


4. Harold Black’s route (black)

I agree with our Captain. The treasure is on the unknown land.

5. K’s route (red)

The treasure is on


Task 12

Let’s Write

January 27th, 1953, Captain Hunter and his crew were trapped in a storm.

Instruction: Look at the map and write the route the ship using Simple Past Tense.


Many years passed. People said Captain Hunter and his crew had failed to find the
Whydah Galley. Some of them said they had drown in the Death Sea. Others said they
was captured by pirates. The rest said that they ran away with the treasure.
The Ending

NO. IT’S NOT ONLY AN OLD OAK CHEST.
IT MUST BE VERY IMPORTANT.

WAIT, IT’S WRITTEN THAT...
INSIDE THE CHEST WE FOUND A COMPASS, A MEDAL, A GUN, A JOURNAL AND A RING.

AND HAROLD KNEW ABOUT IT.

WE ONLY OLD OAK CHEST.

Can You Find
1. Who were the members of Captain Hunter’s crew?
2. Did Captain Hunter and his crew find the treasure?
3. Why did Harold steal the old oak chest?
## Summer School

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<th>Communicative focus</th>
<th>Multimedia materials</th>
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<tbody>
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<td>Instructions and prohibitions</td>
<td>It’s So Special Holiday Stories</td>
</tr>
<tr>
<td>Action verbs</td>
<td>Expressing gratitude</td>
<td></td>
</tr>
<tr>
<td>Present continues tense</td>
<td>Expressing apology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greeting cards</td>
<td></td>
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</tbody>
</table>

**Goals:**

1. To comprehend meaning in transactional and interpersonal conversations
2. To express meaning in transactional and interpersonal conversations
3. To comprehend meaning in spoken functional texts
4. To express meaning in spoken functional texts
5. To comprehend meaning in written functional texts
6. To express meaning in written functional texts
The Beginning

- It's for you.
- Promise me that you'll keep it.
- Don't worry.
- I'll keep this medallion.
- Promise?
- It's very special from mom and dad.

- Hey, Polly.
- Keep your promise, ok?
- I'm so sorry, I'm late.
- It's ok, madam.
- I'm glad you want to come.

- Especially like you, Mr. Lou.
- Thank you very much.

- It's my pleasure, madam.

7. Evelyn Moor
8. S. March
9. Kathryn
10. Jack Cooper
11. Evelyn Cooper
12. Winterland

- From Winterland
- Yes, he is.
- He has a sister who also studies at this school.
- Her name is Polly Cooper.

To be continued ...

Summer School
Summer School

It was a special program for students who wanted to spend their summer holiday at school. Through this program, they could follow various activities to improve their knowledge and skills.

What did they do during the program?

One day...

There were two students who always followed Summer School. They also followed Autumn School, Winter School, and Spring School. They never left the school. They always spent their holidays at the school because their parents were very busy.
Task 1
Grammar Master
Polly was a very bossy girl. She liked to ask Jack to do anything she wanted.

Instruction: Read the comic strips on the previous page carefully and answer the questions.

What does Polly ask Jack to do?
Polly asks Jack to stand up.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

On another day...

---

BIOLOGY CLASS...

DON'T STAND UP.
THE CLASS WILL START NOW.

GEOGRAPHY CLASS...

DON'T LOOK AT THE MAP.
I KNOW WHERE NEW YORK IS.

MATHEMATICS CLASS...

DON'T WRITE THE FORMULA.
IT'S EASY FOR ME.

HISTORY CLASS...

DON'T GIVE ME THE BOOK.
I HAVE READ IT.

ENGLISH CLASS...

DON'T RAISE YOUR HAND.
YOU CAN'T ANSWER IT.

ART CLASS...

DON'T OPEN THE PAINT.
I'LL NOT USE IT.
Task 2
Grammar Master
Polly also liked to ask Jack not to do anything she wanted.

Instruction: Read the comic strips on the previous page carefully and answer the questions.

What does Polly ask Jack not to do?

Polly asks Jack not to stand up.

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. The boy __________ a present to the girl.

7. The little boy __________ behind the bush.

8. The little girl __________ a ball.

9. The horseman __________ his horse for the failure.

10. The detective __________ a magnifying glass.

Task 4
Let's Listen
Polly could not find her dictionary.

*Instruction: Listen carefully and complete the conversation using verbs*

Polly: Where is my dictionary?
Jack: (1) __________ it yourself. I'm busy.
Polly: Do you hide my dictionary? Don't (2) __________ me angry.
Jack: Silly, I don't hide it.
Polly: (3) __________ it to me now!
Jack: I don't know where it is. (4) __________ my book.
Polly: I'll throw it into swimming pool.
Jack: Don't (5) __________ my book!
Polly: I put it here before I went to the library. Don't (6) __________ me.
Jack: (7) __________ at your bag.
Polly: ...
Jack: You put it in your own bag. Don't (8) __________ me.
Polly: Ugh! ... (9) _______ what I can do.
Jack: Hey, Polly! Don’t (10) _______ to submit your work.
Polly: I know.

**Task 5**
**Let’s Speak**
Another evening, Polly waited Jack in front of the gate of the school dormitory because she had to lock the gate at 11 p.m.

*Instruction: Complete and practice the conversation with a partner. Use Evaluation Checklist 4.*

**Example:**

Jack: Polly, don’t lock the gate!
Polly: (expressing apology) I’m so sorry, Jack. It’s 11.15 p.m.

Polly: You’re late.
Jack: 1. (expressing apology) I had an extra course.
Polly: Ok. This time, I’ll let you in.
Jack: 2. (expressing gratitude) Good night, Polly.
Polly: Wait. You got a letter from Mr. Lou.
Jack: 3. (expressing gratitude)
   Hmm. Would mind holding these books?
Polly: Ok. This time, I’ll be nice to you.
Jack: 4. (expressing gratitude)
Polly: What is it about, Jack?
Jack: 5. (expressing apology) It’s a secret.

**Task 6**
**Let’s Read and Write**
Jack read a letter from Mr. Lou, a new swimming trainer. He offered Jack a special training.

*Instruction: Work with a partner and complete the conversation using expressions in the box.*

- Don’t be noisy.
- Be careful.
- Don’t make a fun of me.
- Don’t worry.
- Don’t be upset.
- Tell me what it is about.
Jack: Hooray!!
Polly: Hush! (1) ____________________________
Jack: Oop! Sorry.
Polly: Hey! (2) ____________________________
Jack: He said I can join his swimming class.
Polly: Hahaha! You cannot swim, can you?
Jack: (3) ____________________________ I can learn.
Polly: Tsk! Tsk! (4) ____________________________ You'll sink like a stone.
Jack: Ugh! Give the books to me.
Polly: Hey! (5) ____________________________ I'm just kidding.

Task 7
Let's Read and Write
The next morning, Polly saw Jack sitting alone near the swimming pool.

Instruction: Work with a partner. Read the expressions carefully and arrange them into a good conversation.

- Really? It's very delicious, Jack.
- Go away, I'm not hungry.
- Are you still angry with me?
- Leave me alone!
- I do apologize for what I have said.
- What's wrong with you?
- No, I'm not angry with you.
- I'm sorry, I'm not in a good mood.

Jack: What are you doing here?
Polly: I bring some chocolate biscuits for you.
Jack: (1) ____________________________
Polly: (2) ____________________________
Jack: (3) ____________________________
Polly: (4) ____________________________
Jack: (5) ____________________________
Polly: (6) ____________________________
Jack: (7) ____________________________
Polly: (8) ____________________________

Yesterday, I didn't mean to make a fun of you.
Jack: Never mind.
Polly: Alright, I'll go now.
As usual, Polly found Jack sitting alone near the swimming pool.

Task 8
Let's Read
Polly brought a box of cards that their foster parents sent every year.

Instruction: Read the cards carefully and complete the statement using correct information.

1. The type of card is ____________________
2. The sender of the card is ____________________
3. The receiver of the card is ____________________
4. The card tells ____________________

Summer School
Task 9
Let's Play
Intermezzo

Instruction: Play the Multimedia Materials CD and choose one of the activities.

PLAY It's So Special or Holiday Stories

Task 10
Let's Read
Polly was very angry because Jack hid those cards from her.

Instruction: Read the expressions carefully and match them with the types of cards in the box.

- Gratitude card  - Sympathy card  - Valentine’s day card  - Anniversary card
- New year card  - Christmas card  - Congratulations card  - Everyday card

1. Have a nice day.  
2. Thank you for your kindness.  
3. Start this new year with joy.  
4. I am happy for your graduation. Nice one.  
5. I hope you will get well soon.  
6. Love is when you smile at me.
1. May God give you happiness and success.
2. Let's celebrate the school's 50th anniversary.

**Task 11**
**Let's Write**
Besides, Polly found that their foster parents never sent any card to her.

*Instruction: Write simple expressions based on following types of cards.*

1. Everyday card
2. Gratitude card
3. New year card
4. Congratulation card
5. Sympathy card
6. Valentine's day card
7. Birthday card
8. Anniversary card
9. Eid ul-Adha day card
10. Teacher's day card

**Task 12**
**Let's Write**
Their foster parents sent all the cards only to Jack.

*Instruction: Make a greeting card based on the event that will come and describe it.*
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

The Ending

Can You Find
1. Why did Polly get angry to Jack?
2. Who was the real owner of the medallion?
3. In this story, who was probably the member of the Black Family?
### The Mask of Fame

**Language focus**
- Sentence sequence
- Adjectives
- Verb-ing

**Communicative focus**
- Asking and giving opinions
- Showing like and dislike
- Written messages

**Multimedia materials**
- *Let Me Think*
- *My Favorites*
- *A Comic Book*

**Goals:**
1. To comprehend meaning in transactional and interpersonal conversations
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

The Beginning

TODAY, WE HAVE A SPECIAL GUEST. HE IS YOUNG AND MULTITALENTED.

AN ACTOR WHO BECOMES FAMOUS AS THE LAST KNIGHT.

PLEASE WELCOME TAN XIANG. HI, EVERYBODY.

GOOD MORNING EVERYBODY.

MY FATHER HAS AN IMPORTANT ROLE IN MY CAREER.

IT'S TRUE.

THANK YOU.

AND HE KNOWS I HAVE TALENT IN THIS FIELD.

THANK YOU.

PEACE...

IF I DON'T HAVE A TALENT, THEY WILL NOT ASK ME TO PLAY IN THIS SECOND MOVIE.

To be continued ...

The Mask of Fame
The Mask of Fame

Xiang the Last Knight
He was a controversial actor from China. He was popular with the name "Xiang the Last Knight" after he acted in "The Last Knight." He was young and multi-talented. However, he always hid behind his mask of fame.

What do you think about Xiang?

To be continued...

Task 1
Word Master
Xiang was attending a talk show in a local TV station.

Instruction: Find the synonym of the adjectives.

1. Fantastic : A B C D E
2. Interesting : A T R
3. Injured : W
4. Awesome : I P S
5. Challenging : T I I

Task 2
Let's Listen
Xiang gave some opinions about his first movie.

Instruction: Listen carefully and complete the conversation using adjectives.

Host : What is your opinion about your first movie, Xiang?
Xiang : In my opinion, it is (1)__________________________
Host : What did you feel when you acted as the last knight?
Xiang : I felt it was very (2)__________________________
Host : What did you think about the fighting act?
Xiang : I thought it was very (3)__________________________
Host : Is that right that you were seriously injured because of it?
Xiang : No, I was not seriously (4)__________________________
Host: Do you want to act in the sequel of the movie?
Xiang: Absolutely! It will be more (5) ________________

Task 3
Let’s Speak
Xiang was having an interview with a local magazine.

Instruction: Complete and practice the conversation with a partner. Use Evaluation Checklist 3.

Example:

Interviewer: What is your opinion about your first movie, Xiang?
Xiang: (fantastic) __ In my opinion it is fantastic __

Interviewer: What is your opinion about the sequel of The Last Knight?
Xiang: 1. (challenging)

Interviewer: What did you feel when you were selected as the main actor?
Xiang: 2. (very excited)

Interviewer: What do you think about the dancing act?
Xiang: 3. (difficult)

Interviewer: Is that right that you are taking a dancing class because of it?
Xiang: 4. (yes, a folk dance class)

Interviewer: Will you invite more than three trainers for it?
Xiang: 5. (no, one trainer)

Task 4
Grammar Master
Xiang was attending a fans club gathering.

Instruction: Look at Xiang’s pictures and write your opinion about him.
Example:

Xiang: What do you think about my performance?
Fan: I think your performance is perfect.

Xiang: What do you think about my style?
Fan: 1. I think

Xiang: Do you think I am cool?
Fan: 2. Well,

Xiang: What is your opinion about my hair?
Fan: 3. In my opinion,

Xiang: What is your opinion about my earring?
Fan: 4. Personally,

Xiang: What is your opinion about my mask?
Fan: 5. As I see,

Xiang: Do you like my clothes?
Fan: 6. Well,

Xiang: What do you think about the colour?
Fan: 7. It seems that

Xiang: Do you think the colour is weird?
Fan: 8. In my point of view,

Task 5
Let's Play
Intermezzo

Instruction: Play the Multimedia Material CD.

Task 6
Word Master
Xiang was attending a talk show in a local radio station.

Instruction: Match verb-ing in the box with the pictures.
Task 7

Let's Listen
Xiang talked about his hobbies.

Instruction: Listen carefully and complete the conversation using verb-ing.

Host: What are your hobbies, Xiang?
Xiang: Well, besides acting, my hobbies are reading and (1) _____________.
Host: What are your favourite books?
Xiang: I like (2) _____________ novels.
Host: How about your favourite food?
Xiang: Errr, I like (3) _____________ Chinese foods.
Host: Anyway, what is your favourite sport?
Xiang: I like kung fu, a Chinese (4) _____________.
Host: Do you have an interest in art?
Xiang: Actually, I like (5) _____________ . I learned it from my uncle.

Task 8

Let's Speak
Xiang also talked about his favourite subjects at his school.

Instruction: Complete and practice the conversation with a partner. Use Evaluation Checklist 6.

Example

Host: (English) __________________________
Do you like English, Xiang?

Xiang: (Yes. Favourite) __________________________
Yes, I do. It is my favourite subject.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Conversation 1
Host : (Biology)
Xiang : (Yes. Easy)

Conversation 2
Host : (Art)
Xiang : (Yes. Interesting)

Conversation 3
Host : (Math)
Xiang : (Yes. Challenging)

Conversation 4
Host : (Civics)
Xiang : (No. Boring)

Conversation 5
Host : (History)
Xiang : (No. Difficult)

Conversation 6
Host : (Physics)
Xiang : (No. Complicated)

Task 9
Let's Play
Intermezzo

Instruction: Play the Multimedia Materials CD.

Task 10
Let's Read
Xiang got a postcard from a movie critic.

Instruction: Read the text carefully. Identify the generic structure and write T if the statement is True and F if the statement is False.

1. ____________
   Moorland, February 28, 1990
   Dear Xiang,
   I am Allan Woods. I have watched the sequel of The Last Knight and I did not enjoy it. In my opinion, it's boring. I feel the dancing act was uninteresting. The watching you fight than dance. As I see, you're not really good in dancing. However, think it's a good variation for your movie. Next time, you can make another variation.

2. ____________
   Well, I agree with your manager's opinion. You should show your dancing skill.

3. ____________
   I'm waiting for your next movie.

4. ____________
   Allan Woods

5. ____________
   To: Tan Xiang
   Bigfoot Street
   No. 90
   Knight's Land

6. ____________

The Mask of Fame
264

1. Allan Woods sent the postcard to Xiang.
2. Allan gave an opinion about Xiang’s personality.
3. Allan enjoyed the movie.
4. Allan felt that the dancing act was not interesting.
5. Allan agreed that Xiang should show his swimming skills.

Task 11
Let’s Read
Xiang got a letter from his sister.

Instructions: Read the text carefully. Identify the generic structure and answer the questions.

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

1. Who is the personal letter written for?
2. Who is the writer of the personal letter?
3. What is Xiao Ling’s opinion about Xiang’s first movie?
4. Why does she feel that the fighting act was so real?
5. What does Xiao Ling think about kung fu?
6. Why does Xiao Ling agree with the opinion of Xiang’s manager?
Task 12
Let's Write
Xiang got an e-mail from his rival's fanatic fan.

Instruction: Complete the e-mail using information in the box.

- Hong Hye Kyung
- 6-16-1990 10:35 A.M.

- Dear Xiang
- Xiang's style

- xiang-the-last-knight@gmail.com
- hong-hye-kyung@yahoo.com

A new message

From:
To:
Subject:
Options:

1. I am Hong Hye Kyung from Korea. I think you have unusual style. Well, it's cool, but sometimes you look weird, especially because of your earring and mask. Personally, I am curious about your real face because you never take off your mask. Talking about your clothes, why do you always wear black costume? In my opinion, you should try more colorful costumes.

Task 13
Let's Play
Intermezzo

Instruction: Play the Multimedia Material's CD and print out the template.

PLAY A Comic Book

The Mask of Fame
The Ending

Can You Find
1. Who was Xiang?
2. Do you agree that Xiang was a girl?
3. Why do you think so?
Hey, Cookie!

**Language focus**
- Imperative sentences
- Action verbs

**Communicative focus**
- Procedure

**Multimedia materials**
- Let's Cook
- A Cook Book

**Goals:**
1. To comprehend meaning in spoken procedural texts
2. To express meaning in spoken procedural texts
3. To comprehend meaning in written procedural texts
4. To express meaning in written procedural texts
The Beginning

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

To be continued ...

Hey, Cookie!
Hey, Cookie!

Patisserie Competition
It was an annual competition that was held by a Baker King, Albert Cook. Through the competition, he gave a chance for a skilled baker to join his private class. He also tried to find a qualified candidate to become the next Baker King.

How to win the competition?
To be continued...

Task 1
Word Master
First Round, Part A: Chinese Cookies

Instruction: Listen carefully and put a tick (✓) to the utensils and ingredients that you need,

- a. 
- b. 
- c. 
- d. 
- e. 
- f. 
- g. 
- h. 
- i. 
- j. 
- k. 
- l. 
- m. 
- n.

Task 2
Let's Listen
First Round, Part B: Chinese Cookies using verbs.

Instruction: Listen carefully and arrange the procedure.

- Whisk egg whites until frothy
- Cut the paper and write the fortunes
- Bake the cookies until the edges turn into brown
- Drop the batter on the cooking sheet
- Preheat the oven and grease the baking sheet

Hey, Cookie!
Put the cookies in the muffin tins
Lift the cookies off and place them on the wax paper
Place a fortune in the centre and fold the cookie
Add the flour, sugar, and almond extract and beat the mixture
Spread the dropped batter into circles

Task 3
Let’s Speak
Second Round, Part A: Belgian Cookies

Instruction: Print the Clue Cards. Complete the conversation and practice it with a partner. Use Evaluation Checklist 7.

Host: Hey! Cookie. Welcome to the second round of the Patisserie Competition. Baker King, can you tell me what we’re going to make?
Baker King: 1. Well, (make)
Host: What should we do?
Baker King: 2. First, (beat)
Host: Like this?
Baker King: 3. Very well. Second, (add)
Host: Alright.
Baker King: 4. Thank you. Then, (sprinkle and mix)
Host: How about now?
Baker King: 5. Now, (pour and stir)
Host: Then, how long will we let rest the dough?
Baker King: 6. Last, (wrap and put)
Host: Alright! Don’t go anywhere. We’ll be back with another dough.

Task 4
Let’s Read and Write
Second Round, Part B: Belgian Cookies

Instruction: Work with a partner and complete the conversation using the expression in the box.

- How hot do we set the oven?
- Where do we place them?
- How do we cut the dough?
- How much dough do we roll out?
- How thick is it?

Hey, Cookie!
Host: The dough is ready! (1)
Baker King: Roll out one-third of the dough.
Host: (2)
Baker King: No thicker than 3 mm.
Host: Yep. (3)
Baker King: Cut into small squares.
Host: (4)
Baker King: Place them on the baking sheet.
Host: (5)
Baker King: Set the oven to 140°C. Finally, bake for about 20 minutes.

Task 5
Let's Read
Third Round, Part A: French Cookies

Instruction: Read the text carefully and answer the questions.

Procedures:
1. Mix butter, sugar, and eggs
2. Blend the mixture with flour and baking powder
3. Add some grated lemon zest or a little vanilla
4. Roll the dough out
5. Cut the dough into triangle shape
6. Make hole in the middle
7. Brush the cookies with eggs
8. Sprinkle with anise seeds
9. Bake for 20 minutes in 200°C
10. Store the cookies in a tin

Ingredients:
- 500 g of flour
- 250 g of powdered sugar
- 200 g of butter
- 2 tsp of salt
- 3 eggs
- 1 tbsp of baking powder
- Anise seeds
- Lemon/vanilla essence

1. What is the type of the text?
2. What is the function of the text?
3. What is the text about?
4. What are the ingredients?
5. What are the utensils?
6. How many steps are there?
7. What is the first step?
8. What is the last step?

Hey, Cookie!
Task 6
Word Master
Third Round, Part B: French Cookies

Instruction: Look at the pictures. Find the ingredients and the utensils.

Ingredients:
1. Flour
2. Butter
3. Sugar
4. Salt
5. An egg

Utensils:
1. A grater
2. A spatula
3. A mixer
4. A cookie cutter
5. A baking sheet

Task 7
Let's Read
Quarter Final: Greek Cookies

Instruction: Read the text carefully. Arrange them into a good recipe based on the given pictures and identify the generic structures.

Hey, Cookie!
Task 8
Grammar master
Semi Final: American Cookies

Instruction: Look at the pictures carefully and write the procedures.

1. Roll the dough and cut into small pieces
2. After that, fold them in half and twist
3. Then, add the flour mixture and yogurt
4. Sift flour, baking powder and salt together
5. Using mixer, mix butter, olive oil and sugar until creamy
6. Next, refrigerate the dough at least 45 minutes
7. Place them in baking sheet and bake them in 200°C

Baking sheet, 2 bowls, spatula, sifter, and mixer.

3 cups of flour
3 tsp of baking powder
1 tsp of salt
1/2 cup of butter
1/3 cup of olive oil
2 tsp of sugar
1/2 cup yogurt

How to make Koulourakia

Hey, Cookie!
Task 9
Let’s Play
Intermezzo: Favourite Foods

Instruction: Play the Multimedia Materials CD and choose one of the activities.

Task 10
Let’s Write
Final: My Recipe

Instruction: Write one of your favourite recipes.

Hey, Cookie!
The Ending

Can You Find
1. Who was the man sitting beside the detective?
2. Did he come to follow the competition?
3. What did he do after the competition ended?

Hey, Cookie!
Death in the Crowd

**Language focus**
- Yes no questions
- WH questions
- Nouns

**Communicative focus**
- Asking and giving information
- Identity cards

**Multimedia materials**
- Who Am I
- World Song

**Goals:**
1. To comprehend meaning in transactional and interpersonal conversations
2. To express meaning in transactional and interpersonal conversations
3. To comprehend meaning in spoken and written functional texts
4. To express meaning in spoken and written functional texts
The Beginning

To be continued ...
Death in the Crowd

Café

It was a café where J-Club was held every year. One day, there was a party to welcome a new member. The party was very pleasant but it ended so tragic. At the end of the party, the owner of the café found the new member of the J-Club died in his café.

Is it only an accident, a suicide, or a murder?

To be continued...

Task 1

Word and Grammar Master

The detective started the investigation.

Instruction: Arrange the jumbled letters into nouns. Choose 5 nouns and make simple sentences using Simple Present Tense.

1. G-s-l-a-s
2. B-t-t-e-l-o
3. M-d-l-k-i-n-o-t-e
4. K-l-i-t-n-e
5. P-a-l-t-c
6. S-o-l-t-t
7. M-g-a-o-i-a-n-s
8. D-s-u-t-l-i-n-b
9. B-g-e-s-d
10. P-d-o-t-h

1. __________________________
2. __________________________
3. __________________________
Task 2
Let’s Read
The detective found the dead man’s identity card and examined it.

Instruction: Look at the identity card and answer the questions.

1. What was his full name?
2. What was his nationality?
3. Where did he live?
4. What was his address?
5. Where was he born?
6. When was he born?
7. What was his occupation?
8. What was his position?
9. Where did he work?
10. Where was the office located?
### Task 3
**Let’s Write**

The Detective found four suspicious people who came to the party.

*Instruction: Look at the identity cards and complete the table.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Nationality</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annabelle B. Coke</td>
<td>4.</td>
<td>USA</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>6.</td>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>35</td>
<td></td>
<td>Weight</td>
</tr>
</tbody>
</table>

*Death in the Crowd*
Task 4
Let’s Listen
The detective interrogated Ms. Cook, the woman who called the ambulance.

Instruction: Listen carefully and complete the conversation.

Detective: (1) ______ you close to Mr. Basso?
Ms. Cook: Hmm … I knew him for several months … before my mother died. He was one of doctors who took care of my mother when she was hospitalized.

Detective: (2) ______ you here during the party?
Ms. Cook: Yes, I was at the same table with Prof. Wright and Ms. Loony.

Detective: (3) ______ they ever met Mr. Basso before?
Ms. Cook: Yes, I guess. They talked in Italian.

Detective: (4) ______ you know what they were talking about?
Ms. Cook: No, I don’t really understand Italian.

Detective: (5) ______ he still here after 1 a.m.?
Ms. Cook: Yes, I saw him talking to Ms. Loony.

Task 5
Let’s Speak
Then, the detective interrogated Mr. Cook, who found the dead man.

Instruction: Complete and practice the conversation using WH questions with a partner. Use Evaluation Checklist 8.

Example:

Detective: (what - name) ______ What is your name, Sir?
Mr. Cook: My name is Albert Cook.

Detective: (what - job) ______ I’m a chef and the owner of this café.
Mr. Cook: I found the man when I wanted to close my café.
Detective: 3. (what - time)
Mr. Cook: It was about 2 a.m.
Detective: 4. (where - find)
Mr. Cook: I found him there, in the back row.
Detective: 5. (how - find)
Mr. Cook: I came to his table. I thought he fell asleep, but when I shook his shoulder, ... he fell to the floor.

Task 6
Grammar Master
Based on Ms. Cook's explanation, the detective interrogated Prof. Wright.

Instruction: Work with a partner and cross (x) a, b, c, or d to complete the conversations.

Detective: Are you a member of the J-Club?
Prof. Wright: (1) No, I ________ not.
   a. am
   b. was
   c. will
   d. have been

Detective: Why did you come here?
Prof. Wright: (2) I ________ my niece.
   a. accompany
   b. accompanied
   c. will accompany
   d. have accompanied

Detective: How did you meet Mr. Basso?
Prof. Wright: (3) We ________ together for a research.
   a. work
   b. worked
   c. will work
   d. have worked

Detective: What research was it?
Prof. Wright: (4) It ________ a research to develop a new medicine.
   a. is
   b. was
   c. will
   d. have been

Detective: Were you here until the party ended?
Prof. Wright: (5) No, I ________ here until it ended.
   a. am not
   b. was not
   c. Will not
   d. Have not been

Death in the Crowd
Task 7
Let's Read and Write
Then, the detective interrogated Prof. Wright's niece.

Instruction: Complete the conversation using expressions in the box and read it with a partner.

- How long were you here?
- Why did the patient make a complaint?
- When did the last time you see Mr. Basso?
- What case was it?
- Where did you meet Mr. Basso?

Detective: (1)
Ms. Loony: I met him in Italy. I helped him in the court.
Detective: (2)
Ms. Loony: It was a case of patient complaint.
Detective: (3)
Ms. Loony: ...something wrong with the medicine.
Detective: (4)
Ms. Loony: When the party ended, he asked me to stay.
Detective: (5)
Ms. Loony: For about fifteen minutes. Then, I went home.

Task 8
Let's Read and Write
It's very difficult to solve the case so the detective asked more questions.

Instruction: Arrange the statements in the box into a good conversation and read it with a partner.

- Do you know all of these, Ms. Cook?
- Yes, I know that.
- Can you explain why, Ms. Loony?
- Because he was accused for using an illegal medicine.
- He got the medicine from my lab.

Detective: Do you know that five years ago Mr. Basso was jailed in Italy?
Mr. Cook: (1)
Detective: (2)
Ms. Loony: (3)

Death in the Crowd
Detective: Do you know how he got the medicine, Prof. Wright?

Prof. Wright: (4)

Detective: (5)

Ms. Cook: No ... I don't know.

---

**Task 9**

**Let's Play**

Then, the detective asked all of them to gather in the café.

*Instruction: Make a group of five and make a short conversation. Use your creativity to guess who had killed Mr. Basso based on the Fact Cards.

---

**Task 10**

**Let's Play**

*Instruction: Play the Multimedia Materials CD and choose one of the activities.*

**PLAY** Who Am I? or World Song
The Ending

Ms. Loony, last year, you gave Mr. Basso medicine. Is that right?

Yes, it's for her allergy.

Do you know it's dangerous for a diabetic patient? Of course not.

How did you get it, Ms. Loony?

Anna

As a pharmacist, you must know about it, Ms. Cook.

But you still suggested Ms. Loony to give the medicine to Mr. Basso. You must explain about it.

And, Ms. Loony, you can go home now.

Yeah.

Thank detective.

Can You Find

1. Who was found dead man in the O' Cafe?
2. How did the man died?
3. Why did the detective bring Ms. Cook to the police office?
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

How All Stories End

BANG!

UGH!

DO YOU SEE THAT DETECTIVE?

I DON'T LIKE THE WAY HE LOOKED AT ME.

HE KNOWS ABOUT US, HONEY.

AND HE IS TRYING TO FIND US.

HMM...

DON'T WORRY.

I KNOW. IT'LL BE A REUNION OF OUR FAMILY. DADDY.

...PAPA...

DRRRRTT!

DRRRRTT!

HAVE YOU FOUND THEM?

HOW ABOUT THE ANNAETS?

WELL...

THE BLACK FAMILY

Death in the Crowd
The Black Family

Task 1
1. Fair complexion
2. Blonde hair
3. Pointed nose
4. Slim body
5. Sharp eyes
6. Prominent position

Task 2
Transcript
Mr. Hall: What do you know about the Blacks?
Ms. Klein: I knew them ten years ago, before they moved to this island. They lived in a small town near Flock Town. Mr. Harold Black was a rich old man. He was a very prominent captain. Mr. Harold Black had one son, Mr. Jacques Black. He had curly black hair, sharp black eyes, pointed nose and fair complexion like his father... but I think he was not as handsome as his father. Fortunately, he had a beautiful wife, Mrs. Pauline Black. She had straight blonde hair, big blue eyes, pointed nose and white complexion. She was very slim, looked like an actress, but she was a collector actually, and they had two children, Mary Black and Colin Black.

Task 3
Look at Evaluation Checklist 1

Task 4
Title
The Odd Black Family

Identification
In an remote small island, there was an odd family. They were called the Black family. They were very odd because of several reasons.

Descriptions
First, the Black family consisted of four odd people. They had unusual appearances and characters. Mr. Jacques Black married Mrs. Pauline Black. They had two children, Colin Black and Mary Black.

Second, they had odd jobs and skills. Mr. Black was a mad scientist. He built The Robo-Line Company. Mrs. Black was a pirate's ship collector. She made many expeditions to find pirates' sinking ships. They had two multi-talented children. Their names were Colin Black and Mary Black.

Next, they lived in an odd house. They built the house from an old big ship. They decorated the rooms with antique furniture but they had high technology security system and some modern machines to help them.

The last, they had an odd pet. It had silver body. It was very energetic and friendly, but it did not like meat or bone. Its favorite food was a battery because it was a robotic dog. His name was Lightning.

Task 5
1. Isolated 3. Ancient 5. Well-known
2. Unusual 4. Active

Task 6

Task 7
1. Colin was a professional swimmer.
2. He had short straight blonde hair.
3. He had wide brown eyes.
4. He had friendly wide smile.
5. He had fair complexion skin.
Task 8
Mr. Jacques Black
Hair: short curly black hair
Face: big black eyes
Skin: fair complexion skin
Cloth: black and white with little pink cloth

Mrs. Pauline Black
Hair: short, straight, blonde
Face: big blue eyes, red lips, pointed nose
Skin: white skin
Cloth: white with little pink cloth

Task 9
Look at Multimedia Materials CD

Task 10
Free
Criteria:
Hair: short curly brown hair
Face: big black eyes, pointed nose
Skin: white skin
Cloth: dark blue cloth

 Treasure Hunt

1. It is an announcement.
2. The function of the text is to announce and give information related to a certain object, person, or event.
3. The text is about the recruitment of a treasure hunt.
4. The text is written for sailors or anybody who are interested to follow the treasure hunt.
5. The writer of the text is governor of Flock Town.

Task 1
1. Carpenter
2. Tools
3. Payment

Task 2
Transcript
Presenter:
Good morning listeners. It's time for 'Treasure Seekers'. The first announcement was sent by a great treasure hunter from the Great Reef. Captain Hunter. Alright, Captain Hunter is looking for a loyal, brave, and professional carpenter to repair his ship and join his dangerous expedition in order to find a pirate's treasure. The job is suitable for anyone who likes adventure, can make multifunctional tools from wood or metal, and repair wooden objects. If you're interested in this job, come on Monday at 4 p.m. at Flock Town Hall. Captain Hunter offers $1,000 as the payment. Okay, always tune in 090 FM 'Walton' Radio Station. We'll be back after the commercial break.


Task 3
Look at Evaluation Checklist 2

Task 4
Title
Wanted
A Skilled Navigator
Harold Black

Opening
I am looking for a brave and clever man from Moorland who knows well about history and geography.

Information
Have any information about him, come:
Friday
9 a.m.
Flock Town Harbor

Closing
Thank you,

Announcer
Captain Hunter
Task 5

Task 6
Free
Example: look Task 4

Task 7
Free
Criteria: Simple Present Tense S+V1
Simple Past Tense S+V2

Examples:
1. Last night I ate a slice of pizza.
2. Usually, I buy a can of sodas at the market.
3. Yesterday, I found a piece of letter.
4. Every morning I help my mother to bring a box of fruits.
5. Last week I ate a bowl of shrimp soup.
6. Every evening I make a cup of coffee for my father.
7. Two days ago I broke a bottle of wine.
8. Every Valentine's day I get a bunch of flowers.

Task 8
Transcript
The Map: look Task 11

Example:
From the start, go straight ahead. Then, turn left and go straight a head. After that, turn right and go straight ahead. What do you find in front of you?
Answer: a pirate's chest

Number one
From the start, turn left and go straight ahead. Then, turn right. After that, turn left and go straight ahead. What do you find inside the room?
Answer: a pirate's medallion

Number two
From the start, turn left and go straight ahead. Then, turn right and go straight ahead. After that, turn left and follow the corridor. What do you find inside the room at the end of the corridor?
Answer: a pirate's gun

Number three
From the start, go straight ahead. Then, turn right. After that, turn left and go straight ahead until you find a room on your left side. What do you find inside the room?
Answer: a pirate's compass

Number four
From the room where you can find a pirate's compass, enter a corridor next to the room. Then, go straight ahead until you find a room on your right side. What do you find inside the room?
Answer: a pirate's ring

Number five
From the room where you can find a pirate's ring, go straight ahead. Then, turn right and pass the pirate's sword. After that, turn right and follow the corridor. What do you find inside the room at the end of the corridor?
Answer: a pirate's journal

Task 9
Look at Multimedia Materials CD

Task 10
Look at Evaluation Checklist 3

Task 11

1. Green line
2. Blue line
3. From Flock Town, sail to the Moorland. Then, sail to the north until the Knight's Land. From that island, go straight ahead along the east part of the island until the Winter Island. Finally, sail to the east until the Light Island.

Answer Key
4. From the harbor, sail along the north side of the Great Reef until the Autumn Island. Then, cross the South Sea to the Free Trade Land. Next, sail to the north east until the Death Island. The last, sail to the north through the Death Sea until the unknown land.

5. Free
Example:
The ship is on the Death Land. From Flock Town harbor, go straight ahead to the north until the Knight’s Land. Then, cross the North Sea until the Light Island. From that island, cross the Middle Sea until the unknown land. Finally, sail to the south until the Death Sea.

Task 12
Free
For example:
From the harbor, Captain Hunter and his crews sailed to the Free Trade Land. Then, they turned right to the Autumn Island. From that island, they continued sailing to the east part of the Free Trade Land. Then, they sailed to go to the Death Land. It’s better to check this island. When they found nothing there, they went to the unknown land. Then, they found the treasure, it’s buried near the ship on the shore. After that, they took different route to go home. They sailed along the north side of the light island until the Winter Island. From that island, they sailed to the south until the Knight’s Land. Then, they continued sailing to the Spring Island. It ended at the Moordand because they decided not to return to Flock Town.

Summer School

Task 1
1. Polly asks Jack to look at the map.
2. Polly asks Jack to write the formulation.
3. Polly asks Jack to give her the book.
4. Polly asks Jack to raise his hand.
5. Polly asks Jack to open the paint.

Task 2
1. Polly asks Jack not to look at the map.
2. Polly asks Jack not to write the formulation.
3. Polly asks Jack not to give her the book.
4. Polly asks Jack not to raise his hand.
5. Polly asks Jack not to open the paint.

Task 3
1. Forgets  6. Holds
2. Tricks  7. Gives
3. Returns  8. Blame
5. Make  10. Throw

Task 4
Transcript
Polly : Where is my dictionary?
Jack : Find it yourself, I’m busy.
Polly : Do you hide my dictionary?
Jack : Silly, I don’t hide it.
Polly : Give it to me now!
Jack : I don’t know where it is.
Polly : Return my book.
Jack : I’ll throw it into swimming pool.
Jack : Don’t throw my book!
Polly : I put it here before I went to the library. Don’t take me.
Jack : Look at your bag.
Polly : ...
Jack : You put it in your own bag.
Polly : Light! ... See what I can do.
Jack : Hey, Polly! Don’t forget to submit your work.
Polly : I know.
1. Is returning  6. Is giving
2. Is forgetting  7. Is hiding
3. Is tricking  8. Is throwing
4. Is getting  9. Is blaming
5. Are making  10. Is holding

Task 5
Look at Evaluation Checklist 4

Task 6
1. Don’t be noisy.
2. I’m sorry.
3. Don’t make a fun of me.
4. Be careful.
5. Thank you for holding the books.

Answer Key
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Task 7
1. Go away, I don’t hungry.
3. Leave me alone.
4. What’s wrong with you?
5. I’m sorry, I’m not in a good mood.
6. Are you still angry with me?
7. No, I’m not angry with you.
8. I do apologize for what I have said.

Task 8
Greeting card A
1. New year card
2. Jack’s mother and father
3. Jack
4. That Jack should face the new year with happiness

Greeting cards B
1. Valentine Day’s card
2. Jack’s mother and father
3. Jack
4. That Jack’s parents miss him and wish they can celebrate Valentine’s Day with him

Greeting card C
1. Birthday card
2. Jack’s mother and father
3. Jack
4. That they hope God may bless him with luck and success

Task 9
1. Everyday card
2. Gratitude card
3. New year card
4. Congratulation card
5. Sympathy card
6. Valentine’s day card
7. Christmas card
8. Anniversary card

Task 10
Free
Example: look Task 9

Task 11
Look at Multimedia Materials CD

Task 12
Free
Example: look Task 8

Mask of Fame

Task 1
1. Fantastic : amazing
2. Interesting : attractive
3. Injured : wounded
4. Awesome : impressive
5. Challenging : thrilling

Task 2
Transcript
Host : What is your opinion about your first movie, Xiang?
Xiang : In my opinion, it was fantastic.
Host : What did you feel when you acted as the last knight?
Xiang : I felt it was very awesome.
Host : What do you think about the fighting act?
Xiang : I think it was very interesting.
Host : Is that right that you were seriously injured because of it?
Xiang : No. I was not seriously injured.
Host : Do you want to act in the sequel of the movie?
Xiang : Absolutely! It will be more challenging.

1. Fantastic 4. Injured
2. Awesome 5. Challenging
3. Interesting

Task 3
Look Evaluation Checklist 5

Task 4
Free
Example:
1. I think his style is very good.
2. Well, yes. I think he is cool or no, I think he is not cool.
3. In my opinion he has to cut his hair because it is too long for a boy.
4. Personally, in my opinion it is an antique earring.
5. As I see, I think it is an expensive mask.
6. Well, yes. I like your cloth or no, I don’t like your cloth.
7. It seems that the colour is plain.
8. In my point of view, yes, the colour is weird or no, the colour is not weird.

Answer Key 68
9. I think you look old or you look handsome.
10. Yes, you should change your style or no, you should not change your style.

Task 5
Look at Multimedia Materials (CL)

Task 6
1. Eating
2. Reading
3. Fighting
4. Cooking
5. carving

Task 7
Transcript

Host: What are your hobbies, Xiang?
Xiang: Well, besides acting, my hobbies are reading and cooking.
Host: What are your favourite books?
Xiang: I like reading novels.
Host: How about your favourite food?
Xiang: Emm. I like eating Chinese foods.
Host: Anyway, what is your favourite sport?
Xiang: I like kung fu, a Chinese fighting.
Host: Do you have an interest in art?
Xiang: Actually, I like carving, I learned it from my uncle.

4. Fighting 5. carving

Task 8
Look Evaluation Checklist: 6

Task 9
Look at Multimedia Materials CD

Task 10
1. Place and date
2. Greeting/opening
3. Body
4. Closing
5. Sender
6. Receiver


Task 11
1. Heading
2. Date
3. Greeting/opening
4. Body
5. Closing
6. Complimentary
7. Signature
8. sender

1. It is written for Xiang.
2. The writer is Tan Xiao Ling (Xiang’s sister).
3. Xiang’s first movie is very fantastic.
4. She feels the fighting act was so real because Xiang used real weapons and really fought.
5. Xiao Ling think kung fu is dangerous.
6. Xiao Ling agrees with the opinion of Xiang’s manager because she worries Xiang can be seriously injured in fighting if he does not use a stuntman.

Task 12
1. hong-hye-kyung@yahoo.com
2. xiang-the-last-knight@gmail.com
3. Xiang’s style
4. Dear Xiang
5. Hong Hye Kyung

Task 13
Free

Hey! Cookie

Task

Host:
Hey, cookie! Welcome to the first round of the Patisseries Competition. Today, Baker King will give you a task to make Chinese Cookies.

Answer Key

69
Baker King:
How to make fortune cookies. Making homemade fortune cookies is a snap.
You’ll need paper, scissors, a non-toxic pen, a cooking sheet, butter, or nonstick cooking spray, two large egg whites, one half cup of all-purpose flour, one half cup of sugar, one tea spoonful of almond extract, wax paper, a measuring cup, and muffin tins.
Step one: cut paper into six in two by one half in each strip and run a fortune on each with the non-toxic pen.
Step two: preheat the oven to three hundred and seventy five degrees and grease a baking sheet with butter or nonstick cooking spray.
Step three: whisk egg whites in the medium size bowl until they’re just frothy.
Step four: add the flour, sugar, and almond extract to the egg whites and beat until the mixture is smooth.
Step five: drop for several tablespoonful of batter onto the cooking sheet, space far apart. They need room to spread.
Step six: use a butter knife or the back of the spoon to spread the dropped batter into circles about two inches in diameter.
Step seven: bake the cookies until the edges just begin to turn brown, about six minutes, the center should remain pale.
Step eight: as soon as you take the cookies out of the oven, lift them off the cooking sheet with the spatula and place them on a piece of wax paper.
Step nine: place a fortune in the center of the cookie and fold the cookie in a half to form the semi circle. Pick up the cookie and place the straight edge across the rim of the measuring cup.
Step ten: fold the pointed edges down one on the inside and one on the outside of the cup. Put the cookie in a muffin tin so it will retain the shape as it cools.

1. cut the paper and write the fortune
2. preheat the oven and grease the baking sheet
3. whisk egg whites until frothy
4. add the flour, sugar, and almond extract and beat the mixture
5. drop the batter onto the cooking sheet
6. spread the dropped batter into circles
7. bake the cookies until the edges turn into brown
8. lift the cookies off and place then on the wax paper
9. place the fortune in the center and fold the cookies
10. put the cookies in the muffin tins

Task 3
Look Evaluation Checklist

Task 4
1. How much dough do we roll out?
2. How thick is it?
3. How do we cut the dough?
4. Where do we place them?
5. How hot do we set the oven?

Task 5
1. It is a procedure (a recipe).
2. The function of the text is to describe how something is made through a sequence of actions or steps.
3. It is about how to make Cornelles, French cookies.
4. The ingredients are 500 g of flour, 250 g of powdered sugar, 200 g of butter, 2 tsp of salt, 3 eggs, 1 tsp of baking powder, lemon/vanilla essence.
5. The utensils are bowls, mixer, grater, trough roller, dough cutter, brush, baking sheet, and a tin.
6. There are ten steps.
7. The first step is to mix butter, sugar, and eggs.
8. The last step is to store the cookies in a tin.

Task 6
Ingredients:
1. g
2. f
3. b

Utensils:
1. e
2. d
3. a

Task 7
1. Sift flour, baking powder and salt together
2. Using mixer, mix butter, olive oil and sugar until creamy
3. Then, add the flour mixture and yogurt

Answer Key
4. Next, refrigerate the dough at least 45 minutes.
5. Roll the dough and cut into small pieces.
6. After that, fold them in half and twist.
7. Place them in a baking sheet and bake them in 200°C.

Task 8
1. Pour into a bowl
2. Add flour and sugar
3. Add salt and mix all
4. Let the dough rise for 45 minutes
5. Place the dough by spoonfuls on baking sheet
6. Put some coco chips on top
7. Bake for 15 minutes

Task 9
Look at Multimedia Materials CD

Task 10
Free
Example: Look Task 5

Death in the Crowd

Task 1
1. Glass
2. Bottle
3. Medicine
4. Knife
5. Place

Task 2
1. His full name was Achille Basso.
2. His nationality was Italy.
3. He lived in Livorno.
4. His address was at Via Micca 40.
5. He was born in Livorno.
6. He was born on September 19, 1953.
7. His occupation was doctor.

Task 3
1. Albert Bradley Cook
2. UK (United Kingdom)
3. Chef
4. Pharmacist
5. Prof. Cullen Wright
6. 38
7. Scientist
8. Kay Loony
9. Canada

Task 4
Transcript
Detective: Are you close to Mr. Basso?
Ms. Cook: Hmm ... I knew him for several months ... before my mother died. He was one of the doctors who took care of my mother when she was hospitalized.

Detective: Were you here during the party?
Ms. Cook: Yes, I was at the same table with Prof. Wright and Ms. Loony.

Detective: Have they ever met Mr. Basso before?
Ms. Cook: Yes, I guess. They talked in Italian.

Detective: Do you know what they were talking about?
Ms. Cook: No, I don't really understand Italian.

Detective: Was he still here after 1 a.m.?
Ms. Cook: Yes, I saw him talking to Ms. Loony.

Task 5
Look Evaluation Checklist 8

Answer Key
Task 6
1. a. am
2. b. accompanied
3. b. worked
4. b. was
5. b. was

Task 7
1. Where did you meet Mr. Basso
2. What case was it
3. Why did the patient make a complaint
4. When did the last time you see him alive
5. How long were you here

Task 8
1. Yes, I know that.
2. Can you explain why, Ms. Loony?
3. Because he was accused for using an illegal medicine.
4. He got it from my lab.
5. Do you know all of these, Ms. Cook?

Task 9
Free
You can develop any question and make any conclusion of the murderer.

Task 10
Look at Multimedia Materials CD
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