A SET OF READING AND WRITING SUPPLEMENTARY MATERIALS USING CONTENT-BASED INSTRUCTION FOR THE FIRST SEMESTER STUDENTS OF THE HISTORY DEPARTMENT

A SARJANA PENDIDIKAN THESIS

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

By

Dita Wulansari

Student Number: 101214030

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Approved by

Advisor

Dr. Retno Muljani, M.Pd. 5 January 2016
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Defended before the Board of Examiners on 20 January 2016 and Declared Acceptable

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Member: Dr. Retno Muljani, M.Pd.

Yogyakarta, 20 January 2016
Faculty of Teachers Training and Education
Sanata Dharma University
Dean
Rohandi, Ph.D.
I dedicated this thesis to
God Almighty, my beloved family, and best friends
For being the best supporters in my life

Without haste but without rest,
Provision would not be friends with idleness
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, 20 January 2016

The Writer

Dita Wulansari
101214030
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nama: Dita Wulansari
Nomor Mahasiswa: 101214030

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Dita Wulansari
ABSTRACT

Wulansari, Dita. 2016. A Set of Reading and Writing Supplementary Materials Using Content-Based Instruction for the First Semester Students of the History Department. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The targets of English learning in the History Department of Sanata Dharma University fall into two qualifications: students’ reading comprehension and writing competence. Therefore, the English teaching and learning process revolves around reading and writing skills and the materials given are related to history field of study. To help the students achieve the targets of English learning, a teaching-learning approach called Content-Based Instruction (CBI) is implemented in this study. Through CBI, the students are able to learn both the language and the contents of materials.

This study aimed to design a set of reading and writing supplementary materials using content-based instruction for the first semester students of the History Department. There was one research problem in this study: how is a set of reading and writing supplementary materials using content-based instruction for the first semester students of the History Department designed?

To answer the research problem, the researcher adapted Kemp’s instructional design model and Borg and Gall’s Educational Research and Development (R&D) method. The researcher only employed five steps of R&D, they are (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision. Then, in developing and designing the materials, Kemp’s instructional design model was implemented under the umbrella of Borg and Gall’s R&D method. The data were obtained through classroom observation, interview, and pre-design questionnaire. After that, the researcher revised the designed materials based on the evaluation given by the experts.

The final version of the designed materials consisted of four units namely ‘Kris’, ‘R. A. Kartini’, ‘Ullen Sentalu’, and ‘Borobudur Temple’. Each unit consisted of seven stages of learning, they are Let’s Ask, Let’s Guess, Let’s Read, Let’s Think, Let’s Learn, Let’s Write, and Let’s Act. The materials are considered as supplementary materials to help the students’ achieve the target of English learning besides the main workbook provided by the university.

Keywords: reading, writing, content-based instruction, supplementary, first semester students of History Department
ABSTRAK


Target pembelajaran Bahasa Inggris di Jurusan Ilmu Sejarah Universitas Sanata Dharma ada dua, yakni mahasiswa mampu memahami bacaan dan menulis. Oleh karena itu, proses belajar mengajar Bahasa Inggris berkisar pada kemampuan membaca dan menulis serta pemberian materi yang berkaitan dengan bidang studi sejarah. Agar mampu mencapai target pembelajaran, pendekatan pembelajaran berbasis isi diterapkan dalam penelitian ini. Melalui pembelajaran berbasis isi, mahasiswa dapat belajar bahasa serta isi dari materi yang diberikan.

Penelitian ini bertujuan untuk mendesain satu set materi tambahan membaca dan menulis menggunakan pendekatan pembelajaran berbasis isi bagi mahasiswa semester satu Jurusan Ilmu Sejarah di Universitas Sanata Dharma. Terdapat satu rumusan masalah dalam penelitian ini: bagaimana satu set materi tambahan membaca dan menulis berdasarkan pendekatan pembelajaran berbasis isi untuk mahasiswa semester satu Jurusan Ilmu Sejarah didesain?


Kata kunci: reading, writing, content-based instruction, supplementary, first semester students of History Department
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Dita Wulansari
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CHAPTER I
INTRODUCTION

This chapter consists of six parts, namely research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

In Sanata Dharma University, the students of the History Department are obliged to learn English since the first semester. According to the chairperson of the History Department, the English course provided for the students emphasized more reading and writing skills. Moreover, he added that the targets of English learning for the students should be reading comprehension and writing competency whereas conversation was not emphasized in the classroom (source: the interview on October 27th, 2014).

The History Department students are exposed more on reading texts and writing ability since the first semester. The reading texts given are specifically related to the historical field of study. In the first semester, the students are given two English courses at a time, Bahasa Inggris 1 which focuses on grammar and Bahasa Inggris 2 which focuses on vocabulary. Both of the courses aim to improve the students’ reading comprehension. Another interview with the vice chairperson of the History Department on March 19, 2015 revealed that grammar and vocabulary were considered important to aid the students in their reading.
Both grammar and vocabulary mastery, then, becomes the basis for the students when they are obliged to take *Bahasa Inggris 3* which focuses on writing. The vice chairperson added that if the students were exposed to the grammar and vocabulary in their reading class, they would be able to master writing skill before they took *Aplikasi Bahasa Inggris 1* and 2 in the fourth and fifth semesters.

The History Department students are exposed to reading skill in the first semester especially on grammar and vocabulary. Shanahan (2014) states that studies over the year have shown clear relationship between syntactic or grammatical sophistication and reading comprehension. Consequently, by understanding the parts of speech, students are able to raise their understanding on the reading texts and the vocabulary as well since each word gives different meaning. Besides, reading texts provide good models for English writing since reading has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing (Harman, 2007a, p. 99).

On the other hand, writing skill also plays an important part to support students’ study. Writing is a method of expressing ideas about any subject content (Tiedt, 1989, p. 1). The History Department students are required to produce a composition in a correct grammatical form and employ their vocabulary into writing. Thus, to improve their writing skill, the students are exposed to various writing genres to prepare the students of real world tasks.

In the academic year of 2016/2017, Sanata Dharma University is going to implement *Kerangka Kualifikasi Nasional Indonesia (KKNI)* curriculum to all study programs. The curriculum limits the total credits of all of the courses which
have to be taken by the students to achieve the bachelor degree since it provides equal standards for all universities in Indonesia. Previously, each study program is given the rights to set the credits and materials to be learned by the students. The English course conducted in the History Department has 10 credits: 4 credits in the first semester, 2 credits in the second semester, 2 credits in the fourth semester and 2 credits in the fifth semester. However, since KKNI curriculum is going to be implemented, the History Department is required to reduce the credits of the first and second semester to be compiled up to 3 credits in one English course. The English course is organized by the university and the students are exposed to four English skills. Besides, the topics given to the students are more general instead of selected topics related to the field of study for the History Department students.

Content-Based Instruction (CBI) is a suitable approach to be implemented for the History Department students in learning English. CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners (Nunan, 2003, p.201). Through CBI, the students are able to learn both the language and the content. Also, the materials selected should be relevant to the students’ field of study. According to Brinton, Snow, & Wesche (1989), the content based activities accurately reflect the types of academic demands placed upon students and aim to meet students’ needs (p. 17). Moreover, the implementation of CBI in the designed materials fits the needs of the students which aim to develop second language competence. This becomes the reason for the researcher to employ CBI in designing the materials, since the students are able to learn English with the exposure of historical reading materials.
The implementation of KKNi curriculum hinders the students to achieve the targets of English learning set by the History Department which are reading comprehension and writing competence. Thus, the researcher intends to design a set of reading and writing supplementary materials for the first semester students of History Department. Then, a teaching-learning approach called CBI is employed in designing the materials to boost the students’ motivation in learning English with materials related to their field of study.

There are three important points in the design. First, the design focuses on reading and writing skills so as to help and prepare the History Department students before they take Aplikasi Bahasa Inggris 1 and 2. Second, the researcher employs CBI in designing the materials. The researcher combines the reading and writing syllabi with CBI principles to design reading and writing materials which are suitable for the History Department students. Third, the materials are considered as supplementary materials because it can be used as an addition to the main materials to aid the students achieve the targets of English learning.

B. Research Problem

In relation to the background described, the problem is formulated as follow:

How is a set of reading and writing supplementary materials using content-based instruction for the first semester students of History Department designed?
C. Problem Limitation

Based on the previously stated research problem, the researcher limits the scope of the study to include a set of reading and writing supplementary materials using content-based instruction for the first semester students of the History Department. The participants of the study are the first semester students of the History Department. The materials emphasize more on the students’ reading comprehension and writing competence, thus the researcher focuses more on the reading and writing skills rather than four fundamental skills. Supplementary materials is chosen as the designed materials because they can be used as an addition to the main materials of the course to help the students’ achieve the targets of English learning set by the History Department.

D. Research Objectives

The researcher aims to design of a set of reading and writing supplementary materials using content-based instruction for the first semester students of the History Department of Sanata Dharma University and to present it.

E. Research Benefits

This study provides benefits for the following groups:

1. English lecturers of the History Department

   The design does not only provide the lecturers additional reading and writing materials specifically related to the students’ field of study but also
exercises which help to improve students’ English proficiency as stated in the said goals. The lecturers can also develop more exercises and various reading and writing strategies that serve as a learning device and enhance students’ knowledge for further pursuits.

2. The History Department students of Sanata Dharma University

After spending some time learning and doing the exercises of the supplementary designed materials, the students are expected able to have better understanding of grammar as well as enrich vocabulary in long terms to improve their reading comprehension. Moreover, the students are also expected able to write a composition using correct grammar and gained vocabulary.

3. Other researchers

The design may provide opportunities for other researchers to find information and views to further develop supplementary materials for History Department students. It is hoped that other researchers can also design a set of supplementary materials which do not focus on reading and writing skills but also listening and speaking on a different level of English.

F. Definition Of Terms

1. Reading

Nation (2009, p. 9) notes “an essential reading skill is the skill of being able to recognize written forms and to connect them with their spoken forms and their meanings. It involves recognizing known words and also deciphering unfamiliar words”. In this study, reading refers to the students’ skill to
comprehend and grasp the meaning and the ideas of the contexts to get information or knowledge that should be achieved by the first semester students of the History Department.

2. Writing

According to Nunan (2003), writing is a mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (p. 88). He also describes writing as a process and a product. Similarly, Brown (2004) also mentions that writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language (p. 218).

In this study, writing refers to the students’ productive skill to write a composition of paragraphs using correct grammatical form and employ their vocabulary knowledge in various writing genres.

3. Content-Based Instruction (CBI)

The term content-based instruction is commonly used to describe approaches to integrating language and content instruction, but it is not always used in the same way (Met, 1999). Another definition of content-based instruction is given by Crandall and Tucker (1990, p. 187) as “…an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g. math, social studies) within the context of teaching a second or foreign language”.

In this study, content-based instruction refers to an approach to language instruction in which the contents of reading and writing materials are specifically
related to the field of study for the first semester students of the History Department.

4. **The History Department of Sanata Dharma University**

The History Department is one of the departments in the Faculty of Letters in Sanata Dharma University. It aims to provide graduates who excel in historical knowledge mastery and are culture-conscious. The graduates are expected to make use of history as a bridge of the past, the present and the future.

The History Department focuses in studying Indonesia history. Most of the historical data are written in English, Bahasa Indonesia, and Dutch. Therefore, the students of the History Department are required to have appropriate English proficiency to be able to read and write. The targets of English learning focus on reading comprehension and writing competence.

In the curriculum of 2006, the students of semester 1 are directly exposed to two English courses at a time: *Bahasa Inggris 1* which focuses on grammar and *Bahasa Inggris 2* which focuses on vocabulary. Later on, they are obliged to take *Bahasa Inggris 3* which focuses on writing. In the semester 4 and 5 they are required to implement the knowledge they gained in *Aplikasi Bahasa Inggris 1* and 2.

In this study, the researcher focuses on the first semester students of the History Department who take English course. The research is conducted in *Bahasa Inggris 1* course in the academic year 2014/2015, the History Department of Sanata Dharma University.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is divided into two parts. They are theoretical description which discusses the theories that are relevant to the research and theoretical framework which discussed the adaptation of the research method and the instructional design method that are used in the research.

A. Theoretical Description

This section consists of some theories that support this research, namely review of related studies, the theory of instructional design, the theory of reading, the theory of grammar and reading, the theory of vocabulary and reading, the theory of writing and the theory of content-based instruction.

1. Instructional Design

In this research, the researcher adapted the design model from Kemp, Morrison, Ross and Kalman (2011) in designing the materials since the goal of the instructional design is “to design and develop instruction that will improve performance in a most effective and efficient manner” (p. 3).

According to Kemp et al (2011), there are four fundamental components of instructional design, namely learners’ characteristics, objectives, instructional strategies, and evaluation. These components are interrelated and could conceivably make up an entire instructional design plan. Further, Kemp et al (2011) state the systematic design process which consists of nine elements
arranged in a circular manner in a form of an oval shape. The elements are instructional problems, learner and context, task analysis, instructional objectives, content sequencing, instructional strategies, designing the message, developments of the instruction, and evaluation instruments.

The first step is instructional problems in which the designer identifies the need of the participants or the problem they wish to solve. The purpose for identifying the problem is to determine whether instruction should be part of the solution. Needs assessment, goal analysis and performance assessment take function as the tools to identify the problem.

Next, in learner and context, defining the characteristics of the target audience becomes the main analysis of this step. There are three categories of learner characteristics, they are general characteristics (gender, age, education, and ethnicity), specific entry characteristics (prerequisite skills for the instruction) and learning styles (preferred ways of learning). Information of those categories can be obtained through observation, interviews, and questionnaires. It can help the designer to gather data and information about the learners’ reading and writing level, general background knowledge, assumptions or work experience.

Task analysis is one of the most important steps in instructional design since the process is used to determine what knowledge and procedures the designer needs to include in the instruction to help the learner master the objectives. There are three techniques for analyzing knowledge and tasks namely topic analysis, procedural analysis and critical incident method. Topic analysis is used to analyze tasks to identify the facts, concepts, principles needed for the
instruction and the procedures. Whereas procedural analysis is used to analyze tasks by identifying the steps required to complete them. The last analysis, critical incident method is useful for analyzing the interpersonal skills.

The fourth step is instructional objectives. It concerns on what the learner must master. The objectives provide a map for designing the instruction and also identify information necessary to solve the performance problem. As a development tool, the objectives are classified into three domains: cognitive, psychomotor, and affective.

The fifth step is content sequencing in which the designer has to put the content in a logical sequence in order to help the learner grasp the ideas in a more efficient and effective manner. The order in which the information is presented plays an important role in helping the learner understand and learn the information so as to achieve the objectives. The materials should be presented systematically start from the simplest task to the more complex task.

The sixth step is instructional strategies which focuses on designing creative and innovative ways of presenting the materials that help the learner understand the materials better. The process involves numerous approaches ranging from a simple analogy to a complex simulation. It starts from determining the content and performance type of each objective. The instructional strategies are classified into six categories: facts, concepts, principles and rules, procedures, interpersonal skills, and attitudes.

Then, the next step is designing the message. The design of the message is the specific and deliberate process used to arrange the words and pictures to make
a communicative design. Signal words such as “Read the text below…” and the use of typographical elements such as bold, italics, or a change in type size can bridge communication between the designer and the learners. It can also further enhance the readability and the learner’s understanding of the instruction.

After completing the analysis and the design, the next step is development of instruction which involves putting all the parts together to produce instructional materials in forms of video recordings, Web pages, print materials or audiotapes.

The ninth step is evaluation instruments. This step is used to assess the learner’s mastery of the objectives. The assessment can be in form of multiple-choice test items, true/false items, matching items, short-answer items, essay questions, problem-solving items or even producing a portfolio. This step is also conducted to evaluate the designed materials whether it is suitable and able to fulfill the learner’s needs. Depending on the stage of the instructional design process, one of three types of evaluation can be considered: the formative, summative or confirmative evaluation.

These nine elements are the basic components of the design process. Kemp et al (2011) note that the elements are presented in an oval shape to indicate that there is no one specific sequence or order to completing the steps (p. 17).

It should be noted that the History Department students are in the beginner level of English, thus the researcher also considers the input hypothesis proposed by Krashen (1982). The input hypothesis allows the students to move from the current competence (represented by \( i \)) to the next level by applying \( i + 1 \). The input hypothesis claim that a necessary (but not sufficient) condition to move
from stage $i$ to stage $i + 1$ is that acquirer understand input that contains $i + 1$, where “understand” means that the acquirer is focused on the meaning (Krashen, 1982, p. 21). This term is later known as the comprehensible input. Krashen (1982) adds that the students are able to acquire by understanding language that contains structure a bit beyond their current level of competence with the help of context or extra-linguistic information (p. 21). This will be helpful for the students when they are given more difficult reading texts which contain new vocabulary to improve their reading comprehension and make a progress of their English level.

2. Reading

In this part, the basic theory of reading is discussed. It consists eight parts, they are the nature of reading, principles for teaching reading, types of reading, reading strategies, reading comprehension, the theory of grammar and reading, theory of vocabulary and reading, and the theory of vocabulary learning.

a. The Nature of Reading

According to Anthony, Pearson and Raphael (1993), reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation (p. 284). Eskey (2002, p. 5) describes reading as a process of obtaining information from a written text that does not involve ‘converting written language into spoken language’ (as cited in Farrell, 2009, p. 14).

According to Harmer (2007a) reading has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing (p. 99). Furthermore,
he notes that reading texts provide good models for English writing. Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard of well-rounded, fascinating lessons (Harmer, 2007a, p. 99).

Thus, reading is a complex process of an activity done by the readers which involves both conscious and subconscious actions. Reading also enriches the readers to gain information or broader knowledge from all over the world, even shift their paradigm to the related issues.

b. Principles for Teaching Reading

In teaching reading, the teacher needs to pay attention to several aspects in order to help students improve their reading such as the vocabulary list, the students, the reading texts selected as well as the students’ reading performance. However, the International Reading Association (IRA) recently recognized that there is “no single method or single combination of methods that can successfully teach all children to read” (as cited in Farrell, 2009, p. 7).

There are several principles of teaching reading stated by the experts, nevertheless, Farrell (2009, p. 8) has combined the principles of teaching reading from both research in learning to read in a first language and the existing research in learning to read in a second/subsequent language as follows:

1) Reflect on reading

A good starting principle for teachers of English language learners would be to reflect on their own reading behaviors, the nature of reading, and the reading process itself. The main point is that the teachers should look at themselves as
readers and at their understanding of the reading process first, before they
examine what is happening in their reading classes, so that they can make more
informed decisions about how they want to teach reading to English language
learners.

2) Teach fluency and comprehension

Teachers of English language learners have to focus their instruction not
only on reading strategies but also on how to make use of discourse information
(text structure) to build both comprehension and fluency.

3) Teach reading strategies

Reading strategies indicate how readers make sense of what they read and
what they do when they do not understand a passage. The ultimate goal of reading
instruction is to develop strategic readers.

4) Teach text structures

Making English language learners aware of how texts are organized also
helps them with their reading fluency, comprehension, and efficiency.

5) Teach vocabulary building

Teachers need to explicitly teach vocabulary by instructing students to
guess word meanings from the context in order to understand unfamiliar
vocabulary they may encounter in reading. The students also need to improve
their vocabulary identification skills by doing rapid word-recognition exercises.

6) Promote extensive reading

Reading teachers can provide some opportunities for the students to use
alternative reading materials by promoting extensive reading.
7) Plan effective reading classes

Richards (1990, p. 89) suggests that an effective reading teacher should “develop (and convey to the students) specific instructional objectives for the class to reflect the teaching of reading at all levels of proficiency” (as cited in Farrell, 2009, p. 10).

8) Use authentic reading assessment

Assessment includes both of the traditional, quantitative, paper-and-pencil tests and also qualitative items as portfolio assessment, peer assessment, self-reports, anecdotal records, and attitude scales.

c. Types of Reading

Harmer (2007b) states that, “To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading” (p. 283). There are two types of reading according to Harmer (2007b):

1) Extensive reading

The teacher encourages students to choose for themselves what they want to read and to do so for pleasure and general language improvement. The examples of extensive reading texts are novels, web pages, newspapers, magazines and any other reference material (Harmer, 2007a, p. 99).

2) Intensive reading

Intensive reading is often (but not exclusively) teacher-chosen and directed. Moreover, it is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding – often called skimming), reading for specific information (often called scanning), reading for detailed
comprehension or reading for interference (what is ‘behind’ the words) and attitude (Harmer, 2007b, p. 283).

In this study, intensive reading is the type of reading taught in the class. It refers to “the detailed focus on the construction of reading texts …” (Harmer, 2007a, p. 99) which also reflects the principles of teaching reading to teach text structures. The reading texts are taken from various sources related to the field of study for the History Department such as tourism sites in Indonesia and any forms of written historical data.

d. Reading Strategies

Grabe and Stoller (2002) describe strategies as “a set of anilities that readers have conscious control over but are also relatively automatic such as skipping a word we may not know when reading” (p. 15) (as cited in Farrell, 2009, p. 9). It is suggested that effective reading strategies can be taught and that the students can benefit from such instruction. Good readers, according to Papalia (1987) (as cited in Farrell, 2009, p. 34) use strategies such as read things of interest, have knowledge about other topic, predict meaning, draw inferences from the title, skip words they do not know, guess the meaning of unknown words from context, reread to check for comprehension and ask someone what a word means.

According to Farrell (2009, p. 37), lecturers should note that the goal of reading instruction is to develop strategic readers which involves before reading, during reading, and after reading.
1) Before reading

The teachers help the students activate their schema or background knowledge about a text before the students read the text by doing some activities such as word association, direct experience, cinquain and prediction.

- **Word association**
  
The rationale of word association is to determine what prior knowledge students bring to a new topic before they read a text. First, the students respond to a key word or phrase then written down as many words or phrases as possible in three minutes relate to this key phrase. The emphasis at this stage is on the content, not accuracy in the language features.

- **Direct experience**
  
The rationale of direct experience is that students build on their background knowledge through firsthand experiences with concepts and vocabulary important to the lesson.

- **Cinquain**
  
According to Shrum and Glisan (1994), a cinquain is a five-line poem that reflects affective and cognitive responses to a concept (as cited in Farrell, 2009, p. 39). The rationale behind the cinquain is that it helps students develop prior knowledge for subsequent lessons in a poetic fashion.

- **Prediction**
  
Prediction is a strategy used throughout the reading process (prereading, during reading, and postreading). The purpose is not to get the correct answer but to encourage students to think about what they may read.
2) During reading

During-reading prediction procedures have the students using the text itself and any pictures or illustrations that confirm (or adjust) predictions made during reading. There are three strategies in during reading namely prediction, questioning and summarizing. Prediction activity can be used to encourage the students to read between the lines as they predict what is to follow and avoid outright comprehension questions that test rather than teach reading. Questioning has been identified as being an effective strategy by fluent readers. Questions posed before reading encourage students to set a purpose for reading. On the other hand, summarizing is a reading strategy used to get a gist of a text (McEwan, 2002). The steps in summarizing are asking the students to underline the topic sentence of each paragraph, deleting unimportant information then write all the topic sentences on a page and try to join them all in fewer sentences.

3) After reading

When the students have finished reading, they should continue with the prediction exercises that they first attempted before they read the text. At this postreading stage, students can confirm (or adjust) their initial predictions. In this way, before reading, during reading and after reading activities are linked together to give a coherent understanding of the text as a whole.

The reading strategies proposed by Farrell will be implemented in this study which include before reading, during reading, and after reading. In before reading, the researcher chooses word association, direct experience and prediction as the most suitable activities before the students read the text. In addition, follow-
up activities such as comprehension questions and other exercises will also be
given to improve the students’ understanding.

e. Reading Comprehension

For the English language learners, reading comprehension is basically the
learners’ ability to construct meaning from the text through a combination of prior
knowledge and previous experience with the topic, the information in the text, and
the stance the reader takes in relationship to the text (Farrell, 2009, p. 26). Harmer
(2007a) notes reading for detailed comprehension as whether this entails looking
for detailed information or picking out particular examples of language use,
should be seen by students as something very different from the skills mentions
above (p. 101). The first semester students of History Department are obliged to
reach the goals of the English study which are reading comprehension and writing
competence. Thus, reading comprehension is important for the students to have a
better understanding of reading texts.

To gain a complete reading comprehension, the students of History
Department need to employ the reading strategies which has been discussed and
proposed by Farrell (2009) in the previous part. This view is also supported by
Davies (2000, p. 93) who proposes the teaching ideas into three parts: pre-reading
that contains of guess the topic of the text from headings or illustration,
brainstorm around a topic word on the board, predict what the text will say, and
write questions that may be answered by the text; while-reading that consists of
scan for two to four items of information, skim for general idea, answer questions,
complete sentences, complete a table, map or picture, and ask each other
questions; and post-reading which involves discuss what is interesting or new in the text, discuss the topic, do tasks, and summarize the text.

3. Theory of Grammar and Reading

Harman (1950, p. 11) gives an explicit definition of grammar: Grammar is the study of words and their function. In its wider sense it may include phonology (pronunciation), morphology (inflectional forms), syntax (the relation of words to other words in phrases, clauses, and sentences), and semantics (meaning of words). In its narrower sense it may deal only with the forms and with the uses of words.

Nunan (2003) states that grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level (p. 154).

In relation to reading, Shanahan (2013) mentions that studies over the year have shown a clear relationship between syntactic or grammatical sophistication and reading comprehension. Also, readability measures are able to predict how well students will comprehend particular texts in the basis of only two variables: vocabulary sophistication and grammatical complexity. He also states that specific method for teaching grammar can improve reading comprehension. Similarly, Meier (2014) suggests that “strategies that teach sentence combining … helps students understand how sentences work”. He also elaborates that being familiar with the vocabulary of grammar (noun, adjective) benefits students’ understanding. In conclusion, grammar and reading has a close relationship that supports each other in improving students’ capability in learning English.
a. Principles for Teaching Grammar

Nunan (2003) explains that there are three principles in teaching grammar (p. 158), namely:

1) Integrate both inductive and deductive methods in teaching

In deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. While in inductive teaching, the teacher presents the learners with samples of language and through a process of guided discovery, get them work out with the principle or rule for themselves.

2) Use tasks that make clear the relationship between grammatical form and communicative function

The teacher should not teach grammar as an abstract system, present the language as isolated sentences yet fail to give learners a proper context for the grammar point. The solution is to present the grammar in a context that makes clear relationship between the grammatical form and the communicative function.

3) Focus on the development of procedural rather than declarative knowledge

In the field of language teaching, declarative knowledge is knowing language rules. Procedural knowledge is being able to use the knowledge for communication. However, most learners can give explanations of a grammatical rule or principle but violate the rule for when using language communicatively. The point is, students need to develop mastery of target language items, not by memorizing rules, but by using the target items in communicative contexts.
These principles of teaching grammar will be implemented in designing the materials as a part of reading skill improvement since the History Department emphasizes that grammar and vocabulary learning are necessary to support reading.

4. **Theories of Vocabulary and Reading**

According to Nunan (1999, p. 101), vocabulary is a list of target language words. Similarly, Lehr, Osborn and Hiebert note that vocabulary is the knowledge of meaning of words in both oral and print language and in productive and receptive forms (as cited in Kamil & Hiebert, 2005, p. 2).

In relation to reading, Parry (1991, p. 650) conducted a research with ESL students in which the result indicates that teachers should encourage the students in the classes to do rapid reading without spending too much time on each word (as cited in Johnson & Steele, 1996, p. 3). This view is supported by Irvin (1990), “Wide reading should be the primary vehicle for vocabulary learning, yet some selected words can be the focus of direct instruction or study” (p. 12). In fact, for English language learners, Eskey and Grabe (1988, p. 232) have suggested, “Words seem to have a status in language akin to that of molecules in physical structures, and good readers become remarkably adept at recognizing thousands of them at a glance” (as cited in Farrell, 2009, p. 9). These statements prove that reading plays an important role in enriching the students’ vocabulary since it supports the learners to a better comprehension of reading contexts.
a. Theory of Vocabulary Learning

A large vocabulary is essential for English language learners, not only for reading purposes but also for all other related language skills such as speaking and writing (Farrell, 2009, p. 9). As cited in Schmitt and Schmitt (2005, p. vii), research indicates that learners need to have access to a minimum 3000 words in order to even begin to comprehend authentic texts (Laufer, 1992). In addition, research on native speakers indicates that second language learners in the same school system as native speakers of English may have to increase their vocabulary by around 1000 words a year, besides making up a 2000- to 3000- word gap, in order to match native speakers’ vocabulary growth (Nation, 1990, p. 24).

Johnson and Steel (1996) states that many ESL learners have developed the habit of word-by-word reading, feeling the need to stop and look up, or even translate into their native language, most unknown words they encounter (p. 3). However, Aebersold and Field (1997, p. 139) suggest:

Teachers consider the time sequence of a lesson that focuses on vocabulary building (once the text has been selected) by deciding on the vocabulary to teach before reading the text, during reading and after reading the text. When considering what words to read before reading, they suggest teacher first consider what words the students already know, what words they need to know to comprehend the text and what words they will need to know to ‘function in L2/FL in the future.

Nation (1990) mentions there are two types of vocabulary learning namely direct and indirect vocabulary learning. (p. 2). In direct vocabulary learning, the learners do exercises and activities that focus their attention on vocabulary such as word-building exercises, guessing words from context, learning words in lists, and vocabulary games. In indirect vocabulary learning, the learners’ attention is
focused on some other feature, usually the message that is conveyed by a speaker or writer.

Therefore, Nation (1990) adds three points to consider in vocabulary learning: vocabulary learners need to learn, how learners will learn the vocabulary and how the teachers test to see what the learners need to know and what they now know (p. 4). In the first point, the teachers need to decide the words that their learners need or in the other words the goals of vocabulary learning. This is important because it will affect the way the words are selected. Next, there are several strategies that learners can use to cope with the new vocabulary namely guessing from context, paraphrasing, using words parts, dictionary use and mnemonic techniques (Nation, 1990, p. 6). Nevertheless, the most important strategy is guessing from context. The last point is how to test what the learners need to know and what they now know. Nation (1990) explains that there are 6 reasons for testing, they are to find learners’ total vocabulary size, to compare vocabulary knowledge before and after the course, to keep a continuing check on progress, to encourage learning by setting short-term goals, to see the effectiveness of your teaching and to investigate learning (p. 8).

Considering three points above, the researcher chooses direct vocabulary learning as the techniques of vocabulary learning in designing the materials. It includes word-building exercises, guessing words from context, learning words in lists, and vocabulary games. Part of speech becomes one of the main focuses in vocabulary learning to enrich the students’ vocabulary list through reading texts given. This is also supported by Pabis and Hamer (2004) who suggest, “…it is
sometimes possible to guess the meaning of a word you don’t know before you look up or ask its meaning. Decide first what part of speech the word is and then look for clues in its context or form” (p. 3). Moreover, having rich vocabulary will help the students have better comprehension of the reading texts.

5. Writing

This part discuss the theories that relies on writing and consists of the nature of writing, purpose of writing, the writing process, types of writing, and writing competence.

a. The Nature of Writing

Nunan (2003) defines writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (p. 88). According to Brown (2004), “In the field of second language teaching … writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language” (p. 218). Thus, to be a good writer, the students need to learn about grammar and enrich their vocabulary. It will be helpful for them in order to produce a good composition of writing. In addition, Tiedt (1989, p. 1) states that writing is a method of expressing ideas about any subject content; it appears in classroom everywhere and, therefore, must be the concern of every teacher. This view is also supported by Nunan (2003) who describes writing as a process and a product (p. 88). These statements prove that writing is a productive skill which conveys the students to produce a composition of paragraphs using correct grammatical forms and vocabulary list they have learned during the lesson.
b. Purpose of Writing

Harmer (2007a, p. 112) distinguishes the purpose of writing as follows:

1) Writing-for-learning

Writing is used as an aide-mémoire or practice tool to help students practice and work with language they have been studying. The language itself becomes the main focus of attention since this kind of writing help students learn language or to test them on that language.

2) Writing-for-writing

The main purpose for writing-for writing is directed at developing students’ writing skills. In writing-for-writing, the students look at the whole text which includes appropriate language use, text construction, layout, style, and effectiveness.

The purpose of writing in this study falls between those two purposes because writing-for-learning helps the students to practice better in the target language and writing-for-writing is useful to develop the students’ writing competence to produce a decent composition.

c. The Writing Process

The process of writing occurs when the students are writing-for-writing. This process involves planning what they are going to write, drafting, reviewing, and editing what they have written and the producing a final (and satisfactory) version (Harmer, 2007a, p. 113). Tribble (1996, p. 37) mentions that the writing process is more complex, and the various stages of drafting, reviewing, re-drafting and writing, etcetera are done in a recursive way: we loop backwards and move
forwards between these various stages (as cited in Harmer, 2007b, p. 326). The cycle of the writing process is illustrated in Figure 2.1.

![Figure 2.1 The Writing Process Wheel](image)

d. Principles for Teaching Writing

According to Nunan (2003, p. 92), there are four considerations in teaching writing:

1) Understand the students’ reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher’s goals do not match the student’s, or when the teacher’s goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

2) Provide many opportunities for students to write

Writing almost always improves with practice. Practice writing should provide students with different types of writing such as short responses to a reading, journal reading, letter writing, summaries, poetry, or any type of writing that is useful should be practiced in class.
3) Make feedback helpful and meaningful

Feedback should not entail “correcting” a student’s writing. In order to foster independent writers, the teacher can provide summary comments that instruct students to look for problems and correct them on their own.

4) Clarification for the teacher and the students how the writing product will be evaluated

Students often feel that the evaluation of their writing is completely subjective, thus the teachers should develop a statement what is valued in students’ writing. The teachers can develop a rubric to help evaluating the students’ writing. It should outline the weight of grammar and mechanics in relationship to content and ideas, as well as other important features of writing.

e. Types of Writing

According to Brown (2004, p. 220), there are four categories of written performance that capture the range of written production, they are:

1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letter, words, punctuation, and very brief sentences. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2) Intensive (controlled)

Beyond the fundamental of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.
3) Responsive

In responsive writing, learners are asked to perform at a limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretation of charts or graphs.

4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

In this study, the suitable types of writing fall between intensive and responsive writing. Intensive writing can be used as a tool to improve the students’ skill to construct sentences with correct grammatical forms and becomes the fundamental to write a paragraph with correct grammar of certain tasks.

f. Writing Competence

Mosenthal (1983) notes that, “…there is no one adequate definition of writing competence” (p. 217). Furthermore, there is no evidence that writing contributes to writing competence; those who write more do not write better and increasing writing does not result in better writing (Krashen, 1994). However, he elaborates that writing make a different kind of contribution: writing can make you smarter. In correlation, “…writing can aid in thinking and problem-solving (Krashen, 2003) as well as positive correlations between eminence and amount
written among professional writers and thinkers (Simonton, 1984) (as cited in Krashen & Lee, 2004, p. 10). Thus, practising writing in different writing performance is expected to improve the students’ writing competence.

6. Content-Based Instruction

The term content-based instruction (CBI) is commonly used to describe approaches to integrating language and content instruction, but it is not always used in the same way (Met, 1999). Nunan (2003) states that CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners (p. 201). This view is supported by Brinton, Snow and Wesche (1989) who state that language is learned most effectively using content of interest and relevance to the learner (p. 14). In addition, that the content based activities accurately reflect the types of academic demands placed upon students and aim to meet students’ needs (p. 17). The materials used are authentic in the sense that they were not originally produced for language-teaching purposes. Thus, the teachers adapt or supplement materials for language-teaching purposes by providing students with guides and strategies to assist them in comprehending the materials. Stoller (2004) elaborates that CBI is considered successful when learners master the language as well as understand the content and are able to discuss the content in the language in a meaningful way.

a. Model of Content-Based Instruction

Several models of content-oriented instructional provide other alternatives for integrating the language curriculum with the academic or occupational interests of students. Commonly, there are three prototypes of content-based
model proposed by Brinton, Snow, and Wesche (1989) which will be explained in the following page.

1) Theme-based language instruction

   It is a one way to increase the subject matter content in language class. The content material presented by the language teacher provides the basis for language analysis and practice. The materials in theme-based courses are usually teacher-generated or adapted from outside sources, thus the students are able to move to higher levels of language processing through the variety of text types, formats and activities to which they are exposed. Theme-based language courses can be implemented within virtually any existing institutional setting and topics can be selected to match students’ interest.

2) Sheltered content instruction

   It consists of content courses taught in the second language to a segregated group of learners by a content area specialist. It assumes an institutional framework such as high school, community college or university in which three is access to content courses and content teaching staff proficient in the target language. The texts in sheltered courses are carefully selected for their organization and clarity. Unfortunately, the overall course requirements might be altered to greater emphasis on receptive skills and less on speaking and writing.

3) Adjunct language construction

   Students are enrolled concurrently in two linked courses: a language course and a content course. It is believed that the two courses share content base and complement each other in terms of mutually coordinated assignments.
Related to the models of content-based instruction, the researcher chooses theme-based language instruction as the approach to be considered in designing the materials. The primary aim of the theme-based language instruction is to help students develop second language competence which fits for the students of History Department who learn English as their second or foreign language.

b. Principles of Content-Based Instruction

According to Nunan (2003), there are six principles underlying CBI (p. 205). They are as follows:

1) Base instructional decisions on content rather than language criteria

CBI allows the choice of content to dictate or influence the selection and sequencing of language items. It means that English has to be acquired through the contexts of learning.

2) Integrate skills

CBI practitioners use an integrated skills approach to language teaching, covering all four language skills as well as grammar and vocabulary. There is no set sequence of skills to be taught in CBI. Instead, the lesson may begin with any skill or, alternatively, with a focus on grammar or vocabulary. It is the content itself that influences the decisions about selection and sequencing.

3) Involve students actively in all phases of the learning process

Because it falls under the more general rubric of communicative language teaching (CLT), the CBI classroom is learner rather than teacher centered (Littlewood, 1981) (as cited in Nunan, 2003, p. 207). In such classrooms, students learn through doing and are actively engaged in the learning process, they do not
depend on the teacher to direct all learning or to be the source of all information. Central of CBI is the belief that learning occurs not only through exposure to the teacher’s input, but also through peer input and interactions.

4) Choose content for its relevance to students’ lives, interests, and/or academic goals

The choice of content in CBI courses ultimately depends on the student and the instructional setting. The teacher must select appropriate materials for the students. It has to be interesting and suitable for their needs.

5) Select authentic texts and tasks

A key component of CBI is authenticity—both of the texts used in the classroom and the tasks that learners are asked to perform. In CBI, since the objective is to aim for authenticity of task, the task(s) associated with a given text should mirror those that would take place in the real world. As for History Department students, the reading texts should be taken from written historical data, magazines, newspapers or tourism websites which discuss about history. In this way, the students are directly exposed to the real world task.

6) Draw overt attention to language features

The purpose of CBI is to expose learners to authentic input with the goal of their being able to use language for communicative purposes.

c. Teachers and Learners Role

activities can be used in CBI classroom such as pair and group work, information gap, jigsaw, graphic organizers, discussion and debate, role-play, survey tasks, process writing, problem solving, sequencing, ranking and values clarification. These techniques and tasks reflect the principles of CBI since they involve the active participation of learners in exchange of content or theme-related information.

In this study, CBI is the most suitable approach to English learning for the History Department students. Through CBI, the students are able to learn both the language and the contents of the materials. The language used is exposed through the contents of the designed materials which are specifically selected and related to the students’ field of study to match their needs and interest.

7. Review of Related Studies

Previous studies related to reading and writing materials design have been conducted before. Wijayanti (2011) designed a set of integrated reading and writing instructional materials using cooperative learning. The participants in her study were the tenth grade students of SMA Pangudi Luhur ST. Louis IX Sedayu Bantul. Next, Pratiwi (2011) also designed reading and writing materials for tenth grade students of SMA Bopkri 2 Yogyakarta. However, she implemented an approach called Cooperative Integrated Reading and Composition (CIRC) in designing the materials. The latest research was conducted by Bame (2015) who designed an integrated reading and writing materials for tenth grade students of SMA Katolik Villanova Manokwari. Based on the data above, all of the researchers designed reading and writing materials and the participants were all
tenth grade students from different high schools. However, each researcher implemented different approach in the designed materials.

A study related to the implementation of Content-Based Instruction (CBI) had been conducted by Damayanti (2015). She designed reading materials using CBI for the tenth grade students majoring Teknik Komunikasi dan Jaringan (TKJ) in SMK Negeri 1 Nanggulan. Most of the instructions in the computer are written in English so she designed reading materials which topics were related to computer.

In this study, the researcher attempts to design reading and writing materials. However, it should be noted that the participants of the research are different from previous studies. The researcher designs a set of reading and writing materials for the first semester students of the History Department of Sanata Dharma University. The researcher implements Content-Based Instruction (CBI) in the designed materials so that the students are able to learn both the language and the content of the materials.

B. Theoretical Framework

The focus of the study is to design a set of reading and writing supplementary materials using content-based instruction for the first semester students of History Department of Sanata Dharma University. The characteristics of the materials are adapted from the principles of CBI. Then, in order to address the formulated problem the theories of reading by Harmer (2007a, 2007b), principles of reading, and reading strategies by Farrell (2009), the theory of
grammar by Nunan (2003), the theory of vocabulary learning by Nation (1990),
the theory of writing, principles of teaching writing by Nunan (2003), content-
based instruction by Nunan (2003) and Brinton, Snow & Wesche (1989) as well as
instructional design by Kemp (2011) are employed.

The researcher implements Kemp’s instructional design (2011). In the first
step, namely, identifying instructional problem, the researcher identifies the
students’ English level, learning style, appropriate teaching strategies as well as
the suitable materials for the students of the History Department. This step is
carried out by conducting classroom observation in Bahasa Inggris 1 class and
interviewing the head of the curriculum of the History Department and the vice
chairperson of the History Department. The next step is analyzing learners’
characteristics. In this step, the researcher distributes pre-design questionnaires to
the students of the History Department to gain specific information about
students’ characteristics, needs, interests, and academic record.

The third step is analyzing tasks in which the researcher lists and selects
the topic based on the data collection from the classroom observation, interviews
and pre-design questionnaire result. Then, the next step is determining
instructional objectives. In this step, the researcher determines the objectives of
each topic selected to meet the targets of English learning set by the History
Department.

After that, in the step of content sequencing, the researcher decides the
appropriate content for each topic and gathers data needed for the designed
materials. The sixth step is developing instructional strategies in which the
researcher creatively designs the materials. Learning strategies and activities are also developed in this step. The researcher selects materials based on the students’ needs and interest which also related to their field of study (any forms of historical data, tourism objects which contain history, tourism websites, and etcetera). The next step is designing the message. The researcher plans and templates the material unit effectively. Pictures, interesting fonts and appropriate colors are used to make the design more interesting. Then, the eighth step is development of the instruction. In this step, the researcher develops instructional design and combines each material all together into a complete unit. After that, the materials are printed into a book.

The last step is developing evaluation instrument which involves validation from the experts whether the materials are suitable for the students and meet the said goals of the study programs. The researcher distributes the evaluation questionnaires to an English lecturer of the History Department and two lecturers of English Language Education Study Program Sanata Dharma University. The feedback (comments, opinions, suggestions) are later used to revise the materials.
CHAPTER III

METHODOLOGY

In this part, the researcher explains how the study is conducted. The chapter consists of six parts, they are research method, research setting, research participants/subjects, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

In this study, the researcher designed a set of supplementary reading and writing materials using content-based instruction for the first semester students of History Department, Sanata Dharma University. A method called educational research and development (R&D) was employed by the researcher since the purpose of the research is to design a set of supplementary materials.

According Borg and Gall (1983) research and development study is “a process used to develop and validate educational products” (p. 772). In the eight edition, Borg, Gall, and Gall (2007) further define research and development study as an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards (p. 589).

Borg and Gall (1983, p. 774) states ten major steps in the R&D cycle. The steps are (1) research and information collecting, (2) planning, (3) preliminary
form of product development, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. In spite of the ten steps of R&D cycle, the researcher only implemented five steps namely research and information collecting, planning, preliminary form of product development, preliminary field testing and main product revision.

The researcher adapted a small scale of R&D cycle because it already represented the requirements for undergraduate students to develop and validate an educational product. The researcher did not use the latest R&D cycle (2007 version) because it was complicated. Moreover, it was time and budget consuming. After applying five steps of R&D cycle, the researcher was able to gain the result of the study.

According to Borg and Gall (1983), research and information collecting includes review of the literature, classroom observation and preparation of the report of state of the art (p. 775). In the research and information collecting step as a preliminary study, the researcher conducted a need-analysis to gain information in form of classroom observation, interview and questionnaire. First, in the classroom observation, the researcher observed the lecturer’ and the students’ activities during the English course. The researcher was also able to gain information from the lecturer which helped the researcher to identify the students’ characteristics better. Next, the researcher distributed questionnaire to the students to identify the students’ needs and interests. Then, the researcher conducted an
interview with the vice chairperson and the head of curriculum of History Department, Sanata Dharma University. The interview was aimed to find out the goals of the study set by History Department, the suitable materials, the syllabus, and the new curriculum which was going to be implemented in 2016/2017 academic year. Then, the researcher collected some theories by conducting library study. The theories used are related to instructional design model, reading, grammar, vocabulary, writing, and content-based instruction. Content-based instruction was selected as the suitable approach to be employed in the designed materials since History Department oblige that each material should be related to the scope of history study.

The next step was planning. By analyzing the questionnaires, the researcher gained data about students’ needs, interests, and difficulty in learning English. Further, the researcher determined the instructional objectives based on the data obtained. Topics of interest were selected and material sources were collected which later were going to be used in designing reading and writing supplementary materials.

After the planning had been completed, the next step was developing a preliminary form of the product. Based on the students’ needs and interests, the researcher designed a set of supplementary reading and writing materials for the first semester students of History Department of Sanata Dharma University. The designed materials solely focused on the reading and writing skills since the goals of the English course were reading comprehension and writing competence. Content-based instruction was implemented to meet the said goals. It also
supported the students to learn English better since the content materials were related to the scope of historical study.

The next major step was preliminary field testing. The materials designed were evaluated by the experts. Questionnaires which contained evaluation and feedback (comments, opinions, suggestions) from the experts were distributed to the experts who were an English lecturer of History Department and a lecturer of English Language Education Study Program. The result became a guide for the researcher to further revise and improve the materials.

The last step was main product revision. Ultimately, the researcher revised and improved the materials designed based on the experts’ validations.

The five steps used in R&D were combined with Kemp’s instructional design which has been discussed in Chapter II. R&D cycle was implemented to gain the result of the study whereas Kemp’s instructional design was implemented to design the materials because it consisted of specific stages. It also provided clear procedures in determining the sequence of the stages and conducting evaluation. The relation of the adaptation of the five steps of Borg & Gall’s R&D cycle and the adaptation of Kemp’s instructional design is presented in Figure 3.1 on the following page.
Figure 3.1 The Adaptation of R&D cycle by Borg and Gall and Kemp’s Instructional Design Model
B. Research Setting

The research was conducted in *Bahasa Inggris 1* class of the History Department of Sanata Dharma University. The classroom observation and questionnaires distribution were conducted in November to December 2014. The interview with the vice chairperson and the head of curriculum of History Department was conducted in March 2015.

C. Research Participants/Subjects

The participants in the research were the first semester students of the History Department Sanata Dharma University, the lecturer of English course of the History Department, the vice chairperson and the head of the curriculum of the History Department of Sanata Dharma University.

The research subjects were selected from the students of the History Department who took *Bahasa Inggris 1* in the first semester. The questionnaires were distributed to collect the data about the student’s needs and interest. Then, the lecturer of the English course, the vice chairperson and the head of the curriculum of the History Department also became the participants to help the researcher gained more information to design the suitable materials.

The students of the History Department were chosen because the university was supposed to implement *KKNI* curriculum to all study programs in 2016/2017 academic year which affects the goals of the English course given. The goals of the course emphasized on reading comprehension and writing competence in which *KKNI* curriculum was not able to fulfill completely. Thus,
the researcher designed a set of reading and writing supplementary materials to help the students gained knowledge on the expected result of the English course given.

D. Instruments and Data Gathering Techniques

In this research, the researcher used classroom observation, interviews and questionnaires as the instruments.

1. Classroom Observation

Observation is a highly flexible form of data collection that can enable the researcher to have access to interactions in a social context and to yield systematic records of these in many forms and contexts, to complement other kinds of data (Simpson & Tuson, 2003, p. 17). Observation is often referred to as fieldwork because it takes place in the field, thus, the researcher in the field must take field notes (Best & Kahn, 2006, p. 265). The form of these notes may vary, but they must contain sufficient information to recreate the observations.

Classroom observation was conducted on November 12th, 2014. The purpose was to gain information about the students’ English level, learning style, appropriate teaching strategies, and suitable materials. During the classroom observation, the researcher observed the lecturer and the students’ activities towards the learning process. The researcher was able to identify the students’ characteristics during the learning process. The lecturer also helped the researcher to gain more information about the students’ characteristics and needs. The researcher prepared two observation forms: lecturer’s activities and students’
activities. In the classroom observation forms, the researcher used performance check lists to find whether certain behavior was perform or not and field notes to get detailed information.

2. Interview

Boyce and Neale (2006) state that interview is useful to find detailed information about a person’s thought and behavior (p. 3). Patton (1990, p. 278) elaborates that “the purpose of interviewing is to find out what is in or on someone else’s mind. The purpose of open-ended interviewing is not to put things in someone’s mind but to access the perspective of the person being interviewed” (as cited in Best & Kahn, 2006, p. 265). Thus, the researcher interviewed the vice chairperson and the head of the curriculum of the History Department to get more information about the targets of English learning, the students’ needs, suitable materials, the curriculum and the syllabus implemented. The interview was conducted on March 19, 2015. Open-ended questions (WH questions) were implemented in the interview so that the researcher could gain broad and detailed information which needed further explanation.

3. Questionnaire

Questionnaire is a “printed forms that ask the same questions of all individuals in the sample” (Borg et al, 2007, p. 228). In each questionnaire item, written responses were recorded by the respondents. The researcher used questionnaire since it took less time to compile the data and the data-collection process could be controlled.
First, the pre-design questionnaires which aimed to collect information data about the students’ needs were distributed to the first semester students of the History Department. Multiple-choice questions were selected in the pre-design questionnaires in order to limit the responses based on the categories given. It also helped the researcher collected the data of the students’ needs easier.

Then, post-design questionnaires or evaluation questionnaires were distributed to the experts to evaluate and gave validation whether the materials were suitable for the students of History Department. Later, the evaluation would be used to revise and improve the designed materials. Scaled questions using points of agreement and open-ended questions (WH questions) were selected in the evaluation questionnaires to gain intended feedback from the experts.

E. Data Analysis Technique

In data analysis techniques, the researcher presented two important points: a needs survey and evaluation.

1. Needs survey

Three research instruments were conducted in the needs survey, they are classroom observation, interview and pre-design questionnaires. In the classroom observation, the researcher used performance checklists and field notes forms to identify the students’ characteristics. The forms were divided into lecturer’s activities form and students’ activities form. Next, the data gained from the interview with the vice chairperson and the head of the curriculum of the History Department were described in a narrative description.
Then, in order to make comparison, the needs survey from the pre-design questionnaires was calculated by percentage. The result was obtained by dividing the number of the students’ choice with the total number of students, and then multiplied by 100%. The percentage was calculated using a formulation as followed:

\[ \text{Percentage} = \frac{n}{\sum n} \times 100\% \]

Notes:
- \( n \) : the number of students’ choice
- \( \sum n \) : the total number of students

The pre-design questionnaires were in form of multiple-choice questions which allowed the students to choose the options as many as the students needed and followed with an explanation of the number of items chosen. The pre-design questionnaires provided questions about students’ difficulty in learning English, appropriate teaching-earning strategy, suitable types of exercises and materials as well as and a question asking for suggestions to improve the learning process.

2. Evaluation

The evaluation of the materials designed was conducted in a post-design questionnaire. The validation form used by the researcher was scaled questions (Linkert scale) and open-ended questions (WH questions). Linkert scale was selected to let the evaluators indicate the response to the statements using points of agreement as illustrated in Table 3.1 on the following page.
Table 3.1 Description on Points of Agreement

<table>
<thead>
<tr>
<th>Point of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

The option that showed neither agree nor disagree was omitted because the option usually causes ambiguity and difficulty in administering the result. The data from the scaled question were analyzed using central tendency mean (symbolized as \( M \)). The mean was calculated using a formulation as followed.

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

Note:

- \( M \): the average point
- \( \sum x \): the sum of the score
- \( n \): the number of evaluators

The result of the post-design questionnaires will be presented in table 3.2.

Table 3.2 The Description of Experts’ Opinion on the Designed Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>N</th>
<th>Point of Agreement</th>
<th>Central Tendency (Mn)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1  2  3  4</td>
<td></td>
</tr>
</tbody>
</table>

Note:

- \( N \): number of participants
The classification to determine whether the designed materials were good and acceptable or not was presented in Table 3.3.

Table 3.3 The Classification of Experts’ Opinion on the Designed Materials

<table>
<thead>
<tr>
<th>The Average Point of Central Tendencies</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1</td>
<td>The designed materials are poorly designed</td>
</tr>
<tr>
<td>1.1 – 2</td>
<td>The designed materials are fairly designed</td>
</tr>
<tr>
<td>2.1 – 3</td>
<td>The designed materials are good and acceptable but need some revisions</td>
</tr>
<tr>
<td>3.1 – 4</td>
<td>The designed materials are well-designed and acceptable</td>
</tr>
</tbody>
</table>

Further, the researcher also provided open-ended questions which were aimed to gain feedback (opinions, comments and suggestions) for consideration to the researcher to improve the designed materials.

F. Research Procedure

In conducting the study, the researcher took some following procedures:

1. Research Information and Collecting

   First, the researcher conducted a classroom observation after getting permission from the vice person of the History Department of Sanata Dharma University. The identification of the students’ characteristics and learning style were gained on the lecturer’ and students’ activities during the classroom observation. Next, the researcher interviewed the vise chairperson and the head of the curriculum of the History Department to get broad information about the goals of the course given, the curriculum, the syllabus, the suitable materials, and the
students’ needs. Furthermore, the pre-design questionnaires were distributed to gain more data in identifying the students’ needs.

2. Planning

The data gathered were analyzed to determine the approach and the activities (reading and writing) into one framework followed by formulating goals and topics based on students’ needs and the goals of the English course. Finally, the researcher specified the learning objectives based on the formulated goals and topics.

3. Preliminary Form of Product Development

The materials designed were selected and organized from various sources which had been adjusted to the English syllabus of the History Department. The researcher chose the reading texts, exercises and the writing contexts based on the learning objectives on each unit of the materials.

4. Preliminary Field Testing

The researcher distributed the evaluation questionnaires to the experts then analyzed the result, the scores and the feedback (opinions, comments and suggestion).

5. Main Product Revision

The materials were revised based on the evaluation questionnaires’ result and the feedback given to improve the materials which are suitable for the first semester students of the History Department.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter aims to present the processes of conducting the research and the results of the study. This chapter consists of the steps of designing a set of reading and writing supplementary materials using content-based instruction and the presentation of the designed materials for the first semester students of the History Department.

A. The Steps to Design Reading and Writing Supplementary Materials Using Content-based Instruction for the First Semester Students of the History Department

In this part, the researcher employed the combination of the adapted model of Research and Development (R&D) method proposed by Borg and Gall (1983) and Kemp’s instructional design model (2011) in designing the materials. The details of each step were discussed as followed.

1. Research and Information Collecting

In this step, the researcher conducted some literature reviews by studying the theories of teaching and learning, materials development, content-based instruction (CBI), KKNI curriculum, the theories of reading and writing as well as the characteristics of the first semester students of the History Department. The literature reviews were presented in Chapter II.
a. Instructional Problem

This step was done to identify the learners’ problem during the learning process. Thus, the researcher conducted a classroom observation and interview. The classroom observation was done on November 12\textsuperscript{th}, 2014 in which the lecturer and the students became the subjects of the observation. The interview was conducted with the vice chairperson and the head of the curriculum and of the History Department, Sanata Dharma University on March 19\textsuperscript{th}, 2015.

1) Classroom Observation

Observation was needed to identify the suitable teaching-learning materials, learning style, and the problem faced by the participants. The observation was done on November 12\textsuperscript{th}, 2014 during Bahasa Inggris I course.

The researcher divided the observation into two parts namely the lecturer’s activities and the students’ activities. Each form consisted of performance checklists and field notes. In this meeting, the lecturer gave the students the materials about kinds of sentences. Eleven students were present out of twelve. The focus of the course was reading comprehension specifically on the use of grammar. Thus, the lecturer provided exercises which consisted of grammar identification in the sentences or reading contexts. The result of the classroom observation was presented in Table 4.1.

<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>The Students’ Performance</th>
<th>The Lecturer’s Performance</th>
</tr>
</thead>
</table>
| Preparation | ● Some students were prepared to join the lesson while the others were not really interested in joining the lesson | ● The lecturer reviewed the previous material  
● The lecturer discussed the homework  
● The lecturer distributed the |
<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>The Students’ Performance</th>
<th>The Lecturer’s Performance</th>
</tr>
</thead>
</table>
| Teaching learning process in the classroom | • During the material explanation, the students paid attention and took notes  
• Some students were actively engaged in the learning process while the others were just listening  
• Some students have higher English proficiency in English as they were able to form a sentence using correct grammar  
• The students asked the lecturer to explain more if they still did not understand the material | • The lecturer explained the material clearly in Bahasa Indonesia  
• The lecturer gave questions to students to answer (randomly chosen)  
• The lecturer gave more examples after the explanation (wrote on the board)  
• The lecturer checked students’ understanding by asking them  
• When the students did not listen to the lecturer, she gained the attention by asking them to pay attention |
| Classroom activities | • Only some students were actively engaged in the learning process  
• The students did the homework but some of them did not submit it on time  
• Most of them did better when they worked in groups than individually  
• Some of the students could do the tasks well  
• The students were shy to read aloud in English as they were afraid to make mistakes on their pronunciation  
• The students could summarize the material given | • After explaining the material, the lecturer used various tasks to rehearse what the students had learned  
• The lecturer used various examples to elaborate more on the material given  
• The lecturer used examples based on daily activities or relate them with the students’ scope of study  
• The lecturer always asked the students to answer the tasks one by one by reading them instead of writing it on the board  
• The lecturer walked around the class and checked the students’ understanding  
• The lecturer summarized the explanation |
| Question and answer section | • Some of them were confident in answering the questions given  
• Some of them asked for friends’ help when they could | • The lecturer gave some questions to check the students’ understanding  
• The lecturer directed the questions to the whole class and
<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>The Students’ Performance</th>
<th>The Lecturer’s Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Students’ Performance</td>
<td>not answer the questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sometimes the students stated an argument to gain the lecturer’s attention or to check their understanding</td>
<td>sometimes randomly chose the students who looked confused at the explanation given to answer the question</td>
</tr>
<tr>
<td>The use of textbook, media and teaching aids</td>
<td>• The students did not have an English workbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The students did not use particular media or teaching aids</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Many of them did not bring dictionaries</td>
<td>• The lecturer prepared the materials in form of handouts for each meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The lecturer used the white board to write and gave more examples</td>
</tr>
<tr>
<td>The use of English in the classroom</td>
<td>• The students answered the questions given in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They became more confident to answer the questions when the lecturer spoke in Bahasa Indonesia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The students were able to make responses in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They talked to their friends in Bahasa Indonesia during the lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Some students were not confident to speak English as they were afraid to make mistakes</td>
<td>• The lecturer explained the material mostly in Bahasa Indonesia but still using English to give examples</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The handouts were written in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The lecturer encouraged the students to read and write in English individually by giving tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The direct questions given by the lecturer were in English</td>
</tr>
</tbody>
</table>

Based on the classroom observation result, it was clear that the students did not have an English workbook. The lecturer gave handouts for the students in each meeting which she prepared herself, thus made the students were not able to study the materials for the next meeting in advance and resulted in students having difficulty to grasp the materials quickly. Moreover, the students’ English proficiency was varied which distinguished the students’ characteristics. Some students already had basic knowledge of English so they could understand the
lecturer’s explanation easily while others still had difficulties. The students who had basic knowledge of English could form a sentence using the correct grammar. They were also able to write a composition consisted of several sentences with few grammar mistakes. On the other hand, some students who lacked of English knowledge had difficulty in following the lesson. They could hardly perform well and still made many mistakes in forming a sentence using a correct grammar. Finally, the researcher came into a conclusion that the first semester students of the History Department was in the beginner level of English. The students’ motivation to learn English also became the concern for the researcher as some students were actively engaged in the material discussion while others did not pay much attention.

2) Interview

Next, to gain more data about students’ needs as well as the suitable materials, interviews were conducted in March 19, 2015. There were two respondents who participated in the interviews. First was Dr. Heronimus Purwanta, M.A. or the head of the curriculum in the History Department and Drs. Hb. Heri Santosa, M.Hum. as the vice chairperson of the History Department. The researcher prepared five questions for the interview. The first three questions were related to the implementation of KKNI curriculum and its impacts whereas the rest were related to the English course given by History Department.

The first question was about KKNI curriculum which was supposed to be implemented in academic year 2016/2017. The respondents explained that KKNI curriculum was an abbreviation for Kerangka Kualifikasi Nasional Indonesia. The
Indonesian Ministry of Education made a new policy that each university should have the same level of competence standard. Thus, each university student was required to take sixty courses to obtain their bachelor degree.

The second question was about the differences between *KKNI* curriculum and Curriculum of 2006. It was already clear that the previous curriculum did not have the same competence standard for the students. Because of this, the students who had the same major could not graduate at the same time since each university had different considerations and policies. For example, Student A and student B majored History in different universities. However, Student A was able to graduate early since his university or study program had a rather easy standard for its degree than the other. The next difference was in the general courses given as well as its credits. Previously, each study program had the right to set the credits in the general courses such as civics, religions, and elective languages. In *KKNI* curriculum, the general courses were organized by the university. Therefore, some of the courses would have shorter credits so that it would not exceed the numbers of the courses which had to be taken by the students.

The next question was about the impacts of *KKNI* curriculum implementation toward English course given in the History Department. In the beginning, there were five English courses in the History Department, namely *Bahasa Inggris 1* (2 credits), *Bahasa Inggris 2* (2 credits), *Bahasa Inggris 3* (2 credits), *Aplikasi Bahasa Inggris 1* (2 credits) and *Aplikasi Bahasa Inggris 2* (2 credits). Nevertheless, in *KKNI* curriculum implementation, *Bahasa Inggris 1*, 2, and 3 were cut short into *Bahasa Inggris* which had three credits. Thus, the
History Department suffered a loss of three credits which they believed would affect the students in learning English. Moreover, in *KKNI* curriculum, *Bahasa Inggris* course was organized by the university in which the students would be given a workbook with wide and various topics to learn. Consequently, the respondents believed that the History Department students would have difficulty in learning English since the materials were not specific to their field of study which affected the students’ achievement in the targets of English learning set by the History Department.

The fourth question was about the goals and the targets of English course provided by the History Department. It should be noted that reading and writing skills became the main focus of the English course provided. Both respondents emphasized that the students should be able to read and write well in English. These also became the targets of English learning which were students’ reading comprehension and writing competence. The History Department expected that the students would be able to achieve the goals of study, their graduates were able to participate in historical discussion both on national and international scale as well as implement the theories they learned in the real work place.

The last question was about the syllabus and the English materials given to the students. Ever since, the syllabus as well as the materials for *Bahasa Inggris 1*, *Bahasa Inggris 2*, and *Bahasa Inggris 3* as well as *Aplikasi Bahasa Inggris 1* and *Aplikasi Bahasa Inggris 2* were handed over to the appointed lecturers with several requirements. The requirements were the targets of study, the main focus of each course and the suitable materials. *Bahasa Inggris 1* focused on grammar, *Bahasa Inggris 2* focused on vocabulary, *Bahasa Inggris 3* focused on...
focused on writing, *Aplikasi Bahasa Inggris 1* focused on reading implementation of *Bahasa Inggris 1* and 2, and *Aplikasi Bahasa Inggris 2* focused on writing implementation of *Bahasa Inggris 3*. However, in *KKNI* curriculum, *Bahasa Inggris 1*, 2, and 3 were combined into *Bahasa Inggris* (3 credits) and the materials would be given by the appointed lecturer from the university instead of the History Department whereas *Aplikasi Bahasa Inggris 1* and 2 would still be handled or organized by the History Department with the emphasis on reading and writing skills. In addition, both respondents emphasized that the materials given should be related to the department’s field of study in which they focused on Indonesian history.

Based on the interview, the researcher concluded that *KKNI* curriculum affected the English course provided since the materials consisted of general topics which later affected the students’ achievement of the targets of English learning set by the History Department. In addition, the details of the interview were included in Appendix C.

In summary of the classroom observation and interview results, the researcher concluded that the students needed a set of reading and writing supplementary materials to support their English study so as to achieve the targets of English learning. Furthermore, the materials should be specified into historical topics which were related to their field of study.

b. **Learners and Context**

In this step, the researcher aimed to identify the students’ characteristics as well as their interests in learning English. Pre-design questionnaires were
distributed to twelve students of first semester students of the History Department. The questions were written in *Bahasa Indonesia* so that the students could understand the questions better. The researcher conducted the pre-design questionnaires on December 10th, 2014. It should be noted that the students were given the opportunity to choose more than one options in each question. The result of the pre-design questionnaires was presented in Table 4.2.

**Table 4.2 The Result of Students’ Questionnaires**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Options</th>
<th>Number of Students</th>
<th>Percentage (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What kinds of skills that you need to support your English study in History Department?</td>
<td>a. Reading</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Writing</td>
<td>7</td>
<td>58.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Listening</td>
<td>5</td>
<td>41.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Speaking</td>
<td>7</td>
<td>58.33%</td>
</tr>
<tr>
<td>2.</td>
<td>Do you have difficulty in learning English?</td>
<td>a. Yes</td>
<td>8</td>
<td>66.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>4</td>
<td>33.33%</td>
</tr>
<tr>
<td>3.</td>
<td>What do you do when you have difficulty in learning English?</td>
<td>a. Ask the lecturer</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Ask friends</td>
<td>8</td>
<td>66.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Find out from dictionary</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td>4.</td>
<td>What kinds of difficulty that you mostly have in learning English?</td>
<td>a. Reading</td>
<td>5</td>
<td>41.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Writing</td>
<td>4</td>
<td>33.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Listening</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Speaking</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Vocabulary</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Grammar</td>
<td>11</td>
<td>91.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Pronunciation</td>
<td>4</td>
<td>33.33%</td>
</tr>
<tr>
<td>5.</td>
<td>What strategies do you need to improve your English skill?</td>
<td>a. Give reading exercises related to historical study</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Give historical reading texts along with grammar and vocabulary exercises</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Give grammar and vocabulary exercises to be applied in writing</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Give English course in</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Options</td>
<td>Number of Students</td>
<td>Percentage (100%)</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>complete English teaching instead of <em>Bahasa Indonesia</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Do a presentation with historical theme in front of the classroom to improve speaking</td>
<td>7</td>
<td>58.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Others</td>
<td>2</td>
<td>16.67%</td>
</tr>
<tr>
<td>6.</td>
<td>What kinds of exercises do you need to improve your English skill?</td>
<td>a. Comprehension questions related to reading texts</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. True or false statements related to reading texts</td>
<td>2</td>
<td>16.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Find the meaning of the vocabulary list and make sentences (vocabulary building)</td>
<td>10</td>
<td>83.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Find the part of speech of the vocabulary list and analyze the word classes</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Others</td>
<td>1</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Based on the pre-design questionnaire result, the researcher listed some points that could be used as the considerations in designing the materials. The points listed were analyzed as follows:

a) Writing and speaking skill were chosen as the skills that were needed by the History Department students in which 7 students chose writing (58.33%) and 7 students also chose speaking (58.33%). Reading came in next as it was chosen by 6 students (50%).

b) Most of the students agreed that they had difficulty in learning English as shown in Table 4.2 that 8 students chose yes as their choice (66.67%).
c) The History Department students mostly had difficulty in grammar as 11 students chose the option (91.67%) which then followed by vocabulary as 9 students chose the option (75%). Reading came in third since there were 5 students who chose the option (41.67%). The students believed that grammar and vocabulary played important parts in reading since they helped them understand historical texts better. Despite speaking was chosen as one of the most needed skill in English, it was noted that the students did not have much difficulty as long as they were able to write well using correct grammar and had appropriate vocabulary. As shown in Table 4.2, 4 students agreed that writing was also difficult for them (44.44%).

d) When the students had difficulty, they tended to ask their friends. There were 8 students chose this option (66.67%). The other options which were also chosen were ask the lecturer and find out from a dictionary in which each of the option was chosen by 6 students (50%).

e) Most of the students chose that given exercise of grammar and vocabulary to be applied in writing as the best strategy in learning English as 9 students (75%) chose this option. Came in second, there were 7 students who chose the option to do a presentation with historical theme in front of the class (58.33%). The students also agreed that the option to give historical reading texts along with grammar and vocabulary exercises was also a good strategy as 6 students chose it (50%). It is believed by the students that vocabulary played an important part to improve their English as 10 students chose that vocabulary building exercise was necessary to support their reading and
writing (83.33%). Moreover, analyzing the part of speech and word classes could also help them improve their English as it was chosen by 9 students (75%).

Based on the pre-design questionnaire result, the students chose writing and speaking as the skills they needed the most. This finding was supported with the answer of question number five about the best strategy in learning English. Nine students chose grammar and vocabulary exercises to be applied in writing (75%) and 7 students chose to do a presentation with a historical theme (58.33%).

However, the History Department set the targets of English learning of its students to cover reading comprehension and writing competence. Therefore, the researcher opted to design materials which focused on the improvement of reading and writing skills. Afterwards, the researcher also adjusted the designed materials to match the topics of reading and writing syllabi to be implemented in the classroom. Finally, it was determined that the suitable materials for the History Department students should consist of historical reading texts and its comprehension questions, vocabulary and grammar exercises to improve their reading and writing tasks in which the vocabulary and grammar they learned could be implemented.

2. Planning
a. Task Analysis

As it was stated before from the classroom observation and interview results, the History Department students needed a set of reading and writing supplementary materials to support their English study so as to achieve the targets
of English learning. The researcher also noticed that the suitable materials for
them should be related to their field of study specifically Indonesian history.
Therefore, Content-Based Instruction (CBI) was chosen as the suitable approach
for their English learning since the students were exposed to both the language
and the contents. Finally, the researcher determined the topics that would be
presented in the designed materials. There were four topics selected in the
designed materials as presented in Table 4.3.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kris</td>
</tr>
<tr>
<td>2</td>
<td>R. A. Kartini</td>
</tr>
<tr>
<td>3</td>
<td>Ullen Sentalu</td>
</tr>
<tr>
<td>4</td>
<td>Borobudur Temple</td>
</tr>
</tbody>
</table>

The topics were selected based on the students’ needs and interest. The
topics in the previous reading and writing syllabi also took parts in consideration
of selecting the suitable topics in the designed material. Since the English course
in KKNI Curriculum was the combination of three English courses in the previous
curriculum (Curriculum of 2006), the researcher combined the reading and writing
syllabi so that the designed materials would be an integrated reading and writing
supplementary materials with the addition of vocabulary and grammar sections.
Moreover, the suitable topics would expose the students to the language and the
contents of the materials as they reflected the principles of CBI and matched the
targets of English learning. The reading and writing syllabi were included in
Appendix E.
b. Instructional Objectives

In determining the instructional objectives, the researcher took consideration based on the learning goals in both reading and writing syllabi. The learning goals became the fundamental in determining more specific instructional objectives in each unit. The leaning goals in reading and writing syllabi were presented in Table 4.4.

**Table 4.4 The Learning Goals of Reading and Writing Syllabi**

<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading course</td>
<td>English for students of the History Department of the Faculty of Letters aims to make them familiar with and able to comprehend simple texts related to history. In addition, the course also helps the students to develop their basic communication skills in English. In order to achieve the goals, the course (Bahasa Inggris 1) is offered to establish the students’ mastery of basic grammar relevant to their needs.</td>
</tr>
<tr>
<td>Writing Course</td>
<td>By the end of the course, the learners are able to recognize the elements of written discourse, to write certain types of text, and to present the result of their compositions in a form of wall magazine articles.</td>
</tr>
</tbody>
</table>

Then, the learning goals were elaborated into more specific instructional objectives in each unit based on the topics discussed. Since each unit consisted of different topics, the instructional objectives were different in each unit, from the simple ones into a higher goal to raise the students’ competence in English learning. The researcher listed the instructional objectives in each unit as presented in Table 4.5.

**Table 4.5 Learning Objectives in Each Unit of the Designed Materials**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kris</td>
<td>Learners are able to:</td>
</tr>
<tr>
<td></td>
<td>✓ Comprehend the text using skimming reading</td>
</tr>
<tr>
<td>Unit</td>
<td>Objectives</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>strategy</td>
</tr>
<tr>
<td></td>
<td>✓ Answer the questions based on the reading text</td>
</tr>
<tr>
<td></td>
<td>✓ Identify related vocabulary based on the text using dictionary</td>
</tr>
<tr>
<td></td>
<td>✓ Identify the part of speech of the reading text</td>
</tr>
<tr>
<td></td>
<td>✓ Understand the use of basic sentence patterns</td>
</tr>
<tr>
<td></td>
<td>✓ Differentiate each type of sentence</td>
</tr>
<tr>
<td></td>
<td>✓ Produce sentences using correct grammar</td>
</tr>
<tr>
<td></td>
<td>✓ Mention basic personal information questions</td>
</tr>
<tr>
<td></td>
<td>✓ Find someone’s personal information based on the text</td>
</tr>
<tr>
<td></td>
<td>✓ Write a text about individual personal information</td>
</tr>
<tr>
<td>Unit 2. R. A. Kartini</td>
<td>Learners are able to:</td>
</tr>
<tr>
<td></td>
<td>✓ Comprehend the text using scanning reading strategy</td>
</tr>
<tr>
<td></td>
<td>✓ Find specific information from the text</td>
</tr>
<tr>
<td></td>
<td>✓ State true or false based on the text</td>
</tr>
<tr>
<td></td>
<td>✓ Enrich their vocabulary through crossword</td>
</tr>
<tr>
<td></td>
<td>✓ List the part of speech found in the crossword</td>
</tr>
<tr>
<td></td>
<td>✓ Identify the word endings of each part of speech</td>
</tr>
<tr>
<td></td>
<td>✓ Indicate each word ending of the words based on reading text</td>
</tr>
<tr>
<td></td>
<td>✓ Use simple past tense to form some sentences</td>
</tr>
<tr>
<td></td>
<td>✓ Write a paragraph using simple past tense</td>
</tr>
<tr>
<td></td>
<td>✓ Comprehend the use of informative text</td>
</tr>
<tr>
<td></td>
<td>✓ Use a mind map to make a biography of an Indonesian heroine</td>
</tr>
<tr>
<td>Unit 3. Ullen Sentalu</td>
<td>Learners are able to:</td>
</tr>
<tr>
<td></td>
<td>✓ Comprehend words in context by guessing</td>
</tr>
<tr>
<td></td>
<td>✓ Answer questions based on the text correctly</td>
</tr>
<tr>
<td></td>
<td>✓ Differentiate the use of each part of speech in the reading text</td>
</tr>
<tr>
<td></td>
<td>✓ Mention the part of speech in the reading text by guessing from context</td>
</tr>
<tr>
<td></td>
<td>✓ Identify the word endings of the bold-type words in the reading text</td>
</tr>
<tr>
<td></td>
<td>✓ Comprehend the use of simple present and present progressive</td>
</tr>
<tr>
<td></td>
<td>✓ Produce a paragraph of daily activities in correct</td>
</tr>
</tbody>
</table>
### Unit Objectives

**grammatical form**
- Comprehend the use of expository writing
- Write an expository writing based on the topic provided

<table>
<thead>
<tr>
<th>Unit</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4. Borobudur Temple</td>
<td>Learners are able to:</td>
</tr>
<tr>
<td></td>
<td>✓ Implement reading fast strategy to get the whole idea of the text</td>
</tr>
<tr>
<td></td>
<td>✓ Answer the questions based on the text</td>
</tr>
<tr>
<td></td>
<td>✓ Mention the part of speech in the reading text</td>
</tr>
<tr>
<td></td>
<td>✓ Identify the synonym of the words based on text</td>
</tr>
<tr>
<td></td>
<td>✓ Indicate each word ending of the words based on text</td>
</tr>
<tr>
<td></td>
<td>✓ Differentiate the use of compound and complex sentences</td>
</tr>
<tr>
<td></td>
<td>✓ Produce compound and or complex sentences using correct grammar</td>
</tr>
<tr>
<td></td>
<td>✓ Comprehend the use of narrative text</td>
</tr>
<tr>
<td></td>
<td>✓ Write a narrative text using correct grammar</td>
</tr>
</tbody>
</table>

### 3. Development of Preliminary Form of Product

#### a. Content Sequencing

Based on the selected topics, the researcher listed the learning stages in each unit. It consisted of *Let’s Ask, Let’s Guess, Let’s Read, Let’s Think, Let’s Learn, Let’s Write,* and *Let’s Act.* The elaboration of each stage was presented as follows.

- **Let’s Ask**

  In this stage, the students are provided several questions related to the topic of the unit. The questions given are aimed to give them brainstorm of what they are going to learn. In addition, the students are encouraged to find more information of the topic.
Let’s Guess

To stimulate the students’ background information of the topic, pictures and some questions are provided in this stage so as to build curiosity as well as motivation to learn more about the topic.

Let’s Read

This stage consists of reading activity and comprehension questions. The students are provided reading text related to the topic. A small corner of reading strategies is also provided in each unit to introduce the students some reading strategies that will be helpful in reading. It will be useful to enhance the students’ reading comprehension. After reading the text, students are given exercise to check their comprehension of the reading text. The exercise may include answering questions and or true or false statements.

Let’s Think

This stage provides some vocabulary exercises for the students which are taken from the reading text. The students can either use the dictionary or guess based on the context to find the meaning of the bold-type words in the vocabulary list. Part of speech, synonym, and word ending are also given as a one way to enrich the students’ vocabulary.

Let’s Learn

CBI permits adding grammar section in the learning activities. This stage introduces the students about sentence patterns, tenses, and types of sentences that will be useful for them to improve their writing. There is a brief explanation of grammar and exercises to ensure the students understanding.
Let’s Write

In this stage, the students are exposed to some writing genres such as individual personal information, informative writing, expository writing, and narrative text. Explanation is provided to help the students understand the use of each genre.

Let’s Act

At last, the students are asked to produce a writing passage as the follow-up activity of Let’s Write. This will also help the students to implement the vocabulary and grammar they learn into a good use and assist the lecturer to check their improvement in both reading and writing.

b. Instructional Strategies

After selecting the topics and determining the learning stages, the researcher collected many texts and learning materials from various sources. Based on the data, the students chose historical texts which consisted of grammar and vocabulary exercises. Later, the exercises should also be helpful for them to improve their writing. Thus, the researcher provided texts which contained historical data as well as grammar and vocabulary exercises which also in accordance with the syllabi. Most of the vocabulary and grammar contexts of learning were taken from the handouts given by the lecturers, namely basic sentence patterns; types of sentences (declarative, imperative, interrogative, and exclamatory); kinds of sentences (simple, compound, and complex); and word endings. In addition, the tenses contexts of learning were taken from Understanding and Using English Grammar (4th ed.) written by Betty S. Azar and
Stacy A. Hagen (2013). Then, the texts and learning materials would be combined into one unit of learning. Pictures and figures were also added to make the designed materials more colorful and to attract the students’ interest. The elaboration of the designed materials was presented in Table 4.6.

Table 4.6 The Learning Materials of the Designed Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Learning Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kris</td>
<td>Reading: A text entitled “Kris”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary: Parts of Speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar: Basic Sentence Patterns and Types of Sentences (Declarative, Imperative, Interrogative, and Exlamatory)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Personal Information and its example in the reading text entitled “My Dream? A Journalist!”</td>
</tr>
<tr>
<td>2</td>
<td>R. A. Kartini</td>
<td>Reading: A text entitled “R. A. Kartini”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary: Word endings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar: Simple Past Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Informative Writing and Mind Mapping</td>
</tr>
<tr>
<td>3</td>
<td>Ullen Sentalu</td>
<td>Reading: A text entitled “Ullen Sentalu Museum of Yogyakarta”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar: Simple Present Tense and Present Progressive Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Expository Writing and its example in the reading text entitled “Major Causes of Stress among Students”</td>
</tr>
<tr>
<td>4</td>
<td>Borobudur Temple</td>
<td>Reading: A text entitled “Borobudur: A Wonder of Indonesia”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary: Synonym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar: Kinds of Sentences (Simple, Compound, and Complex)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Narrative text and its example in the reading text entitled “The Most Memorable Experience in My Life”</td>
</tr>
</tbody>
</table>

c. Designing the Message

In this part, the researcher selected and sorted the layout, the fonts, the pictures and the figures to make the designed materials more interesting. This view was supported by Kemp et al (2011), mentioned that the function of layouts, fonts, pictures, decoration, and etcetera was to communicate the message as a
representation, organization, interpretation, and transformation. The researcher started to design the layout as good as possible to make a communicative design. Pictures and figures were taken from the internet were redesigned by the researcher and they were arranged to attract the students’ interest.

d. Development of Instruction

Learning activities were formulated in this part. Content-Based Instruction (CBI) principles were implemented to develop the learning activities. Thus, the content of the designed materials became the focus of English learning as Nunan (2003) states that CBI refers to the teaching of language through exposure to content that is interesting and relevant to learners (p. 201). Moreover, one of the CBI principles mentions that CBI uses integrated skills approach to language teaching covering all language skills as well as vocabulary and grammar. This helped the researcher to develop the learning activities in which the students were not only able to learn English through the content but also gain more knowledge in grammar and vocabulary.

The researcher implemented theme-based model of CBI in designing the materials because in this model the students were able to move to higher levels of language processing through the variety of text types, formats and activities to which they were exposed. Besides, using the theme-based model, the researcher was able to select the topics based on the students’ interest.

The researcher then combined all of the materials into the form of the designed materials. They were arranged and compiled into an organized designed materials based on the syllabi combination. Finally, the designed materials were
the combination of reading and writing skills with the addition of grammar and vocabulary sections.

4. Preliminary Field Testing

a. Evaluation Instrument

After the designed materials were combined into four units of learning, the researcher distributed the materials to the evaluators. The materials should be able to meet the needs and the objectives as well as help the students to achieve the targets of study. Thus, evaluations from the experts were needed to gain some opinions, comments, and suggestions. The evaluators were the people who were considered as experts in designing materials and or the representatives who were familiar with the subject that the research was conducted. Later, the feedback was going to be used as the evaluation for the researcher to revise the product and to achieve well-designed materials which were suitable for the first semester students of History Department.

The researcher conducted evaluation to the English lecturer of History Departments and two English lecturers of English Language Education Study Program (ELESP) of Sanata Dharma University. The data description of the evaluators was presented in Table 4.7.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experiences (in Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>The English lecturer of History Department</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
The researcher distributed the evaluation questionnaires which consisted of selected-response questions and open-ended questions. In the selected response questions, the evaluators were asked to put a tick in the points of agreement available about the topics, learning objectives, reading texts, writing tasks, the exercises, the instructions, the layout and the overall presentation of the designed materials. The open ended questions consisted of two questions: first the strengths and the weaknesses of the designed materials and second the feedback for the researcher.

The result of the evaluation was analyzed in a statistical description which was presented in Table 4.8. From the result, the mean ranged from 3 to 3.7 on the scale of 4. It meant that the designed materials were considered appropriate and acceptable but still needed some revisions. The comments and feedback given by the evaluators were useful to revise and improve the materials.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experiences (in Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>S1</td>
</tr>
<tr>
<td>The English lecturer of ELESP Sanata Dharma University</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>The English lecturer of ELESP Sanata Dharma University</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Table 4.8 The Result of the Evaluation Questionnaires

<table>
<thead>
<tr>
<th>No</th>
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<tr>
<td>1</td>
<td><strong>Topics</strong></td>
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<tr>
<td></td>
<td>The topics are well selected</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>The topics are well arranged</td>
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<td><strong>Learning Objectives</strong></td>
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<tr>
<td></td>
<td>Learning objectives are clear and precise</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Learning objectives are varied</td>
<td>3</td>
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<td>2</td>
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<tr>
<td></td>
<td>Learning objectives are well formulated</td>
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<td>2</td>
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<td></td>
<td>Learning objectives are well arranged</td>
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<td><strong>Reading Texts</strong></td>
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<tr>
<td></td>
<td>The reading texts are easy to understand</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The reading texts are suitable for students</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td><strong>Writing Tasks</strong></td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The writing tasks are easy to understand</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The writing tasks help the students to improve their writing competency</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The writing tasks are suitable for History Department students</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td><strong>The Exercises</strong></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The pre-activities are well arranged to stimulate students’ prior knowledge</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The exercises are helpful for students to understand the topic better</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The exercises are well developed</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td><strong>The Instructions</strong></td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The instructions in each exercise and task are clear</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The instructions are easy to understand</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td><strong>The Layout</strong></td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The pictures are interesting to attract the students’ attention</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The color are attractive enough for students</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td><strong>The Designed Materials</strong></td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The designed materials are interesting</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The designed materials are relevant to history field of study</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The designed materials are suitable for the first semester students of History Department</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
There were two questions addressed to the evaluators in the open-ended questions. First were the strengths and the weaknesses of the designed materials and second were suggestions to improve the materials. The evaluators answered the questions and the feedback given was satisfying. They also gave some comments and suggestions to revise and improve the designed materials. The comments and suggestions given by the evaluators were listed as follow.

- **The strengths of the designed materials**
  1) The designed materials are suitable for the students and the learning activities are varied which are good for the students.
  2) The topics are great value in accordance to the disciplinary orientation of students.
  3) The materials are very interesting and attractive. The instructions are clear enough for the first semester students of the History Department. The pictures and the layout make the designed materials even better.

- **The weaknesses of the designed materials**
  1) Some contexts seemed to be taken from various sources but the sources were not written.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>N</th>
<th>Points of Agreement</th>
<th>Central Tendency (Mn)</th>
</tr>
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<tbody>
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<td></td>
<td></td>
<td></td>
<td>1  2  3  4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The designed materials help the students raise their reading and writing skills/abilities</td>
<td>3</td>
<td>2  1</td>
<td>3.3</td>
</tr>
<tr>
<td>2</td>
<td>The designed materials are well elaborated</td>
<td>3</td>
<td>2  1</td>
<td>3.3</td>
</tr>
<tr>
<td>3</td>
<td>The designed materials integrate the language learning and the content</td>
<td>3</td>
<td>1  2</td>
<td>3.7</td>
</tr>
</tbody>
</table>
2) There were some grammatical mistakes and incorrect punctuations.

3) The topics/themes need to be selected based on the students’ interest and the level of difficulty needs to be adjusted from simple to complex.

❖ Comments and suggestions

1) Make the texts more manageable for the first semester students of History Department. Divide the sentences in the reading texts to simpler ones for the students so that they can comprehend the texts better.

2) It is imperative to elaborate the pre-reading activities. To focus on the comprehension-based learning, the pre-reading activities will be much more relevant as far as they are integrated with the reading passages.

3) The exercises are helpful for the students because the designed materials were arranged from simple to complex. They are also comprehensive enough to practice reading and writing skills. It will be better to add some listening exercises so that the designed materials will be more complete and suitable for the students.

All of the comments and suggestions from the evaluators were useful for the researcher to revise the designed materials. The feedback would be used as the considerations in revising and improving the designed materials.

5. Main Product Revision

a. Revising the Designed Materials (Additional)

The researcher revised the materials based on the feedback given by the evaluators. This revision was needed to make sure that the materials would be suitable for the first semester students of the History Department. First, the
researcher corrected the grammatical mistakes and incorrect punctuations. The researcher rechecked all of the sentences to avoid the same mistakes. Then, the researcher revised the instructions in some parts of designed materials so that the instructions would be clearer for the students. The researcher also edited some of the reading texts so that they would be more readable and manageable for the students. To make the designed materials more interesting, the researcher put some vocabulary games such as crossword and word search. Actually, one of the lecturer suggested that listening section should be given in the designed materials, however, the researcher did not take the suggestions since the materials were designed to help the students achieve the targets of English learning which were reading comprehension and writing competence.

In conclusion, this step was done to present the final revision of the designed materials. It consisted of four units namely Kris, R. A. Kartini, Ullen Sentalu, and Borobudur Temple. Each unit consisted of seven stages of learning namely Let’s Ask, Let’s Guess, Let’s Read, Let’s Think, Let’s Learn, Let’s Write, and Let’s Act. Here is the description of the stages in the designed materials for the first semester students of the History Department.

❖ Let’s Ask

This stage introduces the students about the topic that they are going to learn. Few questions are provided to give brainstorm and stimulate students’ background information of the topic.
Let’s Guess

In this stage, word association, direct experience, and prediction strategies of before reading are implemented. The students are provided with some words associated to the reading texts, or being asked about their experience toward particular topic or provided pictures and questions which are more specific about the topic to activate the students’ background knowledge.

Let’s Read

Reading contexts related to the topic and history field of study were given in this stage. Some reading strategies such as skimming, scanning, guessing, and reading fast are also provided to help the students comprehend the texts better.

Let’s Think

In the reading texts, the researcher bold-typed some words which are going to be used in vocabulary section. In this stage, the researcher provides some exercises such as identifying the part of speech, synonym, and word endings to enrich the students’ vocabulary. Various strategies such as crosswords, word-matching, word-finding are implemented to make the exercises more interesting and challenging.

Let’s Learn

The researcher gives brief explanation of the language used in the reading texts. Some of general requirements in writing a sentence are also given in this stage. Tenses such as simple present, present progressive, and past tense are also given to improve the students’ knowledge.
Let’s Write

In this stage, some writing genres such as informative writing, expository writing, and narrative text are presented to the students. By learning some genres of writing, the researcher expects the students to improve their knowledge of writing genres. Examples of the writing genres are also provided so that the students can learn and differentiate each writing genre.

Let’s Act

This stage is the follow-up activities of Let’s Write. The students are asked to make a composition of some writing genres. They are required to produce good paragraph with correct grammar. In this stage, the students can employ the grammar and the vocabulary they have learned. Before producing a good writing, the students are asked to make a plan and a draft of their writing.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts, namely conclusions and recommendations. The first discussion is about the conclusion of the study and the second is about the recommendations for both the English lecturer of History Department and future researchers who are interested in conducting similar study.

A. Conclusions

The researcher concluded that the first semester students of History Department needed reading and writing supplementary materials to help them achieve the targets of study. This study was conducted to answer the research problem: how is a set of reading and writing supplementary materials using content-based instruction for the first semester students of History Department designed? It was clear that the goal of the study was to design reading and writing supplementary materials using content-based instruction for the first semester students of History Department.

To answer the research problem, the researcher adapted Kemp’ instructional design and employed nine steps, namely (1) instructional problem, (2) learner and context, (3) task analysis, (4) instructional objectives, (5) content sequencing, (6) instructional strategies, (7) designing the message, (8) development of the instruction, and (9) evaluation instrument. In addition, the researcher appended a step namely revising the designed materials in the last step.
The researcher gained the data of the students’ needs and interest based on the results of the classroom observation, interview, and pre-design questionnaires. Classroom observation was conducted to both of the lecturer’s and students activities during the teaching-learning process. The interview was conducted to the head of the curriculum and the vice chairperson of the History Department. From the interview, the researcher was able to gain data about the needs, the syllabi, the curriculum and the suitable materials for the History Department’s students. Last, the pre-design questionnaires were distributed to twelve students who took Bahasa Inggris 1 during the first semester. The pre-design questionnaires were distributed to gain more data about the students’ needs and interest which was useful for the researcher in designing the materials.

After that, the designed materials were evaluated by the evaluators to find out whether the designed materials were suitable for the students. Revision based on the comments and suggestions given by the evaluators were made to improve the designed materials so that the materials would meet the needs and the objectives as well as help the students to achieve the targets of study.

In the last, the researcher was able to present the final revision of the designed materials which was suitable for the first semester students of History Department. the designed materials consisted of four units namely Kris, R. A. Kartini, Ullen Sentalu, and Borobudur Temple. Each unit consisted of seven stages of learning, they are Let’s Ask, Let’s Guess, Let’s Read, Let’s Think, Let’s Learn, Let’s Write, And Let’s Act. The final revision of the designed materials was presented in Appendix F.
B. Recommendations

In this part, the researcher gives some recommendations to the English lecturer of History Department and future researchers who are interested to conduct similar study. The recommendations are:

1. For English Lecturers of the History Department

The researcher encourages the English lecturers to use the designed materials as supplementary workbook to help them achieve the targets of study set by the History Department. Content-Based Instruction (CBI) was employed in designing the materials so that the students can learn both the content and the language. Grammar and vocabulary sections are also given to encourage the students to learn English as CBI principles permits the additions of grammar and vocabulary. The writing section introduces the students to various writing genres which are useful for them to practice and improve their writing.

2. For Future Researchers

It is expected for future researcher to conduct a study which enhances the students’ reading and writing using another approach. Then, further research related to speaking skill are expected since the students need to improve their speaking as shown in the result of the pre-design questionnaire in this study. Grammar and vocabulary supplementary materials are also one of the potential for future researchers who want to help the History Department students in learning English and improve their skills. Better arrangements of materials are also suggested by the researcher so that the students can be exposed to a higher level of English.


APPENDICES
APPENDIX A
Classroom Observation

A$_{1a}$ Classroom Observation Forms

A$_2$ The Result of the Classroom Observation Form on the Lecturer’s Activity

A$_3$ The Result of the Classroom Observation Form on the Students’ Activity
Appendix A.1a

Classroom Observation Form on the Lecturer’s Activity

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

Study Program/Department: ______________________________

Course: ____________________________________________

Lecturer: __________________________________________

Date: _____________________________________________

A. Put a tick (√) to 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>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lecturer makes an overview at the beginning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Lecturer writes notes on the board of today’s activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Lecturer uses dictation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Lecturer uses media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Lecturer uses teaching aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Lecturer explains the material in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Lecturer asks some questions to students in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The questions given are directed to certain students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The questions given are directed to the whole class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Lecturer uses various tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Lecturer’s explanation is easy to understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Lecturer often sits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Lecturer walks around</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Lecturer gives homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Lecturer reviews the material given</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

B. Write a general comment based on the teaching and learning process you observe

____________________________________________________________________________________
Appendix A_{1b}  
Classroom Observation Form on the Students’ Activity

This observation form is intended to gather data of the students’ activities during English teaching and learning process. The data are useful to analyze students’ role in the classroom as well as their needs and interests in learning English.

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</thead>
<tbody>
<tr>
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<td>____________________________</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Date:</td>
<td>____________________________</td>
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</table>

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

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<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
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<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 are able to recall the material from the previous meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students do the homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students pay attention to the lecturer’s explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students use media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students use learning aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students answer the lecturer’s question in English individually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students answer the lecturer’s question with the help of their friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students ask the lecturer if they do not understand the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students work individually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students work in groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students speak English in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students are able to review the material given</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Write a general comment based on the teaching and learning process you observe

__________________________________________________________________

__________________________________________________________________
Appendix A2

Classroom Observation Form on the Lecturer’s Activity

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

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<tr>
<td>Course</td>
<td>Bahasa Inggris I</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Retno Muljani, M. Pd.</td>
</tr>
<tr>
<td>Date</td>
<td>Wednesday, November 12, 2014</td>
</tr>
</tbody>
</table>

A. Put a tick (√) to 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>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecturer makes an overview at the beginning</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lecturer writes notes on the board of today’s activities</td>
<td>√</td>
<td></td>
<td>Review of previous material, today’s task</td>
</tr>
<tr>
<td>3</td>
<td>Lecturer uses dictation</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lecturer uses media</td>
<td>√</td>
<td></td>
<td>Write on the board</td>
</tr>
<tr>
<td>5</td>
<td>Lecturer uses teaching aids</td>
<td>√</td>
<td></td>
<td>Distribute handouts to students</td>
</tr>
<tr>
<td>6</td>
<td>Lecturer explains the material in English</td>
<td></td>
<td>√</td>
<td>Material explanation is in Bahasa Indonesia</td>
</tr>
<tr>
<td>7</td>
<td>Lecturer asks some questions to students in English</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The questions given are directed to certain students</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The questions given are directed to the whole class</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lecturer uses various tasks</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Lecturer’s explanation is easy to understand</td>
<td>√</td>
<td></td>
<td>Give example of daily activities or relate to the scope study</td>
</tr>
<tr>
<td>12</td>
<td>Lecturer often sits</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Lecturer walks around</td>
<td>√</td>
<td></td>
<td>Monitor the students’</td>
</tr>
</tbody>
</table>
B. Write a general comment based on the teaching and learning process you observe

In the beginning, the teacher wrote on the whiteboard of today’s activities (in English). The lecturer had given handouts to the students in advance. Before they started to learn, the lecturer overviewed the material on the previous meeting. However, only some students gave responses to the lecturer. Then, lecturer wrote today’s topic on the board and distributed the handouts.

The lecturer explained the topic mostly in Bahasa Indonesia although the handouts given are in English. The explanation given was clear and she gave some examples so that the students were able to understand the material well. The lecturer even pointed out some students to give more examples check their understanding. The examples usually were correlated to daily activities or things related to history. The lecturer encouraged students to speak English by asking the students to read and answer the questions one by one. When the students made mistakes in reading, the lecturer corrected their pronunciation and other students started to repeat the words together.

In today’s activities, the lecturer gave some topics (places inside the campus) to the students and asked them to go out and described the place based on today’s topic. The topic itself was kinds of sentences (declarative, imperative, interrogative and exclamatory). The lecturer limited the time given so that later they could discuss their work together (group work). From this activities, the lecturer was able to check the students writing as well as correct their mistakes in grammar and vocabulary used.
Appendix A3

Classroom Observation Form on the Students’ Activity

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

Study Program/Department : Ilmu Sejarah
Course : Bahasa Inggris I
Lecturer : Dr. Retno Muljani, M. Pd.
Date : Wednesday, November 12, 2014

A. Put a tick (√) to 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>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students have made preparation to follow the lesson</td>
<td>√</td>
<td></td>
<td>Some students paid attention but the others were not really interested</td>
</tr>
<tr>
<td>2</td>
<td>Students are able to recall the material from the previous meeting</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students do the homework</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students pay attention to the lecturer’s explanation</td>
<td>√</td>
<td></td>
<td>Most students were actively engaged in the lesson</td>
</tr>
<tr>
<td>5</td>
<td>Students use media</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students use learning aids</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students answer the lecturer’s question in English individually</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students answer the lecturer’s question with the help of their friends</td>
<td>√</td>
<td></td>
<td>When a student was not able to answer, the others help to answer</td>
</tr>
<tr>
<td>9</td>
<td>Students ask the lecturer if they do not understand the material</td>
<td>√</td>
<td></td>
<td>Some students ask for more explanation when they have not understood</td>
</tr>
<tr>
<td>10</td>
<td>Students work individually</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students work in groups</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students speak English in the class</td>
<td></td>
<td>√</td>
<td>The lecturer encouraged the students to speak in English</td>
</tr>
</tbody>
</table>
Appendix A

13. Students are able to review the material given

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>√</td>
</tr>
</tbody>
</table>

B. Write a general comment based on the teaching and learning process you observe

At first, when the lecturer recalled the previous meeting material, only some students paid attention and gave responses. This already showed that not all students were interested in joining the English course. Most students were actively engaged in the lesson, asked questions when they did not understand as well as took notes of what they thought was important on the material’s explanation. However, some students were just listening to what the lecturer said but did not give their full attention on the lesson.

When they were asked to read and answer the questions, they often made mistakes in their pronunciation. They were not able to read the whole sentence correctly since they kept making mistakes in reading. The lecturer patiently corrected their reading and some students stated to repeat what the lecturer said. The lecturer reinforced the students to read so that they would be more familiar with English words. She asked the students to read one by one and corrected their pronunciation. She also pointed out some words and asked the meaning to the students. The students were allowed to use dictionary or the internet to find difficult words.

In today’s topic, the lecturer asked the students to go out and describe a place inside the campus as the follow up activities. The students were asked to make a paragraph (at least 5 sentences) by applying the material given (kinds of sentences). Then, when they got back to the classroom, the lecturer asked some student to read their writing. From the result, many students still made mistakes in their grammar. The lecturer wrote on the board the incorrect sentences that they made and correct them together so that the students could realize their mistakes. Mostly, they were not able to distinguish simple present, simple past and present progressive.
Appendix A

Based on the observation, it could be concluded that the students’ level of English is beginner. Some students were able to join the class as well as actively engaged in the lesson and able to understand the material well. Whereas other students were not interested and paid less attention during the lesson so when it was their turn to read and answer the questions given or gave another example, they were not able to do well.
APPENDIX B
Students’ Questionnaire Form
Appendix B

KUESIONER MAHASISWA
(RESEARCH AND INFORMATION COLLECTING)

Kuesioner ini bertujuan untuk mengumpulkan data dari responden yang berkaitan dengan kebutuhan dan minat mahasiswa terhadap pembelajaran Bahasa Inggris serta kesulitan yang mereka hadapi. Data ini akan digunakan untuk menganalisis materi pembelajaran tambahan Bahasa Inggris yang sesuai dan dapat dipergunakan untuk menunjang pembelajaran mahasiswa.

Nama lengkap : __________________________________
Umur : __________________________________

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada jawaban yang Anda pilih (jawaban boleh lebih dari satu)

1. Kemampuan Berbahasa Inggris yang seperti apakah yang Anda butuhkan untuk menunjang studi di Ilmu Sejarah?
   a. Membaca (reading)  
   b. Menulis (writing)  
   c. Mendengarkan (listening)  
   d. Berbicara (speaking)
   Alasan:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Saya menemukan kesulitan dalam mengikuti pembelajaran Bahasa Inggris di kelas
   a. Ya
   b. Tidak
   Alasan:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Appendix B

3. Apa yang Anda lakukan saat menemui kesulitan dalam belajar Bahasa Inggris?
   a. Bertanya pada guru
   b. Bertanya pada teman
   c. Membuka kamus
   d. Lain-lain __________________________

4. Kesulitan apakah yang paling sering Anda temui dalam belajar Bahasa Inggris?
   a. Membaca (*reading*)
   b. Menulis (*writing*)
   c. Mendengarkan (*listening*)
   d. Berbicara (*speaking*)
   e. Kosa kata (*vocabulary*)
   f. Tata Bahasa (*grammar*)
   g. Melafalkan (*pronunciation*)

   Alasan:
   ______________________________________________________________
   ______________________________________________________________

5. Strategi pembelajaran Bahasa Inggris seperti apakah yang Anda butuhkan untuk meningkatkan kemampuan Berbahasa Inggris?
   a. Pemberian soal-soal (*exercises*) yang berkaitan dengan materi bacaan sejarah
   b. Pemberian bacaan sejarah yang telah dikaitkan dengan *grammar* dan *vocabulary*
   c. Pemberian *grammar* dan *vocabulary* untuk diterapkan dalam menulis
   d. Pengajaran Bahasa Inggris sepenuhnya menggunakan Bahasa Inggris bukan Bahasa Indonesia
   e. Melakukan presentasi bertemakan sejarah di depan kelas untuk membantu meningkatkan kemampuan berbicara
   f. Lain-lain __________________________

   Alasan:
   ______________________________________________________________
   ______________________________________________________________
Appendix B

6. Tipe soal yang seperti apakah yang Anda butuhkan untuk meningkatkan kemampuan Berbahasa Inggris Anda?
   a. Menjawab pertanyaan yang berkaitan dengan bacaan yang diberikan (informational questions)
   b. Pernyataan benar dan salah (True or False)
   c. Mencari arti dari kosa kata yang ditemui dan membuat kalimat menggunakan kosa kata tersebut (vocabulary building)
   d. Mencari part of speech dari kosa kata bacaan dan menganalisis word classes (misal dari Noun dicari Adjective, Adverb, Verb, dsb) dari bacaan
   e. Lain-lain ______________________________________________________________

   Alasan:
   ______________________________________________________________
   ______________________________________________________________

7. Tuliskanlah saran-saran Anda untuk meningkatkan pembelajaran Bahasa Inggris di kelas agar dapat menunjang kebutuhan studi Anda di Ilmu Sejarah
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

∞ Terima kasih ∞
APPENDIX C
Need Analysis Interview

C₁ Need Analysis Interview Form
C₂ The Result of Need Analysis Interview
Appendix C

Need Analysis Interview
(Research and Information Collecting)

The interview is intended to gather data of the goals of the course, the curriculum, syllabus as well as the materials needed by the students. The data are useful to analyze the students’ needs and the suitable materials for the students.

Respondent 1: _________________________
Position: _________________________

Respondent 2: _________________________
Position: _________________________

Interview Guideline
1. Dapatkah Anda menjelaskan tentang kurikulum KKNI?
2. Apakah hakekat dari kurikulum KKNI? Bagaimanakah perbedaanya dengan kurikulum yang lama?
3. Apakah kurikulum KKNI memengaruhi sistem kependidikan di Program Studi Sejarah terutama dalam pemberian mata kuliah Bahasa Inggris?
4. Apakah tujuan pemberian mata kuliah Bahasa Inggris bagi mahasiswa Sejarah? Adakah target yang harus dicapai oleh setiap mahasiswa?
5. Siapakah yang membuat silabus serta modul Bahasa Inggris di Program Studi Sejarah?
Appendix C

Need Analysis Interview
(Research and Information Collecting)

The interview is intended to gather data of the goals of the course, the curriculum, syllabus as well as the materials needed by the students. The data are useful to analyze the students’ needs and the suitable materials for the students.

Respondent 1: Dr. Heronimus Purwanta, M.A.
Position: Head of the Curriculum of History Department

Position: Vice Chairperson of History Department

<table>
<thead>
<tr>
<th>Questions</th>
<th>Dapatkan Anda menjelaskan tentang kurikulum KKNI?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>KKNI merupakan singkatan dari Kerangka Kualifikasi Nasional Indonesia yang memiliki standar kompetensi bagi lulusan menurut masing-masing satuan tingkat pendidikan. Untuk S1 standar kompetensinya adalah level 6 sedangkan bagi mereka yang mengambil profesi standar kompetensinya adalah level 7. Pententuan standar kompetensi dilakukan oleh masing-masing program studi (prodi). Pemerintah hanya menjelaskan bahwa level 6 yang harus dicapai itu adalah mahasiswa mampu menerapkan teori yang telah dipelajari.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Apakah hakekat dari kurikulum KKNI? Bagaimanakah perbedaanya dengan kurikulum yang lama?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>Kurikulum yang sebelumnya (Kurikulum 2006) tidak memiliki standar kompetensi yang menyebabkan S1 dan S2 di tiap universitas tidak memiliki kesamaan level. Hal ini juga yang menyebabkan mahasiswa lulus dalam waktu yang lama karena standar yang diberikan dari prodi Universitas A terlalu berat tetapi di Universitas B bisa lulus dengan cepat karena standar yang mudah. Oleh karena itu, pemerintah memberikan level yang sama di mana para mahasiswa S1 dituntut menerapkan teori yang diberikan.</td>
</tr>
<tr>
<td>Respondent 2</td>
<td>Pada hakekatnya, kurikulum KKNI menitikberatkan pada kesamaan level yang harus dicapai oleh masing-masing mahasiswa di seluruh universitas. Oleh karena itu, akan ada mata kuliah – mata kuliah yang bertambah atau pun berkurang pada sistem kredit semester (sks) yang harus diambil oleh mahasiswa. Sebelumnya, mata kuliah umum dan pilihan yang disediakan oleh prodi, dikelola oleh prodi sendiri sehingga setiap prodi dapat menetapkan jumlah sks yang harus diambil mahasiswa, namun setelah penerapan kurikulum KKNI, jumlah sks ditentukan oleh Unit Pelaksanaan Teknis (UPT) Mata Kuliah Pengembangan Kepribadian (MPK) USD sehingga prodi harus menyesuaikan jumlah sks untuk mata kuliah – mata kuliah wajib prodi agar tidak melebihi batas maksimal yang sudah diatur dalam kurikulum KKNI.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Apakah kurikulum KKNI memengaruhi sistem kependidikan di Program Studi Sejarah terutama dalam pemberian mata kuliah Bahasa Inggris?</th>
</tr>
</thead>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### Appendix C_2

<table>
<thead>
<tr>
<th>Respondent 1</th>
<th>Respondent 2</th>
</tr>
</thead>
</table>

| Sekarang ini, mata kuliah Bahasa Inggris di Sanata Dharma diambil alih dan diatur oleh MPK. Hal ini menjadikan Bahasa Inggris sebagai mata kuliah wajib universitas dan mengambil jatah sebanyak 3 sks. Karena itu, kami berharap mata kuliah Bahasa Inggris yang diberikan oleh MPK diharapkan dapat memenuhi/mewakili Bahasa Inggris 1, 2, & 3 yang seharusnya 6 sks. Untuk mata kuliah Bahasa Inggris yang diberikan oleh MPK, akan diberikan di semester 1 dengan dosen yang sudah dipilih oleh MPK. Karena sudah dikelola oleh MPK, kami kehilangan 3 sks dan merasa sangat kurang karena sks Bahasa Inggris terpotong dari 10 sks menjadi 7 sks, terutama untuk grammar, vocabulary dan writing yang juga penting untuk mahasiswa sejarah. Hal ini masih menjadi pertimbangan prodi apabila ternyata mata kuliah yang diberikan oleh MPK tidak dapat memenuhi target mata kuliah Bahasa Inggris yang sudah... |
105

Appendix C

<table>
<thead>
<tr>
<th>Questions</th>
<th>Apakah tujuan pemberian mata kuliah Bahasa Inggris bagi mahasiswa Sejarah? Adakah target yang harus dicapai oleh setiap mahasiswa?</th>
</tr>
</thead>
</table>
ketika menuliskan kalimat ke dalam Bahasa Inggris. Tujuan pemberian mata kuliah Bahasa Inggris di Prodi Sejarah adalah mahasiswa mampu kerja (ikut berperan dalam wacana sejarah baik di tingkat nasional maupun internasional).

**Respondent 2**

### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Siapakah yang membuat silabus serta modul Bahasa Inggris di Program Studi Sejarah?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent 1</strong></td>
<td>Modul Bahasa Inggris setelah penerapan KKNI nanti yang membuat adalah tim dari universitas tetapi untuk Bahasa Inggris Aplikasi, Prodi Sejarah juga akan memberikan tambahan agar target pembelajaran Bahasa Inggris dapat tercapai. Untuk Bahasa Inggris wajib universitas (3 sks) dosen pengajar telah disiapkan oleh universitas tetapi untuk Bahasa Inggris Aplikasi, Prodi Sejarah sudah memiliki dosen sendiri.</td>
</tr>
<tr>
<td><strong>Respondent 2</strong></td>
<td>Selama ini untuk mata kuliah Bahasa Inggris 1, 2, &amp; 3 serta Bahasa Inggris Aplikasi, silabus dan materi yang diberikan kami serahkan pada dosen yang sudah ditunjuk oleh Prodi Sejarah</td>
</tr>
</tbody>
</table>
APPENDIX D

Evaluation Questionnaire Form
Appendix D

EVALUATION QUESTIONNAIRE

The History Department is one of the literature majors in Sanata Dharma University. It focuses on learning Indonesian history. The historical data mostly are written in Bahasa Indonesia, English, and or Dutch. Thus, the students are exposed to English course since the first semester. History Department sets the targets of learning English into two: students are able to comprehend the historical texts and rewrite them into English or Bahasa Indonesia. In other words, the students are expected to raise their reading comprehension and writing competence. In conclusion, reading and writing skills are more emphasized than speaking and listening skills.

Due to the implementation of Kerangka Kualifikasi Nasional Indonesia (KKNI curriculum), the English course is organized by the university and the students are introduced into various topics which later will hinder them from focusing on primarily studying history as well as give obstruction to achieve the targets of study. The English course from the university will be given in the first semester. Nevertheless, in the fourth and fifth semesters, the students are required to take Bahasa Inggris Aplikasi 1 and 2 which focus on the implementation of reading and writing. Therefore, the writer decides to help the students achieve the targets of study by designing a set of reading and writing supplementary materials for the first semester students of the History Department.

In designing the materials, the writer implemented Content-Based Instruction (CBI) so that the students can acquire both the content and the language of what they learn. The materials and the topics are selected based on the students’ needs and interest by gathering the data and information from classroom observation, interview, and pre-design questionnaires. The writer expects the students to gain knowledge as well as improve their reading and writing skills.

From the explanation above, the writer would like to ask for your evaluation of the designed materials. Comments, opinions, and suggestions are greatly appreciated. The evaluation feedback will be used to revise and improve the designed materials. Thank you.
Appendix D
A SET OF READING AND WRITING SUPPLEMENTARY MATERIALS USING CONTENT-BASED INSTRUCTION FOR THE FIRST SEMESTER STUDENTS OF THE HISTORY DEPARTMENT

This evaluation questionnaire form is intended to obtain beneficial feedback to evaluate the designed materials. The questionnaire is divided into two parts: close-ended questions to gain intended responses and open-ended questions to achieve broader feedback to further revise the materials.

A. Respondent’s Identity

Name: ___________________________
Gender: Male/Female
Educational Background: S1/S2/S3
Teaching Experience: ___ year(s)

B. Evaluation Score

Please give a tick (√) in the right column that represents your point of agreement on each statement. It is presented as follows.
1: Strongly Disagree
2: Disagree
3: Agree
4: Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Points of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td><strong>Topics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The topics are well selected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The topics are well arranged</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives are clear and precise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives are varied</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives are well formulated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives are well arranged</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix D

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Points of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Reading Texts</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The reading texts are easy to understand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The reading texts are suitable for students</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Writing Tasks</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The writing tasks are easy to understand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The writing tasks help the students to improve their writing competency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The writing tasks are suitable for History Department students</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>The Exercises</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The pre-activities are well arranged to stimulate students’ prior knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The exercises are helpful for students to understand the topic better</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The exercises are well developed</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>The Instructions</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The instructions in each exercise and task are clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The instructions are easy to understand</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>The Layout</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The pictures are interesting to attract the students’ attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The color are attractive enough for students</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>The Designed Materials</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The designed materials are interesting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The designed materials are relevant to history scope of study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The designed materials are suitable for the first semester students of History Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The designed materials help the students to raise their reading and writing skills/abilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The designed materials are well elaborated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The designed materials integrate the language learning and the content</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

C. Room for Improvement

Please write down your comments and suggestions of the designed materials.

1. What are the strengths and the weaknesses of the designed materials?

The strengths:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The weaknesses:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are your comments and suggestions to improve the designed materials?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

∞ Thank You  ♠∞
APPENDIX E
The Syllabi

E₁ Reading (Grammar) Syllabus
E₂ Writing Syllabus
Appendix E

Silabus

SAB 109 BAHASA INGGRIS 1
2 SKS/2JP

Program Studi: Ilmu Sejarah
Fakultas: SASTRA
Dosen: Dr. Retno Muljani, M. Pd.

- Learning Goals
  English for students of the History Department of the Faculty of Letters aims to make them familiar with and able to comprehend simple texts related to history. In addition, the course also helps the students to develop their basic communication skills in English. In order to achieve the goals, the course (Bahasa Inggris 1) is offered to establish the students’ mastery of basic grammar relevant to their needs.

- Tentative Class Progress

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Reference</th>
<th>C hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction; course overview; practical exercises</td>
<td>syllabus</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Parts of speech; nouns, adjectives; verbs; adverbs</td>
<td>English Sentence Structure by Robert Khron</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Review; countable and uncountable nouns, singular and plural forms</td>
<td>• English Sentence Structure by Robert Khron • Basic English Grammar by Betty Azar</td>
<td>2</td>
</tr>
<tr>
<td>4-5.</td>
<td>Degrees of comparison; groups of nouns and adjective phrases (1)</td>
<td>ibid</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Groups of nouns and adjective phrases (2)</td>
<td>ibid</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Progress test 1</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
### Teaching Learning Activities

An eclectic method (a combined grammar-translation method, simplified direct method/pattern practice, audio-lingual method to drill the students) is applied. Through individual, pair, and small group work the students learn and do assignments.

### Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two progress tests</td>
<td>30%</td>
</tr>
<tr>
<td>Active participation and attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Final test</td>
<td>20%</td>
</tr>
</tbody>
</table>
Appendix E

ENGLISH III

Faculty : Faculty of Letters
Study Program : History
Lecturer : Siska Lidya Revianti, S.Pd., M.Hum.

1. Course Competence

By the end of the course, the learners are able
a. to recognize the elements of written discourse
b. to write certain types of text
c. to present the result of their compositions in a form of wall magazine articles

2. Materials and Time Allotment

<table>
<thead>
<tr>
<th>No</th>
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</tr>
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<tbody>
<tr>
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<td>February 12, 2015</td>
<td>Introduction to Writing &amp; Minimum Requirements in Writing</td>
</tr>
<tr>
<td>2</td>
<td>February 26, 2015</td>
<td>Common Mistakes in English</td>
</tr>
<tr>
<td>3</td>
<td>March 5, 2015</td>
<td>Individual Personal Information</td>
</tr>
<tr>
<td>4</td>
<td>March 12, 2015</td>
<td>Lecturers’ Personal Information</td>
</tr>
<tr>
<td>5</td>
<td>March 19, 2015</td>
<td>Informative Writing</td>
</tr>
<tr>
<td>6</td>
<td>March 26, 2015</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>7</td>
<td>May 30 – April 10, 2015</td>
<td>MID TEST</td>
</tr>
<tr>
<td>8</td>
<td>April 30, 2014</td>
<td>Narrative Text 1</td>
</tr>
<tr>
<td>9</td>
<td>May 5, 2015</td>
<td>Persuasive Text 2</td>
</tr>
<tr>
<td>10</td>
<td>May 7, 2015</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>11</td>
<td>May 21, 2015</td>
<td>Persuasive Text</td>
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<tr>
<td>12</td>
<td>May 26, 2015</td>
<td>Review</td>
</tr>
<tr>
<td>13</td>
<td>May 28, 2015</td>
<td>Writing about TIPS</td>
</tr>
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<td>14</td>
<td>June 2, 2015</td>
<td>Wall Magazine Project</td>
</tr>
<tr>
<td></td>
<td>December 7 – 19, 2015</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

3. Teaching and Learning Strategies

This learning uses the combination of Genre-Based Approach. By the end of the course, the learners are expected to perform what they have learned in a
Appendix E

form of wall magazine projects. In class, the lecturer functions as a facilitator and sparring partner.

4. Evaluation

The evaluation is based on the learners’ attendance and class participation (10%), Mid Test (30%), Writing Assignments (25%) and Final Project (35%).

5. References

Various online sources

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX F

Presentation of the Designed Materials
READING & WRITING
SUPPLEMENTARY MATERIALS

for the History Department Students of Sanata Dharma University

By
Dita Wulansari
PREFACE

The students of the History Department of Sanata Dharma University are required to take English as one of the courses to complete their bachelor degree. They are exposed to English course ever since the first semester. Thus, they are expected to reach the intermediate level by the end of semester five and able to compete with other graduates in the real work tasks. The History Department sets the targets of English learning into two: students are able to comprehend the historical texts and rewrite the texts into English or Bahasa Indonesia. The English course is focused on reading and writing skills rather than listening and speaking. The materials are written in English and the texts are specifically related to History Department’s field of study.

The implementation of Kerangka Kualifikasi Nasional Indonesia affects the English course given since the materials provided by the university consist of general topics which cannot fulfill the students’ needs to achieve the targets of learning. Therefore, this book is designed as supplementary materials to help them learn English especially reading and writing. The writer employed Content-Based Instruction (CBI) in designing the book so that the students can acquire both the language and the contents of the materials. Moreover, CBI also permits the addition of grammar in learning. Ultimately, the students can learn English related to the topics that relevant to their major, gain new knowledge of English grammar and vocabulary as well as improve their reading and writing skills.

This book is accompanied by How to Use this Book as guidance for the lecturers and the students in using this book to get the best knowledge possible. Hopefully, both lecturer and students have enjoyable time using this book. In the end, this book is not perfect, any suggestions are much appreciated. Thank you.

The Writer

Dita Wulansari
HOW TO USE THIS BOOK

This book is designed for the first semester students of the History Department of Sanata Dharma University as supplementary materials besides the main workbook provided by the university. In order to help the students improve their reading and writing skills, suitable materials are selected based on the students’ needs and interests.

Content-Based Instruction (CBI) is employed as the approach of teaching and learning since the students are not only able to learn English but also the content and the knowledge of the materials. Inside this book, the reading and writing texts are selected specifically related to their major of study. The materials are completed by various exercises to help the students learn better and improve their English.

This book consists of four units namely “Kris”, “R.A. Kartini”, “Borobudur Temple”, and “Ullen Sentalu”. Each topic in the unit is completed by vocabulary and grammar sections which consist of brief description and exercises. The use of the previous reading and writing syllabi also take a decision in selecting the materials. There are seven stages in each unit. Here are the descriptions:

A. Let’s Ask
In this stage, the students are provided several questions related to the topic of the unit. The questions given are aimed as a brainstorm of what they are going to learn. In addition, the students are encouraged to find more information of the topic.

B. Let’s Guess
To stimulate the students’ background information of the topic, various strategies such as word association, direct experience, and prediction about the reading text are provided in this stage so as to build curiosity as well as motivation to learn more about the topic.

C. Let’s Read
This stage consists of reading activity. The students are provided with reading text related to the topic. A small corner of reading strategies is also provided in each unit to introduce the students some reading strategies that will be helpful in reading. It will be useful to enhance the students’ reading comprehension. After reading the text, students are given exercise to check their comprehension of the reading text. The exercise may include answering questions or true or false statements.

D. Let’s Think
This stage provides some vocabulary exercises for the students which are taken from the reading text. Parts of speech, word endings, and synonym are the components of
this stage as a one way to enrich the students' vocabulary. The students can either use
the dictionary or guess based on the sentence to find the meaning of the vocabulary
list. All sorts of games such as crossword and word search are also given to make
vocabulary learning more interesting and challenging for the students.

E. Let’s Learn
CBI permits adding grammar section in the learning activities. This stage introduces
the students about sentence patterns, tenses, and types of sentence that will be useful
for them to improve their writing. There is a brief explanation of grammar and
exercises to ensure the students understanding.

F. Let’s Write
In this stage, the students are exposed to some writing genres namely individual
personal information, informative writing, expository writing, and narrative text.
Explanation is provided to help the students understand the use of each genre.

G. Let’s Act
At last, the students are required to produce a composition as the follow up activity
of Let’s Write. This will also help the students to implement the vocabulary and
grammar they learn into good use and assist the lecturer to check their improvement
in both reading and writing.

Reading and writing with the addition of vocabulary and grammar become the
main concern for the writer to help the students achieve the targets of English learning:
reading comprehension and writing competency. In the end, have fun learning English! 😊

The Writer
Dita Wulansari
# TABLE OF CONTENTS

<table>
<thead>
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<th>Section</th>
<th>Page</th>
</tr>
</thead>
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<td>i</td>
</tr>
<tr>
<td>How to Use this Book</td>
<td>ii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iv</td>
</tr>
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<td>Unit 1 Kris</td>
<td>1</td>
</tr>
<tr>
<td>Unit 2 R.A. Kartini</td>
<td>12</td>
</tr>
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<tr>
<td>Unit 4 Borobudur Temple</td>
<td>37</td>
</tr>
<tr>
<td>References</td>
<td>49</td>
</tr>
</tbody>
</table>
Learning Objectives

Learners are able to:

- Comprehend the text using skimming reading strategy
- Answer the questions based on the reading text
- Identify related vocabulary based on the text using dictionary
- Identify the part of speech of the reading text
- Understand the use of basic sentence patterns
- Differentiate each type of sentence
- Produce sentences using correct grammar
- Mention basic personal information questions
- Find someone’s personal information based on the text
- Write a text about individual personal information
Let’s Ask

Look at picture 1a!
1. What do you know about kris?
2. What are the characteristics of a kris?
3. What did former Javanese people use kris for?

Let’s Guess

Decide whether the following statements are true or false and state your reason!
Compare your answer with your friends.

1. The term ‘Kris’ was found in Gadjah Mada’s manuscript. T F
   Reason: ____________________________________________________________

2. Kris is considered as sacred metal. T F
   Reason: ____________________________________________________________

3. Kris is used for decoration. T F
   Reason: ____________________________________________________________

4. The handle of a kris is made from gold. T F
   Reason: ____________________________________________________________

Let’s Read

Read the following text!

Kris

Kris has been known in the whole archipelago of Indonesia since long time ago. An interesting story about kris was found in Ma Huan’s manuscript, a Chinese traveller who

Source

1 Picture 1a: https://upload.wikimedia.org/wikipedia/commons/e/e3/Semar_Kris_(alt)_3.jpg
visited Majapahit **kingdom**. Admiral Cheng Ho led the fleet as commanded by Emperor Yen Tsung of Ming Dynasty.

On his “Yingyai Sheng-lan” manuscript written in 1416 AD, Ma Huan said that most of the men in Majapahit carried *pudhak* since their boyhood. *Pudhak* is a **weapon**. a kind of dagger with straight or curvy blades. It is surely believed as kris. On the other part of his manuscript, Ma Huan wrote about the technique of metal working to make a *dagger* (kris) with decorations of very thin lines and whitely floral. This weapon was made of good quality steel with a handle made of rhinoceros horn, ivory, or gold.

Kris is considered as *wesi aji* (sacred metal). The others are sword, spear, arrow, etc. which are **principally** intended for weapon. A kris entirely consists of *wilahan*, *deder*, *mendhak*, *warangka* (cover), and *pendhok*. *Wilahan* (blade) is often called *awak-awak*. It is the most important part of a kris, and made of selected iron. *Deder* or *jejer* is the **hilt** of a kris. It is normally made of wood or ivory. Between hilt and *ganja* (base of the blade) there is *mendhak*. It is made of carved metal and sometimes even decorated with jewels. *Mendhak* holds *deder* to avoid it becoming too near with *ganja*. *Warangka* is to **cover** the kris blade. Both seem like two sides of a coin, **inseparable**. The other part, *pendhok*, is a safety layer of the *gandar* of the *warangka*.

Another important part of a kris is called *pamor*. It is decoration embedded on *wilahan*. Some people determine *pamor* as certain visualization of lines, curves, circles, stains, dots, or spots on the surface of kris blade. Some other people consider it as the ingredients of *pamor itself*.

Adapted from:

**Answer these questions based on the reading text!**

1. What did Ma Huan say in his manuscript about kris?

2. Mention the entire parts of a kris!

3. Why is *mendhak* placed between hilt and *ganja*?
4. Where is the position of pamor in kris?

Let’s Think

Parts of speech are the divisions into which words are classified according to their functions in a sentence. There are eight major parts of speech in English, they are Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction and Interjection. Nowadays, experts also add Article as another part of speech.

Example:
The boy yelled, “Help!” and he saw a brave dog quickly ran to the rescue.

<table>
<thead>
<tr>
<th>Article</th>
<th>Noun</th>
<th>Verb</th>
<th>Interject</th>
<th>Conj</th>
<th>Pronoun</th>
<th>Verb</th>
<th>Article</th>
<th>Adj</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td>boy</td>
<td>yelled</td>
<td>“Help!”</td>
<td>and</td>
<td>he</td>
<td>saw</td>
<td>a</td>
<td>brave</td>
<td>dog</td>
</tr>
<tr>
<td>quickly</td>
<td>run</td>
<td>to</td>
<td>the</td>
<td>rescue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source

2 Figure 1b: https://s-media-cache-ak0.pinimg.com/736x/75/dd/e1/75dde1b32359e598a6bccc1dc316954.jpg
A. Find the meaning of each bold-type word in the text using dictionary and identify the part of speech!

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Meaning/Translation</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Archipelago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Manuscript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Weapon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dagger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Thin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sacred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Principally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Sometimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Near</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Cover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Inseparable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Itself</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Read again the first paragraph of “Kris” and identify the part of speech!

1. *Kris* has been known in the whole archipelago of Indonesia since long time ago.

   N V

2. An interesting story about *kris* was found in Ma Huan’s manuscript, a Chinese traveller who visited Majapahit kingdom.

3. Admiral Cheng Ho led the fleet as commanded by Emperor Yen Tsung of Ming Dynasty.

C. Find the conjunctions in the reading text and write the sentences!

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Let’s Learn

Grammar is the study of words and their function. In other words, we can say that grammar deals with the forms and with the uses of words. A sentence is a group of related words containing a subject and a predicate and expressing a complete and independent unit of thought.

For example:
1. Ducks swim.
2. I bought the book that you wrote.
3. The burglars disabled the alarm and used a glass cutter to break into the house.

Look at the following sentences!
1a. Finishing early. [no subject: who or what was finishing early?]
1b. The speeches were finishing early.
2a. Too many choices. [no predicate: what about the choices?]
2b. Too many choices can spoil a person.
3a. Even though he didn’t get the invitation. [not a complete thought]
3b. Donny came to Sarah’s birthday party even though he didn’t get the invitation.

A sentence fragment is a sentence which does not have all three requirements: a subject, a predicate, and a complete thought. Without all three, you will have written only a piece or a fragment of a sentence.

For example:
1. Too many errors. [= a fragment, not a complete thought]
   1b. The report contained too many errors.
   1c. Too many errors will result in a lower mark.

[Source: The lecturer’s handouts in the reading class for the History Department students]

Types of Sentences

Sentences may be classified according to the purpose of the speaker or writer. The four principal purposes of a sentence are described below.

1. The declarative sentence is used to make a statement of fact, wish, intent, or feeling.
   e.g. I have seen that movie twice. I wish I could go on the picnic.

2. The imperative sentence is used to state a command, request, or direction. The subject is always “You” even though it may not be expressed in the sentence.
   e.g. (You) Be on time for dinner. (You) Open the window, please.
3. The **interrogative sentence** is used to ask a question. It is followed by a question mark. 
e.g. Do you have a sweater? Are you having a bad day?
4. An **exclamatory sentence** is used to express strong feeling. It is followed by an exclamiation point.  
e.g. Don’t burn yourself out! Keep out! He screamed, “Help!”

[Source: The lecturer’s handouts in the reading class for the History Department students]

A. Identify each type of sentence and explain your answer! Number one is done as an example.

1. We bought our car in April, 2009.  
   **Type:** declarative sentence  **Why?** It states a fact.
2. The students wanted to go on a field trip.  
   **Type:** __________________  **Why?** ____________________________
3. Don’t you ever get tired of watching television?  
   **Type:** __________________  **Why?** ____________________________
4. Turn left at the second stop sign.  
   **Type:** __________________  **Why?** ____________________________
5. Ouch! I burn my finger!  
   **Type:** __________________  **Why?** ____________________________
6. Meet me at seven o’clock in front of the library.  
   **Type:** __________________  **Why?** ____________________________
7. Nancy wants to be a doctor.  
   **Type:** __________________  **Why?** ____________________________
8. We are so excited about going to Adventureville!  
   **Type:** __________________  **Why?** ____________________________
9. Quit asking questions and just be happy.  
   **Type:** __________________  **Why?** ____________________________
10. You can’t be serious!  
    **Type:** __________________  **Why?** ____________________________

B. Make eight (8) sentences which consist of each type of sentence!

1. Declarative sentence  
   ____________________________________________________________
2. Imperative sentence  
   ____________________________________________________________
3. Interrogative sentence  
   ____________________________________________________________
**Let’s Write**

**Personal Information**

*Personal information questions* are the basis for any conversation in English and so are important for when you meet somebody for the first time. There are several questions which are usually asked to gain personal information. They are:

<table>
<thead>
<tr>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your name?</td>
</tr>
<tr>
<td>2. What is your surname/last name?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work &amp; Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you do?</td>
</tr>
<tr>
<td>2. Where do you work?</td>
</tr>
<tr>
<td>3. Do you like your job?</td>
</tr>
<tr>
<td>4. Why do you like your job?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you married/single?</td>
</tr>
<tr>
<td>2. Do you have a boyfriend/girlfriend?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have any children?</td>
</tr>
<tr>
<td>2. How many brothers and sisters do you have?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How old are you?</td>
</tr>
</tbody>
</table>
2. When were you born? I was born in _____________.
3. When is your birthday? My birthday is on the ___ of ___.

**Contact information**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where are you from?</td>
<td>I am from ______________.</td>
</tr>
<tr>
<td>2. Where do you live?</td>
<td>I live at ______________.</td>
</tr>
</tbody>
</table>

**Hobbies**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are your hobbies?</td>
<td>My hobbies are ______________.</td>
</tr>
<tr>
<td>2. What is(are) your favorite food/color(s/movie(s)?</td>
<td>My favorite food/color(s/movie(s) is(are) ______________.</td>
</tr>
<tr>
<td>3. Do you have any pets? What are their names?</td>
<td>Yes, I do. Their names are ______________.</td>
</tr>
<tr>
<td></td>
<td>No, I don’t.</td>
</tr>
<tr>
<td>4. Which sports do you like?</td>
<td>The sport I like is ______________.</td>
</tr>
<tr>
<td>5. What is something that you do well?</td>
<td>I am good at ______________. (e.g. cooking, painting, telling stories).</td>
</tr>
</tbody>
</table>

[Source: www.vocabulary.cl/Basic/Personal_Information.htm]

**My Dream? A Journalist!**

Hello, my name is Alisha Pangesti but you can call me Sasha. I’m 18 years old and I come from Yogyakarta. At the moment, I live in Bandung to study in Paramitha University. I love writing and I want to be a journalist. That’s why I take broadcast and communication as the major in the university. I don’t have any sibling since I’m an orphan. My parent died due to a car crash when I was a kid, so my grandparent takes me as my foster guardians.

As I have said before, I love writing. I want to have as many memories as possible thus I take my journal everywhere I go and write whenever I get inspirations. The inspirations mostly come from the people around and my surrounding. My friends always say that I’m friendly, smart, and full of curiosity. They also say that I’m humorous and witty. Another strength that I have is I’m a hard working person. I want to be a journalist and I will work hard to achieve my dream!

Fill in the blank based on the personal information reading text:

1. The basic information that I can get from the personal information above are ____________________________.
2. Sasha lives in _______________. Her occupation is ______________.
3. Sasha’s hobby is ______________ and her dream is ______________.
4. Sasha lives with her grandparent because ____________________________.
5. Sasha mentions that her strengths are ____________________________.
Let’s Act

Work in pairs. Interview your partner about his/her personal information and write them in good paragraphs!

A. Planning
List the questions you are going to ask to your partner (minimum 10 questions).

**INTERVIEW QUESTIONS**

1. What is your name?
2. Where were you born?
3. Where do you come from?
4. How many family members do you have? Who are they?
5. What are your strengths?
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________
11. ________________________________
12. ________________________________

B. Drafting
Make a conclusion of your interview into a draft before writing.

**INTERVIEW RESULT**

1. Name : ______________________________
2. Date of Birth : ______________________________
3. Origin : ______________________________
4. Parent : Father: ______________________________
           Mother: ______________________________
5. Sibling(s) : ___. They are ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
C. Writing

Based on your draft, write a personal information of your partner into paragraphs.

_________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Learning Objectives

Learners are able to:

✔ Comprehend the text using scanning reading strategy
✔ Find specific information from the text
✔ State true or false based on the text
✔ Enrich their vocabulary through crossword
✔ List the part of speech found in the crossword
✔ Identify the word endings of each part of speech
✔ Indicate each word ending of the words based on reading text
✔ Use simple past tense to form some sentences
✔ Write a paragraph using simple past tense
✔ Comprehend the use of informative text
✔ Use a mind map to make a biography of an Indonesian heroine
Let’s Ask

Answer these questions briefly!
1. What do you know about Soekarno? How about Christina Martha Tiahahu?
2. Do you know other Indonesian heroines? Mention them!
3. What do you think about Indonesian heroines?

Let’s Guess

Look at these pictures!

Discuss with your friends:
1. Who are they? Do you know about their story?
2. What are their contributions for Indonesia?
3. Have you read about their biography before?
4. Mention the elements of a biography!

Elements of a Biography

1. ___________________________ 6. ___________________________
2. ___________________________ 7. ___________________________
3. ___________________________ 8. ___________________________
4. ___________________________ 9. ___________________________
5. ___________________________ 10. ___________________________

Source
3 Picture 2a: http://a2.files.biography.com/image/upload/c_fit,cs_srgb,dpr_1.0,h_1200,q_80,w_1200/MTES5Nd0MDU0NjAzNzI4Mzk5.jpg
4 Picture 2b: https://i1.wp.com/i709.photobucket.com/albums/ww93/cepot_photo/dhien_1.jpg
Raden Adjeng Kartini was born to a noble family on April 21, 1879, in the village of Mayong, Java, Indonesia. Her mother was Ngasirah and her father, Sosroningrat, was a Javanese aristocrat working for the Dutch colonial government. This gave Kartini the opportunity to go to a Dutch school, at the age of 6.

When Kartini reached adolescence, Javanese tradition dictated that she left her Dutch school. Struggling to adapt to isolation, Kartini wrote letters to Ovink-Soer and her Dutch schoolmates, protesting the gender inequality of Javanese traditions such as forced marriages at a young age, which denied women the freedom to pursue an education. Ironically, in her eagerness to escape her isolation, Kartini was quick to accept a marriage proposal arranged by her father. On November 8, 1903, she wed the regent of Rembang, Raden Adipati Joyodiningrat. Joyodiningrat was 26 years older than Kartini, and already had three wives and 12 children. According to Javanese tradition, at 24 she was too old to expect to marry well.

With help from the Dutch government, in 1903 she opened the first Indonesian primary school for native girls that did not discriminate based on their social status. To Kartini, the ideal education for a young woman encouraged empowerment and enlightenment. She also promoted their lifelong pursuit of education. She corresponded with Dutch colonial officials to further the cause of Javanese women's emancipation up until her death.

On September 17, 1904, at the age of 25, Kartini died in the regency of Rembang, Java, of complications from giving birth to her first child. In 1911, one of her correspondents, Jacques H. Abendanon, published a collection of Kartini's letters, entitled "From Darkness to Light: Thoughts About and on Behalf of the Javanese People." In Indonesia, Kartini Day is still celebrated annually on Kartini's birthday.

[Adapted from: www.biography.com/people/raden-adjeng-kartini-37859]
A. Based on the text, circle T if the statement is True and F if the statement is False then state the proof!

1. Kartini died when she was 25 years old because of sickness.  
   Reason: ____________________________________________________________  

2. Kartini was the third wife of Raden Adipati Joyodiningrat.  
   Reason: ____________________________________________________________  

3. Kartini wrote letters to Ovink-Soer protesting her school decision.  
   Reason: ____________________________________________________________  

4. Kartini denied the marriage proposal arranged by her father.  
   Reason: ____________________________________________________________  

5. “From Darkness to Light” talks about gender inequality due to Javanese traditions.  
   Reason: ____________________________________________________________  

6. Kartini came from an aristocrat family.  
   Reason: ____________________________________________________________  

B. Kartini promoted women’s emancipation against gender inequality.  
   Why do men and women should have equality? Do you have any experience of gender inequality? Share your thoughts!

_______________________________________________________________________
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Let’s Think

A. Answer the crossword correctly! [clue: bold-type words in the reading text]

Across
1. The group of people who officially control a country.
2. An offer of marriage.
3. A period of time in a person’s life before developing into an adult.
4. Try to get free from something.
5. Gender equality between men and women promoted by Kartini.
6. The English word for *koresponden*.
7. A belief or principle that has been done for a long time by the society.
8. Aristocrat, high social rank family.
9. The antonym of equality.
10. When something is separate and not connected to other things.
11. Once every year; yearly.
12. The English word for *menerbitkan*.

Down
1. T
2. M
3. "a"
4. "t"
5. "n"
6. "n"
7. "n"
8. "n"
9. "n"
10. "n"
11. "n"

B. Identify the part of speech and the meaning of each answer in the crossword!

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Meaning/Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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</tbody>
</table>
Word endings in English often tell you how a word is used grammatically in English; therefore, it is very important for you to recognize some common word endings. If you recognize a word ending on a word that you do not know, you can tell how the word should be used grammatically, even if you do not understand the meaning of the word.

The following chart lists some common word endings in English:

<table>
<thead>
<tr>
<th>WORD ENDINGS IN ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOUN (person)</td>
</tr>
<tr>
<td>-er</td>
</tr>
<tr>
<td>-or</td>
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<tr>
<td>-ist</td>
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<td>-clan</td>
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<td>-ty</td>
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<tr>
<td>-ment</td>
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<tr>
<td>-ship</td>
</tr>
</tbody>
</table>

A. Indicate whether each of the following words is a noun person (NP), a noun thing (NT), a verb (V), an adjective (ADJ), or an adverb (ADV).

1. ___identify ___identical ___identity ___identically ___identification
2. ___observer ___observant ___observantly ___observance ___observation
3. ___personable ___personal ___personally ___personality ___personalize
4. ___dictate ___dictator ___dictation ___diction ___dictatorial
5. ___user ___useful ___usable ___usual ___usefulness
6. ___technical ___technicality ___technology ___technician ___technically
7. ___credence ___credulous ___credible ___credibly ___credulousness
8. ___presence ___presenter ___presentation ___presentable ___presently
9. ___humanist ___humanize ___humanity ___humanly ___humanitarian
10. ___violently ___violat _e ___violat _e ___violence ___violent
**B. Fill in the chart with word forms**

<table>
<thead>
<tr>
<th>No</th>
<th>NOUN (person)</th>
<th>NOUN (thing)</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>finally</td>
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<td>2.</td>
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<td>profess</td>
<td>sociable</td>
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<td>3.</td>
<td></td>
<td>specialization</td>
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<td>4.</td>
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<td>electrify</td>
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<td>electrically</td>
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<td>5.</td>
<td>realist</td>
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<td>6.</td>
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<td>beautiful</td>
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<td>ideally</td>
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<td>7.</td>
<td>terrorism</td>
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<td>8.</td>
<td></td>
<td>illustrator</td>
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</tbody>
</table>

**C. Find the word endings of each bold-type word on the reading text!**

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>NOUN (person)</th>
<th>NOUN (thing)</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>
Let's Learn

Simple Past Tense

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
</table>
| S + V₂ (past) | It is used to express an action or event that begins and ends in the past. | 1. Sinta woke up late this morning.  
2. I went to the zoo two weeks ago.  
3. Morgan watched the baseball match last month.  
4. Mita and Rudi studied together yesterday. |

Adverbs of time which are usually used in past tense: yesterday, three days ago, last week, this morning, last night, etc.

A. Arrange the sentences in correct grammatical forms!

1. He / buy / a bike / four days ago.

2. Maya / hold / a birthday party / yesterday.

3. Henry / join / basketball club / last year.

4. This morning / Erika / get / an accident.

5. The choir / perform / at the graduation / last week.

B. Translate these sentences into English.

1. Kartini lahir pada tanggal 21 April 1879.


3. Raden Adipati Joyodiningrat menikahi Kartini pada tahun 1903.


5. Jacques menerbitkan koleksi surat Kartini pada tahun 1911.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
C. Arrange these sentences in good orders to form a paragraph and circle the verbs!

1. Therefore, Kartini accepted marriage proposal from Raden Adipati Joyodiningrat to escape her isolation in 1903.
2. She was born in a noble family.
3. However, she died in 1904 when she was giving birth to her first child.
4. Seven years later, Jacques H. Abendanon published a collection of her letters entitled ‘From Darkness to Light’.
5. Her father, Sosroningrat, was a Javanese aristocrat.
6. In the same year, Kartini opened the first Indonesian primary school for native girls.
7. When she reached adolescence, she left her Dutch school and was isolated due to Javanese traditions.
8. Kartini was born in April 21, 1879 in Mayong, Java.
9. So, she wrote letters to Ovink-Soer and her Dutch schoolmates, protesting gender inequality of Javanese traditions.

Let’s Write

Informative Writing

What is informational text?
Informational text is nonfiction writing, written with the intention of informing the reader about a specific topic. It is also known as explanatory writing.

Where can we find informational text?
This is typically found in magazines, science or history books, biographies and autobiographies, and instruction manuals. The reading text “R.A. Kartini” is one of the examples of informational text.
What are the purposes of informational text?
The purposes are to increase the reader’s knowledge, to help the reader better understand a procedure or process, or to increase the reader’s comprehension of a concept.

How is it written?
It is written in a way that allows the reader to easily find key information and understand the main topic. The writer must select and incorporate relevant examples, facts, and details. Then, the writer draws a conclusion.

[Source: study.com/academy/lesson/what-is-informational-text-definition-characteristics-examples.html]

The biography of Kartini in the reading text is an example of informative writing because it is nonfiction and consists of real facts. A biography is written in past tense.

Mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas. Through mind mapping, a long list of monotonous information is converted into a colorful, memorable, and highly organized diagram that works in line with your brain’s natural way of doing things.

The advantages of using mind maps:
1. Improve reading comprehension
   - Highlight important ideas
   - See patterns and relationships
   - Categorize concepts, ideas and information
   - Facilitate recall and retention

[Figure 2a](http://fun-in-first.blogspot.com/2012/10/informative-writing-and-bat-freebies.html)
2. **Improve writing skills**
   ✓ Brainstorm
   ✓ Visually arrange ideas
   ✓ Research and reference ideas
   ✓ Outline written documents

[Source: http://www.mindmapping.com/]

Example of a mind map:

![Mind Map Image]

**R. A. Kartini**

**Background**
- Father: Sosroningrat
- Mother: Ngasirah

**Contributions**
1. Protesting Gender Inequality
2. Promoting women's emancipation
3. Corresponded with Dutch officials with the authority to further the cause of Javanese women's emancipation from oppressive laws and traditions
4. Opened a primary school for native girls

**Important Dates & Events**
- 1885 → enrolled to a Dutch school
- 1903 → wed Raden Adipati Joyodiningrat from Rembang
- 1903 → opened the first Indonesian primary school for native girls
- 1911 → Her letters were published by Jacques H. Abendanon
- April 21, 1879 (Birth)
- Sept 17, 1904 (Death)
- Sept 17, 1904 (Death)
- complications from giving birth to her first baby

**Let's Act**

Make a biography of an Indonesian heroine using mind mapping!

A. Planning

List what you are going to put in your writing.

1. **Name** : ____________________________
2. **Place, Date of Birth** : ____________________________
3. **Parents** : ____________________________
4. **Husband/Spouse** : ____________________________
5. Contributions: __________________________________________
   __________________________________________
   __________________________________________

6. Important Dates & Events: __________________________________________
   __________________________________________
   __________________________________________

7. Death & Its Reason: __________________________________________

8. Additional Information: __________________________________________

9. ______________________

10. ______________________

11. ______________________

B. Drafting

Make a mind map of your list! You can add more boxes if needed.

- **Name**
- **Birth**
- **Death**
- **Reason**
- **Parent**
- **Father**
- **Mother**
- Contributions:
  1. __________________________________________
  2. __________________________________________
  3. __________________________________________
  4. __________________________________________
  5. __________________________________________
C. Writing

Based on your mind map, write the biography into paragraphs.
Learning Objectives
Learners are able to:
- Comprehend words in context by guessing
- Answer questions based on the text correctly
- Differentiate the use of each part of speech in the reading text
- Mention the part of speech in the reading text by guessing from context
- Identify the word endings of the bold-type words in the reading text
- Comprehend the use of simple present and present progressive
- Produce a paragraph of daily activities in correct grammatical form
- Comprehend the use of expository writing
- Write an expository writing based on the topic provided
Let’s Ask

Answer these questions briefly!
1. Have you ever visited a museum?
2. What are the names of the museums that you have visited before?

Let’s Guess

Read the sentence carefully!

Ullen Sentalu is a one-of-a-kind museum that houses the history of the modern Mataram Dynasty, comprising the royal houses of the Sunan of Solo, Prince Mangkunegaran, and the Sultan of Yogyakarta and the Prince of Paku Alam.

The word *house* contains different meanings and part of speech in one sentence.

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Meaning/Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>House</td>
<td>Verb</td>
<td>Menyajikan, menyediakan tempat</td>
</tr>
<tr>
<td>2</td>
<td>House</td>
<td>Noun thing</td>
<td>Rumah, hunian, tempat tinggal</td>
</tr>
</tbody>
</table>

How about *lie, guide, special, end, and drink*? By guessing from context, identify the part of speech and the meaning based on the reading text! Don’t open your dictionary!

Let’s Read

Read the following text!

**ULLEN SENTALU MUSEUM OF YOGYAKARTA**

Ullen Sentalu is a one-of-a-kind museum that houses the history of the modern Mataram Dynasty, comprising the royal houses of the Sunan of Solo, Prince Mangkunegaran, and the Sultan of Yogyakarta and the Prince of Paku Alam.

Located at Jalan Boyong in Kaliurang, a small distance from the city of Yogyakarta, the Ullen Sentalu Museum lies in the Kaswargan Park, covering an area of 11,990 square meters. It is officially opened on 1 March 1997. The Museum, which also houses intangible heritage that covers expressions, knowledge, representations and skills, is the initiative of Haryono and comes under the auspices of the Ulating Blencong Institute.
Blending with its natural surroundings, its walls and floors are made of stones that were spewed by the Merapi volcano. There are a number of halls, namely the entrance lobby, the room for Dance and Gamelan music, the Sela Giri cave, 5 rooms at the Kampung Kambang village, the Retja Landa corridor, and the Hall of Culture.

A guide will take the visitors around the museum, starting from the lobby which describes the establishment of the museum. Next follow the Dance and Gamelan room where are displayed sets of gamelan instruments and paintings of court dancers. In the Sela Giri Cave are paintings of four royal personalities of the 4 royal houses of Mataram. The Kampung Kambang village stand rooms called the Ode to Tineke –daughter of Sunan Pakubowono XI–, the Royal Room of Ratoe Mas, the Vorstenlanden Batik room, the Batik Pesisiran (Coastal batiks) room, and the room of Putri Dambaan. At the Sasana Sekar Bawana are paintings of past Mataram Sultans and Sunans, a number of statues, as well as utensils and methods showing the special make up and dress of royal brides and grooms of the houses of Solo and Yogya.

At the end of the tour, visitors receive a special drink, a favorite of sultans, royal princes and princesses called “Ratu Mas”. This is a drink made of secret ingredients taken from seven different herbs that provide wellness and youthfulness, confides the guide.

This Museum offers to visitors the complete atmosphere of having been in one of the palaces in the Mataram kingdom of yore, steeped in Javanese culture, rich in history and arts, set amongst beautiful and serene surroundings.

[Adapted from: www.indonesia.travel/sites/site/550/the-unique-ullen-sentalu-museum-of-yogyakarta]

A. Answer the questions based on the reading text!
1. What is the reason Ullen Sentalu called as a one-of-a-kind museum?

2. Where is the location of Ullen Sentalu Museum?
3. Why did Haryono set up Ullen Sentalu Museum?
__________________________________________________________

4. Mention all the halls in Ullen Sentalu Museum!
__________________________________________________________

5. Why does “Ratu Mas” become a special drink for Mataram royals?
__________________________________________________________

B. Identify the part of speech and the meaning of the italic word in the reading text by guessing from the context! Don’t open your dictionary!

   - Part of Speech: ______

2. A *guide* will take the visitors around the museum.
   - Part of Speech: ______

3. Sasana Sekar Buwana shows the *special* make up and dress of royal brides and grooms.
   - Part of Speech: ______

4. At the *end* of the tour, visitors receive a special drink called “Ratu Mas”.
   - Part of Speech: ______

5. This is a *drink* made of secret ingredients taken from seven different herbs.
   - Part of Speech: ______

C. Have you ever visited Ullen Sentalu or other museums before? As young generation, do you think we need to visit a museum? Is it important to conserve the existence of Indonesian museums? Why? Give your opinion!
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Let’s Think

A. Find 10 vocabularies in the box below! You may search vertically, horizontally, and or diagonally. [clue: bold-type words in the reading text]

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

Word search result:

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Meaning/Translation (Guess from the context)</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>10.</td>
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</tbody>
</table>
B. Identify the word endings of each bold-type word in the reading text.

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Noun (person)</th>
<th>Noun (thing)</th>
<th>Word endings</th>
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<tr>
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<td>Surroundings</td>
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<tr>
<td>9.</td>
<td>Confide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Art</td>
<td></td>
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</tbody>
</table>

C. Identify the parts of speech of the first paragraph in the reading text “Ullen Sentalu Museum of Yogyakarta”

Tucked away in the panoramic mountain region of Kaliurang on the slopes of Mount Merapi is a one-of-a-kind museum that houses the history of the modern Mataram Dynasty, comprising the royal houses of the Sunan of Solo, Prince Mangkunegaran, and the Sultan of Yogya and the Prince of Paku Alam.

D. Find the word endings of the first paragraph in the reading text “Ullen Sentalu Museum of Yogyakarta”

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Noun (person)</th>
<th>Noun (thing)</th>
<th>Word endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Panoramic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mountain</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Region</td>
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<td></td>
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<tr>
<td>4.</td>
<td>Slope</td>
<td></td>
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<tr>
<td>5.</td>
<td>House</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>History</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Modern</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Royal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Let’s Learn

## Simple Present Tense

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
</table>
| S + V; I, you, we, they | ✓ The simple present says that something was true in the past, is true in the present, and will be true in the future or in other word general truths. | 1. The sun **rises** on the east.  
2. The world **is** round.  
3. Water **consists** of hydrogen and oxygen. |
| S + V_s/es he, she, it | ✓ It is used to express habitual or everyday activities                    | 1. I **get up** at five **every morning**.  
2. I **always go** to school by bus.  
3. Andy **visits** her grandparent **every weekend**.  
4. My sister **usually eats** salad for lunch. |

Adverb of time used in present tense: *always, often, usually, frequently, seldom, rarely, never, every day/morning/week/month, etc.*

## Present Progressive Tense

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
</table>
| S + am + V_ing | It is used to express an activity that is in progress at the moment of speaking. | 1. The students **are studying** right now.  
2. I **am taking** seven courses **this semester**.  
3. Yessi **is trying** to solve the math problem.  
4. Venny and Rudi are **watching** movies **at the present**. |

Adverb of time used in present progressive tense: *right now, at the moment, at the present.*

A. Complete the sentences with the **simple present** or the **present progressive** form of the verbs in the parentheses.

1. Nita (**wash**) _______________ her hair every other day.
2. Nita can’t answer the call because she (**wash**) _______________ her hair right now.
3. Please be quiet! The students (**try**) _______________ to concentrate on the test.
4. Rena (**play**) _______________ basketball every Sunday.
5. Sigit (sit, usually) _______________ in the front row, but today he (sit) _______________ in the last row.

6. Every morning, the sun (shine) _______________ in my bedroom window and (wake) _______________ me up.

7. I (go, always) _______________ to school by bus, but today I (go) _______________ to school on foot.

8. After six days of raining, I am glad that the sun (shine) _______________ today.

9. Can you please turn down the TV volume? I (do) _______________ my homework.

10. Kartika (leave, often) _______________ to school at 06.30 but today she (leave) _______________ early since she has students’ council meeting.

11. My sister (cooks) _______________ in the kitchen while I (watch) _______________ television in the living room.

12. My cat (sleep) _______________ on the mat next to my bedroom every night.

13. We (watch) _______________ movies every two weeks.

14. He (do, never) _______________ his homework.

15. Prita (buy, always) _______________ monthly groceries downtown since they are cheaper there.

B. Write about your daily activities in good paragraphs. Then exchange with your friend and ask him/her to check your grammar and give correction if needed!
Let’s Write

Expository Writing

**What is expository text?**

An expository text is a type of writing that is used to explain, inform or describe something in which the writer takes a stance towards a topic. It is usually completed with argument points to raise the reader’s awareness towards the topic.

**What is the purpose of expository writing?**

The purpose of an expository writing is to present a topic, generally in the form of argument points and each point is supported by either evidence or logical support.

**How is it written?**

The basic format of an expository writing is an introductory paragraph, body paragraphs, and a conclusion paragraph. In the introductory, the writer makes a thesis statement which consists of one or two sentences that sum up the main point of the entire writing. Then, the body paragraphs consist of two or three argument points stated by the writer and supported by evidence or logical support so that the readers are able to clearly comprehend where the writer takes stance. The conclusion includes a reevaluation of your thesis and a statement detailing a prediction or goal of the writing. Simple present tense is usually used in writing expository paragraphs.

Source:


---

**Figure 3a**

Source

Figure 3a: https://academichelp.net/wp-content/uploads/2012/02/expository-224x300.jpg
An example of expository writing:

**Major Causes of Stress among Students**

Youth is often considered to be the best period of life. One of the hardest periods in youth is college. College is a perfect stress environment, as it usually incorporates multiple major stress factors, and throws it at a student all at once.

College freshmen are the most vulnerable category of students. This is due to the fact that they face the social challenges that involve leaving their whole support structure – friends, parents, hometown, habits – behind. Freshmen have to create new social networks, deal with having to solve their problems on their own, without parents’ assistance, and so on. Naturally, this leads to stress. Additionally, bad roommates, their homework load, part-time jobs, and dealing with the dynamics of young adult relationships are incredibly difficult for young people yet in their teen years (About Health).

Lifestyle is also one of the major factors causing stress in students. Whenever we say “student life,” we usually imply unhealthy eating habits, late night parties, alcohol, a lack of sleep in favor of extensive studying and social activity, and so on. No doubt, all this negatively affects the physical (and psychological) health of students. Chronic fatigue causes students to feel exhaustion, and negatively influences their performance or attendance in class. They have less energy for academic exercises, and may choose to skip classes or do homework less thoroughly, which can become an additional stress factor on its own (Livestrong.com).

Poor work and priorities organization is yet another scourge for many young men and women living and studying on campuses. They are on their own now and no one is going to tell them what, how, and when to do. Because of the lack of experience, students cannot figure out what to pay attention to, and what is not urgent at the moment; how to organize their routine; how to spend less time doing mundane tasks; how to keep a balance between private and academic life, and so on. This causes frustration, poor performance, and stress. Effective ways to help it might be keeping records on what and how you do. After you see how much time this or that activity takes, you can start planning (IFR).

Being young is not only fun, but also stressful, especially when you are a college student. New social challenges combined with the absence of a habitual support network (like family or old friends), poor and unhealthy lifestyle, and the lack of organization, often cause frustration and stress in students.

**References**


[Adapted from: academichelp.net/samples/academics/essays/expository/students-stress.html]
Answer the questions based on the reading text above!

1. What are the reasons of stress among students mentioned by the writer?

____________________________________________________________________________

2. Why does the writer say that college freshmen are the most vulnerable category of students?

____________________________________________________________________________

3. How does lifestyle affect the students?

____________________________________________________________________________

4. Mention the solution to reduce stress due to the lack of priorities organization!

____________________________________________________________________________

Let’s Act

Choose one of the topics below and make an expository writing in a small group (3–4 students)!

2. University Students are prohibited to Wear Sandals and T-Shirt in the Campus.
4. Indonesian Government Should Promote Local Products Actively.

A. Planning
   Choose one topic and state the reason why the topic is chosen.

   Topic : .........................................................................................................
   Reason : .................................................................................................
             ...............................................................................................
             ...............................................................................................

B. Drafting
   List the important points that you are going to put in paragraph.

   Introductory
   Thesis statement:
   .................................................................................................
   .................................................................................................
Body paragraphs
Reason 1 : _______________________________________________________
Support : _______________________________________________________

Reason 2 : _______________________________________________________
Support : _______________________________________________________

Reason 3 : _______________________________________________________
Support : _______________________________________________________

Conclusion
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

C. Writing
Write the draft in correct grammatical forms!
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Unit 4

BOROBUDUR TEMPLE

Learning Objectives

Learners are able to:

- Implement reading fast strategy to get the whole idea of the text
- Answer the questions based on the text
- Mention the part of speech in the reading text
- Identify the synonym of the words based on text
- Indicate each word ending of the words based on text
- Differentiate the use of compound and complex sentences
- Produce compound and or complex sentences using correct grammar
- Comprehend the use of narrative text
- Write a narrative text using correct grammar
**Let’s Ask**

Answer these questions briefly!

1. Have you ever visited a temple?
2. Are there any temples near your environment?
3. What are the names of the temples that you have visited before? Or the one near you environment?

**Let’s Guess**

Look at picture 4a!

1. What is the name of the temple?
2. What do you know about the temple?

Look at picture 4b!

1. What is the name of the temple?
2. What do you know about the temple?

Discuss with your friends the differences between those two temples!

<table>
<thead>
<tr>
<th>No</th>
<th>Borobudur Temple</th>
<th>Prambanan Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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</tbody>
</table>

Source

8 Picture 4b: http://d2mrzqil17fu7y.cloudfront.net/wp-content/uploads/2013/01/prambanan_temple_indonesia_original.jpg
Read the following text!

**BOROBUDUR: A WONDER OF INDONESIA**

The magnificent Borobudur Temple is the world’s biggest Buddhist monument. It is considered to be one of the world’s seven wonders. It was built in the 9th century during the reign of the Syailendra dynasty. Borobudur Temple is Indonesia’s most visited tourist attraction and a famous icon of Indonesia’s cultural heritage.

Located on the island of Java, the temple sits majestically on a hilltop overlooking lush green fields and distant hills. It covers an enormous area, measuring 123 x 123 meters. The monument is decorated with 2,672 relief panels and 504 Buddha statues. The architecture and stonework of this temple were built without using any kind of cement or mortar.

The temple has remained strong even through ten centuries of neglect. It was rediscovered in 1815, buried under volcanic ash. In the 1970’s the Indonesian Government and UNESCO worked together to restore Borobudur. The restoration took eight years to complete and today Borobudur is one of Indonesia and the world’s most valuable treasures.

The temple is decorated with stone carvings in bas-relief representing images from the life of Buddha. Commentators claim that this is the largest and most complete ensemble of Buddhist reliefs in the world, unsurpassed in artistic merit.

This monument is both a shrine to the Lord Buddha and a place for Buddhist pilgrimage. The ten levels of the temple symbolize the three divisions of the religion’s cosmic system. As visitors begin their journey at the base of the temple, they make their way to the top of the monument through the three levels of Buddhist cosmology, Kamadhatu (the world of desire), Rupadhatu (the world of forms) and Arupadhatu (the world of formlessness). As visitors walk to the top the
monument guides the pilgrims past 1,460 narrative relief panels on the wall and the balustrades.

The great stupa at the top of the temple sits 40 meters above the ground. This main dome is surrounded by 72 Buddha statues seated inside perforated stupa. Historians suggest that the name of Borobudur comes from the Sanskrit ‘Vihara Buddha Uhr’ or the ‘Buddhist monastery on the hill’.

[Adapted from: www.indonesia.travel/en/destination/233/borobudur]

A. Answer these questions below!
1. Why is Borobudur Temple considered as one of the world’s seven wonders?

2. When was Borobudur Temple built?

3. Where is the location of Borobudur Temple?

4. What did the commentators say about the reliefs in Borobudur Temple?

5. How many levels are there in Borobudur Temple? Mention them!

B. Arrange these sentences to make a good summary of the reading text “Borobudur: A Wonder of Indonesia”!
1. Borobudur Temple was rediscovered in 1815, buried under volcanic ash.
2. Borobudur Temple is the world’s biggest Buddhist monument.
3. Indonesian government and UNESCO worked together to restore Borobudur Temple in 1970s.
4. Commentators claim that this is the largest and most complete ensemble of Buddhist reliefs in the world.
5. Besides, the main dome is surrounded by 72 Buddha statues.
6. The monument is decorated with 2,672 relief panels and 504 Buddha statues.
7. It is located on the island of Java.
8. There are three levels of Buddhist cosmology illustrated in Borobudur Temple: Kamadhatu, Rupadhatu, and Arupadhatu.
9. It was built during the reign of the Syaillendra dynasty.
Let’s Think

A. Find the part of speech and the word form of each bold-type word in the reading text

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Word Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Noun (person)</td>
<td>Noun (thing)</td>
</tr>
<tr>
<td>1</td>
<td>Considered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Famous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Majestically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Buried</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>Restore</td>
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<td></td>
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<tr>
<td>6</td>
<td>Representing</td>
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</tr>
<tr>
<td>7</td>
<td>Symbolize</td>
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</tr>
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<td>8</td>
<td>Divisions</td>
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<td></td>
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<tr>
<td>9</td>
<td>System</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>Narrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Suggest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Identify the parts of speech of the fourth paragraph in the reading text “Borobudur: A Wonder of Indonesia”

The temple is decorated with stone carvings in bas-relief representing images from the life of Buddha. Commentators claim that this is the largest and most complete ensemble of Buddhist reliefs in the world, unsurpassed in artistic merit.
**Synonym** is a word that shares a similar meaning. Studying synonym is an excellent approach to vocabulary study. The *strategy* is *finding a clue to a word’s meaning in the sentence in which the word appears*. When the sentence does not provide clear clues to word meaning, you need to reread and think about the ideas presented in the reading comprehension text. If you are not sure, you may open your dictionary to give you information about a word’s meaning. You should also think about the context so that you can figure out which meaning is correct. For example:

1. Borobudur Temple was *built* without using any kind of cement or mortar.
   
   *built* (V) = *set up, establish, found* = *mendirikan, membangun*

2. As visitors *begin* their *journey* at the base of the temple, they make their way to the *top* of the monument through the three levels of Buddhist cosmology.
   
   *begin* (V) = *start, commence, depart* = *memulai, mengawali*
   
   *journey* (N) = *adventure, trip* = *perjalanan*
   
   *top* (N) = *peak, brink, crest* = *puncak, ujung*

C. Find the synonym and the meaning of the bold-type words based on the text!

<table>
<thead>
<tr>
<th>No</th>
<th>Vocabulary</th>
<th>Synonym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Considered (V)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Famous (Adj)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Majestically (Adv)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Buried (V)</td>
<td></td>
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<tr>
<td>5</td>
<td>Restore (V)</td>
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<td>6</td>
<td>Representing (V)</td>
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<tr>
<td>7</td>
<td>Symbolize (V)</td>
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<tr>
<td>8</td>
<td>Divisions (N)</td>
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<tr>
<td>9</td>
<td>System (N)</td>
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<tr>
<td>10</td>
<td>Narrative (Adj)</td>
<td></td>
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<tr>
<td>11</td>
<td>Suggest (V)</td>
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</tbody>
</table>

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**Let’s Learn**

**Kinds of Sentences**

Sentences can be classified into three types: they are simple sentence, compound sentence and complex sentence.
a. **Simple sentence** is a sentence consists of one independent clause (a subject and predicate). Example:

Lintang is eating fried chicken with her friends.  
Subject  predicate

b. **Compound sentence** is two or more clauses joined by a coordinating conjunction. The clauses can be separated into two or more independent clauses (sentences).

**Coordinating conjunctions:** for, and, nor, but, or, yet, so.

Example:

Mr. Morton was going to ride his motorcycle.  
Mr. Morton put on his helmet.  

Mr. Morton was going to ride his motorcycle, so he put on his helmet.

Subject  Predicate  Subject  Predicate

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Morton</td>
<td>was going to ride</td>
</tr>
<tr>
<td>Mr. Morton</td>
<td>put on</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>his motorcycle</td>
<td>his helmet</td>
</tr>
</tbody>
</table>

c. **Complex sentence** is two or more clauses joined by subordinating conjunction. The sentence cannot be separated to each other since it consists of two or more dependent clauses.

**Some subordinating conjunctions:** after, although, as, as if, because, before, even if, if, now that, since, than, though, unless, until, when, whenever, while.

Example:

While the cats were sleeping, the mice came out and played.

Subordinator                  Subject | Predicate | Predicate | Predicate
                               | S         | S         | P

[Source: The lecturer’s handouts in the reading class for the History Department students]

A. Identify each sentence and explain your answer. Underline the conjunctions.

Number one is done as the example.

1. Irene sits on the sofa and reads her favorite novel.

   **Type:** compound sentence. **Why?** It can be divided into two independent sentences. It uses coordinating conjunction ‘and’.

2. Wendy came to school even if she was sick.

   **Type:** _______________. **Why?** ________________________________

3. Borobudur Temple tells about the three levels of Buddhist cosmology: Kamadhatu, Rupadhatu, and Arupadhatu.

   **Type:** _______________. **Why?** ________________________________

4. We must not complain about the problem, but find the solution instead.

   **Type:** _______________. **Why?** ________________________________

5. She's enjoying the job now that she's got more responsibility.

   **Type:** _______________. **Why?** ________________________________

6. 'He was released from prison,' is a passive sentence.

   **Type:** _______________. **Why?** ________________________________
7. The name of Borobudur comes from the Sanskrit ‘Vihara Buddha Uhr’ or the ‘Buddhist monastery on the hill’.
   Type: _______________. Why? ________________________________________________

8. The robbers threatened to kill him unless he did as they asked.
   Type: _______________. Why? ________________________________________________

9. Borobudur Temple is the most complete ensemble of Buddhist reliefs in the world.
   Type: _______________. Why? ________________________________________________

10. Is it my imagination or is David behaving strangely at the moment?
    Type: _______________. Why? ________________________________________________

B. Write five compound sentences and five complex sentences. Underline your subjects and predicates as well as the coordinating/subordinating conjunctions!

**Compound sentences**

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

**Complex sentences**

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________
Let's Write

Narrative Text

What is narrative text?
A narrative text is a meaningful sequence of events told in words. It has a theme that conveys an evaluation of some kind.

What is the purpose of narrative text?
The purpose of narrative text is to amuse or entertain the readers. The readers can also grasp or get moral values which are conveyed in the story.

How is it written?
Narratives, as stories, should include these story conventions: a plot, including setting and characters; a climax; and an ending. The generic structures of narrative text are orientation, complication, and resolution. Orientation is about the opening paragraph where the characters of the story are introduced. Complication contains the development of the problems in the story. Resolution usually consists of how the problems are solved as well as the end of the story. Narrative text is written in past tense.

Example:

The Most Memorable Experience in My Life

I am a high school student, but despite being so young, I already have a personal breath-taking experience: my first hike to the mountains. Before my trip to the mountains, I used to be a homebody. I had friends to hang out with, several hobbies, and I felt completely comfortable spending weeks or even months in my hometown without going anywhere. All my demands of novelty were satisfied by the Discovery and National Geographic channels, and I thought there was no difference between seeing something on the TV or with one’s own eyes.

The situation changed when one day David, my best pal tumbled into my room. He managed to persuade me to join him on his journey to the Rocky Mountains and we departed in five days.

This was my first time in the mountains, so I was turning my head in all directions. Unfortunately, the weather was foggy most the time, and the higher we got into the mountains, the worse the visibility was. Even despite this fact, I still enjoyed the hike, in the wild, with food and water in my backpack, carrying a flashlight and a knife. On the first day, we were making our way along the foothills; but the next day, we started to climb on one of the peaks.
When we finally got to the top, nothing had really changed. The same fog was covering the surroundings, and I felt disappointed because I counted on seeing the view from above and perhaps being able to take some photos. We spent a couple of hours on the top then decided to turn back. The wind suddenly dispersed the clouds and the plateau we were standing on became illuminated with the sun. I saw a fantastic panorama in front of me and I couldn’t believe my eyes. The strong wind blew right into my face, and I just stood there and watched shreds of fog gliding over the ground far beneath me. At that moment, I realized that I won’t be able to live a life without visiting the mountains at least twice a year.

[Adapted from: academichelp.net/samples/academics/essays/narrative/experience.html]

Answer these questions based on the narrative text above!

1. Who is the character of the story?

2. What happened to the writer when he/she arrived at the top of the mountain?

3. What are the moral values conveyed in the story?

4. Make a summary of the writer’s experience of mountain hiking!
**Let’s Act**

Write a narrative text of your unforgettable experience visiting a tourism site, e.g. visiting Borobudur Temple or Sonobudoyo Museum.

**A. Planning**

Decide what you are going to write: theme, characters, plot and setting.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theme</td>
<td>: ____________________________</td>
</tr>
<tr>
<td>2. Character(s)</td>
<td>: ____________________________</td>
</tr>
<tr>
<td>3. Setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When : ____________________________</td>
</tr>
<tr>
<td></td>
<td>Where : ____________________________</td>
</tr>
<tr>
<td>4. Plot</td>
<td></td>
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<td></td>
<td>Orientation : ____________________________</td>
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<tr>
<td></td>
<td>Complication : ____________________________</td>
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<tr>
<td></td>
<td>Resolution : ____________________________</td>
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</tbody>
</table>

**B. Drafting**

List important notes of what you are going to write in the story.

- **Orientation**
  - ____________________________
  - ____________________________
  - ____________________________

- **Complication**
  - ____________________________
  - ____________________________
  - ____________________________

- **Resolution**
  - ____________________________
  - ____________________________
  - ____________________________
C. Writing
Write the story into good paragraphs. Exchange with your friend and ask him/her to give comments or feedback!

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Peer Feedback:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
REFERENCES


This country, The Republic of Indonesia, does not belong to any group, nor to any religion, nor to any ethnic group, nor to any group with customs and traditions, but the property of all of us from Sabang to Merauke!

Soekarno, The first President of Republic of Indonesia