DESIGNING INTEGRATED WRITING ACTIVITY MATERIALS USING PICTURES FOR THE TENTH GRADE STUDENTS OF SMA SANJAYA XIV NANGGULAN

A THESIS

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

By

Yosepha Rini Widiastuti
Student Number: 041214015

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

G. Punto Aji, S.Pd., M.Hum.

Date: 5 July 2011
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YOSEPHA RINI WIDIASTUTI
Student Number: 041214015

Defended before the Board of Examiners on 29 July 2011 and Declared Acceptable

Board of Examiners

Chairperson : C. Tutyandari, S.Pd., M.Pd.

Secretary : Made Frida Yulia, S.Pd., M.Pd.

Member : G. Punto Aji, S.Pd., M.Hum.

Member : C. Tutyandari, S.Pd., M.Pd.

Member : Made Frida Yulia, S.Pd., M.Pd.

Yogyakarta, 29 July 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
I dedicated this thesis to Jesus Christ, my beloved family, my best friends, and those who keep supporting me.
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, 29 July 2011
The Writer

Yosepha Rini Widiastuti
041214015
ABSTRACT


Pictures as a useful medium to teach integrated writing activity materials for the tenth grade students of senior high school can be used to help them in making composition. Moreover, pictures can help the students to express their idea in making composition since pictures is a good example of teaching media. The using of pictures can reduce students’ boredom in writing. By using pictures, students can develop their creativity in learning English especially speaking.

This study was aimed to help Senior High School teachers to design the integrated writing activity materials especially for the tenth grade students of SMA Sanjaya XIV Nanggulan. There were two problems of this study: 1) What is the design of integrated writing activity materials for the tenth grade students of SMA Sanjaya XIV Nanggulan and 2) What are the effect of the design to the students’ learning?

This study was done by conducting the steps’ of Kemp’s instructional design model which was put under the umbrella of Borg and Gall’s R&D cycle. This study also considered relevant theories related to integrated learning, writing, pictures, and Communicative Learning.

This study has found the answers to the formulated problems above. First, the integrated writing activity materials using pictures for the tenth grade students of SMA Sanjaya XIV is the design which includes the identification of learners’ characteristics and needs, fulfill one competence standard and two basic competences which are stated in the Kurikulum Tingkat Satuan Pendidikan (KTSP).

Second, to obtain the answer to the second question, this design had been implemented in the real classroom. The effects of the integrated writing activity materials design that affects the students learning can be concluded as follows. First, the students stated that they could express their creativity in writing through the series of pictures especially from the various pictures given. Second, the students could arrange the composition easily because they experienced to write through pictures-guided. Third, the students were motivated to learn English especially writing. Last, the students could study and play at the same time so that they did not feel bored when they were learning English, especially writing.
ABSTRAK


Gambar sebagai media yang sangat berguna untuk mengajar menulis yang terintegrasi untuk kelas sepuluh sekolah menengah atas dapat digunakan untuk membantu siswa membuat karangan. Terlebih lagi, gambar dapat membantu siswa mengekspresikan ide-ide mereka dalam membuat karangan karena gambar adalah media yang baik untuk pembelajaran. Penggunaan gambar dapat mengurangi kebosanan siswa dalam menulis. Dengan menggunakan gambar, siswa dapat mengembangkan kreativitas mereka dalam belajar bahasa inggris terutama menulis. Kegiatan yang terintegrasi dipilih karena membuat siswa mengetahui hubungan antar skill, dan menyediakan fleksibilitas yang besar untuk guru dalam menciptakan pelajaran yang menarik dan memotivasi.

Studi ini bertujuan untuk membantu para guru di sekolah untuk mendesain materi menulis yang terintegrasi terutama untuk siswa kelas sepuluh di SMA Sanjaya XIV Nanggulan. Terdapat dua permasalahan untuk dipecahkan dalam study ini yaitu: 1) Seperti apa desain materi menulis menggunakan gambar yang terintegrasi untuk siswa kelas sepuluh di SMA Sanjaya XIV nanggulan dan 2) Apa pengaruh materi terhadap pembelajaran siswa dalam menulis. Studi ini diselesaikan dengan menerapkan langkah-langkah dari model desain materi Kemp yang dimasukkan dalam langkah-langkah metode penelitian dan pengembangan pendidikan (R&D) Borg dan Gall. Studi ini juga menggunakan teori-teori yang berkaitan dengan pembelajaran terintegrasi, menulis, teori tentang gambar sebagai media dan teknik, serta pembelajaran komunikatif.

Studi ini telah menemukan jawaban atas pertanyaan di atas. Pertama, desain materi menulis yang terintegrasi dengan menggunakan gambar untuk siswa kelas sepuluh SMA Sanjaya XIV nanggulan adalah desain yang mencakup adanya identifikasi kebutuhan dan karakteristik siswa, memenuhi satu standar kompetensi dan dua kompetensi dasar dalam Kurikulum Tingkat Satuan pendidikan (KTSP). Setiap unit terdiri dari enam bagian aktivitas yang saling terintegrasi.

Kedua, untuk memperoleh jawaban atas pertanyaan yang kedua, desain ini telah dipraktekkan di kelas yang sesungguhnya. Pengaruh materi terhadap pembelajaran siswa dapat disimpulkan sebagai berikut ini. Pertama, siswa menyatakan bahwa mereka dapat mengekspresikan kreativitas mereka dalam menulis dengan adanya gambar yang diberikan. Kedua, siswa dapat menulis dengan lebih mudah karena mereka belajar menulis dengan gambar dan aktivitas yang bervariasi. Ketiga, siswa termotivasi untuk belajar menulis. Yang terkahir, siswa dapat juga belajar skill lainnya dalam proses belajar, sehingga mereka tidak merasa bosan ketika belajar terutama menulis.
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Yosepha Rini Widiastuti
Nomor Mahasiswa : 041214015

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USING PICTURES FOR THE TENTH GRADE STUDENTS
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Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta

Pada tanggal: 29 Juli 2011

Yang menyatakan

(Yosepha Rini Widiastuti)
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TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>PUBLICATION PAGE</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvii</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Formulation</td>
<td>4</td>
</tr>
<tr>
<td>C. Problem Limitation</td>
<td>4</td>
</tr>
<tr>
<td>D. Research Objective</td>
<td>4</td>
</tr>
<tr>
<td>E. Research Benefit</td>
<td>5</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td>6</td>
</tr>
</tbody>
</table>
CHAPTER II: THEORETICAL REVIEW .................................................... 8

A. Theoretical Description .......................................................... 8

1. Kemp’s Instructional Model Design ........................................... 8

2. Syllabus Design ........................................................................ 12

3. Pictures ..................................................................................... 14
   a. Definition of Pictures .......................................................... 14
   b. Characteristics of Good Pictures ........................................... 15
   c. The Use of Pictures ............................................................. 15

4. Theory of Writing ...................................................................... 17
   a. The Nature of Writing .......................................................... 17
   b. The Principle for Teaching Writing ........................................ 17
   c. Writing Process ..................................................................... 19
   d. The Teaching of Writing ....................................................... 21

5. Integrated Materials .................................................................. 24

6. The Characteristics of the Students .......................................... 25

B. Theoretical Framework ............................................................ 26

CHAPTER III: METHODOLOGY .......................................................... 30

A. Research Method ................................................................. 30

1. Research and Information Collecting ...................................... 31

2. Planning .................................................................................. 31

3. Preliminary Field Testing ....................................................... 32

4. Main Product Revision .......................................................... 32
5. Field Testing .......................... 32

B. Research Participant .......................... 34
   1. Participants for Conducting Research and Information Collecting .................. 34
   2. Participants for Conducting Preliminary Field Testing .................. 34
   3. Participants for Main Field Testing .......................... 35

C. Research Instruments .................................. 35
   1. Research Instrument for Research and Information Gathering .......... 35
   2. Research Instrument for Preliminary Field Testing .................. 36
   3. Research Instrument for Main Field Testing .......................... 36

D. Data Gathering Techniques .......................... 36

E. Data Analysis Techniques .................................. 37

F. Research Procedure .................................. 38

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS .............. 40

A. The Design of Integrated Writing Activity Materials Using Pictures for the Tenth Grade Students of SMA Sanjaya XIV Nanggulan ...... 40
   1. Learners’ Characteristics .................................. 41
   2. Competence Standard, Basic Competence, Topics, and Indicators 44
   3. Subject Content .................................. 48
   4. The Material Design .................................. 49
   5. Feedback from the Product Validation .................................. 57
   6. Product Revision .................................. 61
B. The Effects of the Materials to the Students’ Learning ...................... 63
  1. Description of the Field Testing.................................................. 63
  2. Discussion on the Effects of the Materials .............................. 66

CHAPTER V: CONCLUSIONS AND SUGGESTIONS ......................... 68
A. Conclusions ............................................................................ 68
B. Suggestions ........................................................................... 69

REFERENCES.................................................................................. 71

APPENDICES .................................................................................. 73
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>43</td>
</tr>
<tr>
<td>4.2</td>
<td>44</td>
</tr>
<tr>
<td>4.3</td>
<td>45</td>
</tr>
<tr>
<td>4.4</td>
<td>47</td>
</tr>
<tr>
<td>4.5</td>
<td>48</td>
</tr>
<tr>
<td>4.6</td>
<td>54</td>
</tr>
<tr>
<td>4.7</td>
<td>59</td>
</tr>
<tr>
<td>4.8</td>
<td>65</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Kemp’s Instructional Design Model</td>
<td>11</td>
</tr>
<tr>
<td>2.2</td>
<td>The Writer’s Theoretical Framework Adapted from Kemp’s Model</td>
<td>29</td>
</tr>
<tr>
<td>3.1</td>
<td>The Writer’s R&amp;D Cycle Completed with Kemp’s Model</td>
<td>33</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1: Letter of Permission</td>
<td>73</td>
</tr>
<tr>
<td>Appendix 2: List of Questions for Needs Analysis Interview</td>
<td>74</td>
</tr>
<tr>
<td>Appendix 3: Result of Needs Analysis Interview</td>
<td>76</td>
</tr>
<tr>
<td>Appendix 4: Questionnaire</td>
<td>78</td>
</tr>
<tr>
<td>Appendix 5: List of Questions for Design Validation Interview</td>
<td>79</td>
</tr>
<tr>
<td>Appendix 6: Result of Product Validation Interview</td>
<td>81</td>
</tr>
<tr>
<td>Appendix 7: Questionnaire for Main Field Testing</td>
<td>83</td>
</tr>
<tr>
<td>Appendix 8: The Designed Materials</td>
<td>85</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This research intends to propose integrated writing materials using pictures for the tenth grade students of SMA Sanjaya XIV Nanggulan. Chapter I discusses (A) the background of the problem, (B) the problem formulation, (C) the problem limitation, (D) the research objective, (E) the research benefits, and (F) the definition of the terms.

A. Background of the Study

As stated in the newest curriculum, Curriculum at the School Level (KTSP), one of the language skills that have to be mastered by the students in Senior High School is writing skill. There are some kinds of composition in writing for the third grade students such as descriptive, narrative, spoof, recount and exposition. In this new curriculum, students are expected not only to be able to produce a good composition but also to create the composition based on the guideline of the arrangement of each type. Writing is one of the four skills that need to be taught by teacher instead of speaking, listening and reading.

Those English skills are related with one another. It means that in the language teaching, the four skills cannot be totally separated from one another. In fact, many English teachers just emphasize the learning process of the target language on spoken language and minimize the chance of written language. The
biggest consideration is because writing is not applied on the National examination (UAN) for the UAN only uses multiple choices as the question form.

Writing skill requires students’ creativity, imagination and critical thinking in order to produce a high-qualified composition. This process requires active thinking. That is to say, a student must know his purpose, think about the fact that he will select, and think about how to organize the facts in a coherent function. Unfortunately, they are still confused in organizing their idea into good composition even when they use their first language or in this case is Indonesian language. The question emerges in how the students can arrange good composition using English where there will be more difficulties in using it in writing.

The writer has chosen one of Senior High School in Kulon Progo namely SMA Sanjaya XIV Nanggulan as the research area. The tenth grade students became the research participants in this study. The writer chose this level because it is the level where writing is taught as one of the English skill. In this level, the students focus on various kind of text types such as narrative, daily routine, recount, and procedure.

The reality in SMA Sanjaya shows that most of the tenth grade students always feel confused and frustrated if they are asked to make composition in writing class. Ironically, the English teachers just teach them in conventional way without any effort to develop the students’ creativity to write through effective learning. It is so dilemma because in the KTSP curriculum, students are expected to express their idea freely within the learning process.
In short, students need interesting and challenging material to help them explore their potential in writing. As far as the writer knows, most material in writing is mainly in the form of written theory. It can cause low motivation of students in learning because they feel bored moreover because Senior High school students seem to have low enthusiasm in reading such theory. They need guidance to write the composition well. According to Hill (1980:20), picture is an excellent material for guiding composition since the language content can be kept simple. It will be more perfect if it is combined with the presence of other skills in one integrated material. The students will focus on writing without neglecting the other skills such as listening, reading and speaking through meaningful activity and possibly games in one learning activity.

Pictures are often used by teachers to facilitate learning in various activities. The advantage of pictures is students will immediately foster the use of common vocabulary items and common language forms (Raimies, 1983: 27-28). Pictures stimulate the students to practice the language skills and elements and make the learning enjoyable.

Tenth grade is the first grade in Senior High School. Some students may have learned English in the previous grade that they have enough vocabulary. It becomes the main reason to present the integrative materials that are suitable to the students’ level and competence. The study is intended to propose a set of integrated material in writing to the tenth grade of Senior High School students based on the reason that most of previous theses in writing just combine the way to teach writing skill using picture. Although there are several theses that try to
study the integrated material, there are seldom of the theses that try to use the integrated material to teach writing for their students. It is hoped that this thesis will give new innovation in teaching the skill.

B. Problem Formulation

There are two questions which become the basis for this research. The questions are:

1. What is the design of Integrated Writing Activity Materials Using Pictures for the Tenth Grade Students of SMA Sanjaya XIV Nanggulan?

2. How do the designed materials affect the students’ learning in writing?

C. Problem Limitation

The research is limited to the discussion on designing a set of integrated material using two-dimensional pictures stories in teaching writing for the tenth grade students of SMA Sanjaya XIV Nanggulan. The designed integrated materials will present the writing skill using two-dimensional pictures stories to guide the students in producing good composition using the genres taught in the tenth grade of senior high school.

D. Research Objectives

This research is conducted in order to:

1. Design the integrated material in teaching writing for the tenth grade students of SMU Sanjaya XIV Nanggulan
2. Find the effects/impacts from the implementation of the materials to the students’ learning in writing

E. Research Benefits

This research is conducted to give some benefits to the teaching writing in Senior High School especially to the tenth grade students of SMU Sanjaya XIV Nanggulan, Kulon Progo. The benefits of this research can be clarified as stated below.

1. For English Teachers

Since some English teachers have difficulties in presenting suitable material for students, the result of this research is expected to help them provide the materials in the writing class. The integrated material using pictures is hoped to be useful for teachers to help students to increase their writing skill through various activities.

2. For the tenth grade students of SMA Sanjaya XIV Nanggulan

The well-developed English integrated material using pictures are provided for the tenth grade students of Senior High school students to improve their ability in writing. It is hoped that students can enjoy the class through the presented material.

3. For the writer

Because the writer will be an English teacher, the result of this study is expected to give her more knowledge in designing the integrated material using
pictures in teaching writing. The material is hoped can be applied in her job as an English teacher later to improve the students’ ability in writing.

G. Definition of Terms

There are some terms used in this study that need to be clarified. These terms are:

1. Instructional Material Design

   Instructional Material Design is systematic proceeds for designing, developing, implementing, and evaluating instruction (Kemp, 1977: 8). In this study, the term instructional design is understood as a process to design the integrated material using pictures in teaching writing for the first grade students of Senior High School. It is done in order to set the content of instruction.

2. Pictures

   Duffy and Waller (1989:249) define pictures as some hand-made or machine-made image that relates, however distantly, to the appearance or structure of real or imagined thing. In this study, pictures are used as valuable media in teaching resources. Pictures can be in form of flashcards, large wall pictures, cue cards, photographs or illustrations.

3. Writing

   Tiedt (1987:7) perceives writing as one way of expressing thinking a performance process. The process of writing is a total learning experience that includes what happens after the students write (post-writing). During the process, the students thinks, feels, and experience as he produces a piece of writing.
4. Integrated material

According to Harmer (1976), Integrated material in English teaching is the material which is consisted of language skill exercises and elements; it is possible to include games in the material. It contains listening, speaking, reading, writing and also vocabulary in the presented material. In this study, the writer will combine the four skill activity which focus is on writing.

5. SMA Sanjaya XIV Nanggulan

In Indonesia, SMA stands for Sekolah Menengah Atas. It refers to the so called senior high school. There are three levels in it named tenth grade, eleventh grade and twelvth grade. SMA uses semester system. The learners in this study are from the tenth grade students in SMA Sanjaya XIV Nanggulan, Kulon Progo, Yogyakarta.
CHAPTER II
THEORETICAL REVIEW

In the theoretical review, (A) theoretical description and (B) theoretical framework will be discussed. Here, the writer will write theoretical description first and then theoretical framework.

A. Theoretical Description

In this part, the theories of discussion support several steps to make the framework of designed models. The first is about Instructional Design Models, the second is about pictures, the third is about the nature of writing, the fourth is about the integrated material the last is about the learners’ characteristics.

1. Instructional Design Models

Instructional Design is the systematic process of translating general principles of learning and instruction into plans for instructional materials and learning approach and procedure that can be applied (Smith and Ragan, 1993). There is one model to be discussed in this part. The models are adopted from Kemp’s model.

a. Kemp’s model

There should be a procedure when teachers or designers are designing materials for the learners. In this study, the writer would consider Kemp’s instructional design model to design and develop the authentic listening materials. Kemp follows the system approach where the goal and evaluation are used for
adjustment and improvement. “System approach is the overall plan of the instructional design compiled in order” (Kemp, 1977). Kemp’s model of instructional design is a flexible one. The designer can start from any steps as long as the whole elements are done.

Kemp (1977:8-9) states that the designer should consider three elements that are objectives, activities and resources, and evaluation as the basic of creating an instructional design. If one of them is missing, then the designer fails to make a good design. The Kemp’s model consists of eight parts.

1. Goals, Topics and General Purposes

   Instructional design planning starts with a recognition of the broad goals of the school system or institution. Within curriculum areas or courses, topics are chosen for study, for each of which the teacher explicitly expresses the general purposes or what students generally are expected to learn as a result of instruction.

2. Learner Characteristics

   To serve both group and individual means that we must obtain information about the learners’ capabilities, needs and interest. It aims to provide appropriate or suitable design.

3. Learning Objectives

   Writing objectives in a developmental activity that requires refinements, changes and additions as the writer develops subsequent planning steps. To engage actively in the learning activities, the learners need to know and understand the learning objectives of the learning process. Objectives for learning can be grouped into three major categories: cognitive, psychomotor, and affective.
4. Subject Content

A student’s learning experiences must involve subject content. The subject content must closely relate to the objectives and to the student’s needs. Subject content means the material consists of specific knowledge (facts and information), skills (step-by-step procedures, conditions, and requirements), and topics (Kemp, 1997:44)

5. Pre-assessment

Pre-assessment gives information about what extent each student has acquired the necessary prerequisites for studying the topic and what the student may have already mastered about the subject to be studied.

6. Teaching or Learning Activities and Resources

It is important to determine the most efficient methods and then select materials to provide learning experiences that will utilize the content associated with each objective. The terms most efficient and most effective are often used in education to describe what should be done.

7. Support Service

These services include funds, facilities, equipment, and personnel whose time must be scheduled for participation in the instructional plan. The necessary services must be provided like certain equipment, a particular room, a sum of money or specific technical assistance.

8. Evaluation

This is the payoff step in the instructional design-plan for both the students and the teachers. It is to measure the learning outcomes relating to the objectives.
The model of Kemp’s instructional design model can be seen in figure 2.1 below.

This reason of using the Kemp’s model is in order to create a qualified design in teaching writing using the integrated way. Here, designers can start developing the instruction from every point and go anywhere, as long as the elements are done, Kemp (1977: 9). There is interdependence among the eight elements. The teacher will use the pictures as a helping media to explore the students’ creativity to make their own composition.
2. Syllabus Design

Syllabus is designed as a document, which says what will (or what should) be learnt, according to Hutchinson and Waters (1987: 80). The education system of Indonesia now use Kurikulum Tingkat Satuan Pendidikan (KTSP) which proposes some components which should be included in a syllabus. The components are:

a. Identification of the name of the school, subject, class/grade
b. Standard competence, that is the basic skills that should be learning
c. Basic competence, that is the expected performance after the students experience the learning processing a certain competence
d. Indicators, specific form of basic competence which are measurable
e. Time allocation
f. Assessment of the students achievements
g. Sources, including books, brochures, magazines, newspapers, or internet.

According to Robinson, (1991: 34-35), syllabus is a plan of work used by a teacher as a guideline for teaching content. Besides, a syllabus gives the teacher idea of what the course will be and to what direction it should be brought and done. So syllabus is very important for the teacher in designing an instruction. There are there types of syllabus according to Robinson (1991: 35-40), namely:

1) Content based syllabus

Content based syllabus has a purpose to teach some contents using the language that the learners are also learning. This syllabus consists of:

a) Structural syllabus, consisting of an ordered set of language items graded by supposed difficulty of learning.
b) National/functional syllabus is a syllabus in which the content language teaching is a collection of the function that is performed when language is used.

c) Situational/contextual focus syllabus is a syllabus in which situational becomes the basis of activities.

d) Topic/information syllabus, consisting of some topics relevant to the learners or to activities.

2) Skill based syllabus

Skill based syllabus is a syllabus in which the contents of the language teaching was a collation of specific abilities that may play a part in using language. There are two kinds of skill based:

a) Based on language skills. It is divides into four skills, namely, productive speaking, writing and perceptive reading and listening.

b) Based on learning skills. It is looking at the constituents of the language skills that area sub skills and micro skill.

3) Method based syllabus

Method syllabus is divided into two sub categories as clarified below:

a) Process syllabus. This character refers to procedure of method of language learning.

b) Task syllabus. This type of syllabus consists of a set of tasks ordered according to cognitive difficulty.

This study uses functional syllabus since the learners need to learn how to communicate certain functions appropriately. Selecting the type of syllabus will
provide the learners “a route map” of the course. In the same time, it will be the teacher’s guidelines to design the lesson that will be taught to the tenth grade students of SMA Sanjaya XIV Nanggulan.

3. Pictures

Pictures are often used by teachers to facilitate learning. Pictures can be in form of flashcards, large wall pictures, cue cards, photographs or illustrations. Pictures are really useful to use in language learning because pictures not only stimulate students to practice the language skills but also making the learning activity enjoyable. The pictures need to be appropriate not only for purpose in hand but also for classes they are being used for. This section discusses the definition of pictures, the characteristics of good pictures, and the using of pictures in this design.

a. Definition of Pictures

Duffy and Waller define pictures as some hand-made or machine-made image that relates, however distantly, to the appearance or structure of real or imagined things (1989:249). Pictures represent real or imagined situations or things. So, according to Rames (27-28), a picture is a valuable media in teaching resource as it provides those criteria:

1. a shared experience in the classroom;
2. a need for common language forms to use in the classroom
3. a variety of tasks
4. a focus of interest for students
b. Characteristics of Good Pictures

Hamalik states that there are five criteria to define whether a picture is good or not (1989:67-68). Good pictures should:

1. Depict the real situation or condition
2. Simple in color, impressive, aesthetic and practical
3. Familiar
4. Show activities
5. Artistic

The choosing of pictures for teaching writing skill in this research will follow those criteria above.

c. The using of pictures

Pictures can be used in any kind of activities mainly in teaching English (Harmer: 1976). Here are six activities that can be used using pictures such are drills, (communication) games, understanding, ornamentation, prediction, and discussion.

1. Drills
In this session, flashcards are often used for drilling grammar items, for cueing different sentences, or practicing vocabulary. It is intended mostly to lower-level students to train the response.

2. (Communication) games
Pictures are extremely useful for a variety of communication activities, such as describe and draw activities. By sharing the information they saw in their pictures,
they have to work out what story the pictures together are telling. Teachers sometimes use pictures for creative writing. For example, they have a conversation, and they have to pick at least three cards during it.

3. Understanding

One of the most appropriate uses for pictures is for the presenting and checking of meaning. In the same way it is easy to check students’ understanding of a piece of writing or listening by asking them to select the picture.

4. Ornamentation

Pictures of various kinds are often used to make work more appealing. It is because that picture enhances the text, giving readers a view of the outside world. Pictures have the power to engage students’ interest.

5. Discussion

Pictures can stimulate questions to students. Teacher may ask student to describe, invent the conversation, set a role-play activity, and even answer questions.

6. Prediction

Pictures are useful for getting students to predict what is coming next in a lesson. This use of pictures is very powerful and has the advantage of engaging students in the task to follow.

In students writing activity through integrated material, the pictures are used as a media to help students to brainstorm their idea and later to help them arrange a good composition. Students will compose the writing with their own words by using the story presented by the pictures. This activity will be used in whilst activity so that students will express their idea freely.
There is a double advantage here: the teacher is relieved of the task of finding a picture and the students have something that has personal meaning for them to answer questions about and write about in the classroom.

4. Theory of Writing

Students have to master writing as one of the important language skills. Writing requires students’ experience, creativity, and logical thinking to produce a good composition. This part will state the definition of writing, the benefits of writing, general principles for teaching writing, and the teaching of writing.

1. The nature of writing

Weisman (1990:10) states that writing is a method of expressing ideas about any subject content in written form. It is a holistic process in a language. Using English according to the convenient is established by educated uses of the language and adapting it to the circumstances in which we use it will not make us effective speakers and writers (Warner, 1982:82). If the students use the right Standard English, people will judge them as good learners. The usage of good written writing will be judged good too by others.

2. The Principle for Teaching Writing

According to Carrier (1981:6), there are three main principles for teaching writing:

1. Develop students’ competence in the use of specific functions of language such as expressing an opinion and giving instructions.
2. Develop students’ understanding of the differences between written and spoken English form

3. Develop and practice specific writing skills such as composing a letter, summarizing and writing report.

Meanwhile according to Kroll (2001), the principles of teaching writing are stated below:

1. Understand your students’ reasons for writing

   It is important to match the teacher’s goal with the student’s goal of writing, in this case is the goal of writing which is stated in the Kurikulum Tingkat Satuan Pendidikan or KTSP. It is important to understand both and 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. The teacher has to think about how much time is spent actually for writing with the combination of the other skills such as listening, speaking, and reading. Practice writing should provide students with different types of writing as well. When practice writing sessions are integrated regularly into the syllabus, students will become more comfortable with the act of writing.

3. Make feedback helpful and meaningful

   Teacher needs to make sure that the students understand the vocabulary or symbols used because students crave feedback on their writing especially in making composition. Feedback should not entail “correcting” a student’s writing.
In order to foster independent writers, teacher can provide summary comments that instruct students to look for problems and correct them on their own.

4. Clarify for the teacher, and for the students, how the students’ writing will be evaluated

The teacher needs class time to ask the students about what they value in writing, what features make writing enjoyable to read and what features distract from that enjoyment. It will give the students a voice of evaluation of their own work and it also provides a common vocabulary with which the entire class can discuss their writing and the writing of others.

3. Writing process

The writing process needs activities that encourage the idea that learning to write is more than creating a final product; it is the learning of a series of skills leading to that product (Kroll: 96-97). The activities are stated and explained as below:

1. Brainstorming

Brainstorming can be done individually or in pairs of group of students. In a brainstorming session, students list all the ideas they can think of related to a topic quickly and without much planning. Students need to be given plenty of time for this activity.

2. Wordmapping

Wordmapping is more visual than brainstorming. When students create wordmaps, they begin with related ideas or words and draw relationships with a series of boxes, circles, and arrows
3. Quickwriting

In this section, students write rapidly about a topic. The time limitation is needed here for about 10 or 15 minutes. Students are given instruction to keep writing without stopping, and just let the ideas and words come out without concern for spelling, grammar, or punctuation.

4. Writing

This is the time for the students to write the first draft. They need to focus on the development of ideas and the organization of those ideas more than the development of perfect grammar, punctuation or spelling.

5. Proofreading and editing

Before the final draft is turned in for evaluation, students should read for mistakes in grammar, spelling, punctuation and so forth. In developing independent writers, it is important that students learn to proofread and edit their own as much as possible although the pair work is also needed.

In applying the writing process, any of these steps can and should be performed at any stage although these techniques are presented in a linear fashioned as mentioned above. One of the disadvantages of doing the whole process writing is that it takes time. However, the various stage may involve discussion, research, language study, and a considerable amount of interaction between teacher and students and between the student themselves so that when process writing is handled appropriately it stretches across the curriculum (Harmer:2001)
4. The Teaching of Writing

In any sequence of tasks, listening, speaking, reading, and writing are best integrated. In teaching writing in an integrated way, there are three kinds of teaching for a teacher to do it. There are modeling, joint-construction, and independent writing.

1. Modeling

Modeling in writing intends to enable students to plan, write, and redraft with confidence, having gained a knowledge and understanding of text types, purpose and, and audience (www.tki.org.nz). It is useful to enhance confidence and develop skills through shared activity, where it is safe to take risks and make mistakes. In the teaching of the classroom, it is suitable to dig students’ understanding about different types of writing like narrative, procedure, and recount.

Modeling needs the making of features of a text type explicit by planning, deconstructing, analyzing, composing, or redrafting at word, sentence, and whole text level. The existence of pictures will enable the students to develop their ability in writing various types of writing.

2. Joint-Construction

Joint-Construction is a collaborative teaching process involving the students and the teacher in constructing a text, individually, in small groups, and as a whole class. It is an effective tool in teaching students about the processes of writing, forms of writing, the conventions, skills and behavior of writing (wwwfp.education.tas.gov.au).
Joint-construction process supports ongoing monitoring and assessment of students’ writing processes and use of specific strategies. The patterns varied to the students’ self-selected revision goals, which were related to their level of target language proficiency, the choice of discourse topic, and the teachers underlying pedagogical goals.

3. Independent Writing

In independent writing, students are expected to build their own repertoires of strategies and they learn to approach learning tasks in a strategic way. They write their own pieces (www.oe.k12.mi.us). In KTSP, these pieces could include stories and informational narratives. Independent writing provides a change for children to use writing across the curriculum. It builds children’s ability to write words and use punctuation.

Ideas for independent writing come out of group sessions. The teacher should help students learn the strategies and skills for independent writing. Teacher support is needed because children write using known words and construct the spelling of unknown words. It is important that children know how to use the resources in the room to get the words they do not know. Pictures are useful to help them develop their vocabulary of English and to raise students’ awareness of the materials especially in making composition.

The teaching of writing will be combined with the other skills such as listening, speaking, and reading in one learning activity. Here, the writing activity will be used as the main activity and the core of the designed materials in one integrated material.
6. Methods Used in This Design

There are two kinds of methods that can be used in teaching writing. Those two methods are the Communicative Language Teaching (CLT) and Direct Method (DM).

1. Direct method

This method intends that students learn how to communicate in the target language. Students are forced to learn to think in the target language. The work on all four skills (reading, writing, speaking, and listening) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercises are based upon what students practice orally first (Larssen-Freeman, 2000:30).

Teachers who use direct method believe that students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime. Grammar is taught inductively, the students are presented the examples and they figure out the rule or generalization from the examples. In direct method, students are to demonstrate their knowledge about the language using both oral and written skills. For example, students are interview by the teacher or asked to write a paragraph about something they have studied.

2. Communicative Language Method

Communicative Language teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the
interdependence of communication. The goal is to enable students to communicate in the target language. Students work on all four skills from the beginning. Here, communication is the main emphasize in the study.

5. Integrated Material

Integrated approaches in language teaching means approaches that encourage the teaching of four skills within the general framework of using language for learning as well as communication. It gets students to perceive the relationship among several skills, and provides the teacher with a great dela of flexibility in creating interesting and motivating lessons (Harmer; 1976). The integration of the four skills is the typical approach within a communicative, interactive framework. There are three forms of integrated skill instruction (Harmer;1976):

a. Task-Based Instruction

In task-based instruction, students participate in communication tasks in English. It requires comprehending, producing, manipulating, or interacting in authentic language (Nunan, 1989). In task-based instruction, basic pair-work and group-work are often used to increase students’ interaction and collaboration.

b. Content-Based Instruction

This design will use theme-based models because it must be very interesting and it always a wide variety of language skills to be practiced (Scarcella&Oxford, 1992). The emphasis will be put on writing and to ease the Based on Peregory (2001), in content-based instruction, students practice all
language skills in a highly integrated, communicative fashion while learning content. It is valuable at all levels of proficiency.

c. Theme-Based Instruction

Theme-based units a common idea to pull together student learning while focusing on many ways that students learn. It uses different learning styles and multiple intelligences to help students access and retain new knowledge. It provides meaningful topics and methods assists in generalizataions of skills and knowledge to everyday life.

6. The Characteristics of the Learners

In this study, the learners mean the tenth grade students of Senior High School. The students have some important characteristics which need to be considered in the students’ range of age is around 14 up 16 years old. It shows that they are mature enough in learning the appropriate material, in this case is the integrated material using pictures. They have experience in learning a foreign language especially English. They also have enough attention and are able to understand the material input from their teacher.

They have some basic understanding of English as a foreign language since English are taught from the first grade of Junior High School. Logically, English is not an unfamiliar subject because they have learnt about it for about 3 years or more since English is taught as a compulsory subject in Senior High School. In the term as the subjects who learn English, the tenth grade students of senior high
school can be categorized as intermediate learners. They have enough language awareness to help them studying English as a foreign language.

The tenth grade students of senior high school have also external motivation in studying English because English is one of three main subjects which will be held in the National Examination or *Ujian Akhir Nasional (UAN)*. They need to pass the examination in order to continue their study in the higher educational school.

**B. Theoretical Framework**

In designing a set of integrated material using pictures in teaching writing to the tenth grade students of senior high school, the Kemp’s model of the material design discussed in the Theoretical Description are used. Those models are modified to make a framework or guideline to construct the materials.

In the integrated material which involve four language skills, the activities which use pictures are placed in whilst activity. The activity itself will contain of three main activities: pre-activity, whilst activity, and post-activity. A series of pictures will be emphasized as the main activity for students. The complete steps conducted in this design are:

1. **Identifying Learner’s Characteristic**

   Before making the design, the writer will do a survey study to find out the students’ needs in learning English especially in writing. It is done by interviewing some English teachers and by distributing open questionnaires to one class of tenth grade students of SMA Sanjaya XIV Nanggulan.
2. Considering Goals, Topic, and General Purposes

In this study, the term goal means the competency standard stated in the KTSP which the students have to achieve it in their learning. The basic competence of the design is to enable and reinforce students to produce qualified writing through the provided media that is writing.

3. Listing the Subject Contents

The content function is to facilitate the achievement of each objective. The subject content mostly will be based on the integrated material and the theory of writing. Integrated material using pictures will enable the students to explore their ability in writing.

4. Developing and Designing the Materials

Next, the writer developed the integrated writing activity materials based on the students’ needs, lacks, weaknesses, and interests. The writer developed three units of seven units.

5. Evaluating and Revising the Designed Material

According to Kemp’s instructional design model, some revisions were needed to improve the designed materials. In this step, the writer revised the designed materials based on the respondents’ suggestions and criticism obtained from the evaluation step. It should also be noted that the revisions can actually occur in every step so that the writer could monitor the design and confirm whether the design is already appropriate or not. The writer asked for the suggestion from the lecture of English Education Study Program of Sanata Dhrama University and one English teacher os SMA Sanjaya XIV Nanggulan.
6. Revising the Materials

The writer conducted the revision based on the evaluation from the experts. After that, the writer prepared to implement the product in a real classroom of tenth grade students at SMA Sanjaya XIV Nanggulan, Kulon Progo.

7. Implementing the revised materials

In this step, the writer applied the product that had been revised by the experts. The writer applied the theory of writing in implementing the materials to introduce the text types through the target language. The theory of communicative writing was also applied in the implementation of the materials to allow the students to communicate with. The writer then distributed questionnaire to obtain students’ opinion on the designed materials.

The writer’s theoretical framework is presented in figure 2.3.
Identifying learners’ characteristics

Considering goals, topics, and general purposes

Listing the Subject Content

Developing the materials

Evaluating the materials

Revising the materials

Implementing the revised materials

Figure 2.2: The writer’s Theoretical Framework adapted from Kemp’s model
CHAPTER III

METHODOLOGY

This chapter presents some important points which refer to the method used to answer the questions stated in the problem formulation. Chapter III discusses (A) research method, (B) research subject, (C) research instruments, (D) data gathering, (E) data analysis and (F) procedure of the research.

A. Research Method

There are two problems in this study which needed to be solved; they are what the design of integrated writing activity materials using pictures for the tenth grade students of SMA Sanjaya XIV Nanggulan is and how the materials affect the students learning in writing. In order to answer the two problems above, the writer will use a method which was called Educational Research and Development (R&D). According to Borg (1983), R&D is a process used to develop and validate educational products.

In applying this method, the writer conducted some interviews, classroom observations, and distributed questionnaire to the relevant participants. Those activities were done to obtain some findings which would be used as the main considerations for the writer to design the materials.

Each step is elaborated on the following explanation. The writer will elaborate each step of the materials design thoroughly because it was important to know what happened and what the writer did in each step.
There were some major steps in the R&D cycle which were used in this method:

1. **Research and Information Collecting**

   Research and information collecting step was conducting through two ways. They were review of the related literature and learners’ needs analysis. The review of literature was intended to obtain some references and information as the basis of the study. The writer studied some theories related to the study, including instructional design models, theories of writing, materials development, integrated writing materials, and the tenth grade students of senior high school curriculum.

   The learners’ needs analysis was done by doing class observation, some interview, and questionnaire and teacher study. It was intended to find out how the materials should be designed. It concerned the students’ needs about what kinds of materials they needed in writing and the teacher’s expectation of the materials designed. The writer collected the information by interviewing the English teacher and distributing the questionnaires to the tenth grade students of SMA Sanjaya XIV Nanggulan as the subject of this study. This step was conducted to obtain the learner’s characteristics as it was in line with the first step in designing materials adapted from Kemp’s model.

2. **Planning**

   The second step is planning. The writer started to design the materials based on the result of questionnaire and interview. Here, the writer focused on students’ needs, lacks, characteristics and interest in learning English especially writing. In the second step, the Kemp’s step of selecting teaching/learning
activities and resource was conducted. The writer then developed the subject contents into learning materials.

3. Preliminary Field Testing

After the materials have been designed, the writer gave post-design close interview to one lecturer of English Language Education Study Program of Sanata Dharma University who teaches about Material Design and one English teacher of SMA Sanjaya XIV Nanggulan. They were chosen since they had a lot of experience in designing and teaching learning process. The close interview aimed to ascertain the suggestion, comment, and other revision of the designed materials. It was intended to measure whether the materials were appropriate to implement or not. Kemp’s evaluation step was conducted in this session.

4. Main Product Revision

In this step, the gathered feedback from the preliminary field testing was compiled and analyzed. This step was conducted to obtain more information needed to make some improvements to the design materials (Borg&Gall, 1983) so that the revised materials would be more applicable and ready to use.

5. Field Testing

In this step, the sample of the product was tested in a form of classroom implementation. The writer dealt with the whole application of the design directly in order to see the learning process and the condition of the class. After that, the writer collected feedback from the students using questionnaire to obtain response related to the materials which was used to help them make better composition.
The figure below illustrates the relationship between R&D steps and Kemp’s model.

Adapting from Borg and Gall’s R&D cycle  
Adapting from Kemp’s model

Figure 3.1. The Writer’s R&D cycle completed with Kemp’s model

Continuing to (next step)

Providing the basic for

Feedback line
B. Research Participants

In order to conduct this research, the writer needed some participants in three steps of implementation. Those steps were in the research and information collecting, the preliminary field testing, and main field testing.

1. Participants for Conducting Research and Information Collecting

The participants for Research and Information Collecting were 20 students of tenth graders of SMA Sanjaya XIV Nanggulan. The age range was between 14-16 years old. The writer chose the class with different level of proficiency because they could represent the whole class needs, wants, characteristics and interest in learning English that can help them in making writing composition. In order to obtain the required data, the writer also interviewed the English teacher of SMA Sanjaya XIV Nanggulan.

2. Participants for Conducting Preliminary Field Testing

The participants for Preliminary Field Testing were one lecturer of English Language Education study Program of Sanata Dharma University and one English of SMA Sanjaya XIV Nanggulan. They were chosen to give feedback on the designed materials and more comment and suggestion about the design materials due to their expertise and mastery in English teaching. The lecturer was the one who had lots of experience in teaching Instructional Design. He has Master of Education degree and had good mastery and qualifications in designing English materials. He also had been teaching English for many years. One English teacher of SMA Sanjaya XIV Nanggulan was chosen because she had been teaching there for many years and had known the characteristics of the students well. They were
chosen to make validation of the designed materials from the view of the user. Their comments, suggestions, and feedback were important and beneficial to improve and revise the designed materials.

3. Participants for Main Field Testing

The purpose of this step was to implement the design and obtain feedback from the students. The tenth grade students of SMA Sanjaya XIV Nanggulan were chosen to be the participants and all of them were asked to fill in the questionnaire to give their opinion about the designed materials.

C. Research Instruments

This section explains the tools employed in carrying out the study. Instruments were needed to gather the data needed in the study. The writer used three kinds of instruments namely observation sheet, interview, and open-ended questionnaire.

1. Research Instruments for Research and Information Collecting

In this section, the writer used two kinds of instruments; there were interview and questionnaire. Those instruments were considered important for the writer to obtain data about the existing materials, teaching techniques and the effects of the designed materials to the students’ learning. In general, this activity aimed to find the students’ needs and interest. Data is gathered by asking individual student and teacher some questions about their view or opinion of certain topic; in this case is about the integrated writing materials using pictures. The answers from the respondents were recorded by taking notes.
The writer also applied questionnaire as the instrument to obtain the information about the students’ needs and interests. The writer used open-ended questionnaire type because there were a great number of possible answers from the students. The class observation was also used in this part. Here, the writer held the classroom observation to see how the teaching-learning activities in writing were conducted to be used as an input for the writer.

2. Research Instruments for Preliminary Field Testing

The interview and questionnaire were used in this preliminary field testing. Here, the writer interviewed one lecturer of English Language Education Study program of Sanata Dharma University and one English teacher of SMA Sanjaya XIV Nanggulan. It was conducted to know whether the materials were appropriate or not and also to get feedback, suggestions, comments, and revisions from the lecturer and the English teacher.

3. Research Instrument for Main Field Testing

The writer distributed questionnaires with open-ended questions to the tenth grade students of SMA Sanjaya XIV Nanggulan, Kulon Progo to obtain feedback in the form of evaluation from the revised design materials which was conducted in the real classroom.

D. Data Gathering Techniques

The data from the Research and Information Collecting part was gathered through needs analysis and it was based on the interview, as the first instrument, with the English teacher. It was conducted to get description that was more
detailed on the learners’ need and problems in English lesson especially in the writing class. It analyzed what the students’ needs about the material that would be designed.

The second, the post-design data were obtained through the questionnaire which would be distributed to the students and the teacher after the implementation of the designed materials in the class. It was carried out after the set of materials was validated. The writer asked for feedback and suggestions to the relevant respondents about the designed materials in order to revise the set of materials to make it appropriate for the target students. The respondents who participated were one English teacher of SMA Sanjaya XIV Nanggulan and one English lecturer of English Language Education Study Program of Sanata Dharma University and the target students.

The writer distributed questionnaires with open-ended questions to the tenth grade student of SMA Sanjaya Nanggulan to obtain feedback in the form of evaluation from revised design materials which was conducted in the classroom.

E. Data Analysis

For evaluating the materials, the data were taken from the classroom observations, the library study, the interviews and the questionnaires. There were a list of questions in the interview containing the existing teaching technique and materials. While conducting the interview, the writer wrote down the answers from the respondents. After finishing it, the writer obtained the interview script of the answers as the data. The data was analyzed based on the respondents’ answers
and the observations. The writer interpreted and organized the data from the questionnaires. All the required data needed were analyzed through qualitative data analysis.

E. Research Procedure

The procedures conducted in this study were based on the integration between R&D and Kemp’s model. The writer put Kemp’s model under the framework of R&D. to do the research orderly and well-organized, the writer would follow some steps of the procedure below:

a. Research and Information Collecting
   1. Studying the references on how the materials should be developed
   2. Interviewing the English teacher and distributing questionnaires
   3. Conducting classroom observation

b. Planning
   1. Analyzing the data obtained from the needs analysis
   2. Stating topics, goals, and general purposes
   3. specifying the learning objectives
   4. making syllabus
   5. developing three units of materials

c. Preliminary Field Testing
   1. Interviewing one English teacher and one lecture as the experts in developing the materials to verify the designed materials
d. Main Product Revision

1. Analyzing the data obtained from the expert valuators

2. Revising the design materials based on the interview and questionnaires, including comment and suggestions from the lecturer and English teacher

e. Main Field testing

1. Implementing the designed materials in the real classroom

2. Distributing questionnaire to obtain feedback from the students
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research results and discussion of integrated skills material using pictures in teaching writing for the tenth grade students of senior high school. This chapter answers the two questions stated in problem formulation. This chapter is divided into two main parts namely discussion on the ideal design of integrated writing activity materials using pictures for the tenth grade students of SMA Sanjaya XIV Nanggulan and the discussion on the discussion on the effects of the materials to the students’ learning in writing.

A. The Design of Integrated Writing Activity Materials Using Pictures for the Tenth Grade Students of SMA Sanjaya XIV Nanggulan

This study is entitled Designing Integrated writing activity Materials Using Pictures for the Tenth Grade Students of SMA Sanjaya XIV Nanggulan. Besides designing authentic listening materials for tenth graders based on data, this study was also to present and implement the materials for tenth graders. The integrated skills materials using pictures used were authentic materials that are materials which are designed for helping students develop their writing skill through pictures. Instead, those are materials taken from the internet or books that are used in everyday communication. It was expected that using the materials would bring a new idea for teaching writing in classroom. In addition, implementing integrated skills material using pictures in writing activity in
classroom was expected to be able to motivate the students and reduce the boredom. More important, integrated material can expose the students to everyday language which can be more suitable to daily life context.

This section answers the first question which deals with the appropriate design of the integrated writing activity materials using pictures for the tenth grade students of SMA Sanjaya XIV Nanggulan. The appropriate design was the design carried out based on data obtained through a research and observation. The design should be suitable with the students’ condition and needs in the tenth grade of senior high school. The writer provided various tasks, activities, materials and exercises so that the students will not get bored easily.

The procedure chosen for designing the materials was from the theories of Educational Research and Development (R&D) proposed by Borg and Gall (1983), and also theory of Instructional Design proposed by Kemp (1977). The writer combined those two theories and procedures in designing the material.

The following presents the detailed components of the integrated writing activity materials using pictures for the tenth grade students of SMU Sanjaya XIV Nanggulan, Kulon Progo.

1. Learners Characteristics and Needs

Before designing the integrated writing activity materials using pictures for tenth grader students of SMA Sanjaya XIV Nanggulan, the writer conducted interview and observation which was aimed at obtaining data and information related to the students’ characteristics and needs. This interview was directed to
English teacher of the school. Meanwhile, the observation was done twice in two meetings to see clearly and dig properly about the condition and the teaching learning atmosphere during the English class.

The writer interviewed the English teacher of SMA Sanjaya XIV Nanggulan by employing an unstructured interview. The interview was conducted on March 18, 2009. The results of the interview are presented as follows.

Table 4.1. Summary of Teacher’s Interview and Observation

<table>
<thead>
<tr>
<th>Learners’ Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
</tr>
<tr>
<td>20 students</td>
</tr>
<tr>
<td><strong>Range of age</strong></td>
</tr>
<tr>
<td>14 – 16 years old</td>
</tr>
<tr>
<td><strong>Writing Skill</strong></td>
</tr>
<tr>
<td>Low – medium</td>
</tr>
<tr>
<td><strong>Study Habit in writing</strong></td>
</tr>
<tr>
<td>Only some of the students participated actively in English subject. They were motivated in writing class when the materials were interesting to them and they didn’t have enough vocabulary.</td>
</tr>
<tr>
<td><strong>Motivation for studying English especially writing</strong></td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td><strong>Expectation of the class</strong></td>
</tr>
<tr>
<td>Able to make writing composition well</td>
</tr>
<tr>
<td>Able to develop their creativity in writing</td>
</tr>
<tr>
<td><strong>Difficulties that students found in writing classes</strong></td>
</tr>
<tr>
<td>The lack of creativity or idea to write became the major difficulty that the students found in writing classes. The lack of vocabulary was also the obstacle for the students to make a good composition. The teacher usually asked the students to</td>
</tr>
</tbody>
</table>
discuss the difficult words with their friends or the students opened the dictionary.

The observations were done twice. They were held when the class had English lesson. The writer observed the teacher’s method in teaching writing, the classroom situation, the students’ interest, and the result of the writing class, meaning the composition that the students made.

Based on the observations, the students didn’t really know what to write and they also found difficulties in making and composing the writing mainly because their vocabulary mastery was not good enough. Most of them could not find the idea to determine the main idea that they wanted to write, in short, they were still confused about what they had to write.

The conclusions drawn were the students were enjoyed and happy enough to have English lesson with their teacher. They also enjoyed the writing classes also because the teacher could deliver the material that should be learnt well. The materials chosen were also appropriate and interesting enough for them. On the other hand, most of the students still confused if they were asked to make the composition. It happened because of two things. The first was that they didn’t know what to write, mainly in arranging the sentences in one paragraph. They were lack of creativity to make the writing composition and sometimes run out of idea about what to write. The second, they were afraid of making grammar mistakes and even didn’t know in what tenses that they should write the writing composition. They also could not find the suitable words to write.
There were some topics that the students mostly interested in. The topics were Daily Routine, Procedure of Using Washing Machine, How to Make Orange Juice, narrative story mostly in Sleeping Beauty and Malin Kundang because they were closed to Indonesian folk tales.

<table>
<thead>
<tr>
<th>Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td><strong>Methods, techniques, strategies</strong></td>
</tr>
</tbody>
</table>

2. Competence Standard, Basic Competence, Topic, Indicator

This part discusses competence standard, basic competence, topic, and indicator of the design. The writer applied the second step of designing the materials from Kemp’s model which was considering goals, general purposes and objectives. The general purposes of the design in this study were based on the basic competence in the syllabus while the objectives of the design were based in the indicators in the syllabus. In this study, the goal was to help the tenth grade students of SMA Sanjaya XIV Nanggulan to write compositions correctly.
Next, the writer listed topics that would be presented in each unit. There were two points to be considered in arranging the topics, the curriculum and the result of the research and information collecting. First, the writer considered the curriculum, whether the topics were appropriate or not to be given to the tenth grade students of senior high school by referring to the genres of the texts to teach. Second, the writer considered the topics that were interesting for the students by considering the results of the research and information collecting. The topics were developed from the basic competence of the School-Based Curriculum of SMA Sanjaya XIV Nanggulan. The list of topics here were taken from the Kurikulum Tingkat Satuan Pendidikan or KTSP and School Based Curriculum for the tenth grade students of Senior High School. The presentation of the topics was presented in the table 4.3 below.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>BASIC COMPETENCES</th>
<th>LEARNING TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>● To express meaning in form of short functional written text in formal and informal way accurately, fluently, and acceptably using written language variety in daily life context</td>
<td>Daily Routine “It’s Time to Go to School”</td>
</tr>
<tr>
<td>2.</td>
<td>● To express meaning and rhetorical steps accurately, fluently, and acceptably using various writing language in daily life context in the form of recount</td>
<td>Recount “What An Awful Day!”</td>
</tr>
<tr>
<td>3.</td>
<td>● To express meaning and rhetorical steps accurately, fluently, and acceptably using various writing language in daily life context in the form of narrative</td>
<td>Narrative “Once Upon a Time…”</td>
</tr>
<tr>
<td>4.</td>
<td>● To express meaning and rhetorical steps accurately, fluently, and acceptably</td>
<td>Procedure</td>
</tr>
</tbody>
</table>
After listing the topics, the writer determined the learning objectives for the students to achieve by the end of the course. Learning objectives were regarded as the indicators of the syllabus. The specific indicators were measurable, Kemp (1977: 24). The indicators were the measurements for the students to accomplish the goals of the course from each unit in writing skill.

The indicators were taken from basic competence (BC) for writing classes in English lesson for the tenth grade students of senior high school. The general indicators was enable the students to be able to express meaning in the form of short functional written text in formal and informal way with various written language accurately, fluently, and acceptably in context.

The writer formulated the indicators based on the topics of units. The indicators should involve the students’ ability to make compositions based on the topic given. The specific learning objectives are presented below.

<table>
<thead>
<tr>
<th></th>
<th>using various writing language in daily life context in the form of procedure</th>
<th>“How Does This Thing Work?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>•To express meaning in form of short functional written text in formal and informal way accurately, fluently, and acceptably using written language variety in daily life context</td>
<td>Invitation “Come to My Birthday Party”</td>
</tr>
<tr>
<td>6.</td>
<td>•To express meaning in form of short functional written text in formal and informal way accurately, fluently, and acceptably using written language variety in daily life context</td>
<td>Announcement “We have Our First Baby!”</td>
</tr>
<tr>
<td>7.</td>
<td>•To express meaning and rhetorical steps accurately, fluently, and acceptably using various writing language in daily life context in the form of news item</td>
<td>News Item “Global Warming Ahead”</td>
</tr>
</tbody>
</table>
Table 4.4. Table of Learning Indicators

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Learning Topics</th>
<th>Specific Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Daily Routine</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mention the time used in daily activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use present tense in making composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share experience about their daily activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Match the vocabulary in English with the correct meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write composition about their daily activities</td>
</tr>
<tr>
<td>2.</td>
<td>Recount Text</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mention some incidents of the story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Arrange the pictures into a good recount story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the generic structure of recount</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify past tense in the reading passage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use past tense in making the composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write a composition of recount</td>
</tr>
<tr>
<td>3.</td>
<td>Narrative Text</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mention the incidents that happen in the story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Get the moral value of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the genre of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify processes verb form and use it in the composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write a narrative composition based on the generic structure</td>
</tr>
<tr>
<td>4.</td>
<td>Procedure</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Arrange the pictures to a good order of using the washing machine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicate using procedure that is how to use the washing machine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mention some steps of doing something</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the generic structure of procedure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write a composition about How to make fresh orange juice</td>
</tr>
<tr>
<td>5.</td>
<td>Invitation</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Give explanation about an invitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share their experiences about being invited by someone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the language features of invitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write an invitation about birthday party</td>
</tr>
</tbody>
</table>
6. Announcement

<table>
<thead>
<tr>
<th>Students are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give explanation about an announcement</td>
</tr>
<tr>
<td>• Share their experiences about announcement that they have ever met</td>
</tr>
<tr>
<td>• Write an invitation about announcement</td>
</tr>
</tbody>
</table>

7. News Item

<table>
<thead>
<tr>
<th>Student are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mention some incidents happened in a news item</td>
</tr>
<tr>
<td>• Match the vocabulary with the correct meaning</td>
</tr>
<tr>
<td>• Identify the generic structure of news item</td>
</tr>
<tr>
<td>• Identify past tense in the news item</td>
</tr>
<tr>
<td>• Use past tense in making the composition</td>
</tr>
<tr>
<td>• Write a composition of news item</td>
</tr>
</tbody>
</table>

3. Subject Content

According to the research procedure, making list of subject content was done in the stage of planning. Subject content is the topics which are chosen to facilitate the learning. The subject content is listed based on the purpose of the design. The writer developed three units on the materials and there would be two up to four subject contents of each unit.

4.5. Table of Subject Contents

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Unit Name</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Daily Routine</td>
<td>It's Time for School</td>
<td>• Daily activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Stating the time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Telling owns daily routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Using Present Tense</td>
</tr>
<tr>
<td>2.</td>
<td>Recount</td>
<td>It Was Awful Day!</td>
<td>• Telling personal experiences about the happiest day in life</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Using Past Tense in Recount</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Generic structure of recount</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Making recount composition</td>
</tr>
<tr>
<td>3.</td>
<td>Narrative</td>
<td>Once Upon A Time…</td>
<td>• Telling one Indonesian Folk Story</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Using Past Tense in Narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **4. Procedure** | **My New Washing Machine** | • Giving explanation how to operate washing machine  
• Using Sequential Order  
• Generic structure of Procedure  
• Making procedure composition |
| **5. Invitation** | **Come to My Birthday Party** | • Telling own experience about being invited to a party  
• Making composition about invitation |
| **6. Announcement** | **We Have Our First Baby!** | • Telling own experience about being invited to a party  
• Making composition about announcement |
| **7. News Item** | **Global Warming Is Happening** | • Telling one happening issue in the recent day  
• Using Temporal Conjunction  
• Generic structure of News Item  
• Making news item composition |

### 4. Teaching and Learning Activities

After conducting research and information step in order to gain students’ characteristics and needs, to define the standard competences, basic competences, and topics, and to specify the learning indicators, the writer started to design the integrated writing activity materials for the tenth grade students. The materials were divided into three major steps namely pre-activity, main activity, and post activity.

The pre-activity had two parts which were speaking and listening. The main activity had reading, vocabulary session, ad writing as the core of this
design. The post-activity had the students written their review of the study. The writer used the implicit names in each major step in order to attract students’ attention and to motivate the students to explore the material design. The names of the activities were “Let’s Warm Up”, “It’s Time to Listen!”, “Listening Session”, “Language Focus”, “Speak Up”, “Reading Session”, and “Writing Time” and “Reflection”. In detail, the following was the explanation of the activities appeared on the materials.

a. Pre-activity

Nunan (2003) said that in brainstorming, students list all the ideas they can think of related to a topic. Therefore, the writer set the pre-writing activity for the listening time to avoid the students’ boredom and to activate the student’s background knowledge. It was also aimed to prepare the students for the main activities. In this section, there were two major activities called “Let’s Warm Up” and “Listening Session”. Each activity has the different purposes of learning.

1) Speaking Activity

The first activity in the pre-activity was speaking and it was called “Let’s Warm Up” section. This part was used to prepare the students to the main activity. It was more about the students’ knowledge about something related to the topic. The questions were taken and selected from the students’ own experience of life.

“Let’s Warm Up” part was aimed at developing the students’ speaking skill. They discussed and answered the questions orally with the other students and also the teacher. By expressing their answer, the other students were expected to give responses. Here, the students were given one example of a set of pictures
which could be used as the media to help the students to make the composition later in the next section.

2) Listening activity

The second section of the pre-activity was listening and it was called “Listening Session”. The listening activity was performed in class. The students were given a set of pictures related to the topic or to the specific genre. They had to match the explanation they heard with the right picture in orderly way. The students discussed the answers with their friends before the teacher checked their answers. Indirectly, this activity explored the students’ listening and speaking skill. This activity is also used to raise students’ awareness about the topic.

b. Main Activity

Having familiar with the topic or words during the pre-writing activities, the students would get ready to come into the main activity. There were four sections in the main activity; language focus, speaking activity, reading activity and writing activity.

1) Language Focus

This language focus part was called “Grammar Pitstop” because it focused on the grammatical part which was delivered in a text type; such as sequential order in the procedure text. It helped the students get better understanding in analyzing the language features of a text so that they knew how to start making composition.

2) Speaking activity
The speaking activity was considered as part of main-task or min activity. The writer named this part of the materials “Speak Up” section. In this part, students would practice producing language which had been learnt in language focus session. In this part, lots of grammatical mistakes might be made. However, the mistakes must be seen as part of learning to communicate (Harmer:1976)

3) Reading Activity

The third section in the main activity was reading and it was called “Reading Session”. There were some tasks in this part including the vocabulary. Most of the tasks explore the students’ reading proficiency and vocabulary. Since pictures were used as the main part of the materials, the writer gave a picture related to the reading passage in order to get students’ attention and awareness toward the content of the passage. Hence, there were two task types used here.

a) Vocabulary Session

The first one was in the model of finding the meaning of the vocabulary. The students had to match the English words found in the reading passage with the correct meaning in Indonesian words. It was hoped that this session could enrich students’ mastery of English vocabulary.

b) Answering questions

The second one was in the form of open-ended questions. There were some questions related to the topic given then the students had to answer them correctly. This part aimed to understand how far the students got the main idea of the reading passage with the specific genre.
Here, the students learnt the form of the text type or genre and the specific language features in it. By the end of this task, they worked in group to discuss the answers and the form of the specific genre. They figured out the answers with their group or table mate.

4) Writing skill

The fourth part of the main activity was writing skill activity and it was called “Writing Time” section. This part was considered the core of the designed materials. In this part, the students were to explore their writing skill and they could express their creativity in making sentences to create a good composition. The activities were around writing composition based on the topic and the text types learned by the students.

a) Writing session

In this writing session, the writers provided a set of pictures for the students to ease them compose their writing composition based on the text types. The students’ task was to make a composition based on the pictures given. As the core of the materials, the students are given enough time to express their idea and creative thinking to produce a good composition.

b) Peer correction

After finishing their tasks, there was peer-correction session which aimed to check the composition and gain some feedback from their partners. Then one student was asked to read aloud the composition to the whole class as an example of composition. The other students might give their comments or suggestions toward the composition.
c. Post Activity

Post activity was done in the end of the meeting. This part was called “Reflection”. The students reviewed what they have learnt during the lesson. This part was to know how far the students got the information of today’s material. There were two parts of this section which were aimed at evaluating and knowing how far they got the knowledge or information. The first “Reflection” was used to end the first session. Here, the teacher asked one of the class members to read aloud their composition in front of the class while the other student gave comments. In the second part, the students reviewed what they have learnt. In this part, “Reflection” appeared since the writer wanted to know how far the students got the knowledge or information about the material.

The detailed teaching and learning activities are presented below:

Table 4.6. Table of Teaching and Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Section</th>
<th>Name of the Section</th>
<th>Activities/ Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Daily Routine “It’s Time for School”</td>
<td>Pre-Activity</td>
<td>Let’s Warm Up</td>
<td>• Answering some questions about daily activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Sharing personal experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Predicting the topics that will be learnt today</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening Session</td>
<td></td>
<td>• Listening and write down the time in the listening passage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Exercise: stating time in numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Main Activity</td>
<td>Grammar Pitstop</td>
<td>• Group discussion: the using of present tense in the composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Pair-work: interviewing the team-mate using present tense about daily activities</td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Section</td>
<td>Name of the Section</td>
<td>Activities/ Task</td>
</tr>
<tr>
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<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speak Up</td>
<td>• Interviewing friends about their daily activities</td>
</tr>
</tbody>
</table>
|     |      |         | Reading Session     | • Reading a passage: Tina’s Daily Activities  
|     |      |         |                     | • Exercise: Find the meaning of some words  
|     |      |         |                     | • Matching the statement whether it’s true or false |
|     |      |         | Writing Time        | • Writing a composition based on the pictures presented  
|     |      |         |                     | • Peer-correction: exchanging the composition and correcting it |
|     |      | Post-Activity | Reflection | • Reading aloud one student’s composition  
|     |      |         |                     | • Reflecting what has been learnt |
| 2.  |      |         | Recount “What An Awful Day” |         |
|     |      | Pre-Activity | Do You Know This? | • Answering some questions about students’ awful day  
|     |      |         |                     | • Sharing personal experiences  
|     |      |         |                     | • Predicting the topics that will be learnt today |
|     |      |         | It’s Time to Listen | • Listening a recount story  
|     |      |         |                     | • Exercise: put the pictures in the correct order to tell a story |
|     |      | Main Activity | Language Focus | • Group discussion: the using of past tense  
|     |      |         |                     | • Pair-work: interviewing the team-mate using past tense about one’s most awful day |
|     |      |         | Read This!           | • Reading a passage: My Terrible Tennis  
|     |      |         |                     | • Exercise: change verb 1 (present tense) into verb 2 (past tense)  
<p>|     |      |         |                     | • Matching the statement whether it’s true or false |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Section</th>
<th>Name of the Section</th>
<th>Activities/ Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>It’s Time to Write</td>
<td>Writing a recount composition based on the pictures presented</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Peer-correction: exchanging the composition and correcting it</td>
</tr>
<tr>
<td>Post-Activity</td>
<td>What Have I Learnt?</td>
<td></td>
<td>Reading aloud one student’s composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflecting what has been learnt today</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Procedure “How Does This Thing Work?”</td>
<td>Pre-Activity</td>
<td>Do You Know This?</td>
<td>Answering some questions about the pictures given</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sharing personal experiences of using something</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Predicting the topics that will be learnt today</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>It’s Time to Listen</td>
<td>Listening a procedure story: how to use washing machine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exercise: put the pictures in the correct order to tell a good story procedure</td>
</tr>
<tr>
<td>Main Activity</td>
<td>Language Focus</td>
<td></td>
<td>Group discussion: the using of temporal conjunction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pair-work: interviewing the team-mate using temporal conjunction about the steps to use MP4</td>
<td></td>
</tr>
<tr>
<td>Read This</td>
<td></td>
<td></td>
<td>Reading a passage: Using the Washing Machine</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exercise: answer some questions about the reading passage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>It’s Time to Write!</td>
<td>Writing a procedure composition based on the pictures presented telling about how to make fresh fruit juice</td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Section</td>
<td>Name of the Section</td>
<td>Activities/ Task</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>---------</td>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Peer-correction: exchanging the composition and correcting it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-Activity</td>
<td>What Have I Learnt?</td>
<td>● Reflecting what has been learnt today</td>
</tr>
</tbody>
</table>

5. Feedback for Material Design

In this step, the writer distributed the designed material to some respondents and interviewed the respondents. The respondents were some people who were experts in designing material for senior high school students. There were two respondents in this expert validation step. One of them was the lecturer of English Education Study Program of Sanata Dharma University. The respondent taught both instructional design and writing classes. The other respondent was the English teachers of SMA Sanjaya XIV Nanggulan. She was so qualified because she had been teaching English for several years.

The interviews were in the form of unstructured interviews. The participants were asked some questions related to the appropriateness of the designed materials. The questions were about the contents, the activities and the exercises, and the arrangement and the organization. Beside that, the respondents were asked to give their opinions on the strengths and the weaknesses of the materials. The results of the interviews are presented on the following pages.

Basically, the respondents agreed that the materials were well-developed. The materials were able to help the students to develop their writing skills. They
also said that the materials were appropriate for the students and able to raise students’ creativity in writing classes especially in making composition. Nevertheless, the respondents gave some critics and positive suggestions toward the designed material. The suggestions are presented as follows.

1) The topics

All the lecturers and the teachers said that the topic were interesting and qualified enough for the students to be learned. However, the teachers said that the material needed to be more focused on the genres of the text used.

2) The pictures

There was one English teacher said that the selected pictures of the whilst-writing in the “Daily Routine” unit were too complicated. The teacher suggested that the writer needed to simplify the chosen pictures so that the students would more understand about the content.

3) The activities

There was one respondent who suggested that the writer vary the activities. Beside that, one respondent suggested that the writer vary the post-writing activities and give a clear instruction for the post-writing activities. It would help the teacher to gain information about how far the students could understand the materials learned during the class.

4) The exercises

There was one teacher recommended that the writer needed to vary the exercises mainly in the Language Focus because it would help the students to gain
more language knowledge before making their own composition based on the pictures.

5) The arrangement and organizations

There was one respondent who said that the writer needed to arrange the topics from easiest and simplest one to the more difficult and complex ones.

6) The layout

The respondents gave some suggestion in relation to the layout of the designed materials. They were the suggestion to vary the font types and sizes, add more white space, and make layout more colorful in order to make the designed materials more interesting.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The English teachers of SMA Sanjaya XIV Nanggulan</td>
</tr>
<tr>
<td>1.</td>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Topics</td>
<td>➢ The topics were well selected</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ The topics were various and interesting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ The topics were suitable with KTSP since the students had to make the composition based on the genre</td>
</tr>
<tr>
<td></td>
<td>b. Texts</td>
<td>➢ The contents and the length of the texts were appropriate for the level of the students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Use clearer imperative</td>
</tr>
<tr>
<td>No</td>
<td>Aspect</td>
<td>Respondents</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Contents</td>
<td>sentence so that the students would more understand about their tasks</td>
</tr>
<tr>
<td></td>
<td>pictures</td>
<td>It could raise the students creativity to make their own composition</td>
</tr>
<tr>
<td></td>
<td>pictures</td>
<td>The pictures were appropriate with the topic and well-selected</td>
</tr>
<tr>
<td></td>
<td>Illustration</td>
<td>The illustration was appropriate enough for the materials selected.</td>
</tr>
<tr>
<td></td>
<td>Writing skills and the components developed</td>
<td>The materials were able to help students to increase their creativity in making writing composition</td>
</tr>
<tr>
<td>2.</td>
<td>Activities and Exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instruction</td>
<td>The instructions need to be clearer</td>
</tr>
<tr>
<td></td>
<td>Variety</td>
<td>In the ‘It’s time to speak’, the writer needed to simplify the instruction</td>
</tr>
<tr>
<td></td>
<td>Variety</td>
<td>The activities were well-arranged. For the post-writing, the writer needed to vary the activity.</td>
</tr>
<tr>
<td></td>
<td>b. Exercises</td>
<td>The exercises were well-elaborated</td>
</tr>
<tr>
<td></td>
<td>Elaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variety</td>
<td>The exercises were</td>
</tr>
<tr>
<td></td>
<td>Elaboration</td>
<td>well-elaborated</td>
</tr>
<tr>
<td></td>
<td>Variety</td>
<td></td>
</tr>
</tbody>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Respondents</th>
</tr>
</thead>
</table>
|    | Difficulties | various and challenging enough.  
- The writer needed to add some more grammar exercises  
- The level of difficulties were suitable enough for the students although some of the students felt difficult to find new words in the writing section | various and challenging enough.  
- The writer needed to add some more grammar exercises  
- The level of difficulties were suitable enough for the students although some of the students felt difficult to find new words in the writing section |
| 3. | Arrangement and Organization | a. Topics  
The topics were well-arranged | The topics were well-arranged |
|    | b. Activities and Exercises |  
- The activities were well-organized. The lesson contained pre-writing, whilst-writing, and post-writing | The activities were well-organized. The lesson contained pre-writing, whilst-writing, and post-writing |

The writer only tried out one topic among three materials because of the time limitation. The applied units were ‘Daily Routine’, It’s Time to Go to School. After trying out the material, the writer interviewed some the teacher and some students and also distributed open questionnaires to the students.

Most students enjoyed the writing materials tried out. It was shown that most of the students answered they enjoyed the teaching integrated writing using pictures materials. They thought that the materials were interesting and helpful for them to create their own composition.
6. Evaluation and Revision of the Designed Material

In this main product revision step, the designed materials would be revised to improve the materials in order to make the materials better. The writer adapted some suggestions given by the respondents of expert validation and materials try out to improve and revised the designed materials related to topics, subject contents, and the designed materials. Through evaluation and revision, the materials design would be better and more relevant to the tenth grade students of SMA Sanjaya XIV Nanggulan.

Considering the feedback from the respondents in the preliminary testing, the writer revised some parts of the designed materials. The writer also considered the feedback obtained from the learners after conducting the classroom implementation. The data were gathered by conducting interview with three students of the class.

The revisions based on the participants’ suggestions and criticisms as follows:

1. Task

For each unit, it would be added the analysis of the text in order to ease the students in doing the tasks. It would be added some tasks to write step by step based on the generic structure which intended to help students in writing the composition and more understand the text structure.

2. Pictures
The choosing of pictures would be matched with the students’ level of ability and proficiency. The pictures would be selected based on each types of the genre appropriately. It was the purpose of using pictures in this design; to help students write the composition creatively.

3. Instructions

For each task in each unit, the writer simplified the instructions in order to ease the students to understand what to do.

B. The Effect of the Material Implementation to the tenth Grade Students of Senior High School

This section is presented to answer the second question which is stated in problem formulation dealing with the effects of the designed integrated writing materials using pictures for the tenth grade students of senior high school which takes place in SMA SAnjaya XIV Nanggulan Kulon Progo.

1. Field Testing – Classroom Implementation

The study conducted by the writer is called ideal since it included the last cycle of R & D that was field testing by implementing the materials in the classroom. In short, the appropriate design of Integrated Writing Materials Using Pictures for Tenth Grade Students of Senior High School was the designed materials that were carried out step by step based on the data which was obtained through a research. It was aimed to know the effects of the material to the students’ learning process. By conducting the field testing, the writer would know
the students’ opinions about the designed material. It was done by implementing the designed material to the learners who were the tenth grade students of senior high school in SMA Sanjaya XIV Nanggulan.

The field testing was conducted on October 2009. Based on the agreement with the teacher, the writer conducted the implementation twice with one topic only due to the limitation of the time. The implementation held in two meetings and the topic was ‘Daily Routine’.

In pre-activities, the teacher showed one picture of someone’s doing something. The students had to answer what the man was doing. Based on the pictures, the students were hoped to gain information about what they were going to study. The students listened to the teacher’s explanation on that day’s meeting earning objectives.

Through the main activities, the students were expected to mention kinds of daily routine then created sentences using the pictures provided. The pictures were used as a source of learning in order to produce a well-organized composition.

In the post-activities, the students were to give opinion about the pictures that they used today as a source of learning. There were several students who gave comment about the using of pictures in the writing class.

a. Description of Field Testing Participants

The respondents of the needs analysis were the 20 students of tenth grade students of SMA Sanjaya XIV Nanggulan. It took time in the English lesson
hour. The first meeting was attended by 20 students and in the second meeting; it was attended by only 18 students because 2 of them were sick.

b. Data Presentation

In this part, a discussion on the effect of the design materials on the students’ learning in writing would be specified. The effects would be viewed from the students’ perception. In order to obtain the information to answer the second problem formulation, the writer distributed questionnaire to obtain the students’ perception on the design materials.

The interview and questionnaire aimed to collect the information about how the design materials affect the students’ learning in writing. The summary of the students’ perception of the design materials was presented in table 4.3. below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is the material designed interesting?</td>
<td>The topics are various and interesting to learn.</td>
</tr>
<tr>
<td>2.</td>
<td>Does the design enable you to learn English well?</td>
<td>The material design can facilitate the students to learn English mainly in writing well</td>
</tr>
<tr>
<td>3.</td>
<td>Is the material understandable?</td>
<td>The most part of the material designed is understandable and clear enough for the students</td>
</tr>
<tr>
<td>4.</td>
<td>Does the learning activities make you feel interested to learn?</td>
<td>The learning activities make the students happy to learn moreover because of the pictures provided. It avoids the boredom in learning. The writer needed to add some more game to make the learning process more enjoyable and meaningful.</td>
</tr>
<tr>
<td>4.</td>
<td>Can you understand the instruction given?</td>
<td>The instructions are clear enough to do. It eases the students to do the tasks.</td>
</tr>
<tr>
<td>5.</td>
<td>Do the pictures help you to learn well?</td>
<td>The existence of the pictures really helps a lot mainly in writing the composition</td>
</tr>
</tbody>
</table>
2. Discussion on Effects of Pictures on Students’ Learning in Writing

From the interview and the classroom observation, the writer obtained some data as the feedback from the learners. The table presented the data and information after implementing the field testing.

The respondents (the students) said that the designed material was clear and understandable enough for them to learn English mainly in writing skill. They felt happy to learn because of the clear instruction and the overall activities which integrate not only one skill, in this case is writing, but also the other skills such as listening, speaking, and also reading.

The pictures presentation became one important aspect to affect the students to learn writing. According to Ralmes (1986:28), pictures can be a shared experience in the classroom and also a focus of interest for student. Through
pictures, students could make their writing composition well because they could express what was on their mind and idea freely in order to make a good composition.

In fact, the respondents felt that some instruction needed to be clearer so that it would be easy for them to do the task or assignment. There were some pictures too which were regarded hard to understand so that they needed to be simplified.

Overall, the respondents said that they were motivated to learn English mainly writing through the designed material. After the writer compared the result, their compositions were also better than before and the vocabulary and ideas also developed.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions drawn for the findings and data analysis discussed in Chapter IV. This chapter also proposes some suggestions for English teachers and other researchers who would like to use or develop the design.

A. Conclusions

This study was conducted to answer two research questions: what the design of integrated writing activity materials for the tenth grade students of SMA Sanjaya XIV Nanggulan and how the materials affected the students learning especially in writing. In this study, the design had seven important aspects. First, the design considered learners’ characteristics and interest as the basic information to fulfill the learners’ needs. All the data on the students’ needs were obtain from the need analysis in research and information collecting. Second, the design clearly stated the competence standard, basic competence, topics, and objectives of the design. Third, the design had the list of subject content which was based on the purpose of the design. Fourth, the design stated the process in developing the materials. Fifth, the design was validated by some experts and some users in the education field who were represented by one lecturer of English Education of Sanata Dharma University as the experts and one English teacher of SMA Sanjaya XIV Nanggulan. Sixth, the design had the product revision where the writer revised and improved the learning activities designed based on the
product validation obtained from the lecturer and the teacher. Seventh, the design had been implemented in the real classroom.

To obtain the answer to the second question, this design had been implemented in the real classroom. The effects of the integrated writing activity materials design that affects the students learning can be concluded as follows. First, the students stated that they could express their creativity in writing through the series of pictures especially from the various pictures given. Second, the students could arrange the composition easily because they experienced to write through picture-guided. Third, the students were motivated to learn English especially writing. Last, the students could develop the other skills at the same time so that they did not feel bored when they were learning English, especially in writing.

B. Suggestions

After conducting and implementing the research, the writer would like to give some suggestions to English teachers and further researchers who have the interest in this study.

1. Suggestions for English Teachers

- It is suggested that the English teachers provide more various tasks and activity to achieve the learning objectives.
- It is suggested that the selection of the pictures set match with the students proficiency and ability in learning English.
2. Suggestions for further Researchers

- Other researchers may conduct a research to measure the effectiveness of this design in fulfilling the purpose of this study.
- Other researchers may develop this design by enriching the pictures and activities for each topic.
REFERENCES


APPENDIX 1
LETTER OF PERMISSION
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 2

LIST OF QUESTIONS FOR NEEDS ANALYSIS INTERVIEW
List of Questions for Teachers

1. Jam Pelajaran
   a. Berapa jam dalam seminggu pelajaran bahasa Inggris diberikan?
   b. Apakah ada jam pelajaran tersendiri untuk writing?
   c. Bagaimana pembagian waktu untuk skill lainnya seperti listening, reading, dan speaking?

2. Materi
   a. Apakah Anda membuat materi writing sendiri?
   b. Apakah Anda juga selalu menggunakan buku paket sebagai pedoman manyusun materi?
   c. Materi yang diberikan sesuai dengan pedoman KTSP, seperti daily routine, spoof, recount, dll?
   d. Apakah pengajaran writing diajarkan terpisah atau terintegrasikan dengan skill yang lain?
   e. Sudahkah Anda mencantumkan media untuk membantu siswa dalam writing, seperti gambar misalnya? Seberapa sering?

3. Pembelajaran di Kelas
   a. Kegiatan apakah yang sering Anda pakai dalam belajar writing?
   b. Apa saja aktivitas yang disukai siswa dalam belajar writing?
   c. Apakah satu skill diajarkan secara terpisah dengan skill lainnya? Kalau tidak, skill apa yang biasanya digabung dalam pengajarannya?
   d. Di dalam proses belajar-mengajar, apakah Anda menggunakan pre-activity, main activity, dan post activity?
4. Kesulitan Siswa
   a. Apakah siswa selalu terlibat aktif setiap kali mendapat tugas menyusun karangan?
   b. Bagaimana dengan kemampuan siswa membuat karangan? Bagaimana dengan vocabulary siswa?
   c. Apakah setiap ada tugas membuat composition, siswa merasa sulit mendapat ide untuk mengembangkan karangan?

5. Media yang Digunakan
   a. Apakah media yang sering Anda gunakan dalam pembelajaran writing?
   b. Apakah media gambar termasuk comic stripes selalu disertakan dalam menyusun karangan seperti daily routine, spoof, recount, dll?
   c. Bagaimana respons siswa apabila Anda menggunakan media gambar di kelas dalam writing? Bagaimana dengan hasil composition mereka?
   d. Apakah penggunaan media dalam writing membantu siswa dalam memahami materi yang Anda berikan?

6. Saran
   Apa saran Anda untuk penyusunan dan pengembangan materi dengan skill terintegrasi dengan menggunakan gambar dalam pengajaran writing skill?
APPENDIX 3
RESULT
OF NEEDS ANALYSIS INTERVIEW
The Result of the Teacher’s Interview

Dari hasil interview yang dilakukan dengan guru mata pelajaran bahasa Inggris SMA Sanjaya XIV yaitu Dra. Maria Antonia diketahui bahwa para siswa diberi 2 kali pertemuan dalam satu minggu dengan masing-masing waktu 80 menit setiap pertemuan. Setiap skill seperti listening, reading, speaking, dan writing dipelajari secara terpisah dalam setiap kesempatan dengan pembagian waktu yang sudah ditentukan oleh guru mata pelajaran. Khusus untuk writing, guru memberikan porsi yang lebih banyak daripada skill lainnya karena writing membutuhkan pemahaman dan proses yang lebih lama bagi para siswa.

Dalam pembuatan materi untuk writing, guru mengambil dari beberapa buku paket yang banyak digunakan oleh siswa di kelas. Hal ini dianggap memudahkan guru untuk mengambil dan menyesuaikan materi dengan kondisi siswa. Materi yang diberikan adalah text types yang diambil dari pedoman KTSP yang sudah ditetapkan oleh pemerintah dengan sedikit tambahan supplementary material yang diambil dari sumber seperti Internet atau koran. Pengajaran skill writing sendiri diajarkan secara terpisah dengan skill lain dengan pertimbangan efektifitas pembelajaran. Penggunaan media atau teknik lain seperti menggunakan gambar hanya sesekali dan jarang dilakukan karena sudah adanya buku paket yang disediakan sekolah.

Kesulitan siswa dalam mempelajari writing adalah menemukan ide dan topic yang tepat untuk kemudian dituangkan ke dalam paragraf. Kosakata yang terbatas juga merupakan salah satu kendala lain dalam belajar karena kebanyakan
siswa di sekolah ini masih mempunyai keterbatasan dalam menerima pelajaran dan terutama dalam writing.

Dalam mengajar writing, media seperti gambar, comic stripes, dll diakui oleh guru bahasa Inggris SMA Sanjaya XIV Nanggulan sangat membantu siswa dalam mengembangkan ide kreatif dalam menulis karangan. Hal ini juga membantu para siswa dalam mengerti akan bentuk dan konsep satu genre dalam writing. Tetapi, karena alas an efisiensi, maka guru lebih suka mengambil materi jadi dari buku paket yang sudah tersedia sehingga guru tidak perlu membuat bahan ajar sendiri.

Saran dalam menyiapkan materi integrated writing dengan menggunakan gambar adalah hendaknya penulis dapat memilih gambar yang tepat dan cocok dengan masing-masing text types dan juga sesuai dengan kemampuan pemahaman siswa sehingga materi dapat dikembangkan dengan lebih baik dan maksimal.
APPENDIX 4
QUESTIONNAIRE
Questionnaire

Nama : 
Kelas : 
Umur : 

1. Media pembelajaran seperti apa yang anda harapkan untuk dapat membantu anda dalam membuat karangan (writing composition) dan dalam menyusun kalimat-kalimat yang tepat untuk membentuk suatu jarangan yang baik? (jawaban boleh lebih dari satu).

2. Bagaimana cara belajar writing yang menurut anda menyenangkan dan dapat lebih membantu anda untuk dapat mengerti bahan materi yang diajarkan dan dapat menulis komposisi yang baik? Tuliskan sebanyak-banyaknya.
APPENDIX 5
LIST OF QUESTIONS
FOR DESIGN VALIDATION INTERVIEW
INTERVIEW QUESTIONS

1. Topic
   - What do you think about the topics?

2. Pictures
   - What do you think about the pictures?
   - Are the pictures appropriate with the topics?
   - Are the picture selections understandable enough for the students?
   - Are the set of pictures likely to be cognitively challenging for the students?

3. Integrated Writing
   - What do you think about the overall design of the integrated writing?
   - Is the writing skill integrated enough with the other skill?
   - Is the inclusion of the other skill effective enough in making composition?

4. Exercises
   - What do you think about the exercises in this design?
   - Are the exercises various and well-elaborated enough?
   - Can the exercises facilitate the students to develop their creativity in making composition?
   - Is the level of difficulty suitable with the level of students?
5. Instruction

- What do you think about the instruction?
- Are the instructions given clear enough?
- Are the instructions given concise enough?

6. Design and layout

- What do you think about the design and layout?
- Does the layout of the materials sequence smoothly?
- Does the layout separate different sections well?

7. The materials as a whole

- What do you think about the overall materials?
- Can the materials help the students to develop their ability in English?
- Are the language skill and component well-developed, especially in writing?
- Are the activities likely to match students’ attention?
- In general, are the materials well-elaborated?

8. Please give comments or suggestions toward the designed materials.
APPENDIX 6
RESULT
OF PRODUCT VALIDATION INTERVIEW
Result of Expert Validation Interview
Date of interview: March 2009
Respondents: English teacher of SMA Sanjaya XIV Nanggulan

1. Topics
   - The topics are well-selected

2. Pictures
   - The pictures selected are appropriate with the topics
   - The pictures are understandable for the students
   - The set of pictures are challenging enough for students
   - The writer should seek for more various and contextual pictures

3. Integrated writing activity
   - The integration of writing with the other skill activities is good and various
   - The various activities help students better in making composition

4. Exercises
   - The exercises are various and well elaborated
   - The exercises can help the students to develop their creativity in making composition
   - Writing as the main activities should be more prominent

5. Instruction
   - The instructions are clear and understandable enough but in some parts, the writer should make it clearer

6. The materials as a whole
   - The integrated writing activity overall are well-developed and elaborated enough for students to make composition
   - The activities likely to match the students’ attention to avoid their boredom

7. Comments and suggestions
   - Choose the pictures which match the students’ proficiency of English
   - It is good; the layout needs to be revised in some parts
   - Get clearer picture

Result of Expert Validation Interview
Date of interview: March 2009
Respondents: English lecturer of English Language Study Program of Sanata Dharma University

1. Topics
   - The topics are well-selected

2. Pictures
   - The pictures selected are appropriate with the topics
   - The pictures are understandable for the students
   - The set of pictures are challenging enough for students
   - The writer should seek for more various and contextual pictures

3. Integrated writing activity
   - The integration of writing with the other skill activities is good and various
   - The various activities help students better in making composition

4. Exercises
   - The exercises are various and well elaborated
   - The exercises can help the students to develop their creativity in making composition
   - Writing as the main activities should be more prominent
   - The level of difficulty is suitable with the students

5. Instruction
   - The instructions are clear and understandable enough but in some parts, the writer should make it clearer

6. The materials as a whole
   - The integrated writing activity overall are well-developed and elaborated enough for students to make composition
   - The activities likely to match the students’ attention to avoid their boredom

7. Comments and suggestions
   - Make the writing session more prominent because it is the core of the materials design
   - Beware of the instruction. Make it simple and clear so that the students will not be confused about what to do with the task

QUESTIONNAIRE
APPENDIX 7

QUESTIONNAIRE

FOR MAIN FIELD TESTING
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

QUESTIONNAIRE

Nama : 
Kelas : 

Jawablah pertanyaan di bawah ini.

1) Apakah materinya menarik dan mudah dimengerti?
   Ya/Tidak karena .................................................................

2) Apakah materinya bisa membantu anda dalam belajar bahasa Inggris terutama writing dengan baik?
   Ya/Tidak karena .................................................................

3) Apakah gambar-gambar yang tersedi membantu dalam belajar writing?
   Ya/Tidak karena .................................................................

4) Apakah pembelajaran terintegrasi seperti tadi bisa membantu untuk belajar skill yang lain?
   Ya/Tidak karena .................................................................

5) Apakah materinya bisa membantu dalam mengembangkan kreativitas anda dalam menulis?
   Ya/Tidak karena .................................................................
6) Bagaimana pendapat anda tentang materi yang diajarkan?
APPENDIX 8
THE DESIGNED MATERIALS
LESSON UNIT PLAN

School: SMA Sanjaya XIV Nanggulan
Subject: English
Grade/Semester: XI
Time allocation: 2x40 minutes
Skill: Writing

Competency Standard: To express meaning in short functional written text and short essays in the form of recount, narrative, and procedure in daily life context

Basic Competence: To express meaning and rhetorical steps accurately, fluently, and acceptably using various written language in the form of recount, narrative, and procedure in daily life context

Learning Materials: Daily Routine
Learning Indicators: Students are able to:
1) Mention time used in daily routine
2) Use the present tense
3) Write compositions about their daily activities

Teaching Methods: Discussion, Lecturing, Individual Work, Pair-work


<table>
<thead>
<tr>
<th>Skill</th>
<th>Achievement Indicators</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students are able to use the suitable tenses</td>
<td>Students are to answer some common questions related to the topic</td>
<td>10’</td>
</tr>
<tr>
<td>Listening</td>
<td>Students are able to identify the pictures in an orderly way</td>
<td>Students listen to the listening passage</td>
<td>10’</td>
</tr>
<tr>
<td>Skill</td>
<td>Achievement Indicators</td>
<td>Activities</td>
<td>Time Allotment</td>
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<tr>
<td>Reading</td>
<td>Students are able to identify present tense</td>
<td>Students match their answer to the correct answer</td>
<td>5'</td>
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<tr>
<td></td>
<td></td>
<td>Students are to read the examples of present tense and notice the underlined</td>
<td>10'</td>
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<td>words</td>
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<td></td>
<td></td>
<td>Students discuss the language focus (present tense) in groups</td>
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<td>Students answers some questions related to the reading passage</td>
<td></td>
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<td></td>
<td></td>
<td>Students work in pair and talk about one’s daily routine</td>
<td>10'</td>
</tr>
<tr>
<td>Writing</td>
<td>Students are able to produce a narrative text containing</td>
<td>Students make a daily routine composition based on the pictures provided by</td>
<td>20'</td>
</tr>
<tr>
<td></td>
<td>the present tense</td>
<td>the teacher</td>
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<td>Students change their composition with their</td>
<td>10'</td>
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<td>Skill</td>
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<td>tablemate and do the peer correction</td>
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<td>A student reads aloud the composition in front of the class and the other</td>
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<td>give some comments</td>
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<td></td>
<td>Students summarize what they have learnt during the class</td>
<td>5'</td>
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</tbody>
</table>

Learning media: handout, worksheet, picture series
Evaluation: individual presentation, individual assignment, quiz
LESSON UNIT PLAN

School: SMA Sanjaya XIV Nanggulan
Subject: English
Grade/Semester: X/I
Time allocation: 2x40 minutes
Skill: Writing

Competency Standard: To express meaning in short functional written text and short essays in the form of recount, narrative, and procedure in daily life context

Basic Competence: To express meaning and rhetorical steps accurately, fluently, and acceptably using various written language in the form of recount, narrative, and procedure in daily life context

Learning Materials: Procedure

Learning Indicators: Students are able to:
1) Mention some steps of doing something
2) Use the sequential order
3) Write compositions of procedure

Teaching Methods: Discussion, Lecturing, Individual Work, Pair-work

www.fotosearch.com/photos-images/washing-machine.html

Teaching-Learning Activities

<table>
<thead>
<tr>
<th>Skill</th>
<th>Achievement Indicators</th>
<th>Activities</th>
<th>Time Allotment</th>
<th>Tools</th>
<th>Source</th>
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</thead>
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<tr>
<td>Speaking</td>
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<td>Students are to answers some common questions related to the topic</td>
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<tr>
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<td>the pictures in an orderly way Students are able to identify present tense</td>
<td>passage</td>
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<td>of sequentia l order</td>
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<td>Students match their answer to the correct answer Students are to read the examples of sequential order and notice the underlined words Students discuss the language focus (sequential order) in groups Students answers some questions related to the reading passage</td>
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<tr>
<td>Writing</td>
<td>Students are able to produce a procedure text containing the sequential order</td>
<td>Students work in pair and talk about how to operate one kitchen utensil</td>
<td>20'</td>
<td>A set of pictures of procedure using washing machine</td>
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<td></td>
<td></td>
<td>Students make a procedure composition based on the</td>
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<td>Skill</td>
<td>Achievement Indicators</td>
<td>Activities</td>
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<td>pictures provided by the teacher</td>
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<td>A student reads aloud the composition in front of the class and the other give some comments</td>
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</tbody>
</table>

Learning media: handout, worksheet, picture series

Evaluation: individual presentation, individual assignment, quiz
# LESSON UNIT PLAN

**School:** SMA Sanjaya XIV Nanggulan  
**Subject:** English  
**Grade/Semester:** X/I  
**Time allocation:** 2x40 minutes  
**Skill:** Writing

**Competency Standard:** To express meaning in short functional written text and short essays in the form of recount, narrative, and procedure in daily life context

**Basic Competence:** To express meaning and rhetorical steps accurately, fluently, and acceptably using various written language in the form of recount, narrative, and procedure in daily life context

**Learning Materials:** Recount

**Learning Indicators:** Students are able to:

1) Mention some incidents of the story  
2) Identify past tense in the reading passage  
3) Write compositions of recount

**Teaching Methods:** Discussion, Lecturing, Individual Work, Pair-work

**References:**  

## Teaching-Learning Activities

<table>
<thead>
<tr>
<th>Skill</th>
<th>Achievement Indicators</th>
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<th>Time Allotment</th>
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<th>Source</th>
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<td>Students are to answers some common questions related to the topic</td>
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<tr>
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<td>Students are able to identify</td>
<td>Students listen to the listening</td>
<td>10'</td>
<td>Handout</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
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<th>Skill</th>
<th>Achievement Indicators</th>
<th>Activities</th>
<th>Time Allotment</th>
<th>Tools</th>
<th>Source</th>
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<tr>
<td>Reading</td>
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<td>passage</td>
<td>5’</td>
<td>of past tense</td>
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<td></td>
<td>Students are able to identify past tense from the reading passage</td>
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<td>Students discuss the language focus (past tense) in groups</td>
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<td>Students answers some questions related to the reading passage</td>
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</tr>
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<td>Students are able to produce a recount text containing the past tense</td>
<td>Students work in pair and talk about how to operate one kitchen utensil</td>
<td>10’</td>
<td>A set of pictures of recount</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students make a procedure composition based on the pictures provided by the teacher</td>
<td>20’</td>
<td>Internet</td>
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<tr>
<td>Skill</td>
<td>Achievement Indicators</td>
<td>Activities</td>
<td>Time Allotment</td>
<td>Tools</td>
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<td>Students change their composition with their tablemate and do the peer correction</td>
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<td>A student reads aloud the composition in front of the class and the other give some comments</td>
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<td>Students summarize what they have learnt during the class</td>
<td>5'</td>
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</tbody>
</table>

Learning media: handout, worksheet, picture series

Evaluation: individual presentation, individual assignment, quiz
UNIT 1

IT'S TIME FOR SCHOOL!

Let's Warm Up!

Answer these questions below!

1. Do you always follow a schedule in one day?
2. What do you usually do in one day?
3. What do you do after school?

Listening Session

Draw the time. Write down the activities.

1.

2.

3.

4.

5.

Integrated Writing Activity Materials Using Pictures for the Tenth Grade Students
Get Ready!

Enrichment Session

Write the times in numbers!

<table>
<thead>
<tr>
<th>No</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's ten past nine.</td>
<td>It's 9.10</td>
</tr>
<tr>
<td>2</td>
<td>It's twenty minutes to three</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>It's quarter past eight</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It's half past nine</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It's four minutes past two</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>It's ten minutes to twelve</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>It's seven past four</td>
<td></td>
</tr>
</tbody>
</table>

Grammar Pitstop

Ask some questions to your friends about their daily routines. Use these verbs as the guidance.

- get up
- go home
- take a bath
- have breakfast
- have lunch

LOOK & LEARN:

What time do you get up every day? take a bath? go home?

What time does she get up every day? take a bath? go home?
Get Set!

Speak Up

Now, interview one of your friends using the interrogative form of present tense. Ask about his/her daily activities in one day. Write the activities on the list form below.

**daily routine list**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sunday</th>
<th>This week's goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
Reading Session

Read this text below.

Tina's Daily Activities

I'm Tina. I'm from Sydney. In Indonesia, I've to get up early, at about 5.30. But in Australia, I get up 2 hours after that time, because my school starts at 9 o'clock. Well, let me tell you about my daily activities in Indonesia. I get up at 5.30 every day and 30 minutes later I take a bath. It takes 10 minutes, after that I have breakfast for 5 minutes. I go to school at 6.30. I arrive in my school at 6.55. The class starts at 7 and I study at school for 6 hours. Then I go home and have lunch.

Source: English For Communication, Puri Bahasa

Choose the correct meaning in Indonesian!

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get up</td>
<td>A. Jam</td>
<td></td>
</tr>
<tr>
<td>2. Hour</td>
<td>B. Sampai, tiba</td>
<td></td>
</tr>
<tr>
<td>3. Breakfast</td>
<td>C. Bangun</td>
<td></td>
</tr>
<tr>
<td>4. Arrive</td>
<td>D. Makan siang</td>
<td></td>
</tr>
<tr>
<td>5. Lunch</td>
<td>E. Makan pagi</td>
<td></td>
</tr>
</tbody>
</table>

Decide whether the statement is true or false!

1. ( ) Sandra is from America
2. ( ) She is a secretary
3. ( ) She gets up at 6.00 o'clock in Indonesia
4. ( ) She takes a bath at 5.30
5. ( ) She finishes school at 1 p.m.
Go!

Make a composition based on the pictures below.

**PAUL’S DAILY ACTIVITIES**

**Daily Routine**

Hello! My name is Paul Sanders and I’m a student just like you.

Would you like to know what I do during the week?

A. Your first task is to identify the actions below:

- to go home/leave school
- to work/study
- to have breakfast
- to do the homework
- to have dinner
- to comb the hair
- to brush the teeth
- to wake up
- to go to bed/sleep
- to listen to music
- to watch TV
- to leave the house
- to arrive at school
- to go out for the evening

Your online English Class - [http://www.mysite.com](http://www.mysite.com)
B. Now can you write a text describing what Paul does every day? Pay attention to the verbs! Remember you have to use the Present Simple tense.

At 8 o'clock Paul _________________________________.

Was he _________________________________.

What did he _________________________________.

Did he _________________________________.

What did he _________________________________.

Did he _________________________________.

What did he _________________________________.

Did he _________________________________.

What did he _________________________________.

Did he _________________________________.
Pair-Work

Exchange your work with your partner. Correct your partner’s work if there are some mistakes. After all, share the mistakes that you have made.

Reflection

Write what you have learnt today. Is it interesting? Is it meaningful? Is it fun? 😊

Write here.

---
UNIT 2

IT WAS AN AWFUL DAY!

Let's Warm Up!

Answer these following questions!

1. What do you usually do in one day?
2. Do you love doing that?
3. Have you ever experienced a very awful day?

Listening Session

Picture Story
Put the letters of the pictures in the correct order to tell a story!

The order:
1. 
2. 
3. 
4. 
5. 
6. 

[Images of pictures with actions like "play", "get up", "buy presents", "have an accident", "leave", and "arrive".]
Enrichment Session

Make logical noun phrase by matching the adjectives and nouns.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boring</td>
<td>Experience</td>
</tr>
<tr>
<td>Amazing</td>
<td>Book</td>
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<tr>
<td>Interesting</td>
<td>Performance</td>
</tr>
<tr>
<td>Embarassing</td>
<td>Activity</td>
</tr>
<tr>
<td>Exciting</td>
<td>Concert</td>
</tr>
</tbody>
</table>

Grammar Pitstop

PAST TENSE

Example:
- Anna bought some fruits yesterday
- I had an accident and my friends took me to hospital
Get Set!

**Speak Up**

Now, interview one of your friend about his/her saddest experience. Don’t forget to use the past tense.

**Reading Session**

**RECOUNT TEXT**

Now read this and correct the verb in the story the story into past tenses. Add any words or information that you think is necessary.

```
Last Friday, I (get up) at eight o’clock from my bed to play tennis with my friend in a tennis court near my house.

After taking a bath, we (go) to there on foot. We (do) some warming-up before we (play). In the middle of the game, I (slip off) and (fall) to the ground. My friend (carry) me to the nearest hospital. Because I (have) to stay in the hospital for few weeks, my friends (visit) me and (give) me so many presents.

It (is) a really precious experience for me.
```
Decide whether the statement is true or false.

1. ( ) The writer wanted to play tennis with his parents
2. ( ) He walked to go to the tennis court
3. ( ) His friend fell to the ground in the middle of the game
4. ( ) The writer had to stay in hospital for one week
5. ( ) He was given so many present from his friends

Go!

It's time to Write

Now write the story in past tenses. Add any words or information that you think is necessary. Make your own story as creative as possible!
Now, make your own composition based on the pictures.

---

**Pair-Work**

Exchange your work with your partner. Correct your partner’s work if there are some mistakes. After all, share what the mistakes that you have made.

---

**Reflection**

UNIT 3

MY NEW WASHING MACHINE

Let's Warm Up!

Look at the picture and answer the questions.

1. What is the household equipment in the picture above?
2. What is the man doing?
3. Have you ever used that tool?
4. Do you know how to use it?

Listen Session

Give the numbers to the correct picture to make a good arrangement of procedure.
Get Ready!

**Enrichment Session**

Arrange these sentences into a good order!

1. Fill the electric kettle with water
2. Turn on the kettle
3. Wait till the water boiled
4. Put some tea into the cup
5. Add with some sugar
6. Pour some boiled water to the cup
7. Pour some milk into the cup
8. Stir it well
9. Leave for a few minutes
10. Drink while it is still warm
Grammar Pitstop

Sequential Order

Read this example of procedure and notice the word underlined below!

First, sort your clothes. You should wash white or light-colored clothes together and dark-colored clothes together. Next, add detergent to your washing machine. Follow the instructions on the detergent box. Then, load your clothes loosely into the washing machine. Load the laundry as high as your owner's manual specifies or to the top row of holes in the tub. After that, close the lid and set the controls of your washing machine according to what you are washing. Finally, turn on your washing machine. Allow it to work through all of the cycles and turn itself off before you unload the washed laundry.

The underlined words (first, next, then, after that, finally) are the examples of what is called Sequential Order. The function of is to show process in order through a sequences of series.

Now answer these questions below!

1. How many steps of the instruction of using machine above?
2. What should be added after sorting the clothes?
3. Explain how to load the laundry into the washing machine!
4. What must be done after closing the lid of the washing machine?
5. When is the time to turn the machine off?
Get Set!

Speak Up

Now, work in pairs. Think of one kitchen utensil. Share with your friend of how to use or operate the thing in a clear way. Ask your friends if you don’t understand the steps. Don’t forget to use the temporal conjunction.

Reading Session

Read the text below!

HOW TO MAKE FRIED RICE

Ingredients:
- 1 - 2 green onions, as desired
- 2 large eggs
- 1 teaspoon salt
- Pepper to taste
- 4 tablespoons oil for stir-frying, or as needed
- 4 cups cold cooked rice
- 1 - 2 tablespoons light soy sauce or oyster sauce, as desired

Preparation:
First, wash and finely chop the green onion. Lightly beat the eggs with the salt and pepper.

Next, heat a frying pan and add 2 tablespoons oil. When the oil is hot, add the eggs. Cook and stir until they are lightly scrambled but not too dry. Remove the eggs and clean out the pan.

Then, add 2 tablespoons oil. Add the rice. Stir-fry for a few minutes, using chopsticks or a wooden spoon to break it apart. Stir in the soy sauce or oyster sauce as desired.

Finally, when the rice is heated through, add the scrambled egg back into the pan. Mix thoroughly. Stir in the green onion. Serve hot.
Answer these following questions based on the text!

1. What do you need to make fried rice?
2. How many steps are there to make fried rice in the text?
3. Identify and mention some conjunctions used in the text!
4. What is the genre of the text?
5. Identify the structure of the text!

Go!

Now, make your own composition based on the pictures below. Write your composition in the provided space.

**How to Make Fresh Fruit Juice**

- [Image of making fruit juice]
- [Image of juicer]
- [Image of freshly squeezed fruit]
- [Image of prepared fruit]
- [Image of blended fruit]
- [Image of juice being poured]

*Integrated Writing Activity Materials Using Pictures for the Tenth Grade Students*
Pair-Work

Exchange your work with your partner. Correct your partner’s work if there are some mistakes. After all, share what the mistakes that you have made.

Reflection